



**INTEGRATED QUALITY
MANAGEMENT
SYSTEM
ISCTE**



Quality Manual

VERSION 5.0

iscte INSTITUTO
UNIVERSITÁRIO
DE LISBOA

TECHNICAL DETAILS

Title

Quality Manual

Version 5.0

Prepared by

Studies, Quality and Sustainability Office

Review

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Presentation

Iscte's commitment to quality and excellence in its core areas underlies its history spanning more than 50 years. The establishment of quality standards for higher education institutions has been evolving since the turn of the 21st century within the framework of quality management systems.

Iscte's Integrated Quality Management System (SIGQ) covers its core areas of activity (teaching, research, knowledge transfer, internationalisation) and has been developed in response to international certification standards (ISO), the requirements of the Portuguese higher education accreditation agency (A3ES) and the inclusion of new dimensions of institutional management, such as sustainability.

The Integrated Quality Management System is inclusive, flexible and constantly evolving. It is inclusive because it takes into account stakeholders, both within and outside the institution, who enable the continuous improvement of activities carried out within the institution's core areas. It is flexible because it accommodates elements and actors which, while not necessarily envisaged at the outset, contribute to the quality of the activities of its core areas. Its evolution stems from its inclusive and flexible nature and from the need to keep pace with the new worldwide concerns and challenges facing higher education. This revised version of the Quality Manual arises from the biennial review obligations and accompanies the institution's growth and innovation, upholding the standards of excellence that have always guided its work.

Maria de Fátima Ferreiro

Vice-Rector for Education and Accreditation



GLOSSARY

ACCREDITATION

A procedure whereby a body competent for the relevant accreditation formally verifies and recognises that a specific product, service, programme or entity meets the organisational or quality requirements laid down by law or convention for the purpose. In the case of higher education, this may take the form of institutional accreditation or the accreditation of a study cycle. (Source: A3ES Glossary).

CERTIFICATION

A procedure whereby a competent body formally certifies that a product, service, programme or an entity meets certain standards. (Source: A3ES Glossary).

SUSTAINABLE DEVELOPMENT

Development that meets the needs of the present without compromising the ability of future generations to meet their own needs, ensuring a balance between economic growth, care for the environment and social well-being. (Brundtland Report, 1987)

QUALITY ASSURANCE

A broad term referring to a continuous process of assessing the quality of a higher education system, higher education institutions or study cycles. As a regulatory mechanism, quality assurance focuses both on accountability and on improvement, providing information and assessments through a structured and consistent process based on well-established criteria. (Source: A3ES Glossary).

QUALITY IMPROVEMENT

The constant pursuit of improved performance, focused on the higher education institution's own responsibility to make the best possible use of its capacity and institutional autonomy. (Source: A3ES Glossary).

STAKEHOLDERS

People or groups with an interest in the activities of an institution or organisation. These people or groups may be internal (i.e. relating to the internal community) or external. (Source: A3ES Glossary).

PROCEDURE

A specified way of carrying out an activity or a process. (Source: ISO9000, 2015)

PROCESS

A set of interrelated and interacting activities that transform inputs into outputs. (Source: ISO9000, 2015)

PRODUCT

The result of a set of interrelated and interacting activities that transform inputs into outputs. (Source: ISO9000, 2015)

QUALITY (Higher Education)

A multidimensional, multi-level and dynamic concept related to the context of an educational model, the institutional mission and objectives. This also covers the specific standards and terms of reference of a given system, institution, course, programme or academic discipline. Quality can thus take on different, and sometimes conflicting, meanings depending on: (i) the perspective of the various stakeholders in higher education (e.g. students, teachers, academic disciplines, the labour market, society, government); (ii) its references (inputs, processes, outputs, missions, objectives, etc.); (iii) the attributes or characteristics of the academic world being evaluated; and (iv) the historical period in the development of higher education. (Source: A3ES Glossary).

RISK

The effect of uncertainty. Risk is inherent in all aspects of a quality management system. Risks exist in all systems, processes and functions. A risk-based approach ensures that these risks are identified, assessed and controlled throughout the quality management system's design and operation. (Source: ISO 9000, 2015)

CURRICULAR UNIT

A teaching unit with its own learning objectives, which is subject to enrolment and assessment, resulting in a final grade. (Source: A3ES Glossary).

ABBREVIATIONS AND ACRONYMS

A3ES	Agency for Evaluation and Accreditation in Higher Education	EUA	European University Association
AACSB	Association to Advance Collegiate Schools of Business	EUR-ACE	European Quality Label for Engineering and Accumulation of Credits
AEISCTE	Iscte Students' Association	FCT	Foundation for Science and Technology
AMBA	Association of MBAs	FUC	Curricular Unit File
AUDAX-Iscte	Centre for Entrepreneurship and Innovation at Iscte	GR	Office of the Rector
BRU-Iscte	Business Research Unit	GAI	Research Support Office
CAC	Curriculum Review Committee	GC	Communication Office
CAE	External Evaluation Committee	GEQS	Studies, Quality and and Sustainability Office
CC	Scientific Council	GJ	Legal Office
CEI-Iscte	Centre for International Studies of Iscte	R&D	Research and Development
CGQS	Quality and Sustainability Management Committee	IASIA	International Association of Schools and Institutes of Administration
CIES-Iscte	Centre for Research and Studies in Sociology	IBS	Iscte Business School
CIS-Iscte	Centre for Research and Social Intervention	ICAPA	International Commission on Accreditation of Public Administration, Education and Training Programmes
CNA	National Entrance Examination	IEE	Iscte – Executive Education
ConCQS	Quality and Sustainability Advisory Board	IES	Higher Education Institutions
CP	Pedagogical Council	IPPS	Institute for Public and Social Policy
CRIA	Network Centre for Research in Anthropology	IPQ	Portuguese Institute for Quality
DGES	Directorate General for Higher Education	Iscte	Iscte – Instituto Universitário de Lisboa
DINÂMIA/CET-Iscte	Centre for the Study of Socioeconomic Change and the Territory	ISO	International Organization for Standardization
EAPAA	European Association for Public Administration Accreditation	ISTA	School of Technology and Architecture (Iscte School of Technology and Architecture)
ECSH	School of Social and Human Sciences of Iscte	ISTAR	Information Sciences, Technologies and Architecture Research Centre
ECTS	European Credit Transfer System	IT	Iscte Delegation of the Telecommunications Institute
	European Quality Assurance Register for Higher Education	LCT	Soft Skills Lab
EFQM	European Foundation for Quality Management	LIA	Laboratory for Innovation in Academia
ENQA	European Association for Quality Assurance in Higher Education	MQ	Quality Manual
EQUIS	European Quality Improvement System	SEN	Special Educational Needs
Iscte-Sintra	School of Applied Technologies	SDGs	Sustainable Development Goals
ESG	European Standards and Guidelines		
ESPP	School of Sociology and Public Policy of Iscte		

PDCA	Plan-Do-Check-Act	SIGQ-Iscte	Integrated Quality Management System of Iscte
PEA	Strategic Action Plan	SIIC	IT and Communications Infrastructure Service
PI	Stakeholders	SGRH	Human Resources Management Services
PIAO	Integrated Activity and Budget Plan	SRI	International Relations Services
PPR	Risk Prevention Plan	SRPF	Asset and Financial Services
PQ	Quality Procedure	UAI	IT Support Unit
RAC	Course Self-Assessment Report	UAIE	Student Access and Integration Unit
RIAG	Integrated Activity and Management Report	UATA	Technical and Administrative Support Unit
RJAES	Legal Framework for Assessment in Higher Education	UC	Procurement Unit
RJIES	Legal Framework for Higher Education Institutions	UGE	Facilities Management Unit
SAS	Social Services	URH	Human Resources Unit
SGA	Environmental Management System	UER	Buildings and Resources Unit
SGCA	Curriculum Management Services and Accreditations	UF	Financial Unit
SGE	Education Management Services	UI	Research Units
SGSI	IT Systems Management Services	UIF	Information and Training Unit
SIADAP	Integrated System for Management and Assessment of Performance in Public Administration	UDGP	Project Design and Management Unit
SID	Information and Documentation Services	UD	Development Unit
SIE	Facilities and Equipment Services	UO	Organisational Unit
		URS	Network and Security Unit
		USI	Systems and Integrations Unit

1.

Introduction

The Quality Manual underpins the Integrated Quality Management System implemented at Iscte – Instituto Universitário de Lisboa, hereinafter referred to as SIGQ-Iscte. This version of the Quality Manual reflects the learning and consolidation process arising from various internal and external evaluation exercises, of national and international scope.

This document sets out Iscte's mission, vision and values, its operational structure and organisation, its strategic policy for quality and sustainability, the context in which Iscte operates and its key stakeholders. It also presents the scope of SIGQ-Iscte's activities, its organisational framework, responsibilities, the process management model on which it is based, as well as the standards, requirements and principles that guide its implementation and monitoring.

Without losing sight of the paramount importance of the principles and foundations of quality based on a process-based approach, it is crucial to simplify the system's structures and procedures, and strengthen it as an effective management tool. SIGQ-Iscte focuses on process performance, on reviewing and creating mechanisms that enable the identification of operational and performance indicators. Ultimately, the goal is to work more efficiently with the information and data it generates to support decision-making.

The support provided by information systems within SIGQ-Iscte allows for simple and timely access to objective information to enhance Iscte's performance and continuous improvement. Even before the concept of "Quality 4.0" was established, Iscte's approach to quality was based on this concept, which was a key factor in SIGQ-Iscte's successful implementation and continues to be essential for its success and improvement.

The Quality Manual is SIGQ-Iscte's foundational document. The Quality Manual is reviewed every two years, although this may be carried out whenever necessary. Proposals for revising the Quality Manual may be made by any stakeholder and should be addressed to the quality and sustainability team, which analyses and implements any changes. The current revision of the Quality Manual stems from the following factors: updates to Iscte's organisational structure; alignment with the 2022–2025 Strategic Plan; review of the scope; update of SIGQ-Iscte's organisational model; and a review of the process map (Appendix 1). The aim is to create a system that is less document-based and more dynamic, less prescriptive and more participatory (responsibility and autonomy are taken on by Iscte's strategic and departmental leaders). This review is also aligned with the standards of the European Quality Assurance and Recognition System.

2.

Institutional Context

Iscte – Instituto Universitário de Lisboa (hereinafter Iscte) was founded in 1972 under the reform of public universities. In 2009, it was established as a university institution with foundational status, operating within the Legal Framework for Higher Education Institutions, the rules governing the award of degrees and diplomas, and the Teaching Career Statute. A new organisational structure was implemented in 2010, giving rise to the formation of decentralised organisational units: Schools, Departments and Research Units.

Iscte's recent expansion is notable. Building 4 of Iscte Campus, Iscte Knowledge and Innovation, was inaugurated in November 2023, as a complex designed to house the Technology Valorisation and Transfer Centre (CVTT). This research and knowledge transfer infrastructure – established in 2019 – now brings together research units, laboratories and observatories.

Iscte's teaching and research areas are organised into five schools: School of Social and Human Sciences; School of Sociology and Public Policy; Business School; School of Technology and Architecture; and the most recent School of Applied Digital Technologies (Sintra campus).

The new School, Iscte-Sintra – Applied Digital Technologies, aims to be the first leading university school in the field of Digital Technologies in Portugal.

The first eight undergraduate degree courses began in the 2022–2023 academic year, combining digital technology disciplines with those of social science and humanities.

Iscte's internal organisation follows a hierarchical structural model comprising the Rector's Office and Central Services. Iscte's centralised technical and administrative support structures are coordinated by the Administrator, under the direction of the Management Council and the Rector. These structures are organised into services (units and/or centres) and offices. The Social Services (SAS) are governed by their own organisational regulations.

The Statutes establish Iscte's university bodies as follows:

- › Governing Bodies: General Council, Rector and Management Council;
- › Advisory Bodies: Senate, Ethics Council;
- › Central Coordination Bodies for scientific and pedagogical activities, respectively: Scientific Council and Pedagogical Council;
- › Student Ombudsman.
- › Detailed information on Iscte's organisational structure and bodies can be found on the Iscte website [↗](#).

2.1. MISSION, VISION AND VALUES

The mission is set out in the Statutes of the Iscte Foundation (Article 2 of the Appendix to Decree-Law No. 95/2009, published in Series I of *Diário da República* [Official Gazette] No. 81 of 2009). ↗

The Statutes establish Iscte’s mission as a university institution, based on three components: teaching and advanced training; research and knowledge production; innovation and the transfer of knowledge and skills to society and the economy. This definition of Iscte’s mission informs the development priorities set out in strategic documents, particularly the four-year strategic and action plans. These documents outline how the mission and values are accomplished (Figure 2.1) and stipulate the commitments, renewed and adapted to each context.

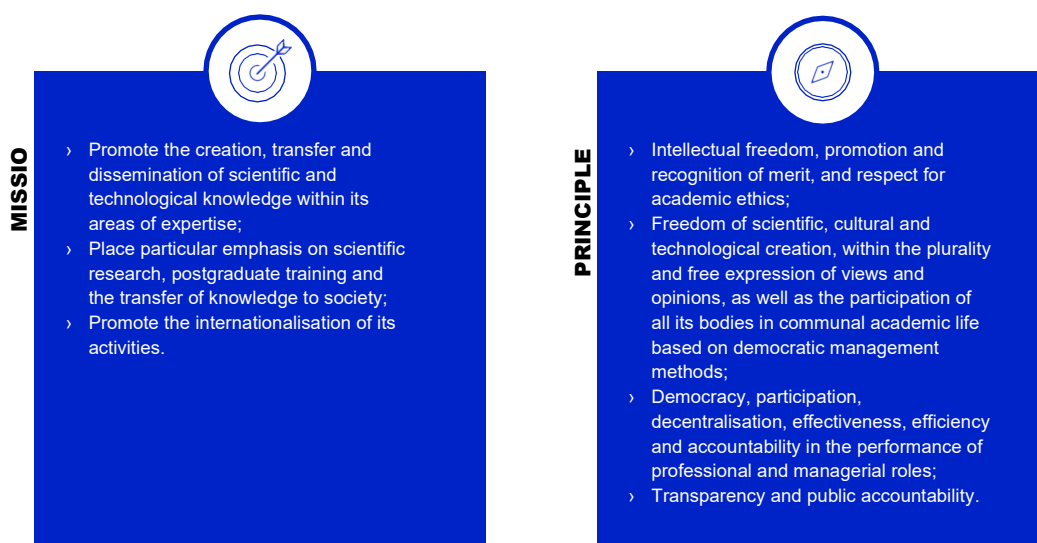
Iscte’s vision, reflected in its strategic plans, aims to raise the institution to a higher level of quality and relevance and focuses on two main objectives: firstly, to enhance Iscte’s position within the Portuguese higher education system by strengthening and expanding its research activities and the range of courses offered at

second and third cycle levels; secondly, to continuously promote interdisciplinarity and collaboration with other higher education institutions, both nationally and internationally.

Iscte’s Statutes set out the constitutional principles that broadly guide its activities, organisation and management ↗ as a public, democratic institution with academic freedom. Iscte conducts its activities in accordance with the principles of transparency and public accountability. Furthermore, by taking on the responsibility of promoting social and economic development, Iscte positions itself as an agent of change in society, building strong partnerships with public administration, the business community and the wider community.

Iscte thus fully fulfils its mission of teaching, producing knowledge and innovation, through interdisciplinarity, collaborative work and openness to the local context, creating opportunities for lecturers, researchers and students, with efficiency, sustainability and inclusion.

FIGURE 2.1 Iscte’s mission and principles



2.2. EDUCATIONAL, SCIENTIFIC AND CULTURAL PROJECT

Iscte publishes a Strategic Plan every four years, setting out the guidelines and strategic priorities underlying SIGQ-Iscte. The Strategic Plans are published on the institution's website [7](#). Iscte's major lines of development are defined taking into account external constraints arising from the foreseeable evolution of the socioeconomic context, as well as strategic priorities and resource constraints.

Iscte's educational, scientific and cultural project is intrinsically linked to respect for academic integrity, ensuring that teaching, research and the promotion of cultural diversity are conducted in an ethical and transparent manner (Appendix 2).

The accomplishment of Iscte's mission is underpinned by an educational, scientific and cultural project of distinctive intervention guided by quality and sustainability. Iscte's educational project offers training of the highest standard through a diverse and constantly updated range of courses, comprising undergraduate and postgraduate programmes (bachelor's, master's, doctoral and post-doctoral degrees), and non-degree courses (postgraduate, specialisation and lifelong learning). To this end, Iscte has formal mechanisms in place to support curriculum review and innovation, a key factor in maintaining the quality of teaching.

Iscte's scientific project is reflected in its important role in the production of scientific and technological knowledge, in participation in national and international agendas and networks for the progress of knowledge in its major areas of specialisation, and in the application of that knowledge to institutions, the economy and society. One of its core strategies is precisely to become a leading research university with a high-quality, internationally recognised scientific output, which has been monitored through the production of indicators that measure the quality and the impact of the institution's scientific activity.

This investment has resulted in increased international projection and a rising position in the world's leading university rankings.

The development of new areas of knowledge, in line with existing national strategic initiatives – such as competitiveness hubs, clusters, relations with local authorities and business and university associations – and the harnessing of existing European Union (EU) funding, has enabled greater interdisciplinarity. It also contributes to greater intermeshing with organisations, increasing graduate employability levels and, consequently, to the country's sustained development.

Iscte's cultural dimension is visible in its holding of a variety of cultural events throughout the year, such as exhibitions, conferences, debates and concerts, among others. These events are open to the general public and aim to promote cultural diversity and boost discussion and reflection about relevant social issues.

In the sphere of providing community services, numerous platforms have been created to connect businesses and organisations, both state-run and from civil society, national and international. The development of new areas of knowledge and collaboration with centres of excellence, clusters, local authorities, business associations and other higher education institutions, leveraged by existing EU funding, has enabled increased interdisciplinarity. This has contributed to closer ties with organisations and increased graduate employability, thus supporting the country's sustainable development. The consortium established with the National Institute of Administration (INA) and Iscte's involvement in the Digital Innovation Hub AI4PA Artificial Intelligence for Public Administration (PA) consortium are examples of this approach.

In short, Iscte's strategic development plan and its educational and scientific project are in line with the guidelines set out in the institution's strategic plans.

2.3. QUALITY POLICY AND STRATEGY

Iscte's quality policy is founded on the institution's shared mission, vision and strategic objectives. Iscte endorses a set of strategic guidelines, objectives, actions, specific objectives, indicators and targets listed in the Strategic Plans.

Iscte embraces the institutional value of permanent commitment to quality management and continuous improvement in all activities carried out within the institution, underpinned by thinking based on risks and opportunities, the applicable requirements of relevant stakeholders, as well as the material and human resources at its disposal.

In this regard, Iscte is committed to:

1. Promoting a culture of quality across the different pillars of its institutional mission: teaching and learning; research; knowledge transfer of knowledge to society; internationalisation.
2. Ensuring the quality and continuous improvement of teaching and the provision of education, aligning students' skills with the demands of advanced education and the labour market.
3. Consolidating teaching, research and knowledge transfer and community service activities.
4. Fostering the engagement and active participation of relevant internal and external stakeholders in the running of the institution, particularly in defining and designing processes and in SIGQ-Iscte, in accordance with the operating rules of SIGQ-Iscte's organisational framework, the institution's management and accountability.
5. Continuously monitoring the needs and expectations of relevant stakeholders, seeking to increase their satisfaction.
6. Ensuring appropriate communication and recognition of SIGQ-Iscte among the stakeholders.
7. Complying with all applicable legal, regulatory and normative requirements, and upholding the principle of transparency in all SIGQ-Iscte's activities.
8. Cementing an institutional culture of quality and personal accountability based on regular self-assessment, self-regulation and subsequent monitoring of the implementation of improvements resulting from the assessment, engaging the relevant stakeholders, and promoting the clear and active participation of students in this process.
9. Ensuring SIGQ-Iscte's updating and certification in accordance with nationally and internationally established standards. This includes a set of procedures and mechanisms for monitoring and evaluating the activities carried out, in order to generate effective self-regulation measures to enable compliance with all internal and external requirements, and the continuous improvement of quality in its different spheres.
10. Ensuring that risks and opportunities are identified, considered and managed, thereby enhancing SIGQ-Iscte's effectiveness.

Iscte's quality policy is reviewed whenever necessary to reflect developments in SIGQ-Iscte and changes arising from new forms of internal organisation and the updating of standards and guiding principles.

2.4. SUSTAINABILITY POLICY

Iscte promotes sustainability in an integrated and holistic manner involving the stakeholders. The institution adopts ethical and transparent practices, prioritising environmental protection and social responsibility, being committed to compliance with legal and other requirements, and to continuously monitor its performance with a view to ongoing improvement.

Iscte is committed to:

1. Engaging the Iscte community and other stakeholders in an inclusive and participatory manner in defining, implementing and evaluating actions aimed at improving its performance across the different dimensions of sustainability.
2. Creating, disseminating and sharing scientific knowledge related to sustainability within the institution's scientific fields, training qualified professionals with the skills to understand their responsibilities, and promoting opportunities for improvement, thereby fostering a positive impact on the environment, society and the economy.
3. Ensuring environmental protection and upholding the principles of social responsibility in strategic planning and the annual activity plans, adopting an ethical and transparent approach in fulfilling the institutional mission from a local and global perspective.
4. Improving environmental impact by tailoring the management of support processes and campus operations to reduce resource use and the production of waste and emissions, preventing pollution and improving the quality of life on the Lisbon and Sintra campuses.
5. Managing aspects of social responsibility and their impacts, undertaking actions to control or influence them.
6. Complying with and respecting applicable legal requirements, as well as any additional requirements the organisation decides to adopt or implement, across the different dimensions of sustainability.
7. Continuously assessing and improving Iscte's performance by monitoring measurable indicators and conducting regular audits.

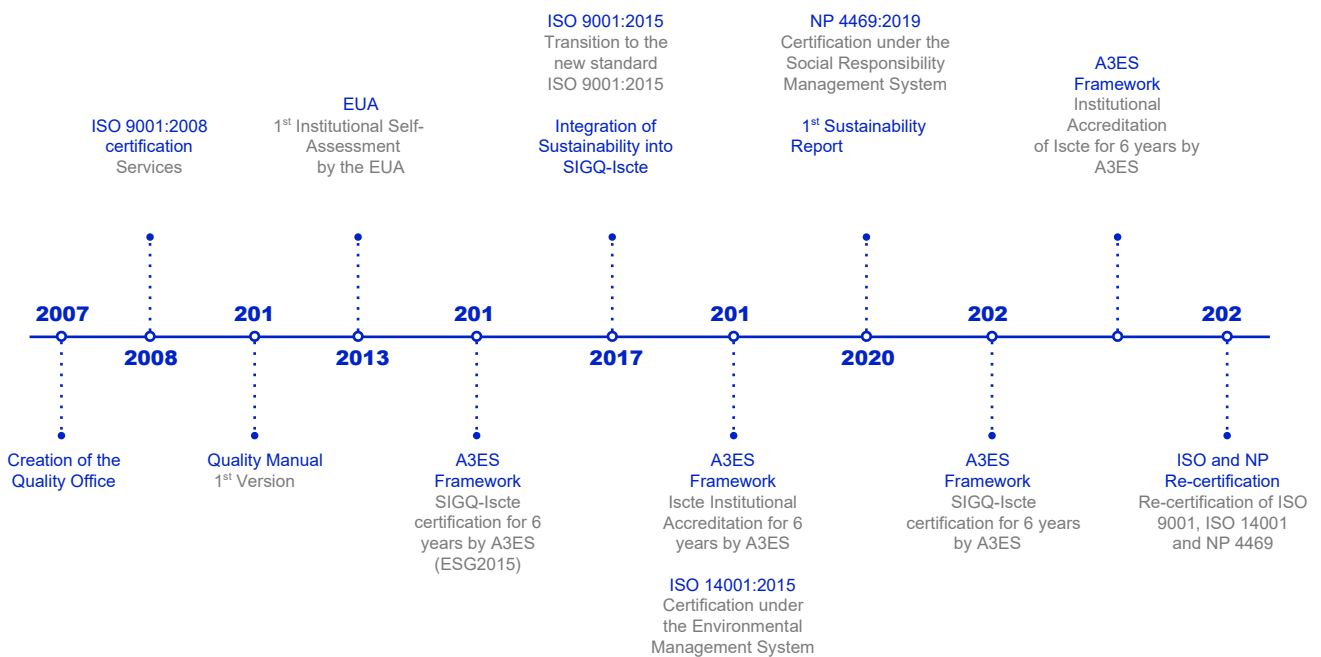
3.

**Integrated
Quality
Management
System**

The formalisation of quality assurance started in 2007 with the creation of a support office and the implementation of quality certification pursuant to ISO 9001 (Figure 3.1). In 2009, quality assurance became the responsibility of the Rector's Office with the appointment of a Vice-Rector to lead the process, a role that continues to this day. Iscte's Integrated Quality Management System (SIGQ-Iscte) underwent a major change with its adaptation and

alignment with the Standards and Guidelines for Quality Assurance in European Higher Education (ESG2015). With over 10 years of quality assurance, the system covers all aspects of the institutional mission and incorporates semi-autonomous sustainability subsystems through certification of environmental and social responsibility standards.

FIGURE 3.1 Key milestones in the development of SIGQ-Iscte



3.1. CONTEXT AND SCOPE

SIGQ-Iscte's main purpose is to promote excellence within the institution across all areas of operation. This encompasses a coordinated set of processes, documents, information systems and other tools to support the planning, execution, monitoring, evaluation, analysis and improvement of the activities carried out, particularly with a view to the overall satisfaction of the different stakeholders. SIGQ-Iscte's primary function is thus to ensure the quality of the processes underpinning the institution's operations, aimed at continuous improvement, through a cyclical review of Iscte's overall results to assess the accomplishment of its mission and strategic objectives.

The scope of SIGQ-Iscte is comprehensive, covering teaching and learning activities (undergraduate and postgraduate), scientific research, knowledge transfer, internationalisation and all of Iscte's services and organisational units, in accordance with the standards defined by the European framework (European Association for Quality Assurance in Higher Education – ENQA) and national framework (Agency for the Evaluation and Accreditation of Higher Education – A3ES) for quality management, while taking into account the applicable legal provisions.

SIGQ-Iscte is also governed by internationally recognised standards, such as ISO 9001 (quality management), ISO 14001 (environmental management) and NP 4469 (social responsibility). These standards cover the organisational processes of all of Iscte's services and organisational units, helping Iscte to maintain high standards of quality, sustainability and social responsibility in its operations (Figure 3.2).

The geographical scope of the ISO 14001 certification only covers the Lisbon campus (Buildings 1, 2, 3 and 4), excluding the Sintra campus. Consequently, the certification applicable to the Lisbon Campus is ISO 9001, ISO 14001 and NP 4469, while the Sintra Campus is certified pursuant to ISO 9001 and NP 4469.

SIGQ-Iscte provides for the existence of semi-autonomous subsystems wherever these prove to be strategic and necessary for the institution's proper functioning. Currently, SIGQ-Iscte is an integrated Quality and Sustainability system.

FIGURE 3.2 SIGQ-Iscte reference standards and regulations



3.2. RELEVANT STAKEHOLDERS

Iscte’s quality policy places the utmost importance on the engagement of all relevant internal and external stakeholders, in order to ensure that all of the institution’s processes meet their needs and expectations.

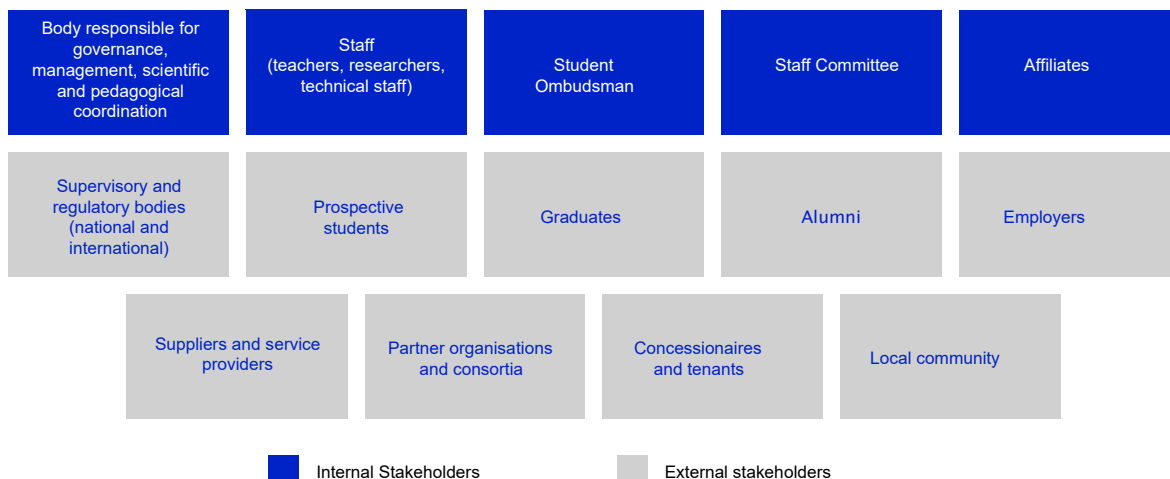
The relevant stakeholders are (i) internal: governing, management and scientific and pedagogical coordination bodies; student representatives; teaching staff and researchers; technical staff; the student ombudsman; the staff committee; affiliates; and (ii) external: prospective students; graduates; alumni; employers, suppliers and service providers; concessionaires and tenants; supervisory and regulatory bodies; the local community, partnerships and consortia. Stakeholders represent a potential risk to Iscte’s sustainability if their needs and expectations are not met. In order to ensure the desired level of satisfaction among relevant stakeholders, Iscte seeks to identify, monitor and review the information on these stakeholders and their requirements (see Figure 3.3).

The methodology used to identify relevant stakeholders involves consulting the various functional structures, employers and alumni, particularly through the Advisory Council for Quality and Sustainability (ConCQS).

SIGQ-Iscte encompasses the engagement of these myriad stakeholders at various organisational levels and with differing degrees of responsibility. Given the complexity of interactions between all stakeholders at different levels, it is crucial that quality management is properly regulated, strategically guided and monitored.

The forms and frequency of the engagement of the relevant stakeholders are diverse and take into account the level of analysis in each case; ranging from curricular units, where student and staff participation is prominent, to the overall evaluation, where the emphasis lies on the participation of external stakeholders, student representatives, teaching staff and technical staff, the heads of decentralised bodies and units across the institution’s various advisory and management bodies.

FIGURE 3.3 Diagram of SIGQ-Iscte’s internal and external stakeholder groups.



In addition to direct involvement, the system provides for regular consultation with the different stakeholders through surveys, which are already embedded in Iscte's established practices.

The strategic planning and quality management processes rely on the involvement of the governing bodies and the coordinating bodies and advisory bodies in assessing the risks and opportunities associated with activities, and with the involvement of relevant external stakeholders through their participation in the Quality and Sustainability Advisory Board (ConCQS). Quality management at the structural and middle management level requires consistent and ongoing involvement from decentralised organisational units, research units, central services and affiliates.

The students' involvement in the institution's governing and advisory bodies is significant, particularly in the General Council, Management Council, Pedagogical Council, School Pedagogical Committees, Year Councils and Quality and Sustainability Advisory Board.

Iscte Students' Association (AEISCTE) is involved in all matters of interest to students. It promotes physical, cultural and scientific development, and contributes to raising the students' social, political, civic and democratic awareness. The president of the Students' Association is actually a member of the Management Council, on the Rector's recommendation and by appointment of the Board of Trustees.

Apart from the students' direct involvement in academic bodies and year councils, their participation in pedagogical monitoring surveys, in satisfaction surveys conducted by the relevant departments, and in mobility surveys, is one of the most regular forms of systematic student involvement.

There is a specific unit to manage the institution's relationship with former students – Iscte Alumni Club – which is fundamental to increasing their involvement in the quality of teaching. The alumni have been involved in processes of discussion about skills for employability, partnerships between lecturers/researchers and companies, and labour market needs.

3.3. ORGANISATIONAL STRUCTURE AND RESPONSIBILITIES

SIGQ-Iscte’s structures report to the Rector or to whom the Rector may delegate powers. SIGQ-Iscte’s organisational model (see Figure 3.4) is based on the existing organisational units, specifically comprising the:

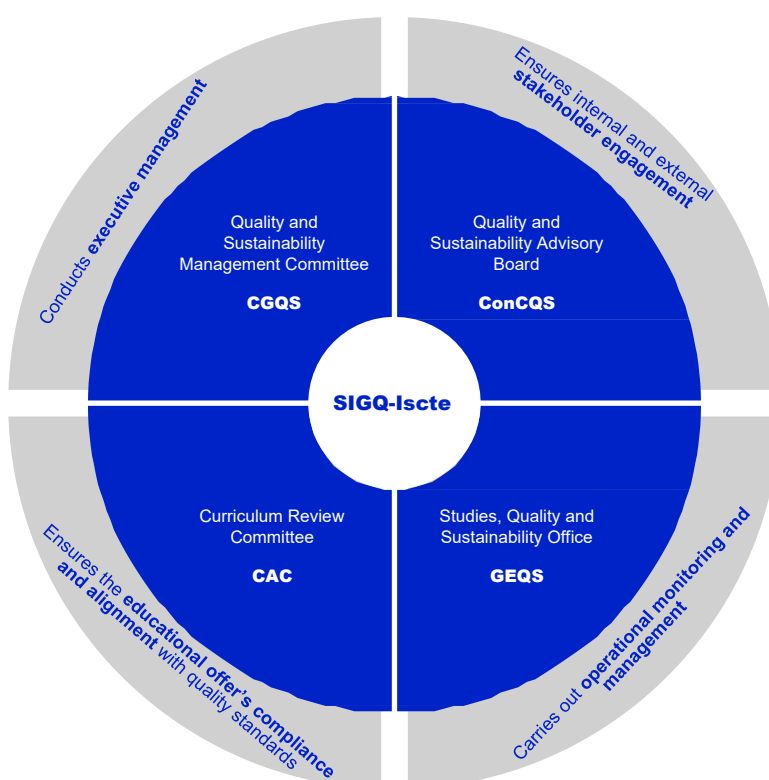
- › Quality and Sustainability Management Committee (CGQS), which conducts the executive management of the SIGQ Iscte;
- › Quality and Sustainability Advisory Board (ConCQS), which ensures the internal and external stakeholder engagement in SIGQ-Iscte;
- › Curriculum Review Committee (CAC), which ensures the educational offer’s compliance and alignment with quality standards under SIGQ-Iscte;
- › Studies, Research and Sustainability Office (GEQS), which carries out the monitoring and operational management of SIGQ-Iscte.

SIGQ-Iscte’s organisational structure, based on the units and functions mentioned above, is set out in Appendix 3, which includes a description of the composition and responsibilities of each unit.

The following roles should also be considered in the coordination and management of SIGQ-Iscte’s activities:

- › Vice-Rector for the area;
- › Coordinator of the Studies, Quality and Sustainability Office (GEQS);
- › Quality Manager;
- › Sustainability Manager;
- › Quality and Sustainability Liaison Officers (comprising a strategic manager and an operational manager for the area, concerning Quality and Sustainability; and a student (nominated by the Pedagogical Council).

FIGURE 3.4 SIGQ-Iscte’s organisational structure



3.4. PROCESS-BASED APPROACH

SIGQ-Iscte adopts a process-based approach, identifying and managing the procedures in place, as well as the sequencing and interaction between them. This promotes greater transparency in the activities carried out, and better communication and interaction between different units/departments, in line with the objectives to be achieved.

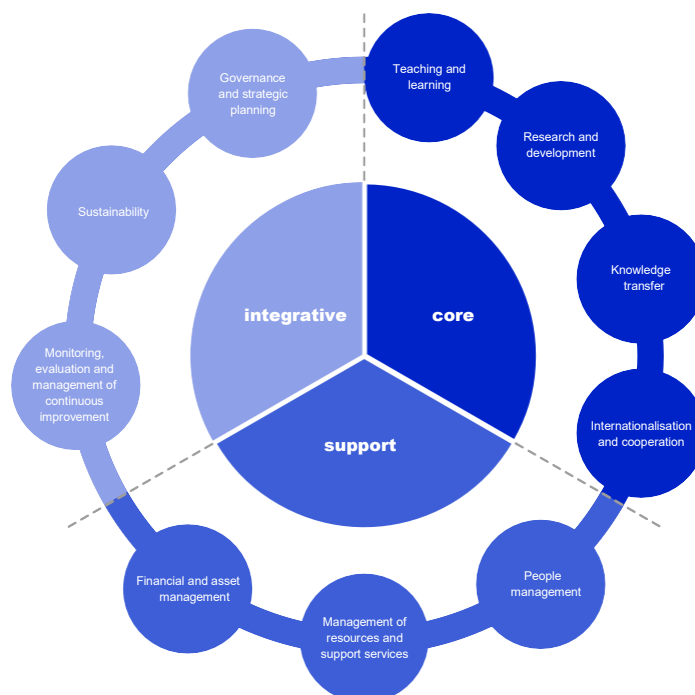
The implementation of Iscte’s quality policy, with the different stakeholder engagement, is based on the PDCA cycle – Plan-Do-Check-Act – with a view to improving the effectiveness of SIGQ-Iscte and its organisational processes. This involves the identification, definition and management of a series of related activities, identifying the necessary resources to enable proper performance, as well as methodologies for controlling, measuring, monitoring and evaluating performance through a set of metrics and indicators designed to measure the achievement of the proposed objectives.

Risk-based thinking underlies all of SIGQ-Iscte’s processes, enabling, on the one hand, the identification of factors likely to cause deviations from planned targets in terms of strategic objectives and the operational objectives of each process and, on the other hand, an increased likelihood of achieving the institution’s objectives and targets more efficiently and effectively.

SIGQ-Iscte is driven by the stakeholders’ needs, systematically covering all pertinent activities and resources used, and focused on the institutional mission’s macro-processes.

The integration of organisational processes into the hierarchical-functional structure seeks to address a variety of requirements, such as risk management, sustainability reporting, data protection, etc. The process map (see Figure 3.5) shows how SIGQ-Iscte’s processes are organised and classified.

FIGURE 3.5 SIGQ-Iscte process map



The macro-processes are structured into three types: integrative, core and support.

3.4.1. INTEGRATIVE MACRO-PROCESSES

The integrative macro-processes define Iscte's management structure, setting out commitments and responsibilities towards the supervisory authority, the Board of Trustees and stakeholders. They guide internal strategies and actions, in both core and support processes, through the drafting and approval of documents such as the Strategic Plan, the Integrated Activity and Budget Plan (PIAO), and the Integrated Activity and Management Report (RIAG). These macro-processes also include coordination with specific plans, such as the Sustainability Action Plan, the Equality, Diversity and Inclusion Plan (PIDI), the HR Excellence in Research Action Plan and the Risk Prevention Plan (PPR). Strategic planning and management, monitoring, evaluation, continuous improvement management and sustainability are essential parts of these processes. Given their importance and scope, these overarching integrative processes are crucial to SIGQ-Iscte, fostering the convergence of institutional values across all the institution's processes and units.

3.4.1.1. GOVERNANCE AND STRATEGIC PLANNING

Quality assurance in Iscte's strategic management is a fundamental component of SIGQ-Iscte. This process defines the institution's commitments and responsibilities towards the supervisory authority and relevant stakeholders, establishes the institution's strategic guidelines and the manner in which its activities and processes are planned, organised, managed and monitored. Focused on efficiency and effectiveness, this contributes to Sustainable Development Goal 16 – Peace, Justice and Strong Institutions.

At an institutional level, the Rector draws up and submits the Strategic Plan for the four-year term of office to the General Council for approval. Based on the Strategic Plan, the Rector then submits the Integrated Activity and Budget Plan to the General Council for approval, setting out the objectives, actions and targets to be implemented in the following year.

Iscte's Integrated Activity and Budget Plan also includes the contributions of the Annual Activity Plans (operational) of the various decentralised organisational units, departments and offices, which, in turn, are drawn up on the basis of the strategic guidelines proposed in the Strategic Plan and the activities defined in Iscte's Integrated Activity and Budget Plan. Iscte publishes an annual Integrated Activity and Management Report on its activities across its institutional mission and financial management following the official rules in force.

The Studies, Research and Sustainability Office is responsible for preparing the Integrated Activity and Management Report, based on contributions from the reports of the various decentralised organisational units and departments/offices, as well as other institutional performance indicators. The Report covers the implementation of the Integrated Activity and Budget Plan, including the levels of achievement of the different strategic guidelines related to Iscte's mission and strategic objectives. Based on the Integrated Activity and Management Report, Iscte's governing bodies, in conjunction with its advisory bodies, annually analyse the extent to which the proposed objectives and targets have been achieved. A broad discussion follows involving teaching staff, students, researchers and technical staff. The General Council and the Board of Trustees are also responsible for approving Iscte's Integrated Activity and Management Report.

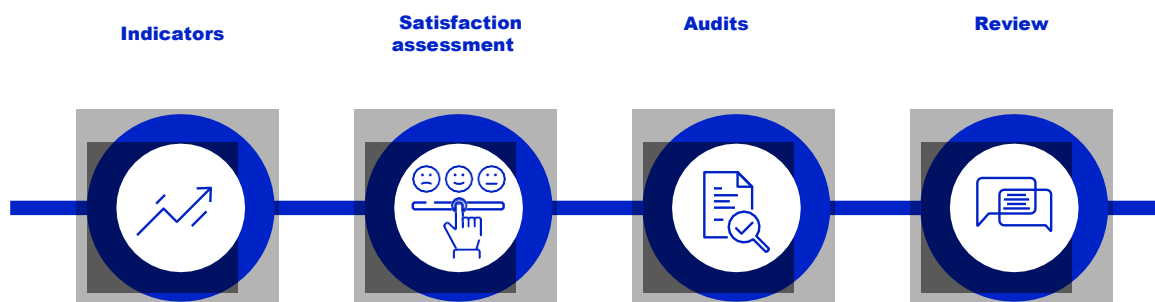
PRIMARYLY RESPONSIBLE

Rector's Office, General Council, Senate, Management Council, and Technical and Secretariat Support Unit

3.4.1.2. MONITORING, EVALUATION AND MANAGEMENT OF CONTINUOUS IMPROVEMENT

The macro-processes for monitoring, evaluation and management of continuous improvement encompass the activities underpinning the application of the PDCA cycle – Plan-Do-Check-Act – at Iscte, the aim is to foster a culture of planning, monitoring, evaluation, analysis and continuous improvement of the institution's processes, encouraging a process-based approach and the management of risks and opportunities, in order to ensure compliance with internal and external regulations, the Quality Policy and the Strategic Plan.

FIGURE 3.6 Main activities of SIGQ-Iscte's macro-process for monitoring, evaluation and management of improvement



SIGQ-Iscte has various mechanisms for evaluation and continuous improvement based on systematic analysis of the different reports produced, the contributions of course leaders, teaching committees, school directors and other stakeholders and persons involved. The instituted system has also enabled the systematic review and improvement of the regulations on teaching and research, financial management and general operations.

Furthermore, the internal and external evaluation actions periodically undergone at Iscte are mechanisms that enable the monitoring, analysis, evaluation and assessment of the performance of its processes. These mechanisms may be:

- i) internal – developed and implemented by Iscte;
- ii) external – developed and applied by external bodies that regularly audit and evaluate Iscte.

Internally, Iscte:

- Monitors strategic and operational objectives and indicators arising from the different institutional plans (e.g. Strategic Plan; Sustainability Plan; Equality, Diversity and Inclusion Plan; Risk Prevention Plan; HR Excellence in Research Action Plan, etc.) and functional structures.
- Analyses the results arising from stakeholder consultation, notably through the use of satisfaction surveys for new students; final and interim teaching monitoring surveys (students and staff); surveys on entry into the labour market; employer surveys (graduates and employers' views); organisational climate surveys (support staff and researchers), among others.

- Analyses the results arising from incident management (such as compliments, suggestions, complaints and reports) and internal audits (covering legal compliance, service providers and conducted under the General Data Protection Regulation (GDPR)).
- Self-assesses Iscte; the decentralised organisational units (schools and research units); study cycles and curricular units.

The external evaluation processes to which Iscte is periodically subjected are also mechanisms that enable SIGQ-Iscte's continuous monitoring, evaluation and improvement. Among others, the external evaluations cover:

- Institutional evaluation, including SIGQ-Iscte (e.g. A3ES);
- Evaluation of research units (e.g. FCT);
- Evaluation of schools (e.g. Association for Advance Collegiate Schools of Business – AACSB; International Association of Schools and Institutes of Administration – IASIA);
- Evaluation of study cycles (e.g. A3ES; European Accredited Engineer – EUR-ACE);
- Specialised external audits (Court of Auditors, Inspectorate General for Education and Science, and the Ministry of Finance);
- External audits pursuant to ISO 9001; ISO 14001 and NP4469;
- International rankings.

PRIMARILY RESPONSIBLE

Rector's Office, Curriculum Management and Accreditation Services, and the Studies, Quality and Sustainability Office.

3.4.1.3. SUSTAINABILITY

Iscte recognises its institutional responsibility to foster holistic and integrated sustainability initiatives in environmental, social and economic spheres, considering all its activities (teaching, research, interaction with society and management).

Iscte’s sustainability aims to manage all aspects of its activity in order to create long-term value, mitigating negative impacts and enhancing positive impacts, both social and environmental, for its stakeholders.

The development of Iscte’s integrated sustainability process is reflected in the establishment of a semi-autonomous integration model within SIGQ-Iscte. To achieve this, Iscte implemented the Environmental Management System (ISO 14001) and the Social Responsibility Management System (NP 4469), having obtained certification in 2018 and 2020, respectively.

The implementation of the standards defining working methodologies and requirements has given rise to the Environmental Management System and the Social Responsibility Management System, applied in a cyclical and periodic manner (see Figure 3.6).

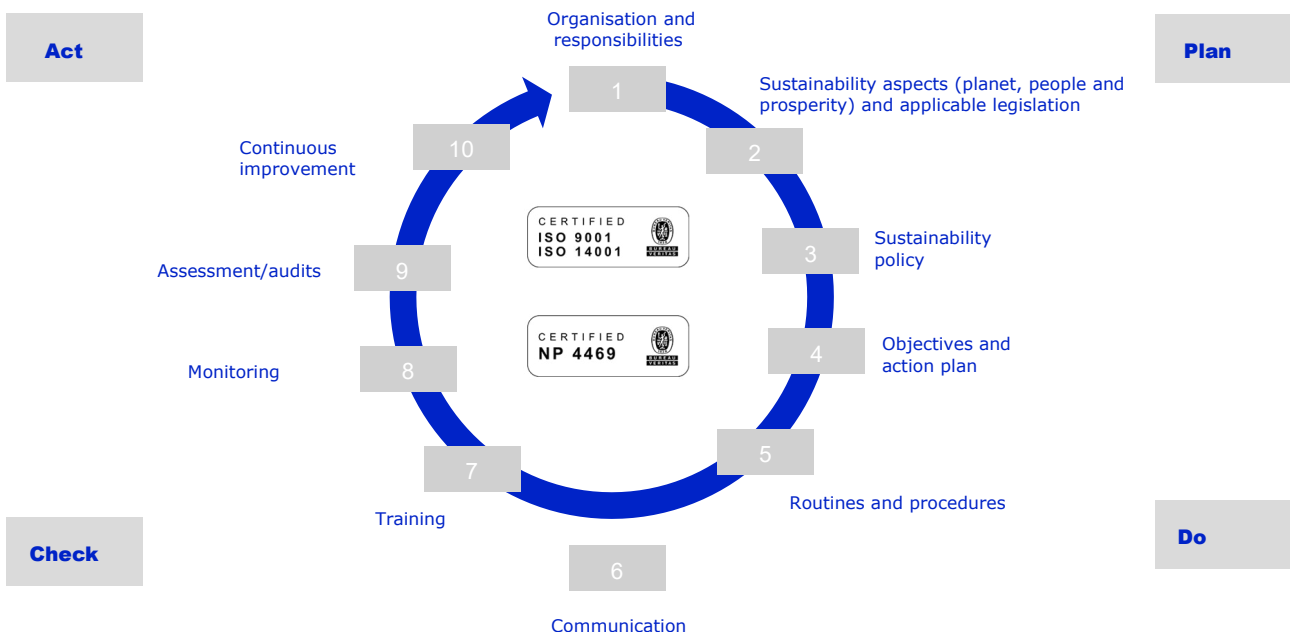
The Environmental Management System and Social Responsibility Management System fall within the scope of SIGQ-Iscte, covering all of Iscte’s organisational processes. The Environmental Management System’s geographical scope only covers the Lisbon Campus (Buildings 1, 2, 3 and 4), excluding the Sintra Campus, as described in section 3.1 of the Management System.

The Sustainability Policy is committed to engaging the entire academic community, creating, disseminating and sharing scientific knowledge related to the different dimensions of sustainability, and implementing good environmental and social practice throughout Iscte’s campuses (section 2.4 of the Quality Manual).

The defined organisational model is based on formal and informal participation by entities, groups or individuals, with varying degrees of responsibility in the design and implementation of the Sustainability Policy. This model is presented in section 3.3 of the Quality Manual.

In order to meet needs and expectations, 15 stakeholder groups have been identified, seven internal and eight external (see Figure 3.3), with varying levels of involvement in the Environmental Management System and Social Responsibility Management System.

FIGURE 3.7 Diagram adapted from the Plan-Do-Check-Act Model



Materiality assessment methodology is used to identify and assess the environmental and social responsibility aspects (hereinafter sustainability aspects) that Iscte can control or influence, and their impacts (negative or positive) on the environment, the internal community and society.

Action plans and respective monitoring indicators, actions, targets to be achieved and responsible teams are defined for sustainability aspects. Procedures are also established to control and mitigate the negative impacts of Iscte's activities.

To enhance impacts, Iscte has been implementing mechanisms since 2018 to link its activities to the Sustainable Development Goals (SDGs) through platforms such as Event Management, Ciência Iscte and Fénix Mais. This enables pinpointing the contribution of events, curricular units, master's theses, research projects and publications to the 2030 Agenda for Sustainable Development.

Continuous improvement stems from periodic monitoring and evaluation mechanisms applied to the Environmental Management System and Social Responsibility Management System. Internally, these mechanisms include monitoring of the Sustainability Action Plan, internal audits and audits to assess legal compliance. Externally, institutional evaluation by A3ES, external certification audits and university rankings in the sphere of sustainability play a crucial role. In addition to these mechanisms, suggestions, complaints and proposals arising from day-to-day activities are incorporated into the continuous improvement process.

The identification and recording of improvement actions undergo a process of analysis and implementation, with the identification of deadlines and responsibilities, supported throughout the process by the Studies, Quality and Sustainability Office.

Internal and external communication of results, initiatives and projects in the area of sustainability is achieved

through events aimed at the academic community, the Integrated Activity and Management Report and the Sustainability Report, publicised via Iscte's communications channels and different media outlets.

PRIMARYLY RESPONSIBLE

Rector's Office; Studies, Quality and Sustainability Office.

3.4.2. CORE MACRO-PROCESSES

Core macro-processes represent the cornerstone components of the implementation of Iscte's mission and strategy, adding value for lecturers, students, researchers, technical staff, stakeholders and society. They stem from the integrative processes and operate using the resources made available by the support processes. Here, the goal is to ensure quality management in teaching and learning, in research and knowledge transfer, internationalisation and cooperation.

3.4.2.1. TEACHING AND LEARNING

The following processes are key components of the teaching macro-process: 1) curriculum management; 2) pedagogical management and innovation; and 3) academic management and student pathway.

In line with the practices adopted by leading universities and following the recommendations of the main agencies, the Quality Manual covers the essential quality management procedures and standards across all dimensions of teaching and learning, thereby seeking to reinforce its contribution to SDG 4 – Quality Education. This Manual's comprehensive explanations stem from the level of detail recommended by external bodies and not from an overemphasis compared to other areas, in which quality assurance frameworks are already well-established.

PRIMARYLY RESPONSIBLE

Rector's Office, Schools and Research Units; Coordination Body and services.

A) CURRICULUM MANAGEMENT

This process covers a range of activities related to the definition, planning and approval of the educational offer; the continuous monitoring and periodic review of study plans; and the accreditation and certification of study cycles.

The creation and changing of courses are supported by guidelines¹, procedures and formal workflows requiring the involvement of a range of internal and external stakeholders.

The Curriculum Review Committee reviews proposals to change or create new courses and study cycles, verifying their compliance with quality standards and national and international benchmarks, and alignment with Iscte's strategy.

The definition of the educational offer follows an annual schedule designed to ensure its strategic alignment at the time of the call for applications, ensuring that all relevant information is up to date and published on the Iscte Portal and Fénix Mais, in a clear and accessible manner for all stakeholders, in particular applicants and students. Iscte ensures that its programmes are tailored to labour market needs and comply with the requirements set by the regulatory body.

The Curriculum Management and Accreditation Services (SGCA) are responsible for this process. They exercise their powers in the fields of curriculum management, the organisation and management of study programmes and course accreditation processes, and provide technical support, within the scope of their activities, to Iscte's governing bodies, schools, research units and departments.

PRIMARYLY RESPONSIBLE

Rector's Office, Coordinating Bodies, Schools, Departments and Curriculum Management and Accreditation Services.

B) EDUCATIONAL MANAGEMENT AND INNOVATION

This covers all pedagogical activities, particularly related to their planning; teaching and learning methods (pedagogical practices and learning); learning assessment (assessment process; assessment methods and tools), pedagogical monitoring (interim and final monitoring) and the monitoring of academic success. It also includes the promotion of activities related to the use of Artificial Intelligence (AI) tools in academic work.

At Iscte, quality management in teaching is based on continuous curricular innovation, centred on skills and learning outcomes. Teaching focuses on problem-solving, active learning, critical thinking and teamwork. In line with the guidelines for internal quality assurance systems in higher education institutions (adapted to the 2015 European Standards and Guidelines), Iscte fosters student autonomy and personal responsibility in managing their academic pathway and demonstrating their acquired skills, including the values of citizenship and integrity.

Iscte prioritises an interactive approach at a pedagogical level, underpinned by a diverse series of teaching methods and strategies which reflect the institution's scientific and pedagogical diversity. The pedagogical model (available on the intranet) emphasises the importance of encouraging students to be active and autonomous in their learning process, promoting strategies and practices that enhance this process, both in face-to-face courses and in Distance Learning (EaD). Iscte participates in international agendas and networks and seeks to contribute to advancing knowledge in its three main areas of specialisation, by applying this knowledge to institutions, the economy and society at large. These activities and their outcomes are also crucial for the definition and updating of teaching programmes.

¹ The guidelines are issued by order of the Rector and provided on the intranet. Notable examples include the calendar for the development and review of curricular units and study plans, monitoring of teaching activities and A3ES accreditation of study cycles; and the schedule for running courses, curricular units and the planning of teaching activities.

The monitoring of teaching quality follows a multi-level approach reflected in half-yearly and/or annual reports. These reports consider the specific nature of each level: the Curricular Unit, the Course and the School.

Course monitoring follows a bottom-up approach, meaning that course directors consult with teaching staff at regular meetings. Students are involved through year group councils in first- and second-cycle courses. Critical situations are analysed by the Schools' Pedagogical Committees and, where necessary, by the Pedagogical Council. The periodic review of courses is carried out by the course directors, in consultation with the school directors, and supported by the Curriculum Management and Accreditation Services. The information is then compiled in the Curricular Unit Files, Curricular Unit Reports and Course Self-Assessment Reports (available on Fénix Mais).

The Studies, Quality and Sustainability Office is responsible for conducting a biannual pedagogical monitoring survey to measure student satisfaction and monitor results. 'Unsatisfactory' results for the teaching staff/curricular unit pairs and the curricular units (below the midpoint of the satisfaction scale) are forwarded to the Rector's Office and the Chair of the Academic Council for review and improvement measures.

Feedback and suggestions for continuous improvement from students are collected through open-ended questions in sections relating to lecturers, course units and the course within that survey, and through Iscte's system for compliments, suggestions and complaints.

Pedagogical innovation is promoted through initiatives that include new approaches to teaching, active learning and educational technologies. Iscte's Pedagogical Council and Laboratory for Innovation in Academia (LIA) work together to boost the continuous training of lecturers and encourage researchers to adopt new teaching models and support the use of technology.

The Pedagogical Council drafts and publishes annual pedagogical guidelines for staff and students [7](#), covering issues such as the code of conduct,

academic calendar, teaching and assessment methods, quality monitoring, social initiatives, and the award of prizes and scholarships.

PRIMARILY RESPONSIBLE

Vice-Rector for the area, Pedagogical Council, Curriculum Management and Accreditation Services; Studies, Quality and Sustainability Office and Schools; Laboratory for Innovation in Academia.

C) ACADEMIC MANAGEMENT AND STUDENT PATHWAY

The student's academic pathway is a priority for Iscte, from the recruitment and onboarding of new students to their entry into the labour market and career support. Placing the student at the heart of the university is the institutional mission's keystone. Iscte strives to provide conditions for academic adaptation and rigorous learning of myriad skills and personal and ethical development, with a view to student employability and the fulfilment of their professional, personal and social aspirations.

This process covers a range of activities carried out throughout the student's pathway at Iscte, such as recruitment and admission; registration and monitoring of tuition fees and charges; recognition and awarding of degrees and diplomas; and academic record-keeping (enrolments, registrations, renewals, cancellations). The Education Management Services (SGE) are responsible for publishing academic management regulations on the institution's website, as well as academic calendars, special competitions, and applications for first-cycle international students, among other matters.

The management of activities designed to support the onboarding and success of new students, promote student well-being and the integration, inclusion and employability of graduates is also included in the student's academic pathway.

Iscte's attraction of new students is driven by its institutional reputation (by securing accreditations, certifications and a place in international rankings), scientific and teaching quality (by ensuring the quality of courses, assessments and accreditations) and effective communication strategies, via the Iscte website, online advertising, social media and press.

Communication is tailored to different audiences, and includes digital campaigns, email marketing and press advertising. Iscte also participates in education fairs and produces guides promoting the educational programmes offered by its various schools.

The Education Management Services, together with the schools and other services, provide support and accompany students throughout their studies. Numerous recruitment initiatives are held for first-cycle applicants including visits to secondary schools, fairs such as Futurália and Open Days at the Lisbon and Sintra Campuses.

Iscte pursues a multidimensional approach when tackling academic underachievement and school drop-out, acting at different levels in an integrated manner, including the:

- Annual publication of pedagogical guidelines (GPS) for teachers and students;
- Iscte’s pedagogical model;
- Continuous development of the educational offer provided by the Soft Skills Lab (LCT), with various curricular units designed to address detected difficulties, aimed at specific groups (students aged 23 (M23), graduates of dual-certification courses in vocational and artistic education, and international students, including those whose official language is Portuguese);
- In Iscte Project (a welcoming space for students; a mentoring and tutoring programme; an early warning system for the detection/reporting of school drop-out situations; and teacher training);
- Investment in the monitoring and dissemination of information on academic success.

SIGQ-Iscte has developed various tools (Appendix 5) for monitoring academic success and has promoted working groups dedicated to this topic, involving specialist lecturers and researchers.

Each curricular unit and course has specific reports, such as the Curricular Unit Report (RUC) and the Course Self-Assessment Report (RAC), which present success indicators and are accessible to the entire academic community.

Iscte’s Integrated Activity and Management Reports present data on completion and pass rates by course on an annual basis. Curricular Unit Reports are updated with information on pass rates, drop-outs and average grades; while Course Self-Assessment Reports incorporate educational efficiency indicators, such as the number of graduates and the completion rate for the last academic year.

The Studies, Quality and Sustainability Office monitors graduates’ entry into the labour market through surveys, analysing employability and the views of employers (Appendix 5). The results are published on the Iscte website, and enable tailoring the study programmes to better meet the demands of the labour market.

PRIMARYLY RESPONSIBLE

Vice-Rector for the area, Education Management Services, Social Services, Schools – Technical and Administrative Support Units, Studies, Quality and Sustainability Office, and Soft Skills Lab.

3.4.2.2. RESEARCH AND DEVELOPMENT

Scientific research is a key component of Iscte’s activities, carried out to the highest standard in a systematic and organised manner, within an international and applied framework. This contributes to the public understanding of science and technology through initiatives supporting the dissemination of scientific and technological culture.

One of Iscte’s goals is precisely to become a leading research university with high-quality, internationally recognised scientific output. This output is monitored through indicators that measure the quality and impact of the institution’s scientific activity. Iscte also recognises the importance of research data as a valuable resource underpinning the integrity and quality of its academic activities. In line with global best practice and committed to the guiding principles of the Open Science of European Commission and the Portuguese Foundation for Science and Technology (FCT), Iscte is committed to promoting a research environment that empowers its academic community to excel in the generation, preservation and sharing of research data.

The current Research Data Management and Sharing Policy [7](#) reflects Iscte's commitment to research integrity, innovation and social impact, while contributing to the global dialogue on the responsible and effective management of research data. This policy complements Iscte's Open Access Policy and other institutional documents: the guidelines for researchers on the Protection of Personal Data in Scientific Research Activities at Iscte, Iscte's Data Protection Policy and the Code of Ethical Conduct in Research [7](#).

The research process encompasses a range of activities designed to support the implementation of the institutional strategy and policies aimed at promoting scientific activity at Iscte. It includes activities related to the management of research units; the stimulation of scientific output; the boosting of activities linking research and teaching; and the fostering of sharing knowledge with the scientific community and society at large [7](#).

Iscte seeks to promote excellence in its human resources management practices, aligned with the highest international standards and ensuring a working environment that values innovation and the continuous development of its researchers. In this regard, we highlight Iscte's recent achievement of the European HR Excellence in Research Award, bestowed by the European Commission in recognition of good practices in the recruitment and management of human resources in research. This certification is a tool developed by the European Commission to support universities, research institutions and organisations that fund research in the process of implementing the European Charter for Researchers. It publicly distinguishes institutions that are committed to improving their practices in the management of human resources dedicated to research.

Iscte has eight research units within the national scientific system, evaluated by international panels and certified by the FCT. Six units are within Iscte's structure, and two are inter-university, all are certified by the FCT and evaluated by international panels. Each unit operates in its core research areas and manages its budget autonomously, while fostering collaborative projects between centres.

Iscte also hosts five research support laboratories and nine observatories (five at Iscte, four in collaboration with Iscte) and an ICS/ISCTE polling centre. Interdisciplinary work between the social sciences and technology, combined with links to the economic and social context have led in recent years to the development of various collaborative structures. These include three associated laboratories (SocioDigital Lab, IN2PAST, IT), four collaborative laboratories, a technology valorisation and transfer centre (CVTT), a digital innovation hub (AI4PA) and a competence centre in artificial intelligence for public administration (IA>AP). The SocioDigital Lab for Public Policy brings together six of Iscte's eight research units.

The management of research activities is ruled by Iscte's quality and sustainability policies, complies with FCT guidelines and standards, and is monitored through Iscte's four-year strategic plans. The research units have their own regulations, draw up annual plans in line with the institution's planning, and publish annual reports evaluated by advisory boards comprising external members.

Iscte's endorsement of the Declaration on Research Assessment (DORA) and the Coalition for Advancing Research Assessment (CoARA) reflects its commitment to a more rigorous and qualitative evaluation of scientific research. The guidelines established by these initiatives encourage moving beyond strictly quantitative evaluation models, based on a limited and standardised set of indicators, applied across all scientific fields. Consequently, Iscte has adopted various measures, in particular the review of the research career regulations (Regulation No. 872/2024) and the diversification of sources of numerical indicators, so as to go beyond the mere counting of articles and citations.

A concrete example of this approach is the subscription to the Overton service, which enables assessing the impact of scientific output on public policy-making, especially at European level. The integration of this service with the Ciência_Iscte system allows researchers and research units to generate reports on the impact of publications.

The Research Support Office (GAI) organises and fosters research activities: scientific output; application for and management of research projects; the awarding of Innovation and R&D prizes, promotion of scientific activities and the monitoring of these activities. It is also responsible for systematising the performance indicators of the research units and subsequently sending them to the Studies, Quality and Sustainability Office for inclusion in Iscte's Integrated Activity and Management Report. These reports underpin the improvement initiatives for conducting research at Iscte, as set out in the Integrated Activity and Budget Plan.

PRIMARILY RESPONSIBLE

Vice-Rector for the area, Research Units and Research Support Office.

3.4.2.3. KNOWLEDGE TRANSFER

Iscte's mission statement considers service to the community and knowledge transfer as the third pillar of academic activity, alongside teaching and research. This includes activities related to continuous education, the enhancement and application of knowledge generated in academia, the conduct of innovative studies and projects, and the provision of services. The aim is to create value and improve the performance of businesses, public institutions and the country. Strategic partnerships with central and local government, industry/businesses and society in the transfer of knowledge and entrepreneurship are of particular importance.

Iscte's institutional strategy and knowledge transfer policies are implemented through the activities of its

affiliates, which specialise in non-degree training and providing services: ISCTE Executive Education (IEE); Institute for Public and Social Policies (IPPS-Iscte); Centre for Entrepreneurship and Innovation (Audax_Iscte); Iscte-Knowledge and Innovation – Technology Valorisation and Transfer Centre (CVTT) and Iscte-Meta Digital.

In knowledge transfer, the following are key areas:

- Research applied to public policy, across different fields and stages of the policy definition and implementation cycle;
- Activities, including training aimed at business executives and senior staff in the public sector and third sector; support for local development projects, in collaboration with local authorities and non-governmental organisations (NGOs); support for the establishment of start-ups and spin-offs.
- Patent registration in the case of engineering.

Iscte's research units conduct myriad research projects, such as training programmes; recommendations for public policy; products for use in civil society and the workplace. Researchers participate as experts in working groups. Research/action is organised with local communities, among many other activities, services and products. Iscte's new interdisciplinary collaborative structures facilitate the transfer of knowledge to society. These include collaborative and associated laboratories, the competence centre in artificial intelligence for public administration (IA>AP), the centre for valorisation of knowledge and transfer of technology, and the digital innovation hub.

The monitoring and evaluation of the quality of activities related to the transfer of knowledge to society are primarily based on the process of drafting activity reports. The annual reports of Iscte's research units, teaching units, affiliates and associates include an analysis of the achievement of objectives and targets regarding inter-institutional collaboration, services rendered to society, knowledge transfer and promotion of the community's culture and quality of life.

The reports present the collection and analysis of the indicators set out in the Integrated Activity and Budget Plan related to this aspect of Iscte's mission. Iscte's Integrated Activity and Management Report covers the various aspects of its mission and incorporates the key outcomes of external relations carried out by its structures, organisational units and affiliates.

PRIMARILY RESPONSIBLE

Rector's Office, Schools, Research Units and Affiliates.

3.4.2.4. INTERNATIONALISATION AND COOPERATION

Internationalisation is embedded in and implemented across Iscte's core missions – teaching, research and knowledge transfer – and is central to the institution's development strategy. It includes activities underlying Iscte's internationalisation and cultural, scientific and technological cooperation, such as the mobility of students, lecturers, researchers and technical staff, the support and international promotion of their work.

Iscte's participation in consortia of European and international universities and the establishment of partnerships and cooperation agreements within Iscte's national and international networks are further activities that contribute to this process. In teaching and research liaison, Iscte stands out as a co-founding member of the PIONEER Alliance [↗](#), a consortium of ten universities co-funded by the European Commission, focused on cities of the future, with long-term structural and strategic international cooperation across its various missions.

The strategy for the internationalisation of research and development (R&D) aims to strengthen Iscte's international reputation as a research-oriented institution and create the conditions to attract and retain more talent, increase opportunities and leadership in R&D initiatives on a global scale, and promote excellence in research and open scientific practices pursuant to the highest standards of rigour and integrity, with the potential to make an impact.

The main institutional strategy document that incorporates the internationalisation policy is the Strategic Plan. The document 'Guidelines for the Internationalisation Policy' provides context and identifies the documents and those responsible for developing the strategy and actions for internationalisation.

The internationalisation effort is pursued across three parallel and interlinked levels of the institutional strategy: at the decentralised level of the Departments and Schools, in the Strategic Plan promoted by the Rector's Office, and at the level of institutional cooperation with other higher education institutions and the government. The schools, the International Relations Services and the Research Support Office coordinate their internationalisation and cooperation goals and activities with the strategic guidelines issued by the Rector's Office. Despite the research units' autonomy, including financial, and the fact that they have their own annual activity plans and reports, they also ensure alignment with the Strategic Plan in the field of internationalisation.

The International Relations Services ensure the coordination and development of international cooperation initiatives. Internationalisation is also included in the planning and monitoring of organisational units and affiliates. This department is responsible for promoting Iscte's international image, managing Erasmus programmes, supporting the academic community's mobility together with the schools, and for initiatives to welcome and integrate international students.

The Technical and Administrative Support Units (UATA) of Iscte's schools have technical staff dedicated to student mobility and other procedures associated with the promotion, communication and implementation of the schools' specific internationalisation strategies. The Research Support Office is responsible for fostering scientific research at Iscte, its quality and internationalisation, and providing support for scientific publications and international research projects, assisting the research units. Finally, the Studies, Quality and Sustainability Office is responsible for submitting

international university rankings and, in coordination with the Curriculum Management and Accreditation Services, overseeing activities supporting national and international institutional certification and accreditation processes.

PRIMARILY RESPONSIBLE

Rector's Office, Schools, Research Units, International Relations Services and Technical and Administrative Support Units.

3.4.3. SUPPORTING MACRO-PROCESSES

Supporting macro-processes are fundamental to ensure that Iscte's core and integrative (strategic) processes are implemented with the required quality assurance, in accordance with the current European and international standards and applicable legal requirements. They cover all processes required for the provision of resources, namely: human resources management; financial and asset management; and support services. In other words, these processes stem from the guidelines of the strategic integrative processes and interact with the integrative processes by providing the appropriate and necessary resources for their management and quality assurance.

SIGQ-Iscte's macro-processes are aligned with the requirements of A3ES (Appendix 6), with the requirements of the standards for quality (ISO 9001), the environment (ISO 14001) and social responsibility (NP 4469) (Appendix 7), and are supported by activities and procedures that operationally implement the quality policy. Quality manuals and procedures are published on the intranet and/or internet, at the discretion of the head of the unit/department.

3.4.3.1. PEOPLE MANAGEMENT

TEACHING STAFF AND RESEARCHERS; TECHNICAL AND MANAGEMENT STAFF

At Iscte, human resources quality management is achieved through a series of mechanisms, regulations and procedures that ensure the recruitment, management and training of teaching staff, researchers and technical staff, in an ethical and transparent manner.

This process encompasses the recruitment, selection, appointment and induction of teaching staff, researchers and technical staff; the management and processing of salaries and benefits; the performance appraisal of technical staff; the promotion of health and safety at work; and the management of training for technical staff.

Under the university's founding framework, the current institutional autonomy and the increased flexibility in financial and personnel management ensure a management approach that streamlines the recruitment and training of technical staff. Technical staff management is ruled by a dual system in which some areas are subject to public legislation and regulations and others to private sector labour legislation.

Iscte has its own career paths for technical staff, duly regulated, aligning the list of categories and academic qualifications with those in force at other public higher education institutions.

For performance appraisal, technical staff on civil service contracts are subject to the Integrated System for Management and Assessment of Performance in Public Administration (SIADAP). Employees on contracts under the Labour Code are subject to a specific performance appraisal regulation, which was created based on SIADAP.

The performance appraisal regulations for teaching staff are linked to the regulations governing the provision of services by Iscte teaching staff, setting out the standards and procedures for evaluation of their work in the following areas: teaching, research, university management and knowledge transfer. Researchers are also evaluated [7](#) under the Regulations for the Evaluation of Iscte Contracted Researchers' Activity, which was established to develop a transparent, open, equitable and internationally accepted evaluation system, and enable the fair assessment of the researchers' performance.

In addition to the legally established evaluation, Iscte promotes the merit of teaching staff and researchers, in particular by awarding R&D Prizes, the value of which is channelled into research activities carried out within Research Units. These prizes are duly regulated and published on the intranet.

Iscte also has mechanisms in place designed to create conditions ensuring that the level of qualification and competence of teaching staff, researchers and technical staff enables them to perform their duties to a high standard. A survey of the technical staff training needs is conducted annually, with a Training Plan being drawn up. The assessment of teaching and researchers is carried out by the Pedagogical Council, together with the Laboratory for Innovation in Academia (e.g. with training on distance learning and teaching skills, webinars, seminars and workshops on teaching practices).

PRIMARILY RESPONSIBLE

Rector's Office, Scientific Council, Administrator, Human Resources Management Services and Laboratory for Innovation in Academia.

3.4.3.2. RESOURCE MANAGEMENT AND SUPPORT SERVICES

SIGQ-Iscte has various mechanisms to collect and analyse information on the maintenance, management and suitability of the material resources and support services available at Iscte. These resources and services facilitate the proper development of teaching and learning, research and other scientific and pedagogical activities. Among others, the following stand out:

- Support services for learning, scientific and teaching activities: documentation and information service; event management; management of spaces for teaching and related support (classrooms; lecture theatres; auditoriums; conference rooms; study rooms; computer rooms; research rooms; laboratories; indoor and outdoor social areas);

physical infrastructure and equipment (catering, maintenance, cleaning, security, waste management, environmental monitoring); information systems and IT resources (academic management system, network, e-learning).

- Services addressing the needs of specific groups: students with financial difficulties (Social Services); students with special educational needs (Social Services / Student Counselling Office and Library); international students (International Relations Services); displaced students (Social Services; Technical and Secretariat Support Unit, the unit responsible for managing student accommodation); alumni and final-year students (Iscte Club).

The SIGQ-Iscte process approach considers resources as processes that support the implementation of core and integrative macro-processes. From an organisational perspective, these processes are managed by Iscte's different departments and offices.

Iscte has sought to boost the autonomy of departments and offices in adopting quality management support tools suited to their activities as a means of disseminating a culture of quality. The quality and sustainability liaison officers for each department/office boost quality practices at a service level by fostering the policy's implementation and the attainment of quality objectives. Alongside, quality training initiatives aim to raise staff awareness of the need for constant and continuous monitoring of service quality. Here, satisfaction surveys are used to monitor the quality of certain services/activities provided.

Iscte's Strategic Plan and Integrated Activity and Budget Plans also serve as a basis for monitoring the performance of the different departments and their management and support processes. These processes are designed and certified in accordance with ISO 9001, in which the Studies, Quality and Sustainability Office is the internal body responsible for promoting and disseminating the working methodology and for the design and review of most of the procedures within the quality management system.

Iscte collects students' opinions annually regarding Iscte's facilities, physical spaces, resources and services/offices, through pedagogical monitoring surveys. The monitoring reports are produced by the Studies, Quality and Sustainability Office and are discussed by the senior management, governing bodies and middle management. As mentioned above, students also highlight issues requiring correction regarding material resources in the interim monitoring surveys. The Studies, Quality and Sustainability Office forwards the reported issues to the relevant support services.

PROCESSES

Management of financial matters and assets, facilities and equipment, spaces and events, information and documentation, communications, IT infrastructure, information systems, social action and legal support.

PRIMARILY RESPONSIBLE

Administrator, Deputy Administrator, Service Directors and Office Coordinators.

4.

**Supporting
Information
Systems**

Iscte’s information system architecture involves a series of interconnected information platforms/systems, with information published and communicated appropriately to the entire community. The information is used for decision-making, issuing opinions and improvement across SIGQ-Iscte.

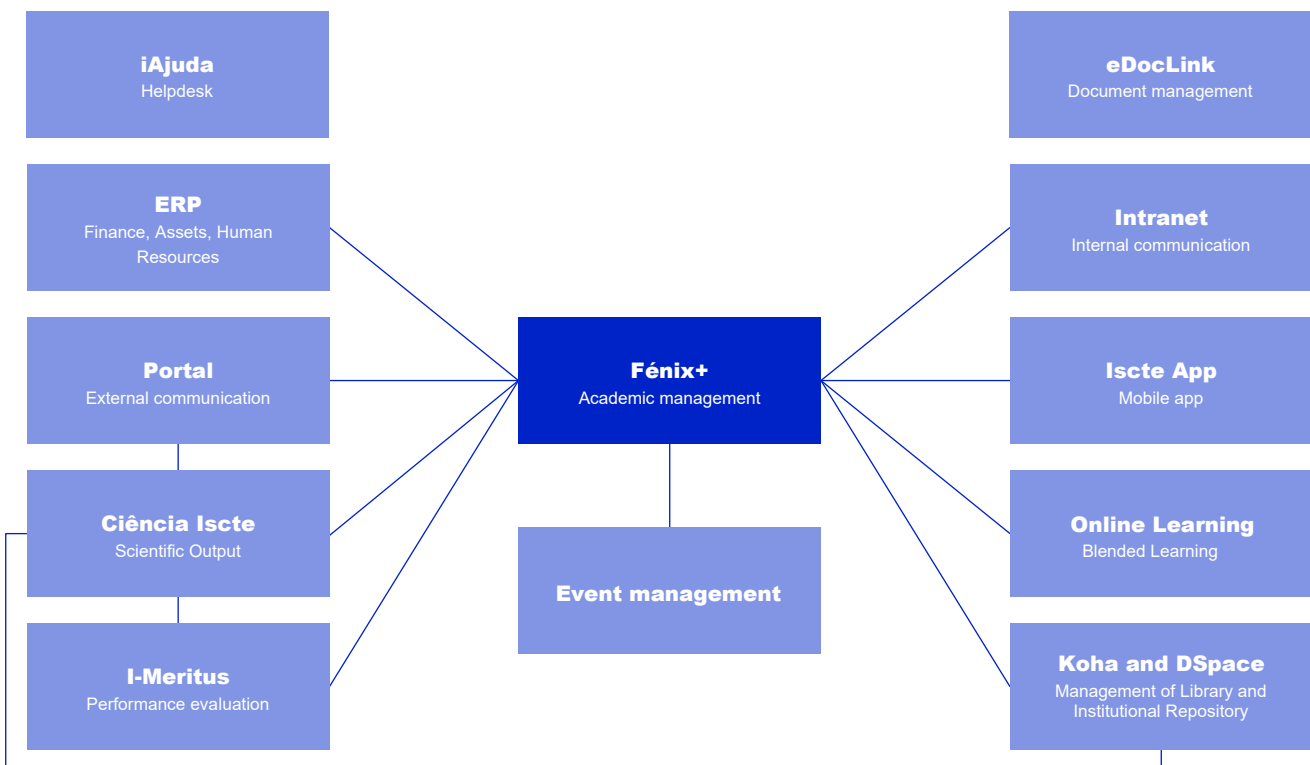
The information system consists of the following platforms:

- › **Ciência Iscte** – Scientific output of lecturers and researchers;
- › **Dspace** – Institutional repository of documents produced in teaching and research;
- › **edoc** – Document management system;
- › **Online-Learning** – E-learning system;
- › **Fénix +** – Teaching and learning process management platform;
- › **Event Manager** – Venue management, event booking and enquiry, the events platform;

- › **iAjuda** – Platform for managing Iscte’s IT services;
- › **I-Meritus** – Teaching staff and researcher performance evaluation;
- › **Koha** – Integrated library management system
- › **MyIscte** – Iscte intranet portal;
- › **SINGAP** – Financial management, asset management, human resources management and project management;
- › **www.Iscte.pt** – Iscte website.
- › **Iscte Mobile App** – Mobile app available to the entire Iscte community.

All the data from the information and management systems is used by the governing and coordinating bodies for decision-making, issuing opinions and improving the quality assurance of teaching and learning, research, human and material resource management, and the quality of Iscte’s services.

FIGURE 4.1 Iscte information platforms



5.

Disclosure

of Information

Transparency and the provision of information to Iscte's community, gathered from various information systems, are crucial elements of SIGQ-Iscte as they contribute to the effectiveness of decision-making processes directed at continuous improvement. Up-to-date, comprehensive and pertinent information is made available to the community in a systematic and structured manner. The aim is also to promote accountability among the different stakeholders and an environment of academic transparency, while strengthening the involvement of internal and external partners.

Iscte's organisational framework provides for IT system support in the collection, processing and provision of data, among other outputs relevant to the evaluation and analysis of quality across the varied aspects embodied in the Integrated Activity and Budget Plan. Data collection should be as 'user-friendly' as possible for the different stakeholders in order to enable the efficient management of their time and ensure the reliability of the information provided in a manner that is easily accessible.

The processing, analysis and systematisation of information is coordinated overall by the Studies, Quality and Sustainability Office, with technical support from the IT and Communications Infrastructure Services (SIIC), the Development and Information Systems Service (SDSI) and directly related services. The Studies, Quality and Sustainability Office manages a set of indicators that highlight Iscte's development trends, using at least the three most recent years as a reference, in order to keep the information supporting strategic planning up to date (Appendix 5).

The established practices ensure that all relevant information is disseminated within the academic community, based on principles of transparency,

with a view to its educational impact on self-regulation and continuous improvement efforts, the promotion of a culture of personal accountability and greater commitment and participation by all in the implementation of the Integrated Activity and Budget Plan. Iscte publishes an annual Integrated Activity and Management Report which includes the degree of achievement of the objectives and targets set in the plan.

Iscte has various communication channels that provide information of interest to specific target audiences:

- › Iscte's homepage, featuring information on teaching, research, internationalisation, and a calendar of news and events. Pages detailing Iscte's organisation, structure, operations and mission are also available.
- › myIscte, an intranet which publishes decisions of the institution's governing bodies to lecturers, researchers and technical and administrative staff, public discussions on regulations, codes, manuals and self-assessment reports.
- › Institutional email.
- › Fénix academic management system.
- › Internal mailing lists.
- › Internal television system (Lisbon campus).
- › Entrecampus magazine.
- › Ciência-Iscte provides information on scientific output and interfaces with the staff performance evaluation platform, i-meritus.

The Communications Office (GC) is responsible for publicising activities in the areas of teaching, research, interaction with society and culture. The dissemination of information is produced in-house and for external audiences, including media and social media platforms (LinkedIn, Facebook, Instagram, Twitter, YouTube, Flickr).

6.

Meta-Evaluation

The cyclical review of SIGQ-Iscte is essential for assessing its performance level and introducing necessary improvements. In addition to cyclical external evaluations, SIGQ-Iscte's performance is assessed annually by Iscte. This assessment and review of SIGQ-Iscte takes the form of a meta-evaluation exercise (management review).

This exercise assesses the evolution of the mechanisms and tools used in performance verification and the analysis of compliance with planned improvement actions, considering effectiveness and alignment with Iscte's strategic objectives.

Below is requirement 9. Performance evaluation
– management review of ISO 9001, ISO 14001 and NP 4469 standards, with the analysis including recommendations arising from previous self-assessment reports; the results

and recommendations of internal legal compliance and external audits; contextual changes (internal and external) pertinent to SIGQ-Iscte, as well as information on the Integrated Quality Management System's effectiveness and efficiency (indicators and results of organisational processes); monitoring of the Strategic Plan and reports from surveys regularly conducted at Iscte.

The analysis conducted at SIGQ-Iscte's Review meeting (Quality and Sustainability Management Committee) result in decisions to be considered in the following year on opportunities for improvement, management of changes to the Integrated Quality Management System, needs and resources. The outcome of the meta-evaluation and management decisions are made available to the faculty, researchers and technical staff on Iscte's intranet (in the minutes of the Quality and Sustainability Management Committee).

Appendices

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Appendix 1

Quality Manual revision log

Quality Manual (MQ)	Version date	Summary of changes	Responsibilities
			Prepared by: GAQE
MQ.GAQE.01.01	19-06-2008 to 29-11-2008	First version of the Quality Manual (chapters 1 to 8).	Reviewed by: António Caetano (Vice-Rector for Evaluation and Institutional Development) Approved by: Luís Reto (President of ISCTE)
			Prepared by: GAQE
MQ.GAQE.01.02	06-02-2009 to 30-07-2009	Review of four chapters of the Quality Manual (chapters 1 to 4).	Reviewed by: António Caetano (Vice-Rector for Evaluation and Institutional Development) Approved by: Luís Reto (President of ISCTE)
			Prepared by: GEAPQ.NPQ
MQ.GEAPQ.01.01	09-12-2010	Review of four chapters of the Quality Manual (chapters 1 to 4).	Reviewed by: António Caetano (Vice-Rector for Evaluation and Institutional Development) Approved by: Luís Reto (Rector of ISCTE-IUL)
			Prepared by: GEAPQ.NPQ
MQ.1.0/2011	02-11-2011	Review of the Quality Manual structure for better alignment with the A3ES framework.	Reviewed by: Quality Assurance Committee Approved by: Luís Reto (Rector of ISCTE-IUL)
			Prepared by: GEAPQ.NPQ
MQ.1.1/2013	19-11-2013	Partial review of the Quality Manual arising from the A3ES evaluation.	Reviewed by: Quality Assurance Committee Approved by: Luís Reto (Rector of ISCTE-IUL)
			Prepared by: GEAPQ
MQ.2/2015	16-11-2015	Partial review of the Quality Manual structure; Introduction of the process and sub-process map; review of procedures	Reviewed by: Quality Assurance Committee Approved by: Luís Reto (Rector of ISCTE-IUL)

Quality Manual (MQ)	Version date	Summary of changes	Responsibilities
MQ.3/2017	27-12-2017	Partial review of the Quality Manual structure; Introduction of the sustainability dimension.	Prepared by: GEAPQ Reviewed by: Quality Assurance Committee Approved by: Luís Reto (Rector of ISCTE-IUL)
MQ.3.1/2018	26-02-2018	Partial review of the Quality Manual arising from the amendment to ISCTE-IUL Services Regulation No. 93/2018; DR No. 27 (2 nd series) of 07-02-2018.	Prepared by: GPSQ Reviewed by: Quality Assurance Committee Approved by: Luís Reto (Rector of ISCTE-IUL)
MQ.3.2/2018	20-11-2018	Partial review of the Quality Manual arising from changes to the ISCTE-IUL Rector's Team – DR No. 75 (2 nd series) of 17-04-2018.	Prepared by: GPSQ Reviewed by: Quality Assurance Committee Approved by: Luís Reto (Rector of ISCTE-IUL)
MQ.4.0/2020	17-03-2020	Partial review of the Quality Manual arising from changes to Iscte's organisational structure – DR No. 57 (2 nd series) of 21-03-2019; review of SIGQ-Iscte process map; changes to SIGQ-Iscte's name and different sustainability dimensions; review of the Sustainability Policy.	Prepared by: GPSQ Reviewed by: Quality Assurance and Sustainability Committee Approved by: Maria Lurdes Rodrigues (Rector of Iscte)
MQ.5.0/2025	28-04-2025	Scope review. Update of information on organisational structure: School of Applied Digital Technologies (Iscte-Sintra); Iscte – Knowledge and Innovation (CVTT) and central services; Meta-Digital. Update of SIGQ Process Map and organisational structure. Update of hyperlinks.	Prepared by: GPSQ Reviewed by: Quality Assurance and Sustainability Committee Approved by: Maria Lurdes Rodrigues (Rector of Iscte)

Appendix 2

Academic Integrity Mechanisms

Ethics is a crucial pillar of quality in teaching and research. Iscte's Ethics Council is a multidisciplinary and independent advisory body to the Rector [7](#). This body is responsible for ensuring dignity and non-discrimination, and for upholding the principles of intellectual freedom, autonomy, responsibility, integrity, transparency and accountability. Specialised ethics committees may also be established within the organisational units.

Iscte regards integrity in the conduct of all members of the academic community as a fundamental institutional value. Iscte endorses the principles and good practices of academic integrity and has mechanisms in place to promote them, which are set out in the following documents:

- › Iscte Code of Ethics and Conduct [7](#): a set of principles, values, guiding standards of conduct and good practices which must guide Iscte's actions in fulfilling its mission, in the pursuit of activities related to teaching, research, the transfer of knowledge to the community and societal challenges. It sets out the institution's duties in specific areas, such as the prevention and combating of discrimination and harassment; the protection of information and personal data; and the prevention and combating of corruption and related offences.
- › Code of Ethical Conduct in Research [7](#): which aims to protect the dignity, safety and well-being of participants in empirical studies, safeguard their safety and reputation, and promote the quality of research.
- › Academic Code of Conduct [7](#): principles guiding the conduct of the community in intra-institutional relations and in relations with the outside world. Awareness-raising, online training on academic integrity and plagiarism, and the inclusion of ethics content in study programmes are promoted, with disciplinary measures established for breaches of academic integrity.
- › Student Disciplinary Regulations [7](#): define the rules, procedures and disciplinary sanctions to ensure students fulfil their obligations and adhere to the required conduct.
- › Code of Conduct for the Prevention and Combat of Harassment in the Workplace [7](#): establishes a set of principles that must be observed when performing activities at Iscte, constituting a self-regulatory instrument. It is also the expression of an active policy aimed at raising awareness, preventing, identifying, eliminating and punishing situations and behaviours likely to constitute harassment in the workplace.
- › Plan for the Prevention of Management Risks, Corruption and Related Offences [7](#): identifies the main management risks (e.g. plagiarism, fraud, pedagogical and scientific misconduct), as well as the preventive measures to be taken.
- › Whistleblowing channel [7](#): for reporting practices that constitute offences, particularly harassment (psychological and/or sexual) and discrimination; corruption and related offences, and others falling within the scope of the General Corruption Prevention Regime (RGPC); and breach of obligations contained in Iscte's Code of Ethics, Code of Conduct and Code of Academic Conduct.
- › Data Protection Policy [7](#): reflects Iscte's commitment and responsibility to maintain a level of personal data protection in accordance with the GDPR, Implementing Law 58/2019 transposing the GDPR into Portuguese law, and other national or European data protection legislation. This policy promotes the engagement of all teaching staff and researchers, technical staff, partners/collaborators, students and other stakeholders. Iscte's researchers, lecturers, staff, students and collaborators are duty-bound to ensure that any work they produce which may involve the processing of personal data must comply with ethical standards on the privacy of that data and the applicable data protection legislation.

Academic integrity and data protection are fundamental to ensuring the quality and credibility of teaching, research and knowledge transfer at Iscte. In addition to the formal regulations covering ethics, responsibility and sustainability, Iscte seeks to contribute broadly to

the responsible and sustainable development of society through its core activities, ensuring education for citizenship and active engagement in the community, disseminating knowledge and proposing innovative solutions to organisational, social and environmental problems.

Appendix 3

Responsibilities of the organisational structure

1. QUALITY AND SUSTAINABILITY MANAGEMENT COMMITTEE (CGQS)

RESPONSIBILITIES

- › Propose to the Rector the institutional policy and strategic objectives for quality and sustainability;
- › Propose to the Rector the procedures and structures for the implementation of SIGQ-Iscte;
- › Propose to the Rector a list of environmental and social aspects that should be considered significant in the context of sustainability;
- › Monitor the implementation of SIGQ-Iscte and its activity plans;
- › Ensure that SIGQ-Iscte complies with legal standards and the criteria of regulatory bodies;
- › Ensure that SIGQ-Iscte's operation supports the defined quality and sustainability objectives;
- › Analyse the findings of the activity reports, input data relating to management review and propose improvement actions;
- › Appraise proposals for self-assessment reports and institutional certification;
- › Review the Quality Manual and submit it to the Rector for approval.

COMPOSITION

- › Vice-Rector for the area (Chair);
- › Administrator;
- › Chair of the Scientific Council;
- › Chair of the Pedagogical Council;
- › Coordinator of the Studies, Quality and Sustainability Office (GEQS);
- › Director of Curriculum Management and Accreditation Services (SGCA);
- › Quality Manager;
- › Sustainability Manager;
- › School Quality and Sustainability Liaison Officers;
- › Quality and Sustainability Liaison Officers – student (representative of the Pedagogical Council).

OPERATION

- › Meets ordinarily twice a year and on an ad hoc basis at the discretion of the Chair;
- › The notice of meeting, together with the agenda, must be issued no later than eight calendar days before the date of the meeting;
- › The Quality and Sustainability Management Committee's decisions are recorded in minutes, drafted by the Studies, Quality and Sustainability Office, and provided on the intranet;
- › The Chair of the Quality and Sustainability Management Committee may invite other heads of organisational units, whenever deemed relevant to the matters under discussion.
- › The Quality and Sustainability Advisory Board receives technical support from the Studies, Quality and Sustainability Office.

2. QUALITY AND SUSTAINABILITY ADVISORY BOARD (CCONQS)

RESPONSIBILITIES

- › Ensure that the quality and sustainability policy incorporates the contributions from internal and external stakeholders, with a view to Iscte's sustainable development;
- › Ensure that the quality and sustainability policy and objectives reflect Iscte's culture and values, and are properly linked to the strategy and activities carried out at Iscte, considering the standards and criteria of the regulatory bodies.

COMPOSITION

- › Rector (Chair);
- › Vice-Rectors and Pro-Rectors;
- › School directors;
- › Heads of research units;
- › Chairpersons/directors of affiliates;
- › Quality and Sustainability Management Committee members;
- › Student Ombudsman;
- › Chair of the Ethics Committee;
- › Chair of the Iscte Alumni Club;
- › Quality and sustainability liaison officers;
- › Data Protection Officer;
- › Chair of Iscte Students' Association;

- › Representatives of Iscte student centres;
- › Representatives of employers of Iscte graduates;
- › Representatives of public and social organisations;
- › External members in the field of quality;
- › External members in the field of sustainability;
- › Alumni (by school).

OPERATION

- › Meets ordinarily once a year and on an ad hoc basis at the discretion of the Rector;
- › The notice of meeting, together with the agenda, must be issued at least fifteen calendar days before the date of the meeting;
- › The Quality and Sustainability Advisory Board recommendations are set out in minutes, drawn up by the Studies, Quality and Sustainability Office, and provided on the intranet;
- › External stakeholders are updated every 4 years;
- › The Chair of the Quality and Sustainability Advisory Board may invite senior and/or middle management to meetings, whenever deemed relevant to the matters under discussion.
- › The Quality and Sustainability Advisory Board receives technical support from the Studies, Quality and Sustainability Office.

3. CURRICULUM REVIEW COMMITTEE (CAC)

RESPONSIBILITIES

- › Ensure that the range of courses and study plans under curricular restructuring processes comply with quality assurance standards, the regulations of regulatory bodies, and Iscte's policy and strategy for institutional quality and sustainability;
- › Appraise proposals for self-assessment reports for new and existing study cycles, within the framework of national and international accreditation processes.
- › Monitor the process of self-assessment and follow-up of all current study cycles.

COMPOSITION

- › Vice-Rector for the area (Chair)
- › Pro-Rector for the area;
- › Chair of the Scientific Council;
- › Chair of the Pedagogical Council;

- › School Directors;
- › Director of Curriculum Management and Accreditation Services (SGCA);

OPERATION

- › Meets ordinarily twice a year and on an ad hoc basis at the discretion of the Chair;
- › The Curriculum Review Committee's recommendations are recorded in minutes, drafted by the Curriculum Management and Accreditation Services and provided on the intranet;
- › The notice of meeting, together with the agenda, must be issued no later than five calendar days before the date of the meeting;
- › The Chair of the Curriculum Review Committee may invite other participants to the meetings, whenever deemed relevant to the matters under discussion;
- › The Curriculum Review Committee receives technical support from the Curriculum Management and Accreditation Services.

4. STUDIES, QUALITY AND SUSTAINABILITY OFFICE (GEQS)

The Studies, Quality and Sustainability Office (GEQS) supports SIGQ-Iscte with a dedicated team comprising the GEQS Coordinator, the Quality Manager for ISO 9001, and the Sustainability Manager for ISO 14001 and NP 4469 standards.

5. COORDINATOR OF THE STUDIES, QUALITY AND SUSTAINABILITY OFFICE (GEQS)

RESPONSIBILITIES

- › Ensure technical and administrative support for the functioning of SIGQ-Iscte's bodies;
- › Manage the implementation of quality management and self-assessment processes;
- › Manage the collection, systematisation and analysis of information on quality and sustainability;
- › Manage the coordination of SIGQ-Iscte with Iscte's management bodies, advisory bodies and the organisational units;
- › Manage SIGQ-Iscte's coordination with external entities related to quality management and assurance, and sustainability management;
- › Support organisational units in carrying out self-assessment;

- › Prepare institutional self-assessment reports;
- › Ensure that indicators and information on SIGQ-Iscte are kept up to date;
- › Other responsibilities within the scope of SIGQ-Iscte.

6. QUALITY MANAGER

RESPONSIBILITIES

- › Work directly under the coordination of the Studies, Quality and Sustainability Office on the operational implementation of the quality policy and objectives;
- › Work in conjunction with the Sustainability Manager to incorporate sustainability in SIGQ-Iscte;
- › Advise and support Iscte's organisational structures in implementing quality management tools (defining procedures; identifying and defining corrective action plans and improvement measures, etc.)
- › Keep the coordinator informed about any operational situation that may have an impact on SIGQ-Iscte;
- › Be available to support the Services, the decentralised organisational units and the Quality and Sustainability Liaison Officers in accomplishing their operational responsibilities, insofar as these relate to SIGQ-Iscte's scope and impact;
- › Implement the certification processes for the Quality Management System, in accordance with ISO 9001 and A3ES guidelines;
- › Ensure the planning and conduct of audits under SIGQ-Iscte;
- › Update the Quality Manual and its thematic sections.

7. SUSTAINABILITY MANAGER

responsibilities

- › Support the development and communication of Iscte's sustainability strategy, in line with the institution's strategic objectives and other standards, structures or regulations, in liaison with the Studies, Quality and Sustainability Office coordinator.
- › Ensure that SIGQ-Iscte is established, implemented and maintained pursuant to the requirements of ISO 14001 and NP 4469, in collaboration with the quality manager

- › Advise and support the organisational structures and liaison officers for quality and sustainability in implementing Environmental Management and Social Responsibility System tools, and defining procedures and action plans.
- › Promote good sustainability practices within the academic community through awareness-raising initiatives, workshops, seminars and exhibitions.
- › Promote partnership-based work by representing the institution in networks, forums and events, and engage in dialogue with internal and external stakeholders, contributing to continuous improvement.
- › Contribute to the identification of new sustainability themes to reduce the carbon footprint and increase social impact.
- › Prepare and publish the sustainability report detailing the institution's sustainability impacts, risks and opportunities.

8. SIGQ-ISCTE MANAGEMENT TEAM

SIGQ-Iscte's management team consists of the quality manager and the sustainability manager, who play a key role in facilitating continuous improvement processes by providing technical and advisory support to those responsible for the processes (units and departments), in particular the:

- › Creation and change of procedures: developing and updating the necessary procedures to ensure the system's efficiency and effectiveness.
- › Recording of incidents, non-conformities, corrective actions and improvement actions: documenting and managing incidents, identifying non-conformities, implementing corrective actions and promoting continuous improvement actions.
- › Risk and opportunity assessment: identify and assess risks and opportunities to mitigate negative impacts and enhance positive outcomes.
- › Planning and monitoring of audits: organising and monitoring of internal and external audits related to quality, environmental and social responsibility standards.

- › Monitoring of compliments, suggestions and complaints in order to continuously improve processes and stakeholder satisfaction.

9. QUALITY AND SUSTAINABILITY LIAISON OFFICER

SIGQ-Iscte also provides for the appointment of quality and sustainability liaison officers (strategic and operational) for each service/unit, office, school, research unit, affiliate and student representative on the Pedagogical Council. These persons discuss matters concerning quality and sustainability within their own functional structure and body, in constant coordination with the Quality Manager and Sustainability Manager.

RESPONSIBILITIES

- › Establish links between their organisational unit, in coordination with the management, and Iscte's quality and sustainability managers, aimed at collaborating in the implementation of quality and sustainability policies.
- › Promote the accomplishment of quality and sustainability within their organisational structure, encouraging the implementation of best practices and proposing continuous improvements.
- › Ensure that SIGQ-Iscte is established, implemented and maintained within its organisational structure, pursuant to the requirements of ISO 9001, ISO 14001 and NP 4469, with the support of Iscte's quality and sustainability managers.
- › Participate in training sessions, audits and meetings that are part of SIGQ Iscte's routines, whenever summoned by the Studies, Quality and Sustainability Office.

Appendix 4

Strategic area managers for Quality and Sustainability (REA-QS)

Macro-process and	Strategic Managers
Core: Teaching and learning	
Curriculum management	Vice-Rector for the area
Pedagogical management and innovation	Vice-Rector for the area
Academic management and student pathway	Vice-Rector for the area
Core: Research and development	
Research and development management	Vice-Rector for the area
Core: Internationalisation and cooperation	
Internationalisation and cooperation management	Vice-Rector for the area
Core: Knowledge transfer	
Knowledge transfer management	Rector
Integrators	
Governance and strategic planning	Rector
Monitoring, evaluation, management of continuous improvement	Vice-Rector for the area
Sustainability management	Vice-Rector for the area
Support: People management	
People management (technical and administrative staff)	Administrator
People management (teaching staff, researchers)	Rector
Support: Finance and assets	
Financial management	Vice-Rector for finance
Procurement management	Deputy Administrator
Support: Resource management – Support services	
Facilities and equipment management	Director of Facilities and Equipment Services People
management (technical and administrative staff)	Administrator
People management (teaching staff, researchers)	Rector
Legal management	Administrator
Communications management	Administrator
Facilities and events management	Administrator
Information and documentation management	Administrator
IT infrastructure management	Vice-Rector for research and technological modernisation
Information systems management	Vice-Rector for research and technological modernisation
Social action management	Administrator

Appendix 5

Responsibilities and deadlines for the implementation of monitoring tools

Monitoring tools	Responsible (preparation)	Responsible (approval)	Frequency	Deadlines/ publication
Plans				
Strategic and Action Plan (PE)	GEQS	Rector	Every 4 years	Up to 3 months after taking office/Iscte website
Annual Activity Plan and Accounts (PIAO)	GEQS UF	Rector General Council Board of Trustees (approval)	Annual	December Iscte website
Risk Prevention Plan (PPR)	GEQS	Rector Compliance Officer	Every 3 years (or whenever justified)	Iscte website
Equality, Diversity and Inclusion Plan	Administrator	Rector	Every 4 years	Iscte website
Sustainability Plan	GEQS	Rector	Every 4 years	Iscte website
HR Excellence in Research Plan	SGRH	Rector Vice-Rector for research	Every 2 years	Iscte website
Reports				
Integrated Activity and Management Report and Accounts (RIAG)	GEQS UF	Rector Vice-Rector for finance General Council Board of Trustees (approval)	Annual	March-April Iscte website
Risk Prevention Plan Implementation Report	GEQS	Rector Compliance Officer	Annual/Half-yearly	April (all risks) October (for high-level risks)
Sustainability Report	GEQS	Rector	Every 2 years	Iscte website
Quality Manual	GEQS	Rector	Every 2 years (or whenever justified)	Iscte website

Monitoring tools	Responsible (preparation)	Responsible (approval)	Frequency	Deadlines/ publication
Other mechanisms for monitoring teaching activities				
Curricular Units				
Curricular Unit Report (RUC)	Curricular Unit Coordinator		Half-yearly	
Updating/Approval of the Curricular Unit File (FUC)	Curricular Unit Coordinator	ECTS Coordinator	Annual	By the start of classes for each curricular unit
Provision of class plan	Lecturer		Annual	By the start of classes for each curricular unit
Study Cycles – Appraisal of course delivery*				
Course Self-Assessment Report (RAC)	Course Director	Rector	Annual	-
Study cycles accreditation by A3ES	Accreditation Process Coordinator	Rector	Regular 6-year cycles	-
Monitoring				
Interim monitoring	Year/Course Coordinator		Half-yearly	4 th and 5 th weeks of term
Survey applied to new students	GEQS		Annual	Enrolment/registration process
Pedagogical monitoring survey	GEQS	Pedagogical Council	Half-yearly	Period corresponding to the last 20% of classes in each curricular unit
Survey applied to incoming exchange students	GEQS		Annual	Period corresponding to the last 20% of classes in each curricular unit
Monitoring survey on curricular units on career guidance	GEQS		Annual	May to June
Labour market entry survey	GEQS		Annual	October to December
Graduate employer survey	GEQS		Every 3 years	-
Workplace Climate survey	GEQS		Annual	October to December
Definition of plans of improvement for the referenced lecturer/ curricular unit pairs	Department director and lecturer	Pedagogical Council	Half-yearly	15 working days

* Pursuant to the calendar set annually for this purpose.

Iscte macro-processes		Governance and strategic planning	Sustainability	Monitoring, evaluation and management of continuous improvement	Teaching and learning	Research and development	Knowledge transfer	Internationalisation and cooperation	Support: resources
A3ES2016 (ESG2015) framework – areas of analysis									
3. Quality assurance in the management of resources and support services	Benchmark 9 Human resources		x	x					x
	Benchmark 10 Material resources and services		x	x					x
4. Management and dissemination of information	Benchmark 11 Information management			x					x
	Benchmark 12 Public information	x	x	x					x
5. Periodic external evaluation	Benchmark 13 Cyclical nature of external quality assurance	x	x	x					

Appendix 7

Correspondence matrix: macro-processes and requirements of ISO 9001, ISO 14001 and NP 4469

Iscte macro-processes									
ISO 9001, ISO 14001 and NP 4469 requirements		Governance and strategic planning	Sustainability	Monitoring, evaluation and management of continuous improvement	Teaching and learning	Research and development	Knowledge transfer	Internationalisation and cooperation	Support: resources
4. Organisation context	4.1. Understand the organisation and its context	x	x	x					
	4.2. Understand stakeholder needs and expectations	x	x	x					
	4.3. Determine the scope of the quality/environmental/social responsibility management system	x	x	x					
	4.4. Quality/environmental/social responsibility management system	x	x	x	x	x	x	x	x
5. Leadership	5.1. Leadership and commitment	x	x	x					
	5.2. Policy	x	x	x					
	5.3. Roles, responsibilities and organisational authorities	x	x	x					
6. Planning	6.1. Actions for risks and opportunities	x	x	x	x	x	x	x	x
	6.2. Quality, environmental and social responsibility objectives and planning to achieve them	x	x	x	x	x	x	x	x
	6.3. Planning of changes	x	x	x	x	x	x	x	x
7. Support	7.1. Resources	x	x	x					x
	7.2. Competences	x	x	x					x
	7.3. Awareness	x	x	x					x
	7.4. Communication	x	x	x					x
	7.5. Documented information	x	x	x					x

Iscte macro-processes									
ISO 9001, ISO 14001 and NP 4469 requirements		Governance and strategic planning	Sustainability	Monitoring, evaluation and management of continuous improvement	Teaching and learning	Research and development	Knowledge transfer	Internationalisation and cooperation	Support: resources
8. Implementation	8.1. Operational planning and control	x	x	x	x	x	x	x	x
	8.2. Requirements for products and services	x	x	x	x	x	x	x	x
	8.2. Emergency preparedness and response	x	x						x
	8.3. Design and development and products and services	x		x	x	x	x	x	
	8.4. Control of processes, products and services of external suppliers			x	x	x	x	x	x
	8.5. Service production and provision			x	x	x	x	x	x
	8.6. Release of products and services			x	x	x	x	x	x
	8.7. Control of non-conforming outputs			x	x	x	x	x	x
9. Performance evaluation	9.1. Monitoring, editing, analysis and evaluation	x	x	x	x	x	x	x	x
	9.2. Internal audit	x	x	x	x	x	x	x	x
	9.3. Management review	x	x	x	x	x	x	x	x
10. Improvement	10.1. General issues	x	x	x	x	x	x	x	x
	10.2. Non-conformity and corrective action	x	x	x	x	x	x	x	x
	10.3. Continuous improvement	x	x	x	x	x	x	x	x

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