

QUALITY MANUAL

QAS-IGOT



IGOT



Technical Data Sheet

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Geography and Spatial Planning | IQAS

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Acronyms and abbreviations

A3ES | Agency for Assessment and Accreditation of Higher Education
CEG | Centre for Geographical Studies
Ciência Vitae | Scientific Curricula Management Database
CU | Curricular Unit
ECQ | Executive Committee for Quality
ECQ-IGOT | Executive Committee for Quality of the Institute of Geography and Spatial Planning
ENQA | European Association for Quality Assurance in Higher Education
ERP | Enterprise Resource Planning
ESG | Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESU | European Students' Union
EUA | European University Association
EURASHE | European Association of Institutions in Higher Education
FCT | Foundation for Science and Technology
FENIX | Integrated Academic Management System
IEC | Internal Evaluation Committee
IEC-IGOT | Internal Evaluation Committee of the Institute of Geography and Spatial Planning
IGOT | Institute of Geography and Spatial Planning
IQAS | Integrated Quality Assurance System
IQAS-IGOT | Integrated Quality Assurance System of the Institute of Geography and Spatial Planning
IQAS-ULisboa | Integrated Quality Assurance System of the University of Lisbon
QM-IGOT | Quality Manual of the Institute of Geography and Spatial Planning
ORCID | Open Researcher and Contributor ID
OU | Organic Unit
QAC | Quality Assurance Council
QAC-ULisboa | Quality Assurance Council of the University of Lisbon
QM | Quality Manual
QM-IGOT | Quality Manual of the Institute of Geography and Spatial Planning
QM-ULisboa | Quality Manual of the University of Lisbon
QP | Quality Plan
QP-IGOT | Quality Plan of the Institute of Geography and Spatial Planning
QP-ULisboa | Quality Plan of the University of Lisbon
R&D | Research & Development
RIQAS | Regulation of the Integrated Quality Assurance System
RIQAS-IGOT | Regulation of the Integrated Quality Assurance System of the Institute of Geography and Spatial Planning
RIQAS-ULisboa | Regulation of the Integrated Quality Assurance System of the University of Lisbon
RJGDES | Legal Regime of Degrees and Diplomas of Higher Education
SAP | Systems, Applications and Products in Data Processing
SASULisboa | Social Services of the University of Lisbon
SCOPUS | Expertly curated abstract & citation database
ULisboa | University of Lisbon
WEB | Hypertextual system operating over the internet

1. Introduction

The Quality Manual of the Institute of Geography and Spatial Planning of the University of Lisbon (QM-IGOT) defines the organisation, responsibilities and processes that establish the guiding principles for the development of the Integrated Quality Assurance System of the Institute of Geography and Spatial Planning of the University of Lisbon (IQAS-IGOT), having as a reference the European good practices (Standards and Guidelines for Quality Assurance in the European Higher Education Area - ESG, 2015) and the national recommendations, namely the procedures and studies disseminated by the Agency for Assessment and Accreditation of Higher Education (A3ES).

The present manual aims at fulfilling the mission and objectives established for the Institute of Geography and Spatial Planning (IGOT) in the area of quality assurance. Its main objective is the creation and operation of an integrated quality assurance system in articulation with the evaluation and quality assurance devices of University of Lisbon (ULisboa), based on the same general principles.

As defined in the 2015, ESG, quality assurance is understood as a set of activities, within a cycle of continuous improvement, which may provide information capable of assuring the institution and the public of the quality of its operation (accountability) and, at the same time, which lead to the production of recommendations for improvement (enhancement)¹. These activities generate a culture of quality in the institution, leading to greater confidence in its performance.

Moreover, the quality assurance policy presupposes the active participation of all members of the academic community - teachers, researchers, students, technical and administrative staff - and strategic social partners - including public, business, non-governmental and associative entities, alumni, among others. They should collaborate in the processes of analysis, reflection and debate on the reality and future prospects of IGOT, based on the identification of the challenges it faces.

¹ In the original terms, “at the heart of all quality assurance activities are the twin purposes of accountability and enhancement. Taken together, these create trust in the higher education institution’s performance. A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution’s activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement)” (ESG, 2015: 7).

1.1. Historical note

The development of a quality assurance system in IGOT started even before the foundation of ULisboa. Since the creation of IGOT as an organic unit (OU) of the former University of Lisbon (also known as Classical University), the quality assurance processes are part of the main management instruments, and a strong articulation with the IQAS-ULisboa has always been ensured².

In the first IGOT Statutes, approved in 2009, it was already established that the Institute periodically promotes, in accordance with the law, the internal evaluation of its quality, in articulation with the evaluation and quality assurance mechanisms of the University. In the same way, an Internal Evaluation Committee (IEC) was already established, responsible for carrying out the internal evaluation and quality assurance work foreseen in the law³.

In the Statutes of the ULisboa, approved in 2013, evaluation and quality assurance were among the central elements. In Article 5 it was stated that *the University of Lisbon ensures that permanent evaluation processes are carried out of its activities, units and services, under the terms of the law, in articulation with the competent evaluation and accreditation entities, and also through its own institutional mechanisms, following internationally recognised principles and quality criteria*⁴.

In the same vein, the IGOT continued to fix in the revision of its Statutes approved in 2013, the existence of an Internal Evaluation Commission, whose most recent appointment took place in 2022, as well as the articulation of the IGOT's internal quality evaluation actions with the ULisboa devices⁵.

At central level, in 2015 the Regulation of the IQAS-ULisboa (RIQAS-ULisboa)⁶ was published. This defined as its main objective the continuous improvement of the quality of the University of Lisbon, assessing the degree of fulfilment of its mission, through the application of criteria and performance indicators. That assessment was, at the same time, an internal assessment - guaranteed by periodic self-assessment - and an external assessment - carried out by external entities, such as A3ES. That regulation also defined the principles, instruments and organisation of the system.

² The IGOT was established as a new teaching and research unit of the former University of Lisbon, still under installation by Normative Dispatch no. 36/2008, of 1 August, which approved the revision of the statutes of the University of Lisbon, due to the University of Lisbon statutes, which occurred due to the amendment made to RJIES.

³ Dispatch no. 23162/2009, published in the Official Gazette, 2nd series, no. 204, of 21 October.

⁴ Statutes of the University of Lisbon - approved by Normative Dispatch no. 5 -A/2013, of 19 April, and republished in Normative Dispatch no. 14/2019, of 10 May 2019, amended by Normative Dispatch no. 8/2020, of 17 July, published in the Official Gazette, 2nd series, no. 150, of 4 August.

⁵ Order No. 16034/2013, published in the Official Gazette, Series II, No. 239, of 10 December.

⁶ Order No. 15622/2015, published in the Official Gazette, Series II, No. 253, of 29 December.

During the first mandate of the first Rector of ULisboa some of the constitutive elements of the system were developed. In 2014 the first draft versions of the ULisboa-QM and the Quality Plan (QP-ULisboa) were developed, which were not formally approved. In 2016 the appointment of the members of the Quality Assurance Council of ULisboa (QAC-ULisboa) took place, an advisory body to the Rector, where teachers and researchers from all the Schools, students, technical and administrative staff and the Coordinator of the Assessment and Quality Assurance Area⁷ sit. In 2018 a new draft version of the QM-ULisboa was prepared, which was also not formally approved - and on which the current version was based.

The fact that ULisboa did not have, at the beginning of its existence, an integrated information system common to all Schools explained the delay in formalising the IQAS-ULisboa. This situation led to the fact that the IQAS-ULisboa was not, at the time, submitted to A3ES for certification. Despite this, it was submitted to A3ES in 2018, through the ULisboa Institutional Self-Assessment Report. This situation conditioned the development of the IQAS-IGOT.

In 2021 the installation of an academic management system common to the 18 Schools of the University - FENIX - was completed. The conditions were thus met for ULisboa to complete the formalisation of its IQAS.

It is now intended to develop an articulated system with the IQAS-ULisboa, based on the same general principles, but without compromising the autonomy of IGOT.

1.2. Approval, review and dissemination

According to the IGOT Integrated Quality Assurance System Regulation (RIQAS-IGOT), it is the IEC-IGOT that is responsible for preparing the QM-IGOT and the President of IGOT for approving it (Table 1)⁸. The QM-IGOT is a dynamic document, which should be revised in the light of continuous improvement. Each change to its content must result in the issue of an updated version, mandatorily recorded in Table 2, which is an integral part of this document. The preparation and dissemination, through IGOT's website,

⁷ Order No. 10290/2016, published in the Official Gazette, 2nd series, No. 156, of 16 August. Later, in 2018, there was a new appointment of the members of this body, through Order no. 10371/2018, published in the Official Gazette, 2nd series, no. 215, of 8 November, with the most recent appointment having occurred with the publication of Order no. 12811-A/2021 published in the Official Gazette, 2nd series, no. 251, of 29 December, adjusted through the Declaration of Rectification approved by the Rectorial Dispatch no. 18/2022, of 18 February and published through Dispatch no. 2663/2022, Official Gazette, 2nd series, no. 42, of March 1st.

⁸ Dispatch no. 12378/2022, published in Official Gazette, 2nd series, no. 204, of 21 October.

of the digital version of the QM-IGOT is the responsibility of the Executive Committee for Quality (ECQ-IGOT).

Table 1 – Creation and approval of QM-IGOT | IQAS-IGOT

INTERVENTION	FUNCTION	NAME	PERIOD
Author	IEC-IGOT	IEC-IGOT	2022-2023
Validation	Vice-President	Eduarda Marques da Costa	2021-2022
Validation	Vice-President	Ricardo Garcia	2021-2022
Approval	President	José Manuel Simões	2021-2022

Table 2- Elaboration and revision of QM-IGOT | IQAS-IGOT - History

VERSION	DATE DRAFTED	VALIDATION DATE	APPROVAL DATE	STAGE/MOTIVE REVIEW
01/2022	25.11.2022	07.12.2022	14.12.2022	1st Final Version

The QM-IGOT will be publicised on the IGOT website, in order to make the organisation of the IQAS-IGOT known internally and externally.

1.3. Scope and structure

According to the RIQAS-IGOT, the QM-IGOT establishes the policy and objectives for quality, as well as the organisation of the quality management processes. Thus, it focuses on organisational practices that guarantee and improve the quality of the institution's operation, defining the IQAS-IGOT and explaining the competencies of the different agents involved, as well as the main processes and indicators that serve as a basis for strategic decisions. It also points out the objectives and actions that should be promoted in order to respond to the quality benchmarks.

Also under the terms of RIQAS-IGOT, the QM-IGOT is one of the instruments supporting the operation of the IQAS-IGOT, and cannot be dissociated from it. It is highly complementary to the IGOT Quality Plan (QP-IGOT), where the main processes and indicators necessary to assess and manage the quality of the activities are detailed. The instruments defined for IGOT also coexist with those defined by ULisboa under the respective IQAS.

The QM-IGOT is structured as follows:

- Introduction, including reference to the legal framework for the implementation of the system;
- Benchmarks adopted in the quality assurance process;
- IGOT's mission, vision and objectives;
- Organic structure of the IGOT, with a description of the management bodies, services and respective spheres of competence;
- IGOT's quality policy;
- IQAS-IGOT, describing the information and management systems, as well as the interface points with the institutional management bodies.

1.4. Legislation and framework

The QM-IGOT was prepared based on the recommendations contained in the legislation and documents specified in Table 3

Table 3 - Legislation and other supporting documents to QM-IGOT | IQAS-IGOT

LEGISLATION AND OTHER DOCUMENTS	SUBJECT
Legal Regime of Higher Education Institutions, Law No. 62/2007, of 10 September.	Regulates the organisation of Higher Education Institutions.
Legal Regime of Degrees and Diplomas of Higher Education (RJGDES), Decree-Law No. 74/2006 and successive amendments, republished by Decree-Law No. 65/2018, of 16th August.	Regulates the attribution of degrees and diplomas of Higher Education and establishes the rules regarding their accreditation
Legal Regime of Evaluation of Higher Education, Law no. 38/2007, of 16 of August.	Establishes the regime of evaluation of the quality of Higher Education.
Decree-Law no. 369/2007, of 5 November, creates the Assessment and Accreditation Agency for Higher Education and approves its Statutes.	Creates the Agency for Assessment and Accreditation of Higher Education - A3ES.
Council for the Prevention of Corruption, Recommendation No. 1/2009, published in the 2nd series of the Official Gazette, No. 140, of 22 July 2009 and Recommendation No. 1/2010, published in the 2nd series of the Official Gazette, No. 71, of 13 April 2010.	Guidelines of the Prevention of Corruption Council for the preparation and publication of Risk Prevention and Management Plans.
Order No. 16034/2013, of 26 November, published in the Official Gazette, Series II, No. 239, of 10 December.	IGOT Statutes.

LEGISLATION AND OTHER DOCUMENTS	SUBJECT
Order No. 15622/2015, of 29 December, establishes the bases of the Integrated Quality Assurance System of the University of Lisbon (ULisboa-IQAS), defining its objectives, organisation and instruments of action.	Approves the RIQAS-ULisbon.
Dispatch no. 12378/2022, of 21 October, establishes the bases of the Integrated Quality Assurance System of the Institute of Geography and Spatial Planning of the University of Lisbon (IGOT-IQAS), defining its objectives, organisation and action instruments.	Approves the RIQAS-IGOT.
<i>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)</i> , Brussels, 2015.	International Guidelines for Quality Assurance in Higher Education.
A3ES, Benchmarks for Internal Quality Assurance Systems in Higher Education Institutions (adapted to ESG 2015), 2016.	Defines the referential for IQAS in Higher Education Institutions.
A3ES, Manual for the Audit Process, V 1.4, Jan2020.	Audit of the IQAS in Higher Education Institutions, issued by the A3ES.

2. Quality Benchmarks

The Quality Standards provide a reference framework for the development of the IQAS-IGOT. These benchmarks are the basis used by the evaluation institutions in applying the audit criteria for the certification of the IQAS of academic institutions. Thus, the development of the IQAS-IGOT should take into account the ESG, 2015⁹ and the *Frameworks for IQAS in Higher Education Institutions* of the A3ES¹⁰.

The ESG, 2015 were adopted in 2015 by the ministers responsible for higher education in the European Higher Education Area, based on a proposal from the European Association for Quality Assurance in Higher Education (ENQA), in collaboration with the European Students' Union (ESU), European Association of Institutions in Higher Education (EURASHE) and European University Association (EUA). The principles defined were as follows:

- Quality assurance policy;
- Programme design and approval;
- Student-centred learning, teaching and assessment;
- Student application, progression, recognition and certification (awarding of degrees) by institutions;
- Teaching staff;
- Dedicated teaching and student support resources;
- Information management;
- Public information;
- Permanent monitoring and periodic review of the programmes;
- Periodic external quality assessment¹¹.

⁹ Available at https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

¹⁰ Available at https://www.a3es.pt/sites/default/files/Referenciais%20ASIGQ_PT_V1.2_Out2016.pdf

¹¹ In the original terms: "Policy for quality assurance; Design and approval of programmes; Student-centred learning, teaching and assessment; Student admission, progression, recognition and certification; Teaching staff; Learning resources and student support; Information management; Public information; On-going monitoring and periodic review of programmes; Cyclical external quality assurance" (ESG, 2015).

In turn, in the Guidelines for IQAS in Higher Education Institutions, the A3ES adopted a broader set of principles that, being in line with the ESG, 2015, are developed around five vectors:

- Policy for quality assurance;
- Core processes of the institutional mission - teaching and learning, research and development, inter-institutional and community collaboration, internationalisation;
- Management of human resources, material resources and support services;
- Management and publicising of information;
- Periodic external evaluation.

Disaggregating these vectors, the A3ES arrives at 13 benchmarks, indicated in Table 4.

Table 4 - A3ES Benchmarks

VECTORS	BENCHMARKS
I - Quality assurance policy	1. Adoption of policy for quality assurance and pursuit of quality objectives;
II - Core processes of the institutional mission	2. Conception and approval of the formative offer; 3. Student-centred teaching, learning and assessment; 4. Student admission, progression, recognition and certification; 5. Ongoing monitoring and periodic review of courses; 6. Research and Development; 7. Inter-institutional and community collaboration; 8. Internationalization;
III - Management of human resources, material resources and support services	9. Human Resources; 10. Material resources and services;
IV - Information management and publication	11. Information Management; 12. Public information;
V - Periodic external evaluation	13. Cyclical nature of external quality assurance.

Source:A3ES

The 13 benchmarks used by A3ES thus include and reinterpret the 10 defined in the ESG, 2015, adding those related to Research and Development (R&D), Inter-institutional and Community Collaboration and Internationalisation. With regard to the benchmarks related to Human Resources and Material Resources and Support Services, the A3ES generalises them, no longer considering them only in the restricted scope of education.

The A3ES presents these benchmarks in detail. For each of them, the main objectives are indicated and the actions that institutions should take to achieve them are listed.

ULisboa and subsequently IGOT chose to consider the 13 benchmarks adopted by A3ES. A brief summary of the objectives of each of them is presented below.

1. Adoption of policy for quality assurance and pursuit of quality objectives

Through this benchmark, the aim is to assess whether IGOT has consolidated a culture of quality, supported by a formally defined and publicly available quality policy and objectives. In this sense, it is assessed whether the Institute has prepared, formally approved and published documentation expressing the institutional policy and objectives for quality.

2. Design and approval of the training offer

This benchmark evaluates if IGOT has processes for the design and approval of its training offer, ensuring that the courses taught are designed from objectives aligned with the institutional strategy in this area. This assessment should cover any study cycle, conferring or not an academic degree.

3. Student-centred teaching, learning and assessment

IGOT should ensure that teaching encourages active student participation and that teaching methodologies and assessment objectives are consistent with formative and student-centred objectives.

4. Admission of students, progression, recognition and certification

This benchmark focuses on the aspects associated with the admission, progression, recognition and certification of students. The assessment of the procedures associated with the certification by IGOT of training obtained in other scopes or institutions should also be considered.

5. Continuous monitoring and periodic review of the courses

The IGOT shall monitor and periodically review the training offer, as well as its adequacy and continuous improvement.

6. Research and development

IGOT shall provide itself with mechanisms for promoting, assessing and developing scientific, technological, cultural and artistic activity integrated in its institutional mission.

7. Interinstitutional and community collaboration

The IGOT must provide itself with mechanisms to promote, evaluate and develop interinstitutional collaboration and collaboration with the community.

8. Internationalisation

The IGOT must promote, evaluate and develop its international cooperation activities, with particular emphasis on Europe and the Portuguese-speaking countries and communities.

9. Human resources

In Higher Education the quality and motivation of human resources are fundamental for the success of institutions. It is necessary to guarantee that the processes of recruitment, evaluation, training and promotion promote the improvement of the quality of the work of teachers, researchers and technical and administrative staff. It is also necessary to guarantee a sustainable policy of human capital management, avoiding excessive ageing, allowing the opening to younger people and also avoiding ruptures in some areas or scientific domains.

10. Material resources and services

The IGOT must ensure that the material resources and services available to support the different activities are appropriate, as well as have mechanisms to monitor their adequacy and permanent improvement. Their use must ensure the current and future sustainability of the Institute.

11. Information management

The IGOT must equip itself with an integrated information system, as well as mechanisms to ensure the collection, analysis and use of results for the effective management of its various fields of activities.

12. Public information

The IGOT must publish regularly updated, impartial and objective information, both quantitative and qualitative, on the various aspects of its mission. This practice, in addition to resulting from the public character of the Institute, is an important instrument for publicising the activities developed within the IGOT.

13. Cyclical nature of external quality assurance

IGOT is periodically evaluated by external entities. The external evaluation promotes the quality of the activities developed, verifies the effectiveness of the IQAS, acts as a catalyst for improvement and may offer new perspectives to the institution. This evaluation, with a cyclical character, covers the different

areas of activity.

The IQAS-IGOT is an important mechanism to support the internal and external evaluation processes, as well as to integrate the quality improvements induced by these evaluation processes.

3. IGOT's mission, vision and objectives

The IGOT statutes define as its mission *to provide higher education, develop research, disseminate knowledge and provide specialised technical and scientific advice to the community in which it operates, in the areas of geography, spatial planning and management, urbanism, environment and territorial development policies.*

The IGOT mission thus articulates the three main areas of intervention of Universities - Teaching, Research and Connection to Society - in order to stimulate innovation, disseminate knowledge and contribute to development. To expand the boundaries of scientific knowledge and technology, transfer this knowledge to society and promote the education of its students, namely through the practice of research

IGOT's vision is to be a reference institution in the fields of teaching and research in Geography and Spatial Planning. IGOT, a brand increasingly recognized in the Academy and in Society in general. IGOT, a space for free, reflective, critical and useful thought to the demands and needs of today's Society. IGOT, a responsible and motivated community.

According to the Statutes, the fundamental attributions of the Institute are

- a) To provide higher education at undergraduate and postgraduate levels, organising courses leading to the degrees of Bachelor, Master and Doctor, in the branches of knowledge and areas it cultivates;*
- b) To organize aggregation tests in a branch of knowledge or in a specialty in which it may confer the degree of Doctor, and to award the respective title by the University of Lisbon;*
- c) To organize other non-degree courses and other specialization and lifelong learning activities open to the community in the fields of geography, environment, spatial planning, urbanism, cartography and geographic information systems, development and territorial policies;*
- d) To train teachers, researchers and technicians in fields related to geography, environment, spatial planning, urbanism, cartography and geographical information systems, development and territorial policies;*

- e) *To promote and organize scientific research, encouraging the national and international dissemination of the scientific production of its teachers and researchers, and the social and economic valorisation of the results obtained;*
- f) *To collaborate with the Schools of the University of Lisbon and with other Portuguese, foreign and international higher education institutions in the implementation of courses, research projects and any other activities of common interest;*
- g) *To welcome researchers with bachelor, master and doctoral degrees within the scope of research programmes and projects in progress at the Institute's research centres;*
- h) *To participate in the definition, implementation and evaluation of the teaching and research policy in the specific field of Geography and Spatial Planning and in the evaluation and accreditation of professionals and trainers in this field;*
- i) *To cooperate in the improvement of geography teaching programmes and methods at all school levels and to contribute to pedagogical innovation and the promotion of geographic literacy;*
- j) *Contribute to the definition of public policies for regional development and spatial planning by observing the Portuguese reality and presenting recommendations and proposals to the competent bodies;*
- k) *Provide services to the community in the area of technical and scientific consultancy, entering into agreements and cooperation protocols and service provision contracts with public or private institutions in order to pursue its objectives;*
- l) *To contribute to the creation, development and enhancement of the University of Lisbon colleges it may integrate;*
- m) *To foster cultural development within the scope of geography and collaborate in the conservation, dissemination and improvement of natural and cultural heritage;*
- n) *To promote the personal and professional fulfillment of its members, guaranteeing academic freedom, free guidance of teaching and free formation and expression of doctrines and scientific opinions;*
- o) *Promoting the quality of life and work of students, supporting student associations and providing conditions for their affirmation;*
- p) *Encouraging student participation in academic and social life, and in artistic, sporting and cultural activities and support for the development of extracurricular skills;*
- q) *Promote the participation of former students of the Institute of Geography and Spatial Planning and*



the former Department of Geography of the School of Arts and Humanities of the University of Lisbon in the development of the Institute of Geography and Spatial Planning;

r) To provide non-teaching and non-research staff with personal and professional fulfilment, guaranteeing training conditions, with a view to obtaining higher-level technical qualifications.

4. IGOT organisational structure

Under the terms of its Statutes, the IGOT integrates Areas, Units and also the Technical and Administrative Services.

In IGOT there are governing bodies and advisory, support and representation bodies of the academic community.

4.1. The Institute of Geography and Spatial Planning of the University of Lisbon

The Institute is an Organic Unit (OU) of the University of Lisbon. It carries out teaching and research activities and has its own governing bodies. It is a legal person governed by public law that enjoys statutory, scientific, pedagogical, cultural, administrative, financial and patrimonial autonomy, under the terms set forth in the law and in the ULisboa Statutes.

IGOT has the following governing bodies: School Council; President; Scientific Council and Pedagogical Council. Given its administrative and financial autonomy, there is also a Management Board, with powers in terms of administrative, financial, asset management as well as human resources. The competences of the self-government bodies are those defined by the statutes and the law.

4.2. IGOT Areas

For the purposes of strategic coordination, rationalization of the use of resources and articulation of research and teaching, the Institute is organized into two areas:

- a) The Education and Training Area;
- b) Research and Development Area.

The Areas constitute specialized action structures that must cooperate with each other to pursue the Institute's objectives.

4.3. IGOT Units

4.3.1. Education and Training Units

These are Units of the Education and Training Area, the Study Cycles:

- a) 1st Cycle;
- b) 2nd Cycle;
- c) 3rd Cycle;
- d) Other Formations

A Cycle of Studies is a functional unit that organises or co-organises undergraduate courses, master's courses, doctoral courses and the set of specialisation and professional courses that do not confer a degree.

4.3.2. Research and Development Units

Research and Development Area Units are research centers recognized by the University of Lisbon and positively evaluated by the respective supervisory entity.

Research Unit: The Center for Geographical Studies (CEG)

A Research Center is a unit subject to independent assessment, which promotes or participates in research and development projects, and cooperates with the Education and Training Area in the organization and implementation of the Institute's courses, particularly at postgraduate level.

The CEG is integrated into the National Scientific and Technological System and is regularly evaluated by the Foundation for Science and Technology (FCT), having obtained the classification of "Very Good" in the last evaluation carried out (2017-2018).

4.4. IGOT courses

The Institute offers undergraduate, masters and doctoral courses, as well as non-degree specialization and professional courses.

Each course is organized by the Institute, by itself or in cooperation with other entities, namely Schools, Colleges and Specialized Units of ULisboa or other Portuguese, foreign and international higher education institutions.

Each course taught at the Institute has a coordinator, a study plan and its own regulations.

4.5. Technical and Administrative Services

The Technical and Administrative Services carry out all activities to support research, teaching and the Institute's general functioning.

4.6. School Social Services

IGOT provides school social services to its students through the Social Services of the University of Lisbon (SASULisboa), which are services that provide direct and indirect social support to the academic community of ULisboa and external entities, with administrative and financial autonomy and governed by its own statutes.

4.7. Bodies

The governing bodies of IGOT are:

School Council;

President;

Scientific Council;

Pedagogical Council;

Management Board.



The bodies of the IGOT Areas are:

The Education and Training Area Assembly;

The Research and Development Area Assembly.

The bodies of the IGOT Teaching and Training Units are:

Cycle Coordinators;

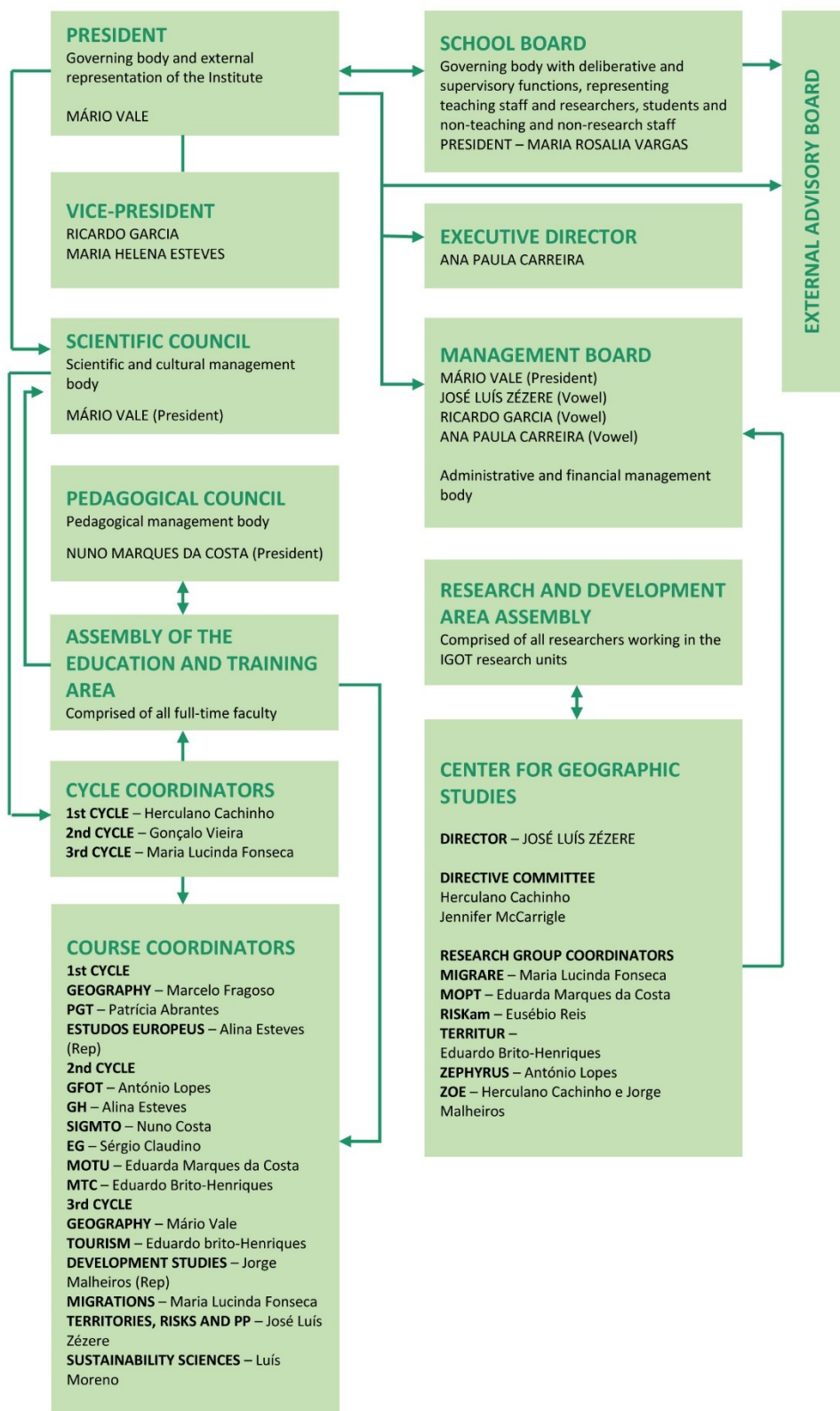
Course Coordinators.

The advisory bodies of IGOT are:

The External Advisory Board.

4.8. IGOT organisation chart

Figure 1 - IGOT organisational Chart



5. IGOT Quality Policy

IGOT attaches a central importance to quality assessment and assurance. According to its Statutes, the IGOT periodically promotes, under the terms of the law, the internal evaluation of its quality, in conjunction with the evaluation and quality assurance devices of the University of Lisbon.

Quality assurance, namely the existence of processes for the systematic collection of information with a view to continuous improvement, has been a fundamental axis of the strategic plans for institutional development presented by the President at the beginning of each mandate.

Since 2022, an Integrated Quality Assurance System has been regulated at IGOT (IQAS-IGOT). It emphasizes the following principles:

- a) Attend to the reality of the IGOT, in its dimensions of teaching, research and connection to the community;*
- b) Ensure the integration of IQAS-IGOT in the Integrated Quality Assurance System of the University of Lisbon (IQAS-ULisboa);*
- c) Stimulate the participation of the entire IGOT community — teachers, researchers, students and technical and administrative staff;*
- d) Be characterized by simplicity, coherence, stability and predictability, without prejudice to innovation and administrative modernization of system management;*
- e) Ensure transparency and accountability, without prejudice to information security, privacy and protection of personal data;*
- f) Ensure participation, collegiality, rigor and commitment in academic life;*
- g) Promoting the development of a quality culture in the various fields of activity of the IGOT, stimulating the approach by processes and the monitoring of development indicators;*
- h) Contribute to the continuous improvement of activities developed at IGOT.*

The IQAS-IGOT brings together all the Institute's activities that contribute to ensuring the quality of the activities carried out and to fulfilling its mission, with the President being responsible for its implementation and coordination.

According to the RIQAS-IGOT, to assist the President in this task, IEC-IGOT was created, constituted under the terms of article 9 of the IGOT Statutes, with advisory and monitoring functions for the

implementation of the IQAS-IGOT, ensuring the conditions for its operation, having the following competences:

- a) Promote the development of a quality culture at IGOT;*
- b) Monitor the internal and external evaluation processes;*
- c) Draw up the IGOT Quality Manual and Plan and propose its approval to the President;*
- d) To promote the elaboration of manuals of good practices and propose their approval to the competent bodies;*
- e) Analyze the functioning and development of the IQAS-IGOT, prepare assessment reports and present management and improvement proposals;*
- f) Monitor the activities of the Executive Quality Committee (CEQ);*
- g) Propose the revision of the RIQAS-IGOT.*

Also according to the RIQAS-IGOT, to ensure the day-to-day management of the IQAS, the Executive Committee for Quality (ECQ) was created, which has the following competences:

- a) Promote the monitoring of performance indicators associated with the IQAS-IGOT and ensure the reporting of data to the President, the IEC and the other management bodies of the IGOT;*
- b) Stimulate the development of an integrated information system, which makes it possible to monitor and control compliance with quality benchmarks;*
- c) Monitor the performance of internal self-assessment activities;*
- d) Manage the production of documentation associated with the IQAS-IGOT;*
- e) To prepare, together with the responsible services, the Manuals of Procedures.*

The steps initiated since the institution of the IGOT and the founding of ULisboa, in terms of quality assessment and assurance, were followed by a set of operational improvements, which today make it possible to guarantee the maturity of the system. The fact that IGOT uses the academic management system (FENIX) and Human and Financial Resources Management (SAP), transversal to all other ULisboa Schools, will allow, in the future, to develop systems that allow the collection and integrated treatment of information, without prejudice to the creation of other monitoring mechanisms for performance indicators associated with quality benchmarks.

6. IGOT Integrated Quality Assurance System

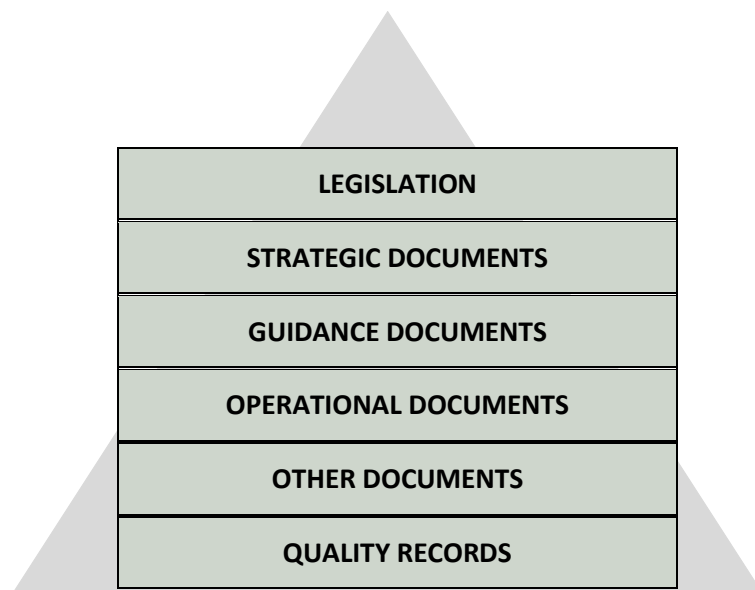
6.1. Organization and documentation

The IGOT organises the IQAS into two levels. Firstly, a process approach is adopted, identifying and managing the procedures associated with them, recognizing the different activities that integrate them, as well as their actors, and defining which indicators allow monitoring their development. Based on the evolution of these indicators and their assessment in relation to the objectives outlined in the Fundamental Strategic Options, in the Activities and Quality Plans, analysis and reflection mechanisms must be adopted that allow the continuous improvement of processes and the redefinition of plans.

Second, a perspective based on quality benchmarks is adopted. In this case, for each of the benchmarks, the objectives, the actions to be promoted, the responsible bodies or services and the related documents and/or activities are identified.

The document architecture adopted in IQAS-IGOT is shown in Figure 2.

Figure 2 – IGOT-IQAS document architecture



The most relevant legislation was referred to above (Table 3).

The strategic documents are the IGOT Statutes, the fundamental strategic options and the action plan for the President's mandate period.

The guiding documents are the following:

- Quality Manual - defines the quality policy, describes the IQAS-IGOT and establishes the architecture and general organisation of the quality management system;
- Quality Plan - defines, in a detailed way, the actors, processes and procedures necessary to evaluate and manage the quality of the activities;
- Annual Activity Plan - establishes IGOT's main lines of action for each year, as well as the respective budgetary impacts;
- Management Risk Prevention Plan, including Corruption and Related Infractions Risks - identifies the main risks in the pedagogical, scientific, research and administrative areas and determines the design of the procedures with the purpose of annulling or mitigating them.

The operational documents include:

- Regulations - regulate IGOT's activity, either by adapting its functioning to legal impositions, or by defining the rules that certain internal programmes or activities must obey;
- Procedures Manuals - when necessary, they aggregate the procedures adopted by the different services, with a systematic description of the tasks that are part of each process, including, if necessary, procedure description sheets; information notes, instructions, forms, reports, resulting from the execution of the process and respective analysis and quality records that show compliance with the different procedures.

There are also other documents and records, resulting from the collection of information at multiple levels that occurs regularly. They include, among others, course unit files, records of summaries, course unit reports, study cycle reports, teaching reports, results of pedagogical enquiries, research unit reports, performance evaluation reports and, when available, system meta-evaluation reports.

6.2. Integrated Information System

The IQAS-IGOT presupposes the continuous collection and analysis of information about the Institute's activities, so that reliable indicators may be established. The process is based on an information system that allows the consolidation of the data related to the quality benchmarks described at the beginning of this QM, assessing the degree of fulfilment of its objectives, the evolution of the different indicators and the possibilities for improvement.

The IGOT has two integrated information management systems in full operation and a third one currently being installed. The first is the FENIX academic management system that allows the collection and processing of information in an integrated and articulated manner. FENIX is an information management system that integrates multiple documents and indicators related to academic activities, such as study cycles, curricular units, classes and summaries, grades and agendas, pedagogical surveys and others.

As of the end of 2022 the Quality Assurance Module for the Fénix Integrated Academic Management System will be operational. It will contain, among others, the following elements:

- a) Reports of Curricular Units (CU) - data on the characteristics and functioning of the CU, academic success, pedagogical surveys and comments from those responsible for the CU;
- b) Study Cycle Reports - data on the characteristics of the study cycles, number and characteristics of the enrolled students, evolution of demand, academic performance, school leavers, training efficiency, characteristics of the graduates, employability of the graduates, internationalization, class attendance, pedagogical surveys, comments and opinions of the heads of the study cycles and of the Pedagogical Council;
- c) School Year Operation Report.

An automatic "alerts" system is also planned, which will signal situations with potential problems, which must then be examined by those involved with a view to improving them.

Although the elements collected by FENIX link only to teaching and learning - A3ES benchmarks 2 to 5 - they are central to building a robust quality system in a higher education institution like IGOT.

The second information system in operation is the Integrated Resource Management System (ERP), based on SAP technology. This system facilitates the collection and integrated processing of information about human resources, financial, accounting, assets, logistics and sales. These data are mainly related to A3ES benchmarks 9 and 10.

A third information system on R&D activities is still in the installation phase. To date, the collection and processing of information on scientific production has followed the procedures and used the indicators usually reported by the research units to the entities that promote and fund research, in particular the FCT. These data are the basis of A3ES benchmark 6.

However, with a view to continuous improvement, an integrated scientific information management system for ULisboa will soon be operational. The purpose of this system is to facilitate the processes of management, production and access to scientific information, in real time, in order to provide a broad view at various levels; identify research networks; facilitate the measurement and analysis of scientific activity, namely the production of bibliometric indicators; generate greater efficiency in the preparation of activity reports and others; improve the mechanisms for strategic decision-making and definition of R&D policies; and contribute to better communication of science.

This system foresees the articulation with international databases (such as ORCID, Web of Science and SCOPUS) and with FCT (namely CIÊNCIAVITAE), so that elements of scientific production regarding teachers and researchers can be imported. There may also be a connection to FENIX, allowing an integrated management of the advanced training activity, to the ULisboa Repository (a collection of documents, in digital format, gathering the intellectual, academic and scientific production of the university) and to the ULisboa Libraries system.

These integrated information systems do not exclude the use of other sources, nor do they prevent IGOT reports and indicators from being complemented by the collection and processing of other specific information.

The collection of information for the IQAS-IGOT is based on a set of processes that can be linked to the main quality benchmarks. This information enables various indicators to be constructed. These processes and indicators are detailed in the QP-IGOT.

6.3. Integrated management system

Another component of the operationalisation of the IQAS-IGOT is an integrated management system, based on a Benchmark Control Map inspired on the quality benchmarks. The model of this map is shown in Table 5.

Table 5 - Model of the Benchmark Control Chart

NAME OF THE BENCHMARK		
DESCRIPTION AND OBJECTIVES OF THE BENCHMARK		
ACTIONS TO BE PROMOTED	RESPONSIBLE BODIES OR SERVICES	RELATED DOCUMENTS AND/OR ACTIVITIES
Description of action	<ul style="list-style-type: none"> • IGOT Governing Bodies (...) • IGOT Services (...) • Other entities (...) 	<ul style="list-style-type: none"> • Produced by IGOT governing bodies (...) • Produced by the IGOT (...) • Produced by other entities (...)

This map identifies the various benchmarks, their objectives, the actions to be promoted, the bodies or services responsible for the production and processing of information, and the related documents and/or activities. The list of benchmarks, objectives and actions to be promoted derive directly from the standards presented to A3ES for the organisation and audit of quality systems¹².

The detailed version of the Benchmark Control Chart will be presented in the QP-IGOT and updated whenever appropriate.

¹² For example, in the case of Benchmark 1 (Adoption of policy for quality assurance and pursuit of quality objectives), A3ES indicates the following proposition as an objective: The institution has consolidated a culture of quality, supported by a formally defined and publicly available quality policy and objectives. Then, it adds the actions that should be promoted: In this sense, the institution has prepared, formally approved and published documentation in which it expresses the institutional policy and objectives for quality, which includes, namely:

- The institutional strategy for continuous quality improvement, translated into the pursuit of certain quality objectives, as an integral part of the overall strategic management of the institution and contribution to accountability;
- The organization of the quality assurance system, pointing out the responsibilities of the different bodies and services in this domain
- The forms of involvement and responsibilities of students and other stakeholders (internal and external) in the processes of quality assurance;
- The ways to ensure academic integrity and vigilance against academic fraud and against any form of intolerance or discrimination towards students or teaching and non-teaching staff;
- The way of implementing, monitoring and reviewing the quality policy and its translation into an effective internal quality assurance system.

6.4. Relationship with ULisboa

The IGOT Statutes define an institutional model based on the principles of autonomy and responsibility. Thus, the IQAS-IGOT must address global and local levels, constituting a model that develops and replicates itself based on the IQAS-ULisboa, feeding itself through a fluid, easy and permanent communication.

The quality assessment involves, at each level, the following components:

- ULisboa: global evaluation of the University's activities, ensuring the fulfilment of the mission and of the activities plan and defining the benchmarks, the main processes and general indicators;
- IGOT: evaluation of the developed activities based on the benchmarks and indicators, focusing on the specific processes that take place at its level of action.

Given the statutory principles of the University, and also the variable state of consolidation of the quality systems of the different Schools, the IQAS-ULisboa does not compromise local autonomy: there is a common system, based on general rules and principles, but with specifications in each School, which may or may not take the form of their own IQAS certified by A3ES.

From a formal point of view, QM-IGOT is derived from ULisboa-QM. When there is an autonomous IQAS or the intention to develop one, the QM-ULisboa must serve as the general framework for the QM-IGOT. The same principle is valid for the QPs. When there is no autonomous IQAS, IGOT can adopt ULisboa's QM and QPs, introducing only their specificities. Given the autonomy of IGOT, the necessary adaptations to the various institutional frameworks should be made in all cases.

The QM-IGOT and the QP-IGOT are thus developments of the corresponding ULisboa documents, adapted to the IGOT's own functions and specificities.

In all cases, these documents, as well as the fundamental strategic options and the action plan for the President's term of office and the Services' Manuals of Procedures, are approved by the statutorily competent bodies.

6.5. Structures, competences and responsibilities

With regard to quality assurance, the top management of IGOT, represented by the President, has as main responsibilities:

- To define and disseminate a quality policy;
- To ensure the implementation of the IQAS;
- Promoting management efficiency and effectiveness;
- Ensuring the availability of resources;
- Ensuring the commitment of all bodies and services in the implementation, maintenance and improvement of the IQAS.

According to the Regulations of IQAS-IGOT, the IEC-IGOT, appointed by the President, is the consultative body responsible for analysing the operation and development of IQAS-IGOT and for presenting proposals for its management and improvement. This body is composed of

- (a) The President of the School Council, with the possibility of delegating it to a doctoral member of the School Council;
- b) A teacher designated by the Assembly of the Teaching and Training Area;
- c) A researcher designated by the Assembly of the Research and Development Area;
- d) A student designated by the Student Body of the Pedagogical Council;
- e) The non-teaching and non-researching staff member of the School Council.

The President also appoints a Executive Committee for Quality (ECQ), responsible for ensuring the day-to-day management of the IQAS-IGOT. This body is composed of

- a) The Executive Director;
- b) The Head of the Academic Management Unit.

IGOT approves the regulation that defines the structure and the instruments necessary for the development of IQAS-IGOT.

The IGOT may submit the certification autonomously by A3ES or, alternatively, fit into the certification process promoted by ULisboa and adjust to the specific reality.

In order to facilitate the integration between common processes and procedures of the IQAS-ULisboa and the specific processes and procedures of the IGOT, a regular liaison channel should exist between the IGOT and the Rectorate of ULisboa.

In short, IGOT promotes, in articulation with the Rectorate of ULisboa and using its own mechanisms, self-assessment strategies and data collection and processing, with a view to the continuous improvement of the institution and the services provided to the community. These procedures must be aligned, at the level of general principles, with those generally defined for the University. The information collected by IGOT within the scope of the management and quality assurance activities is an integral part of the IQAS-ULisboa.

The IGOT acknowledges that the facts collected and the conclusions obtained through the data analysis on the different aspects related to the quality benchmarks and their monitoring necessarily lead to decision proposals aimed at identifying the less positive aspects and defining effective solutions to the challenges faced by IGOT.

At all these moments, particular attention should be given to the articulation between IQAS-IGOT and the management bodies, as well as to the participation of all the agents involved in the quality assurance processes. In the latter case, the mobilisation of teachers, researchers, students and technical and administrative staff is essential for the credibility of the system.

The President and the IEC-IGOT shall periodically assess the form of inter and intra-institutional articulation in conducting quality processes, in order to monitor and improve their functioning.



QUALITY MANUAL

QAS-IGOT

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