

A3ES

Agência de Avaliação
e Acreditação
do Ensino Superior

GUIDELINES FOR PRIOR ACCREDITATION OF A NEW STUDY PROGRAMME

APAPNCE 2018 EN

(University and Polytechnic Education)

August 2018

CONTEXT OF THE ASSESSMENT OF PROPOSALS FOR NEW STUDY PROGRAMMES

Under the legal framework for the assessment of higher education (Law no. 38/2007, of 16 August), the entry into operation of a new study programme requires its prior accreditation by the A3ES.

The prior accreditation of new study programmes (NCE Process) has as fundamental element the proposal prepared by the applying institution, submitted on the Agency's platform through the Guidelines for Requesting Prior Accreditation of a New Study Programme (Guidelines PAPANCE).

The assessment is carried out by an external assessment team (EAT), composed of experts selected by the Agency based on their curriculum and experience and supported by an Agency staff member, who acts as the case officer. The EAT analyses the proposal in the light of the applicable criteria, published namely as an Appendix to these guidelines.

The EAT, using the appropriate electronic form, prepares, under the supervision of its President, the preliminary version of the external assessment report of the study programme. The Agency forwards the preliminary report to the higher education institution for examination and possible response, within the fixed time period. In case of a response, the team may review the report, if it so considers fit, approves its final version and submits it on the Agency's platform.

The final decision on accreditation is the responsibility of the Management Board. In the formulation of the decision, the Management Board will take into account the final report of the EAT and, if there are relevant professional bodies and associations, their opinion will also be considered. The Management Board may, however, take decisions that do not coincide with the EAT's recommendation, in order to ensure equity and balance of final decisions. Thus, the Management Board may reasonably disagree with the EAT, making a decision favourable to the institution (less demanding than the team) or unfavourable to the institution (more demanding than the team) contrary to the EAT's recommendation.

EAT Composition

The composition of the EAT which evaluated the current proposal for the creation of the study programme is as follows (the CVs of the experts can be found on the Agency page under the [Accreditation and Audit / Experts](#) tab)

.....
.....
.....
.....
(automatically filled)

ASSESSMENT OF THE PROPOSAL FOR PRIOR ACCREDITATION

1. General characterisation of the study programme.

Note: All fields in this section are automatically filled from the information in the proposal for the accreditation of the new study programme.

- 1.1. Higher education institution.
(Automatically Filled)
- 1.1.a. Other higher education institutions. (in association)
(Automatically Filled)
- 1.2. Organic Units (faculty, school, institute, etc.).
(Automatically Filled)
- 1.2.a. Other Organic Unit (faculty, school, institute, etc.). (in association)
(Automatically Filled)
- 1.3. Study programme.
(Automatically Filled)
- 1.4. Degree.
(Automatically Filled)
- 1.5. Main scientific area of the study programme.
(Automatically Filled)
- 1.6. Classification CNAEF of the fundamental areas of the study programme according to Ordinance no. 256/2005, March 16th (CNAEF) (3 digits).
 - 1.6.1. CNAEF classification – first fundamental area.
(Automatically Filled)
 - 1.6.2. Second fundamental area, if applicable
(Automatically Filled)
 - 1.6.3. Third fundamental area, if applicable
(Automatically Filled)
- 1.7. Number of ECTS credits necessary for obtaining the degree.
(Automatically Filled)
- 1.8. Duration of the study programme. (article 3 DL-74/2006, March 26th)
(Automatically Filled)
- 1.9. Maximum number of admissions.
(Automatically Filled)
- 1.10. Specific entry requirements.
(Automatically Filled)
- 1.11. Working regime (Day time / After working hours / Other).
(Automatically Filled)
- 1.12. Premises where the study programme will be lectured.
(Automatically Filled)
- 1.13. Regulation for crediting academic education and professional experience.

(Automatically Filled)

1.14. Observations.

(Automatically Filled)

2. Formalisation of request. Entry requirements.

2.1. Deliberations of the bodies that must be consulted according to the legislation and statutes.

<input type="radio"/> They exist, are adequate and comply with legal requirements.	<input type="radio"/>
<input type="radio"/> They exist, but are not adequate or do not comply with legal requirements.	<input type="radio"/>
<input type="radio"/> They do not exist.	<input type="radio"/>

Evidence that supports this assessment. (1,000 characters).

2.2. Regulations for crediting academic education and professional experience.

<input type="radio"/> They exist, are adequate and comply with legal requirements.	<input type="radio"/>
<input type="radio"/> They exist, but are not adequate or do not comply with legal requirements.	<input type="radio"/>
<input type="radio"/> They do not exist.	<input type="radio"/>

Evidence that supports this assessment. (1,000 characters).

2.3. Entry requirements.

<input type="radio"/> They exist, are adequate and comply with legal requirements.	<input type="radio"/>
<input type="radio"/> They exist, but are not adequate or do not comply with legal requirements.	<input type="radio"/>
<input type="radio"/> They do not exist.	<input type="radio"/>

Evidence that supports this assessment. (1,000 characters).

3. Scope and objectives of the study programme and its coherence with the institution's educational, scientific and cultural project.

3.1. The study programme's generic objectives.

The general objectives for the study programme are clearly defined and are compatible with the institution's mission and strategy:

YES NO PARTLY

3.2. Intended learning outcomes (knowledge, skills and competencies) to be developed by the student.

The intended learning outcomes (knowledge, skills and competences) to be achieved by students are clearly identified and sufficiently developed:

YES NO PARTLY

3.3. Insertion of the study programme in the institutional educational offer strategy, in light of the mission of the institution and its educational, scientific and cultural project.

The objectives defined for the study programme are compatible with the nature and mission of the institution and are appropriate to the educational offer strategy and to the educational, scientific and cultural project of the institution:

YES NO PARTLY

3.4. Global appraisal of the scope and objectives of the study programme.

3.4.1. Global appraisal

Justified global appraisal of the generic objectives and the intended learning outcomes of the study programme and of their compatibility with the nature, mission and strategy of the institution. (4,500 characters)

3.4.2. Strengths

Strengths of the generic objectives and the intended learning outcomes of the study programme. (3,000 characters)

3.4.3. Recommendations for improvement

Recommendations for improving the generic objectives and the intended learning outcomes of the study programme. (3,000 characters)

4. Curricular development and teaching and learning methodologies.

4.1. Designation of the study programme.

The designation of the study programme is coherent with its generic objectives and its intended learning outcomes:

YES NO PARTLY

4.2. Curricular structure.

The curricular structure is adequate and complies with the legal requirements:

YES NO PARTLY

4.3. Study plan.

The study plan is adequate and complies with the legal requirements:

YES NO PARTLY

4.4. Intended learning outcomes of curricular units.

The intended learning outcomes of curricular units (knowledge, skills and competences) are clearly defined and are coherent with the generic objectives and intended learning outcomes defined for the study programme:

YES NO PARTLY

4.5. Programmatic contents of curricular units.

The programmatic contents of the curricular units are coherent with their intended learning outcomes (knowledge, skills and competences):

YES NO PARTLY

4.6. Teaching and learning methodologies.

The teaching and learning methodologies are coherent with the intended learning outcomes (knowledge, skills and competences) defined for the study programme and for each of its curricular units:

YES NO PARTLY

4.7. Students' average workload.

The institution has the means for verifying that the required students' average workload corresponds to the estimated in ECTS:

YES NO PARTLY

4.8. Students' assessment methodologies.

The methodologies foreseen for the assessment of students' learning are defined in line with the intended learning outcomes (knowledge, skills and competences) of the curricular units:

YES NO PARTLY

4.9. Participation of students in scientific activities.

The teaching and learning methodologies facilitate the participation of students in scientific activities:

YES NO PARTLY

4.10. Justification of the total number of ECTS credits of the study programme.

The duration of the study programme and the total number of ECTS credits are justified in the light of legal requirements and current practice in the European Higher Education Area. Teachers were consulted on the methodology for calculating the number of credits of curricular units.

YES NO PARTLY

4.11. Global appraisal of curricular development and teaching and learning methodologies.

4.11.1. Global appraisal

Justified global appraisal of the curricular development and teaching and learning methodologies proposed for the study programme (9,000 characters)

4.11.2. Strengths

Strengths of the curricular development and teaching and learning methodologies proposed for the study programme. (3,000 characters)

4.11.3. Recommendations for improvement

Recommendations for improving the curricular development and teaching and learning methodologies proposed for the study programme. (3,000 characters)

5. Teaching staff.

5.1. Coordination of the study programme.

The profile of the teaching staff member(s) responsible for coordinating the study programme is adequate:

YES NO PARTLY

5.2. Fulfilment of legal requirements.

The teaching staff fulfils the legal requirements (qualification and specialisation):

YES NO PARTLY

5.3. Adequacy of workload.

The teaching loads attributed to the staff are balanced and compatible with the other functions proper to higher education teaching staff:

YES NO PARTLY

5.4. Stability of teaching staff.

Most of the teaching staff has a link to the study programme for a period over 3 years:

YES NO PARTLY

5.5. Teaching staff development.

The number of teaching staff members in doctoral programmes over one year is adequate to the eventual needs of qualification and specialisation of the study programme teaching staff:

YES NO PARTLY

5.6. Assessment of teaching staff.

There are procedures to assess the performance of the study programme's teaching staff and there are measures for their permanent updating and professional development:

YES NO PARTLY

5.7. Global appraisal of the teaching staff.

5.7.1. Global appraisal

Justified global appraisal of the adequacy of the study programme's teaching staff. (4,500 characters)

5.7.2. Strengths

Strengths of the study programme's teaching staff. (3,000 characters)

5.7.3. Recommendations for improvement

Recommendations for improving the teaching staff. (3,000 characters)

6. Non-academic staff.

6.1. Adequacy in number.

The number and work regime of the non-academic staff, allocated to the study programme, is adequate:

- YES NO PARTLY

6.2. Technical and professional capacity.

The qualification of the non-academic staff, allocated to the study programme, is adequate:

- YES NO PARTLY

6.3. Assessment of non-academic staff.

There are procedures to assess the study programme's non-academic staff and there are measures for their permanent updating and professional development:

- YES NO PARTLY

6.4. Global appraisal of non-academic staff.

6.4.1. Global appraisal

Justified global appraisal of the adequacy of the non-academic staff that supports the study programme. (4,500 characters)

6.4.2. Strengths

Strengths of the non-academic staff that supports the study programme. (3,000 characters)

6.4.3. Recommendations for improvement

Recommendations for improving the non-academic staff that supports the study programme. (3,000 characters)

7. Material resources and equipment.

7.1. Facilities.

The institution has physical facilities (spaces, libraries, laboratories, computer rooms, ...) necessary to fulfil the learning objectives of the study programme:

- YES NO PARTLY

7.2. Equipment.

The institution has the didactical and scientific equipment and the materials necessary to fulfil the learning objectives of the study programme:

- YES NO PARTLY

7.3. Global appraisal of facilities and equipment.

7.3.1. Global appraisal

Justified global appraisal of the adequacy of the facilities and equipment to support the study programme. (4,500 characters)

7.3.2. Strengths

Strengths of the facilities and equipment to support the study programme. (3,000 characters)

7.3.3. Recommendations for improvement

Recommendations for improving the facilities and equipment to support the study programme. (3,000 characters)

8. Research and development and/or advanced training and high-level professional development activities.

8.1. Research centres in the area of the study programme.

The institution has organisational and human resources allowing for the integration of their teaching staff and researchers in research activities, either by itself or through their participation in recognised scientific institutions:

YES NO PARTLY

8.2. Scientific production.

The study programme's teaching staff members have scientific publications, in the main area of the study programme, in international journals with peer review, books or book chapters, in the last five years:

YES NO PARTLY

8.3. Activities of technologic or artistic development.

The activities of technological and artistic development, community service and advanced training in the fundamental area(s) of the study programme have a real contribution to the national, regional and local development, the scientific culture and the cultural, sports and artistic activity:

YES NO PARTLY

8.4. Integration in national and international projects and partnerships.

The scientific, technological and artistic activities are integrated in national and international projects and/or partnerships:

YES NO PARTLY

8.5. Global appraisal of the research and development and/or advanced training and high-level professional development activities.

8.5.1. Global appraisal

Justified global appraisal of the research, applied research and / or technological and artistic development activities in the area of the study programme. (4,500 characters)

8.5.2. Strengths

Strengths of the research, applied research and / or technological and artistic development activities in the area of the study programme. (3,000 characters)

8.5.3. Recommendations for improvement

Recommendations for improving the research, applied research and / or technological and artistic development activities in the area of the study programme. (3,000 characters)

9. Compatibility with the national educational network in the area (public higher education).

9.1. Employability.

The institution promoted an analysis of the employability of graduates by similar study programmes, based on official data:

YES NO PARTLY

9.2. Capability to attract students.

The institution promoted an analysis of the evolution of candidates for higher education in the area of the study programme, indicating the perceived possible competitive advantages:

YES NO PARTLY

9.3. Regional partnerships.

The institution has established partnerships with other institutions in the region that teach similar study programmes:

YES NO PARTLY

9.4. Global appraisal of the compatibility of the study programme with the national educational network.

9.4.1. Global appraisal

Justified global appraisal of the compatibility of the study programme with the national educational network. (4,500 characters)

9.4.2. Strengths

Strengths of the compatibility of the study programme with the national educational network. (3,000 characters)

9.4.3. Recommendations for improvement

Recommendations for improving the compatibility of the study programme with the national educational network. (3,000 characters)

10. Comparison with European study programmes of reference.

10.1. Similar study programmes in reference European institutions.

The study programme has a duration and structure similar to study programmes of reference institutions in the European Higher Education Area:

YES NO PARTLY

10.2. Comparison with learning outcomes of similar study programmes.

The study programme has intended learning outcomes (knowledge, skills and competences) similar to those of other programmes of reference institutions in the European Higher Education Area:

YES NO PARTLY

10.3. Global appraisal of the comparison with European study programmes of reference.

10.3.1. Global appraisal

Justified global appraisal of the comparison with reference study programmes in the European Higher Education Area. (4,500 characters)

10.3.2. Strengths

Strengths of the comparison with reference study programmes in the European Higher Education Area. (3,000 characters)

10.3.3. Recommendations for improvement

Recommendations for improving the comparison with reference study programmes in the European Higher Education Area. (3,000 characters)

11. Internships and/or in-service training (when applicable).

11.1. Places for internship or in-service training.

There are enough and adequate internship and in-service training places:

YES NO PARTLY NOT APPLICABLE

11.2. Follow-up of the students by the institution.

The institution presents its own resources for effectively following its students during in-service training periods:

YES NO PARTLY NOT APPLICABLE

11.3. Quality assurance of internships and periods of in-service training.

There are mechanisms to ensure the quality of students' in-service training:

YES NO PARTLY NOT APPLICABLE

11.4. External supervisors.

There are external supervisors responsible for following the students' activities, adequate in number and in qualifications (for study programmes with in-service training mandatory by law).

YES NO PARTLY NOT APPLICABLE

11.5. Global appraisal of the conditions for internship or in-service training (if applicable).

11.5.1. Global appraisal

Justified global appraisal of the conditions for internship or in-service training. (4,500 characters)

11.5.2. Strengths

Strengths of the conditions for internship or in-service training. (3,000 characters)

11.5.3. Recommendations for improvement

Recommendations for improving the conditions for internship or in-service training. (3,000 characters)

12. Final observations.

12.1. Appraisal of the institution's response (if applicable).

Appraisal of the institution's response to the preliminary report, if there is one. (4,500 characters)

12.2. Observations.

Additional observations that are considered relevant by the external assessment team. (9,000 characters)

12.3. PDF

Insert a PDF file (optional). (maximum 100 KB)

13. Conclusions.

13.1. Global appraisal of the study programme.

Synthesis of the appraisals made in the report, systematising the strengths and weaknesses of the study programme. (9,000 characters)

13.2. Final recommendation.

Grounded on the global appraisal of the study programme, the external assessment team recommends:

- The study programme should be **accredited**
- The study programme should be **accredited with conditions**
- The study programme should **not** be **accredited**

13.3. Period of conditional accreditation (if applicable).

In the case of conditional accreditation, indicate the accreditation period proposed (in years).

13.4. Conditions to fulfil (if applicable).

In the case of conditional accreditation, indicate the conditions to be fulfilled. (4,500 characters)

APPENDIX – Decision criteria and instructions for filling in the report

Guidelines for Prior Accreditation of New Study Programmes

1. General characterisation of the study programme.

All fields in this section of the report are automatically filled in from the guidelines for requesting prior accreditation of a new study programme (Guidelines PAPANCE) submitted by the institution.

2. Formalisation of request. Entry requirements.

2.1 Deliberations of the bodies that must be consulted according to the legislation and statute.

Criteria: The request for the new study programme includes the deliberations of the institution's bodies that must be consulted for its creation. (Law 62/2007, of September 10, article 61, paragraph 2).

Guidelines: Appraisal of the existence and adequacy of the documents proving the deliberations of the bodies that legally and statutorily must be consulted about the creation of the study programme, and of their compliance with the legal requirements.

Evidence should be presented to substantiate the assessments of non-compliance or partial compliance with the criteria.

2.2 Regulations for crediting academic education and professional experience.

Criteria: There are regulations for crediting academic education and professional experience and they comply with the requirements established in Decree-Law 74/2006, of March 24, amended by Decree-Law 63/2016, of September 13.

Guidelines: Appraisal of the existence of crediting regulations and their compliance with the legal requirements.

Evidence should be presented to substantiate the assessments of non-compliance or partial compliance with the criteria.

2.3 Entry requirements.

Criteria: The specific entry requirements are adequate and comply with the requirements established in article 3, paragraph f), and in paragraph a) of articles 14, 26 e 38 of Decree-Law 74/2006, of March 24, amended by Decree-Law 63/2016, of September 13.

Guidelines: Appraisal of the adequacy and legal conformity of the specific conditions that must be met to apply for admission to this particular study programme.

Not to be confused with "access conditions", *i.e.* with the general conditions that must be satisfied to apply for admission to a study programme in general.

Evidence should be presented to substantiate the assessments of non-compliance or partial compliance with the criteria.

3. Scope and objectives of the study programme and its coherence with the institution's educational, scientific and cultural project.

3.1. The study programme's generic objectives.

Criteria: The generic objectives of the study programme are clearly defined and are compatible with the institution's mission and strategy.

Guidelines: Appraisal of the clarity and coherence of the generic objectives proposed for the study programme.

3.2. Intended learning outcomes (knowledge, skills and competencies) to be developed by the student.

Criteria: The intended learning outcomes (knowledge, skills and competences) to be achieved by students are clearly defined and sufficiently developed.

Guidelines: Appraisal of the clarity, consistency and degree of development of the intended learning outcomes (knowledge, skills and competences) that students are expected to acquire.

3.3. Insertion of the study programme in the institutional educational offer strategy, in light of the mission of the institution and its educational, scientific and cultural project.

Criteria: The strategic interest of the new study programme for the whole of the institution's educational offer, given the educational, scientific and cultural project of the institution, is sufficiently characterised.

The objectives defined for the study programme are compatible with the nature and mission of the institution and are appropriate to the educational offer strategy and to the educational, scientific and cultural project of the institution.

Guidelines: Appraisal of the compatibility of the new study programme with the nature and mission of the institution and its strategic interest for the whole of the educational offer, in view of the institution's educational, scientific and cultural project.

3.4. Global appraisal of the scope and objectives of the study programme.

3.4.1. Global appraisal

Justified global appraisal of the generic objectives and the intended learning outcomes of the study programme and of its strategic interest in view of the institution's educational, scientific and cultural project.

Evidence should be presented to substantiate the assessments of non-compliance or partial compliance in the preceding items.

3.4.2. Strengths

Strengths of the generic objectives and the intended learning outcomes of the study programme.

3.4.3. Recommendations for improvement

Recommendations for improving the generic objectives and the intended learning outcomes of the study programme.

4. Curricular development and teaching and learning methodologies.

Note: In the analysis to be carried out in paragraphs 4.1 to 4.11, the items included in reference point 3 of the "[Reference Framework for Internal Quality Assurance Systems in Higher Education Institutions](#)" should be kept in mind.

4.1. Designation of the study programme.

Criteria: The designation of the study programme is coherent with its generic objectives and its intended learning outcomes.

Guidelines: Appraisal of the adequacy of the study programme designation.

4.2. Curricular structure.

Criteria: The curricular structure is adequate and complies with the legal requirements.

Guidelines: Appraisal of the adequacy of the study programme curricular structure.

4.3. Study plan.

Criteria: The study plan is adequate to the curricular structure and the generic objectives and intended learning outcomes, and complies with the legal requirements.

Guidelines: Appraisal of the adequacy of the study plan.

4.4. Intended learning outcomes of curricular units.

Criteria: The intended learning outcomes of curricular units (knowledge, skills and competences) are clearly defined and are coherent with the generic objectives and intended learning outcomes defined for the study programme.

Guidelines: Appraisal of the alignment of the intended learning outcomes of the curricular units with the general objectives and intended learning outcomes of the study programme.

4.5. Programmatic contents of curricular units.

Criteria: The syllabi of the curricular units are coherent with their intended learning outcomes (knowledge, skills and competences).

Guidelines: Appraisal of the coherence of the syllabi of curricular units with their intended learning outcomes.

4.6. Teaching and learning methodologies.

Criteria: The teaching and learning methodologies are coherent with the intended learning outcomes (knowledge, skills and competences) defined for the study programme and for each of its curricular units.

Guidelines: Appraisal of the adequacy of the teaching and learning methodologies with the intended learning outcomes (knowledge, skills and competences) that are meant to be achieved by students.

4.7. Students' average workload.

Criteria: The institution has the means of verifying that the required average student workload corresponds to the estimated in ECTS.

Guidelines: Appraisal of the mechanisms used by the institution to ensure that the average workload requested from students corresponds to the credits allocated to the curricular units.

4.8. Student assessment methodologies.

Criteria: The methodologies foreseen for the assessment of students' learning are defined in line with the intended learning outcomes (knowledge, skills and competences) of the curricular units.

Guidelines: Appraisal of the strategies defined to ensure the alignment of student assessment methodologies with the intended learning outcomes.

4.9. Participation of students in scientific activities.

Criteria: The teaching and learning methodologies facilitate the participation of students in scientific activities.

Guidelines: Appraisal of the strategies to ensure the articulation between teaching and research, including student participation in projects or other research activities.

4.10. Justification of the total number of ECTS credits of the study programme.

Criteria: The duration of the study programme and the total number of ECTS credits are justified in the light of legal requirements and current practice in the European Higher Education Area. Teachers were consulted on the methodology for calculating the number of credits of curricular units.

Guidelines: Appraisal of the grounding for the definition of the duration and total number of credits in the study programme and of the degree of involvement of teachers in the definition of the methodology for calculating credits in curricular units

4.11. Global appraisal of curricular development and teaching and learning methodologies.

4.11.1. Global appraisal

Justified global appraisal of the curricular development and teaching and learning methodologies proposed for the study programme, taking into account reference point 3 of the "[Reference Framework for Internal Quality Assurance Systems in Higher Education Institutions](#)"

Evidence should be presented to substantiate the assessments of non-compliance or partial compliance in the preceding items.

4.11.2. Strengths

Strengths of curricular development and teaching and learning methodologies.

4.11.3. Recommendations for improvement

Recommendations for improving curricular development and teaching and learning methodologies.

5. Teaching staff.

5.1. Coordination of the study programme.

Criteria: The staff members indicated to coordinate the study programme have an adequate academic and professional profile in the area of the study programme and have a full-time contractual relationship with the institution (see sections 1.1 (university) or 1.2 (polytechnic) of [Qualifications Criteria for Teaching Staff](#)).

Guidelines: Appraisal of the adequacy of the profile of the teaching staff responsible for the coordination of the study programme according to the legal requirements applicable to the qualification level and nature of the programme.

5.2. Fulfilment of legal requirements.

Criteria: Requirements stipulated in the document [Qualifications Criteria for Teaching Staff](#).

Guidelines: Appraisal of the fulfilment of the requirements stipulated in the document [Qualifications Criteria for Teaching Staff](#), concerning the institutions' own teaching staff, academically qualified staff and specialised staff, considering the university or polytechnic nature of the degree offered.

In the count of PhD holders specialized in the key area or areas of the study programme the following should be included: PhD holders in the area; teaching staff with basic training in the area and PhD in related area; and PhD holders in related area and scientific production in the study programme area.

5.3. Adequacy of workload.

Criteria: The teaching loads attributed to the staff are balanced and compatible with the other functions proper to higher education teaching staff.

Guidelines: Verification that the workload is adequate, in particular as regards the balance of teaching loads assigned to teaching staff.

5.4. Stability of teaching staff.

Criteria: Most teaching staff have a stable link with the institution.

Guidelines: Appraisal of the degree of stability of the study programme teaching staff, in particular if the majority have been linked to the institution for over three years.

5.5. Teaching staff development.

Criteria: The institution promotes the professional development of its staff.

Guidelines: Assessment of the teaching staff training dynamics, namely whether the number of staff in doctoral programs for over a year is adequate to the current needs for the academic qualification and specialization of the teaching staff of the study programme.

5.6. Assessment of teaching staff.

Criteria: There are procedures to assess the performance of the study programme teaching staff and there are measures for their permanent updating and professional development.

Guidelines: Verification of the existence of procedures for assessing the performance of teaching staff, of their effective implementation and of measures leading to their ongoing updating and professional development.

5.7. Global appraisal of the teaching staff.

5.7.1. Global appraisal

Justified global appraisal of the quality and adequacy of the teaching staff of the study programme, summarising the conclusions of the assessments made in the previous items.

Evidence should be presented to substantiate the assessments of non-compliance or partial compliance in the preceding items.

5.7.2. Strengths

Strengths of the quality and adequacy of teaching staff.

5.7.3. Recommendations for improvement

Recommendations for improving the quality of the teaching staff.

6. Non-academic staff.

6.1. Adequacy in number.

Criteria: The number and working regime of the non-academic staff, allocated to the study programme, is adequate.

Guidelines: Appraisal of the adequacy of numbers and working regime of non-academic staff, taking into account the support needs of the study programme.

6.2. Technical and professional capacity.

Criteria: The qualification of the non-academic staff, allocated to the study programme, is adequate.

Guidelines: Appraisal of the adequacy of the professional and technical capacity of non-academic staff who support the study programme.

6.3. Assessment of non-academic staff.

Criteria: There are procedures to assess the study programme's non-academic staff and there are measures for their permanent updating and professional development.

Guidelines: Verification of the existence of procedures for assessing non-academic staff, of their effective implementation and of measures leading to their continuous updating and professional development.

6.4. Global appraisal of non-academic staff.

6.4.1. Global appraisal

Justified global appraisal of the quality and adequacy of the non-academic staff supporting the study programme, summarising the conclusions of the assessments made in the previous items. Evidence should be presented to substantiate the assessments of non-compliance or partial compliance in the preceding items.

6.4.2. Strengths

Strengths of the quality and adequacy of non-academic staff supporting the study programme.

6.4.3. Recommendations for improvement

Recommendations for improving the quality and adequacy of non-academic staff supporting the study programme.

7. Material resources and equipment.

7.1. Facilities.

Criteria: The institution has physical facilities (spaces, libraries, laboratories, computer rooms, ...) necessary to fulfil the learning objectives of the study programme.

Guidelines: Appraisal of the adequacy of the facilities available for teaching the study programme, in particular in terms of academic spaces, libraries, laboratories (where appropriate), computer rooms or other justified by the specificity of the study programme.

7.2. Equipment.

Criteria: The institution has the didactical and scientific equipment and the materials necessary to fulfil the learning objectives of the study programme.

Guidelines: Appraisal of the equipment and materials available for teaching the study programme.

7.3. Global appraisal of facilities and equipment.

7.3.1. Global appraisal

Justified global appraisal of the adequacy of the facilities and equipment to support the study programme. Evidence should be presented to substantiate the assessments of non-compliance or partial compliance in the preceding items.

7.3.2. Strengths

Strengths of facilities and equipment.

7.3.3. Recommendations for improvement

Recommendations for improving facilities and equipment.

8. Research and development and/or advanced training and high-level professional development activities.

8.1. Research centres in the area of the study programme.

Criteria: The institution has organisational and human resources allowing for the integration of their teaching staff and researchers in research activities, either by itself or through their participation in recognised scientific institutions.

Guidelines: Appraisal of the organizational and human resources available to the institution for the integration of its teaching staff in research activities and the respective degree of integration. These activities can take place in the institution itself or through the participation or collaboration of its teaching staff and researchers in recognized scientific institutions, taking into account the

criteria established in section 2 of the document [Qualifications Criteria for Teaching Staff](#) regarding the development of recognized activities of scientific research, or of applied research and high level professional development, in the fundamental area or areas of the study programme, according to the university or polytechnic nature of the institution and the type of degree awarded (*licenciatura*, master or doctorate).

8.2. Scientific production.

Criteria: The institution's teaching staff play an active, relevant and internationally recognized role in scientific research, artistic production or applied research and high-level professional development in the scientific area of the study programme.

Guidelines: Appraisal of the scientific and artistic production or of the output of applied research activities or of high-level professional development of the teaching staff of the study programme in the last five years, as well as their degree of internationalization, taking into consideration the university or polytechnic nature of the institution.

8.3. Activities of technologic or artistic development.

Criteria: There are activities of technological and artistic development, provision of services to the community or advanced training of recognized value.

There is a significant contribution to national, regional and local development and promotion of actions for interaction with the community.

Guidelines: Appraisal of the existence and of the degree of economic valuation of technological and artistic development activities, provision of services to the community and advanced training in the fundamental area or areas of the study programme, as well as their impact on national, regional and local development, scientific culture and cultural, sports and artistic actions.

8.4. Integration in national and international projects and partnerships.

Criteria: The existence of partnerships with other institutions, national and/or foreign, and of collaborative actions inside and outside the institution, is evaluated positively.

Mechanisms exist to promote inter-institutional collaboration.

Relations with the surrounding environment are promoted, particularly with the business community and the public sector.

Guidelines: Appraisal of the degree of integration of scientific, technological and artistic activities into national and international projects and/or partnerships.

8.5. Global appraisal of the research and development and/or advanced training and high-level professional development activities.

8.5.1. Global appraisal

Justified global appraisal of the results of scientific, technological and artistic activities in the area of the study programme, summarising the conclusions of the assessments made in the previous items.

In case the institution has no research centre in the area of the study programme, the degree of integration of teaching staff in the research centres of other institutions as well as their level of scientific, technological and artistic production should be mentioned.

Evidence should be presented to substantiate the assessments of non-compliance or partial compliance in the preceding items.

8.5.2. Strengths

Strengths of the results of scientific, technological and artistic activities in the area of the study programme.

8.5.3. Recommendations for improvement

Recommendations for improving the results of scientific, technological and artistic activities in the area of the study programme.

9. Compatibility with the national educational network in the area (public higher education).

9.1. Employability.

Criteria: The institution promoted an analysis of the employability of graduates by similar study programmes, based on official data.

Guidelines: Assessment of the grounding for the institution's expectations on the study programme graduates' employability.

9.2. Capability to attract students.

Criteria: The institution promoted an analysis of the evolution of higher education candidates in the area of the study programme, indicating the perceived possible competitive advantages.

Guidelines: Appraisal of the capacity to attract students, based on the results of the analysis promoted on the evolution of higher education candidates in the area of the study programme and of the possible competitive advantages perceived by the institution.

9.3. Regional partnerships.

Criteria: The offer of the new study programme in collaboration with other similar institutions in the region, in order to avoid market saturation, is evaluated positively.

Guidelines: Appraisal of existing or foreseen partnerships with other institutions in the region that teach similar study programmes.

9.4. Global appraisal of the compatibility of the study programme with the national educational network.

9.4.1. Global appraisal

Justified global appraisal of the integration of the study programme in the national educational network, summarising the conclusions of the assessments made in the previous items.

Evidence should be presented to substantiate the assessments of non-compliance or partial compliance in the preceding items.

9.4.2. Strengths

Strengths of the integration of the study programme in the national educational network.

9.4.3. Recommendations for improvement

Recommendations for improving the integration of the study programme in the national educational network.

10. Comparison with European study programmes of reference.

10.1. Similar study programmes in reference European institutions.

Criteria: The study programme duration and structure are similar to those of study programmes offered by reference institutions in the European Higher Education Area.

Guidelines: Appraisal of the results from the comparison of the objectives, structure and duration of the study programme with those of other study programmes in reference institutions in the EHEA.

10.2. Comparison with learning outcomes of similar study programmes.

Criteria: The study programme has intended learning outcomes (knowledge, skills and competences) similar to those of other programmes of reference institutions in the European Higher Education Area.

Guidelines: Appraisal of the results from the comparison of the intended learning outcomes of the study programme with those of other study programmes of reference institutions in the EHEA.

10.3. Global appraisal of the comparison with European study programmes of reference.

10.3.1. Global appraisal

Justified global appraisal of the results of the comparison with reference study programmes in the European Higher Education Area, summarising the conclusions of the assessments made in the previous items.

Evidence should be presented to substantiate the assessments of non-compliance or partial compliance in the preceding items.

10.3.2. Strengths

Strengths of the study programme in comparison with reference study programmes in the European Higher Education Area.

10.3.3. Recommendations for improvement

Recommendations for improving the study programme resulting from the comparison with reference study programmes in the European Higher Education Area.

11. Internships and/or in-service training (when applicable).

Criteria: Whenever the training of students includes a compulsory practical component in a professional environment, as for instance it happens with medicine, nursing and teacher training, the institution must:

- a) offer evidence that it has the means necessary for this type of training;
- b) demonstrate its human resources capacity to coordinate and organise this kind of training and to follow the students during the in-service training period;
- c) demonstrate its capacity to guarantee the quality of in-service training, namely through the evaluation and selection of the external supervisors;
- d) comply with articles 22 and 23 of Decree-Law 79/2014, of May 14, in the case of teacher training.

11.1. Places for internship or in-service training.

Guidelines: Appraisal of the adequacy and sufficiency of internship and in-service training places.

11.2. Follow-up of the students by the institution.

Guidelines: Appraisal of the ways in which the institution promotes the effective monitoring of students in the places where internship or in-service training are carried out, and of the institution's own resources involved.

11.3. Quality assurance of internships and periods of in-service training.

Guidelines: Appraisal of the mechanisms to ensure the quality of the students' in-service training, if applicable, namely in what regards the assessment and selection of external supervisors.

11.4.External supervisors.

Guidelines: Appraisal of the adequacy, in numbers and in qualifications, of the external supervisors responsible for monitoring the students' activities (for study programmes with in-service training mandatory by law).

11.5.Global appraisal of the conditions for internship or in-service training (if applicable).

11.5.1. Global appraisal

Justified global appraisal of the conditions for internship or in-service training, when applicable, summarising the conclusions of the assessments made in the previous items.

Evidence should be presented to substantiate the assessments of non-compliance or partial compliance in the preceding items.

11.5.2. Strengths

Strengths of the conditions for internship or in-service training, when applicable.

11.5.3. Recommendations for improvement

Recommendations for improving the conditions for internship or in-service training, when applicable.

12. Final observations.

12.1.Appraisal of the institution's response (if applicable).

Appraisal of the institution's response to the preliminary report, if any.

The appraisal of the response does not invalidate the necessity (and compulsory nature) of the proper rectification of the preliminary report in the points where the EAT acknowledges that there are factual errors to be corrected.

12.2.Observations.

Additional comments that the EAT considers relevant. A PDF file up to 100 KB can also be attached.

13. Conclusions.

13.1.Global appraisal of the study programme.

General appraisal of the study programme, synthesising the assessments made throughout the report, summarising the strengths and weaknesses of the study programme, and the main recommendations made.

This synthesis, in addition to supporting the decision proposed in the next section, targets in particular the external stakeholders (potential applicants, families, employers, society in general), therefore a very technical language should be avoided

Note: In case of a negative recommendation, the aspects of the accreditation criteria that are not complied with by the proposal should be explicitly mentioned in this section and quantified whenever relevant.

13.2.Final recommendation.

Based on the global appraisal presented in the previous point, the EAT should recommend the decision to be taken on the accreditation of the study programme in terms of "accreditation", "accreditation with conditions" or "non-accreditation".

13.3.Period of conditional accreditation (if applicable).

Should “accreditation with conditions” be recommended, the period proposed for the implementation of the recommendations (accreditation period, in years) must be indicated.

If conditions are to be fulfilled in different periods, the accreditation period to be indicated in this field is the lowest of the proposed periods (for example, if there are conditions to be fulfilled in 1 year and conditions to be fulfilled in 3 years, the conditional accreditation period will be 1 year).

13.4.Conditions to fulfil (if applicable).

Should “accreditation with conditions” be recommended, the conditions to be met in the proposed implementation period(s) must be indicated.

Annexes:

- [Qualifications Criteria for Teaching Staff](#)
- [Simplified Assessment Handbook](#)
- [Reference Framework for Internal Quality Assurance Systems in Higher Education Institutions](#)