

I - Institutional Assessment

Questions A1. and A2.

A1. Higher Education Institution:

Instituto Politécnico De Viseu

A2. Type of institution:

<no answer>

General Requirements

A3. Educational, scientific and cultural project of the Institution.

A3.1. Educational, scientific and cultural project of the Institution

It is defined and is coherent with the Institution's polytechnic nature and mission

A3.2. Evidences supporting the assessment

In the institutional self-assessment report (RAA), the Polytechnic Institute of Viseu (IPV) assumes that the options taken at the educational level have been designed in such a way as : to guarantee the high level of qualification and the cultural, artistic, technological and scientific training of its students within an international reference framework; to ensure that all duly qualified citizens have access to higher education and lifelong learning; to promote the effective mobility of students and graduates, both nationally and internationally. With regard to research and community links, the institution intends to guarantee the production, diffusion and transfer of knowledge, the valorization of the activity of teachers, researchers and non-teachers and the economic valuation of scientific knowledge.

At the cultural level, it aims to contribute to the public understanding of the humanities, arts, science and technology, through the organization of actions to support the diffusion of humanistic, artistic, scientific and technological culture, and making available the necessary resources for these purposes.

The IPV presents itself as an institution that plays a key role in a model of integral education, with a centrality in students, structured and supported in research and knowledge transfer activities and in the cultural dimension and interaction with society to promote students' access to cultural assets and artistic activities.

Its training offer is in the area of teacher training, but also in the areas of social education, cultural animation, sports and physical activity, art and multimedia, media, marketing, advertising and public relations.

A4. Organisation and management

A4.1. Management bodies of the Institution and its Units, according to statutes

A4.1.1 Management bodies of the Institution and its Units, according to statutes.

Are identified, comply with the legislation and meet regularly

A4.1.2. Evidences supporting the assessment.

The management bodies of the IPV and its Schools comply with the provisions of the RJIES, and there are not only those of a mandatory nature, but also others of an advisory nature: the General Council; President; Management Council; UO's Presidents; Technical and Scientific Councils; Pedagogical Councils; Academic Council; Evaluation and Quality Council; Assemblies of Representatives; Administrative Councils; CI&DETS Coordinator; CI&DETS Scientific Council.

The visit evidenced its regular functioning, along with a strong involvement among bodies, structures and levels of the organization, although the articulation between them is not always completely satisfactory.

A4.2. Scientific and pedagogical autonomy of the Institution

A4.2.1 The scientific and pedagogical autonomy of the establishment is assured:

Yes

A4.2.2. Evidences supporting the assessment.

The Statutes of the IPV, in compliance with the law, state their mission, their pedagogical and scientific objectives, concretize their autonomy and define their organic structure.

Its article 3° defines the IPV as a public legal entity, endowed with statutory, pedagogical, scientific, cultural, administrative, financial, patrimonial and disciplinary autonomy.

Article 4° establishes as guiding principles of this autonomy that the IPV and its UO's are governed, in their administration and management, by the principles of democraticity and the participation of all the bodies of the institution, with a view to:

- Promote the free expression of plurality of ideas and opinions;*
- Stimulate the participation of the academic community in the activities of the IPV;*
- Guarantee the freedom of cultural, scientific and technological creation;*
- Ensure the necessary conditions for an attitude of permanent scientific and pedagogical innovation;*
- Promote a close link between its activities and the community in which it operates.*

At the meetings held during the visit, the External Evaluation Committee (CAE) confirmed that the autonomies exist and are respected under the terms of article 11° of the RJIES.

A4.3. Participation of teachers, researchers and students on the Institution's management

A4.3.1 The participation of teachers, researchers and students on the Institution's management is assured:

Yes

A4.3.2. Evidences supporting the assessment.

Statutorily, the composition and powers of the institution's governing bodies ensure that the participation of teachers, researchers and students is assured.

At the meetings during the visit, it was possible to confirm that this participation is implemented and that the different stakeholders are properly represented in the establishment's government.

In the case of the self-assessment process, the preparation of the RAA involved the whole academic community: government bodies – the IPV President, the Organic Units Presidents, Pedagogic Councils, Scientific and Technical Councils, Academic Council, Quality and Assessment Council and the General Council; teaching staff – that integrate Pedagogic Councils, Scientific and Technical Councils, the Academic Council, the Quality and Assessment Council and the General Council; students – that integrate Pedagogic Councils, the Quality and Assessment Council and the Academic Council; and non-teaching staff, through the participation of the various responsible persons for the institution services and offices, and presence of the quality manager in the Quality and Assessment Council. And the external community, through the participation of external personalities, that integrate the General Council.

A4.4. Internal quality assurance system

A4.4. Internal quality assurance system (article 4th, no. 1, paragraph c) of RJAES):

Exists at institutional level, and is certified by A3ES (go to A4.4.1.)

A4.4.1. System evolution (when the system is certified by A3ES)

Internal quality assurance system defined at Institutional level and certified by A3ES:

Already in a date after the visit of this CAE to the institution, the Internal Quality Assurance System of the IPV was conditionally certified by the A3ES, for a period of one year.

Therefore, there is no justification for any assessment in this field by the CAE, given that both the elements of the RAA and those collected during the visit are out of date.

A4.4.2. Brief description of the system (when the system is not certified by A3ES)

Internal quality assurance system defined at Institutional level and not yet certified by A3ES:

A5. Education

A5.1. Demand and admission

A5.1.1. The Institution has a policy for recruitment of new students:

Partly

A5.1.2. Evidences supporting the assessment.

The RAA states that, in order to promote the recruitment of new students, the IPV carries out the following activities: institutional dissemination by means of distribution of brochures, pamphlets, and other advertising materials; publicizing through various media; accomplishment of events addressing students from the secondary level (such as Open Days); and attendance to regional, national and international employment and training events and fairs.

The existence of a consistent institutional policy of recruiting new students is not recognized. What appears in the RAA is translated into a summation of initiatives to disseminate the training offer through various modalities (brochures, pamphlets, secondary schools ...). It is not explicit what the recruitment policy is, with regard to the profile of students, their geographical origin and the type of course.

A5.2. Academic success

A5.2.1. The institution has policies to promote academic success and student's integration:

Yes

A5.2.2. Evidences supporting the assessment.

- IPV has a set of procedures that aim to obtain a continuous evaluation of success and drop out, based on a set of descriptive variables of the situation, namely external factors (geographical origin, family context ...) and internal variables (student profile, eventual professional experience,).

In the framework of the Abandonment Observatory, the data collected in 2016 (referring to the previous 2 academic years) show that it varied between 13% and 16%, with the highest incidence among students with a single enrollment and among non-scholarship students. Significant is also the rate of students who drop out of higher education after 5 enrollments and with more than 150 ECTS completed.

The average progression rate per UC is 66% (lower values in the courses of Management / Accounting and Engineering).

The average number of years for course completion is 3.8 (ranging from 3.4 to 4.9) (highest in the areas of Management / Accounting and Engineering).

- In order to promote success and integration, as well as reduce abandonment, the IPV has implemented several measures, namely: definition of signaling procedures, counseling and support for students; development of student integration / mentoring programs; psychology and medical services; use of innovative teaching / learning / evaluation processes; involvement of the various levels of organization of academic activities in integration activities and in the promotion of extracurricular activities that promote other competences; support and search for new types of activities for the financial support of needy students.

A5.3. Link to oriented research

A5.3.1. The institution has measures that guarantee the contact of the students with oriented research since the first years:

Yes

A5.3.2. Evidences supporting the assessment.

As described in the RAA and reported during the visit, the IPV reflects concern about the implementation of mechanisms for linking teaching and research and innovation from the early years: adopting active classroom methodologies, supported in the exposition of case studies, and in groups of discussion and problem-focused learning; promoting activities of data collection and processing and results analysis, and, where possible, organizing study visits for contextualisation and experimentation of knowledge in a real context; integrating students in R&D and knowledge dissemination activities, both in the context of ongoing ID&I projects, as well as in the context of tasks that derive from the dynamics of UC's, or as research initiation fellows.

A5.4. Integration of graduates in the labour market

A5.4.1. The Institution effectively promotes the monitoring of employability and support to students for their insertion in the labour market:

Yes

A5.4.2. Evidences supporting the assessment.

The IPV provides students and graduates with an Active Life Insertion Service (SIVA), whose mission is to promote their employability and professional integration, by strengthening cooperation and exchanges in national and international space with professional training institutions and with the economic and social partners, in particular with employers, with a view to developing support initiatives in the areas of service intervention, namely: employment, internship, vocational training, volunteering, entrepreneurship and integration into research activities.

In addition, it monitors and studies the course of graduates in the labor market, in order to improve the educational and training offer of the IPV, in order to increase the level of employability and employment of its target audiences.

With regard to the insertion of students in the labor market: it disseminates employment opportunities, internship experiences and training and professional development activities; bets on initiatives that foster entrepreneurship; conducts training programs on start-ups; celebrates protocols with public and private institutions suitable for training in a work context; ...

Active Life Insertion Services provide an employment grant that allows the registration of candidates and companies.

In order to assess the course of the graduates, a "long version" institutional questionnaire is foreseen every 3 years. In the intervening years a "short version" of it is applied. So far, this questionnaire has been applied only once, in the "short version", so there is no data systematization yet.

A6. Teaching staff

A6.1. The Institution has an adequate teaching staff and has a recruitment policy:

Yes

A6.2. Evidences supporting the assessment.

A major investment in IPV is visible in the advanced qualification of faculty, particularly given the budgetary constraints that IES have faced in recent years. The Institute has adopted procedures to ensure that the teaching staff has the necessary qualification and competence to carry out their duties and is well suited to their mission (procedures described in the IPV Teaching Staff Performance Evaluation Regulation No. 14000/2012).

The global faculty of the IPV has 457 teachers [243 doctors (225,05 ETI), of which 213 are in the Full Time regime].

The faculty itself is composed of 300 faculty members (representing 65.65% of the global faculty): 213 doctors, 61 masters and 26 graduates.

Regarding stability (December 2016), 82.11% had a contract of employment in public office for an indefinite period.

The average age of teachers in the Full Time regime is 47.37 years and the aging index is 1.87.

There are 43 teachers enrolled in doctorates for at least one year (8 from ESAV, 9 from ESEV, 24 from ESTGV and 2 from ESTGL).

A7. The scientific and technological activity

A7.1. Oriented research, technological development and high-level professional development policies

A7.1.1. The Institution has a policy for oriented research, technological development and high-level professional development, and for its economic valuation:

Partly

A7.1.2. Evidences supporting the assessment.

The RAA reflects the shortcomings in the area of knowledge produced, created through research, development and innovation activities that can be transferred and used in the economic, social and cultural development of

the community. The Institution shows great awareness of this aspect and clearly states the objectives that still need to be pursued.

It indicates the existence of a Research Center "Center for Studies in Education, Technologies and Health" (CI&DETS), with 169 PhD researchers, classified as "poor" by FCT.

It declares the following Receipts of financed projects: in 2014 - € 1623142.74; in 2015 - € 2441806.66; in 2016 - € 511488.98.

During the visit, the CAE found that the critical aspects of the CI&DETS are well identified by the Institution, which led to the review of the management of the investigation, for a proposal made known to us by the President during the visit.

A7.2. Consultancy policies

A7.2.1. The Institution has a consistent institutional policy for consultancy, adequate to its contribution to regional and national development:

Yes

A7.2.2. Evidences supporting the assessment.

The provision of services abroad is well developed.

The IES provides various services to the community through the partnerships it establishes, namely through the structures it has for this purpose, such as ADIV (Association for Development and Research of Viseu) or laboratories of UO's. It carries out courses of continuous and specialized training, consultancy in studies and audits.

Nevertheless, it assumes that "the involvement with the region falls short of the installed potential, lacking this relationship of effectiveness in the dynamization of the economic, social and cultural fabric, in many cases."

It should be noted that in the RAA (B5) there are not presented service delivery units to the community, and some of the UO's present, in the respective item, some services that are not services abroad, but rather, pedagogical and administrative support services, meaning that an incorrect interpretation of this item in the RAA. See, for example, the Veterinary Pathology Anatomy Laboratory of ESAV, a laboratory unit that provides diagnostic services in the area of pathological anatomy.

It should be emphasized that the connection to the community was greatly referred in the meetings during the visit and that the RAA refers to several important activities. Some, however, do not really correspond to the provision of services, basically assuming the nature of cooperation and extension activities, which do not translate into revenue for the institution.

It is important that the IPV reinforces the funding and diversification of funding sources.

A7.3. Own revenue policies

A7.3.1. The institution has a policy for raising its own revenues and its level is adequate:

Yes

A7.3.2. Evidences supporting the assessment.

Transfers from the OE correspond to the most important component of the total budget. Own revenues, according to the information provided in the RAA, come essentially from fees, which represent about 80%.

Own revenues obtained in the last 3 years were as follows:

- In 2014: 5418947.02 (4401458.02 € are fees)

- In 2015: 5310177.13 € (4392969.70 € are fees)

- In 2016: 5338777.17 € (4271251.36 € are fees)

An important main activity for raising own revenues is the provision of specialized services to the community (projects, studies and consultancy work; laboratory work, such as analysis and testing; research and development work; and training activities.

It is recognized the right to stimulation in the form of additional remuneration to teachers, non-teachers and researchers directly involved in the provision of services, without prejudice to the rules that regulate the regime of teachers in exclusivity.

In addition to fees and the provision of specialized services to the community, IPV also collects revenues through financial support from public and private entities, the sale of agricultural and livestock products, rental of space and equipment, and publications and printed matter.

A8. National cooperation policies

A8.1. The Institution has an institutional policy for cooperation with other national institutions:

Partly

A8.2. Evidences supporting the assessment.

The RAA refers (in the mission and in the educational, cultural and scientific project) that the IPV promotes national and international cooperation and effective mobility, and presents evidence of the application of a policy of national collaboration that favors the establishment of partnerships with other institutions of higher education. However, the IES clearly recognizes that it needs to make the provision of services more effective and to work actively in articulating and jointly pursuing the activities of production and dissemination of knowledge and culture. To achieve this, it assumes that cooperation with similar institutions, national and foreign, should be strengthened.

It was evident during the visit that these aspects present some weaknesses in the results and deserve special attention from the IES.

A9. Internationalization policies

A9.1. The Institution has an institutional policy for internationalization:

Partly

A9.2. Evidences supporting the assessment.

Both in the RAA and in the visit, the IES is concerned to promote, directly or through its UO's, the integration in networks and partnership / cooperation relations with foreign IES's / international scientific organizations / other institutions, in particular in the field of European Union, of agreements signed by the Portuguese State and of the framework of the Portuguese-speaking countries.

In the European space, the priority goes to countries that allow the development of activities in English. As for non-European countries, for Portuguese-speaking countries.

The IPV has set up a Support Center for the Foreign Student of the Lusophone Space (NAEL), which, in addition to receiving and integrating students from Portuguese-speaking countries attending the institution, intends to collaborate in disseminating of the cultural heritage of these countries.

The main publics of international mobility activities are the 1st and 2nd cycle students, for periods of study and internship (either at the curricular professional level, or extracurricular training level, taking the added value of the participation of the IPV in Erasmuscentro, in collaboration with all the polytechnic institutes of the central region of Portugal).

Teachers are also a priority in international cooperation for participation in teaching, training and other research projects.

However, it was noticeable during the visit that the domain of internationalization still presents some weaknesses in the level of results, deserving a special attention by the IES.

A10. Facilities

A10.1. The Institution has facilities with the characteristics required for polytechnic education:

Yes

A10.2. Evidences supporting the assessment.

With a total campus area of 145204.00 m², the IPV has facilities with the characteristics required for the administration of polytechnic education, with valences essential for quality training, combining pedagogical and research infrastructures with social, leisure and well-being spaces and support for students.

The spaces are conducive to a satisfactory academic life: sports pavilion, turf football field, tennis courts, open-air polyvalent and green areas, 3 student residences, cafeterias, bars and snack bars and ample car parks.

It has, among other valences, medical services, psychology, entrepreneurship and insertion in active life; multipurpose building; center for animation and training in the performing arts; Magna Class; television studio and online television.

A11. Social benefits services

A11.1. Social benefits are provided:

Yes

A11.2. Evidences supporting the assessment.

IPV's Social Services include: Administrative and Financial Services, which support the services provided to students; Student Support Services, which carry out their activities in direct contact with students through various supports and services (direct social support: scholarships and / or emergency aid; indirect social support: accommodation and food, support sports and cultural activities and other educational support). In the field of sport, there are several equipment available: open-air sports center (tennis, basketball, handball), turf field, mini-golf and covered sports center.

The sporting and cultural activities of student associations are supported with specific subsidies for this purpose and through the feeding units.

The entire community has access to medical support, with two offices, with a doctor twice a week. Access to psychology consultations is also available.

For students with special educational needs there is the possibility of accommodation in a student residence, in a room prepared for the specific need, and the collaboration of the Psychology Service to issue technical advice that allows the assignment of complements that students may need, under the terms defined by law.

According to data from 2015/16, the IPV has 320 beds in residences, with an occupancy rate of 76.3%. As for food, there are 550 places in the cafeteria, serving a daily average of 131 meals (30794 / year).

During the visit, the students of ESTGL expressed their dissatisfaction with some support services, namely the menus, with only one option of dish, unlike other canteens of the IPV and in breach of Law no. 11/2017 (compulsory existence of a vegetarian option in the menus of canteens and public canteens).

The available budget has met the main needs. However, in an attempt to rationalize resources, the IES has decided to share most of the SAS Administrative Services with the Central Services (accounting, human resources, technical support and maintenance). A similar procedure was adopted for the Accommodation services, with regard to surveillance, which was centralized in a single residence, being the control made using an internal communications system.

A12. Public Information

A12.1. The Institution appropriately publicizes information on its training offer, including self-assessment and external evaluation reports and Agency decisions:

No

A12.2. Evidences supporting the assessment.

Public information made available on the portal and sub-portals of the IPV reveals very little structuring and harmonization, with either the absence of essential information (eg employability data, school success, self-report reports of the study cycles, evaluation reports external study cycles and respective Agency decisions, school activity plans and reports, ...), or the outdatedness of this information (eg in the SAS sub-portal, the latest available Satisfaction Survey results are from 2012).

The RAA itself acknowledges that there are no important external documents published about the Institution.

The IES needs, in fact, to reinforce institutional promotion and promotion strategies. In this regard, it should be noted that the information that can be accessed through the IPV website conveys an image that falls far short of what the IPV deserves to have.

Specific Requirements

A13. Training offer.

A13.1. POLYTECHNIC INSTITUTE: The Institution has, at least:

- Two Schools in different areas;
- Four accredited 1st cycles (Licenciaturas), two of which in a technic-laboratory area, in two different areas compatible with the mission of polytechnic education

OTHER ESTABLISHMENT OF POLYTECHNIC HIGHER EDUCATION: The Institution has, at least:

- One accredited 1st Cycle (Licenciatura);

Yes

A13.2. Evidences supporting the assessment.

The IPV has 5 Schools: Agrarian School of Viseu (ESAV); School of Education of Viseu (ESEV); Health School of Viseu (ESSV); School and of Management Technology of Viseu (ESTGV); School of Management and Technology of Lamego (ESTGL).

It offers 108 courses, with a total of 4825 students [39 of Bachelor's degree (3933 students), 38 of Master's degree (440 students) and 31 CTeSP (452 students)].

A14. Teaching staff

A14.1. In the set of teachers and researchers who carry out teaching or research activities, with any kind of employment link, in the Institution:

- The institution has at least one specialist or PhD holder per 30 students;
- At least 15% of the PhD holders are in full-time;
- In addition to these PhD holders, at least 35% are specialists (who may also hold a PhD degrees).

Partly

A14.2. Evidences supporting the assessment.

The IPV has 4373 students enrolled in bachelor's and master's degrees and its global faculty has 254.11 ETI of PhD/specialists, so the number of doctors or specialists per 30 students is 1.74.

With regard to its «own» faculty, the number of doctors per 30 students of the Institute is 1.31 (1.59 in ESAV, 1.29 in ESEV, 1.06 in ESSV, 1.38 in ESTGV, 1.15 in ESTGL.

In a total of 352.13 ETI, the IPV has 193 PhD non-specialists in full time (55%), so the minimum ratio of 15% defined by the RJIES is fulfilled. In addition to these, there are 50.58 ETI of specialists (14%), whose ratio is lower than the minimum ratio of 35% defined by the RJIES.

A15. Observations

A15. Observations

na

II - Units' Assessment

B1. Education

B1.1. Training offer adequacy

General assessment of the adequacy of the training offer of the Units, particularly in terms of the mission of a polytechnic institution.

The training offered by the Schools that constitute the IPV is appropriate to the mission of these UO's and is adequate to the Strategic Plan of the Institution.

Some UO's have courses with low demand and low success rates, which deserve to be re-equated. The CAE confirmed that actions are being taken to overcome some of the weaknesses identified.

ESAV:

ESAV maintains close contact with companies in the region, resulting in an exchange of information that has made it possible to diagnose the major shortage of skilled labor in the region.

Has 6 accredited degrees. In 2016/17, 5 were in operation.

The degrees in Food Engineering and Zootecnical Engineering did not open vacancies in the years 2013/14, 20/15 and 2015/16.

Due to reduced demand, 5 bachelor courses have been discontinued in the last 5 years.

It has 3 accredited masters and presented as being in operation.

ESEV:

The courses offered by ESEV are oriented towards well-defined professions, as well as towards training courses that allow professional specialization and / or updating.

It has 7 bachelor courses accredited (and discontinued 1), 14 accredited master's degrees (had 3 non accredited and discontinued 6).

Several masters have not opened positions for more than 3 successive years (eg Art, Design and Multimedia, Sports and Physical Activity, Pedagogical Supervision). It can be said that only 5 of them have a satisfactory admission rate.

ESSV:

The ESSV has one 1st degree course Nursing) and 5 masters accredited, and in 2015/16, 4 of these masters did not open vacancies (only opened Nursing of Child Health and Pediatrics).

Already submitted 3 new bachelor degrees to accreditation, but none of them was accredited.

Three new Masters courses presented by the School were not accredited and have already discontinued 2.

Although the training at CTESP's is presented as a development strategy, this School only has a participation in one of the ESAV, having none specifically registered by OU.

ESTGL:

It has in operation 6 courses of 1st cycle: Management and Computer Sciences; Accounting and Auditing; Computer Engineering and Telecommunications; Social service; Secretariat of Administration; Touristic, Cultural and Heritage Management.

The degree in Tourist Information has been discontinued (no longer offered vacancies in 2015/16).

At the 2nd cycle level, it offers a master's degree in Social Organizations Management. The Master in Cultural Heritage Management and Local Development is accredited, but has not yet offered vacancies at the date of the Report.

ESTGV:

In the academic year 2015/16, the ESTGV offered 13 undergraduate and 8 master's degree courses.

There are 2 undergraduate courses that have 0 vacancies since 2013/14: Management and Maintenance of Buildings and Infrastructures.

There are courses in certain areas of knowledge with less attractiveness to students. Examples of masters with very low demand are: Construction Engineering and Rehabilitation; Mechanical Engineering and Industrial Management; Marketing. The master's degree in Environmental Technologies did not even have any vacant jobs in 2014/15.

B1.2. Students

General assessment of the evolution of the number of students of the Units.

Generally, the Schools present a good demand for the courses, in particular through the National Access Competition. However, some weaknesses are identified in the search for some study cycles.

ESAV:

The UO states that it has some difficulty in recruiting students, indicating as factors the economic difficulties of families and the fact that the School is "relatively young, still without strong affirmation in higher education".

The largest number of students entering the degree courses does so through the National Access Competition.

There are a significant number of students using the special competition for M23, namely in the degree in Agronomic Engineering.

There are several degrees with a low admission fee.

The CTESP has presented a low demand (below 50% of occupation).

In 2014/15 and 2015/16, the number of students with a degree in technological specialization was quite significant, with a considerable reduction in 2016/17.

ESEV:

Generally, the degrees have a high occupancy rate. Exceptions are Cultural Animation (had already 2 years with low admission rate) and Environmental Education (has already been discontinued).

Several degrees fill all the vacancies: Social Communication, and Plastic Arts and Multimedia, in 2014/15; Social Communication, Sport and Physical Activity, and Publicity and Public Relations, in 2015/16; Social Communication, Fine Arts and Multimedia, Sports and Physical Activity, and Publicity and Public Relations in 2016/17.

The largest number of students entering the degree course does so through the National Access Competition.

Throughout the three academic years, the degrees of Sports and Physical Activity, and Social Education are the ones that show greater demand in the M23 regime, although this number has been decreasing.

It can be said that only 5 of the masters have a satisfactory admission rate. Several have not opened vacancies for more than 3 successive years (eg Art, Design and Multimedia, Sports and Physical Activity, Pedagogical Supervision).

Over the 3 years there has been a slight decrease in the number of master's degrees. The master's students are mainly from the district of Viseu, soon followed by that of Aveiro.

ESSV:

Nursing is the only 1st cycle course offered by the UO. Despite the fact that in recent years there has been a decrease in the number of candidates, demand has been significantly higher than the offer, noting that there is no difficulty in recruiting students, with the occupancy rate being 100% between the 1st and 3rd phase.

Access by the M23 regime registered a decrease between the academic years 2009/10 and 2015/16. In the academic year 2015/16, the number of students enrolled in the 1st cycle was 436 and in the second cycle was 162, which makes a total of 598 students.

The origin of the students is mainly from the district of Viseu.

ESTGL:

All study cycles have registered a growth in demand for the General Access Competition since 2014/15.

In the regime of M23, the demand has generally decreased from year to year.

The regional origins of the students vary greatly from course to course, but were mostly Viseu, Porto, Aveiro and north.

In the academic year 2016/17 there was no demand for students coming from the Advanced Professional Technical Courses, explained by the fact that the School offered this training only in the years 2015/16 and 2016/17.

ESTGV:

Most students enter through the national competition. The importance of the contribution of the holders of a degree in Technological Specialization (CET), as well as that of other admission schemes, is evidenced. On a smaller scale, the percentage of students entering through the regime of M23 appears.

In any of the cycles of study, the students that enter the School are mainly coming from the center region, covering some fringes of the north region.

B1.3. Graduates

General assessment of the evolution of the number of graduates of the Units.

The IPV provides students and graduates with an Active Life Insertion Service (SIVA), whose mission is to promote their employability and professional integration. In addition, it monitors and studies the course of graduates in the labor market, in order to improve the educational and training offer of the IPV, in order to increase the level of employability and employment of its target audiences.

ESAV:

ESAV maintains close contact with the companies of the region, with which it has signed cooperation protocols, namely to carry out internships in the active life of its newly graduated students. From this permanent contact has resulted an exchange of information that has made it possible to diagnose a major shortage of skilled labor in the region.

The number of graduates is reduced and has been decreasing in most of the courses, with the exception of the degree of Veterinary Nursing.

Percentage of graduates who obtained employment: in sectors of activity related to the area of study cycle - 75.6%; in other sectors of activity - 24.4%; up to one year after completion of the study cycle - 73%.

ESEV:

In the academic years 2011/12, 2012/13 and 2013/14, the number of graduates in the ESEV degrees presented regularity, with a decrease in 2014/15.

In the masters program, the number of graduates remained regular in 2011/12, 2012/13 and 2013/14, with a marked decrease in 2014/15, with the exception of the Communication and Marketing courses, Psychosocial Intervention with Children and Young at Risk, Pre-School Education and 1st Cycle of Basic Education, and Artistic Animation.

The percentage of graduates who obtained employment in sectors of activity related to the area of the study cycle was 75.7%; in other sectors of activity - 24.3%; up to one year after completing the study cycle - 48.6%.

ESSV:

At the ESSV, the Nursing degree has a high rate of school success and employability.

By reference to the survey carried out in January 2017, 96.47% of the graduates of the 1st cycle obtained employment until one year after the end of the study cycle; however, there is still a residual value of 3.53% that has obtained employment in other sectors of activity. This value is also close to the number of working-students in the first cycle who did not leave their place of work, despite the new qualifications and motivation for professional practice in the area of studies.

As students of the 2nd cycle are required to have 2 years of professional practice, they are already in work related to the area of the study cycle, allowing the achievement of 100% percentages.

ESTGL:

In the degree programs of ESTGL, the number of graduates has been relatively balanced, with the exception of some courses (eg Computer Engineering and Telecommunications, Management and Computer Science).

At the master's level, and regarding the period to which the RAA reports, there is still no graduate: Management of Social Organizations only offered vacancies for the first time in 2015/16, and Management of Cultural Heritage and Local Development never offered vacancies between 2013 / 14 and 2015/16.

Taking into account the evolution of the graduates in the last 5 academic years (2011 to 2016), there was a considerable decrease for a number of reasons, namely: abrupt reduction in the demand for courses by candidates in the competition of over 23 years; constraints of the economic crisis; discontinuation of the course of Tourist Information (daytime) and Accounting and Auditing (post-employment); demand for the School's courses in the National Access Competition. In the last two years there has been some recovery in the candidates for the National Access Competition.

According to the latest results obtained by the Commission for Quality Assessment, about 48.3% of the graduates reported that they had already had some activity since the conclusion of the course, and 100% of the graduates were in the labor market one year after completion the same. Of these, 42.9% worked in sectors of activity related to the area of the study cycle, which is a very positive result.

ESTGV:

In the degree and master's degree courses of the ESTGV, the number of graduates declined in 2013/14, 2014/15 and 2015/16, seeming to be due, in the case of undergraduates, to a decrease in the number of students who entered in years above. In the case of masters, the number of students who entered in previous years did not suffer significant variation.

The percentage of graduates who obtained employment in sectors of activity related to the area of the study cycle was 78.3%; in other sectors of activity - 21.7%; up to one year after the study cycle - 76.9%.

These percentages, although far from ideal, can be considered quite acceptable in the face of the unfavorable national environment in the field of employability.

B2. Teaching staff

B2.1. Adequacy in number, qualification and specialization

General assessment of the adequacy of the teaching staff of the Units.

ESAV:

There are 43 faculty members (37.46 ETI), of which 21 are PhDs (21.0 ETI) and 6 are specialists (3.88), with adequate qualification and in number appropriate to the number of students, although with a high teaching load. There is a need to recruit some specialists, as the current ratio of 10% is less than 35%.

The School has 432 students enrolled in undergraduate and master's degrees, so the number of doctors or specialists per 30 students is 1.73.

ESEV:

Teaching staff consists of 104 teachers (89,25 ETI), of which 70 are PhDs (64,0 ETI) and 6 are specialists (3.95 ETI). The number is appropriate to the number of students, and there is only a need to recruit some specialists, as the current ratio of 4% is less than 35%.

One of the full time doctors is simultaneously a specialist. The School has 1225 students enrolled in undergraduate and master's degrees, so the number of doctors or specialists per 30 students is 1.63.

There are 47 career teachers (53%), whose ratio is lower than the 70% defined by ECPDESP.

The scientific areas of the doctors focus on the fundamental areas of the study cycles that integrate ESEV's training offer, namely: Teacher Training and Educational Sciences; Personal Services (Sport); Arts (Fine Arts); Information and Journalism; Business Sciences (Marketing and Advertising); Social and Behavioral Sciences; Computing.

The faculty of the masters courses is specialized in its fundamental training areas, and in some degree courses (Advertising and Public Relations, Social Communication and Cultural Animation) the number of specialist doctors and specialists in the fundamental training areas has shown an evolution towards achieving the required values.

ESSV:

The faculty consists of 82 teachers (31.64 ETI), of whom 25 are PhDs (23.27 ETI) and 53 are specialists (23.67 ETI). 18 full-time doctors are simultaneously specialists.

Its «own» faculty consists of 23 TI professors, with a doctorate degree and more than 3 years of contract.

The School has 551 students enrolled in undergraduate and master's degrees, so the number of doctors or specialists per 30 students is 1.56.

The School has a teaching staff with adequate basic nursing training, with specialization by the Order of Nurses in the areas of Medical-Surgical, Community, Mental and Psychiatric Nursing, Child and Pediatric Health, Maternal and Obstetrical Health, and Rehabilitation.

ESTGL:

The faculty consists of 39 teachers (30,01 ETI), of which 23 are PhDs (21,03 ETI) and 10 are specialists (4,81 ETI). The School has 417 students enrolled in undergraduate and master's degrees, so the number of doctors or specialists per 30 students is 1.83.

There is a need to recruit some career specialists and professors in order to meet the minimum ratios of 35%

and 70%, respectively.

ESTGV:

The faculty consists of 189 faculty members (163,72 ETI), of whom 104 are PhDs (95.83 ETI) and 19 are specialists (14.28 ETI). 1 full time doctor is simultaneously specialist.

The School has 1748 students enrolled in undergraduate and master's degrees. The number of teachers is adequate in relation to the number of students - the number of doctors or specialists per 30 students is 1.87. There is a need to hire some specialists, as the current ratio of 9% is less than 35%.

There has been a significant increase of teachers with a doctorate degree (42 in 2009/10, 104 in 2015/2016).

B2.2. Stability and training dynamics

General assessment of the degree of stability of the teaching staff of the Units.

ESAV:

All teachers have been connected to the Institution for more than 3 years.

ESEV:

Of the 65 full-time teachers, 54 have legal ties to the institution through an indefinite employment contract.

ESSV:

All full-time teachers have more than 3 years of contract.

The faculty of the School presents a significant degree of aging, since from the 23 full-time teachers, the minimum age is 38 years and the maximum 61, with a global average of 54.43 years.

The aging rate tends to increase and it has not been clear which action plan is being developed.

ESTGL:

23 full-time teachers (79%) have more than 3 years of contract; 2 teachers (7%) have been in PhD for at least 1 year.

ESTGV:

In relation to the total faculty at the time of completion of the RAA, 85.72% of the teachers have a full-time contract with the institution for more than 3 years and 14.6% have been in doctorate for at least one year.

Questions B3. to B5.

B3. Facilities

General assessment of the adequacy of the facilities of the Units.

ESAV:

The School has the appropriate facilities. A Laboratory of Pathological Anatomy, a Veterinary Nursing Center and a Zootechnical Park with several species are in operation to support the teaching activities. The School also comprises a farm with several agricultural crops, both for support to teaching activities, and for experimentation and research.

In the visit of the CAE, teachers reported lack of technical support for teaching and research tasks, and limited facilities, although in general the existing facilities are in good repair.

ESEV:

With an area of 6096.79 m², the School has the appropriate facilities.

ESSV:

Despite the good conditions and adequacy of the facilities and equipment referred to in the RAA, the institution identified the need to increase the number of laboratories, in particular with specific spaces and equipment of simulated pedagogical practice, with high fidelity pedagogical models. The laboratories are already in the process of structural modernization, which is fundamental to be finished.

ESTGL:

The School's facilities were expanded and requalified, presenting an adequate endowment of technological, bibliographic and equipment resources.

ESTGV:

The School, with approximately 17,000 m² of living space, has the appropriate facilities

B4. Oriented research, technological development and high-level professional development activities

General assessment of the oriented research, technological development and high level professional development activities of the Units.

ESAV:

It presents an important research activity oriented in areas of relevance to the region, such as dairy products,

viticulture and nuts (studies, service and consultancy abroad, technical and scientific events, review in international magazines, ...).

It encourages activities that promote student participation in research projects.

ESEV:

There are several research projects resulting from the increase of individual or institutional initiatives in the submission of projects to FCT, CI&DETS, or even by community bodies and institutions (eg CGD).

It has an institutional policy to encourage the involvement of students in research activities.

ESSV:

Individual and institutional initiatives for the submission and development of research projects funded by FCT or subsidized by CI&DETS, or even by community institutions / institutions have increased.

The publication of the results of the studies in scientific articles, in scientific events with the presentation of communications and posters are activities in which students participate.

ESTGL:

Mechanisms have been implemented with regard to the contact of students with research / innovation activities and economic valuation of knowledge, in end-of-course projects, with a strong component of applied research and entrepreneurship.

The School promotes and supports various participation initiatives and technical-scientific projects.

Applications for the Support Program for Applied Research in Polytechnic Education (Scientific Research and Technological Development Projects - IC&DT), and the application under the Operational Program North 2020, under the letter of commitment subscribed by IPV, UTAD, IPB, the CIM of the North region and the Business Associations of the region.

ESTGV:

Teachers are involved in research projects funded by national and international funds and applied research projects, in collaboration with local and national companies in the development of new products and technological applications.

B5. Artistic output

General assessment of the activities with artistic output in the Units.

In ESAV, ESSV, ESTGL and ESTGV, artistic production does not constitute a particular area. Nevertheless, there are some activities that were developed in this scope and that counted on the participation and support of these UO's.

The ESEV highlights the network of partnerships with artistic and cultural entities that enhance the involvement of teachers and students in projects and performing activities, exhibitions, theatrical and musical interventions.

Questions B6. to B7.

B6. Consultancy

General assessment of consultancy activities (including cultural, artistic and sports activities) in the Units.

ESAV:

Of particular note is the Veterinary Pathology Anatomy Laboratory, with a significant activity in the area of pathological anatomy.

The School also provides regular food analysis services, including honey and oil, and milk and dairy analysis services.

These activities, as well as those of research, deserve greater public visibility, in particular through the institutional portal.

ESEV:

Of particular note is the active participation in: national teacher training programs; services in the evaluation and certification of manuals and external evaluation of schools; technical opinions on school references and curricular guidelines; participation in national and regional Observatories (eg ObCig); ...

The School has developed scientific, pedagogical and cultural projects in network with community partners, capitalizing spaces, human resources and knowledge to provide services to the community.

ESSV:

With a view to transferring knowledge to the community and reciprocal valorization, the training includes, in addition to the theoretical teaching, clinical teaching and research component, the provision of services, which aim to intervene in health promotion, collaborate in health literacy and participate in citizenship and social responsibility.

The partnerships, protocols and projects established with health institutions, IPSS and other bodies / entities make it possible to effectively integrate students into concrete actions with healthy and sick people, resulting from the implementation of DGS Programs.

ESTGL:

The School, in partnership with the Municipality of Lamego, created the IEL - Incubator of Companies of Lamego, whose main objective is to welcome projects of entrepreneurship of school alumni, being the coordination

assured by ESTGL.

The School has a voluntary association (AVESTGL) with a very active intervention in the community.

ESTGV:

The provision of services abroad is carried out directly by the School or through the Association for Development and Research of Viseu (ADIV). In this way, the works, projects, consultancies and short courses implemented have increased over the years.

B7. National and international cooperation

General assessment of the national and international cooperation activities in the Units.

ESAV:

This School seeks to establish partnerships with companies and organizations in the field of applied research. In this sense, it promotes and supports the initiatives of participation in national and international technical-scientific projects and expects approval in the scope of applications already submitted.

It aims to increase the number of participants in international mobility for students and teachers. The % in and out mobility of students and teachers is very low.

It also seeks to increase contacts with foreign institutions in order to attract more international students.

ESEV:

The School has collaborated with other national and international institutions in the organization and stimulation of pedagogical, scientific and cultural activities and research projects.

It aims to increase participation in international mobility programs for students, teachers and non-teaching staff.

The level of mobility (in and out) is low, both for teachers and students.

It also seeks to increase contacts with foreign institutions in order to attract more international students, an aspect that is underdeveloped.

ESSV:

The main target groups of the international mobility activities of this school are 1st and 2nd cycle students in Nursing, for internship.

The participation of students in internships is promoted, both in professional curricular and extracurricular training.

Teachers are also a priority in international cooperation, for participation in teaching, training and other research projects.

It is the UO of the IPV that has the highest % of mobility (in and out), although it is relatively low (foreign students enrolled in the UO - 0.2%; students in international mobility programs (in) - 3%; mobility (out) - 4.6%).

ESTGL:

The School is a signatory of the Trás-os-Montes and Alto Douro Commitments Letter (TMAD), which involves UTAD, the IPB, the Business Associations of the region and the Inter-municipal Communities of the TMAD region. In this partnership, ESTGL assumes the participation in the areas of Entrepreneurship, Knowledge Transfer, Territorial Marketing and Training and Qualification of TMAD Guides.

It has institutional protocols for mobility of students and teachers with several institutions, even if it is low: foreign students enrolled in UO - 1.4%; students in international mobility programs (in) - 0%; students in international mobility programs (out) - 1.7%; foreign teachers, including teachers in mobility (in) - 3.3%; Mobility of teachers (out) - 10%.

ESTGV:

The School has several partnerships / agreements with foreign entities where the students of some courses do curricular internships.

The figures of internationalization are low: foreign students enrolled in the UO - 1.6%; students in international mobility programs (in) - 2.4%; students in international mobility programs (out) - 2%; foreign teachers, including teachers in mobility (in) - 3%; Teacher mobility (out) - 1.8%.

B8. Internal quality assurance system

B8. Internal quality assurance system

In case of existence of an institutional level system (certified or not by A3ES), go to field B8.3.

B8.1. System Evolution (in case of certified systems at Unit level)

General assessment of the evolution of certified systems at Unit level, since their certification.

na

B8.2. Brief description of the system (in case of not certified systems at Unit level)

General assessment of the development of Unit level systems, not certified by A3ES.

na

B8.3. Contribution of the Unit to the operation of the system (in the case of a system at Institution level)

Assessment of the Units contribution to the operation of the Institution's internal quality assurance system.

Already in a date after the visit of this CAE to the institution, the Internal Quality Assurance System of the IPV was conditionally certified by the A3ES, for a period of one year.

Therefore, there is no justification for any assessment in this field by the CAE, given that both the elements of the RAA and those collected during the visit are out of date.

B9. Overall assessment, strengths, weaknesses and improvement recommendations.

B9.1. Overall assessment of the Units

Overall assessment of the Units organization and operation.

From the RAA and the visit, the CAE expressed the view that the UO's generally carry out activities that are part of the mission of a polytechnical IES and seek to meet the economic and social needs of the region. They present several common characteristics, along with differences in performance that have been highlighted throughout this report.

• In TERMS OF GLOBAL APPRECIATION, it is observed that:

- The educational offer of the UO's is diversified and adequate to the respective mission, but it is necessary to make a careful reflection at the level of some courses, given their low search and success rates. Some of them did not open vacancies in consecutive years (the CAE has confirmed that this aspect is already being reflected).*
- There is a downward trend in the number of graduates in most UO's.*
- In all UO's, the teaching staff is suitable for the number of students, meets the requirement of the number of doctors or specialists per 30 students, and the percentage of full-time doctors; but not all meet the requirements of the specialists % and the % of career teachers relative to the number of teachers in the UO.*
- The governing bodies function regularly.*
- There is scientific and pedagogical direction, as well as of the study cycles.*
- Artistic production does not deserve special mention, with the exception of ESEV.*
- Publicity of information abroad is generally deficient (educational offer, self-evaluation reports and external evaluation and decisions of the A3ES, ...).*
- Cooperation with other national and international institutions, mobility, targeted research, student recruitment measures, entry and success rates are all aspects that need to be improved, even though there is variation among UO's.*
- The provision of services to the community is generally relevant and consistent.*
- The facilities and equipment are globally adequate to fulfill the mission of each one.*

• In SPECIFIC APPRECIATION TERMS, the following aspects are highlighted:

ESAV:

It has 6 accredited degrees (5 in operation on 16/17. Two of them (Food Eng. and Zootechnical Engineering) did not open vacancies on 13/14, 14/15 and 15/16. Faced with the reduced demand, 5 have been discontinued in the last 5 years.

There are 3 accredited masters, but with vacancies 0 in 3 successive years.

The number of new admissions is reduced, being the majority by the national contest; the M23 competition is mainly used in the lic. Agronomic Eng.

CTESP have low demand (occupation \sim 50%).

The number of graduates is low and has been decreasing (with the exception of the Veterinary Enf.course), with 73% having been employed for up to one year after completing the course.

Teaching staff consists of 43 teachers (37.46 ETI) with adequate qualification and in number suitable to the number of students; needs to recruit specialists to meet the minimum 35% ratio.

It maintains close contact with companies and carries out important research activity in areas of relevance to the region (eg: dairy products, viticulture and nuts).

It has in operation to the outside a Lab of Pathological Anatomy, a Center of Veterinary Enf., and a Zootechnical Park to support the teaching activities.

The % in and out of students and teachers mobility is low.

ESEV:

It has accredited 7 1st degrees (and discontinued 1), and 14 masters (discontinued 6 and had 3 non accredited). Lic. have a high occupancy rate, with the exception of Cultural Anim. and Environmental Educ. (already discontinued).

The majority of students enter by the national competition (from Viseu and Aveiro districts). The largest demand for M23 has been for the 1st degree courses of Sports and Activ. Physics, and Educ. Social.

Only 5 masters have a satisfactory admission rate. Several have vacancies for more than 3 consecutive years.

The number of graduates in lic. and mest. (with the exception of some of these) remained steady, with a decline in 14/15. 48.6% obtained employment up to 1 year after the course was completed.

Teaching staff consists of 104 teachers (89,25 ETI), adequate to the number of students; does not meet the minimum ratios for the number of career specialists and career professors (35% and 70%, respectively).

It has developed scientific, pedagogical and cultural projects in network with partners of the community,

capitalizing spaces, human resources and knowledge to provide services.

In and out mobility (teachers and students) and the ability to attract international students are low.

ESSV:

The only 1st cycle course offered is Nursing, with a high occupancy rate (100%), success and employability. It has submitted 3 new 1st cycle courses to accreditation (no accredited).

It has 5 accredited masters, but 4 did not open vacancies in 2015/16. Already discontinued 2 and submitted 3 to accreditation (no accredited).

The CTESP are presented as a development strategy for the UO, but this only participates in one of the ESAV.

Access via M23 decreased between 2009/10 and 15/16.

The students are mainly from the district of Viseu.

The faculty consists of 82 teachers (31.64 ETI), duly qualified, suitable to the number of students, with a significant degree of aging, which tends to increase.

Partnerships / projects with health institutions, IPSS and other organizations make it possible to integrate students into concrete actions with people.

The main target of mobility are the students in Enf., for internship, and the teachers for missions of education, training and research projects; it is the UO that has the highest % in and out mobility, although relatively low.

ESTGL:

It has 6 first cycle courses in operation (Tourist Information has been discontinued).

It offers the master's degree in Management of Social Organizations. Access by the general regime grew from 2014/15 in all courses, and the M23 competition decreased.

The origins of the students are mainly Viseu, Porto, Aveiro and North.

The number of 1st cycle graduates has been shown to be balanced, with the exception of some courses. At the masters level, there are still no graduates in the period to which the RAA reports.

According to the RAA, 100% of graduates were employed 1 year after graduation.

The teaching staff is made up of 39 teachers (30.01 ETI), adequate to the number of students; does not meet the minimum ratios for the number of specialists and career professors (35% and 70%, respectively).

In partnership with the Municipality of Lamego, it created and coordinates the Lamego Business Incubator, whose objective is to welcome entrepreneurship projects of students and alumni.

There is a Volunteer Association with a very active intervention in the community.

It presents weak mobility of students and teachers.

ESTGV:

In 2015/16, it offered 13 1st degree courses and 8 master's degrees.

2 1st degree courses have vacancies 0 since 2013/14.

Some masters have very low demand (Construction and Reab. Eng., Mec. and Management Ind., Marketing).

The master in Environmental Technol. did not even have any vacant jobs on 14/15.

Most students enter the national competition, although the contribution of CET holders is important; M23 has low entry.

The students are mostly from the center region.

The number of graduates of 1st cycle and masters has declined since 13/14. 76.9% obtained employment up to 1 year after the course was completed.

In relation to the total faculty, 85.72% have been contracted in full time for more than 3 years and 14.6% are running a PhD for at least 1 year.

The faculty consists of 189 teachers (163,72 ETI), adequate to the number of students; the minimum ratios for the number of specialists and career professors are not met (35% and 70%, respectively).

The number of PhD's has increased significantly (42 in 2009/10 and 104 in 2015/2016).

B9.2. Areas of excellence

Identification of areas of excellence.

Some UO's present very positive aspects, whose generalization would certainly contribute to the improvement of the quality of each one of them and the IES as a whole. These aspects were specified in B9.1. (Global assessment of UO's), C1. (Overall assessment of the institution) and C2. (Strengths of the organization and functioning of the Institution).

However, taking as reference of excellence areas the accreditation history, A3ES certification of SIGQ, faculty, and scientific research (Very Good or Excellent R&D centers), there are no areas of excellence.

A reference, however, must be made to the fact that IPV has obtained conditional certification of the Internal Quality Assurance System, for a period of one year, at a CA / A3ES meeting of 2019/04/09 (date after the visit of the CAE to the Institute).

B9.3. Areas with weaknesses

Identification of areas with specific weaknesses.

In fields B9.1. (Global Assessment of UO's), C1. (Overall assessment of the Institution), C3. (Weaknesses of the

organization and functioning of the Institution), and C4. (Recommendations for improving the organization and functioning of the Institution) are identified areas that show some fragility. Of particular note are:

- The excessive number of 1st cycle and masters courses offered in many of the UO's, having some of them an inadequate demand.
- The weaknesses that the processes used in the recruitment of new students show.
- The low enrollment rate seen in many courses combined with little evidence of employability monitoring.
- The low number of specialists in the institution, particularly in ESAV, ESEV, ESTGV and ESTGL.
- The low number of career teachers at ESEV and ESTGL.
- The high overload of the teaching staff with teaching activities, mainly translated in the number of curricular units that teach.
- The distribution of school services which, in general, does not take into account the research, the provision of services and the performance of specific positions.
- The evaluation of the performance of the faculty, which is not translated into visible consequences, and that needs revision of criteria.
- The weak level of research development, albeit with a few exceptions.
- The significant number of teachers not integrated into accredited research units.
- Internationalization, which is lacking in strength and depth with regard to outgoing and incoming flows, whether students, teachers or non-teaching staff.
- National and international cooperation presenting some weaknesses in terms of the results.
- The insufficient collaborative work among the various UO's.
- The weak involvement of students (in some study cycles), of graduates and of employers in the process of evaluating curricular units, study cycles and in the monitoring of graduates.
- The existence of an Information System that is poorly integrated, which still hampers some data collection and systematization of information, causing gaps in the harmonization and updating of information for the management of the institution and for the publicity of information abroad.

B9.4. Improvement recommendations

Recommendations for improving the Units' organization and operation.

Many of the recommendations for improving the organization and functioning of UO's relate to those identified in C4. (Recommendations for improvement of the organization and functioning of the Institution) and are also reflected in the overcoming of the aspects indicated in C3. (Weaknesses of the organization and functioning of the Institution) and in B9.3. (Areas with weaknesses).

Without prejudice to all of these elements, the CAE believes that the following should be highlighted:

- To develop planning practices based on quantitative goals and with scheduling on annual horizons, with periodic monitoring and subsequent revision according to the dynamics of the results achieved.
- To continue the strategy of rationalizing the educational offer, paying special attention to the less attractive courses and considering their maintenance in the light of attracting new audiences.
- Continuously monitor the quality of study cycles by adopting forms of questioning and awareness-raising strategies to encourage higher rates of response to curricular unit evaluation, study cycles evaluation and graduates follow-up evaluation (students, graduates and entities).
- To carry out an analysis of the indicators of the average time of completion of the courses, retention rates and abandonment rates, and using them in the definition of strategies to promote students' academic success.
- To increase the number of specialists in the institution, particularly in ESAV, ESEV, ESTGV and ESTGL, in order to meet the minimum ratio (35%) defined in the RJIES.
- To increase the number of career teachers in ESEV and ESTGL, in order to meet the minimum ratio (70%) defined in the ECPDESP.
- To rethink the criteria and regulations for the distribution of teaching services and evaluating teachers performance, considering the possibility of being reduced in justified cases, in order to promote greater dedication and consequent productivity in terms of research.
- To implement management methods that could facilitate the involvement of teachers in other activities rather than the academic ones, such as a greater participation in R&D projects, and in the research and publication of scientific articles.
- To adopt measures to promote improvements in the areas of: research; participation of students and teachers in mobility programs; number of international students; partnerships with national and international institutions, for technical and scientific activities and events, R&D projects, and other activities that are favorable to the development of the Schools.
- To develop a better articulation between the UO's, concerning, for example, the methodologies of information management and the sharing of good practices (of which we became aware during the meetings), which would allow to monetize resources with the consequent improvement of results.

B10. Observations

B10. Observations

III - Overall assessment of the institution

Questions C1. to C5.

C1. Overall assessment

Overall assessment of the institution.

The information collected by the CAE during the visit generally confirms the data presented in the RAA. It is evident the effort made by the IES in developing reflection on the educational project and its adaptation to the contexts that result from the evolution of higher education itself.

Overall, CAE considers that:

- *The IPV (which comprises ESAV, ESEV, ESSV, ESTGL and ESTGV) educational, scientific and cultural project is adequate and well-structured in terms of activities and interaction with society;*
- *There are governing bodies at the level of the Institution and the UO's, which are in accordance with higher education legislation and operate on a regular basis;*
- *The scientific and pedagogical autonomy of the IPV and the UO's is ensured by the Statutes and the governance model;*
- *The composition and powers of the governing bodies ensure that the participation of teachers, researchers and students is assured;*
- *The Internal Quality Assurance System of the IPV was conditionally certified, for a period of one year, at a CA/A3ES meeting of 2019/04/09 (date after the visit of the CAE to the Institute).*
- *The courses offered by the UO's is appropriate to their mission and is part of the Institution's Strategic Plan. However, the excessive number of 1st cycle and masters courses offered in many of the UO's constitutes, in some cases, an inadequate relation demand/offer.*
- *The recruitment policy for students is not sufficiently effective and consistent, and does not guarantee a stable demand for many of the offered courses;*
- *Some UO's have courses with low demand and also success rates. The EAC has confirmed that concrete actions are being reflected for overcoming some of these weaknesses. In order to promote success and integration, as well as to reduce abandonment, the IPV is implementing a set of procedures in order to obtain a continuous evaluation of these elements, based on a set of variables describing the situation;*
- *The contact of the students from the first years with the investigation is not consolidated, although the IPV shows concern about the implementation of adequate mechanisms;*
- *Although there are policies to support the insertion of graduates in the labor market (the IPV provides an Active Life Insertion Service - SIVA), some problems of monitoring are identified;*
- *The great investment made by the IPV in the advanced qualification of the teaching staff is visible, which, however, shows a significant degree of aging in some UO's;*
- *The IPV faculty does not meet the minimum ratio of 35% defined by the RJIES in terms of the total number of specialists (14%). In particular, this ratio is not met by ESAV (10%), ESEV (4%), ESTGV (9%) and ESTGL (16%).*
- *The IPV faculty does not meet the minimum ratio of 70% defined by the ECPDESP regarding the number of career teachers (66%). In particular, this ratio is not met by ESEV (53%) and ESTGL (53%).*
- *The stability of the faculty is markedly high;*
- *There is a Research Center "Center for Studies in Education, Technologies and Health (CI&DETS), rated "poor" by FCT.*

During the visit it was clear that the critical aspects of the CI&DETS are well identified by the IES, which led to the review of the research management, through the proposal made known to CAE by the President of the IPV. There has been appreciated a very positive development in the field of research and knowledge transfer;

- *The policies of interaction with the external context and the provision of services are sustainable, showing a good development;*
- *The IES is committed in promoting institutional policies for cooperation with other national and international institutions, but there are still a number of weaknesses in the results;*
- *The IES is also committed to internationalization, promoting mobility and attracting international students, but the IPV has already created a specific presidency for this purpose;*
- *The facilities present the characteristics required for a polytechnic institution, combining pedagogical and research infrastructures with social spaces, leisure, well-being and student support;*
- *The provision of social services is diverse and generically satisfactory.*
- *There is little structuring and harmonization in the public information provided in the portal and sub-portals of the IPV, lacking essential information (such as the evaluation reports of the courses). The IES has to reinforce institutional promotion strategies.*

It is fair to point out that the information made available through the IPV website (and its Schools in general) conveys an image that falls well short of what the IES deserves to have in its own right (compared to what the

CAE had opportunity to observe during the visit).

C2. Strengths

Strengths of the Institution's organization and operation.

Considering the information contained in the RAA and collected during the visit, the CAE identified as main strengths:

- The quality and transparency of the RAA submitted;
- The adequate composition and regular functioning of the governing bodies at the level of the Institution and Schools, with the participation of teachers and students;
- The high investment made in the advanced qualification of the faculty;
- The existence of policies to support the insertion of graduates in the labor market (IPV provides an Active Life Insertion Service - SIVA)
- The diversified and generally satisfactory offer of social services.
- The significant development and sustainability of the interaction with the external context and the provision of services abroad;
- The great concern and the existence of concrete proposals to overcome the weaknesses identified by the IES itself in a number of areas, such as research, demand and success, national and international cooperation, dissemination, institutional promotion, etc. (IPV has a set of procedures which aim at a continuous evaluation of these elements).
- The high concern with internationalization, in terms of promoting mobility and attracting international students, while the IES has already created a specific presidency for this purpose;
- The existence of procedures to overcome the critical aspects of the Center for Research in Education, Technologies and Health (CI&DETS), classified as "poor" by the FCT (these aspects are well identified by the IES, which led to the review of research management through the proposal that was presented to the CAE by the President of the IPV; a very positive development was observed in the field of research and knowledge transfer);
- The stability of the teaching staff;
- The characteristics of the facilities, which meet the requirements of a Polytechnic Institution, with the necessary values for quality training, combining pedagogical and research infrastructures with social spaces, leisure, well-being and support for students;
- The environment of close proximity between teachers and students.

C3. Weaknesses

Weaknesses of the Institution's organization and operation.

Considering the information contained in the RAA and collected during the visit, the CAE identified the following points that should receive more attention:

- Several courses in the training offer with low attractiveness and weak success rates;
- Recruitment policy for new students is not sufficiently consistent (for example, it is not explicit what the policy regarding the profile of students, their geographical origin and the type of course (undergraduate, masters, TeSP and postgraduate courses) is);
- Unimportant involvement of students in research activities;
- Low number of specialists throughout the institution, in particular in ESAV, ESEV, ESTGV and ESTGL;
- Low number of career teachers at ESEV and ESTGL;
- Center for Research in Education, Technologies and Health (CI&DETS) classified with "poor" by FCT, although many of its critical aspects are well identified by the IES and in a clear revision process;
- Some weaknesses in results, concerning cooperation with other national and international institutions, mobility, attracting international students, national and international cooperation, demand and success;
- Information System is poorly integrated, hindering some data collection and systematization of information, which causes gaps in the harmonization and updating of information for the management of the IES and for the dissemination of information abroad;
- Insufficient institutional promotion strategies [in this regard, it should be noted that the information made available through the IPV website (and its Schools in general) conveys an image that falls far short of what the IES deserves to have in its own right, against what the CAE had the opportunity to observe during the visit].

C4. Improvement recommendations

Recommendations for improving the Institution's organization and operation.

The recommendations for improvement, which are summarized below, derive fundamentally from the overall assessment made in C1. (Global assessment of the Institution) and from the overcoming of the aspects indicated in C3. (Weaknesses):

- Revise the Strategic Plan, setting goals and objectives that are based on the continuous adaptation of the training offer to social, economic and cultural changes, with special attention to the consolidation of alternative forms of attractiveness of some courses in cases of greater weakness, and the incorporation of measures to combat school dropout and failure, and of new teaching and learning methodologies;

- Increase the number of specialists throughout the institution, in particular at ESAV, ESEV, ESTGV and ESTGL in order to meet the minimum ratio (35%) defined in the RJIES;
- Increase the number of career teachers in ESEV and ESTGL in order to meet the minimum ratio (70%) defined in the ECPDESP;
- Review the teacher performance evaluation regulation, based on accumulated experience;
- Review the methodologies of teacher service distribution, so that they are more equitable compared to the other components of the mission where the teachers are also involved;
- Improve collaboration between the central structures and the UO's in the definition of institutional policies and their transfer to practice, in various sectors, namely at the level of: the research; the link between teaching and research, including student involvement; the teaching service distribution methodologies that make them more equitable in relation to the other components of the mission where teachers are also involved; the cooperation with other national and international institutions; the regular monitoring of graduates and their employment situation; the promoting of mobility and international students attraction (it should be noted that the IPV has in the meantime created a specific presidency for this purpose);
- Improve the Information System, which is still little integrated, making it difficult to collect data and systematize information, creating gaps in the harmonization and updating of information for the management of the institution and for the dissemination of information abroad;
- Reinforce the sharing of good practices between the UO's and courses, which would make it possible to monetize resources with the consequent improvement of results (with regard, for example, to information management methodologies and the sharing of successful practices, which CAE knowledged during the visit);
- Implement, in human management, the planned reorganization of functions / administrative simplification, releasing resources to deficit areas (at the time of the visit, the IPV + simple project was in progress, with the creation of a specific presidency for administrative simplification);
- Reinforce institutional promotion strategies (in this regard, it should be emphasized that the information that can be accessed through the IES website falls well short of the image that the IPV deserves to have in its own right, as the CAE has had the opportunity to check on visit);
- Review policies that address the concerns expressed by the students regarding: prices in canteens (different in the canteens), opening hours, available menus (reference to some canteens that only have one option dish and do not work at night); mitigation of weaknesses felt by the students of ESTGL, resulting from the distance to the Central Services of the IPV, with reinforcement of the policy of proximity in social supports (food, health, psychology, ...) and integration in activities of the academy (culture, sports, ...).

C5. Final recommendation

(To accredit, To accredit with conditions, Not to accredit)

In view of the global assessment made explicit in C1, the strengths described in C2. and the possibility of overcoming many of the weaknesses identified in C3., CAE proposes the accreditation of the Polytechnic Institute of Viseu, subject to compliance with the following conditions:

- *To comply with immediately:*
 - *Include in the web page of the institution the self-evaluation reports and the other documents produced within the scope of the processes of the study cycles submitted to the accreditation as foreseen in article 16 of Law 38/2007 of August 16, and articles 161 and 162 of Law 62/2007 of September 10.*
- *To comply with in 1 year:*
 - *Formalize / develop policies aimed at:*
 - a) *Reducing school failure;*
 - b) *Increasing demand;*
 - c) *Increasing internationalization;*
- *To be complied with in 3 years:*
 - *Ensure that the number of specialists in the institution, in particular at ESAV, ESEV, ESTGL and ESTGV, is in accordance with the minimum ratio of 35% which is set forth in the RJIES;*
 - *Present results of policies developed in order to reduce school failure, increase demand and increase internationalization;*
 - *Present results that confirm the consolidation of research.*

Having carefully and duly considered all the information and arguments put forward in the IPV's pronouncement, the CAE welcomes the fact that, in the timeframe between its visit to the institution and the submission of the preliminary report, the Institute has undertaken a fruitful activity towards address several weaknesses and implement most of the recommendations proposed, including the development of SIGQ, which has been certified, but with conditions to comply with in 1 year, which require special attention.

Thus, and being overcome the conditions "to comply with immediately" and "to comply with in 1 year", CAE proposes the accreditation of the Polytechnic Institute of Viseu, subject to compliance with the following conditions:

- *To be complied with in 3 years:*
 - *Ensure that the number of specialists in the institution, in particular at ESAV, ESEV, ESTGL and ESTGV, is in accordance with the minimum ratio of 35% which is set forth in the RJIES;*

- *Present results of policies developed in order to reduce school failure, increase demand and increase internationalization;*
- *Present results that confirm the consolidation of research.*