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Quality Review 2022

Technical sheet

TITLE

Quality Review Report 2022

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PROPERTY

University of Trás-os-Montes and Alto Douro

PHOTOGRAPHY

UTAD Photography Department

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CONTENTS

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INDEX OF FIGURES

TABLE OF CONTENTS

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ACRONYMS

ACEF Accreditation of Study Cycles in Operation

A3ES Higher Education Assessment and Accreditation Agency

BII Integrated Information Desk

CAC Course Analysis Committee

CAE External Evaluation Committee

CAQ Quality Monitoring Committee

CECAV Center for Animal and Veterinary Science

CEF Study Cycles in Operation

CEL Center for Language Studies

CETRAD Center for Transdisciplinary Development Studies

CIDESD Sports, Health and Development Research Center

CITAB Center for Research and Agro-environmental and Biological Technologies

CNAES National Competition for Access to Higher Education

CQ Chemistry Center

DSD Teaching Service Distribution

EaD Distance Learning

ECAV School of Agricultural and Veterinary Sciences

ECHS School of Humanities and Social Sciences

ECT School of Science and Technology

ECVA School of Life and Environmental Sciences

EA Teaching and Learning

EE Student Space

ESS School of Health

FCT Foundation for Science and Technology

FUC Curricular Unit Form(s)

GAI Research Support Office

GAM Management, Evaluation and Improvement

GForm Training Office

GPAM Planning, Evaluation and Improvement Office

GPFE Projects and External Financing Office

HSA Food Hygiene and Safety

HEI Higher Education Institution(s)

MEA Improving Teaching and Learning

MIMV Integrated Master's Degree in Veterinary Medicine

NCE New Study Cycles

NP EN ISO 14001 Environmental Management System

NP EN ISO 50001 Energy Management System

NP EN ISO 9001 Quality Management System

SDG Sustainable Development Goal(s)

Strategic Objective

UN United Nations Organization

OPAPSE Permanent Observatory on Dropout and Promotion of School Success

PI Stakeholders

PRCCI Pro-Rector for Culture, Communication and Image

PREQ Pro-Rector for Teaching and Quality

PRIP Pro-Rector for Pedagogical Innovation

PRIPC Pro-Rector for Infrastructures and Scientific Projects

PRPRI Pro-Rector for Partnerships and International Relations

PRPTP Pro-Rector for Planning, Territory and Heritage

PRSBE Pro-Rector for Health and Wellbeing

PRTDMA Pro-Rector for Digital Transition and Administrative Modernization

QP Pedagogical Survey(s)

QUAR Evaluation and Accountability Framework

RAC Annual Course Report(s)

RUC Curricular Unit Report(s)

SAS Social Action Services

SIADAP Integrated System for Performance Management and Assessment in Public Administration

SIDE Teaching Support Information System

SIGACAD Integrated Academic Management System

SiGQ Integrated Quality Management System

SIGQ Internal Quality Assurance System

SWOT *Strengths, Weaknesses, Opportunities,* Threats

UC Curricular Unit(s)

UM Unit of Measure

UTAD University of Trás-os-Montes and Alto Douro

VRE Vice-Rector for Education

VRI Vice-Rector for Research

VRInt Vice-Rector for Internationalization

VRITTUD Vice-Rector for Innovation, Technology Transfer and Digital University

1 FRAMEWORK

UTAD's Internal Quality Assurance System has been certified by A3ES since 2019. In this certification process, HEIs must ensure compliance with clearly defined criteria, framed in European quality criteria, and which imply continuous monitoring and review, allowing them to be translated into an effective system. To this end, the promotion of a culture of quality and stakeholder satisfaction must always be kept in mind, by optimizing resources, promoting continuous improvement and quality of services provided, as well as the effectiveness and ideally efficiency of management processes and relations with internal and external stakeholders.

The monitoring and review process must include an analysis and reflection on the progress and impact of the management and quality assurance system, which is presented in this report. The analysis and reflection are carried out annually, however, in the time under review, because it includes activities related to the school calendar, as well as others that are regulated by the calendar, it includes reflection on activities in the teaching and learning process relating to the 2021/2022 school year and the 2022 calendar year in the remaining areas.

Previous review reports can be consulted at: SiGQ Review Report.

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2   BALANCE SHEET | EVOLUTION OF THE QUALITY SYSTEM

In 2022, despite the predominance of face-to-face activities, some of the containment measures and actions to which COVID-19 has subjected us have been kept, maintaining, in specific cases and when necessary, Distance Learning (EaD) and the performance of other activities necessary for the regular functioning of UTAD using digital work models, when possible (teleworking).

In 2017, Regulation No. 413/2017 was published, establishing the constitution, powers, organization and operation of UTAD's Internal Quality Assurance System (SIGQ), with various committees acting, namely: the Quality Monitoring Committee, an advisory body to the Rector and responsible for coordinating and managing the SIGQ, supported by the Teaching and Services Quality Committees. Considering the need to simplify the support structures for SIGQ, the need to integrate students and other stakeholders into the system, the advantages of process-based management in consolidating the implementation and integration of the different systems, and the new organizational framework resulting from the publication of Order no. 12256/2020, which approves the Organic and Functional Regulations of the UTAD Group, changes were proposed to simplify the regulations and support structures for the system. This process resulted in Regulation no. 959/2021, which regulates UTAD's Integrated Quality Management System and repealed Regulation no. 413/2017. In the current regulation, the Rector and the Monitoring Committee (CAQ) are responsible for managing and implementing the Integrated Quality Management System (SiGQ), which is made up of the Rector who chairs it, with powers having been delegated to the Pro-Rectory for Teaching and Quality, under Order 372/2022 regarding the appointment and chairmanship of the CAQ, readjusted following the changes that have taken place. In addition to the chair of this body, the CAQ also includes the Presidents of the Schools, the Directors of the Research Centers, the Administrator, the President of the Academic Association, and, when justified, other invited internal and/or external bodies or figures.

The CAQ began its work in 2022, being essentially involved in the assessment and approval of the SiGQ Manual and the 2021 Quality Review Report, in indicating the constitution and respective formalization of the Quality Committee in each School and coordinating the start of work on the A3ES Institutional Assessment process, which took place during the first semester of 2023. The draft minutes of the meetings held by this body are available on the intranet.

Overall, of the actions proposed in the last 2021 review, the report of which has been published, the following were carried out in 2022, some of which stand out.

<u>Defining and documenting the Institutional Policy for Quality Assurance:</u>

- Disclosure of UTAD's Institutional Quality Policy through one of the editions of the Quality Newsletter which is permanently visible in the SiGQ Manual, on the institutional website, and physical displays in strategic locations in the various UTAD buildings;

- Preparation and publication of UTAD's Activity Report and Consolidated Report and Accounts;
- Approval and dissemination of the SiGQ Manual to the Academy via email and the Quality Bulletin, which is available in Portuguese and English on UTAD's institutional website;
- The 2022 Evaluation and Accountability Frameworks (QUAR) were drawn up for all the Organic Units, Services and Specialized Units;
- The members of the Quality Committees in each School were identified, each represented by the President of the School, the President of the Scientific Council, the President of the Pedagogical Council, the Department Directors, a student from the Pedagogical Council, a teacher, a non-teaching worker and, when necessary, a member of the GPAM;
- For 2022, the CAQ defined its calendar of meetings, with 4 meetings planned, 3 of which took place.

In Teaching and Learning:

- Procedures associated with this area have been identified, described and validated, namely EA.P.01 "Appointment and Functions of the Course Review Committee" which defines the methodologies and responsibilities relating to the Course Review Committee (CAC) and EA.P.02 "Pedagogical Quality Cycle" which defines the methods and responsibilities relating to the planning, completion and monitoring of the Curricular Unit Form (FUC), the Pedagogical Survey (QP), the Curricular Unit Report (RUC) and the Annual Course Report (RAC). In addition to these, work began on identifying and describing the procedures for activities that link the Schools and Academic Services;
- Questions related to English teaching and the interconnection between the courses and the business environment have been added to the Curricular Unit Report (RUC) and the Annual Course Report (RAC). These questions, in addition to responding to UTAD's strategic indicators, also provide data for analysis and reflection on internationalization and closer ties between students and the business community;

Institutional and community collaboration:

- UTAD promoted the INOV@UTAD competition;
- UTAD was in the National Final of the UI-CAN Competition with the P4Regenera Project;
- UTAD won the National Innovation Agency's BfK Ideas with the PlatGEN Project (P4Regenera);
- Implementation of the Guided Physical Exercise Program;
- Availability of general and family medicine and nursing consultations at the Health Center;
- Promoting a culture of safety and well-being through training/awareness-raising activities;

In Support Services:

- Specific indicators and targets have been set for support services and specialized structures;
- The Activity Reports for 2021 and Activity Plans for 2023 were produced and approved;
- Requalification of spaces.

Stakeholder participation:

- The degree of stakeholder satisfaction was measured using various methodologies that will be discussed throughout this document;

Information System:

- The Teaching Support Information System (SIDE) has a new scalable architecture, ensuring high availability of the service, which translates into a significant improvement in the user experience.
- UTAD's email service has been migrated and is now hosted in the cloud and integrated into the Microsoft Office 365 universe.

Publication of relevant information for stakeholders:

- The Quality institutional website has been updated and reorganized, presenting relevant content in Portuguese and English;
- The SiGQ Manual has been approved and published in Portuguese and English;
- The Stakeholder matrix was formalized;
- Three editions of the *Quality Newsletter* were produced and distributed;
- The procedure for handling complaints, suggestions and compliments regarding the UTAD Group has been integrated and standardized;
- The procedure for handling complaints, suggestions and compliments from the areas to which it reports has been standardized.

Monitoring, Evaluation and Continuous Improvement of the Quality Assurance System:

- The uebe.q SAS and uebe.q UTAD document systems, which until now had been separate, have been integrated into one;
- The document system relating to the energy and environmental system has also been allocated to uebe.q;
- Processes have been revised to adapt to and reflect the 21/25 Strategic Plan and the respective managers;
- Internal and external audits were carried out.

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2.1 CERTIFICATION OF THE INTERNAL QUALITY ASSURANCE SYSTEM | SIGQ

In February 2022, the A3ES Direction Board decided to certify UTAD's Internal Quality Assurance System (SIGQ) for 6 years, with effect from May 19, 2020.

In short, as part of the conditional certification of SIGQ-UTAD for one year, in May 2020, A3ES asked UTAD for a progress report on the recommendations suggested by the External Evaluation Committee that audited the system in December 2019 and which the A3ES Direction Board designated as conditions to be met.

In April 2021, UTAD sent A3ES its progress report. In October 2021, A3ES also requested evidence on some of the recommendations that were sent for consideration.

Figure 1 shows the evolution of SIGQ-UTAD.

Figure 1. Evolution of the certification of UTAD's Internal Quality Assurance System.

3 PERFORMANCE OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM | SIGQ

3.1 STRATEGIC PLANNING | QUALITY

In 2022, there was a change in the Vice-Rector for Internationalization and the Administrator, while the Rector's Team appointed for the 2021-2025 period remained in place with the necessary adjustments.

In the year under review, the following documents were drawn up, related to each other and aligned with the university's strategy:

- Consolidated Annual Report 2021 [PT];
- Activity Plan 2023 [PT];
- Monitoring system for the Strategic Program [PT];
- Integrated Quality Management System Manual | SiGQ;
- Gender Equality Plan 2021-2025 [PT].

Each school has drawn up its Activity Report for 2021 and prepared its Activity Plan for 2023.

In 2022, 3 Quality Bulletins were produced and disseminated, the main purpose of which is to support and disseminate the establishment of a quality culture within UTAD and to inform all interested parties of the SiGQ's activities, functions and objectives:

- 12th Edition | April 2022 [PT]: final decision on SIGQ-UTAD certification; implementation of the Compliments/Suggestions/Complaints methodology in bars and canteens via QR Code; Global results of the Pedagogical Questionnaire 1st Semester 2021/2022; consultation of documents produced between September 2021 and December 2021 and main highlights in the period from January to March 2022;
- 13th Edition | July 2022 [PT]: presentation and dissemination of the SiGQ Manual in Portuguese and English; demonstration of UTAD's progress in *THE Impact Ranking*; number of compliments, suggestions and complaints identified in the form available for this purpose in the period April to June; main highlights in the period April to June 2022;
- 14th Edition | October 2022 [PT]: distinction of the SAS with the *Effective CAF User* Seal of excellence by the Directorate-General for Administration and Public Employment (DGAEP); the number of compliments, suggestions and complaints submitted in the period from July to September; consultation of documents produced and main highlights in the period under review; results of the overall satisfaction of UTAD employees and overall results of the Pedagogical Questionnaire for the 2nd Semester of 2021/2022.

The Quality Newsletters were sent by e-mail to the Academy and are available on the UTAD website.

3.1.1 AGENDA 2030

UTAD actively contributes to achieving the Sustainable Development Goals (SDGs) proposed in the 2030 Agenda.

On the website - Sustainable Development Goals - Agenda 2030 UTAD - you can consult the contributions of recent years.

3.2 TEACHING AND LEARNING

In 2022, the instruments for monitoring and listening to stakeholders (students and teachers) were applied, with the respective analysis and reflection.

The reports produced within this framework are made publicly available on the institutional website and sent to the management bodies so that initiatives and actions can be triggered as a result of the findings.

To help, the following guiding documents have been released: Guide to Pedagogical Activities 2021/2022 [PT], which aims to guide teachers on teaching and non-teaching activities and their deadlines, and Support at UTAD 2021/2022 [PT], aimed at new students.

3.2.1 PEDAGOGICAL QUALITY CYCLE 2021/2022

In compliance with the Pedagogical Regulations and the Pedagogical Quality Assessment Regulations, the following tasks were carried out:

- At the end of each semester in 2021/2022, students answered the Pedagogical Survey (QP);
- At the end of the 1st Semester and 2nd Semester of 2021/2022, after the results of the QP were published, the teachers of the Curricular Units (UC) filled in the respective Curricular Unit Reports (RUC);
- At the end of the school year, the Course Directors filled in the Annual Course Reports (RAC).

The Pedagogical Questionnaire, which exists on a platform created for this purpose (available here), allows each student to respond individually and anonymously, involving other information and data platforms such as SIGACAD, SIDE, and the DSD platform.

At the end of each completion period, the results are available to each teacher for their performance, to the heads of the courses for all the teachers involved, to the Course Directors for all the courses and teachers involved, to the School Presidents, the Pedagogical Councils and the Scientific Councils of each school for the educational offers anchored in each school. Students can see the results of the courses they have assessed. The Schools, in their reports, reflect on and analyze the results, which are analyzed globally in the Pedagogical Quality Cycle Report, which includes, in addition to the results of the QP, the analysis of UTAD's RUC and RAC.

Overall, the main difficulties experienced by teachers in filling in the RUCs and RACs were:

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- Difficulty finding the information for the requested fields;
- Difficulty in filling out the form within the initially stipulated deadlines;
- (Occasional) difficulties in accessing these platforms.

3.2.2 SIDE MONITORING 2021/2022

Monitoring reports have been produced on the information made available on SIDE for the 1st semester [PT] and 2nd semester. These reports are disseminated by the Academy and used as tools for establishing actions to improve this platform and the actions that are expected to be carried out on it.

3.2.3 SCHOOL SUCCESS 2021/2022

The School Success 2021/2022 report was also produced, which, using the criteria in force at UTAD, shows the pass rates of those assessed and those who can be assessed, distributed among the 1st and 2nd Cycle Courses, Integrated Masters and CTeSP. This data is also used by teachers, Course Committees and Pedagogical Councils for analysis and reflection, allowing UCs with low success rates to be identified for potential improvement actions.

3.2.4 CHARACTERIZATION OF NEW STUDENTS 2021/2022

The socio-economic profile, previous school profile, expectations and motivations for choosing a course at UTAD, among other information, are fundamental for getting to know the new students who enter UTAD each year through the National Competition for Access to Higher Education (CNAES). At the time of enrollment, students entering the 1st year for the first time are invited to answer a questionnaire that provides UTAD with this information.

The UTAD Incoming Students Profile 2021/2022 report [PT] can be consulted on the institutional website.

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3.2.5 PROMOTING SCHOOL SUCCESS AND DROPOUT PREVENTION 2021/2022

3.2.5.1 QUESTIONNAIRE FOR STUDENTS IN A DROPOUT SITUATION

The Permanent Observatory on Dropouts and the Promotion of School Success (OPAPSE) plays an essential role in monitoring, preventing and monitoring dropout situations, as well as promoting strategies for academic success. Its specific objectives are to monitor dropouts, accompany students, mobilize teachers and staff, and improve the training offered.

OPAPSE's action model is twofold: Research (building and analyzing indicators of academic dropout at UTAD) and Intervention (applying strategies to support students and reverse dropout situations), both based on three essential principles: signposting, referral, and follow-up.

The Academic Dropout at the University of Trás-os-Montes and Alto Douro report [PT] can be consulted on the institutional website. In this report, dropout indicators are reported concerning the number of students enrolled at UTAD, duly noting the distinction between cancellations of enrolment and non-renewals.

3.2.5.2 THE PERSPECTIVE OF TUTORS/MENTORS AND TUTOREES/MENTOREES 2021/2022

To monitor the implementation of UTAD's Mentoring Program, three questionnaires were created on a digital platform (Limesurvey), one aimed at Tutors, another at Mentors and another for Tutors/Mentees, which were applied in 2021/2022. The purpose of these questionnaires was to understand the benefits of the program for the participants and, at the same time, to understand the main difficulties they experience in carrying it out. The information collected is also intended to serve as an internal record of the program's development and as a tool for continuous improvement.

The Perspective of Tutors, Mentors and Mentees 2021/2022 report can be consulted on UTAD's institutional website.

3.2.5.3   SOFT SKILLS PROGRAM

During the 2021/2022 academic year, another edition of the *Soft-Skills* Program took place, which aims to complement students' knowledge and transversal scientific and technical skills, while enhancing their skills. This edition was organized as follows:

I. Set of lectures:

- Presentation of the Plan, Organization and *Team-Building*;
- (un)Happy...ly - without "in" so as not to become "out";
- Procrastination - How to avoid it;
- Learn to decipher people!;
- Presentation of the Group Project Plan;
- Stress and anxiety management;
- Personal and Professional Marketing Tools;
- Body/oral expression;
- Moral Sensitivity as a Tool for Success;
- Team management and conflict resolution;
- Presentation of the results of the project.

II. Joint project:

- Presentation of the proposal;
- Execution of the joint project;
- Final presentation of the projects.

A total of 69 students enrolled in the program, 49 of whom completed their training.

At the end of the program, the participant's level of satisfaction was measured. In terms of themes, Figure *1*Figure 2 shows, as a percentage of students, the level of satisfaction of those surveyed with the topics.

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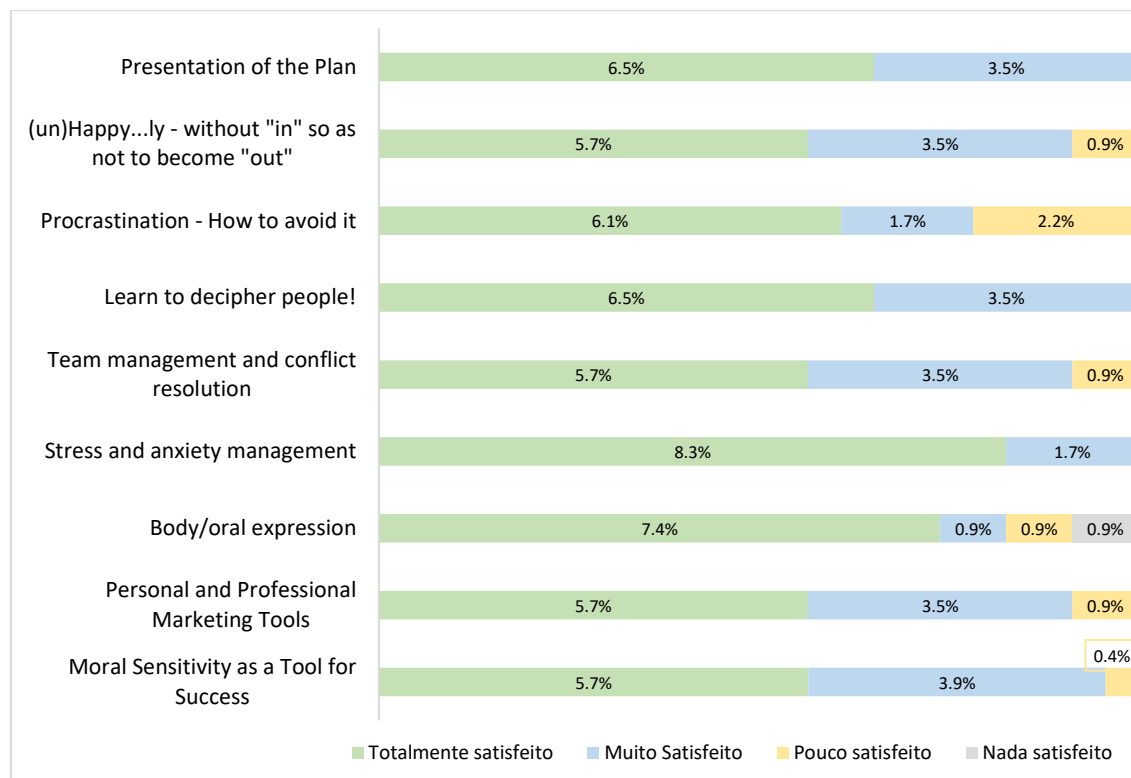
Figure 2. Degree of Satisfaction | Themes

As for the overall assessment, 70% of respondents said they were "totally satisfied" and 30% "very satisfied".

3.2.6 CONSULTATION WITH GRADUATES AND COMPANIES

3.2.6.1 THE OPINION OF 2018/2019 GRADUATES

The Career Path Observatory | Graduates' Opinions report aims to assess the impact of the courses offered by UTAD on the integration of its 2018/2019 graduates into the labor market, their professional path and their current situation. The information was collected through the application of a questionnaire sent to graduates of the 1st cycle, integrated master's, and 2nd cycle, in March 2022.

3.2.7 MERIT SCHOLARSHIPS

Based on exceptional academic achievement in the 2020/2021 academic year, UTAD awarded merit scholarships, in cash, to 14 students.

3.2.8 EMPLOYABILITY

Based on data made available by the Directorate-General for Education and Science Statistics, the Characterization of registered unemployed with higher education in June 2022 [PT] by course at UTAD has been published.

3.2.9 PEDAGOGICAL INNOVATION

On UTAD's institutional website, a page has been created (available here) with information related to pedagogical innovation at UTAD and which contains a brief description, and respective documentation, on each of the related themes.

3.2.9.1 PEDAGOGICAL INNOVATION NEWSLETTER

In 2022, the production and dissemination of the Pedagogical Innovation Newsletter [PT] began, intending to share activities developed in the pedagogical field, both nationally and internationally:

- 1st Edition - June 2022;
- 2nd Edition - December 2022.

3.2.9.2 VALUING AND DEVELOPING GOOD PEDAGOGICAL PRACTICES AND PEDAGOGICAL INNOVATION

The year under review also saw the formalization of the Regulation for the Enhancement and Development of Good Practices and Pedagogical Innovation at UTAD (Regulation no. 680/2022) and, consequently, its implementation through the Good Pedagogical Practices Award and the Incentive for Pedagogical Innovation Projects.

3.2.9.3 PEDAGOGICAL TRAINING FOR TEACHERS AND PEDAGOGICAL TERTULIAS

To support teachers and provide them with pedagogical tools and strategies, UTAD has been offering a series of training courses in various areas and topics since 2017.

Given the relevance of these training actions, the Group for the Improvement of Teaching and Learning (MEA) was set up at UTAD in 2018. This group, which is more focused on pedagogical issues in teaching, has come to support the Teaching, Training and Pedagogical Innovation Office and provide training that is more geared to the reality of UTAD and the needs of its teachers.

The Pedagogical Training | Didactics 2022 report [PT] presents the results of the 2022 pedagogical training. Firstly, the evolution of participation in training actions in recent years is presented, and secondly, the participants' responses are analyzed and their recommendations, interests and suggestions for future training actions are explored.

3.3 RESEARCH AND KNOWLEDGE VALORIZATION

The area of Research and Knowledge Development, which is commonly carried out in various areas of UTAD's activity, is supported by 3 structures:

- Research Support Office (GAI) - consists of a support structure for the management of research carried out in the Research Units, R&D Centers and Associated Laboratories;
- Projects and External Financing Office (GPFE) - exercises its competencies in the areas of support and preparation of Applications, Project Management and Patronage;
- Research, Innovation and Knowledge Enhancement Management Unit (CIDE) - develops its competencies in the areas of creating conditions for innovation, transferring knowledge and technology, liaising with the business sector and promoting entrepreneurship and providing services to the community.

The production of knowledge at UTAD has made it possible to improve the quality of research, as expressed in the number of scientific publications in journals, preferably open access, with a higher impact factor and an increasing number of citations. In 2022, there were 1056 publications in the *Scopus* database.

UTAD considers it a priority to promote open science and the sharing of information, democratizing access to knowledge, with our *stakeholders* and with society in general, which must recognize research as an asset for its development and response to societal challenges. Some of the measures are:

- promoting regular national and international events (congresses, seminars, thematic days) to disseminate research results and create interactions for scientific and technological development and the application of knowledge;
- implementation of pilot and demonstration projects, also to promote advanced training and capacity building;
- joint promotion with stakeholders to demonstrate the results in a win-win strategy and gradually involve more players;
- encourage the use of open standards and data formats to ensure interoperability and data sharing with our stakeholders;
- disseminating research results to students, particularly master's and doctoral students, through "open-science days";
- ensure that the necessary funds for open-access publishing are included in project budgets;
- promoting a culture of transparency and reproducibility by sharing data, codes and methods;
- promoting "open licenses" for research results and software, protecting intellectual property rights;
- data management to guarantee its accessibility, interoperability and reuse through the creation of metadata for each type, which will be stored on servers with a security and access system via secure addresses to guarantee its integrity and accessibility.

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UTAD is present in the main international university organizations (e.g. European University Association, ICA- Association for European Life Science Universities) and, through its most qualified infrastructures, is part of national (e.g. UTAD FOOD ALLIANZ, AWAM- led by Fraunhofer and BIOPOLIS) and international (e.g. AnaEE- Infrastructure for Analysis and Experimentation on Ecosystems and eLTER- Long-Term Ecosystem Research in Europe) knowledge and infrastructure networks.

Pursuing the goal of internationalization, throughout 2022, several actions have been set in motion so that UTAD can participate in 4 highly prestigious European partnerships (European Partnership accelerating farming systems transition: agroecology living labs and research infrastructure; European Partnership for Animal Health and Welfare PAHW; European Partnership for Agriculture of Data; European Partnership for Safe and Sustainable Food Systems).

At a national level, UTAD coordinates the activities of 2 Collaborative Laboratories and participates in the activities of 4 more (Coordination: ForestWise; CoLAB Vinha e Vinhos, Participation: CoLAB InovFeed; CoLab4Food; BIOREF ProBiorefinery; ALTO CoLAB).

UTAD is present in the activity of 13 competence centers: CeCAFA, InovTechAgro, CNCACSA, COTHN, CCSC, CTCOR, CCPB, InovMilho, CNCFS, CCAB, CCDM, CCEGSECB).

At the same time, the most popular scientific results of the projects are channeled, in an institutionalized way, into the area of science communication. The "spill over" of this strategy extends to attracting a critical mass of researchers of international quality, attracting international students and improving the quality of teaching. Teaching, especially postgraduate teaching, is thought of on an international scale, and research projects are increasingly based on partnerships and knowledge networks of international excellence. The success of this strategy serves as a reference and inspiration for the entire Academy, promoting the entrepreneurial spirit of students, creating solid links with companies and the community, increasing attractiveness and strengthening UTAD's reputation.

It should also be noted that in 2022 the first Marie Sklodowska-Curie scholarship was approved for UTAD and a PhD in Oenology and Viticulture was created with reference partners (ISVV-Bordeaux, Universities of Rioja, Turin and Geisenheim), with two ERC applications underway.

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3.4 COOPERATION WITH SOCIETY

In its relations with third parties, UTAD has sought to create cooperation and partnership strategies with a wide range of institutions, not only those that contribute to its core activities (Teaching, Research and Extension) but also at a social, cultural and institutional level, at a regional, national or international level. UTAD is a founding member and driving force behind the UNORTE consortium (UTAD, University of Porto, University of Minho) which aims to strengthen joint coordination in areas of mutual interest, in terms of educational provision, student mobility, attracting foreign students and researchers, international promotion, representation in transnational networks, boosting academic entrepreneurship and school social action.

In its teaching mission, UTAD has sought partnerships with national Higher Education Institutions, promoting the creation and offer of innovative training courses that respond to current market needs, such as some 2nd and 3rd cycle courses, namely the "Master's Degree in City Challenges" with the University of Minho and the University of Porto (part of the UNISF agreement), or the 3rd cycle in "Agribusiness and Sustainability" with the University of Évora.

Also internationally, UTAD has established protocols with Higher Education Institutions in the field of training, such as UNISF (University without Borders), a partnership between the Universities of the Northern Region and the Universities of Galicia, which resulted in the 3rd cycle training offer "Doctorate in Social Sciences and Ageing" (UDC, USC, UVIGO, UTAD and UP), or the "Master Vintage" Precision" with the ESA of Angers (France).

Partnerships with institutions and companies in the field of internships (around 200 by 2022) should also be highlighted.

As far as research is concerned, cooperation in this area is established both with other HEIs (national and international) and with national companies and associations, such as the ECOFORT.PT project (Associação para a Competitividade das Indústrias da Fileira Florestal and FORESTIS); the BioChestnut- IPM project (Centro Nacional de Competências de frutas secos; Arborea; Associação Agro-Florestal e Ambiental da Terra Fria Transmontana; Agro Rio Bom, Lda; ARATM; Filipe Rodrigues Pereira; Associação Florestal Vale Douro Norte; Soutos os Cavaleiros, CRL; Cooperativa Agrícola de Alfandega da Fé; Coamendoa; Instituto Politécnico de Bragança; Proruris, EEM; Refcast; Cooperativa Agrícola de Penela da Beira CRL; INIAV; LCN-Cooperativa dos Lavradores do Centro e Norte, CRL.), or the SOLAR project - Modeling the Earth System in the Eastern Atlantic (ISA and the Portuguese Navy), to name but a few. UTAD leads the collaborative laboratories Inov4Agro and AL4AnimalsS, and is part of COLAB Vines & Wines, BIOREF, 4FOOD, FeedInov and ForestWise. Internationally, UTAD is involved in a vast number of partnership projects, such as the Wasteless project with 25 partners, 23 of which are international and 2 national.

In terms of Extension, UTAD has sought to promote the knowledge produced at the institution in various partnerships with all kinds of institutions, such as participation in the environmental monitoring processes of the Tua and Sabor dams (with EDP and associations of municipalities in

these regions) and more recently the Alto Tâmega dams (partnership with Iberdrola), with ADVID in the creation of the Vine and Wine Center of Excellence, in mitigating the impacts of hail (partnership with PRODOURO and the Alijó City Council), with Águas do Norte (cooperation protocols to establish scientific and technological collaboration in the field of environmental and biochemical sciences), among others.

UTAD is a member of the Council of Rectors of Portuguese Universities, is on the advisory board of COTEC, is an associate member of the Association of Portuguese Language Universities, the Association for the Competitiveness of the Forestry Industry and the Center for Euro-regional Studies Galicia-North of Portugal - CEER, among other institutional partnerships.

In the social sphere, cooperation protocols have been established with institutions such as Bagos D'ouro (which supports underprivileged children), Refood 4 Good (which donates food resulting from the activities of UTAD's Canteens and Bars), ACES Douro I - Marão and Douro Norte of the Northern Regional Health Administration, and the Hospital Center of Trás-os-Montes and Alto Douro, in promoting health habits among the population (academic and local, such as the Diabetes in Movement Program), with the Local Centers for Social Development (CLDS) in the context of training the unemployed; with the Portuguese Football Federation in promoting motor skills among elementary school children; with the Association of the Blind and Partially Sighted of Portugal, in assessing the needs of visually impaired citizens for support products; and with the ProAnimal Platform in caring for street animals, promoting the health and well-being of these animals in the municipality of Vila Real, improving and deciding on the best prophylactic plans (vaccination and deworming) for them, and resolving medical and surgical issues that may arise.

Culturally, UTAD has sought to promote and highlight regional culture by signing protocols such as with the Municipality of Sabrosa and the Miguel Torga Space and the Trás-os-Montes Academy of Letters as part of the activity "Celebrating the Memory of Miguel Torga", or the publication of the book that brings together some of the texts presented at the International Colloquium "[T]oday I am activity - works, relationships, feelings": Getting to know Agustina Bessa-Luís", in partnership with Banco Santander and the Vila Real Municipal Library, as well as carrying out economic social cultural development activities with emphasis on inventorying, conserving and promoting its geological heritage under a protocol with AD ELO - Associação de Desenvolvimento Local da Bairrada e Mondego. In the development of international relations, protocols and agreements have been established in the fields of mobility, training and research, totaling more than three hundred partnerships.

UTAD has also benefited from support from civil society, in the form of patronage, in the areas of research, culture and society, and support for disadvantaged students. These include the Santander Foundation (International student mobility; Mobility of young teachers and researchers; Support for entrepreneurship and innovation; Organizational and technological development, especially with regard to the university identification card), the Cultural, Scientific and Pedagogical Cooperation Protocol with the Maria Rosa de Mello e Faro Carvalho Borges da Gama e Filhos Foundation, which

is designed to provide financial support for research work carried out by members or collaborators of UTAD's Research Centres, in the value chain of the wine system and related areas; the patronage of BioAdvance in the promotion of initiatives that contribute to the promotion and development of work in the scientific and technological areas of the Renewable Directive (REDII), particularly in the area of raw materials for advanced fuels; and also with CRITICAL Software and Continental Advanced Antenna in financial support for students of recognized academic merit and with lower economic resources (degrees in Computer Engineering and Electrical and Computer Engineering).

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3.5 INTERNATIONALIZATION

This area is led by the Vice-Rectorate for Internationalization and the Pro-Rectorate for International Relations, in close coordination with the Vice-Rectorates for Education, Research and Innovation, Technology Transfer and Digital University, and accordance with the objectives and goals of the Strategic Program in force.

UTAD has sought to mobilize the internationalization instruments at its disposal to assert itself as an increasingly multicultural, inclusive and global university. In terms of the internationalization of teaching and learning, it is important to start by highlighting the promotion of student and teacher mobility and exchange. UTAD had 513 ERASMUS protocols in place with higher education institutions in 25 countries, namely: Spain (188); Italy (75); Poland (48); Turkey (43); Romania (27); Greece (23); France (19); Belgium (16); Germany (14); Czechia (8). And another 226 cooperation protocols with Higher Education Institutions in 26 countries, 12 of which with leading international Higher Education Institutions in their core areas and 26 with prestigious universities. The outgoing mobility programs included 170 students and 90 teaching and non-teaching staff who chose higher education institutions in 17 and 23 countries, respectively. Expanding the educational offer in collaboration with other Higher Education Institutions has been one of UTAD's priorities, which currently offers 10 study cycles in collaboration with other foreign universities: 5 master's degrees and 5 doctorates.

In December 2022, around 1,000 international students were enrolled at UTAD (12% of the total), from 54 countries and distributed as follows: 235 undergraduate students; 365 master's students and 292 doctoral students. Students from the CPLP account for almost 80% of international students (Brazil, Angola, Mozambique, Timor, Cape Verde, Guinea and São Tomé and Príncipe). In the same year, the number of mobile students increased slightly, with UTAD receiving 196 students from 16 countries and 52 teaching and non-teaching staff from 15 countries.

The development of study cycles attractive to international students has been another aspect of UTAD's internationalization, such as the "Double Master's degree in Scienze agrarie LM69 (UNITO) and Agroecology and Smart Farming (UTAD)", under which a joint mobility program was established between the University of Turin (Italy) and UTAD. UTAD has been increasing the proficiency of teachers and students in English, to broaden its educational offer in this language.

Since the 2nd semester of 2021/2022, a survey has been carried out of the courses taught in English. In that semester, 15 of the courses were taught in English in their entirety and 169 were taught partially.

Increasing scientific production and co-organizing international events are also important internationalization tools. In 2022, UTAD researchers published 330 scientific papers with international partners.

In terms of the Instruments for the Internationalization of Research at Home, it is important to highlight the effort to attract international researchers and teachers. In 2022, 34 of UTAD's 605

teaching staff were foreigners (5.6%) and the research centers had 55 researchers of a nationality other than Portuguese.

3.6 RESOURCES AND SERVICES

In the year under review, the new *Internal Regulations for the Duration and Organization of Time at UTAD* came into force, defining the rules and principles applicable to the duration and organization of working time at the university.

In terms of human resources, the following stand out:

- Approval and publication of the Faculty Development Plan, which aims to enhance teaching human resources, within a framework of financial balance, as one of the central pillars in the development of a higher education institution, and which makes it possible to hold internal competitions for promotion to intermediate and top categories in higher education teaching careers and scientific research careers, creating a total of 30 vacancies for Associate Professor and 15 vacancies for Full Professor;
- Approval and publication of the Guidelines for the Preparation of the Distribution of Teaching Service (DSD) on a multi-annual basis, concerning the approval process and the information to be included, the functioning of the courses, classes and courses; teaching staff and courses panels, teaching service of teachers and the hiring of specially contracted teachers, and the timing of the various phases;
- Approval and publication of the Hiring Plan for New UTAD Career Assistant Professors, totaling 11;
- Opening of two vacancies for Assistant Professors under PREVPAP, regularizing the extraordinary employment situation of UTAD workers;
- Approval and publication of the procedure to enhance the careers of UTAD's non-teaching staff, with the opening of the mobility process, in the form of inter-career mobility, starting in 2022 and expected to end in 2023;
- Updating of the inter-career/inter-category mobility procedures for UTAD's non-teaching staff, with 19 Operational Assistants, 1 Technical Assistant and 1 Level 1 Assistant Computer Technician moving into higher careers;
- Constitution of the Commission for the Prevention and Control of Harassment at UTAD and hearing of the Draft Code of Good Conduct for the Prevention of Harassment at UTAD.
- Update on UTAD's Data Protection Committee.

As for physical resources, the following stand out:

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- The approval and publication of the General Regulations for the Use of UTAD's Spaces, Facilities and Sports Equipment, the purpose of which is to define the general rules for the use and operation of UTAD's Spaces, Facilities and Sports Equipment, as well as the safety conditions to be observed during their use;

- The approval and publication of the Internal Regulations of the SASUTAD Health Unit, which aim to define the general rules of organization, management and operation of the SASUTAD Health Unit, as well as the principles that guide its activity, competencies and specific functions of each health professional and the attribution of the rights and duties of its users;

- The approval and publication of the Central Library Regulations, defining the conditions of access, among other duties within the Library's competence.

3.6.1 LEVEL OF SATISFACTION

UTAD's Stakeholders are consulted through:

- satisfaction questionnaires;
- the form for compliments, suggestions and/or complaints;
- by other means - email, telephone, in-person, Yellow Book and online Complaints Book).

In addition to the questionnaires mentioned above, below are some of the results obtained.

3.6.1.1 QUESTIONNAIRE | STUDENT SPACE

The level of satisfaction among users of the Student Space services remained similar for each parameter in 2021 and 2022 (Figure 3), with "Very Satisfied" predominating in all the parameters assessed.

Despite the similarity, in each parameter, there was a slight increase from 2021 to 2022 in the "Very Satisfied" grade and a slight decrease in the "Very Dissatisfied" grade.
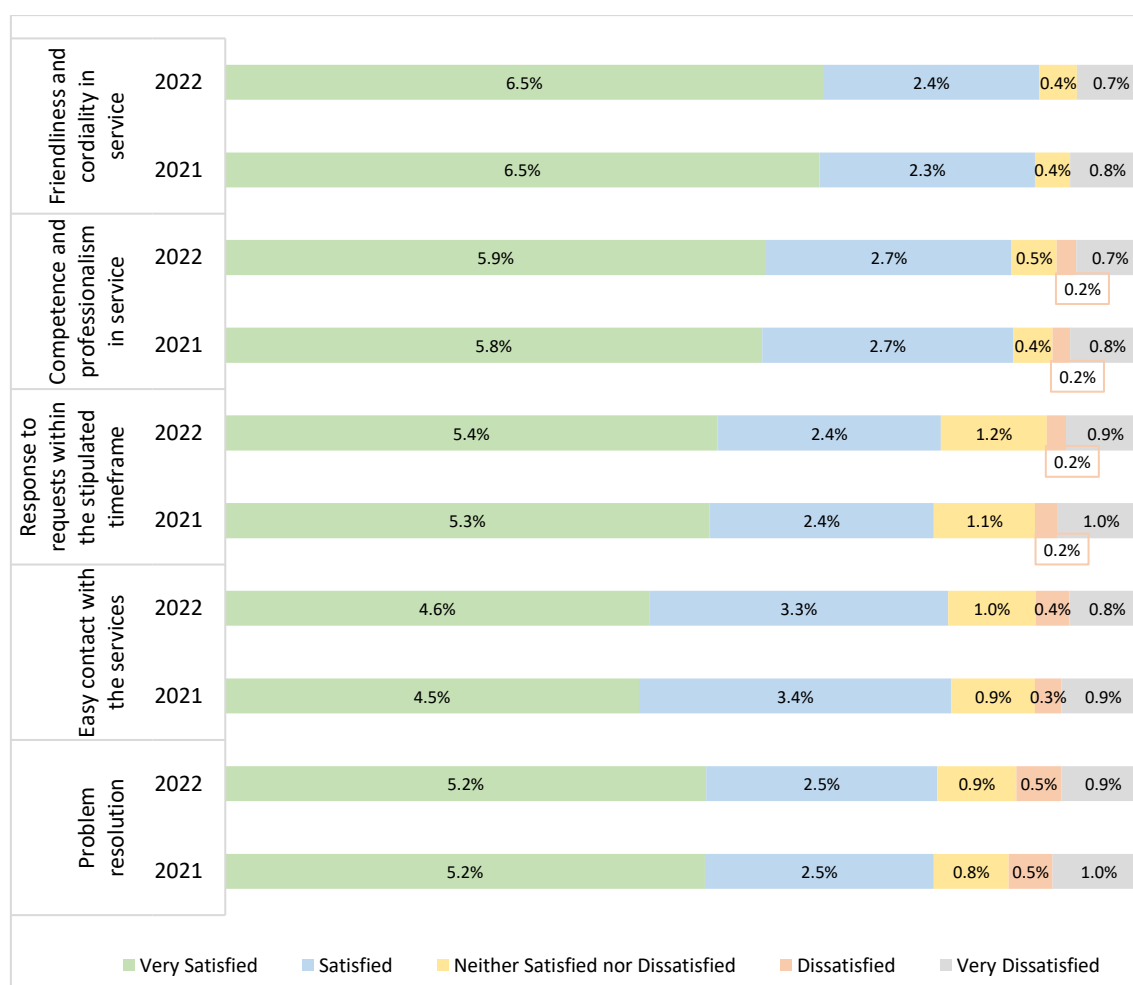
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Figure 3. Degree of Satisfaction 2021& 2022 | Student Space

The results of the Student Space users' perceptions are analyzed by the Department's Management, and according to this, changes are promoted (in the short or medium term), which may occur at the service points, changes in work instructions, updating of information to employees (through the dissemination of internal notes or other information given at meetings or by email), among others, to respond to and improve the performance of the parameters with the lowest levels of satisfaction.

3.6.1.2   QUESTIONNAIRE | INTEGRATED INFORMATION DESK (BII)

According to Figure 4 in 2022 compared to the previous year, there was an increase in overall satisfaction with the services provided by the BII, with a notable decrease in "Very Dissatisfied" in each parameter from 2021 to 2022.
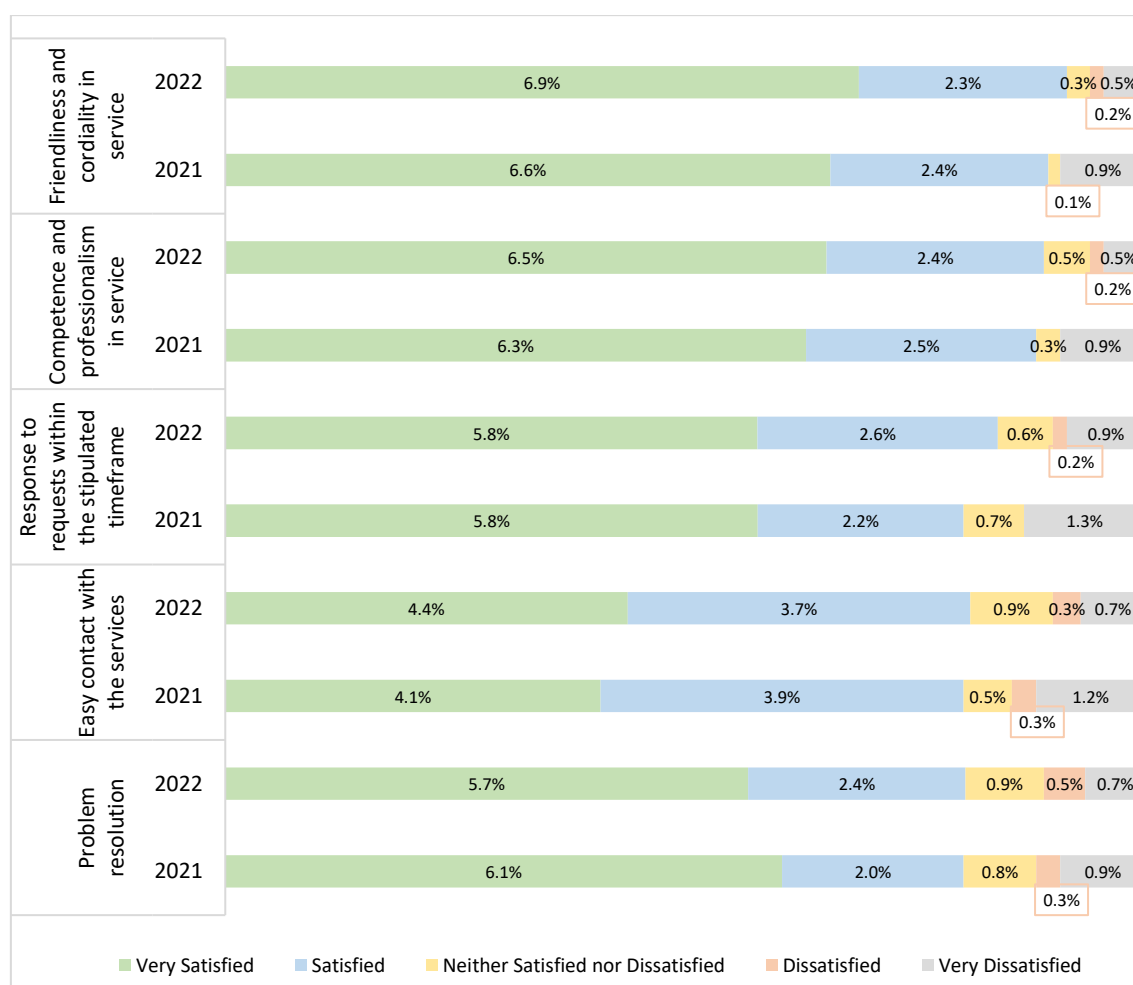
Figure 4. Degree of Satisfaction 2021 & 2022 | Integrated Information Desk

In this service, there was an improvement in customer satisfaction between 2020 and 2021, as a result of the review of the associated process, the appointment of new management, and the updating and training of employees who provide this service. Satisfaction continues to be monitored to maintain good results and to act punctually on those with lower levels of satisfaction.

3.6.1.3 QUESTIONNAIRE | FOOD SERVICE (SAL)

Food services are provided in all units by SASUTAD. The type of services provided is very varied, ranging from snack bar services to cafeteria services. As you can see, there are countless situations (variables) that need to be monitored and that should be the target of improvement actions, most of them, and preferably immediately. These actions are taken and recorded in the Uebe.Q system, but in this chapter, we will only look at customer perceptions. Figure 5 shows the level of satisfaction broken down by various parameters measured by food service customers.

As you can see from the figure above, there are many parameters with which customers have shown a high degree of dissatisfaction. These are usually also the subject of complaints, using the link provided on the website. The response time to complaints is also pointed out as a service with a high percentage of very unsatisfactory responses. In response to these difficulties, the procedure for

managing complaints, compliments and suggestions has been revised (as mentioned above) and there has been an improvement in the response times for these services. As for the other activities, the process manager, together with all the employees and top management, have analyzed the monitoring and identified improvement actions to be implemented, with the appropriate record in Uebe.Q, so that in a subsequent satisfaction assessment, it is expected that the level of customer satisfaction may increase in various parameters.
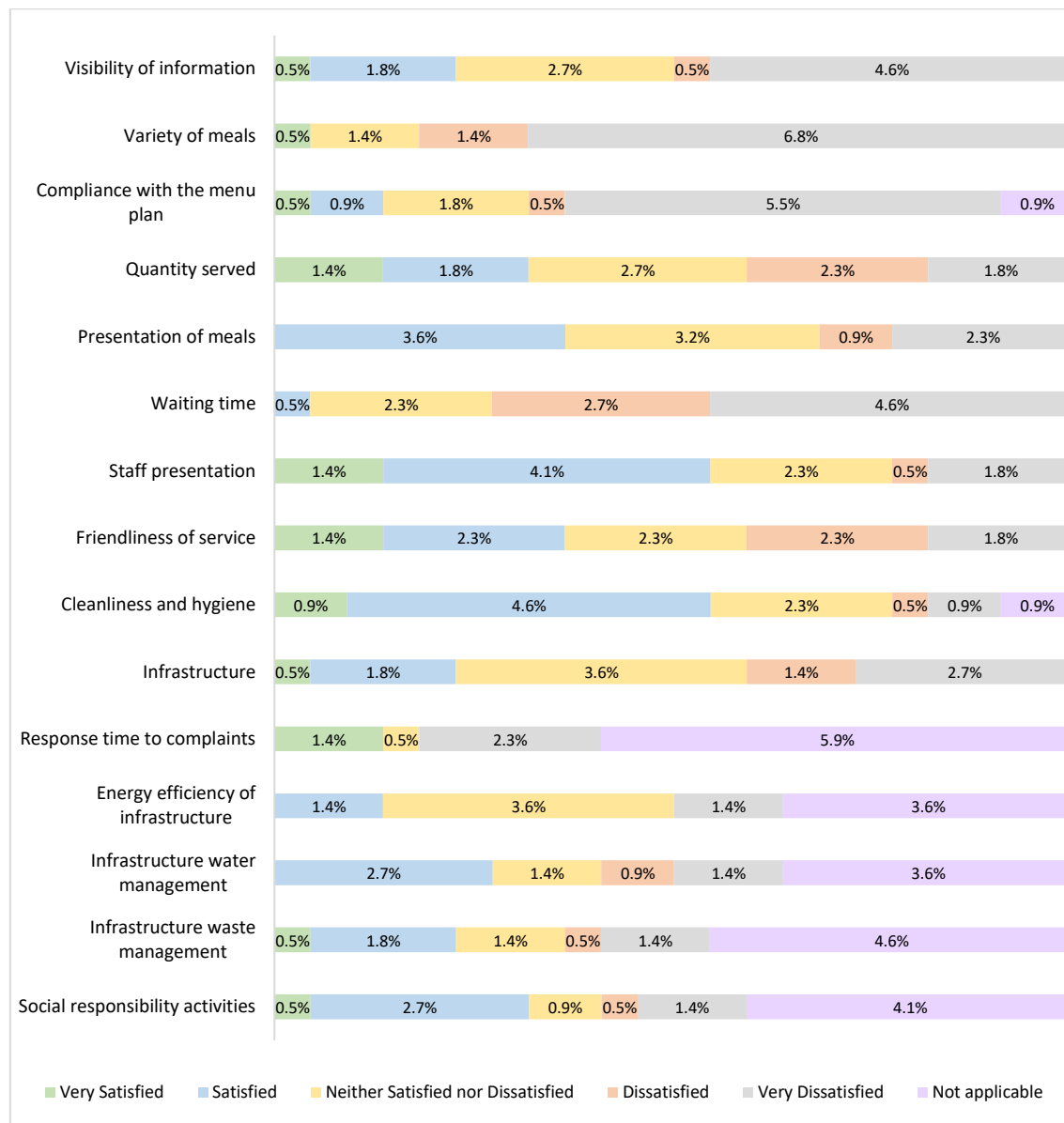

Figure 5. Degree of Satisfaction 2022 | Food Services

3.6.1.4 QUESTIONNAIRE | ACTIVITY USER

An analysis of Figure 5 shows that even with some parameters showing some dissatisfaction with the services provided (Figure 6), others deserve total customer satisfaction.
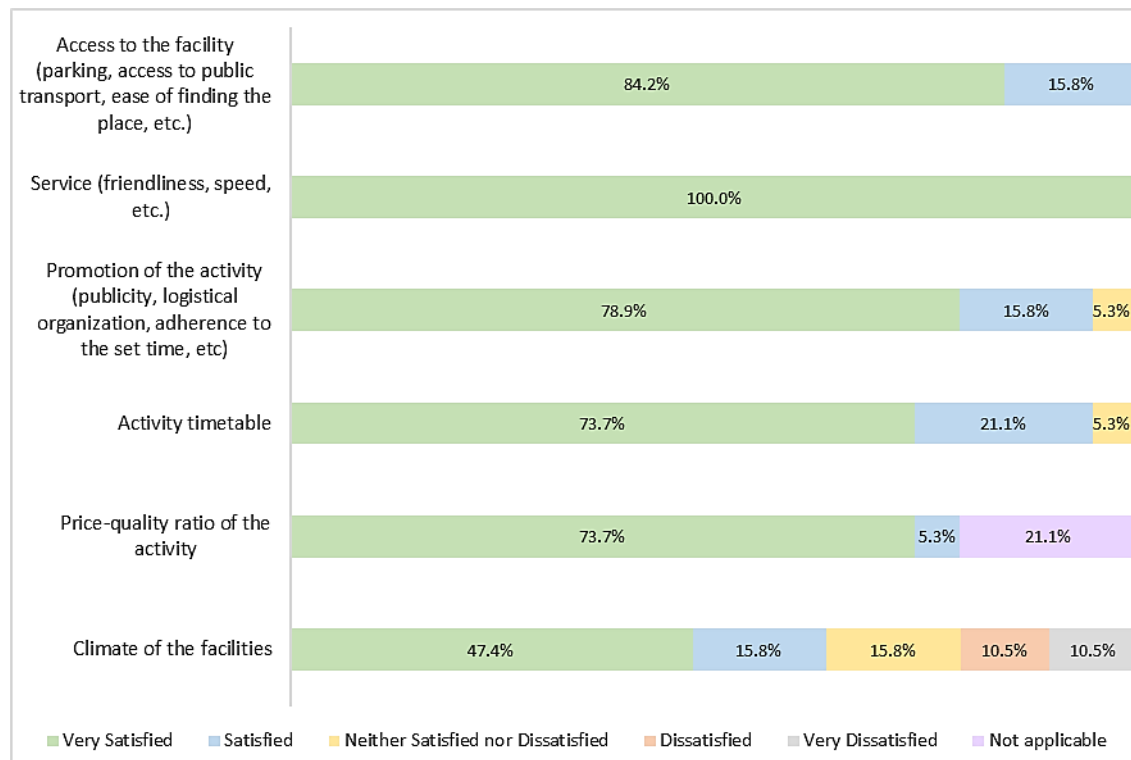
Figure 6. Degree of satisfaction 2022 | Activity User

3.6.1.5 QUESTIONNAIRE | CATERING

Similarly to the previous figure, concerning the catering service, there is high user satisfaction (Figure 7). The negative results from the assessment of the unit's energy efficiency and water and waste management. The period under review suffered the interference and consequences of the pandemic, and some activities were not in full execution, so situations may have arisen that reduced satisfaction. However, as also mentioned in other reports, UTAD has ISO certification for its energy and environmental systems (ISO 50001 and 14001, respectively), which were renewed during an audit, so it is expected that this perception will change in the next monitoring cycle.

Figure 7. Degree of satisfaction 2022 | Catering

3.6.1.6 QUESTIONNAIRE | APPOINTMENT MANAGEMENT

In addition to providing food and accommodation, SASUTAD also provides health services, including consultations, including those integrated into the Occupational Medicine and Safety system, as well as general and family medicine, psychology, nutrition, and nursing services. Figure 8 shows the level of satisfaction of health service users.

In this monitoring, no user was "very dissatisfied", and in some of the questions asked, there was a high response rate of "Not applicable". This analysis points to an action for improvement, which is to re-evaluate and update the questionnaires, considering removing some of these questions (more than 50% of respondents said they were not applicable). As for the rest, satisfaction with the services and with the employees who provide these services is clear.
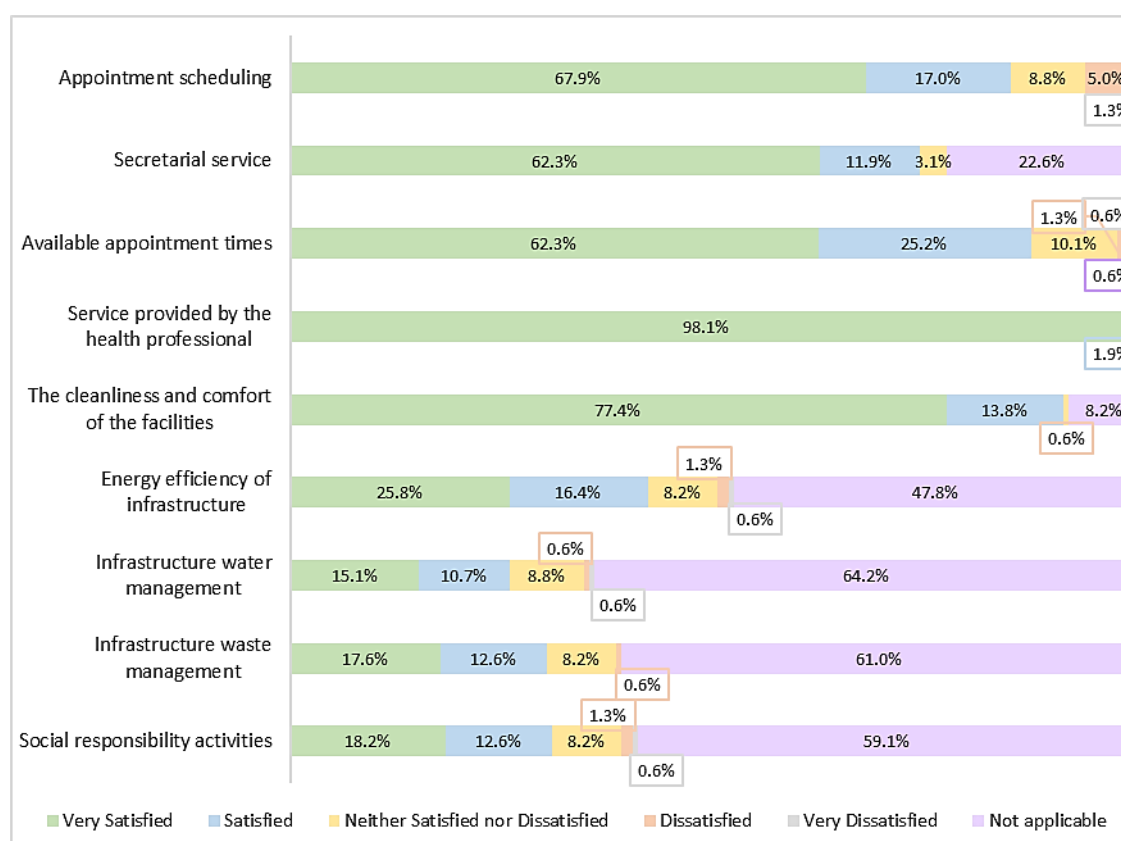
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Figure 8. Degree of Satisfaction 2022 | Consultation management

3.6.1.7 QUESTIONNAIRE | EMPLOYEES

The well-being of employees and the way they relate to their colleagues, and managers and how they perceive the physical resources made available to them to carry out their tasks are important for their overall performance. We therefore monitored employees' perceptions of their workplace (Figure 9), the internal working environment (Figure 10), as well as their personal development (Figure 11). The results are presented below, comparing the 2021 and 2022 monitoring.

Concerning the workplace, there are a few parameters in which some employees show high satisfaction (particularly in 2021), but perception and satisfaction improved between 2021 and 2022. Computer applications and equipment are the parameters that seem to generate the most dissatisfaction, which is something to take into consideration since the proper execution of their tasks depends on them to a great extent and for a large number of employees. The overall assessment in 2021 was satisfied for the majority of employees in all the parameters monitored, a perception that decreased to "Neither satisfied nor dissatisfied" in 2022 for all parameters.
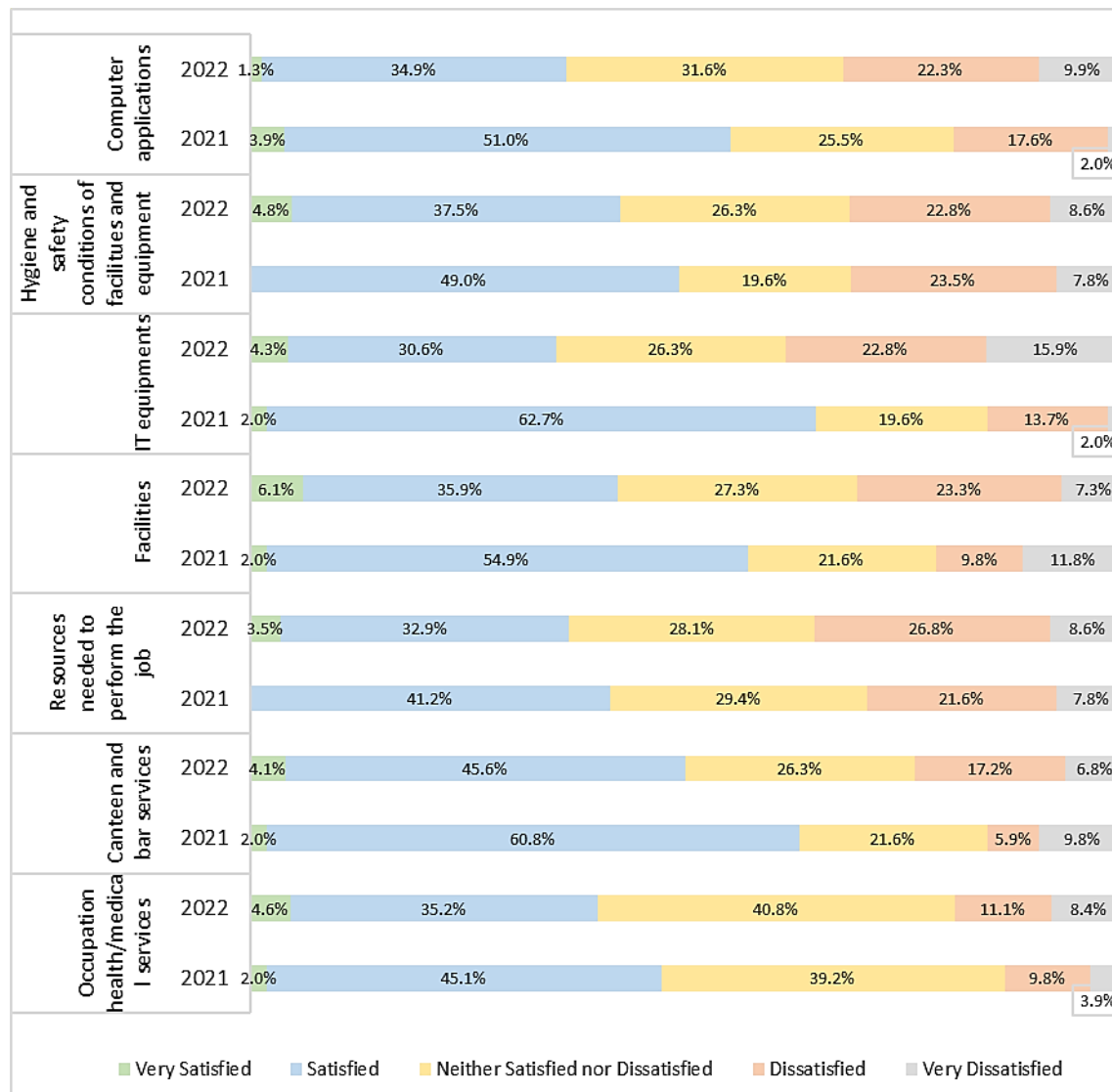
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Figure 9. Degree of Satisfaction 2021 & 2022 | Workplace

Regarding the internal working environment (Figure 10), UTAD's employees show degrees of satisfaction that differ between the various parameters assessed, although there is a similarity between the two years under analysis. The parameter "communication and dialogue with hierarchical superior" stands out as "very satisfied", as do the parameters "work environment", "working hours and flexibility in reconciling work with personal and family life" and "motivation to work", although in the latter there is some significance in the mention of "very dissatisfied" by around 13% of the workers.

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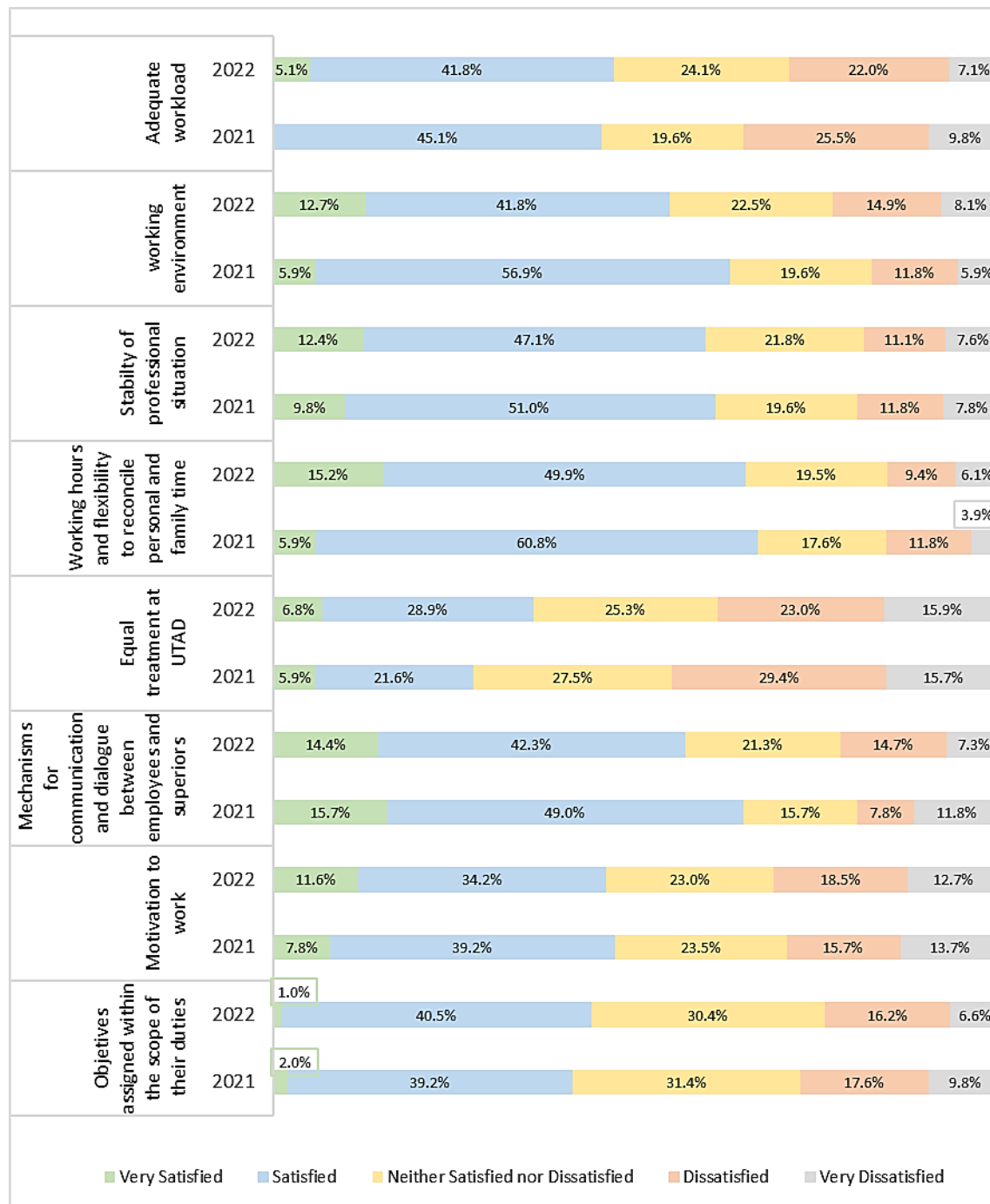
Figure 10. Degree of Satisfaction 2021 & 2022 | Internal Work Environment

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Figure 11 shows, for 2021 and 2022, the degree of employees' satisfaction with parameters related to personal development.
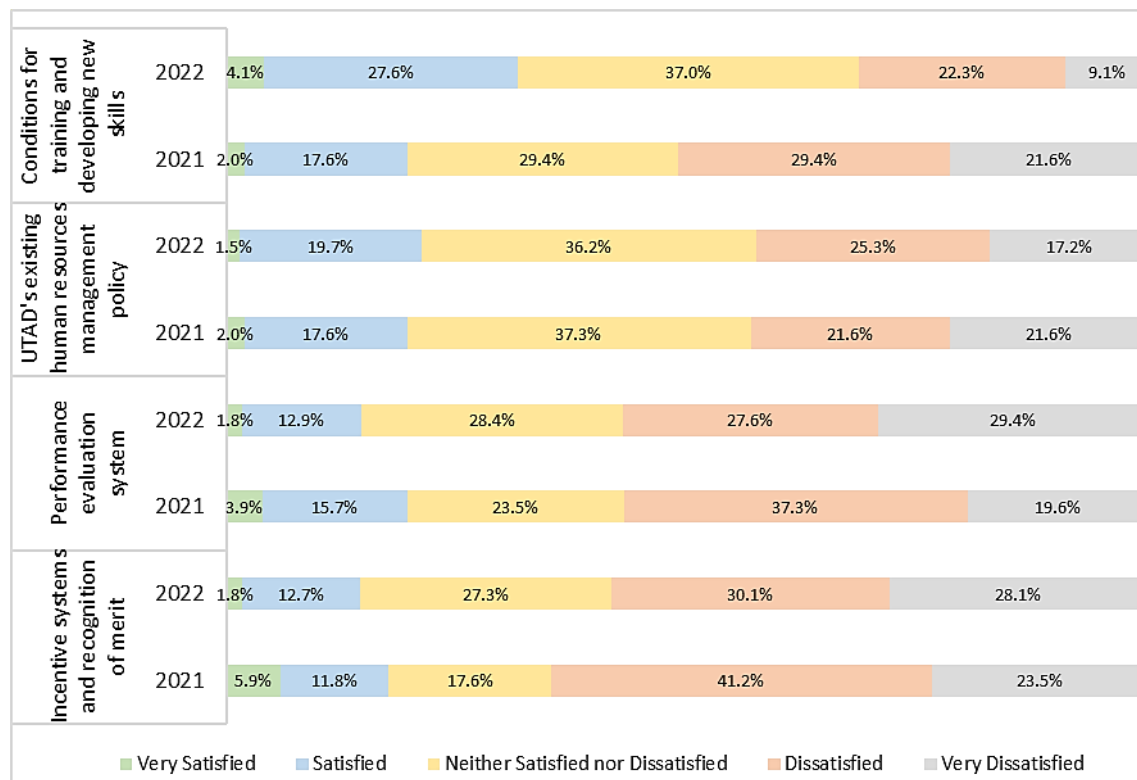

Figure 11. Degree of Satisfaction 2021 & 2022 | Personal Development

As for leadership and UTAD, Figure 12 shows the degree of employee satisfaction with the various parameters assessed, allowing us to compare the results in 2021 and 2022.
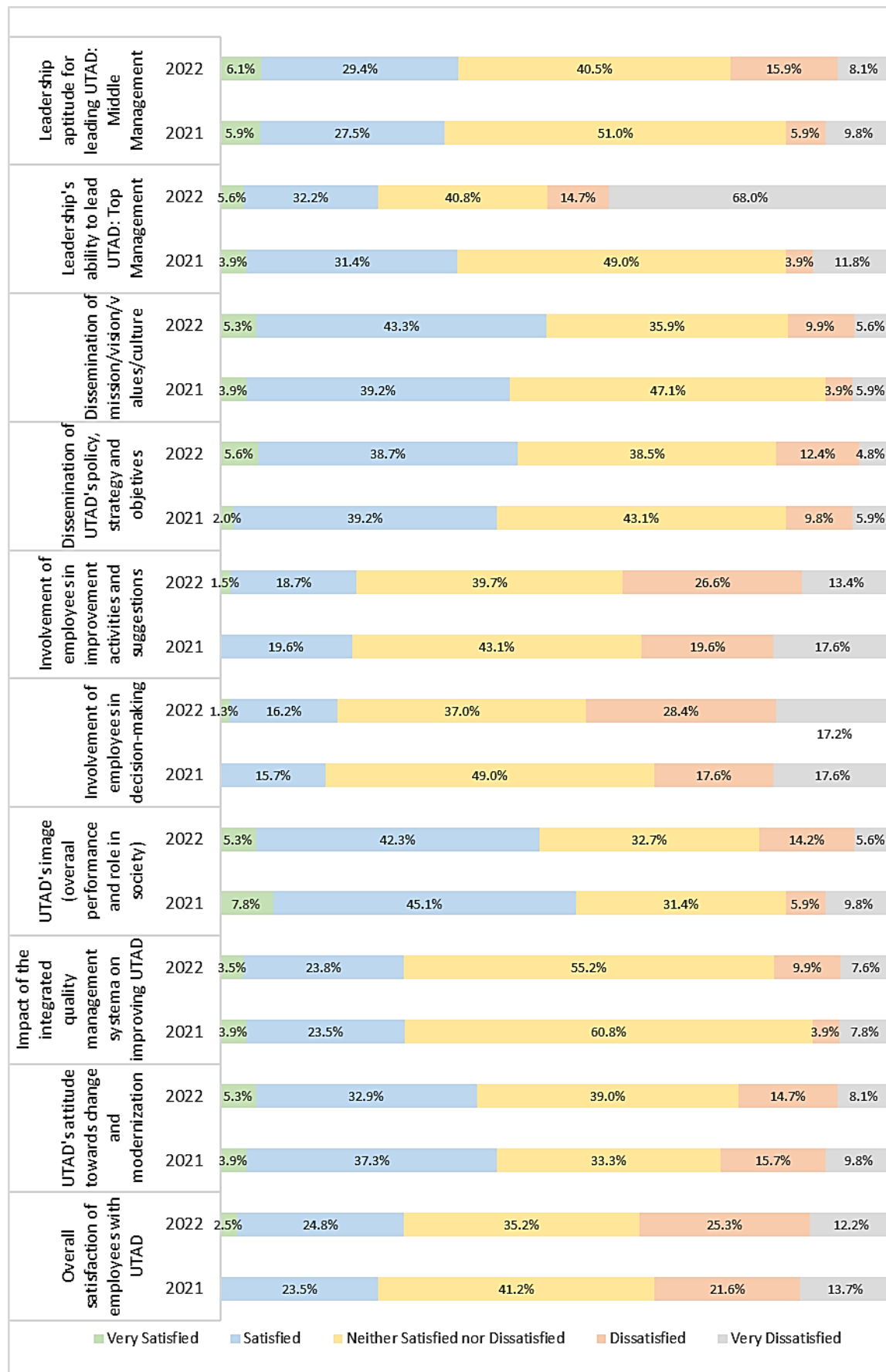
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Figure 12. Degree of Satisfaction 2021 & 2022 | Leadership and UTAD

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3.6.2 COMPLIMENTS, SUGGESTIONS AND COMPLAINTS

All suggestions/compliments and complaints received by the Planning, Evaluation and Improvement Office were entered into the UEBE.Q platform in the *Operational Control - Customer Satisfaction* module, so that they could be analyzed, dealt with and communicated.

In 2022, 153 complaints were registered, of which 49 were on paper, 9 in the yellow book, 3 on the complaints portal and 92 were received via the form available on UTAD's website. It should be noted that until May 2022, complaints via UTAD's website were anonymous, so 16% of the complaints received were anonymous, which compromised UTAD's response.

Of the complaints identified, 59% were answered within the established timeframe, 4% were answered after the established deadlines and 21% are still open.

As a result of the year 2021, the following improvement actions were implemented in 2022:

- Changing the introductory text of the website, making it closer to all stakeholders and directing the message towards continuous improvement;
- Change the form to always ask for identification so that the system can respond in all situations;
- Providing the option of identifying the Service/Area concerned on the form to facilitate the processing of cases and resolution by the respective Managers;
- The Yellow Complaints Book and an information poster with a QRCode for submitting a compliment, suggestion or complaint are available in places where the public is served.

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4   STAKEHOLDER PARTICIPATION

As in previous years, internal and external stakeholders were represented by various management bodies, as defined in the Matrix drawn up, which lists the relevant internal and external stakeholders and indicates their needs and expectations.

As UTAD's most important stakeholder, students participate as members by right in the activities of the General Council, the Pedagogical Councils, the Course Committees and the Academic Council. Students are also consulted by the Student Ombudsman and through meetings with the Nuclei promoted by the Rectory.

The teachers, as members by right, participated in the General Council, the Rector's Team, the Pedagogical Council, the Scientific and Technical-Scientific Councils, the Academic Council and the Management Council.

Researchers, as members by right, sit on the General Council and the Scientific and Technical-Scientific Councils.

Non-teaching and non-research staff, as members by right, take part in meetings of the General Council, the Quality Monitoring Committee and the Teaching Quality Committee. For non-teaching and non-research staff, there is the figure of the Non-Teaching and Non-Research Staff Ombudsman, whose role is to defend the rights and duties of this group of staff.

Through consultation, *alumni* (former students) and employers have contributed to the processes of creating and evaluating courses. Companies welcome students during their internships or clinical training.

Students as Mentors and teachers as Tutors also play an active part in promoting school success and preventing drop-outs.

5 INTERNAL AND EXTERNAL EVALUATION

5.1 INTERNAL AUDITS

Based on the findings of the audits carried out, action plans were established on the UEBE.Q platform.

5.2 EXTERNAL EVALUATION

5.2.1 A3ES | CREATION, REVISION AND DISCONTINUATION OF COURSES

Table 1 shows the New Study Cycles (NCE) submitted in 2022 for evaluation and also the results of NCEs submitted in 2021.

Table 1. New Study Cycles submitted for accreditation

YEAR OF SUBMISSION	STATE ON 31.12.2022	CYCLE	COURSE	ACCREDITATION PERIOD	REMARKS
2022	Under evaluation	MI	Integrated Master's Degree in Medicine	-	-
2022	Under evaluation	2nd Cycle	Zootechnical Engineering	-	-
2022	Under evaluation	2nd Cycle	Agroecology and Precision Agriculture	-	Double degree from the Università degli Studi di Torino
2022	Under evaluation	3rd Cycle	One Health International Doctoral Program	-	Foreign association: Universidad Complutense de Madrid, Agricultural University of Athens, Università degli Studi di Perugia Other cooperating institutions: Centro Académico Clínico de Trás-os-Montes e Alto Douro, Instituto Nacional de Saúde Doutor Ricardo Jorge and Instituto Nacional de Investigação Agrária e Veterinária
2022	Under evaluation	1st Cycle	Zootechnical Engineering	-	-
2022	Under evaluation	2nd Cycle	Management of Wild Animals in Captivity	-	-
2022	Under evaluation	1st Cycle	Biomedical Sciences	-	-
2022	Under evaluation	2nd Cycle	Teaching Biology and Geology in the 3rd Cycle of Basic Education and Secondary Education	-	-
2022	Under evaluation	2nd Cycle	Medical-Surgical Nursing in the area of Critical Care Nursing	-	-
2022	Under evaluation	2nd Cycle	Community Nursing in the area of Community and Public Health Nursing	-	-
2022	Under evaluation	2nd Cycle	Teaching Portuguese and English in the 3rd Cycle of Basic Education and Secondary Education	-	-

YEAR OF SUBMISSION	STATE ON 31.12.2022	CYCLE	COURSE	ACCREDITATION PERIOD	REMARKS
2022	Under evaluation	2nd Cycle	Tourism Management and Sustainability	-	-
2022	Under evaluation	1st Cycle	Culture and Digital Transformation	-	-
2022	Under evaluation	3rd Cycle	Communication Sciences	-	-
2022	Under evaluation	2nd Cycle	Teaching Agricultural Sciences	-	-
2022	Under evaluation	2nd Cycle	Industrial Engineering and Management	-	-
2022	Under evaluation	2nd Cycle	Data Science and Engineering	-	-
2022	Under evaluation	2nd Cycle	2nd Cycle in Teaching Mathematics in the 3rd Cycle of Basic Education and Secondary Education	-	-
2022	Under evaluation	2nd Cycle	Teaching Physics and Chemistry in the 3rd Cycle of Basic Education and Secondary Education	-	-
2021	Accredited	2nd Cycle	Multimedia Technology	6 years	-
2021	Not accredited	1st Cycle	Psychomotor Rehabilitation (ESS)	-	-
2021	Not accredited	1st Cycle	Science and Technology for Industry	-	-
2021	Not accredited	2nd Cycle	Industrial Engineering and Management	-	-
2021	Conditionally accredited	2nd Cycle	Nature Sports Sustainability and Health	3 years	-
2021	Not accredited	3rd Cycle	International Doctorate in Life and Environmental Sciences	-	-
2021	Under evaluation	3rd Cycle	International Doctoral Program in Oenology and Viticulture	-	-
2021	Accredited	2nd Cycle	Maternal and Obstetric Health Nursing	6 years	-

Table 2 shows the results that were known in the period under review regarding the Accreditation of Study Programmes in Operation (ACEF).

Table 2. Study Cycles in Operation subject to evaluation

Year of evaluation	Status at 31.12.2022	Cycle	Course	Accreditation period	Observations
2022	Under evaluation	3rd Cycle	TechAgro - Emerging Technologies Applied to Agroforestry Systems	-	-
2021	Accredited	1st Cycle	Nursing	6 years	-
2021	Under evaluation	3rd Cycle	Language Sciences	-	-
2021	Under evaluation	3rd Cycle	Geology	-	-
2021	Under evaluation	2nd Cycle	Geographic Information Systems in Agricultural and Forestry Sciences	-	-
2021	Accredited	2nd Cycle	International Master's Degree in Sports Performance Analysis	2 years	-

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Year of evaluation	Status at 31.12.2022	Cycle	Course	Accreditation period	Observations
2021	Under evaluation	3rd Cycle	Development, Societies and Territories	-	-
2021	Accredited	3rd Cycle	Science and Technology Web	4 years	-
2021	Accredited	2nd Cycle	Clinical Laboratory Biology	6 years	-
2021	Under evaluation	1st Cycle	Psychomotor Rehabilitation (ECVA)	-	-
2021	Accredited	3rd Cycle	Science and Technology Teaching	6 years	-
2021	Accredited	2nd Cycle	Teaching in the 1st Cycle of Basic Education and Mathematics and Natural Sciences in the 2nd Cycle of Basic Education	4 years	-
2021	Accredited	2nd Cycle	Teaching in the 1st Cycle of Basic Education and Portuguese and History and Geography of Portugal in the 2nd Cycle of Basic Education	4 years	-
2021	Under evaluation	3rd Cycle	Educational Sciences	-	-
2021	Accredited	1st Cycle	Languages, Literature and Cultures	6 years	-
2021	Conditionally accredited	3rd Cycle	Literary Studies	1 year	-
2021	Conditionally accredited	1st Cycle	Theater and Performing Arts	1 year	-
2021	Conditionally accredited	1st Cycle	Languages and Business Relations	1 year	-
2019	Accredited	2nd Cycle	Biotechnology for the Health Sciences		
2019	Conditionally accredited	1st Cycle	Mechanical Engineering	1 year	-
2019	Accredited	2nd Cycle	Food Engineering	6 years	-
2019	Under evaluation	1st Cycle	Environmental Sciences	-	-
2019	Under evaluation	2nd Cycle	Environmental Engineering	-	-
2019	Accredited	1st Cycle	Biomedical Engineering	6 years	-
2019	Accredited	2nd Cycle	Biomedical Engineering	6 years	-
2019	Conditionally Accredited	2nd Cycle	Mechanical Engineering	1 year	-
2019	Accredited	1st Cycle	Economy	6 years	-
2019	Accredited	2nd Cycle	Economic and Business Sciences	6 years	-
2019	Conditionally Accredited	2nd Cycle	Teaching Physical Education in Primary and Secondary Schools	1 year	-
2019	Accredited	2nd Cycle	Teaching Computer Science	6 years	-
2019	Conditionally Accredited	1st Cycle	Social Services	1 year	-
2019	Conditionally Accredited	2nd Cycle	Social Services	1 year	-
2018	Accredited	2nd Cycle	Psychology	6 years	-

The 2nd Cycle in Bioinformatics and Applications to Life Sciences was discontinued in 2022.

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5.2.2 EAEVE | EUROPEAN EVALUATION

As a result of the Approval status (Certificate 2016), in 2022, the Integrated Master's Degree in Veterinary Medicine (MIMV) was evaluated by the European Association of Establishments for Veterinary Education (EAEVE), having obtained accreditation by the European Committee of Veterinary Education (ECOVE).

This statute is valid for 7 years, i.e. until October 2029: ECOVE Decision 2022.

5.2.3 MANAGEMENT SYSTEMS

5.2.3.1 CAF | COMMON ASSESSMENT FRAMEWORK

UTAD's Social Action Services (SAS) have been awarded the "Effective CAF User" seal of excellence by the Directorate-General for Administration and Public Employment (DGAEP): CAF Diploma.

CAF (Common Assessment Framework) is an organizational performance self-assessment model that was specifically developed to help public sector institutions in European countries apply quality management techniques, improving their level of performance and service delivery.

People, partnerships and resources, processes and social responsibility results were some of the criteria in which SASUTAD stood out.

The process of obtaining the "Effective CAF User" label was financed by COMPETE2020, the Portuguese State and the European Social Fund, as part of an Administrative Modernization Project - SAMA.

5.2.3.2 ENVIRONMENTAL AND ENERGY MANAGEMENT SYSTEM

In June 2022, the 2nd follow-up audit of UTAD's Environmental and Energy Management System took place as part of the NP EN ISO 14001:2015 and NP EN ISO 50001:2019 certifications.

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6 ANALYSIS OF NON-CONFORMITY MANAGEMENT, CORRECTIVE ACTIONS AND IMPROVEMENT ACTIONS

When non-conformities are detected in processes, audits or complaints, they are recorded in the UEBE.Q information system and measures are taken to deal with them following "GAM.P.03. Non-conformities and corrective actions".

In 2022, 4 non-compliances were recorded in the Food Hygiene and Safety (HSA) process, and the action plan was defined on the UEBE.Q platform, with the consequent implementation of the actions.

7   INTERNAL AND EXTERNAL CONTEXT

The information in Table 3 assesses the organization's internal and external context. This analysis is intended to reinforce the organization's strengths, develop strategies to minimize weaknesses, take advantage of emerging opportunities and observe threats as potential opportunities. In this way, a better understanding of the organization's needs can be obtained.

Table 3. Analysis of the internal and external context

STRENGTHS	WEAK POINTS
- Institutional commitment to promoting quality and continuous improvement; - Persistent consolidation and systematization of the SiGQ's planning, monitoring and follow-up mechanisms, procedures and instruments; - Community involvement and commitment to the region; - Strategic planning system and monitoring of compliance with targets carried out in the Annual Activity Reports; - Strategic orientation of research and development activities; - Availability of teachers to accompany students; - Formalization of the Quality policy in the Strategic Plan; - Hierarchy of responsibilities; - Identification of measures to prevent abandonment; - Concern with promoting school success; - Increase in RUC and RAC response rates.	- Momentary difficulties in accepting the management model supported by a quality culture; - The low number of indicators and targets to verify the effectiveness of the SiGQ; - Weak consolidation of information feedback procedures in the teaching-learning process; - Low number of internal audits; - The low response rate to educational questionnaires; - Students' low participation in the institution's evaluation and quality decision-making processes; - Lack of a consolidated platform for collecting information; - Poor planning and implementation of the improvement actions identified; - Lack of human resources to carry out the tasks inherent to the SiGQ.
OPPORTUNITIES	THREATS
- Promoting a culture of continuous improvement and process simplification; - Interaction and internal dialog in the accreditation and certification processes; - Promoting knowledge management by sharing good practices, resources and wisdom, both internally and externally; - Raising awareness of the SiGQ and the impact of certification and accreditation processes; - Dialogue between the various levels of responsibility and the involvement of all stakeholders in continuous improvement processes.	- Low mobilization of students in the institution's evaluation and quality decision-making processes; - A low number of responses from graduates and employers; - Lack of external elements integrated into the bodies responsible for evaluation and quality; - Decrease in human and financial resources to develop a consolidated platform for collecting information.

8 OPPORTUNITIES FOR IMPROVEMENT

In line with the analysis carried out in the previous section, there are some suggestions for improving the system:

▪ Promoting the involvement of all stakeholders by raising awareness and encouraging interest and participation in the implementation of the system;

▪ Developing forms of consultation and reflection common to the various sectors of activity that enable analysis and continuous improvement throughout the University;

▪ Promoting a culture of quality in the Academy, including support in interpreting the language that the concept of "quality" encompasses;

▪ Continued simplification and debureaucratization of processes;

▪ Consolidation of the integration of management and information systems to obtain the necessary information, central and transversal, with a view to continuous improvement.

Given these identified opportunities and the recognized areas for improvement, Table 4 shows the proposed actions to be taken in 2023.

Table 4. Proposals for action in 2023

AREA OF ANALYSIS	A3ES BENCHMARKS	PROPOSED ACTIONS FOR 2023
Teaching and Learning	2 a 5	▪ Continue to identify, describe and validate the procedures associated with teaching and learning.
		▪ Adaptation of the Pedagogical Questionnaires, RUC and RAC to the specificities of the 3rd cycles and the specific CUs "Thesis", "Dissertation", "Project, "Internship" and "Clinical Teaching in...".
Institutional and Community Collaboration	7	▪ Awareness-raising and training actions for entrepreneurs, technical teams and other stakeholders linked to entrepreneurship.
Internationalization	8	▪ A culture of proximity to students and the rest of the academy and promoting the cultural, social and academic integration of international students, with activities throughout the year, both inside and outside the academy.
Personnel Management Policies	9	▪ Enhancement of the teaching staff, with the opening of competitions for career progression and the opening of competitions for Assistant Professors.
		▪ Open competitions for Senior Technicians, Technical Assistants and Operational Assistants.
		▪ Promotion of training activities.
Support services	10	▪ Requalification of spaces.
Stakeholder participation	1	▪ Measure stakeholder satisfaction in 2023.
		▪ Implement a supplier evaluation model.

AREA OF ANALYSIS	A3ES BENCHMARKS	PROPOSED ACTIONS FOR 2023
		▪ Increase response rates to satisfaction questionnaires.
Information System	11	▪ GesDoc document management system, with the introduction of new features and simplification of interfaces, the provision of new services, and the development of a new framework for creating flows that were adopted for the implementation of simplified procurement processes.
		▪ Introduction of the first phase of the new Intranet, with a directory of services, simplifying and personalizing access to UTAD's digital tools.
		▪ Development of a project management platform, interoperable with UTAD's information systems, capable of managing the entire life cycle of a project, from the creation of the proposal to its closure.
		▪ Improvements to the teaching support information system (SIDE): a new architecture for the production environment, with significant improvements in system performance, stability and availability; digital signature of agendas; creation of a new system for managing the validation flow of Course Unit Sheets (FUC); development of a solution for recording student attendance using a QR code and integrated into UTAD's mobile application.
		▪ Introduction of a notification system on the 2nd and 3rd cycle application platform.
		▪ Adoption of a timetable management and optimization platform, which is already in use to support the preparation of timetables for the 2nd semester of the 2022/2023 school year.
Publication of Relevant Information for Stakeholders	12	▪ Draw up and publish a quarterly *Quality Newsletter*.
Monitoring, Evaluation and Continuous Improvement of the Quality Assurance System	1	▪ Carrying out internal audits.
		▪ Carrying out external audits.

Since there has been a change in the government cycle, which has the consequence of changing action strategies, some of the improvement actions that had been identified in 2021 have not been carried out, as they are not framed by the new strategy.

9 CONCLUSION

Despite the evidence of monitoring instruments for Quality Management and Assurance, it is crucial to continue to strengthen these mechanisms and improve the System, seeking to establish a culture of quality across the various organizational processes, contributing to excellence in all areas of activity. This reinforces the importance of disseminating a well-defined Institutional Quality Policy, considering Quality as a strategic management mechanism and not just as a systematic collection of information.