



Quality Manual

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Change Map

The entire academic community may suggest changes to the Quality Manual. Any change to the Manual contents implies the issue of a new version numbered in sequence, and that the corresponding reason is recorded in the following table:

Version	Date	Reason for Changes	Revised Page(s)
Version 1	2018	-	-
Version 2	2020	<ul style="list-style-type: none"> • Modification of the legal regime that establishes the Quality Assessment of Higher Education (RJAES); • Update of the NOVA Strategic Plan for 2020-2030; • NOVA University Lisbon statutes (revision through the Normative Order no. 3/2020, February 6); • Miscellaneous NOVA Regulations, namely the Organic Regulation of NOVA Rectory Services (Reg. no. 705/2020, August 26); Regulation of Performance Evaluation and Change of the Pay Position of NOVA Researchers under Private Law (Reg. no. 238/2020, March 16); • A new version of the A3ES Audit Process Manual, January 2020; • Development of NOVA SIMAQ Portal through the evolution of NOVA's Quality Manual Platform. 	Integral

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I. Prologue

NOVA University of Lisbon (NOVA) is an institution nationally and internationally recognized for the quality of its teaching and research and its connection to society. It is strongly committed to promoting such a culture of quality to its academic and non-academic community, as a way of consolidating itself as a global and civic university.

In terms of activity, NOVA's strategy has been based, from the very beginning, on the unique way one learns and teaches in this institution, with boldness and innovation, rewarding quality and talent, and increasingly encouraging the use of knowledge, existing in NOVA or its multiple partners, building a more sustainable world.

In institutional terms, this university has sought to promote, to all those who are part of NOVA Community, a feeling of belonging and commitment to its mission, values, vision and strategic goals, as indicated in the Strategic Plan 2020-2030, since only with everyone's involvement is it possible to continuously improve activities, particularly in five core areas: teaching-learning, research and development, value creation, internationalization, and inter-institutional and community collaboration.

NOVA is a knowledge-based community. The people who form this community are the most valuable component of the university. They have the real responsibility for the excellence of its mission accomplishment and for spreading its values. Therefore, the quality of its human resources and the processes where these resources intervene, are, for NOVA, fundamental elements for its continuous statement as a reference university.

With the ongoing digital transformation process of contemporary societies, a constant and fast evolution was triggered nationally and internationally, thriving in an intensely collaborative and competitive environment. Such transitions are being implemented by a wide range of institutions, particularly at higher education levels.

Namely, the globalization and internationalization of higher education required the implementation of new measures and dynamics that took the form, for example, of the implementation of the Bologna Process, the approval of the Legal Regime for the Evaluation of Higher Education (Decree-Law No. 38/2007 of August 16) and the creation of the Agency for the Evaluation and Accreditation of Higher Education (Decree-Law No. 369/2007 of November 5).

On the other hand, society has been putting more significant pressure on higher education institutions, given the central role that science plays in knowledge creation and, through it, in economic and social development. The provision of quality teaching and research in these times, when both the content of knowledge and the needs for training are constantly changing, has become an imperative for universities of reference in the 21st century. With the greater recognition

of universities' role in society, there was also the increase in their level of responsibility and accountability, where naturally Quality Assurance assumes greater preponderance.

To face these pressures and respond to the new emerging dynamics, higher education institutions, therefore, need to create mechanisms to ensure the transparency of their processes, involving all stakeholders, including students, teachers, non-teaching staff, and even external elements, to promote an institutional culture of quality across all activities and projects.

NOVA has been developing over the last years a set of actions to improve the management of its internal processes and to improve data collection and monitoring in the scope of NOVA's Quality Policy and its effective operationalization within the Internal Quality Monitoring and Evaluation System (NOVA SIMAQ). Its purpose is to allow, on the one hand, to determine the degree of conformity of developed actions and obtained results to the defined goals and, on the other hand, to make informed decisions and implement changes that allow reaching those goals or reformulating them. This way, it guarantees the provision of a knowledge-based public service that follows the highest European standards.

In this context, the Quality Manual is a fundamental document, because it presents the Quality Policy and describes the operation and organization of NOVA SIMAQ, including, in a systematized way, the internal processes of all domains considered to be core and of all management and support areas of the University.

In short, this document highlights NOVA's commitment to the continuous promotion of quality and the compliance with the guidelines of national and international accreditation agencies, thus constituting a critical tool for the preservation of an internal quality culture, indispensable in any university of excellence, and contributing to the credibility and trust in our institution.

João Sàágua

Rector of NOVA University Lisbon

II. Glossary

Accreditation	A procedure by which an organization, with competence for accreditation, formally verifies and recognizes that a given product, service, program, or entity meets organizational or Quality requirements, stated by law or conventionally, for the purpose. In higher education, it can take the form of institutional accreditation or the accreditation of a program. ¹
Certification	A procedure by which a competent organization formally certifies that a product, service, program, or entity meets specific standards. ¹
Quality culture	Shared, accepted and integrated set of Quality standards (also called Quality principles) which can be found in organizational cultures and in the management systems of institutions. The ingredients of a Quality culture are an awareness of and commitment to the Quality of higher education and a solid culture of evidence gathering and efficient management of that Quality (through Quality Assurance procedures). As the elements of Quality change and evolve, it is essential that the integrated system of attitudes and provisions supporting Quality also changes, to support new paradigms of Quality in higher education. ¹
Quality Assurance	Is a Comprehensive term referring to a continuous process of Quality assessment of a higher education system, higher education institutions, or programs. As a regulatory mechanism, Quality Assurance focuses on accountability and improvement, providing information and value judgments through a structured and consistent process based on well-established criteria. ¹
External Quality Assurance	Supra-institutional system that ensures the quality of institutions and study cycles in higher education.
Internal Quality Assurance	Intra-institutional practices for monitoring and improving Higher Education Quality.
Indicators	<p>Operational variables that refer to specific characteristics of higher education institutions or programs are empirically measurable. Evidence can be collected to determine whether or not specific standards are being met.</p> <p>The indicators identify performance trends and point out areas where the action is needed. They also allow a comparison between actual performance and previously established goals. They are also used to</p>

translate theoretical aspects of Quality into procedures, a process known as operationalization.¹

Quality Improvement	The constant search for performance improvement focused on the higher education institution's responsibility to make the best possible use of its capacity and institutional autonomy. Represents the idea that achieving Quality is central to the academic ethos and that academics, better than anyone else, know what Quality is. ¹
Monitoring	Critical follow-up of an activity or process, including the survey of quantitative or qualitative indicators, with a view to its evaluation. ¹
Stakeholders	People or groups with interest in the activities of an institution or organization. Such persons or groups may be internal (i.e., relative to the internal community) or external. ¹
Outputs	The immediate, observable, and measurable results of the implemented measures and processes. In higher education, they may correspond, for example, to the number of graduates, or Research results. ¹
Quality (in Higher Education)	Multidimensional, multilevel, and dynamic concept that relates to the context of an educational model, the mission and institutional goals, and the specific norms and reference terms of a given system, institution, course, program, or disciplinary unit. Quality can thus assume different, sometimes conflicting, meanings, depending on (i) the perspective of the different stakeholders in higher education (e.g., students, teachers, subject areas, labor market, society, government); (ii) their references (inputs, processes, outputs, missions, goals, etc.); (iii) the attributes or characteristics of the academic world to be evaluated; and (iv) the historical period in the development of higher education. ¹
Legal Regime for the Evaluation of Higher Education - RJAES	Legal regime contained in Law No. 38/2007 of August 16, amended by Law No. 169/2019 of September 4, about the evaluation of Quality in higher education. The referred regime is complemented by the other norms related to higher education's evaluation and accreditation, contained in other legal diplomas.

**Legal Regime of
Higher Education
Institutions - RJIES**

The legal regime established by Law No. 62/2007, of September 10, amended by Decree-Law No. 169-B/2019, of December 3, which regulates the constitution, duties, organization, and functioning of higher education institutions, as well as the competence of their bodies, and the supervision and public oversight by the State over the same institutions, within the framework of their autonomy.

Course

Teaching unit with its own training goals, which is the object of registration and evaluation that leads to a final classification.¹

Organic Unit

It is an autonomous organic structure with its competent bodies and dedicated staff. According to Article 13 of RJIES, organic units may be teaching units, teaching or research units, research units, libraries, museums,...¹

University

Higher education institution composed of several colleges or departments, corresponding to several scientific areas. In legal terms, for a higher education institution to be recognized as a University it must fulfill the following requirements: i) to be allowed to teach at least six undergraduate programs, two of which technical-scientific laboratory; six master's programs; one PhD program in at least three different areas that are compatible with the proper mission of university teaching; ii) to have its faculty staff complying with legal conditions; iii) to have adequate facilities; iv) to develop activities in the field of teaching and research, as well as in the creation, dissemination and transmission of culture; v) to have or participate in evaluated and recognized research and development centers.¹

¹ Source: A3ES Glossary. Accessed on 01-04-2020 on the website of: A3ES- Higher Education Evaluation and Accreditation Agency: <https://www.a3es.pt/sites/default/files/Gloss%C3%A1rio%20A3ES.pdf>

III. Abbreviations and acronyms

A3ES	Higher Education Evaluation and Accreditation Agency
BLUES	Blended-Learning International Entrepreneurship Skills
CAI	Internationalization Monitoring Committee
CAQ	NOVA Quality Monitoring Committee
CAQ_UO	UO Quality Monitoring Committee
CAS	Social Welfare Board
CD	Board of Deans
CEI	Strategic Research Board
CCV	Value Creation Board
CE	Program
CQ	Quality Board
CQE	Teaching Quality Board
CQEA	Quality Committee for Teaching-Learning
DAGQ	Academic and Quality Assurance Division
DAI	Research Support Division
DGES	Directorate-General for Higher Education/Ministry of Science, Technology and Higher Education
ENQA	European Association for Quality Assurance in Higher Education
ENSP	National School of Public Health
ERC	European Research Council
ESG	European Standards Guidelines
ERS	Compliments, Complaints, and Suggestions
FCSH	School of Social Sciences and Humanities
FCT	School of Science and Technology
FC&T	Foundation for Science and Technology
FD	NOVA School of Law
FUC	Course Form
GAENEE	Office of Support to NOVA Students with Special Educational Needs
GGQAE	Office for Quality Assurance, Accreditation and Employability
GTQ	Quality Task Force
R&D	Research and Development
HEI	Higher Education Institution
IHMT	Institute of Hygiene and Tropical Medicine
ITQB	Institute of Chemical and Biological Technology António Xavier
MOOC	Massive Open Online Course
NMS FCM	NOVA Medical School
NOVA	Universidade Nova de Lisboa
NOVA IMS	NOVA Information Management School
Nova SBE	Nova School of Business and Economics
NOVA SIMAQ	NOVA Internal Quality Monitoring and Evaluation System
OBIPNOVA	Observatory of Professional Insertion of Graduates of NOVA University Lisbon
ORCID	Open Researcher and Contributor ID
PAA	Annual Activity Plan
PDCA	Plan-Do-Check-Act management cycle

PPP	Public-Private Partnerships
PURE	NOVA Scientific Information Management System
Q_A	Students' Perception Questionnaire on Courses operation
Q_D	PhD Students' Perception Questionnaire
Q_{DOC}	Teachers' Perception Questionnaire on Courses operation
Q_{NE}	New student's Satisfaction Questionnaire
Q_{OBIP}	Graduates' Employability Questionnaire
Q_{ST}	Students' Perception Questionnaire on the work leading to a Master's Degree
Q_{SE}	Undergraduate Students' Perception Questionnaire on the Internship Report
Q_{SUO}	UO Global Satisfaction Questionnaire
RAA	Annual Activity Report
RAD	Teachers Performance Evaluation Regulation
RAPD	PhD Program Annual Report
RCE	Program Report
RJAES	Legal Regime for the Evaluation of Higher Education
RJIES	Legal Regime of Higher Education Institutions
RUC	Course Report
RUN	Repository of NOVA University Lisbon
SASNOVA	NOVA Social Welfare Action Services
SGAc	Consolidated Academic Management System
SGD	Document Management System
SGQE	Teaching Quality Assurance System
SI²NOVA	NOVA Information Integrator System
SIADAP	Integrated System for Management and Performance Evaluation in Public Administration
SINGAP	Financial, Asset and Human Resources Management Software
SNC-AP	Accounting Standardization System for Public Administrations
SPU	Pre-University Semester
UC	Course
R&DU	Research and Development Unit
UO	Organic Unit

1. Introduction

1.1. Background

The current context of Higher Education Institutions (HEIs) is necessarily Quality oriented. Law No. 38/2007, of August 16th (whose first amendment was made by Law No. 94/2019, of September 4th), which approved the legal regime of higher education evaluation, reinforced the need for development and consolidation of an internal institutional culture of Quality Assurance in HEIs, supported by a Quality Policy and formally defined goals of Quality evaluation.

NOVA University Lisbon (NOVA) has always favored acting guided by Quality principles. In 2008, first steps were taken in building a teaching institution focused on Quality, and a task force was formed, chaired by the Rector and composed of representatives of the nine organic units (UO), with the purpose to assess Quality in the areas of Teaching, Research and Management. In that same year, the Office for Quality Assurance, Accreditation and Employability (GGQAE) was created to support initiatives to promote and assure Quality in NOVA.

On June 17, 2010, by Rectoral Order No. R370/2010, the Teaching Quality Board of NOVA (CQE) was created, as the body responsible for the Teaching Quality Assurance System (SGQE). This body, whose mission was to ensure the functioning of the SGQE, was composed of: an external member of the General Council, as president, the Pro-Rector in charge of Teaching Quality, five members of NOVA's faculty staff, appointed by the Board of Deans, two student representatives, appointed by the Student Council and one member of GGQAE, without voting rights. In this first phase, priority was given to the "Teaching-Learning" plan. Several evaluation methodologies of "Teaching-Learning" were developed, such as the surveys to students and teachers about the Courses and the Courses and the Programs' monitoring reports.²

In addition to this internal quality assurance mechanism, an external quality assurance mechanism was also implemented, through the creation, in 2010, of the Observatory of Professional Insertion of Graduates of NOVA University Lisbon (OBIPNOVA). Through the survey of NOVA graduates and subsequent analysis of the results, this Observatory enables the characterization of graduates' professional situation and monitoring their path's evolution.

By transitioning into a Foundation, NOVA's commitment to Quality got consolidated, as can be seen in its Statutes, which mention "the creation of rigorous internal and external evaluation mechanisms, whose results are reflected in the allocation of resources and the adoption of measures to improve Quality, as well as mechanisms to ensure Quality and accountability to society, based on international standards".

Following this commitment and complying with the Rector's Action Plan, work began at the end of 2017, leading to the definition of NOVA's Quality Policy and its operationalization in the Internal Quality Monitoring and Evaluation System (NOVA SIMAQ). For this purpose, the Quality Task Force (GTQ) was created, composed by the sub-directors or deputy sub-directors responsible for Quality,

² NOVA's Teaching Quality Assurance System Report, Teaching Quality Support Office, November 2011

from each of the Organic Units (UO), and coordinated by the Pro-Rector for Quality Management, Accreditation and Employability³, with the delegated competence to develop and coordinate NOVA SIMAQ. The GTQ counts on the support of the Academic and Quality Assurance Division (DAGQ)⁴.

NOVA SIMAQ evolved from the SGQE, integrating the university mission's remaining areas (i.e., Research and Development; Value Creation; Internationalization; and Interinstitutional and Community Collaboration).

The state of play attained at the beginning of the development of NOVA SIMAQ showed that the UOs already had procedures and tools for quality monitoring and those provided for in the SGQE. The work continued with preparing proposals for new procedures and monitoring instruments that, after analysis and validation by the GTQ (integrating contributions from the UOs), were implemented and included in this Quality Manual.

1.2. Goals, structure, and approval of the Quality Manual

Within this framework, the Quality Manual is the formal document where the Quality Policy is defined. NOVA's vision, mission, and strategic orientations for Quality are presented, and the operation and organization of NOVA SIMAQ are described.

NOVA SIMAQ was developed and updated according to NOVA Strategic Plan 2020-2030, having as orientation the references for Quality, both European, issued by the European Association for Quality Assurance in Higher Education (ENQA)⁵, and national, defined by the Agency for Evaluation and Accreditation of Higher Education (A3ES)⁶, as well as the legal and statutory guidelines that shape and guide the actions of HEIs regarding internal quality assurance.

The coordination of the development and revision of the Quality Manual was in charge of the Pro-Rector for Quality, approved by the Rector. The Quality Manual is available for internal and external consultation at NOVA SIMAQ Portal (<https://simaq.qualidade.unl.pt/>).

The revision of this Quality Manual is ensured with a minimum biannual periodicity, and also whenever necessary, due to changes in the organizational context.

In short, this Quality Manual has the following goals:

- to present NOVA's Quality Policy;
- to characterize NOVA, from both a historical perspective and the viewpoint of the development of its internal Quality Assurance mechanisms;
- to define the operation and organization of NOVA SIMAQ, in each of the core processes of its institutional mission;

³ Sometimes refereed as Pro-Rector for simplification.

⁴ In January 2019, the GGQAE gave rise to the Quality Assurance Division, which in September 2020 changed its name to the Academic and Quality Assurance Division.

⁵ Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015). Brussels, Belgium.

⁶ Internal Audit Quality Assurance Systems in Higher Education Institutions. Audit Process Manual (2020), A3ES, Lisbon.

- the operationalization of a Quality Policy, having as references legal, statutory, regulatory, and normative guidelines that shape and guide the actions of HEIs regarding Internal Quality Assurance;
- to present NOVA's Internal Quality Monitoring and Evaluation System to all stakeholders.

2. Institutional Context

2.1. Characterization

NOVA University Lisbon was founded on August 11, 1973. Integrated into a framework of expansion and diversification of higher education, NOVA embraced, from the beginning, a structural model that was considered as a novelty in the Portuguese university context. This structure was organized according to a departmental and interdisciplinary model, associated simultaneously with Technology, Social and Human Sciences and Medical Sciences.

In that context, NOVA University Lisbon also responded to a growing need for higher education in Portugal, especially in the Lisbon region. The university offered mainly undergraduate and specialization programs during its early years, but since 1977 it has developed a consistent expansion project.

Currently, NOVA has around 21,000 enrolled students, around 2,350 teachers, and researchers, 940 non-academic staff, and a training offer that currently includes 28 undergraduate, 12 integrated masters⁷, 113 masters, and 82 PhD programs. Regarding the dimension of Internationalization, at NOVA, there are approximately 3400 international students enrolled from 109 nationalities, 700 foreign graduates from 71 nationalities, and about 170 foreign teachers and researchers.

NOVA is featured in major international rankings, (e.g., Times Higher Education World University Rankings, Shanghai Ranking's Academic Ranking of World Universities, and top 50 academic world university rankings). The results reflect the work done as a university institution with excellent teaching, capable of ensuring its students' high professional success levels.

On February 21, 2017, Decree-Law No. 20/2017 was published, which established NOVA University Lisbon as a public foundation with a private law regime, under the provisions of the higher education reform approved by Decree-Law No. 62/2007, of September 10, and so its Statutes were published. NOVA became a public foundation with a private law regime and now has more institutional autonomy, especially regarding its financial, assets, non-teaching and non-researching staff management, creating its careers for its teaching, researching, and other personnel. With the

⁷ In compliance with the provisions of article 6 of Decree-Law No. 65/2018, of 16 August, 11 integrated master's Program were adapted, having been submitted to A3ES for accreditation, 11 new undergraduate programs and 11 new master's programs. An integrated master's program kept being taught.

transition to a foundation, NOVA University Lisbon statutes were revised and homologated through the Normative Order No. 2/2017, May 11, and published in *Diário da República*.

As a result of some modifications, the Statutes of NOVA University Lisbon were again revised and published through the Normative Order No. 3/2020, issued by the Ministry of Science, Technology and Higher Education, published in the *Diário da República* No. 26, 2nd series, February 6, 2020.

NOVA is a decentralized University, which means that its nine UOs enjoy a high degree of autonomy, namely administrative and financial, and have their competences defined in the law and their published and current statutes.

The UOs that constitute NOVA are the following:

- NOVA School of Science and Technology (<https://www.fct.unl.pt>)
- NOVA School of Social Sciences and Humanities (<http://www.fcsh.unl.pt>)
- NOVA SBE - School of Business and Economics (<https://www2.novasbe.unl.pt>)
- NOVA Medical School (<http://www.nms.unl.pt>)
- NOVA School of Law (<https://novalaw.unl.pt/>)
- NOVA Institute of Hygiene and Tropical Medicine (<http://www.ihmt.unl.pt/>)
- NOVA IMS - Information Management School (<http://www.novaims.unl.pt>)
- ITQB NOVA - Institute of Chemical and Biological Technology António Xavier (<http://www.itqb.unl.pt>)
- NOVA National School of Public Health (<https://www.ensp.unl.pt>)

2.2. Organizational structure

Figure 1 schematically represents the University's current governance structure. The composition and duties of the bodies are defined in the Statutes of NOVA.

NOVA's governing bodies include the Board of Trustees, the General Council, the Rector, and the Management Board. The Board of Deans (CD) is the body that supports the Rector in the management of the University. At the Rector's initiative, ad hoc bodies may be created, for defined activities and for a specific time.

Regarding the governing bodies of NOVA's UOs, these include the Faculty, Institute or School Board; the Director; the Management Board; the Scientific Council, and the Pedagogical Council. UOs' statutes may provide for the existence of other advisory bodies.

In order to pursue the institution's commitment to Quality Assurance and to speed up decision-making, the organizational structure that supports the functioning of NOVA SIMAQ is strictly articulated with the University's organizational structure, namely due to the participation of Rectoral Team elements and the Directors of NOVA and SASNOVA in the organizational structure of Quality, for example, in the Quality Board, in the NOVA Quality Monitoring Committee and the Committees/Boards involved in the many domains of NOVA SIMAQ.

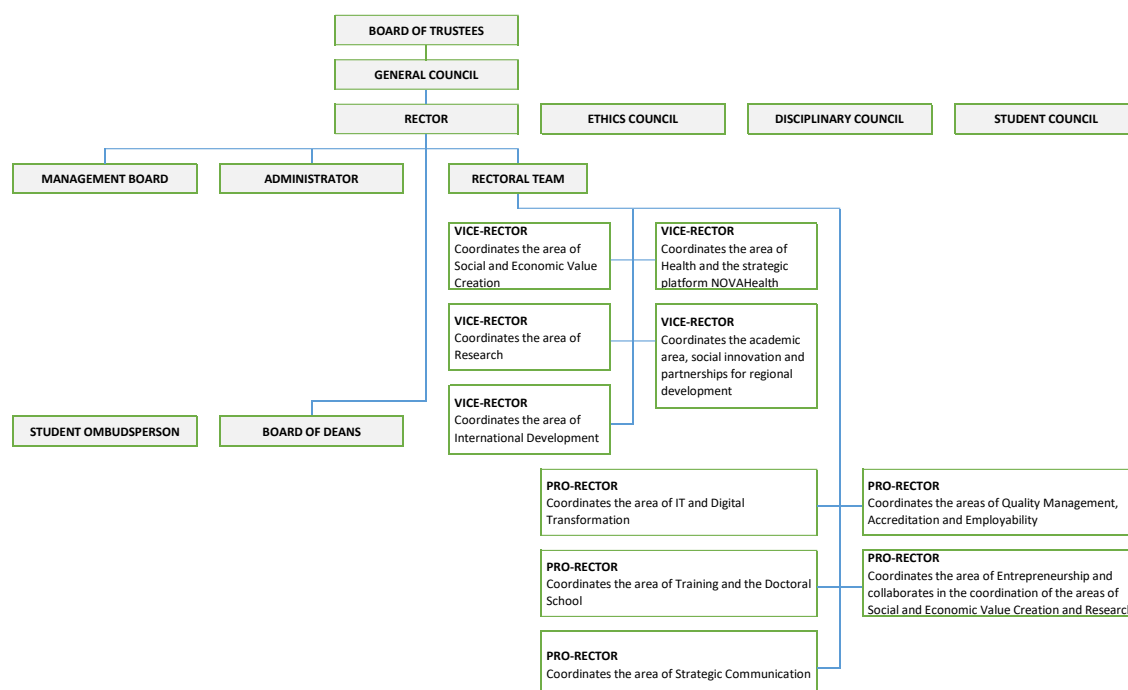


FIGURE 1 – NOVA Governance Structure

3. NOVA's Mission, Values, Culture and Vision

NOVA's mission, values, culture, and vision, expressed in the Quality Manual, are based on NOVA's Strategic Plan 2020-2030.

3.1. Mission

As a public higher education institution, NOVA has the mission of serving society, at a local and global level, through knowledge, developing teaching and research of excellence, creating significant social and economic value.

The accomplishment of its triple mission, Teaching, Research and Value Creation, assumes:

- An academic environment conducive to equality, inclusion, and freedom of thought that will attract the best students, from the most diverse cultural backgrounds and to the most varied areas of knowledge, providing them with the necessary conditions to discover their potential and develop their talent, with a strong sense of active citizenship, democracy, and justice;
- Teaching with a high international profile and Quality in all programs, focused on their students, taught by academics of excellence, capable of providing students with skills and knowledge to develop a successful career anywhere in the world;
- Collaborative research within the University and with strategic partner institutions, highly specialized and interdisciplinary, of international importance, aiming at the creation of innovative results, with recognized academic impact and potentially generating value;
- Knowledge-based and high-impact Value Creation activity, developed in collaboration with society and the economy, that promotes sustainable development at the economic, technological, cultural, social, and health levels, in order to contribute to a better world, and that is based in the Greater Lisbon region, but committed to a national and international level, paying particular attention to European and Portuguese-speaking areas.

3.2. Values

NOVA's values include, in the first place, respect for human dignity, freedom, democracy, equality, the Rule of Law and, in general, Human Rights, including the rights of persons belonging to any minorities, which so often tend to be forgotten in periods of crisis or paradigmatic transition.

In the realization of its activity, NOVA's values also include honesty, integrity, and responsibility in all the actions carried out, transparency, and knowledge sharing in total openness to society, a sense of justice and independence from the interests outside the University's goals.

In this sense, the commitment to inclusion and diversity are essential conditions for accomplishing NOVA's mission. This means recognizing and valuing each person's uniqueness, talent, and effort, removing any practice that may act as a barrier to a diverse and inclusive environment, promoting communication, understanding, and collaboration among all.

Finally, NOVA is proud of its commitment to public service, practicing, and promoting equal opportunities, the culture of merit and solidarity, leaving no one behind to contribute distinctively to a better society.

In this way, NOVA University of Lisbon assumes the commitment to include in its academic and institutional practice, as an integral part of its identity, the continuous respect and promotion of these values, which will also be reflected in all the initiatives that will be developed within the scope of the current Strategic Plan, and which are also the founding values of the European Union.

More than just through commitment, through the example set, and through best practices that will be implemented at the level of Education, Research, and institutional operation, NOVA will keep on contributing positively to change in society, making it more cohesive, harmonious, solidary, and pluralist.

This is the free, inclusive, and democratic society that we want to help build and, we are sure, this is now the right University to do so.

3.3. Culture

NOVA's culture is based on five fundamental actions: learn, dare, innovate, reward excellence, and build a sustainable world.

Learn

NOVA promotes a culture of learning and acquiring skills in an international, diverse, and inclusive environment, based on the excellence of teaching centered on students and designed with their development in mind as successful professionals and, above all, as entrepreneurial, competent citizens, committed and supportive, capable of making a difference in a constantly changing global society.

Dare

At NOVA, students, academics, and collaborators are encouraged to assume the general goals and values of the University, though breaking with traditional paradigms, in search of alternative and innovative ways to achieve their own goals, given that, in a globalized world in permanent change, in order to do better, sometimes it is necessary to do things differently.

Innovate

Innovating is essential for the growth of any country, for the improvement of society, for the development of the economy, and for the success of NOVA's mission in serving society, in its ability to successfully respond to current challenges. At NOVA, the ability to innovate stems from the combination of daring and assuming a scientific spirit, widely promoted in research, teaching, and learning activities, which incites curiosity, creativity, the use of evidence, critical reflection, and free discussion.

Reward Excellence

The recognition and reward of merit and excellence in all areas of activity ensure that no talented student will stay out of NOVA or have their academic performance conditioned by financial difficulties or particular needs and that all teachers, researchers, and other collaborators will have equal access to training and progression, according to their merit, and to incentives that reward and motivate them in the performance of their mission.

Build a Sustainable World

NOVA, as an institution, and the members of its community, students, academics, and other collaborators, intend to contribute significantly to the construction of a better future, incorporating in this future its institutional and individual project, and basing its contribution on the excellence of the knowledge and skills produced and transmitted in NOVA, on the resulting innovative potential, on the values of active and solidary citizenship that NOVA shares and promotes, on the Quality of its national and international strategic partnerships, and the local and global collaboration with society, around the Sustainable Development Goals of the UN Agenda 2030.

3.4. Vision

NOVA's vision is to be a Global and Civic University in the 21st century. NOVA will be a Global University because, in its strategic areas, its Teaching and Research will be carried out in genuinely international environments. Moreover, it will be a Civic University because all its strategic activity will be deeply committed to developing the society, culture, and economy of the region where it operates, the country, and Europe.

4. Promotion of NOVA's Quality Policy

4.1. Quality Policy

To achieve its vision, through the strategic goals defined in the Strategic Plan, NOVA adopts a Quality Policy that assumes a strong commitment to the continuous improvement of its activities, ensuring all stakeholders' involvement.

In this sense, NOVA University is committed to the following:

- To develop a culture of Quality that is transversal to all the activities carried out at the University, establishing appropriate evaluation mechanisms;
- To promote the active involvement of students and other stakeholders (internal and external) in the processes of continuous improvement of the institution;
- To provide an academic environment conducive to equality and inclusion, promoting the rigor and quality of teaching, in all programs, in order to attract the best national and international talent;
- To guarantee the innovation and quality of all its programs, promoting a culture of Quality in its Teaching and Research activities;
- To carry out the periodic assessment of its programs, concerning:
 - The necessary qualification and competence for teachers to perform their duties;
 - The adequacy of didactic and pedagogical resources;
- To develop a specialized and interdisciplinary Research, aligned with the European Agenda for Knowledge and Innovation and the Sustainable Development Goals that constitute the UN Agenda 2030;
- To foster an entrepreneurial culture among students in order to contribute significantly to the economic and social development of the country;
- To increase a policy of alliances with international partners (academic and non-academic) in order to potentiate synergies in the fields of Education, Research, and social interaction with international impact;
- To promote professional development and merit recognition of all employees (teachers, researchers, and non-teaching staff);
- To ensure that the Quality Policy is communicated to all NOVA members, promoting compliance with established commitments;
- To ensure the revision and continuous improvement of NOVA SIMAQ, compliance with the national and international legal and regulatory norms, standards, and benchmarks.

Every year, the Quality Policy is the subject of reflection by NOVA's Quality Board, following changes in its strategy or the national and European legislative framework.

4.2. Organizational Structure of Quality

NOVA has defined, in its organizational structure, a set of bodies whose members assume functions and responsibilities to guarantee the continuous improvement and promotion of the Quality of the processes.

Rector

Assignments:

- The highest body responsible for NOVA SIMAQ;
- To establish the NOVA Quality Policy;
- To approve the Quality Manual;
- To approve the Procedures Manual, covering the procedures related to NOVA SIMAQ domains, Rectory Services, and SASNOVA;
- To approve NOVA's Annual Quality Plan;
- To approve, after listening to the Quality Board, the Quality Balance of NOVA;
- To approve, after listening to the Board of Deans, the Action Plan for the Improvement of NOVA;
- To approve the performance of NOVA's internal quality audits;
- To approve, after listening to the Board of Deans, the revisions of NOVA SIMAQ, whenever they occur;
- To approve, after hearing the Board of Deans, the Self-evaluation Report of the Institutional Evaluation and Certification process of NOVA SIMAQ.

Rectoral Team member responsible for the Quality at NOVA

Assignments:

- To operationalize NOVA's Quality Policy;
- To coordinate the operation of NOVA SIMAQ;
- To validate the Quality Manual and submit it to the Rector's approval;
- To coordinate the preparation of the Procedures Manual, covering the procedures related to NOVA SIMAQ domains, Rectory Services, and SASNOVA, and submit it to the Rector's approval;
- To coordinate the preparation of the Annual Quality Plan of NOVA and submit it to the Rector's approval;
- To coordinate the preparation of NOVA's Quality Balance and submit it to the Rector's approval;
- To coordinate the development of NOVA's Improvement Actions Plan and submit it to the Rector's approval;
- To coordinate the execution of NOVA's Annual Quality Plan and NOVA's Improvement Actions Plan;
- To coordinate the Institutional Evaluation and Certification processes of NOVA SIMAQ;

- To articulate with the Responsible for the NOVA SIMAQ domains, the ways for monitoring the Quality processes;

Rectoral Team member responsible for a NOVA SIMAQ domain

Assignments, related to the corresponding responsibility area, to be carried out with the support of the respective Boards/Committees (CQEA, CEI, CAI, CCV):

- To contribute to the proposal of the Quality Policy;
- To contribute to the development of the Quality Manual;
- To contribute to the development of the Procedures Manual;
- To contribute to the proposal of the NOVA Annual Quality Plan;
- To coordinate the development of the respective section of NOVA's Quality Balance Sheet;
- To contribute to the proposal of NOVA's Improvement Actions Plan;
- To contribute to the execution of NOVA's Annual Quality Plan and NOVA's Improvement Actions Plan;
- To contribute to the development and the revision of the guiding documents, namely procedures, monitoring instruments, indicators, and Quality goals, in articulation with NOVA's Quality Responsible;
- To encourage the sharing of Quality best practices.

Quality Board (QC)

Rector's advisory board for the Quality, at a strategic level, with a mandate of 4 years and the following assignments:

- To pronounce itself about NOVA's Quality Policy;
- To pronounce itself on the strategic goals for Quality;
- To pronounce itself on NOVA's Quality Balance;
- To recommend strategic or operational improvement actions for NOVA's Quality;
- To appreciate other matters related to NOVA SIMAQ that are committed to it.

Composition:

- Rectoral Team member responsible for the Quality at NOVA;
- Two elements of the Rectoral Team;
- Administrator of NOVA;
- Administrator of SASNOVA;
- UOs' responsible for Quality;
- Two students members of NOVA's Student Council⁸;

⁸ The Student Council is the NOVA's Advisory Board on matters that directly concern the students' lives. The Student Council is composed of the Rector, as president, the presidents of the student associations of NOVA's UOs and the SASNOVA Administrator.

- External members of recognized merit in the Quality domain, up to a limit of 2, one of whom is the president;
- NOVA graduates employers' representatives (up to a limit of 2);
- A NOVA *Alumni*; Other individuals, up to a maximum of 3, whenever considered relevant, by annual invitation, without voting rights.

Operation:

It meets ordinarily once a year and extraordinarily by a decision of the Rector. The CQ deliberations are contained in minutes, elaborated by DAGQ, made available on NOVA intranet.

NOVA Quality Monitoring Committee (CAQ)

Body of an operational nature, which aims at ensuring the contribution of NOVA SIMAQ to the current improvement of Quality in NOVA, with the following assignments:

- To contribute to the revision of NOVA's Quality Manual;
- To contribute to the development of NOVA's Quality Plan ;
- To contribute to the development of NOVA's Quality Balance;
- To contribute to the development of NOVA's Improvement Actions Plan;
- To contribute to the development and revision of the guiding documents, namely procedures, monitoring instruments, indicators, and Quality goals, in articulation with the corresponding NOVA SIMAQ domain responsible;
- To ensure the alignment of NOVA SIMAQ with NOVA's Quality Policy and with the legal standards and criteria of the regulatory entities;
- To propose to the Rector the accomplishment of internal audits of Quality and the composition of the respective auditor teams;
- To prepare the self-assessment Reports and follow up the following phases of the Institutional Assessment and Certification processes of the NOVA SIMAQ;
- To encourage sharing of Quality best practices among the different UOs and the various domains of NOVA SIMAQ;
- To promote the culture of Quality at NOVA;
- To organize NOVA Quality Day;
- To make available the necessary information to the CQ;
- To appreciate other issues related to NOVA SIMAQ that are committed to it.

Composition:

- Rectoral Team member responsible for the Quality at NOVA, as president;
- Sub-directors of the UOs, Responsible for Quality.

Operation:

It meets ordinarily, bimonthly, and extraordinarily, by a decision of the Rector or at the proposal of 1/3 of the Committee members. This Committee's deliberations are contained in minutes, prepared by DAGQ, and made available on NOVA intranet.

Quality Committee of the Teaching-Learning Domain (CQEA)

Assignments:

- To support the Quality Responsible of NOVA's Teaching-Learning domain in fulfilling its duties;
- To pronounce itself on other matters that are committed to it.

Composition:

- Rectoral Team member responsible for the Teaching-Quality at NOVA, as president;
- UO Responsible for Teaching-Learning.

Operation:

The CQEA meets ordinarily once a semester and extraordinarily, by a Rector's decision or a proposal of 1/3 of the Commission's members. CQEA's decisions are contained in minutes, prepared by DAGQ, and made available on NOVA's intranet.

UO Director

Assignments:

- The highest body responsible for NOVA SIMAQ in the UO;
- To approve the Procedures Manual of the UO;
- To approve the Annual Quality Plan of the UO;
- To approve the Quality Balance of the UO;
- To approve the Improvement Actions Plan of the UO.

Sub-director responsible for the Quality of the UO

Assignments:

- To put NOVA Quality Policy into operation at the UO;
- To coordinate the operation of NOVA SIMAQ at the UO, in articulation with the NOVA Quality Responsible;
- To collaborate in the development of the Quality Manual;
- To coordinate the development of the Procedures Manual of the UO and submit it to the Director's approval;
- To coordinate the development of the Annual Quality Plan of the UO and submit it to the Director's approval;

- To coordinate the development of the Quality Balance of the UO and submit it to the Director's approval;
- To coordinate the development of the Improvement Actions Plan of the UO and submit it to the Director's approval;
- To coordinate the execution of the Annual Quality Plan of the UO and the Improvement Actions Plan of the UO;
- To take part in the Institutional Evaluation and Certification processes of NOVA SIMAQ;
- To coordinate the execution of Quality internal audits at the UO;
- To participate in the annual organization of NOVA Quality Day;
- To foster sharing of Quality best practices;
- To supervise the UO Quality Service.

UO Quality Monitoring Committee (CAQ_UO)

Operational body with the following assignments:

- To contribute to the development of the Quality Plan of the UO;
- To contribute to the development of the Quality Balance of the UO;
- To contribute to the development of the Improvement Actions Plan of the UO;
- To contribute to the development and revision of the guiding documents, namely procedures, monitoring instruments, indicators, and Quality goals, in articulation with the CAQ;
- To contribute to the development of the Self-Assessment Reports and to follow up the next phases of the Institutional Assessment and Certification processes of NOVA SIMAQ, in articulation with the CAQ;
- To foster sharing of Quality best practices;
- To promote the culture of Quality at the UO;
- To make available the necessary information to the CAQ;
- To appreciate other issues related to NOVA SIMAQ that are committed to it.

Composition:

- UO Sub-director, Responsible for Quality, as president;
- Responsible for the Teaching-Learning domain at the UO;
- Responsible for the Research domain at the UO;
- Responsible for the Value Creation domain at the UO;
- Responsible for the Internationalization domain at the UO;
- Students who represent the study levels taught at the UO, to a limit of 3;
- One technician from the UO's Quality Service.

Operation:

The CAQ_UO meets ordinarily, bimonthly, and extraordinarily by the Director of the UO's decision or by a proposal of 1/3 of the Committee members. CAQ_UO's deliberations are included in minutes, prepared by the UO Quality Department, available on the UO intranet.

Quality Delegates

Members of the Departments/Services of the Rectory, SASNOVA, UOs, and Research and Development Units (R&DU) that function as Contact Points for Quality issues and are assigned:

- To promote the spreading and implementation of Quality practices in their Department/Service, thus promoting the implementation of the Quality Policy and the fulfillment of its goals;
- To ensure the update of the section of the Procedures Manual related to their Department/Service, reporting the respective changes to the NOVA SIMAQ support service;
- To participate in the periodic meetings for coordinating Quality, promoted by their Support Service to NOVA SIMAQ.

NOVA SIMAQ Support Services

At the Rectory, DAGQ is the service whose mission is to develop the needed activities for NOVA SIMAQ, provide support to the Rectory bodies, and promote periodic meetings for Quality coordination with the Quality Delegates.

In each UO, there is a Quality Service whose mission is to develop the needed activities for the operationalization of NOVA SIMAQ, provide support to the UO bodies, and promote periodic meetings for Quality coordination with the Quality Delegates.

5. NOVA Internal Quality Assurance System

NOVA Internal Quality Monitoring and Evaluation System (NOVA SIMAQ) has a primary purpose of being the mechanism that contributes to continuous Quality improvement by monitoring all the activities developed by NOVA and, concurrently, responding to the legal requirement for implementing own quality assurance systems. Its certification may be requested to A3ES.

NOVA SIMAQ is aligned with the University's Strategic Plan, covering all its activities, and ensuring all stakeholders' involvement (internal and external) for the continuous improvement of NOVA's Quality. NOVA SIMAQ is structured along with five core domains: Teaching-Learning, Research and Development, Value Creation, Internationalization, and Interinstitutional and Community Collaboration, the latter two being transversal to the others. The support areas for these domains correspond to Human Resources, Material Resources and Services, Social Welfare Services, Information Management, and Information Publicity, as shown in Figure 2.

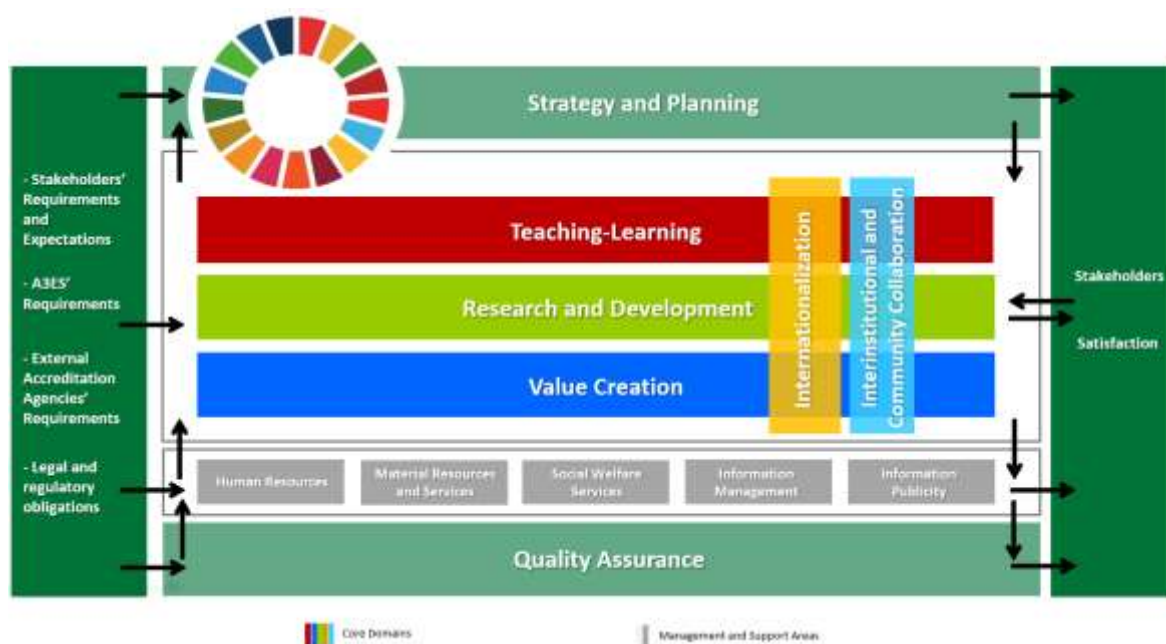




FIGURE 2 - NOVA SIMAQ Core Domains and Support Areas

NOVA Community and the remaining stakeholders must be committed to the continuous improvement of NOVA activities and the fulfillment of what is established in the procedures, current legislation, and national and international accreditation agencies' guidelines.

Table 1 shows the internal processes that make up the NOVA SIMAQ and the A3ES benchmarks.

TABLE 1 – Alignment of Internal Processes with A3ES Benchmarks

Internal Processes	External Benchmarks
	
Strategy and Planning	1 - Adoption of a quality assurance policy and pursuit of quality goals 13 - Cyclical nature of external quality assurance
Teaching-Learning	2 - Conception and approval of the training offer 3 – Student-centred Teaching-Learning and assessment 4 Student Admission, Progression, Recognition and Certification 5 - Continuous monitoring and periodic revision of courses
Research and Development	6 - Research and development / Targeted research and high-level professional development
Value Creation	6 - Research and development / Targeted research and high-level professional development
Internationalization	8 - Internationalization
Interinstitutional and Community Collaboration	7 - Interinstitutional and Community Collaboration
Human Resources	9 – Human Resources
Material Resources and Services	10 - Material Resources and Services
Social Welfare Services	10 - Material Resources and Services
Information Management	11 – Information Management
Information Publicity	12 – Information Publicity

NOVA SIMAQ processes are documented to ensure compliance with the A3ES benchmarks. In the Procedures Manuals of the UOs, SASNOVA, and the Rectory, one can find the description of how the various NOVA activities are carried out and the identification of the bodies, departments, or services responsible for their execution.

The documental structure of NOVA SIMAQ is based on several levels, hierarchically organized, as illustrated in Figure 3.

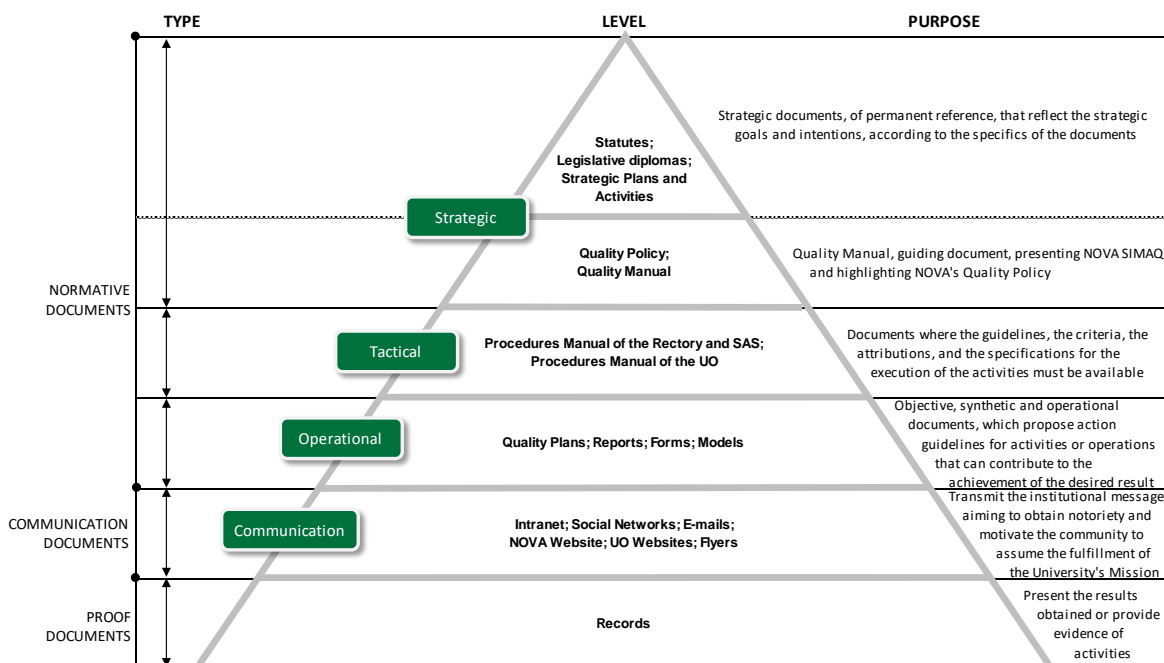


FIGURE 3 - Documental structure of NOVA SIMAQ

The fulfillment of expectations and the participation of stakeholders in NOVA SIMAQ, as mentioned above, is crucial for the continuous improvement of the Quality of the University. The stakeholders can be internal or external to the University, being generically classified as Academic Community; External Entities and Partners/Civil Society and Regulatory Entities.

Figure 4 schematically presents the existing interactions between NOVA SIMAQ stakeholders in order to guarantee the Quality of the processes carried out at NOVA: Students, Teachers, Researchers, Non-Teachers, Candidates, Alumni, Organic Units, Research and Development Units, Interface Institutions, Ministry of Science, Technology and Higher Education, General Directorate of Higher Education, Agency for the Evaluation and Accreditation of Higher Education, Employers, other Partner Entities (e.g. other Higher Education Institutions, Municipalities), Foundation for Science and Technology, and International Accreditation Agencies (e.g. EURACE, ABET, AACSB, AMBA, EQUIS).

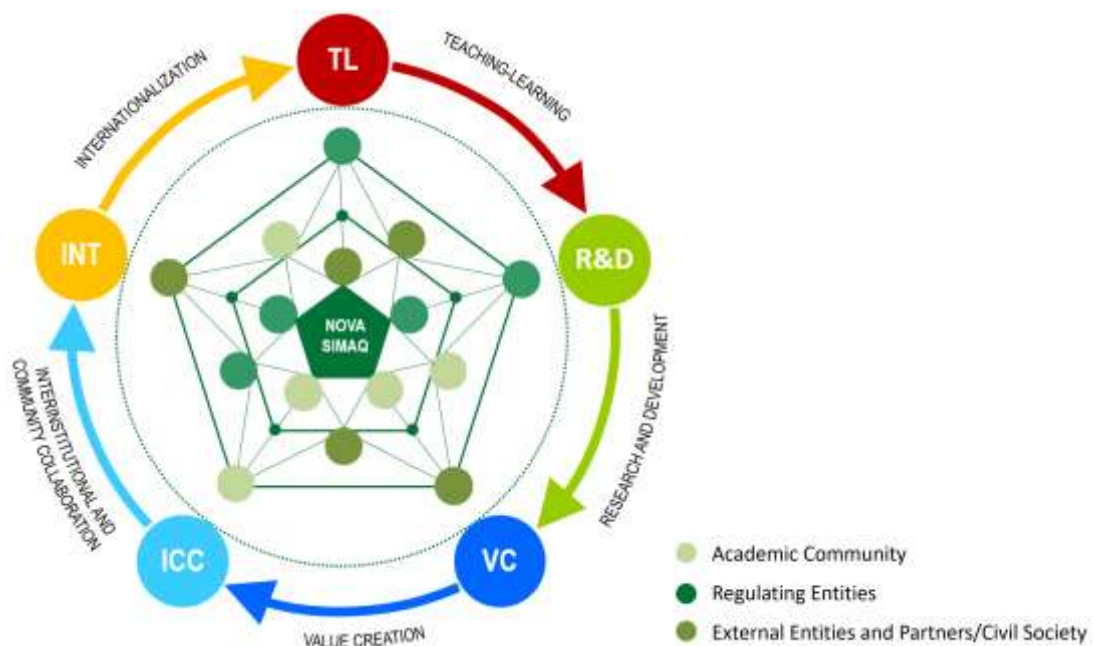


FIGURE 4 – Schematic representation of NOVA SIMAQ

To pursue its mission, NOVA SIMAQ follows the PDCA management cycle approach (Plan, Do, Check and Act), as shown in Figure 5.

A complete cycle takes one year to complete. The Plan phase begins with developing the Annual Activity Plans and the Annual Quality Plans of NOVA and the UOs. These Plans comprehend, respectively, all the necessary activities to pursue the strategic objectives and the Quality Policy achievement.

They are followed by the Do phase, in which the planned activities are carried out by the procedures, regulations, and internal dispatches and legislation.

The Check phase includes critical reflection on the achieved results. For example, in the Teaching-Learning domain, it is carried out in meetings between teachers and students and analytic-reflexive reports on the functioning of the CUs or the SCs. A global reflection is carried out every year, namely in the Quality Balance of the UOs and NOVA.

The cycle ends with the Act phase: executing actions to guarantee the continuous improvement of NOVA, defined based on the obtained results and conclusions, and described and monitored in the Improvement Action Plans of NOVA and the UOs.

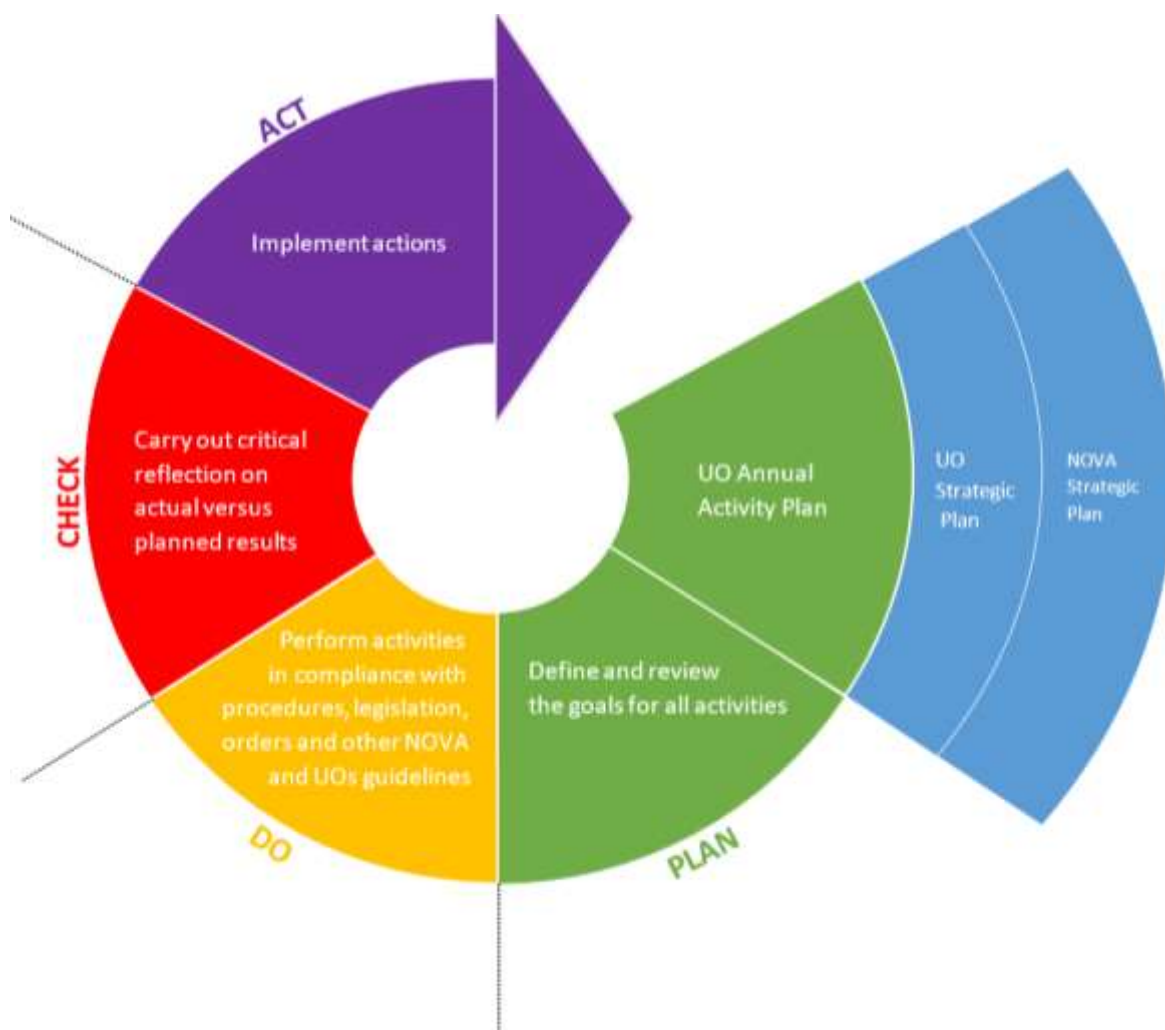


FIGURE 5 - PDCA management cycle for Quality Assurance

6. NOVA SIMAQ internal processes: core domains

Below is a description of NOVA SIMAQ's five core domains.

6.1. Teaching-Learning

6.1.1 The student at the center of the Teaching-Learning process

The Strategic Plan 2020-2030 sets as one of its goals "to empower students with knowledge and skills to build a career anywhere in the world successfully". In this sense, teaching at NOVA aims at excellence and, as a core domain of the University, focuses on the student, encompassing different teaching methods that contribute to developing his skills and future integration in the labor market.

Thus, UOs have several instruments that allow the student to choose his academic path, ensuring flexibility and maintaining scientific rigor, namely:

- A wide range of optional courses in most of the program plans taught at the University;
- An offer of "free" ECTS in study areas other than the Program he attends, to expand his training horizon;
- Fulfilling of courses without regular classes (dissertation, project, and internship) oriented to research and knowledge transfer;
- Attendance of isolated courses, recognized in the Diploma Supplement;
- Courses that allow the acquisition of soft skills and introduction to entrepreneurship;
- Possibility of internships in partner institutions in different activity sectors;
- Complementary and transversal training offer to PhD students, through the courses of the NOVA Doctoral School.

According to the UO criteria, students can also attend the programs in which they are enrolled in a partial regime.

The commitment to inclusion and diversity assumed by NOVA in the 2020-2030 Strategic Plan is pursued through regulations that aim to meet the needs of specific groups, such as the Regulation for NOVA Students with Special Educational Needs, the creation of NOVA's Student Support Office (GAENEE) and the existence of student support offices in all the UOs.

Besides the existence of the referred Regulation, the University has adequate equipment and infrastructure for full integration. Each UO has an Analysis and Monitoring Committee to assess and monitor the teaching-Learning process's adequacy to the specific students' needs.

To promote equal opportunities, the UOs have several special statutes, such as Worker-Student Statute, International Student Statute, Mother and Father-Student Statute, Youth Associativism Statute, Higher Education Athlete Statute, NOVA Athlete Statute, High-Performance Athlete Statute (High Competition), Fireman Statute, and Military Statute.

All UOs have general knowledge evaluation regulations that are available on their websites. These regulations have information regarding the assessment process (e.g., general rules, assessment components, conditions for approval, exams, classification improvements, grade defense, plagiarism, and fraud) and the responsibilities of the different actors of the Teaching-Learning process. The UOs' knowledge assessment regulation contains rules that regulate mitigating circumstances, including specific criteria for students in partial regimen, covered by other statutes, and alternative assessment methods for students covered by the student with special educational needs statute.

The evaluation methods provided for in the Course Sheets (FUC) are designed to allow students to demonstrate the extent to which previously set learning objectives have been achieved.

The faculty and the Program coordinators monitor the students' academic performance, giving them feedback on their progress and acting whenever necessary.

6.1.2 Programs design, amendment, and accreditation

Regarding the training offer, the design, amendment, and accreditation of the Programs are subject to a formal process that requires the involvement of UOs' bodies with pedagogical, scientific, and coordination skills, and rectoral approval.

The conception of a new program (NCE) is carried out according to strategic goals and is appropriately framed in NOVA's mission. Its development process relies on the involvement of the academic community, with emphasis on students and external stakeholders (qualified professionals in the program's area, business organizations, potential employers, or other partners), through their periodic consultation or their membership in the program or UO advisory boards. According to the existing procedure, and in line with the A3ES calendar, the UO, after approval by the respective Pedagogical and Scientific Councils, presents to the Rector the program proposals.

According to market needs, NOVA SIMAQ has mechanisms that allow the permanent review of the training offer, with the current legislation and national and international accreditation agencies' benchmarks.

6.1.3 Student admission, progression, recognition, and certification

The access to an undergraduate Program is governed by the criteria provided for in the national competition organized by DGES, per the Regulations of the National Competition for Access and Entry into Higher Education for Enrolment and Registration.

The regulations and deadlines for application to the competitions for admission to the Master's and PhD Programs are the UOs' Scientific Councils' responsibility and approved by the Rector.

The application process and the enrolment in all the Programs offered at NOVA are carried out in the UO's academic management systems, and a process is under development that, in the future, will allow the aggregation of these data in a Consolidated Academic Management System (CMS).

The regulations for academic, scientific, and pedagogical management are known by the entire academic community and are published on the UO website.

At the end of the first semester, each UO applies a survey to the new students to understand why they led them to choose the Institution.

Every year, the UOs organize several activities aiming to integrate the new students in the academic community.

The Pre-University Semester (SPU) is a Program that aims to help students from outside the European Union who wish to apply to higher education in Portugal, adapting to the European higher education system and to leveling their technical and linguistic knowledge, when necessary, to enter one of the UOs. This initiative of induction to NOVA is part of Talent@NOVA. This transversal action program includes several initiatives whose mission is to attract, fix, train, and develop individuals of great talent and high potential in NOVA.

To guarantee that no student is excluded due to financial incapacity, NOVA has the Social Welfare Services, whose mission is to support, through direct social aids, such as scholarships and emergency aids, and indirect aids, including access to food, housing, and health services. SASNOVA also has an essential role in supporting non-academic activities that promote NOVA students' well-being, namely in sports, culture, and human development.

Given the importance of school dropout in students' academic path, the University has set up a working group, whose purpose is to identify, characterize and analyze school dropout, and define and implement strategies to avoid it. This working group is composed of elements from the UOs, SASNOVA, Strategic Planning Division, and DAGQ.

To recognize the commitment and dedication of the best students of the first year of Master's and Integrated Masters, NOVA awards the NOVA Young Talents Award annually.

At the Masters' level, UO awards are also given to the best students, which can be honorific, financial, professional internships, or scholarships.

Given the PhD programs' particularity, the progress of the students' research work to obtain the PhD degree is monitored by a committee (e.g., Thesis Follow-up Committee or ad hoc committee). To promote the complementarity and interdisciplinarity of PhD programs, the University, through the NOVA Forma Strategic Platform, conducts complementary and transversal training courses for doctoral students, contributing to fostering the sharing of best practices between PhD programs taught at NOVA. As an example, it can be mentioned that the offered programs deal with transversal themes such as Ethics and Academic Integrity, Design Thinking, Science Communication, Information Literacy, or more instrumental courses such as the Python and Latex courses.

The recognition by NOVA of academic degrees awarded by foreign higher education institutions follows, since January 1, 2019, the Decree-Law No. 66/2018 of August 16, which standardizes the procedures for recognizing foreign qualifications, making them more transparent, equitable, and straightforward. Whenever the degree is provided in a list previously approved by the Committee

of Recognitions working with DGES, NOVA recognizes the degree. Whenever the degree is not provided for that list, the application is sent to the UO with a similar program. The UO convenes a panel, which decides whether to grant recognition.

The procedure for accrediting skills acquired by students in previous learning, given each scientific area's specificity, is governed by what is defined in each UO's Rules for Accreditation of Skills, Training, and Professional Experience, available on their respective websites.

The certification of higher education degrees, i.e., the issuance of documents proving the ownership of Undergraduate, Master's, or Doctor's degrees, can be done by preparing three types of documents: Certificate, Course or Doctoral Letter and Diploma Supplement. In the case of Undergraduate and Master's degrees, the UO issues these documents, and the Rector signs the Course Letters. In the case of PhD degrees, these documents are issued only at the Rectory. The rules for issuing these documents follow legislation and approved norms contained in the respective Program Regulation.

CQEA is the Rector's advisory body for issues related to the Quality of the Teaching-Learning domain. This body is chaired by the Rectoral Team member in charge of this domain and includes representatives from all the UOs.

6.1.4 Follow-up of the graduate's journey

After obtaining the degree, the student's path is carefully monitored by OBIPNOVA, which analyzes NOVA graduates' employability of the three study levels. Every year, a phone survey is launched to evaluate the professional activity of the individuals who graduated in the year preceding the survey. Every five years, a more extensive questionnaire is applied to reconstruct the graduates' professional path from the time they obtained the degree, five years before, until the moment of the survey. The Scientific Committee of OBIPNOVA analyses the results obtained through the survey and produces the resulting Synthesis Report about the career path of NOVA graduates.

NOVA holds a particular concern about the insertion of its graduates in working life, a concern that starts from the first day the student registers at NOVA, providing him/her with the most adequate skills and tools for job search, either online, through the Employment Portal, or in-person with the support of the careers and professional insertion offices, available at the UOs.

Such commitments are demonstrative of a student-centered vision of Teaching-Learning.

6.2. Research and Development

The University's 2020-2030 Strategic Plan establishes a strategic goal to develop highly specialized and interdisciplinary collaborative research with partner institutions of international relevance, aiming to generate innovative results, with recognized impact and potential value.

In pursuing strategic guidelines, NOVA seeks to ensure that the R&DUs:

- have active partners in the best international Research Networks;
- have interdisciplinary Research agendas in line with the European Agenda for Knowledge and Innovation and the Sustainable Development Goals that make up the UN 2030 Agenda.

NOVA's 40 R&DUs, 24 of which in partnership with other national institutions, have their regulations, which define their management bodies as well as the respective assignments.

The policy of incentives to scientific production and the mechanisms for attracting financing is mostly developed by the R&DUs, following NOVA's Research Policy.

Through its Research Support Division (DAI), NOVA also supports the operation of its R&DUs. In generic terms, this division is responsible for promoting, fostering, and disseminating all research activities, including monitoring scientific production and other indicators resulting from various financing programs, supporting the development and submission of national and international project applications, and managing research projects.

The R&DUs' Research teams are composed of researchers, PhDs integrated under FC&T guidelines, associate researchers, Research assistants, and fellows. R&DUs have advisory boards with external members.

NOVA's R&DUs elaborate the Annual Activities Plan (PAA) within the framework of the Institution's planning, as well as the Annual Activities Report (RAA).

The Regulation of the Performance Evaluation of Teachers (RAD) includes indicators on teachers' scientific activity, namely scientific production, and development of R&D projects.

The articulation between Teaching and Research is the responsibility of the Scientific Council of each UO, in collaboration with its departments or similar structures.

NOVA's teachers have a special responsibility to share the results of R&D and innovation with students, transposing to Teaching the knowledge from their experience as a researcher to stimulate students' interest in R&D.

The students' contact with R&D activities is made through mechanisms that promote students' participation in research projects, namely, the offer of Courses in which undergraduate students are involved in Scientific Research activities. At the Master's level, the students develop their research work, in the scope of courses without regular classes (dissertations), in areas of scientific relevance, or through the realization of projects with partner companies. At the PhD level, the students develop their thesis, integrated with the R&DUs.

The curricular part of the PhD programs includes courses directed to research methodologies. Practical research activities can be carried out within projects, guided by researchers integrated into the R&DUs.

Within the Ciência Viva Program, NOVA offers summer internships to high school and vocational education students, allowing them to have contact with science in professional scientific and

technological contexts, in addition to other initiatives, such as the Open Days, where Teaching and Research are shown to potential candidates and regular visits from high schools.

To encourage researchers and improve their talent, NOVA often organizes capacity building courses that allow them to increase their success in application processes for competitive national and international funding programs, particularly for European projects and courses focused on European Research Council (ERC) grants.

Each year, NOVA Science Day is organized to strengthen and increase scientific visibility within and outside the institution, promote collaboration on cross-cutting issues, and recognize and reward its researchers. NOVA Science magazine, also published annually, covers all university research activities and shares them with the NOVA community and its national and international partners.

The Strategic Research Board (CEI) is the Rector's advisory body for NOVA's Research domain issues. This body is chaired by the Rectoral Team member in charge of this domain and includes representatives from all the UOs.

6.3. Value Creation

The 2020-2030 Strategic Plan identifies the creation of knowledge-based value as the Third Mission of the University, resulting from NOVA's activity, in collaboration with society and economy that fosters the country's sustainable social and economic development.

NOVA's strategy for Value Creation is based on three fundamental pillars:

- The development of entrepreneurship among the academic community, through training and promotion initiatives that aim at stimulating the entrepreneurial culture of its students and researchers;
- The support to the protection of Intellectual Property and knowledge generated in the University and to its economic and social valuation, including the promotion of spin-offs creation and technology transfer to established companies;
- Collaboration with companies and social sectors through the development of collaborative and interdisciplinary projects to address business and society's real problems.

NOVA keeps an eye on stimulating the entrepreneurial culture in its students, teachers, and researchers through training and providing tools to innovate and be proactive in the organizations they are or will be integrated. The exposure of students, teachers, and researchers to the theme of Entrepreneurship is promoted both by the UOs themselves, through mandatory or optional Courses, and by the Rector, through interdisciplinary programs and initiatives that encourage the creation of projects and multidisciplinary teams better prepared to respond to social and market challenges, of which the following Programs are evidence:

- Starters Academy – encourages the students' contact with innovation activities, through the offer of a Course, mainly to the Masters' Programs, to provide essential tools for the conception and implementation of a business idea. In a firmly applied perspective, the specific training in entrepreneurship subjects promotes that the students work in an aligned and organized way to develop a solution to a real problem by developing a business plan and a go-to-market strategy.

- BLUES (Blended-Learning International Entrepreneurship Skills) - born from an Erasmus+ project involving other European institutions, where a Blended Learning platform for entrepreneurship teaching was created, disseminating teaching content through the combination of two complementary experiences, digital and face-to-face. After the digital training, via MOOC, students have the opportunity to complement their learning in face-to-face classes, including mentoring support for the development of a project and the creation of a business plan. Given the program's success, it is expected that BLUES will continue to be provided by the University.

- Sciencepreneur (Science and Entrepreneurship Course) - is a Course designed for scientists, including PhD students and PhD holders (teachers and researchers) working at NOVA that pretend to acquire new knowledge in entrepreneurship and explore new ways to create value from the R&D activities they are developing. This course, taught in partnership with NOVA Doctoral School, consists of after-hours theoretical sessions, with each session having a guest speaker (eventually an entrepreneur, an investor, or a manager of a large company) who shares his personal and professional experience with the participants, duly adjusted to the topic of the session. Its main goal is to stimulate and promote, among the participants, the importance of transferring the knowledge produced at NOVA to the economy and the society, including issues related to the protection and exploitation of Intellectual Property.

Also, entrepreneurial idea contests are organized each year, of which the following stand out:

- NOVA Idea Competition - targeted at the University's student community, it aims to reward the best business ideas with a view of creating new startups;
- NEW impACT! Challenges – targeted at the entire academic community, it aims to support the acceleration of ideas with social impact, over three intensive weeks, with workshops and mentoring sessions, rewarding the best project in the end;
- NOVA Entrepreneurship Day - an annual event whose primary goal is to raise awareness of NOVA's most relevant entrepreneurial initiatives and spin-offs, promoting knowledge sharing and networking among participants.

Still in the Value Creation domain, the work of monitoring and supporting entrepreneurial projects stands out, through initiatives such as:

- *Plugged IN NOVA* – it offers to NOVA ecosystem entrepreneurs easy access to a wide range of services and support, needed to leverage and develop their business projects and ideas, from consulting, legal support, and tools for building business plans, to the incubation and

acceleration of projects and access to venture capital societies and other agents of the national ecosystem, with which the University has protocols;

- *NOVA Mentor Network* - has 30 mentors from different areas of knowledge, with diverse and complementary skills, willing to support new business development resulting from new knowledge.

In order to pursue the University's strategy of serving society through the dissemination of knowledge through Research of excellence, aimed at the social and economic valuation of knowledge, NOVA establishes and ensures an ecosystem of innovation favorable to the development of companies, through technologies developed at the University and collaborative initiatives that allow the exchange of experiences and the valuation of the interaction University - Business - Civil Society.

In this context, NOVA issued the NOVA Spin-off regulation (Regulation No. 157/2018, of March 14), which defines, frames, and regulates the procedure for recognition of spin-off companies created within the innovation and entrepreneurship ecosystem of NOVA (NOVA Spin-off seal), as well as the corresponding collaboration obligation with the University.

The management, protection, and economic valuation of Intellectual Property constitute a fundamental component in pursuing the university's mission. Following the best international practices, NOVA has developed an Intellectual Property Regulation that reflects its commitment to developing a policy of protection and valuation of its Intellectual Property assets, based on principles of transparency, equity, sustainability, and efficiency, with well-defined procedures to carry out the corresponding process of technology transfer.

Regarding Intellectual Property management, the software Inteum Minuet has recently been acquired, which will allow the organization and centralization of information on NOVA's patent portfolio, covering the phases of contract negotiation and protection, and the exploration and enhancement of technologies.

To promote knowledge and the developed technologies, NOVA integrates the international IN-PART platform. This platform currently connects about 230 Universities and Research Institutes worldwide to over 5500 companies. IN-PART seeks to establish a link between academia's knowledge and the market's needs through a matchmaking method. NOVA was the first Portuguese University to integrate this platform. An innovation portal is also being built where the University's differentiating technologies and services will also be promoted, fostering new social and economic fabric relationships.

The transfer of knowledge produced at NOVA and the industry's interaction is also promoted by the coordination and active participation in Collaborative Laboratories (CoLabs). These laboratories aim to develop applied research activities with higher education institutions, companies, technological interface centers, and other entities. Besides the coordination/participation in the CoLabs, NOVA participates and collaborates in more than 200 Research and Collaborative Innovation projects with companies and non-academic institutions.

The Value Creation Board (CCV) is the Rector's advisory body for issues related to the University's Third Mission, namely for the social and economic valuation of knowledge developed within NOVA's innovation and entrepreneurship activities. This body is chaired by the Rector Team member in charge of this area and includes representatives from all the UOs.

Nova Impact (former Value Creation Support Office) is responsible for monitoring knowledge of economic valuation activities. Nova Impact has the mission to contribute to the country's social and economic development, with the smallest ecological footprint possible, through the support and development of initiatives that add social or economic value from the knowledge produced in NOVA.

6.4. Internationalization

Internationalization as a transversal axis to all domains of NOVA SIMAQ is present in the strategic goals of the University, namely in attracting and promoting the best international talent in its various aspects, in the creation of NOVA Community in the World, in the realization of Value Creation activities at an international level and collaborative research with partner institutions of international importance.

All of NOVA's international strategic development initiatives contribute to increasing collaboration and cooperation among the different UOs.

NOVA's commitment to the internationalization of education is carried out through a system of incentives for Master's and Doctorate programs in international association and the signing of double titling and co-tutorship agreements with international institutions.

In this sense, the University has extended its international partners' network by implementing cooperative relations that encourage scientific and cultural exchange.

In addition to a wide range of programs (Undergraduate, Masters, and PhD) in the Portuguese language, which makes it a welcoming institution for students from Portuguese-speaking countries, NOVA has a considerable number of Programs and Courses taught in English, making it a reference institution for students of other nationalities.

Still in the Internationalization of Teaching scope, with the strategic goal of recruiting international talent, NOVA has, as previously mentioned, the SPU.

The Internationalization of Research is done through the participation and coordination of international projects, the integration in scientifically recognized international research networks, the publication of scientific articles in partnership with other R&DUs of internationally recognized merit and raising international R&D projects funding.

NOVA's international mobilities are based on institutional initiatives carried out by the Rectory and those resulting from the dynamics and partnerships of the UOs. Currently, NOVA has about 760 international partners. It integrates several international mobility programs, namely the Erasmus+

Europe Program, Erasmus+ ICM, Integrated Actions of the Board of Rectors of Portuguese Universities (CRUP), Fellow-MUNDUS, Santander Luso-Brazilian and Ibero-American Scholarships, Fulbright Scholarships, and Sigma Agile.

The internationalization of activities related to Value Creation and Interinstitutional and Community Collaboration domains is supported by the IN-PART platform's participation in promoting technology and innovation, as mentioned above.

The Internationalization Monitoring Committee (CAI) is the Rector's advisory body for issues related to the Internationalization of NOVA domain. This body is chaired by the Rectoral Team member in charge of this domain and includes representatives from all the UOs.

6.5. Interinstitutional and Community Collaboration

As a global and civic University, NOVA has its strategic priority to actively contribute to its social and economic development through its involvement in several initiatives, at national and international levels.

Above all, NOVA's collaboration with the community is carried out through two dimensions: the interaction with the society/exterior, within the various domains; and the cultural, sports, and artistic activity, involving the community.

In the scope of Teaching-Learning, the inter-institutional collaboration is assured through the training offer that integrates joint Programs between the UO and other national and international Higher Education Institutions, providing the students with a transversal and multidisciplinary training.

In the field of R&D, NOVA hosts 24 R&DUs in partnership with other national institutions and takes part in several national and international research projects with a substantial impact on society.

Collaborative laboratories (CoLabs) and interface units, as mentioned above, also play a central role in inter-institutional collaboration and knowledge transfer to the community. NOVA coordinates two CoLabs, InnovPlantProtect and Value4Health, and participates in eight collaborative labs to create transdisciplinary knowledge and develop new technologies used by society.

Still in the Research domain, the University R&DUs also contribute significantly by providing services to the outside world and holding scientific events with the national and international community's participation, such as workshops, conferences, conferences, debates, and fairs, among others.

As a result of the synergies of resources in the health area, which result from collaborative and interdisciplinary research between the UOs with partners from science, industry, and society, the NOVAHealth Platform was created, which aims to contribute significantly to the improvement and well-being of the community, through scientific production, dissemination of knowledge and implementation of innovative solutions.

In the cultural, sports, and artistic fields, SASNOVA and the UOs, play a fundamental role in promoting this kind of activity.

7. NOVA SIMAQ Internal Processes: Management and Support Areas

The following is a description of the NOVA SIMAQ's five management areas and support to the core domains.

7.1. Human resources

Quality at NOVA is directly related to the personal and professional accomplishment of its employees. In this sense, NOVA's human resources management model is based on processes, described in procedures that aim at valuing training, knowledge, and experience.

With the transition to the Foundation status, a dual regime came into effect, i.e., some areas are regulated by the regulations applied to the civil service and others follow the labor legislation of private law.

7.1.1 Teachers

The assessment of faculty recruitment needs is done annually and considers several aspects of the academic year's planning, the programs in operation, and the new ones. The process of teacher recruitment and selection follows the University Teacher Career Statute (ECDU), approved by Decree-Law No. 448/79, November 13, as amended by Decree-Law No. 205/2009, August 31, as well as internal regulations.

NOVA's career teachers and contracted teachers' performance evaluation system aims to evaluate teachers according to their merit and improve the quality of the function they provide, following the University Statutes. This system is regulated by the NOVA Regulation for evaluating teacher performance and Change Pay Position (Regulation No. 684/2010, of August 16) and by the UOs' regulations. The evaluation of teachers' performance takes place every three years and is based on the following general functions stated in the ECDU: Teaching; Scientific research, development, and innovation; Administrative and academic management tasks; University extension, scientific dissemination, and community service provision.

The exercise of the teaching profession in Higher Education requires much more than the simple mastery of scientific content, involving a set of skills, generically called Pedagogical Skills. Aiming to contribute to the Professional Development of Teachers, and integrated, together with NOVA Edu_Digital and NOVA Doctoral School, in the NOVA Forma Strategic Platform, the NOVA Pedagogical Innovation promotes the pedagogical training of university teachers. This part of NOVA Forma offers a Pedagogical Training Course for teachers, in e-learning format, a program for inter-observation and exchange of pedagogical experiences, aimed at all NOVA teachers, and a repository of pedagogical resources, called NOVA Teach.

It also offers to the PhD Supervisors, within the Doctoral School, a course on Supervision skills.

Therefore, it aims to offer teachers a set of pedagogical tools, in diversified formats, in order to give them pedagogical skills, such as the ability to adapt scientific content to increasingly less homogeneous target audiences, to use educational technologies, to use new forms of pedagogical interaction and learning evaluation.

The third strand of the NOVA Forma Platform, NOVA Edu_Digital, offers UO teachers support to elaborate pedagogical contents with technological support and aim at technology-supported learning (Technology Enhanced Learning).

7.1.2 Researchers

The recruitment and the researchers' careers regimen are defined in the Regulation Related to Careers, Recruitment and Employment Contracts of Researchers under the employment contract regimen of NOVA University Lisbon (Regulation No. 393/2018, of June 28), under the Statute of the Scientific Research Career (Decree-Law No. 124/1999, of April 20).

The performance evaluation is defined in the Regulation of the Performance Evaluation and Change of Pay Position of Researchers under Private Law of NOVA University Lisbon (Regulation No. 238/2020, of March 16). As in the case of Teachers' Performance Evaluation, it is carried out every three years and focuses on the following areas: Scientific Research, Development, and Innovation; Teaching; Administrative and Academic Management Tasks and University Extension, Scientific Dissemination and Community Services.

7.1.3 Non-Teaching Staff

The Regulations on careers currently cover recruitment of non-teaching staff, recruitment, and employment contracts of non-teaching and non-researching staff under the NOVA University Lisbon contract regulation (Regulation No. 577/2017 of 31 October).

Law governs the performance evaluation of employees under public law No. 66-B/2007 of 28 December, as amended by Laws No. 55-A/2010 of 31 December, and 66-B/2012 of 31 December, regarding the performance evaluation of managers (SIADAP 2) and other employees (SIADAP 3). The performance evaluation of employees with private law contracts is defined in the Performance Evaluation Regulations of Non-Teaching and Non-Research Workers under Employment Contracts and Holders of Middle Management Positions under the Labour Code of NOVA University Lisbon (Regulation No. 694/2020 of August 21).

The evaluation is carried out every three years for Intermediate Management Positions and every two years for other workers in both situations. Performance evaluation schemes consider a model of evaluation by goals and competencies, promoting professional valuation, recognizing merit, and continuous improvement of the developed activity.

For the personal and professional development of the non-teaching staff, the diagnosis of training needs is made annually, and an annual training plan is drawn up, considering the needs identified in the performance evaluation, as well as the need to strengthen skills that are justified according to the University's strategy.

In line with this strategy, NOVA promotes its employees, through the international mobility processes, the attendance of specialized training actions in an international environment, using Erasmus + grants Staff.

After the training action, the trainee elaborates a report. Every year, the person in charge of the service elaborates the report of the training actions. The service collaborators reported the actions developed and the balance of the results obtained in the training activity (the impact it had on the service).

7.2. Material Resources and Services

NOVA provides to the entire academic community, an indispensable set of material resources and services for the adequate development of students' learning and other scientific-pedagogical activities developed by the University. In terms of material resources, NOVA has libraries, support infrastructures for teaching activities (i.e., classrooms, amphitheatres, auditoriums, study rooms, computer rooms, laboratories, social spaces, cafeterias). The services are made available, for example, by student support offices, support offices for students with special needs, computer support services, financial resources offices, human resources offices, communication offices, internationalization and internal relations support offices, Quality offices, and Research support offices.

The Organic Regulation of the Services of the Rectory, the SASNOVA, and the UOs, determines the structure and the duties of the respective services.

All the University's services have a set of procedures that accurately describe how the activities are carried out, covered in the Rectory and SASNOVA, and UO Manuals of Procedures.

NOVA SIMAQ has several mechanisms for the submission of Compliments, Complaints, and Suggestions (CCS). The CCS can be submitted through the Compliments Book, the Complaints Book, the website, or the physical boxes available in all the UOs and the Rectory. For the internal community, all existing questionnaires have a field in which CCS can be presented.

The CCS submitted through the website, are received by DAGQ or by the Quality Office of the relevant UO, and then forwarded to the competent service for proper treatment.

The CCS treatment from the Compliment Book, Complaint Book, or the available physical boxes is carried out according to existing procedures for this purpose.

7.3. Social Welfare Services

SASNOVA's mission is to implement NOVA's academic social welfare policy to improve students' chances of educational success and ensure that no student is excluded from higher education due to financial incapacity. In order to carry out its mission, SASNOVA grants support to students in the following ways: direct support, which includes scholarships; and the granting of emergency and indirect support, which includes food and accommodation, access to health services, and the promotion of students' well-being, namely in the areas of sports, culture and human development.

SASNOVA also plays a role in promoting collaboration with the community, as part of the activities carried out are aimed at the academic community and the community in general.

The organization and functioning of SASNOVA are defined in several documented procedures, namely in the Organic Regulation of the Social Action Services of the NOVA University of Lisbon (Regulation No. 811/2020, of 28 September).

To meet students' diversity and needs, SASNOVA provides a set of aids aimed at students with special needs, as provided for in the Regulations for Students with Special Educational Needs of the NOVA University of Lisbon (Regulation no. 397/2018, of 2 July).

They also provide a Social Support Fund for NOVA's students, who need other educational support, promoting an impressive follow-up aimed at their integration and school success.

The involvement of stakeholders in the assessment, analysis, and improvement of outcomes is ensured by their participation in the Social Welfare Board (CAS). CAS is the University's social welfare top management body. It is led by the Rector and comprises the Executive Administrator of the Social Welfare Services and two representatives of student associations, a scholarship holder. Its mission is to approve the University's social welfare policy, promote the social welfare support it deems appropriate, present mechanisms to ensure the quality of the services provided, and define criteria and means for their evaluation following the respective regulations.

SASNOVA provides the APP SASNOVA application that allows access to various services and activities, such as canteens and residences, access and registration to the University's cultural events, and generates notifications about scholarship or sports, schedules appointments, and allows access to other useful information for students.

7.4. Information Management

The potentialities of new information and communication technologies are widely explored at NOVA so that the whole community can actively participate in the institution's development.

The periodic production of reliable information for decision making and dissemination to interested parties is in line with NOVA's commitment to transparency. The accomplishment of this

commitment is reflected in the procedures established for the regular provision of information to NOVA's entire community.

The UOs' academic management systems allow the collection of relevant information to manage the activities developed in the institution and its use, in an aggregated way, by the decision making bodies. These systems have all the necessary functionalities to support teaching, namely the e-learning platform, an indispensable tool for distance learning, and pedagogical materials to support the courses. The UOs' information systems only allow data to be disseminated according to the user's profile, ensuring that the various players only have access to relevant information.

The financial, assets, and human resources management are performed through the SINGAP software. This software complies with the requirements of SNC-AP and allows the visualization of indicators and the production of management reports.

NOVA's Information Integrator System (SI2NOVA) is under construction and, besides constituting an infrastructure to support information management, it will be an up-to-date, consistent and safe information aggregator, interconnecting the management subsystems of the various areas, contributing in an effective way to the decision processes, for the benefit of NOVA's community. In summary, it shall contribute to the management and availability of information relevant to the whole institution's activities' operation. The development and the implementation of SI2NOVA take place in three phases:

Phase 1: Consolidated Academic Management System and Document Management System

The existence of various academic management software in use at the UOs has proved fundamental to create a Consolidated Academic Management System (SGAc), which is under development. The SGAc will promote the efficiency of management processes, supporting the collection, processing, and analysis of information; the dematerialization, automation, and normalization of procedures (e.g., the completion of questionnaires); the production of reports (e.g., Course Report, Program Report or Quality Balance); the production of indicators; and the dissemination of information.

The Document Management System (DMS), unique for all UOs, is also being implemented, which will allow the dematerialization of processes and the standardization of transversal procedures. The DMS will have a substantial impact on the efficiency and effectiveness of the support services.

Phase 2: NOVA Consolidated Data Repository (Data Vault / Data Warehouse)

This phase aims at the creation of the consolidated repository of the relevant data of NOVA, through the access to the transactional databases existing in NOVA, which include: SGAc; DMS; ERP (SINGAP); and PURE (information system, with public access, which aggregates the scientific production of the University, namely publications in all typologies and activities, also allowing the creation and management of the Curriculum Vitae of the researchers). In parallel, other needs were identified to develop small systems and transactional databases, such as managing the programs' life cycle.

Phase 3: Browsing and analysis features

Having NOVA's Consolidated Data Repository as a unique source of information, the necessary browsing and analysis functionalities will be developed, including the automatic calculation of indicators presented in the indicators Dashboard. These functionalities will replace the current manual data collection process to calculate indicators, ensured by the respective services in charge.

The implementation of SI2NOVA, providing access to consolidated data, will allow the fulfillment of two objectives of NOVA SIMAQ: one focused on the promotion of continuous improvement, through the development, systematization, and consolidation of processes and procedures; and the other aimed at accountability and transparency.

7.5. Public Information

The provision of transparent information to society is a duty of Universities. In this context, it is of great importance to communicate internally and externally all the activities, achievements, and success cases that, in some way, give prestige to NOVA and get the Community together, motivating it to pursue the mission of the University, with Quality.

To ensure the Quality and reliability of the information provided to the outside, NOVA has a Communication Division responsible for the university's internal and external communication, for the Rector's press office, and the management of the University communication platforms. The Communication Division and the UOs' Communication Offices have procedures that regulate the disclosure of institutional information by the various bodies and services.

NOVA and all its UOs have websites, articulated with their respective information systems, and are also present in several social networks such as Facebook, Instagram, LinkedIn, and Twitter. The R&DUs also disseminate, on their websites, information about their activities, areas of Research, Research teams, publications or events, and competitions.

NOVA's mission and goals, Strategic Plan, Statutes and regulations, Activities and Accounts Reports, Quality Policy, and the institutional Quality assessment and Program accreditation results are available on the university and the UOs websites.

Likewise, NOVA's training offer is available on the mentioned websites, through the "Course Guide", which presents information related to the programs offered in each school year:

- General information (e.g., number of vacancies, access conditions, specific exams, previous year's entry marks or professional opportunities);
- Curricular structure (e.g., study plan);
- Characterization of the courses (contents, responsible teacher, learning goals, program, teaching methodologies, evaluation rules, schedules, etc.);
- Requirements for obtaining a degree;

- Identification of the Program Coordinator.

NOVA's website makes available the University's Code of Ethics, in which the rights and duties of students are regulated. Registered and enrolled students are informed about the material resources and support services they have access to, through the Academic Management Systems and/or the OU e-learning platforms. Online resources and access to their academic results are also available.

Regarding the employability perspectives, besides the general information included in the program descriptions in the Course Guide and the UOs' websites, NOVA's website provides access to the NOVA Employment Portal and the contacts of the UOs' Employability Offices. Additionally, NOVA's website provides the Summary Report about the career path of NOVA graduates, produced within OBIPNOVA, as mentioned above.

NOVA's website also provides information on teachers' professional development and access to a set of pedagogical resources gathered in the NOVA TEACH portal.

NOVA Research Portal provides information on research produced at NOVA, researchers' profiles; R & D; scientific publications and awards; CEI within the research scope. Besides NOVA Research Portal, NOVA website also provides access to RUN, the NOVA Science magazine, and information on funded projects and NOVA Science Day.

NOVA website also provides information on activities promoted in the scope of Value Creation (e.g. schools, contests, projects); CCV; the status of NOVAsSpin-offs, and the list of recognized spin-offs. Information is also given here about the mentor network and the broad set of services and support needed to develop projects and business ideas, Plugged IN NOVA.

In the Internationalization's domain, NOVA's website provides information regarding students' mobility, teachers and non-teaching staff; protocols and partnerships; SPU; and European and international students' entrance.

Within the scope of Social Welfare, SASNOVA's website provides information on the social welfare support provided to students, namely regarding: food, accommodation, medical support, scholarships, sports activities and other relevant topics.

NOVA and its UOs promote, periodically, publicity actions in secondary schools, organize visits to the UOs and participate in fairs and other national and international events considered relevant.

Internally, NOVA SIMAQ Portal assures that disseminating the results resulting from applying the procedures foreseen in NOVA SIMAQ is carried out to all stakeholders.

Likewise, NOVA has developed a Business Intelligence application, QuickOBIP, which allows the user, through dashboards, to dynamically and interactively access and analyze, numerically and graphically, several indicators, which can be filtered by several dimensions, such as UO, study level, program, graduating year and/or gender. Some of the indicators are, for example, employment, unemployment and inactivity rates, adjustments between professional activity and levels of

education and training areas, and average wages. The QuickOBIP database is also available for any other type of analysis. QuickOBIP is accessible to the Rector, the Rectoral Team members, the UOs' Directors, the UOs' Quality Officers, and the Rectorate and the UOs' technical members that need to get information from the system. The information made available by the system feeds the activities report, the monitoring of the Strategic Plan, and the summary report of the professional insertion path of NOVA graduates, disclosed in NOVA's website and is also used for international rankings.

Finally, NOVA's and UOs' websites provide all interested parties, forms for submission of compliments, suggestions, and complaints.

8. Monitoring, follow-up, and continuous improvement

The following is a brief description of how Quality monitoring is performed in each Domain, as well as the meta-evaluation of NOVA SIMAQ.

8.1. Monitoring of Teaching-Learning

Figure 6 schematically presents the players, the instruments, and the information systems that allow monitoring the Quality of Teaching-Learning, which are defined in procedures. This process with a view to continuous improvement ensures all internal partners (responsible for the university's central management bodies and the UOs, teachers, researchers, students, and non-teaching staff) and external (graduates, employers, regulatory, and accreditation bodies).

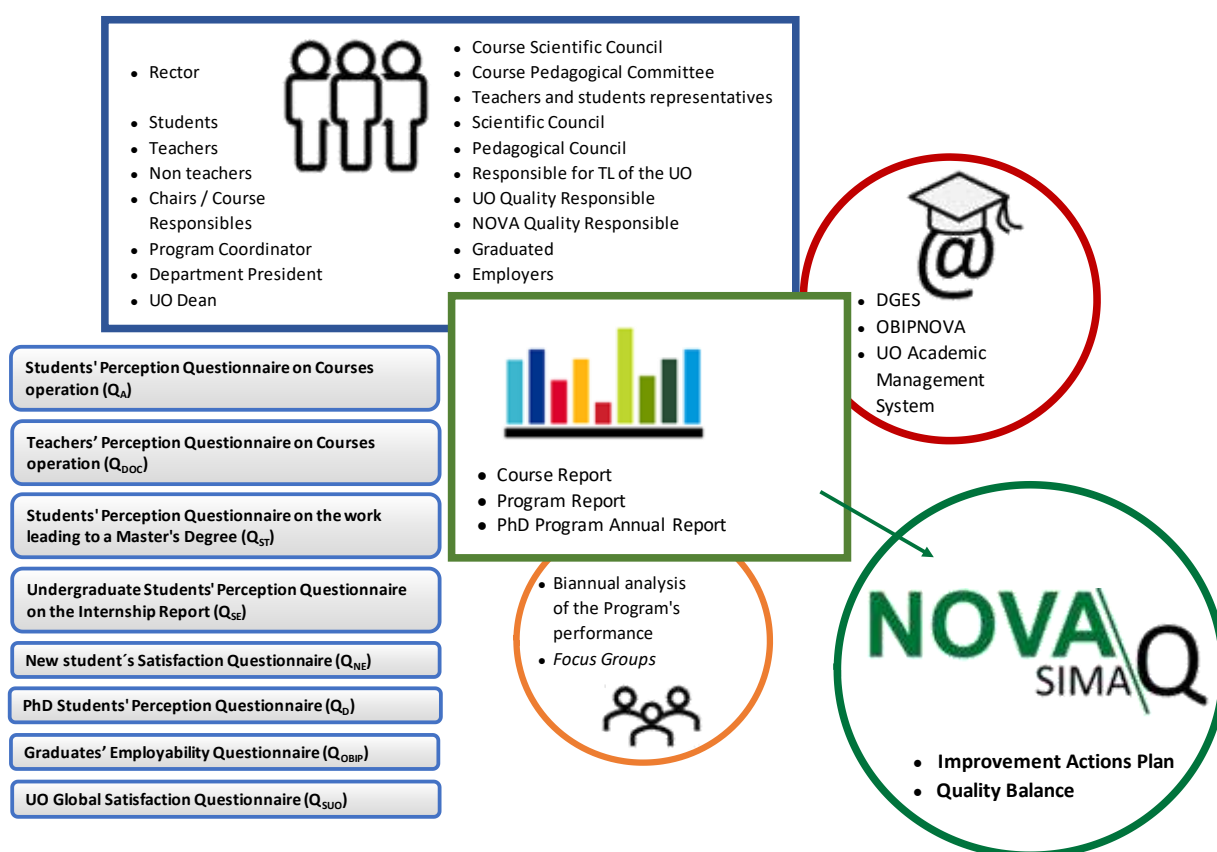


FIGURE 6 - Monitoring the Quality of the Teaching-Learning Domain

As previously mentioned, NOVA SIMAQ follows the PDCA management cycle approach. Hence, the continuous improvement of the activities carried out within the Teaching-Learning process also follows this approach, which is schematically presented in Figure 7. This figure also shows examples of the activities that should be ensured to guarantee the Quality of Teaching-Learning.

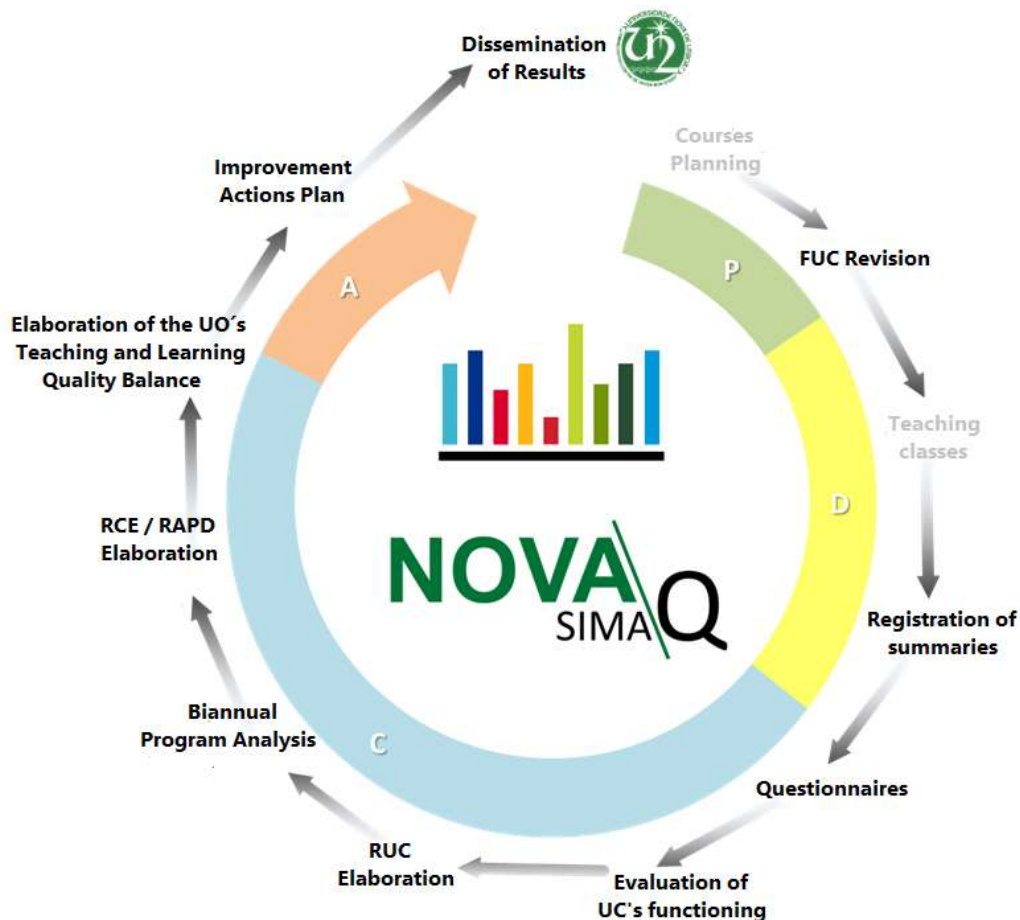


FIGURE 7 - Monitoring cycle of the Teaching-Learning process

As illustrated in the figure, the Teaching-Learning monitoring develops in four hierarchical levels of action (UC, CE, UO, and NOVA), aggregating and articulating in sequence all obtained evaluations, producing analytical-reflexive reports.

Throughout this monitoring process, the active participation of students in the continuous improvement of the Teaching-Learning domain is ensured, namely by responding to surveys, participating in meetings promoted by the Program Coordinator, and being involved in NOVA's and UOs' bodies (e.g., Student Council; Pedagogical Council).

The whole monitoring process is described in detail in the procedures related to applying the monitoring instruments, namely the questionnaires, reports elaboration; monitoring phases, and reflection interfaces that support the biannual analysis of the program's performance.

8.1.1 Course Form (FUC)

The information contained in the Course Unit Form (FUC), namely the goals, teaching-learning methodologies, and assessment methods, is an essential element for communication with students, for the program's accreditation processes, and for the process for monitoring the Quality

of the Teaching-Learning domain. The FUC model adopted by NOVA corresponds to the information requested by A3ES in the program accreditation processes.

Annually, the FUC is reviewed by the Course Chair, with the collaboration of the other teachers who teach the course, according to the procedure for monitoring the FUC.

The revision of the contents of the FUC is the outcome of a reflection that considers the scientific/technological advancement results and the students' perception on the functioning of the course obtained through the various assessment instruments provided for in NOVA SIMAQ (e.g., surveys, meetings between the Students Representative and the Program Coordinator, or other suggestions/ complaints made by the students).

The FUCs are written in Portuguese and English and are accessible to students through the academic management system of the UO and the NOVA Course Guide.

8.1.2 Record of Summaries

Summaries are an important course monitoring tool, as they allow to monitor the execution of the plan proposed in the FUC to achieve the learning goals foreseen for the course. In this sense, in order to comply with article 66 of the University Teaching Career Statute (ECDU), the teachers record the summaries of the classes taught, in the academic management system of the UO, where they are available to students.

8.1.3 Course Report (RUC)

Listening to students and teachers is essential to ensure the continuous improvement of the courses. The students' perception on the functioning of the courses with regular classes is assessed through the Students' Perception Questionnaire on Courses Operation (QA), while the students of courses without regular classes are queried through the following questionnaires: Students' perception on the work leading to a Master's degree (QST) and the Students' Perception Questionnaire on the Internship Report (QSE). All these questionnaires are mandatory. However, the student is always guaranteed the possibility of not responding.




Teachers' consultation is carried out by applying the Questionnaire on the Perception of Teachers on the Course Operation (QDOC).

The Courses' performance assessment is the responsibility of each UO, with the support of the Quality Offices and under the UO's Teaching and Learning Officer's coordination. This assessment is based on subjective data and objective data.

The subjective data are obtained through the answers to the questionnaires mentioned above. In the treatment of subjective data, the answers' average value will be considered for each question in the questionnaires. The questionnaires use a 6-level Likert scale. The evaluation criteria for each

parameter of the questionnaire are unique to the entire NOVA. Objective data refer to students' academic performance. According to several parameters, the UO defines the classification criteria, for example, Course type, study level, or curricular year. The evaluation criteria are shown in Table 2.

TABLE 2 – Evaluation Criteria

Colour code	Evaluation criteria for each parameter		Classification	Actions to develop
	Students' perception of UC performance	Academic Performance		
	≥ 4	To be defined by UO	Suitable parameter	-
]3, 4[To be defined by UO	Parameter to improve	a reflection should be made to <u>evaluate the need to define actions</u> for this parameter
	$\leq 3,0$	To be defined by UO	Inadequate parameter	<u>actions must be defined</u> for this parameter

Based on the data mentioned above, the courses are evaluated as course with proper functioning, course with functioning to be improved, or course with inadequate functioning.

The course can also be considered as having high overall satisfaction if the average value of the question relating to global satisfaction is greater than or equal to 5, while no other question has an average value of less than or equal to 4.

At the end of teaching each Course, the Course Chair/Responsible, in collaboration with the other teachers, prepares the Course Report (RUC). The RUC is an analytical-reflexive report that aims to present a critical analysis of the data resulting from the functioning of the Course, to evaluate the degree of implementation of the improvement actions presented in the last report and approved in the meeting for the biannual analysis of the functioning of the Program, and to suggest improvement actions whenever there are parameters considered unsatisfactory (i.e., Course with functioning to improve or with inadequate functioning).

Whenever a Course is taught in more than one program, the course's overall results must also be presented by Program.

In joint and association Programs, the Course Chair's responsibility is to prepare the RUC in conjunction with the teachers who participate in the course. Supposing the partner HEI does not have an Internal Quality Assurance System, In that case, the UO must evaluate the possibility of sharing NOVA SIMAQ's monitoring instruments to be applied by the partner HEI. In t case the partner HEI has an Internal Quality Assurance System, the Program Report (RCE) model to be used must be agreed between the HEI involved within the Scientific Committee of the program's scope.

8.1.4 Biannual analysis of the functioning of the Program

As part of the evaluation of the Program's performance, at the end of each semester, the Coordinator of the Program, together with the Scientific Committee and the Pedagogical Committee of the Program (or representative teachers and students), makes a reflection on how the semester took place. Based on defined indicators, it validates the RUC and identifies the courses whose performance may require improvement actions or current pedagogical best practices to be disseminated to the academic community.

In case the course is taught in more than one program, all the Program Coordinators to which the course is assigned in the individual study plan must validate the RUC.

Supposing there are improvement actions to be implemented in the course, in that case, the Program Coordinator must inform the UO's Quality Officer to ensure their monitoring and implementation and the corresponding execution deadlines and the performance indicators, as described in the Procedure for Monitoring Improvement Actions.

To assist the monitoring of these indicators, the SGAc, under development, will provide integrated reflection interfaces that present the relevant indicators to ensure the continuous improvement of the teaching provided at NOVA.

8.1.5 Program Report (RCE)

For Undergraduate and Master's Programs, annually, the Program Coordinator, with the Scientific Committee and the Pedagogical Committee of the Program (or representative teachers and students), prepares the Program Report (RCE).

With the RCE, an analytical-reflexive evaluation is carried out on the data about admission (demand, characterization of students by sex, age, and origin); functioning of the program (characterization of the faculty, students, and level of internationalization); program performance (students' perception of the functioning of the Courses, academic success, and training efficiency) and employability of graduates. This report also presents the effectiveness of the improvement actions implemented; the justification for not carrying out, in whole or in part, the actions proposed in the last RCE; the global balance with the identification of the program's strengths, weaknesses, constraints, and opportunities; and the proposal for improvement actions to be developed.

The approval of the RCE is the responsibility of the Pedagogical Council of the UO.

Supposing there are improvement actions to be implemented in the program, the Program Coordinator must inform the UO's Quality Officer to ensure their monitoring and implementation and the respective execution deadlines and the performance indicators, as described in the Procedure for Monitoring Improvement Actions.

8.1.6 PhD Program Annual Report (RAPD)

The monitoring of the PhD Programs (PD) is described in the respective procedure. The methodology defined to carry out this monitoring depends on the specificity of the PD, namely the existence of regular classes, and the number of students enrolled in the Courses and the PD, as shown in Table 3.

TABLE 3 – Monitoring of the PhD Program

PhD Program	No. enrolled			
	Course		PhD Program	
	<5	>=5	<5	>=5
With regular classes	Focus group (Meeting to analyze the functioning of the Courses)	Course Unit Report (RUC)	-	PhD Students' Perception Questionnaire (Q _D)
Without regular classes	n.a.	n.a.		
	Analysis of the PhD Program performance (global analysis meeting)			
	Preparation of the PhD Annual Report (RAPD)			

If a PD with regular classes in which the Courses have enrolled students equal to or greater than 5, the RUC should be filled in. Otherwise, the PD Coordinator, together with the students, in a focus group, should reflect on how the Courses worked. The results of these meetings must be recorded in minutes.

Annually, the PhD Students' Perception Questionnaire (Q_D) is applied to collect the students' satisfaction in several PD aspects. Whenever the number of students enrolled is less than 5, this consultation is carried out in the global analysis meeting on the PD performance, with the participation of the PD Coordinator and the Scientific Committee of the PD (or the representative Teachers and Students). This meeting serves as the basis for the preparation of the PhD Annual Report (RAPD).

The RAPD is an analytical-reflexive report, with indicators that allow monitoring: admission (demand, characterization of students by sex, age, and HEI where they obtained their last degree); functioning of the PD (characterization of the faculty staff, enrolled students, level of internationalization and research units); performance of the PD (scientific production of students in the scope of their doctoral work, level of training efficiency and overall satisfaction with the PD) and employability of graduates. This report presents the effectiveness of the implemented improvement actions, the overall balance, and the proposed improvement actions to be developed.

The approval of the RAPD is the responsibility of the Scientific Council of the UO.

In the case of an internal joint PD or an external joint PD, the PD Coordinator must prepare the RAPD, in conjunction with the other UOS / HEIs.

8.1.7 Quality Balance - Teaching-Learning section

The information regarding the courses and the programs is made available by the UO Head of Teaching-Learning, through reflection interfaces. He promotes, in articulation with the Pedagogical Council, the monitoring of the Quality of the Teaching-Learning.

Every year, the Head of the Teaching-Learning Department of the UO, to analyze all relevant aspects of Teaching, prepares the Teaching-Learning section of the Quality Balance of the UO. In this report, data and indicators regarding the performance of courses, programs, and PDs, are analyzed and monitored. It is also the Head of Teaching-Learning of the UO's responsibility to analyze the improvement plans and the proposed improvement actions, their degree of implementation, and the adequacy of the allocated resources.

The Teaching-Learning section of the UO's Quality Balance is validated by the Pedagogical Council and submitted to the UO Director for approval.

Every year, the data resulting from the monitoring of the Teaching-Learning Process of the UO are integrated into the Teaching-Learning section of the Quality Balance of NOVA, serving as a basis for developing the Improvement Actions Plan for this domain. The analysis of the results and the definition of the improvement actions are the responsibility of the Rectoral Team member responsible for the Quality of the Teaching-Learning, with the support of CQEA.

8.1.8 Dissemination of results

Every year, as a factor to promote a Quality Culture, NOVA discloses the general results to the whole academic community. The access to the results of the various instruments by the stakeholders is done according to pre-defined access levels, contributing to a more participative and critical role in improving the Quality of Education.

To promote best practices, NOVA and the UO encourage initiatives to recognize teachers, such as the Pedagogical Excellence Award instituted by the Rector, and initiatives to share the best pedagogical experiences with the academic community as NOVA Quality Day.

8.2. Research and Development Monitoring

Complementary to the evaluation performed by FC&T, NOVA SIMAQ has procedures and tools that allow promoting and monitoring the Quality of the activities developed in the scope of Research, with the involvement of all stakeholders (Researchers, Teachers, Scientific Council of the UO, R&DU, Research Support Division, responsible for Research of the UO and NOVA, and Quality responsible of the UO and NOVA), through periodic meetings with the researchers and the production of analysis reports along the hierarchy of R&DU, UO, and NOVA.

NOVA SIMAQ has mechanisms that allow monitoring students' participation in R&D activities at all levels of study. At the Undergraduate and Masters' levels, monitoring is carried out within the Course Report (RUC) framework and the Program Report (RCE), where a reflection on all Research activities carried out within the course and the program is carried out.

As previously mentioned, the monitoring of the R&D activities of PhD students is carried out in the RAPD. The Scientific Council, the Scientific Committees of the PhD Programs, the Thesis Monitoring Committees, and the Program Coordinator are responsible for monitoring and promoting Research in the PhD Program.

In parallel, NOVA SIMAQ periodically and systematically monitors the performance indicators related to Research, ensuring the decision-making processes and strategies to improve the Research produced at NOVA. This monitoring is supported by the centralized scientific information management system, PURE, which aggregates NOVA's scientific production.

NOVA also has a bibliometric analysis platform, SciVal, which allows monitoring and benchmarking the performance of the University's scientific production, namely productivity, percentage of publications in the Top 10% of the most cited worldwide, percentage of publications in the Top 10% of scientific journals with the best Citescore, impact standardized by area, and articles in international collaboration, as well as data analysis, at different levels of performance, through graphics and tables produced by the system, as described in the Scientific Information Management Policy of NOVA University of Lisbon.

The bibliometric analyses are carried out based on the nine types, validated by the UOs, of mandatory upload publications in PURE. The period defined for analysis is five years.

Currently, PURE is connected to the following information systems: NOVA Research Portal, the Repository of NOVA University of Lisbon (RUN) which, in turn, communicates with the Open Access Scientific Repository of Portugal (RCAAP), OpenAIRE Portal (European Commission), ORCID and Ciência Vitae.

Additionally to scientific production, other relevant indicators improve the NOVA Research area, which is continuously monitored. These indicators are nearly related to NOVA's performance in several funding programs and focus essentially on the following categories: Evaluation of R&DUs; Associated Laboratories; Collaborative Laboratories (CoLAB); National and International Research Projects; Strategic Projects of diverse nature; Programs for hiring researchers; and PhD Fellowships awarded in various contexts.

The bibliometric analyses are carried out based on the nine types of UO validated mandatory upload publications in PURE. The period defined for analysis is five years.

The monitoring of Research activities (scientific production, projects, and applications) based on indicators provides essential information for the Research Domain section of the UO Quality Balance. This analytical section comprises a synthesis of the research carried out at the UO and a reflexive section, where all activities carried out, the achievement of the established goals and

targets, SWOT analysis, presentation of improvement actions, and sharing of best practices, are analyzed. Its elaboration is ensured by the UO's Research Officer, with the UO's Director's approval.

Afterward, all the research data are aggregated in the respective section of NOVA's Quality Balance. The analysis of the results and the definition of the improvement actions are Rectoral Team member responsible for the Research's responsibility, with the Strategic Research Board (CEI) support.

All instruments and mechanisms for monitoring NOVA SIMAQ's Research are instituted through regulations, dispatches, and procedures known by all interested parties.

8.3. Value Creation Monitoring

The monitoring of the Quality of Value Creation is carried out globally in the section of Value Creation of the Quality Balance of NOVA, and at the level of each UO, in the section of Value Creation of the Quality Balance of the UO, which includes an analytical assessment on all activities carried out and promotes an analysis of the achievement of the established goals and targets, with the inclusion of a SWOT analysis and the definition of improvement actions to be implemented, expressed in the Improvement Actions Plan.

At NOVA's level, the coordination, monitoring, and elaboration of the Value Creation section of the Quality Balance Sheet are the responsibility of the Rectoral Team member responsible for Value Creation, with the CCV contribution, following Rector's approval. At the UO, the Quality Balance Value Creation section's preparation and approval are the responsibility of the Value Creation Officer and the Director, respectively.

The monitoring of the Value Creation indicators is done by the CCV, with Nova Impact's support. Since the CCV is composed of members from all the UO, they also assume liaison with the UO to collect this area's indicators.

To ensure support and monitoring of activities carried out in the area of Intellectual Property and technology transfer, the UOs carry out their activities according to NOVA procedures and in permanent articulation with NOVA Impact.

The information on Intellectual Property (patents, trademarks, licensing, among others), is centralized in the management software Inteum Minuet, acquired for this purpose, coordinated by Nova Impact, in conjunction with the UOs offices. Access to this software is made directly by the UOs with offices that work specifically in this area. In UOs that do not have offices, access to them is through Nova Impact, which supports this area.

In entrepreneurship training programs involving several trainers, monitoring the quality of the training provided by them and the program's satisfaction is done through the response to an evaluation questionnaire by the trainees.

The monitoring of companies' interest in the technologies promoted by NOVA in IN-PART is done through a biannual impact report. This report also monitors all contacts made through the platform and researchers' responses to advertisements launched by companies.

All the instruments and mechanisms for monitoring the Creation of Value of NOVA SIMAQ are instituted through regulations, dispatches, and procedures and are known to all stakeholders.

8.4. Internationalization Monitoring

NOVA SIMAQ has tools and procedures that allow promoting and monitoring the Quality of the activities developed within the scope of Internationalization, with the involvement of all stakeholders, through the holding of periodic meetings and the production of analysis reports at the successive levels of performance - UO and NOVA - progressively aggregated.

NOVA periodically and systematically monitors the performance indicators related to Internationalization to ensure the decision-making processes and the strategies of action to improve the activities carried out at NOVA.

The incoming and outgoing mobility programs of students, teachers, researchers, and non-teaching staff are monitored through the instruments of the ERASMUS+ Program, namely, the questionnaires applied to all participants according to the type of mobility; the existence of interim reports of each financial project; and the elaboration of final reports in which the answers to the questionnaire are analyzed.

The monitoring of the SPU is carried out in different aspects: at the level of students, teachers, and family members of students. NOVA SIMAQ thus contemplates the questionnaires applied to students in the various phases of the program (application, participation, and integration in the intended UO), to teachers and family members of the students, to assess the satisfaction of their expectations with the SPU. These listening instruments allow identifying factors that may compromise the students' success and the program, contributing to a definition of possible measures of continuous improvement to be applied in the following editions of the SPU.

The annual monitoring of the Quality of Internationalization is carried out, in the respective section of the NOVA Quality Balance, and for each UO, in the UO Quality Balance, through the inclusion of an analytical-reflexive assessment on the activities carried out and on the degree of achievement of the established goals and targets, with the inclusion of a SWOT analysis and the definition of improvement actions to be implemented, to be included in the Improvement Actions Plan.

At the UO, the elaboration and approval of the Internationalization domain in the Quality Balance is responsible for the Internationalization and the Director, respectively.

The coordination and elaboration of the Internationalization domain of the Quality Balance is the responsibility of the Rectoral Team member responsible for Internationalization, with CAI's contribution.

8.5. Monitoring Interinstitutional and Community Collaboration

NOVA SIMAQ has tools and procedures that allow promoting and monitoring the Quality of the activities developed within the Interinstitutional and Community Collaboration, with all stakeholders' involvement.

The monitoring of these activities is anchored in internal instruments that evaluate the maintenance or termination of the partnership, following the Institution's strategy, the degree of achievement of the goals and targets outlined, and the presentation of improvement actions.

The analysis of the activities is carried out at NOVA and UO levels. As the inter-institutional and community collaboration are transversal to all university activities, monitoring such activities is carried out in the remaining domains of NOVA SIMAQ.

8.6. Human Resources Monitoring

Complementary to the evaluation carried out by the Integrated System of Management and Performance Evaluation in Public Administration (SIADAP), NOVA contemplates a set of regulations and procedures that allow promoting and monitoring the Quality of the activities developed.

The Human Resources section of the Quality Balance Sheet includes an analytical assessment of the activities carried out and promotes an analysis of the achievement of the established objectives and goals, with the inclusion of a SWOT analysis and the definition of the improvement actions to be implemented, expressed in the Improvement Actions Plan. The preparation of this section of the Quality Balance Sheet is the Administrator's responsibility, and the approval is the responsibility of the Rector.

In the services' internal procedures, methodologies are foreseen to identify and plan the necessary resources to fulfill the objectives of NOVA.

8.7. Monitoring of Material Resources and Services

Every year, within the scope of NOVA SIMAQ, all NOVA services elaborate the respective Annual Activities Plan, aligned with NOVA's Annual Plan in which all objectives and activities to be carried out are defined and the responsibilities.

The academic community's satisfaction with the provided services is measured annually through satisfaction questionnaires, additionally to the other existing instruments and mechanisms for that purpose.

Every year, all services prepare the respective Annual Activities Report that summarizes the activities carried out and where the objectives and fulfillment of the defined goals are evaluated. A SWOT analysis is performed to define improvement actions to be implemented in addition to the report, expressed in the Improvement Actions Plan. The reports are approved by the NOVA and UO Administrators, and all the information is later aggregated in the NOVA Annual Report.

8.8. Monitoring of Social Welfare

The monitoring of the activities developed by SASNOVA is carried out in the respective section of the NOVA Quality Balance. The SASNOVA section of the Quality Balance includes an analytical assessment of all activities carried out and promotes an analysis of the achievement of the established objectives and goals, including a SWOT analysis and the definition of the improvement actions to be implemented, expressed in the Improvement Actions Plan.

8.9. Meta-evaluation of NOVA SIMAQ

NOVA Quality Balance presents a final section for the internal process of monitoring, evaluation, and improvement of NOVA SIMAQ, i.e. assessing whether the initially defined goals and the expected performance of NOVA SIMAQ have been adequately and effectively achieved. The elaboration of this section is the responsibility of the Rectoral Team member responsible for the Quality of NOVA, advised by CAQ and DAGQ. The evaluation is based on the stakeholders' feedback, namely the proposals for improvement actions in the sections of NOVA's Quality Balance, related to the several domains, the results of the audits performed at NOVA, and the evolution of NOVA SIMAQ's Performance Indicators. This analysis is also presented in the Quality Balance.

This evaluation process's conclusions lead to the definition of improvement actions to be implemented in NOVA SIMAQ (e.g., changes in procedures, monitoring instruments, or information systems), shown in the Improvement Actions Plan.

9. NOVA SIMAQ Portal


NOVA developed the NOVA SIMAQ Portal, which is an outcome of the evolution of NOVA's Quality Manual Platform, to make available:

- NOVA's Quality Manual - in public access mode;
- Document Repository - supports the implementation of the PDCA management cycle, through the compilation of guiding documents (e.g., procedures, dispatches, templates)

and the registration and aggregation, per UO, of evidence demonstrating the effectiveness of NOVA SIMAQ. The access to this repository is exclusive to the Institution;

- Dynamic information presentation dashboards - on how NOVA fulfills each of the thirteen references for the internal quality assurance systems, defined by A3ES, according to NOVA's Quality Policy. The platform, built-in Power BI, is connected to the Documental Repository and presents in detail, and for each one of the UOs, the guiding documents and examples of evidence of the system's effectiveness, in restricted access mode, which the Regulatory Entities can access with credentials assigned for the auditing procedures;
- Dynamic Dashboards for the presentation of NOVA SIMAQ monitoring indicators (under development) will allow access and consultation of the values of the different indicators produced, supporting the definition of improvement strategies to be implemented. These dashboards integrate the consultation and analysis functionalities foreseen in phase 3 of SI²NOVA, mentioned above.

The NOVA SIMAQ Portal is available at <https://simaq.qualidade.unl.pt>. Figure 8 shows the entry page for this Portal, Figure 9 the Document Repository access page, and Figure 10 examples of Power BI platform dashboards.



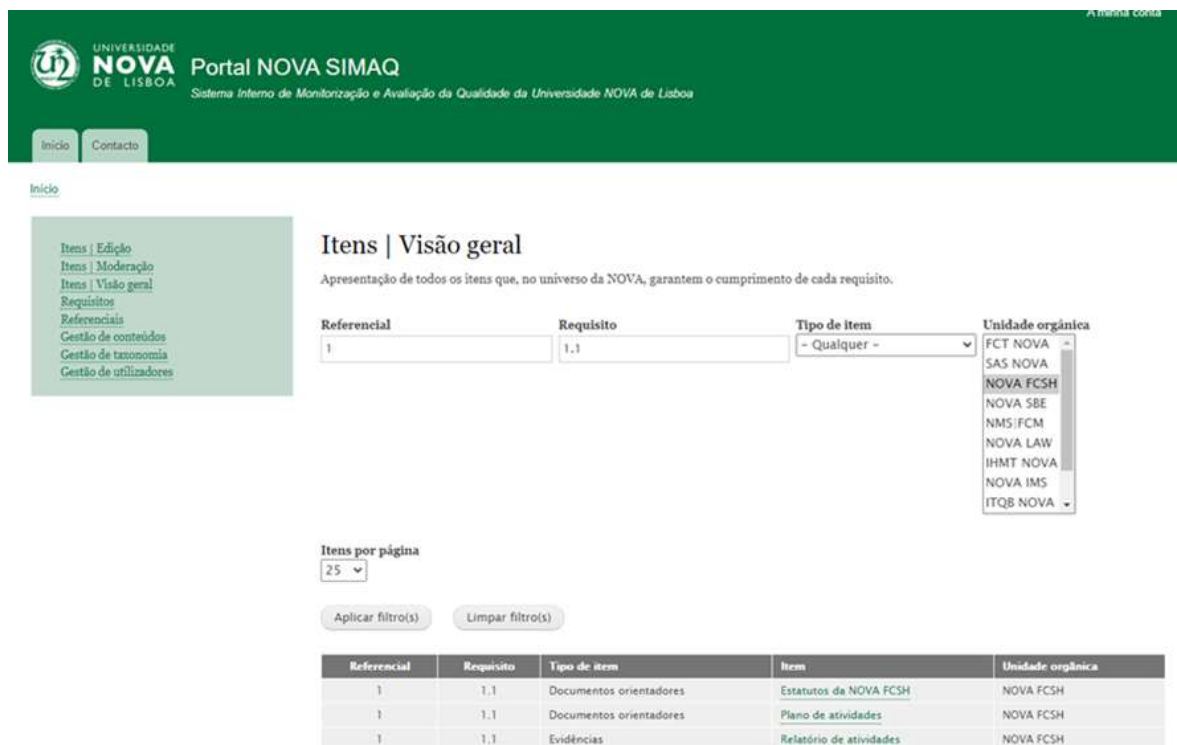
Bem-vindo

O Sistema Interno de Monitorização e Avaliação da Qualidade da NOVA (NOVA SIMAQ) formaliza o sistema interno de garantia da qualidade da NOVA, contribuindo para a melhoria contínua da Qualidade através da monitorização de todas as atividades desenvolvidas pela NOVA, e dá resposta ao requisito legal de implementação de sistemas próprios de Garantia da Qualidade.

Neste Portal poderá ter acesso ao Manual da Qualidade da NOVA, a Dashboards ilustrativos do cumprimento dos requisitos, ao Repositório Documental e aos Indicadores de monitorização do NOVA SIMAQ.

Manual da Qualidade	Dashboard	Repositório Documental	Indicadores
O Manual da Qualidade é o documento que evidencia o compromisso da NOVA com uma Política de Promoção contínua da Qualidade, e onde se encontra descrito o funcionamento e organização do NOVA SIMAQ.	A todo o instante pode ser realizada uma visualização interativa do cumprimento dos referenciais da A3ES, por nível de Unidade Orgânica e Serviços.	Encontram-se agregados neste repositório, por nível de Unidade Orgânica e Serviços, todos os documentos orientadores e as evidências demonstrativas da eficácia do NOVA SIMAQ.	São disponibilizados dashboards para visualização dos indicadores de monitorização do NOVA SIMAQ.
[Acesso público]	[Acesso restrito com credenciais próprias]	[Acesso restrito com credenciais próprias]	[Acesso restrito com credenciais próprias]

FIGURA 8 - Portal NOVA SIMAQ home page



Portal NOVA SIMAQ
Sistema Interno de Monitorização e Avaliação da Qualidade da Universidade NOVA de Lisboa

Itens | Visão geral
Apresentação de todos os itens que, no universo da NOVA, garantem o cumprimento de cada requisito.

Referencial: 1 | Requisito: 1.1 | Tipo de Item: - Qualquer - | Unidade orgânica: FCT NOVA, SAS NOVA, NOVA FCSH, NOVA SBE, NMS/FCM, NOVA LAW, IHMT NOVA, NOVA IMS, ITQB NOVA

Itens por página: 25

Aplicar filtro(s) | Limpar filtro(s)

Referencial	Requisito	Tipo de item	Item	Unidade orgânica
1	1.1	Documentos orientadores	Estatutos da NOVA FCSH	NOVA FCSH
1	1.1	Documentos orientadores	Plano de atividades	NOVA FCSH
1	1.1	Evidências	Relatório de atividades	NOVA FCSH

FIGURE 9 - Document Repository access page



FIGURE 10 - Power BI platform dashboards examples.