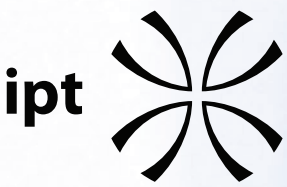


Instituto Politécnico de Tomar

Polytechnic Institute of Tomar

IPT Self-Evaluation Report

EUA International Institutional Evaluation

EUA
European University Association

IPT Self-Evaluation Report

EUA International University Association

The IPT Self-Evaluation Coordinating Commitee

ABBREVIATIONS:

ADISPOR: Evaluation Council of the Association of the Portuguese Polytechnics;
C³: Scientific Computation Centre;
CAPI: Plastic Arts & Intermedia Centre;
CCA-IPT: IPT Self-Evaluation Coordinating Committee;
CCISP: Coordinating Council for Polytechnic Institutes;
CD: Documentation Centre;
CDA: Library and Archive Centre;
CEFE.fz: Study Centre for Specialized Training at Ferreira do Zêzere;
CEFGA: Photography Centre at Golegã;
CEFOPOM: Centre for Polytechnic Studies at Mação;
CEIPHAR : European Research Centre of the Prehistory of Alto Ribatejo;
CELTAG: Book and Graphic Arts Technology Centre;
CENFIM: Metallurgic and Metal-Mechanic Training Centre;
CENJOR: Authorised Training Centre for Journalism;
CEPEM: Study & Project Centre for Mechanical Engineering;
CEPSES: Centre for Polytechnic Studies at Sertã;
CEPTON: Centre for Polytechnic Studies at Torres Novas;
CESPOGA: Centre for Polytechnic Studies at Golegã;
CET: Technological Specialisation Programmes;
CGA: General Retirement Fund for Civil Servants;
CHC: European Centre for Constitutional History;
CIESTA: ESTA Research Centre;
CIN: Business Incubation Centre;
CL.IPT: Language Centre
CMA: Abrantes City Council;
CPH: Prehistory Centre;
CRAV: Audiovisual Resources Centre;
CRUP: Portuguese Council of Rectors;
CSEE: Survey and Statistics Centre;
CTOC: Chamber of Chartered Certified Accountants;
DDP.Lab: Product Design & Development;
DGES: Directorate-General for Higher Education;
DP: Own Costs;
DS: Diploma Supplement;
ECTS: European Credit Transfer and Accumulation System;
EILC: Erasmus Intensive Language Courses;
ESGT: Higher School of Management of Tomar;
ESTA: Higher School of Technology of Abrantes;
ESTACOM: Communication Laboratory;
ESTGT: Higher School of Technology and Management;
ESTT: Higher School of Technology of Tomar;
EUA: European University Association;
FCCN: Foundation for National Scientific Computation;
FCT: Science and Technology Foundation;
GAP: Board Support Office;
GAPE: Student Support Office;
GAQ: Quality Evaluation Office;

GCI: Communication Office;
GE: Project Office;
GET: Technical Studies Office;
GGEC: Common Spaces Management Office;
GGP: Project Management Office;
GI: Computer Office;
GJ: Legal Office;
GM: Maintenance Office;
GRI: International Relations Office;
GTr: Translation Office;
IGESPAR: Institute for Management of Architectural and Archaeological Heritage;
IPS: Polytechnic Institute of Santarém;
IPT: Polytechnic Institute of Tomar;
ISEG: Higher Institute for Economy and Management;
ITM: Earth and Memory Institute;
LA: Analogue Laboratory & Photo Studio;
LABANEM: Laboratory for Material Analysis and Testing;
LAP: Archaeology & Heritage Laboratory;
LCF: Photography Conservation Laboratory;
LCR: Conservation and Restoration Laboratory;
LD: Digital Laboratory;
LEC: Civil Engineering Laboratory;
LEE: Electrotechnical Engineering Laboratory;
LEI: Computer Engineering Laboratory;
LFA: Applied Photography Laboratory;
LMA: Environmental Monitoring Laboratory;
LPHA: Alternative/Historic Processes Laboratory;
LSIG: Geographic Information Systems Laboratory;
LTQA: Chemical and Environmental Technology Laboratories;
NERSANT: Business Association of Santarém Region;
OE: State Budget;
OECD: Organisation for Economic Co-operation and Development;
OTIC: Centre for Technology and Knowledge Transfer;
PIDDAC: Public Administration Investment and Development Expenses Program;
POPH: Operational Program for Human Potential;
PRODEP: Educational Development Programme;
QA: Student Inquiries;
QREN: National Strategic Reference Framework;
R&D: Research and Development;
ReCles.pt: Association of Language Centres for Higher Education in Portugal;
RJIES: Legal Regime of Higher Education Institutions;
RP: Own Revenue;
SAS: Social Welfare Services;
SIADAP: National performance appraisal program for civil servants;
SWOT: Strengths, Weaknesses, Opportunities, Treats;
TC: Court of Auditors;
UNESCO: United Nations Educational, Scientific and Cultural Organization.

CONTENTS

INTRODUCTION

The Polytechnic of Tomar, hereinafter designated as IPT, or Institution, has applied to the international institutional evaluation program of the European University Association (EUA) assuming that this process could help promote and consolidate internal evaluation practices that contribute to improve its activities. This application has been placed on an occasion in which major changes in existing legal frameworks for higher education are occurring, both at national and European level, as a result of the implementation of the Bologna process as a whole. As for Portugal, this context is shaped by different factors such as the decrease in the demand within higher education as a consequence from demographic decline, capture of new publics (longlife training) and issuing of new legislation on higher education such as the New Legal Regime of Higher Education Institutions (RJIES), the creation of a National Agency for Evaluation and Accreditation and the new Career Statute of the Academic Staff of Polytechnic Higher Education. It should also be noted that self-evaluation took place on a stage of institutional statutory transition involving implementation of a new organisational model.

A.1. Self-evaluation team

The IPT Self-Evaluation Coordinating Committee (CCA-IPT) was established through a by-law of the IPT President of February 17, 2009 following approval of application to EUA evaluation program on November 27, 2008. This Committee includes representatives of faculty, staff and students as follows:

- Valentim Nunes (Coordinator) – *Professor Adjunto* of the Chemical and Environmental Department of the Higher School of Technology of Tomar (ESTT), Director of the Quality Assessment Office (GAQ);
- Ana Paula Machado – *Professora Adjunta* of the Civil Engineering Department of ESTT; President of the Scientific Council of ESTT;
- Jorge Guilherme – *Professor Adjunto* of the Electrotechnical Engineering Department of ESTT;
- Conceição Fortunato – *Professora Coordenadora* of the Business Management Department of the Higher School of Management of Tomar (ESGT);
- José Farinha – *Professor Adjunto* of the Business Management Department of ESGT ; Secretary of the Scientific Council of ESGT;
- Helena Monteiro - *Professora Coordenadora* and Director of the Interdepartmental Area of Mathematics of the Higher School of Technology of Abrantes (ESTA), President of the Pedagogic Council and ECTS coordinator at ESTA;
- Sofia Silva Mota – *Professora Adjunta* and Director of the Interdepartmental Area of Foreign Languages of ESTA, Secretary of the Scientific Council of ESTA and Director of the IPT Language Centre;
- José Júlio Filipe - Administrator of IPT Social Welfare Services (SAS);
- Catarina Morgado – *Técnica Superior* of the Quality Evaluation Office (GAQ);
- Ricardo Araújo - President of IPT Students' Association.

A.2. Process description and institutional debates

The self-evaluation process took place between February and July 2009 and covered the period from 2005 to date. During the process a webpage has been maintained on the IPT website[1] in order to ensure its monitoring by the academic community. The process schedule, the operating conditions of the Committee and the information collection method required for drawing up the report have been defined before the Committee started its activity. The Committee met every Friday at 2:30 pm.

The first draft report was advertised in the IPT intranet and meetings were carried out with all institutional constituencies (faculty, staff and students). After the meetings, a deadline for public discussion has been set up. Based on suggestions and comments, a new version of the report has been drawn up and forwarded to the different governing bodies of the Institution and to the President for ultimate consideration according to EUA guidelines.

[1] http://www.gaq.ipt.pt

A.3. Positive aspects and difficulties

This self-assessment process revealed some difficulties in obtaining quantitative and qualitative data concerning the institution's activity for two main reasons: on the one hand, the IPT had not been subject to evaluation processes between 2005 and 2009 and, therefore, there was no systematic data collection; on the other, the academic community has not been involved in the process as much as it would be desired.

This self-evaluation exercise is, therefore, extremely important as it will be the basis for a systematic, faster data collection process and promote greater awareness of the institution's real situation at all occasions. Another important aspect is that external evaluation through a peer review process will allow a straightforward vision which would not be possible if it were undertaken by individuals within the institution.

B. INSTITUTIONAL CONTEXT

B.1. Overview

The IPT was created on January 1, 1977 but it only became operational from October 1982 as follows:

1. Decree-Law No. 402/73 of 11 August created the IPT but no Establishment Committee has been appointed. In April 1979, the School of Technology was created in Tomar as a non-integrated school and its Establishment Committee took office in October 26, 1982.
2. Decree-Law No. 46/85 of 22 November integrated the Higher School of Technology of Tomar in the Polytechnic of Santarém (IPS).
3. Decree-Law No. 304/94 of 19 December created the Higher School of Technology and Management (ESTGT) integrated in the IPS, which has replaced for all due purposes the then extinct Higher School of Technology of Tomar.
4. The multidisciplinary nature of the ESTGT was a pre-condition to gain the status of polytechnic, what happened with Decree-Law No. 96/96 of 17 July which established the detachment of this School from the IPS and the establishment of IPT which started its activity in the following year.

B.2. Internal organisation

To achieve its goals, the IPT has Schools, undergraduate training units (study centres), Social Welfare Services and specialised technical services led and coordinated by the President and other directive bodies (Appendix I) governed by specific statutes.

B.2.1. Schools

IPT schools are permanent structures with goals and human and material resources of their own. Each school is organised into departments and interdepartmental areas offering one or more educational programmes in a well-defined field of activity as follows:

1. The **Higher School of Management of Tomar**, located in the IPT campus at Tomar, was established in 1996 but, like the IPT itself, its activity dates back to 1986. Today, its educational supply covers such domains related with Management applied to Business, Tourism, Human Resources, Health, Banking, Commerce, Services, Auditing, Taxation and Public Administration.
2. The **Higher School of Technology of Tomar,** also located in Tomar campus, offers programmes in Art and Engineering related areas. As for Arts, Conservation and Restoration, Archaeology, Plastic Arts, Photography and Graphic Arts stand out. Engineering related areas include Chemistry and Biochemistry, Environment, Civil and Electrotechnical engineering and Informatics. Similarly to ESGT, the ESTT was formally created in 1996 but it had started its activity in 1986.
3. The **Higher School of Technology of Abrantes**, located in the city of Abrantes, offers programmes in such areas as Communication, Documentary Cinema, Information Technologies, Design and Mechanical Engineering. This school was established and became operational in 1999.

B.2.2. Training units

IPT Training Units, through the human and material resources allocated to them and in association with the Schools, ensure execution of training, research and service provision projects in specific intervention areas as well as other activities within the scope of IPT's mission.

To date, several centres have been created in partnership with municipalities: the Centre for Polytechnic Studies at Torres Novas (CEPTON), the Centre for Polytechnic Studies at Golegã (CESPOGA), the Centre for Polytechnic Studies at Sertã (CEPSES), the Study Centre for Specialised Training at Ferreira do Zêzere (CEFE.fz), the Centre for Polytechnic Studies at Mação (CEFOPOM) and the Earth and Memory Institute (ITM) created in partnership with the Municipality of Mação.

B.2.3. Social Welfare Services

The IPT also incorporates Social Welfare Services that develop social action as according to law and support cultural, sports and other activities ensuring equity in higher education access and successful completion of studies by students. This unit enjoys administrative, financial and patrimonial autonomy.

B.2.4. Specialised technical services

The IPT has a number of services that ensure quality, dynamic and innovation of the different units, particularly in what concerns the coordination and operation of educational programmes. In addition, they ensure community outreach through service provision. These include: the Language Centre (cl.ipt), the Survey and Statistics Centre, the Business Incubation Centre (CIN), the Distance Learning Centre, the Library and Archive Centre (CDA), the Prehistory Centre, the Quality Evaluation Office, the Printing and Publishing Centre, the Art and Image Centre, the Photography Centre at Golegã and the Knowledge Transfer and Enhancement Unit (OTIC).

B3. Geographic location

IPT is located in the Médio Tejo region, in central Portugal, between Lisbon and Coimbra (Appendix II). The Polytechnic as well as two of its Schools and the majority of its services are seated in Tomar. From its origins, IPT has attempted to gain recognition as a higher education institution in the Médio Tejo extending its main region of influence, i.e. the triangle formed by Tomar, Abrantes and Torres Novas. Therefore, it has established its third school in Abrantes, a city located 35 km from Tomar and the CEPTON in Torres Novas, 20 km from Tomar. Also in the Médio Tejo region, the IPT is represented in Golegã and Ferreira do Zêzere with CESPOGA and CEFE.fz, respectively. At the Médio Tejo border, in an attempt to expand its region of influence, IPT has implemented CEPSES in Sertã, Castelo Branco District and CEFOPOM and ITM in Mação (Appendix II).

IPT started its activities in an old building dated 1936 located downtown in Cândido Madureira Avenue. It is in a bad state of conservation despite having been restored recently. It houses the International Relations Office (GRI), the CIN, the OTIC, the Portuguese Association of Cultural Tourism, the *Tuna Templária*[2] as well as delegations of TAGUS-VALLEY[3] and NERSANT[4]. On the ground floor there is the Galeria.ipt, an exhibition hall for art and photography displays, open to the whole academic community and the public in general.

To build the present IPT campus, 100.000 m^2 of land have been bought in 1989 located in Quinta do Contador, in the Eastern region of Tomar, about 2km from the city centre taking the Serra road. This campus has been receiving students since 1990 and the first blocks to be built have been allocated to study programmes with a strong laboratory component. Gradually, other premises were built in the campus in order to accommodate the institution's facilities: library, bookshop, copying service, stationery, residence halls, canteens, social welfare services, academic association, student support office, workshops, the sports field as well as green and leisure spaces. It should be noted that there is

[2] IPT Students' song fest group

[3] Association for the promotion of development of the technological centre of the Vale do Tejo region. IPT is a founding member of this Association intended to promote entrepreneurship and technology transfer in Vale do Tejo region.

[4] Business Association of Santarém region.

a block in the campus specifically designed to promote research and culture which holds an ample space with about 300 m^2 dedicated to exhibitions. This block also houses the supplies services, the GAQ and the Council room (Building F – Appendix II).

The third IPT school, ESTA, operates in an old-century building, property of the Abrantes City Council (CMA) and designed by architect José Maria Neponuceno in 1904. Adjacent to it, is St. Domingos Convent which is also property of the City Council and has been partly occupied by ESTA since 2002. Located in the city centre, it houses several facilities such as laboratories, a library, student support services, bar and canteen. ESTA students also have at their disposal a residence hall located nearby. The construction of the new School premises in the new part of the city (Appendix II) is already in course.

B4. Regional context

As mentioned above, the IPT is located in the Médio Tejo and its region of primary influence includes the municipalities of Abrantes, Alcanena, Constância, Entroncamento, Fereira do Zêzere, Gavião, Ourém, Sardoal, Tomar, Torres Novas and Vila Nova da Barquinha. IPT's region of influence also extends into neighbouring municipalities which are not part of the Médio Tejo region but have close links to it, as it is the case with Mação and Sertã. According to the *Instituto Nacional de Estatística*[5], this region has about 231.000 inhabitants, i.e. 100 inhabitants per square kilometer of which more than a half are in Abrantes, Tomar and Torres Novas. Between 2001-2005, the Médio Tejo region became a pole of attraction for population with an attraction rate 2,4% higher than the national average. Today, the Médio Tejo region is served by a good road network and A23 motorway with direct connections to Spain and A1 motorway, which is the key link point between major Portuguese cities. This region is also served by the major railway line in the country with easy links to Europe.

Easy road and railway accesses have turned this region into an attractive centre for the set up of logistic infrastructures and consequent anchoring of satellite enterprises. In this regard, great efforts have been made by regional institutions to capture new investments and consolidate local industrial structure reflected in the direct support to industries and businesses through the establishment of industrial estates and the Technological Centre of Vale do Tejo, among others.

About 20 companies with more 200 employees operate across the Médio Tejo, which are paramount to the region and the country (Appendix III). Many of them are well inserted in international markets as they belong to large multinational companies. In addition, there is a huge prevalence of micro-companies (about 85%) targeted towards the local/regional market. In sectorial terms, economic activities related with the tertiary sector are observed to prevail. The regional employment structure shows that the most relevant economic activities in the Médio Tejo region are: Commerce (20,4% of employment), Construction (15,9%), Wood and Paper Industry (7,6%), Lodging and Catering Services (6,5%), Business Services (5,9%) and Transportation Services (5,1%). Although they have a relatively low weight in total employment in the region, the following activities are also worth mentioning: Transportation Products, Energy, Building Materials, Agriculture, Chemical and Agro-alimentary. Reference should also be made to the processing industry in Abrantes, tourism related activities in Tomar and commerce/logistics in Torres Novas.

The dynamics observed in investment and economic and social development in the Médio Tejo Region have been reducing existing asymmetries between coastal and inland areas. With a view to increasing competition and productivity, local enterprises and industries have contributed to the gradual settlement of middle and advanced business managers. An important contribution to this dynamic is the significant regional re-qualification in the cultural heritage domain - the sector in which employability has grown most and for which IPT has a qualified offering - initiated with the 3rd Community Support Framework and enhanced with the National Strategic Reference Framework (QREN).

Current prospects for the development of IPT are positive as it is an active part of the Portuguese higher education network and embodies a strong regional identity having decisively contributed to the sustainable development and integrated growth of the surrounding region.

[5] INE, Temporary Statistics for Resident Population

B.5. Educational supply

The Portuguese education system is organised into four schooling levels:

1. Preschool education (optional level, targeted to children aged 2 to 6);
2. Basic education (compulsory minimum education level, structured into three study cycles across 9 years);
3. Secondary education (3 years of optional schooling);
4. Higher education [structured into three study cycles – bachelor's (*Licenciatura*), master's (*Mestrado*) and doctoral studies (*Doutoramento*) with a usual duration of 3, 2 and 3 years].

Portuguese higher education is designed to provide higher-level qualifications, produce and disseminate knowledge and provide a solid cultural, artistic, technological and scientific background within an international framework of reference. This educational system is structured into a binary system: university education and polytechnic education.

The polytechnic system focuses mainly on vocational and advanced technical training, i.e. profession-oriented studies. In legal terms, these studies are mainly organised into:

1. Graduate programmes: Bachelor's degrees – *Licenciaturas* - (1st cycle) and Master's degrees - *Mestrados* (2nd cycle);
2. Post-graduate programmes;
3. Post-secondary programmes (technological programmes – CET).

From its origins, IPT has defined an educational supply characterised by the combination of programmes deeply rooted in the regional economic reality (Engineering and Management) and innovative, internationally-targeted programmes (Art and Archaeology and Graphic Arts). This strategic policy has never been changed and is the basis of current institutional consistency.

Currently the institution, through its Schools and training units, offers the following programmes: 23 bachelor's degrees, 7 master's degrees, 3 post-graduate programmes and 16 CET programmes (Appendix IV). It also offers training courses in the context of lifelong learning programmes. These courses are organised by the departments and interdepartmental areas as well as by technical services such as the Language Centre and the Survey & Statistics Centre.

Today, 3 728 students attend the 1st cycle, the 2nd cycle and CET courses offered by the three Schools and 4 training units ensured by 251 faculty members and 176 employees. Below is a table showing the distribution of IPT's academic community. Appendix IV includes a more detailed description.

Table 1 – Distribution of IPT's academic community

Community	ESGT	ESTA	ESTT	Central Services	SAS	Total
Students	1239	755	1734	-	-	3728
Faculty	66	55	130	-	-	251
Employees	10	12	35	86	33	176

B6. Autonomy

IPT is a public higher education institution enjoying statutory, scientific, pedagogical, cultural, disciplinary, administrative, financial and patrimonial autonomy. The following matters, among others, are governed by general principles and special regulations: the organisational and operational system of higher education institutions, access to higher education, approval of graduate programmes and relevant vacancies, public funding, the process for the establishment of academic fees and the career framework for faculty and staff.

Under the scope of its autonomy and within its budget share, the IPT may recruit faculty and staff and perform all actions related with its promotion, mobility and termination of contract according to relevant career statutes and other applicable legislation.

The state budget share is the main funding source of the institution. In addition, the IPT has own resources stemming mainly from the EU, school fees and legal charges as well as from research and service provision contracts (Appendix V).

According to law, IPT Schools do not enjoy financial, administrative, patrimonial and disciplinary autonomy but are governed by their own statutes and are autonomous in terms of their pedagogic, scientific and cultural policies.

I. NORMS AND VALUES

1.1. Values and Mission

IPT's mission complies with the provisions of Law No. 62/2007 of 10 September, that defines as a mission of polytechnic institutions "…the creation, transfer and dissemination of professional know-how by combining teaching, learning, applied research and experimental development" granting them the power to confer "bachelor's and master's degrees as according to law".

Thus IPT aims to produce resources and human capital tailored to meet the needs of the global knowledge society and participate in the production and development of scientific and technological knowledge. This double mission, both intrinsic and inalienable, materialises within a specific context that shapes the current challenges facing higher education system. This context is characterised by:

1. The emergence of a European labour market that requires production, comparison and recognition of qualifications so as to create general conditions for mobility and employability;
2. A growing dynamics of socio-economic systems and knowledge itself, the increase in mobility across borders and markets, the instability of training profiles within increasingly competitive environments and the need to capture new publics and provide lifelong learning;
3. The development of global information technologies systems leading to new models of organisation of pedagogic methods and new faculty-students-researchers relationships and the establishment of teaching/research networks;
4. Growing competition, which requires higher and higher quality patterns that are certified at national and international level as well as the adoption of strategies leading to the implementation of good practices both in educational and organisational terms, implies the introduction of permanent evaluation systems;
5. The need for transparency in the use of public resources requiring consistent effectiveness criteria so as to allow a strict control of operating costs of higher education systems while simultaneously respecting such principles as equity and equal opportunities.

In order to pursue its goals, IPT bases its strategic guidelines on the abovementioned principles. It therefore attempts to produce useful knowledge and train individuals capable of understanding and using it to create value thus developing abilities and skills that will prepare them to the labour market and become engaged citizens in a democratic society[6].

[6] IPT mission is described in the Statutes (Appendix II)

1.2. Goals

In line with its mission, IPT has prepared a strategic policy program for the 2007-2013 period defining the goals and respective action lines, global indicators, both sectorial and regional, as well as quality evaluation mechanisms (Annex I).

The defined strategy has focused on three major areas:

1. Reformulation of the organisational model and repositioning in the context of core educational supply;
2. Responsiveness towards the outside;
3. Expansion of the region of influence and broadening of its educational supply.

Based on the abovementioned areas the following strategic goals have been set up:

1. Develop an aggregate strategy platform featured by operational decentralisation and scientific and pedagogic autonomy which articulates, in a matrix effective way, skills and products;
2. Reorganize IPT's core educational supply so as to promote its enhancement and recognition at regional and national level;
3. Reinforce IPT's insertion in the local region through consolidation of existing supplies and development of new offerings;
4. Strengthen IPT's insertion in the national higher education network for Research and Development;
5. Expand and intensify the institution's intervention in Europe and in the world through internationalisation of its products and activities;
6. Capture new demands in the region by expanding the institution's educational offerings.

1.2.1. Governance and management

The institution has planned to shift into an organisational model that will allow more effective resources management and product supply as well as a more effective educational supply. The aim was therefore to implement a corporate-like organisational model that would ensure centralised strategic capacity and decision, decentralised operationalisation and accountability and scientific and pedagogic autonomy. To this end, a matrix structure shall be adopted which crisscrosses programmes and skills: Schools as managers of programmes, departments as managers of scientific careers and the Institution itself as the engine of applied research and service provision based on the development of innovation and human capital.

These purposes are consistent with the new IPT statutes approved in Statutory Assembly, endorsed by the competent minister and published on April 30, 2009 (Annex II).

Redefinition of IPT's organisational and management model will improve responsiveness and flexibility and achieve a more effective resource management and streamlined response to challenges and allow a balanced articulation of two different dynamics: a supply-dependent dynamic focused on training, research and service provision driven by the development of skills and a dynamic focused on meeting different demands driven by the development of educational products.

As far as human resources management policy is concerned, it is very limited by strict regulations, although new recruitment rules are expected to introduce some flexibility into the system. The institution aims to implement a policy regarding training of its faculty and staff – the former, through doctoral programmes together with the existence of specialists; the latter, through specialised training actions or bachelor's or master's courses at the institution itself or other higher education institutions in fields of expertise relevant to the duties they perform or are expected to perform within the institution.

1.2.2. Academic profile

IPT aims to pursue the reorganisation of its educational offerings at first-cycle level as a function of demand under an approach focused on specialisation and differentiation vis-à-vis competition. Therefore, it makes efforts to consolidate and strengthen external recognition of its core products offered by the three Schools. As for the second cycle, what matters is to consolidate existing programmes and create new ones in decentralised operationalisation , IPT students and alumni.

The Institution also aims to enhance existing partnerships and establish new connections with universities to provide all IPT students with the possibility of pursuing further studies in the institution as far as possible.

Although graduate studies are the main activity of the institution, the goal is to enhance activity in terms of applied research and service provision in areas that are consolidated within the institution or in which great potential for development is envisaged both at regional, national and international level. The integration of research units into national and international research networks is also one of IPT's objectives. It should be noted that the new Statutes of the institution set forth the creation of Technological or Artistic R&D Units.

Currently, all IPT degrees are adapted to the Bologna model. According to the pedagogic guidelines of this model, didactic approaches should privilege interactive teaching methodologies using modern information and communication technologies, tutorial guidance and making course contents, summaries and other study material available online.

In most course units tuition is of an experimental nature including laboratory sessions as well as individual and team practical assignments. In addition to classes, conferences, seminars and other events are organised with the contribution of nationally and internationally renowned individuals from either the academic, professional or technical sphere.

Some IPT degrees provide the possibility of performing a supervised training period in an enterprise or other national or foreign organisation.

1.2.3. Community outreach

IPT also aims at strengthening and expanding regional partnerships so as to maintain a long-lasting product supply that fits local needs (educational supply, applied research and service provision), enhancing the dissemination of knowledge/technology and promoting entrepreneurship in its region of influence. To this end, IPT has created a Consultative Committee largely participated by regional players, which will consolidate and reinforce interaction with the industrial and institutional fabric of the Médio Tejo region.

External stakeholders assume a huge significance in the strategic management of the Institution. In fact, according to the legal framework of higher education institutions (RJIES) and the new statutes, 30% of the General Council members should be external authorities connected to economic activities in the region.

IPT also expects to increase activities associated with technology and knowledge transfer through OTIC and CIN projects.

1.2.4. Funding sources

As regards funding, and considering that the State's Budget share only covers 90% of regular expenses, the institution will have to rely on its own resources to cover the remainder current expenses as well as the investment expenses required for its modernisation and re-equipment. It will also have to cover expenses stemming from the launching of new programmes, particularly at second-cycle level.

In the aim of increasing own revenue and diversifying its sources, the institution intends to:

1. Launch a program aiming at reinforcing the involvement of IPT's research units in national public calls for tenders for the development of R&D projects under the framework of the Science and Technology Foundation (FCT) or the QREN. This program will also allow to reinforce internal resources allocated to research through public funding in those areas where IPT has specialised competencies;
2. Deepen and expand the integration of research units into international networks;
3. Enhance IPT's community outreach at regional, national and international level in areas where it holds specific competencies by increasing and extending partnerships with public and private institutions.
4. Increase educational supply as regards CETs, master's, specialisation and post-graduation programmes.

1.2.5. The institution's positioning at local, regional, national and international levels

At local and regional level, IPT aims to reinforce interactions with the industrial fabric in order to track its needs in terms of training and qualifications, thus ensuring employability of its current and former students.

It is making efforts to be a benchmark institution at regional level enhancing qualified training, applied research and service provision in areas of interest to local industrial fabric. By intensifying the processes for the transfer of technology into local regions, the institution expects to become an excellency partner of the industrial sector in the Médio Tejo.

At national level, IPT aims to consolidate its integration in the National Higher Education Network and in the National Innovation System. To this end, it will extend and reinforce:

1. Cooperation with national higher education institutions in matters related with articulation between 1st and 2nd cycles;
2. Skills of its faculty members promoting scientific and pedagogic careers in collaboration with other higher education institutions;
3. Insertion of its research units into national research networks.

As part of its internationalisation process, IPT intends to expand and increase its activities at European and world level and disseminate its educational offerings globally. For this purpose, IPT plans to intensify international mobility and employability of its students and mobility and training of its faculty members as well as foster cultural interchange and research at international level. It also aims to increase recruitment of foreign students and make ongoing monitoring of the internationalisation process. Furthermore, the role of GRI will be reinforced so as to consolidate and expand strategic institutional partnerships with European higher education institutions and integrate the key research units of the institution in supranational research networks.

There will also be a need for international accreditation and creditation of the Institution's Schools and programmes and gradually implement English as one of the languages of instruction.

1.2.6. Other Goals

In the last few years, IPT has been expanding its educational supply by offering courses targeted to a new public seeking short and medium term training for personal enhancement or further studies. Thus the IPT contributes to improve the level of qualification of local people and promote its own financial sustainability.

It also aims to implement distance learning, i.e. e-learning.

II. ORGANISATION AND ACTIVITIES

2.1 Organisation and management

2.1.1. Centralisation and decentralisation degrees

IPT's main organisational model consists of a departmental structure including the President, the General Council and the Administrative Council as management bodies. As mentioned above in B.2, in order to perform its mission, IPT has Schools and basic units and services with specific goals and duties. Until implementation of the new statutes, Schools are organised by departments, interdepartmental areas and administrative services. The departments offer one or more programmes organised by scientific areas. IPT uses a unique model so as to maximise and optimise resources in the development of its activities.

The President is the supreme body that represents, governs, conducts and coordinates the Institution and performs a significant number of duties delegated on him/her by the competent minister. The President is assisted by an appointed vice-president performing duties under a secundment regime on whom he/she may delegate part of his/her duties. To assist the President in administrative or financial matters, IPT has an administrator also performing functions under a secundment regime.

It is the General Council's responsibility to establish general operating rules, approve activity plans, make considerations on annual activity reports, propose the creation, restructuring or extinction of basic units and advise on matters related with the operation of the Institution. The General Council includes the President, the vice-president, school directors, the IPT administrator and the Social Welfare Services, the representatives of faculty, staff and students as well as external stakeholders (representatives of professional activity sectors related with the educational fields of the Institution). The representatives of faculty, staff and students are elected among their peers. External stakeholders are appointed as provided in the statutes.

It is the Administrative Council's responsibility to promote actions and take decisions in administrative and financial related matters. The Administrative Council is composed by the President, the vice-president and the administrator.

In addition to governing bodies, IPT also has Central Services led by directors or staff appointed by the President. The Central Services include the Administrative Services which, in turn, include the Academic Services and the Finance and Assets and the Human Resources Management Units. The Central Services comprise as well the Library and Archive Centre (CDA), the Social Welfare Services (SAS) and the Prehistory Centre. The management support services include such areas as Legal, Studies and Planning, Informatics, International Relations, Common Spaces Management, Maintenance and other technical services.

Academic Services are decentralised across the three Schools. These services perform such tasks as ensuring student registrations and enrolments, issuing course transcripts and diplomas, filing assessment tables, collecting legal charges and others.

IPT's Finance and Assets Unit – excluding the SAS which are autonomous in these matters – is integrated in the administrative services of the institution and is a centralised unit including such services as treasury, accounting and supplies.

The Human Resources Management sector doesn't have a specific office. The direction and coordination of staff (teaching and non-teaching) in any School or service of the institution is incumbent on their respective heads. In what concerns staff management, the President performs such duties as the establishment, alteration, maintenance and termination of labour relations.

While every School has its own administrative services, its activity is governed by common rules and principles with slight procedure variations in specific matters. Interaction between services is achieved in a simple way through existing management platforms and the different communication channels available. Acquisition of goods and services (including contracts) is undertaken according to law, in a centralised way, except for those involving small expenses, which are decided by the Board of the concerning School.

The Library and Archive Centre manages the bibliographic and documentary repository and makes it available to the academic community.

The Prehistory Centre hosts activities carried out within such fields as Earth and Life Sciences, Social and Human Sciences and Technologies. It collaborates with other entities, carries out research in partnership with public and private entities and centralises scientific and patrimonial results thereof.

The Social Welfare Services (SAS) are a basic unit enjoying administrative, financial and patrimonial autonomy. They comprise such bodies as the Social Welfare Council, the Administrative Council and the Administrator who coordinates the administrative and financial services as well as operative and support services as according to the organisational chart in Appendix I. The Social Welfare Council is a collegiate body composed by the IPT President, the SAS administrator and two students, one of them being a scholarship holder. The Administrative Council is a collegiate body composed by the IPT President, the SAS administrator and the director of SAS financial and administrative services. The SAS administrator is appointed by the IPT President and performs his/her duties under a secundment regime.

The Institution has a number of centrally run management support services whose designation and competences are detailed in Appendix VI.

IPT Schools enjoy statutory, scientific and pedagogic autonomy in their specific fields of intervention as provided in IPT statutes. Administrative and financial matters are the President's or the Administrative Council's responsibility.

School bodies include the director, the Scientific Council, the Pedagogic Council and the Consultative Council. The ESTT's and ESGT's directors are elected, according to IPT Statutes, among School professors. As for ESTA, which was under installation regime until 2008, the Director has been appointed by the IPT President. The director is the body that represents, governs, manages, conducts and coordinates the school. To assist him/her in administrative and financial matters the Schools have a Registrar.

The Scientific Council includes professors and other faculty members holding doctoral or master's degrees or equivalent qualifications. It is the Scientific Council's responsibility to approve proposals in such matters as alteration of course curricula, annual teaching schedule, general rules for scientific management and pedagogic regulations on recommendation of the Pedagogic Council; appoint the boards of referees for tenure and promotion applications and define guidelines in education and research matters.

The Pedagogic Council is composed by the School Director, the directors of the different departments, a professor and an assistant lecturer of each department and interdepartmental area elected among their peers and a student of each course elected among his/her peers. The Pedagogic Council ensures proper operation of programmes and high-quality education by evaluating the pedagogical performance of faculty members, drawing up pedagogic regulations and approving the academic calendars.

Only ESGT integrates an Advisory Council presided over by the School Director. As to the other two Schools, only some departments have an Advisory Council presided over by the relevant Head of Department. In either case, this Council primarily includes invited external stakeholders. It is intended to foster the establishment of cooperation links between the Schools and local authorities and professional, corporate, cultural organisations, foundations and others under its activity scope, make recommendations on the convenience and value of existing and prospect educational programmes and advise on the design of course curricula. ESGT Advisory Council is also in charge of approving the School's activity plan.

Departmental bodies include the head of department and the department council. The head of department, elected for ESTT and ESGT and appointed for ESTA among the Department Council professors, may appoint one or two of these members to assist him/her. He/she is in charge of running and representing the department. The Department Council is composed by the director - who

presides over it - faculty members, representatives of the assistant professors of the department and one faculty member of each interdepartmental area within the department.

The interdepartmental area is a scientific-pedagogic unit directed towards delivery of subjects which are not exclusive of a department and its management bodies are similar to those of departments.

During 2007, the Institution carried out a diagnostic of existing situation and defined a strategic plan for the 2007-2013 period. Based on this study, new organisational and management models have been defined as well as the action plan and goals already described in Chapter I.

Law No. 62/2007 of September 10 defining the Legal Regime of Higher Education Institutions (RJIES) states in Article 172 the need for public higher education institutions to review their statutes in compliance with the new legal regime. In 2009, new IPT statutes have been published which mirror the philosophy underlying the strategic plan and may be assumed as the basis for its implementation.

2.1.2 Human resources policy

Under the general law, the Institution can recruit the staff needed for its operation performing all actions required for its promotion, mobility and termination of contract. The institution can establish work and service provision contracts as according to staff allocation plans approved on an annual basis and to its annual budget and financial resources. It also ensures management and discipline of the whole staff. Service schedules are drawn up by the Schools and competent services. As regards faculty, according to the strategic goals set by the IPT, there is an interchange between basic units, which has enabled a closer relationship between faculty members with common scientific goals as well as resource optimisation.

There is no staff management policy by gender. Appendix IV includes a description of IPT staff.

According to law, non-teaching staff is subject to annual performance appraisal (SIADAP) in which competences and achievement of established outcomes are evaluated. This evaluation leads to service scores which are crucial for career promotion.

In 2009, a new training program has been implemented in several areas that are crucial to the development of staff skills and competences. This program is co-funded by QREN through the Operational Program for Human Potential (POPH).

Faculty qualification policy is directed towards ensuring the provisions set forth in the legal framework of higher education institutions (RJIES). Tenure and promotion is dependent upon statutory review of the concerning career.

Appendix IV provides a detailed description of faculty. About 45% is aged between 30 and 39 and 34% between 40 and 50. It is in this latter age group that most tenured faculty is included. As regards academic qualifications, the number of PhD holders has been growing representing currently 14% of the whole faculty. This value alone is not sufficient to meet the provisions set forth by the RJIES which determines "a minimum of one professor with PhD or one specialist degree holder for each 30 students" and “from the whole number of teaching and research staff working at the institution at least 15% should be full-time PhD holders and at least 35% should be specialist degree holders or both”. 74 faculty members are enrolled in doctoral programmes and 62 are expected to complete their doctoral studies in the next three years. Appendix IV shows the student/lecturer ratio per School. These numbers have been growing since 2005 as a consequence of current budgetary control context.

The pedagogic performance of faculty has been the subject of periodical appraisal since 2007/08 through student inquiries – QA[7] (Appendix VII). The analysis of inquiries enables determination of

[7] By the end of each semester students fill an inquiry form (QA) per course unit on such issues as pedagogic performance of relevant faculty, physical facilities and Social Welfare Services. Submission and analysis of this form is the GAQ's responsibility.

delivery methods, course contents and performance of faculty members among other aspects. Average profiles include values above 70% of the used scale, which can be considered quite satisfactory.

2.1.3. Students and external stakeholders involvement

As mentioned above, students and external authorities have always participated in governing bodies (General Council, Social Welfare Council, Pedagogic Council, Advisory Council and others). As a result from the legal reform, that participation has been maintained, namely in the Statutory Assembly that reviewed the statutes (three student representatives and five external stakeholders). The RJIES also sets forth the parity rule as regards participation of faculty members and students in the Pedagogic Council. This new regime also establishes the increase of the participation of external stakeholders in the General Council - which should be 30% of total members - and of student representatives which should be 15%. The new IPT statutes, under implementation stage, include a new body – the IPT Advisory Council – which is primarily composed by external stakeholders.

2.1.4. Cooperation with external entities

From its origins, the IPT has strived to establish cooperation links with a wide range of national and foreign entities in such domains as training, research, service provision, innovation and entrepreneurship. Appendix VIII includes existing cooperation agreements with those entities. In this regard the cooperation with the Higher Institute for Economy and Management (ISEG) in the framework of the Master's degrees in Human Resources Management and Accounting, Taxation and Finance is a good example thereof. In line with IPT mission set forth in Article 3 paragraph 3 b) of the Statutes, IPT has partnerships with Portuguese-speaking countries such as Brazil and Cape Verde. Worth mentioning are also the existing partnerships with Rovira I Virgili di Tarragona (Spain) and Trás-os-Montes (Portugal) universities and the Musée d'Histoire Naturelle de Paris (France) in the framework of Erasmus Mundus Masters in Quaternary and Prehistory which involves in its 2008-09 edition students from several countries (Appendix IV). In this domain, the IPT has been granted the Golden Award by the European Commission for the quality of its intensive courses in archaeology and cultural heritage management which are, besides, coordinated by the institution itself.

2.2. Academic profile

2.2.1. Curricular structure and educational supply

The IPT has assumed from the beginning that a number of gaps needed to be filled at higher education level in crucial areas for the development of the country and specially of the region in which it operates. This resulted in the creation of programmes integrating a wide range of domains such as Arts, Sciences, Technologies, Management and Communication aggregated in a unique educational project. Along with classic programmes such as Engineering and Management, innovative programmes have been created in Portugal: Conservation and Restoration, Graphic Arts and Photography. Although focusing in different scientific domains, all of them have a common characteristic - they all focus on know-how, based upon a solid cultural, scientific and technological background allowing the development of practical skills, critical capacities, communication abilities and sense of responsibility to propose and apply solutions and to integrate multidisciplinary teams. Currently, all IPT degrees are adapted to the Bologna model.

Profession-oriented training applies both to 1st and 2nd cycle degrees and to specialised technological programmes. They are distinguished by their technical and scientific components. Study programmes include a number of course units which together build the intended professional profile. General training components have a greater weight in the first year whereas the specific components increase gradually across the three years and prevail in the second cycle. Some programmes offer optional units which allow the students to develop skills in specific areas or even obtain complementary qualifications. Assessment of labour market needs is undertaken based on surveys, contact with enterprises and alumni and also on Consultative Council meetings. The adaptability of the educational supply, alterations of study programmes and restructuring of course contents are evidence thereof.

2.2.2. Educational approaches

The delivery methods adopted by IPT, i.e. student-oriented pedagogic methods, laboratory and field classes, on-site visits to enterprises in related fields, organisation of events involving collaboration of external entities and specialists from various fields of expertise, internships, projects and close faculty-student relationships allowed accomplishment of Bologna goals. However, the high student-faculty ratio in some programmes impedes full adoption of these methodologies.

Faculty members have increasingly been adopting web and e-learning platforms.

All programmes have the correspondent Pedagogic Coordinator. Tutorial classes and appointment hours allow ongoing, customised support. In ESTA, each student is assigned a tutor (faculty member).

In the last few years, a great diversification in the profile of IPT incoming students has been observed, namely a growing number of employed students and people seeking diploma-awarding technological training programmes (CET – Level IV). This required some changes in delivery methods and teaching schedules, both day and evening.[8] The different educational backgrounds of students as well as their willingness to do the tasks have led the instructors to teach additional support classes such as Mathematics and Languages using web platforms.

Student inquiries include questions on course units, particularly the coordination between subject matters, teaching/learning methods, assessment methods, articulation between the different course contents and contribution to student training. Average profiles include values above 70% of used scale, which can be considered quite satisfactory.

2.2.3. Research activities

There is no centralised policy for research. There are individual or small group work plans, either integrated or not in university research centres, stemming from faculty training activities in those institutions. Involvement of faculty in these research centres is caused by the lack of an internal policy for research in IPT as well as lack of incentives to the creation of R&D centres in the polytechnics. Loss of critical mass to other institutions is a serious obstacle to the constitution of research units in IPT and, consequently to the establishment of second-cycle programmes. IPT's artistic, scientific and technological output is summarised in Appendix IV. Although indicators show relatively low values, a sustainable growth has been observed since 2005. There are groups of faculty members in areas that are crucial for the strategic development of the local region which are integrated in applied research laboratories in service provision related areas as described in Appendix IX.

2.2.4. Adaptability of programmes and research activities to mission and goals

As aforementioned in 2.2.1., IPT programmes cover a wide range of areas, what is consistent with the mission stated in Article 3, paragraph 3d) of IPT statutes. The various prizes both at national and international level awarded to IPT students are indicators of the suitability and quality of training offered (Appendix X).

The research areas of IPT faculty members are varied and most research projects stem from master's or doctoral studies. A significant number of these projects are practical and associated with applied research in areas that are crucial for the competence profiles of IPT educational offerings. However, we must recognise that significant efforts are still required in this domain (Appendix IV).

[8] As from the 2006/07 academic year many students access higher education through a special admission system for individuals older than 23 years of age (M23).

2.2.5. Language policy

The mother tongue is the usual language of the institution. However, informative material on programmes, particularly course curricula, are available in English as well as it is the instruction language for some optional courses. Awareness that the command of foreign languages is crucial, particularly an important one within the European area, has led to the creation in 2007 of the Language Centre (cl.ipt) which has been a founding member of the Association of Language Centres for Higher Education in Portugal (ReCles.pt) created in May 2009. The IPT has been among the higher education institutions selected to organize EILC courses – Portuguese for Erasmus Students. In addition to Portuguese as Foreign Language, the Language Centre offers training in six foreign languages certified by official authorities of each respective country.

2.3. Other academic activities

2.3.1. Training and community outreach

Most IPT faculty members are involved in applied research projects as mentioned in the preceding section. Some training, technology transfer and service provision programmes are significantly important at national and regional level such as the project *A Thousand Years of Wisdom, from the Middle Ages to the 21st Century* (a partnership including the IPT, the Institute for Management of Architectural and Archaeological Heritage (IGESPAR) and the Convent of Christ), *the Turiauta*, the *Patrimonarte*, the *Line.ipt* and at the international level the *Global Quality Heritage Management*, a partnership between IPT, the Mação Museum and several European universities and institutes. There are also several ongoing projects with local municipalities to which IPT applied for in the framework of QREN: a project on urban regeneration with the municipality of Torres Novas, the strategic program "Human Heritage Monasteries Network" with the municipality of Tomar and the project "Railway Heritage: scientific tourism as a strategic product" with the municipality of Entroncamento.

IPT offers executive training courses such as short-courses in accountancy and taxation that allow professional enhancement and accreditation.

2.3.2. Students support

The institution disposes of a number of support services that ensure the performance of academic, cultural and sports activities.

The Student Support Office (GAPE) advertises job offers and internships, helps the students with scholarship applications and provides psychopedagogic support.

The SAS, referred to above, grant scholarships, supplementary benefits, access to meals in canteens and bars, provide accommodation in residence halls and support to cultural and sports activities. According to student inquiries, resolution of social problems is the most problematic across all three Schools. This reflects a disadjustment between the criteria for granting social benefits and current reality. Appendix IV shows the evolution of the number of scholarships granted and that of the number of students accommodated in residences.

The Library and Archive Centre (CDA) provides information resources for students. Bibliographic sources in different supports, workspaces, computer rooms, media resources and internet access are available in this centre. The IPT campus also houses a copying centre, a bookshop and an IPT store. IPT facilities located downtown house an exhibition hall (Galeria.ipt) where students can display their works.

2.4. Funding

IPT annual budget is globally determined within the General State Budget. Budget resources for Schools have been conditioned by budget shares allocated in preceding years. This internal distribution of budget is decided in a meeting of the President with the School Directors and has been adjusted according to student numbers, programme characteristics and existing particular situations. This form of distribution is yet susceptible of producing unbalances at internal level.

The Schools have no financial autonomy. However, they enjoy a certain level of autonomy to produce revenue which are formally managed by IPT. Using the powers conferred on them by the President of the Institution, the School Directors are entitled to authorise operating expenses up to 500 euros. For higher expenses it is the School Director's responsibility to make recommendations thereon; but correspondent authorisation and payment lies with the President.

Appendix V includes an estimate of revenue and expenses amounts per source of funding between 2005 and 2008. These include state budget shares (OE), own revenue (RP), and other resources such as the Public Administration Investment and Development Expenses Program (PIDDAC) or European Community Funds. As it can be observed, the global budget for IPT in 2008 was about 15 million euros. From that, about 33% stems from own resources. From the 4.9 million euros revenue, about 66% comes from student fees and the remainder from less significant revenue. From the data provided, it may be concluded that the capacity to produce own resources is scarce. Even so, IPT occupies the third place in the national ranking for the most active Polytechnics as far as community outreach is concerned[9].

Overall staff expenses amounted to about 9.6 million euros. Initial state budget share (excluding reinforcements) covered only 91,3% of total staff expenses. The remainder is covered by own revenue. As may be noted from the statistics in Appendix V, state budget shares in the last few years are inferior to those in 2005. The institutions started to bear the 11% of the General Retirement Fund for civil servants (CGA), which has increased total staff expenses. This hampers our ability to recruit staff – which leads to a high student/faculty ratio - and to buy new equipment and other teaching and research resources.

SAS budget is determined by the competent ministry and managed autonomously by its board.

III. QUALITY ASSESSMENT PRACTICES

3.1. Quality policy at institutional level

During the last decade IPT has been involved in evaluation processes aiming at improving its activities. In the 2000-05 period IPT programmes have been assessed through a national evaluation program which, in the case of the Polytechnics, has been conducted by the Evaluation Council of the Association of the Portuguese Polytechnics (ADISPOR). It's a pity that this program has been interrupted in 2005. Application to the international institutional evaluation program by EUA is an opportunity to restore these procedures.

Only in February 2007 did IPT established a formal structure to conduct its internal evaluation and quality assurance procedures. This structure – Quality Evaluation Office (GAQ) - started its activities in February 2008. Teaching and learning processes as well as other aspects of the institution's operation are evaluated through student inquiries applied to new students at the enrolment's occasion, to students and faculty every semester and occasionally to employers and alumni. Outcomes of inquiries are forwarded to the Scientific and Pedagogic Councils of the Schools for consideration. It is observed that IPT does not have clearly defined quality indicators and we cannot say that there is a quality culture shared by the whole institution. Current situation may change in the short term since IPT has applied to funding (under QREN) for the implementation of a quality management system compliant with ISO 9001:2008 Standard.

[9] Focus, 26 March 2008 edition.

3.2. Internal Evaluation and Quality Assurance Practices

3.2.1. Role of students and institutional partners

The role of students and institutional partners in institutional evaluation and quality assurance practices depends on their representation in the governing bodies of the institution. On an informal basis, students are also consulted in many issues concerning the operation of programmes such as the drawing up of teaching and assessment schedules.

3.2.2. Programme approval, evaluation and monitoring systems

It is the President's responsibility to decide on the approval of new programmes or termination of others upon proposal of the Scientific Council of the concerning school. Scientific Councils are responsible for the revision and adequacy of training curricula and course contents.

Each IPT school has enrolment, attendance and assessment regulations of their own. Academic regulations for the 1st cycle (Bachelor's), 2nd cycle (Master's) and Technological Programmes (CET) are easily accessible online. Before commencement of classes, every lecturer-in-charge of a course unit should supply to the relevant academic secretariat a course plan including subject contents, objectives, recommended reading and assessment methods. This information is also available online at the webpage of each School.

3.2.3. Faculty quality assurance

Faculty members are recruited according to national legislation defining minimum academic qualifications to serve as higher education lecturers. It is the Scientific Councils' responsibility to ensure the competency and adequacy of the teaching staff upon recommendation of the Department Councils. The Scientific Council is also responsible for analysing teaching activity reports drawn up by faculty members under the law as well as the CVs of invited professors.

Faculty performance is evaluated by students on a regular basis at the end of each curricular semester by filling an inquiry form prepared by GAQ (Appendix VII).

3.2.4. Quality assurance of available material resources

Available material resources (premises, facilities, among others) are regularly evaluated by students and faculty through appropriate inquiries. In addition, for every new programme establishment proposal to be approved by the competent Minister, a portfolio is required including the description of available resources (human and material). Approval of a new programme implies recognition that there are enough resources for its operation.

3.2.5. Monitoring of other activities

Technical and administrative staff is subject to a national performance appraisal program for civil servants (SIADAP). On its own initiative, ESGT carried out inquiries to students and faculty in order to assess the quality of administrative services. The quality of social support provided and the operation of student support units (residence halls, canteens, and others) is also evaluated on a regular basis through GAQ inquiries. Every School has a complaints book and a suggestion box. Periodically, the Directorate-General for Higher Education (DGES) and the Court of Auditors (TC) send auditors to IPT to inspect the operation of financial and administrative services. Research programs are evaluated externally by the competent authorities, i.e. the European Commission and the Science and Technology Foundation. IPT internationalisation (mobility of students, faculty and staff) is evaluated on an annual basis by the National Agency relative to the goals established for the year in question.

The Institution has recently been granted two important awards by the European Commission: the quality label for best practices in the use of ECTS system (ECTS Label) and the quality label for the Diploma Supplement (DS Label).

3.3. Evaluation and quality as a means of promoting ongoing improvement

The Institution has its own regulations on the collection and treatment of data through student and faculty inquiries. Every faculty member has access to data concerning his/her own evaluation. The Head of Department has access to the information concerning individual faculty members in the Department and all the course units offered by that department. School Directors and the Presidents of the Scientific and Pedagogic Councils have access to all the information concerning the relevant school. It is therefore possible to conduct a results analysis at all levels which allows the implementation of improvement measures. However, the outcomes of this process are managed in a somewhat casuistic way. In fact, practical outcomes of evaluation result from personal reflection of each faculty member and the analysis conducted in several governing bodies, particularly the Pedagogic Council which has the final word on this matter. Recent creation of a National Agency for Evaluation and Accreditation will certainly change significantly current practices. Global results of the evaluation of programmes and schools are published in the IPT webpage, but publication of annual reports and activities have not been common practice, with the exception to occasional situations in some schools. To sum up, although there are some internal procedures intended to improve teaching and learning processes, this is not obvious to or shared by the academic community.

IV. STRATEGIC MANAGEMENT AND CAPACITY TO CHANGE

4.1 SWOT analysis

Based on the work developed in the framework of this report and the diagnostic conducted for the Strategic Plan, after consultation with the whole academic community, the following SWOT analysis is suggested:

Strengths:

1. Organisation:
    a. Organisational culture, interaction and articulation;
    b. Ability to meet external challenges;
    c. Existence of a strategic plan and institutional marketing.

2. Educational supply:
    a. Existence of pioneer programmes that stand out at national level (such as Conservation and Restoration, Design and Graphic Arts Technology - pioneering and reputed at national level – and the European Master's in Archaeology - the only of its kind funded by the European Commission);
    b. Pedagogical methods;
    c. Ability to attract new publics.

3. Human Resources:
    a. Qualifications, experience and professionalism;
    b. Good dynamics in advanced training of faculty;
    c. Direction of national and international enterprises and bodies (particularly within UNESCO).

4. Material resources:
    a. Equipment and facilities.

5. Community outreach:
    a. Regional partnership projects in the framework of QREN;
    b. Partnerships with public and private entities in several activity domains;
    c. Competence profile fits the market;
        i. Structure and adequacy of curricula;
        ii. Profession-oriented curricula.

6. Market positioning:
    a. Employability level;
    b. Geographic location.

7. Internationalisation:
    a. Coordination of over 50% of European cultural projects in the country;
    b. The highest rate of involvement in international projects among Portuguese higher education institutions;
    c. Coordination of projects in Africa and Latin America;
    d. ECTS and DS Labels awarded by the European Commission.

8. Research:
    a. Research topics are consistent with the institution's mission and goals;
    b. Applied research projects in some domains and prototyping.

Weaknesses:

1. Organisation:
    a. Workload and administrative tasks of faculty members;
    b. High student/lecturer ratio in most programmes;
    c. Unbalanced allocation of human resources to departments;
    d. Strategic planning;
    e. Insufficient involvement of the academic community in institutional life;
    f. Deficient quality assurance structure.

2. Educational supply:
    a. Non-explored potentialities;
    b. Important areas for the region which are denied to IPT (e.g. Health and Agronomy).

3. Human Resources:
    a. Academic qualifications;
    b. Precarious employment contracts of faculty.

4. Financial and material resources:
    a. Dependence from the state budget;
    b. Equipment and facilities;
    c. Bibliographic repository.

5. Community outreach:
    a. Links with the industrial fabric.

6. Market positioning:
    a. Dynamic and demand share unfavourable for most IPT programmes vis-à-vis higher education competition.

7. Internationalisation:
    a. Mobility of students and faculty.

8. Research:
    a. Applied scientific research;
    b. Institutional support and financial resources;
    c. Incipient development of the strategy for the establishment of research centres;
    d. R&D activities developed within existing infrastructures are reduced, ill-structured and not articulated with regional needs;
    e. Reduced number of R&D and technology transfer projects promoted by FCT;
    f. Absence of internal criteria for project evaluation.

Opportunities:

1. Demographic dynamics:
    a. Population growth in the region as a consequence of the increase in life expectancy and ability to attract population from other regions;
    b. Qualification level of resident population below national average in what concerns middle/higher education;
    c. Capture of students with qualifications other than scientific-humanistic track courses of secondary education;
        i. Greater number of students holding technological/vocational qualifications from the Médio Tejo relative to the central region and the country;
        ii. Students holding a professional secondary-level diploma (12th year of schooling) are the only group with a positive growth in Médio Tejo and in the country.

2. Economic dynamics:
    a. Economic activity in specific sectors;
    b. Economic activities with a great ability to absorb qualified labour;
    c. Public policies and regulation of economic activities;
    d. Business culture and entrepreneurship;
    e. Strong prevalence (85%) of micro companies in the productive fabric of the Médio Tejo;
    f. Aggregation of the industrial fabric in four municipalities: Abrantes/ Tomar/Torres Novas triangle with a tendency to expand into Ourém (75% of the Médio Tejo employment);
    g. Regional weakness in terms of technology, R&D and knowledge.

3. Social and labour market dynamics:
    a. Search of specific skills;
    b. Dynamic and regulation of the labour market;
    c. Qualification/re-qualification needs.

4. Community links:
    a. Institutional links;
    b. Service provision;
    c. Links between higher education institutions/consortia.

5. Higher education dynamics and policies:
    a. IPT internal reorganisation (RJIES);
    b. Focus on lifelong education;
    c. Student mobility and M23;
    d. Growing demand on e-learning;
    e. Construction of the European Higher Education Area;
    f. Support to investments on training (QREN);
    g. Potential for the development of polytechnic higher education (OECD);
    h. EUA evaluation.

Threats:

1. Social and labour market dynamics:
    a. Demography – Age structure is older than the average population in the country aggravated by a deficit in active population renewal;
    b. Dynamic and regulation of the labour market.

2. Higher education oriented demand:
    a. Declining trend of candidates to higher education for such reasons as:
        i. Demography (decreasing birth rates and young population);
        ii. Establishment of minimum admission criteria;
        iii. Restrictions to the growth of admission vacancies;
    b. Overall image of the Polytechnic Education.

3. Higher education dynamics and policies:
    a. Higher education restructuring and educational policies;
    b. Budget restrictions in higher education;
    c. Restriction of admission to 2nd cycle studies;
    d. Restrictions on institutional autonomy relative to the ministry.

4. Market positioning:
    a. Positioning vis-à-vis general competition;
    b. Positioning vis-à-vis regional competition.

5. Economic dynamics:
    a. Overall economic dynamics;
    b. The need to constantly adapt educational supply to market needs;
    c. Insufficient innovation strategies in most companies of the region; barrier to modernisation of productive fabric;
    d. Great weakness of scientific and technological infrastructure network at regional level.

6. Community links:
    a. Links between higher education institutions/consortia.

4.2. Ability to respond to external requirements, threats and opportunities

Considering the strengths and weaknesses as well as threats and opportunities identified vis-à-vis the resources and management tools available to the institution, the following strategic actions are proposed:

- Articulation of a supply dynamic focused on training, research and service provision driven by competency development and a dynamic focused on meeting differentiated demands driven by product development;
- Shift towards an organisational structure in which the Institution is formatted as an aggregate strategy platform, operational decentralisation and scientific and pedagogic autonomy conjugating competencies and products (schools as product managers, departments as scientific career managers, the Institution as the engine of applied research and service provision based on innovation and human capital development). This will allow enhanced interdisciplinary cooperation and optimised financial management, cost control and an increase in promotional expenses (enhanced sharing of costs and resources);
- Focus on human resources qualification at faculty and staff level;
- Programme establishment/restructuring:
    - Programmes should fit current trends of local industries;
    - Anticipation of new demand trends (training areas) by students/companies;
    - Re-qualification of employed population (lifelong learning);
    - Second-cycle studies;
    - Technological specialisation in its different areas of expertise;
    - Evening programmes.
- Enhanced collaboration with higher education institutions, both national and international, in such domains as training, research and service provision;
- Focus on qualified entrepreneurship in articulation with the business sector and the local scientific-technological system;
- Efforts aiming at upgrading traditional specialties of the Médio Tejo region;
- Promote activities based on new competitive factors that are more intensive in terms of technology and knowledge;
- Promotion of an enlarged quality management policy shared by the whole academic community.

V. CONCLUSION

The self-evaluation process in the framework of EUA institutional evaluation program was of utmost importance in two key aspects: systematic collection of data, which had last been carried out in 2005, and far-reaching involvement with the academic community during the process.

Most of all, self-evaluation allowed for inclusive identification of the institution's strengths and weaknesses as well as a number of challenges and threats to which the Institution has proved to be able to respond through existing human and physical resources.

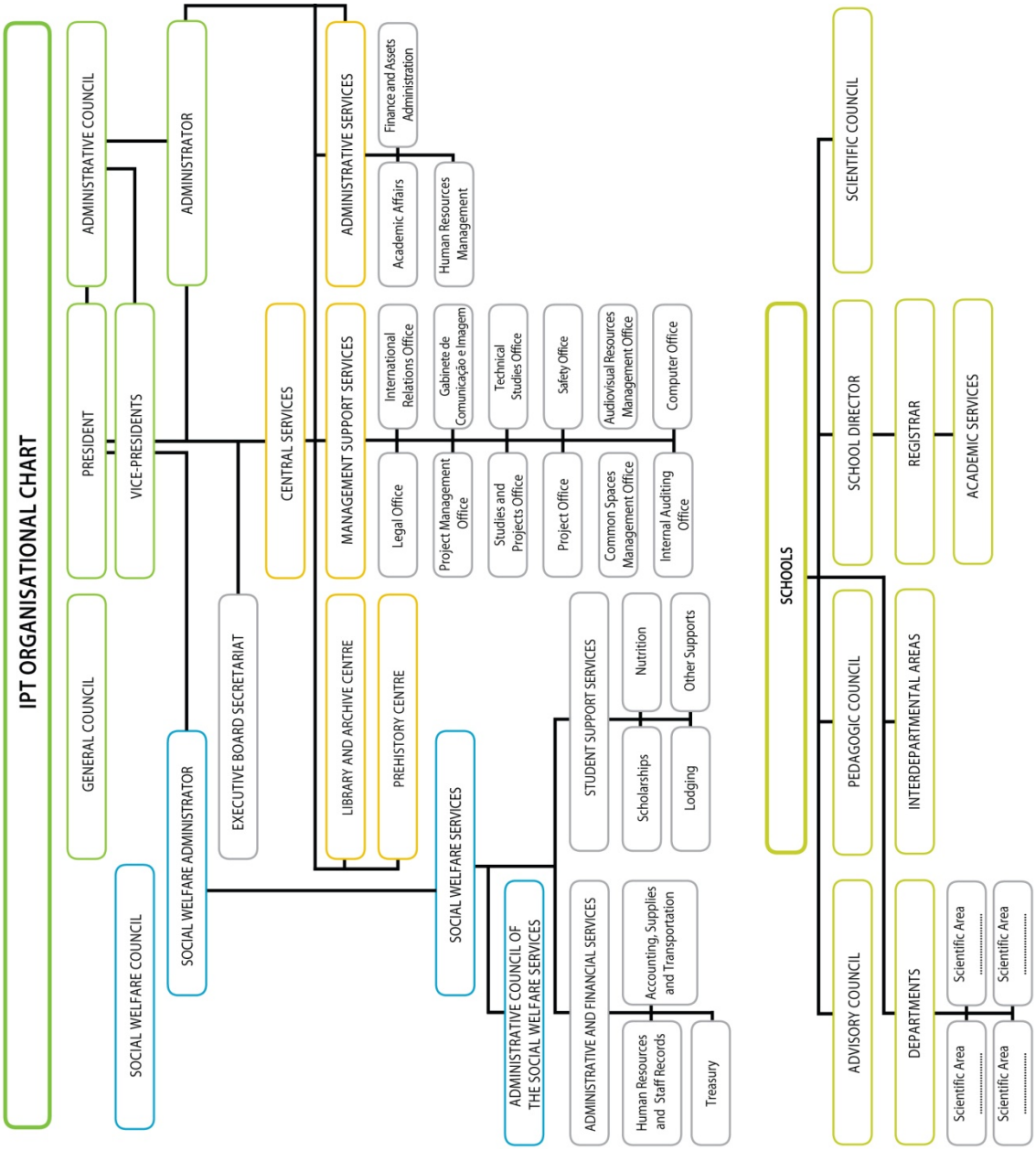
Recent entry into force of the new Statutes and the existence of a strategic plan up to 2013 are key instruments to achieve this goal.

Adherence to the program shows the Institution's willingness to strive towards continuous improvement and fulfilment of its mission to which the outcomes of this evaluation will certainly be a major contribution.

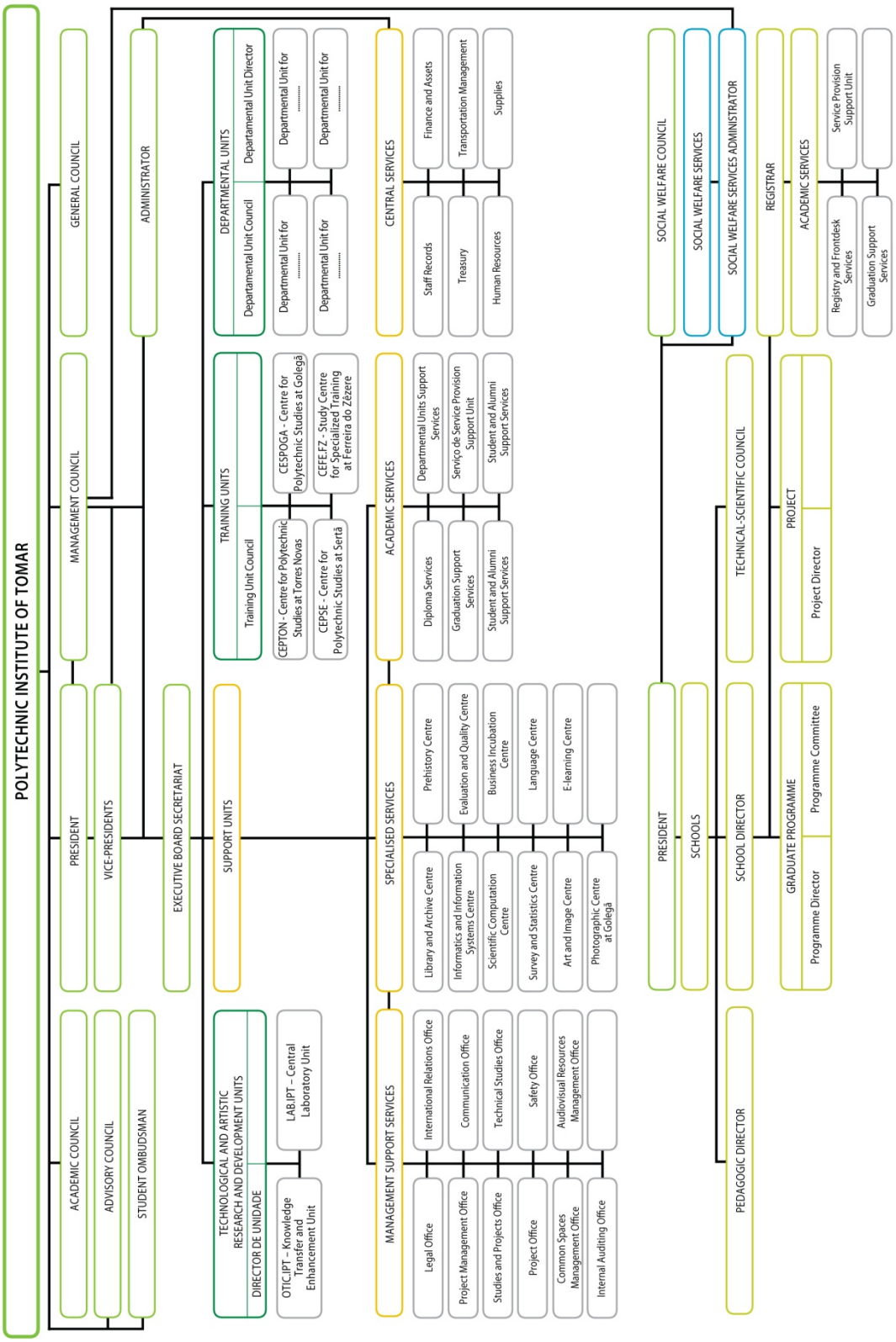
Appendix I

I.1. IPT Organisational Chart

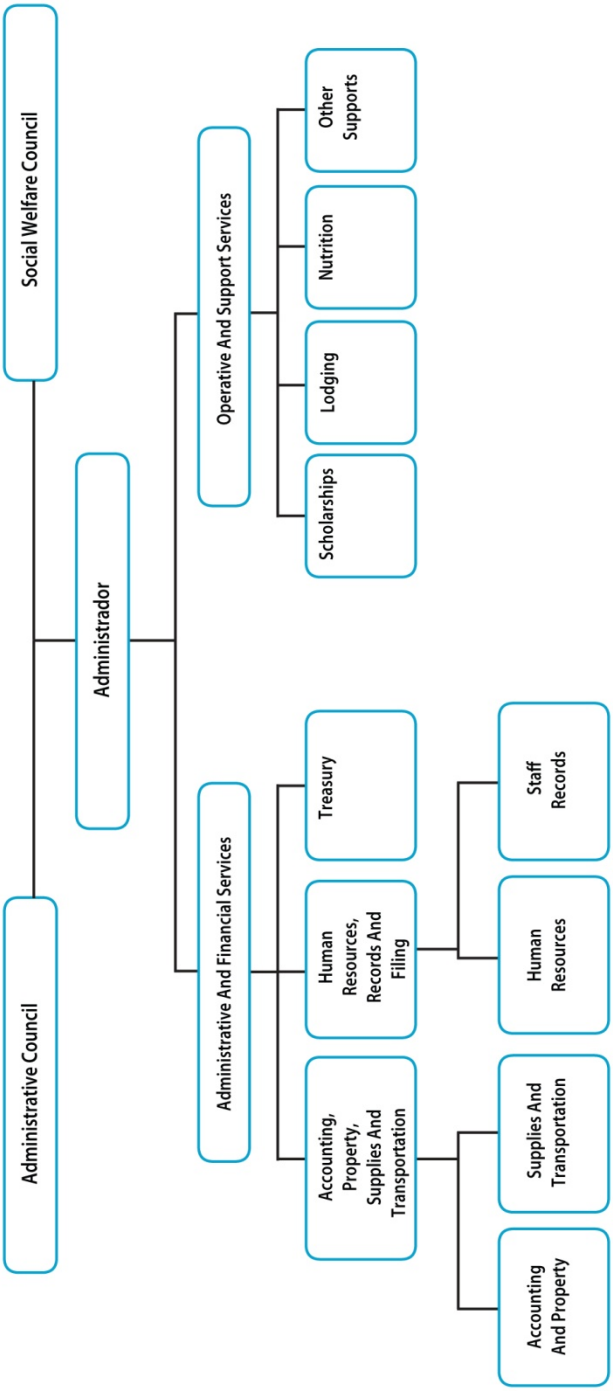
I.1.A. Current Organisational Chart



I1.B. Organisational Chart according to the Statutes published in the Official Journal of the Republic - 2nd Series – No84 – 30 April 2009

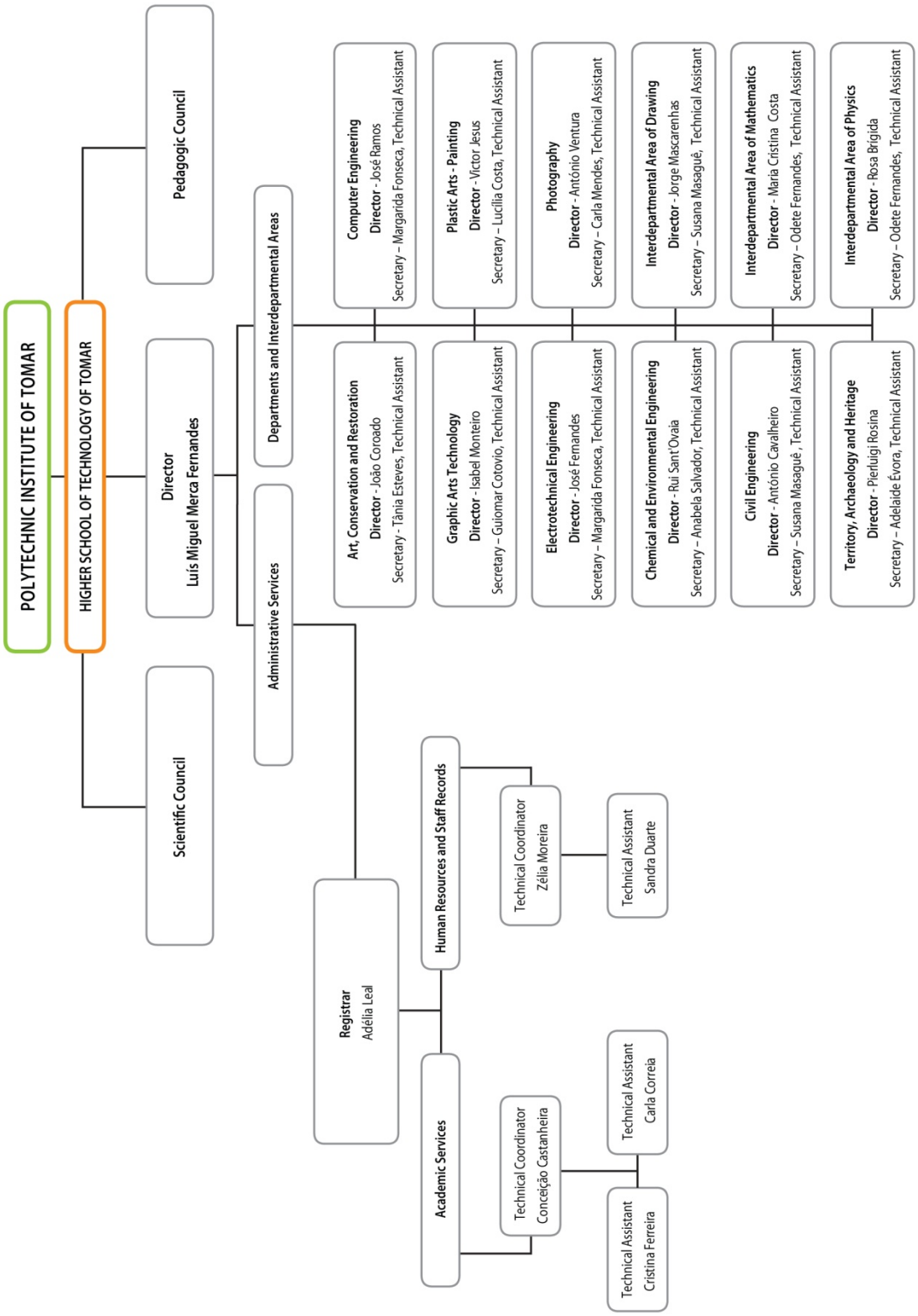


I.2. Organisational Chart of Social Welfare Services

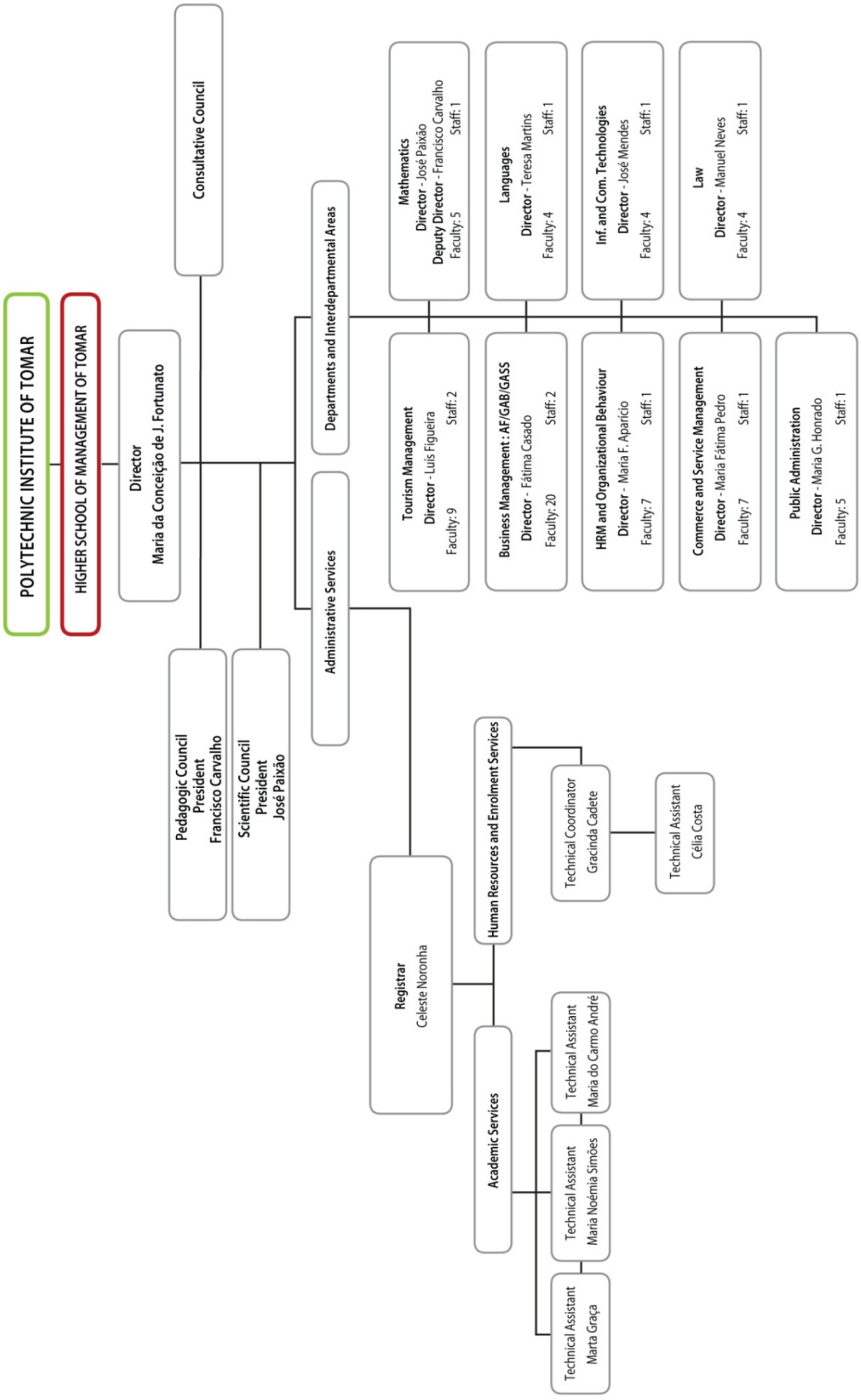


I.3. Organisational chart of Basic Units

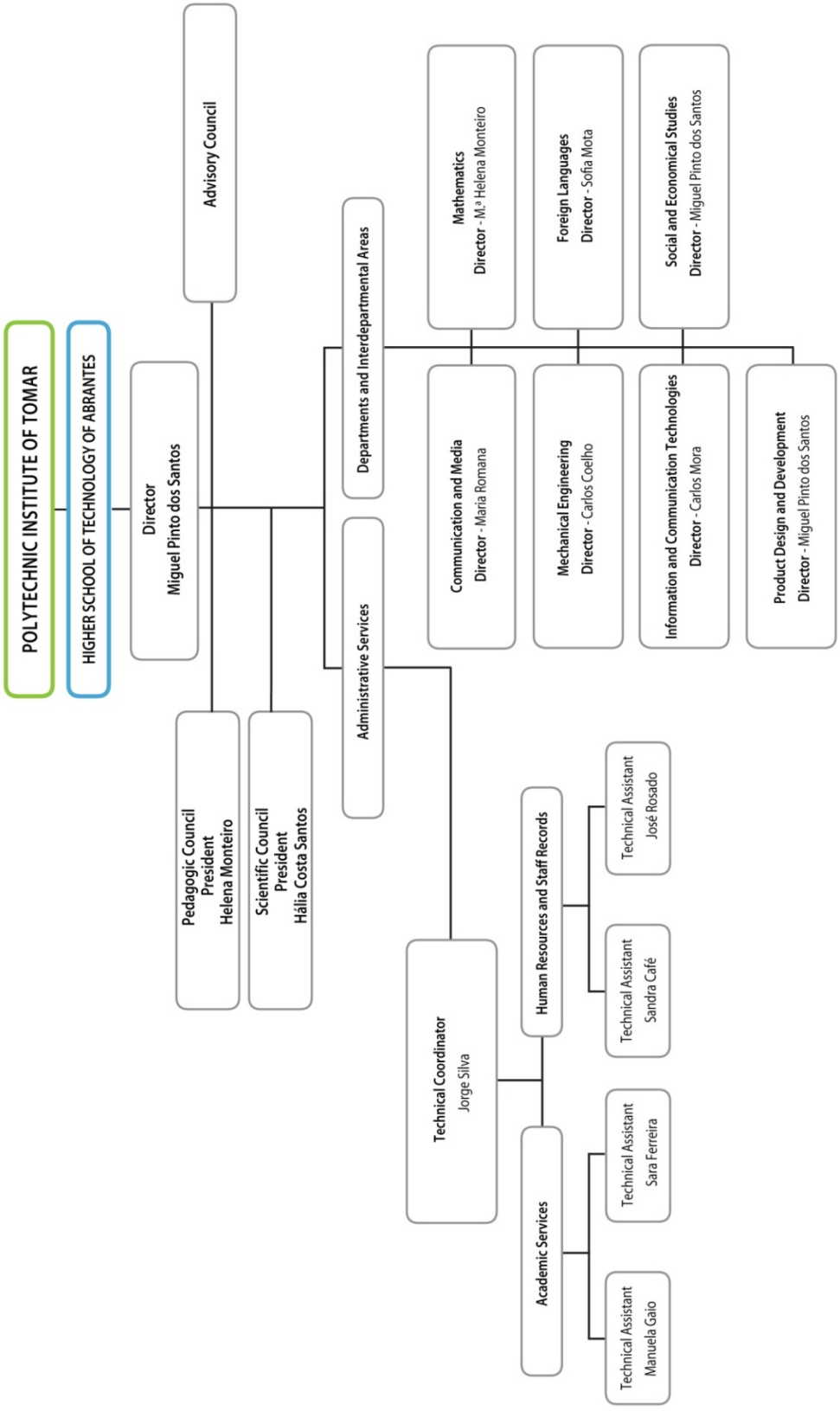
I.3.A. Organisational chart of the Higher School of Technology of Tomar (ESTT)



I.3.B. Organisational chart of the Higher School of Management of Tomar (ESGT)

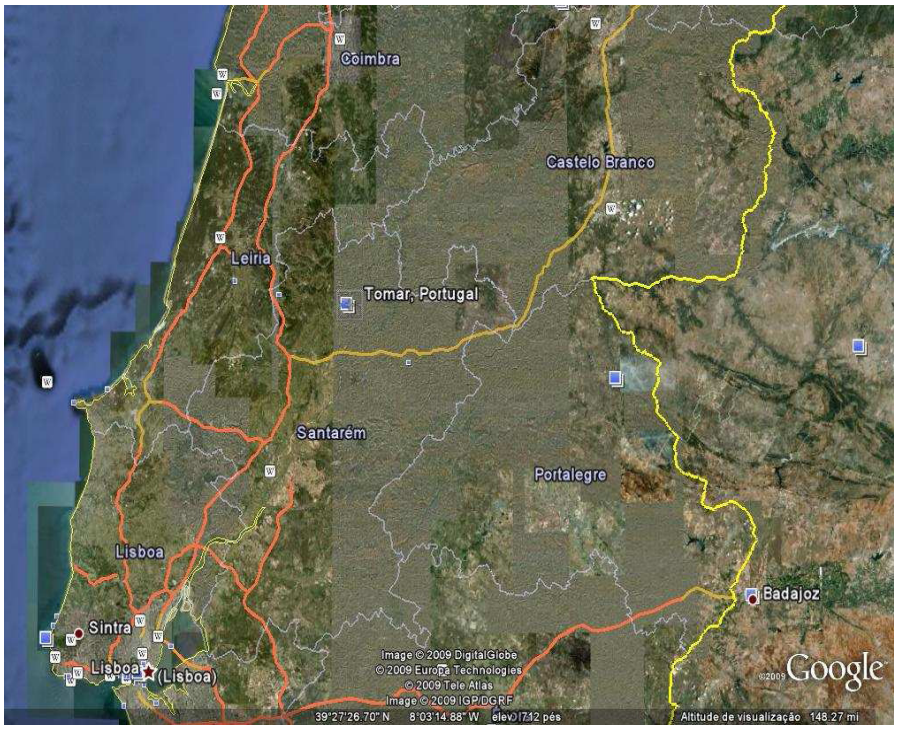


I.3.C. Organisational chart of the Higher School of Technology of Abrantes (ESTA)



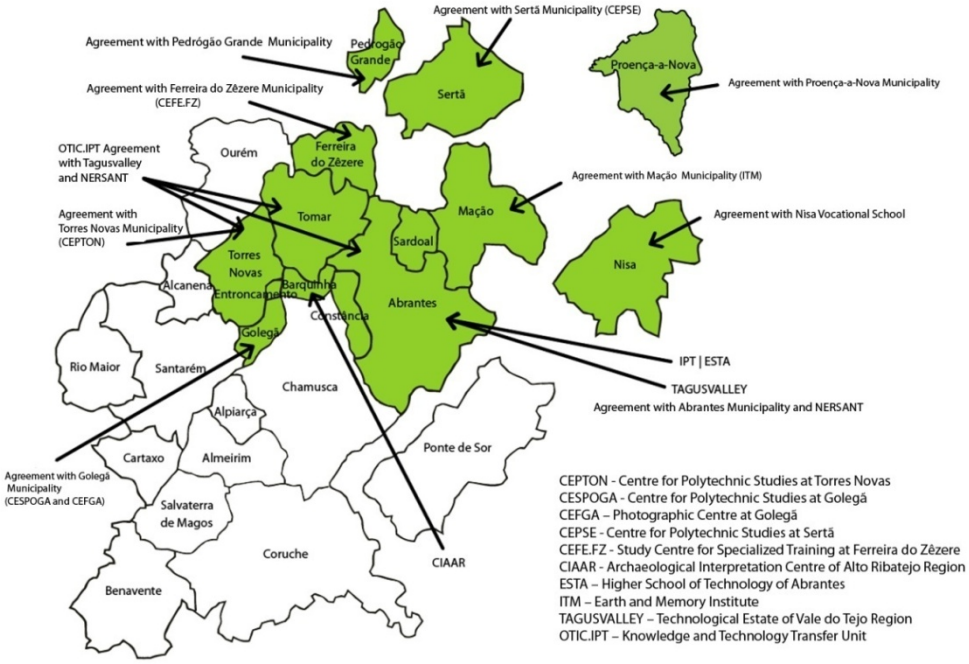
Appendix II

II.1. Geographic Location



Source: Google

Figure II.1: Part of the Portuguese map showing geographic location of Tomar, 130 km North of Lisbon and 80 km South of Coimbra

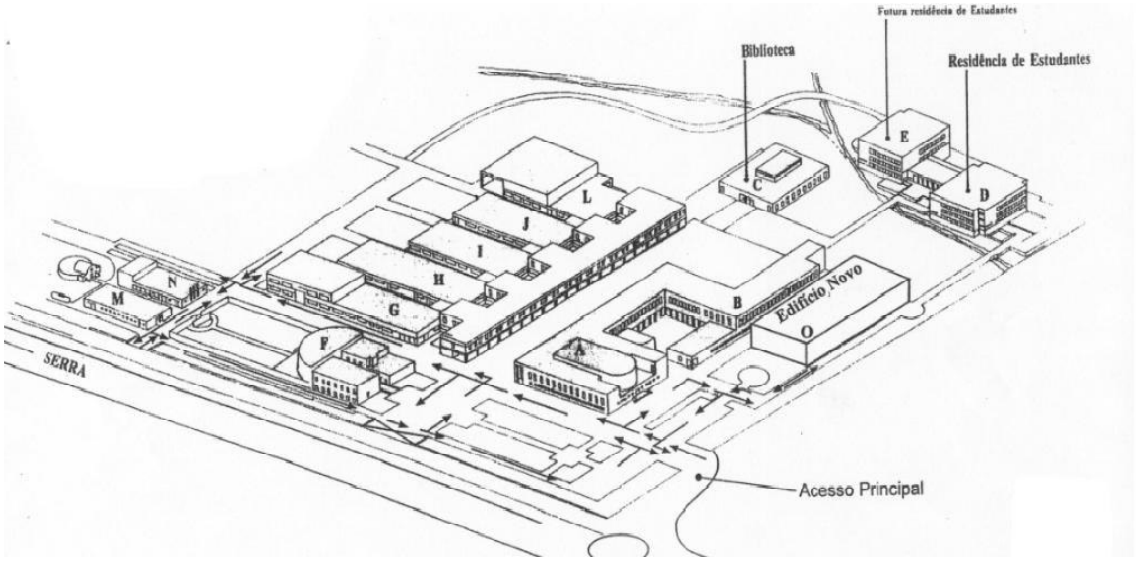


Source: IPT

Figure II.2: Geographic location of IPT Schools and Training Units

II.2. Facilities

II.2.A. Tomar campus



Source: IPT

Figure II.3: Quinta do Contador campus

Source: IPT

Figure II.4: Quinta do Contador campus – aerial view

II.2.B. Higher School of Technology of Abrantes (ESTA)

Source: IPT

Figure II.5: ESTA's main Building

II.3. IPT Infrastructures

Table II.1: Description of IPT facilities

Characterisation/Allocation (Per unit and building)	Location	Year of purchase /lending (start)	Activity	Total land area (m^2)	Gross built area (m^2)	Useful built area (m^2)	Parking area and Galeries (m^2)	State of conservation of building[10]
Av. Cândido Madureira building	Av. Cândido Madureira - Tomar	1936	Teaching	470	1645			BAD
Campus	Quinta do Contador - Tomar	1989	Teaching	99279				
Building "A"	Quinta do Contador - Tomar	1994	Teaching		2200	1784	327	GOOD
Building "B"	Quinta do Contador - Tomar	1994	Teaching		4000	3094	760	GOOD
Building "C" – Library (Extension)	Quinta do Contador - Tomar	2003	Teaching		1154	960		GOOD
Building "C" - Library	Quinta do Contador - Tomar	1990	Teaching		1466	873		GOOD
SAS/Building "D" – Male residence and social room	Quinta do Contador - Tomar	1993	Teaching		2012	1820		GOOD

[10] In the "State of conservation of building" column "BAD" includes buildings aged more than 50 years.

Parking places - About 450 places plus 6 places for handicapped people.

Characterisation/Allocation (Per unit and building)	Location	Year of purchase /lending (start)	Activity	Total land area (m^2)	Gross built area (m^2)	Useful built area (m^2)	Parking area and Galeries (m^2)	State of conservation of building[10]
SAS/Building "E" – Female residence	Quinta do Contador - Tomar	2001	Teaching		1781	1601		GOOD
Building "F"	Quinta do Contador - Tomar	1991	Teaching		1586	1320		GOOD
Building "G"	Quinta do Contador - Tomar	1990	Teaching		2237	1777	104	GOOD
Building "H" (Extension)	Quinta do Contador - Tomar	2002	Teaching		229	219		GOOD
Building "H"	Quinta do Contador - Tomar	1990	Teaching		2028	1870	93	GOOD
Building "I" (Extension)	Quinta do Contador - Tomar	2002	Teaching		455	431		GOOD
Building "I"	Quinta do Contador - Tomar	1991	Teaching		1486	1568	86	GOOD
Building "J" (Extension)	Quinta do Contador - Tomar	2002	Teaching		455	435		GOOD
Building "J"	Quinta do Contador - Tomar	1991	Teaching		1764	1621	91	GOOD
Building "L"	Quinta do Contador - Tomar	1991	Teaching		2184	2104	495	GOOD
Building "L1"	Quinta do Contador - Tomar	2002	Teaching		1118	1008		GOOD

Characterisation/Allocation (Per unit and building)	Location	Year of purchase /lending (start)	Activity	Total land area (m^2)	Gross built area (m^2)	Useful built area (m^2)	Parking area and Galeries (m^2)	State of conservation of building[10]
Building "M"	Quinta do Contador - Tomar	1991	Teaching		383	315		GOOD
Building "N"	Quinta do Contador - Tomar	1991	Teaching		383	341		GOOD
Building "O"	Quinta do Contador - Tomar	2000	Teaching		1826	1706	425	GOOD
SAS/Building "P" - Canteen	Quinta do Contador - Tomar	2003	Teaching		1505	1296		GOOD
Reception	Quinta do Contador - Tomar	1998	Teaching		19	15		GOOD
Water reservoir	Quinta do Contador - Tomar	1990	Teaching		150	145		GOOD
Storage	Quinta do Contador - Tomar	2002	Teaching		52	49		GOOD
Sports area	Quinta do Contador - Tomar	1998	Teaching	9844	196	179		GOOD
ESTA central building	Abrantes	1999	Teaching		1987	1479		FAIR
St. Domingos Convent	Abrantes	1999	Teaching		1317	1117		BAD
ESTA Laboratories and canteen	Abrantes	1999	Teaching		617	452		FAIR

Source: Entrepreneurship Office – IPT

Appendix III

III.1. Employing Businesses in the Médio Tejo region

Table III.1: Ranking of the largest employers in the Médio Tejo region, 2004

Name	Municipality	Activity Sector (CAE)	Employees
Renova Fab. de Papel do Almonda, SA	Torres Novas	Paper pulp, paper and cardboard materials	717
CP Caminhos de Ferro Portugueses, EP	Entroncamento	Land transport; transport by oil or gas pipeline	566
EMEF EMP de Manutenção de Equipamento Ferroviário, SA	Entroncamento	Manufacturing of other transport materials	433
João Salvador, SA	Tomar	Building	383
Transbase Transportes e Logista, SA	Alcanena	Wholesale and commercial agents, except motor vehicles, trailers and semi-trailers	366
Mitsubishi Fuso Truck Europe, SA	Abrantes	Manufacturing of motor vehicles, trailers and semi-trailers	319
X Flex Emp de Trabalho Temporário, Lda.	Abrantes	Other services provided mainly to enterprises	305
Tupperware Ind. Lusitana Artigos Domésticos, Lda	Constância	Manufacturing of rubber items and plastic materials	304
C M G Ceramicas, LDA	Torres Novas	Manufacturing of other non-metallic mineral materials	272
Robert Bosch Travões Unipessoal, Lda.	Abrantes	Manufacturing of motor vehicles, trailers and semi-trailers	254
Prosegur C de Segurança, Lda.	Torres Novas	Other services provided mainly to enterprises	247
C Nacional de Fiação e Tecidos de Torres Novas, SA	Torres Novas	Textile manufacturing	243
I F M Ind. de Fibras de Madeira, SA	Tomar	Wood and cork industries, except furniture; basketry and wickerwork	230
Artic Emp. De Trabalho Temporário, Lda.	Abrantes	Other services provided mainly to enterprises	228
Tonova Pro. Centralizado Carnes, Lda.	Torres Novas	Food and drink industry	226
REFER Rede Ferroviária Nacional, E P	Entroncamento	Other transport related activities	222
Caima Ind. de Celulose, SA	Constância	Paper pulp manufacturing	216
Construções Aquino & Rodrigues, SA	Ourém	Building and civil engineering	212
Troncadis Soc. de Distribuição, SA	Entroncamento	Supermarket and retail commerce	204
Lanol Empresa de Trab. Temporário, Lda.	Ourém	Staff recruitment and placement	202

Source: IPT Development Plan 2007-2013

Appendix IV

IV.1. IPT Study Programmes

IV.1.1. Technological Specialisation Programmes (CET)

Table IV.1: Technological Specialisation Programmes

				Currently available	
Institution	**School**	**Programme Title**	**Reg. Number**	**Yes**	**No**
Polytechnic Institute of Tomar	ESTT	Geographic Information Systems	R/CET-68/2006		X
		Development of Multimedia Products	R/CET-69/2006		X
		Management of worksites	R/CET-21/2007	X	
		Automation, Robotics and Industrial Control	R/CET-25/2007		X
		Electrical Installations and Industrial Automation	R/CET-16/2007	X	
		Technology and Programming of Information Systems	R/CET-27/2007	X	
	ESGT	Management-related Computer Applications	R/CET-70/2006	X	
		Tourism Techniques and Management	R/CET-24/2008	X	
		Quality Management	R/CET-74/2008		X
		Banking and Insurance	R/CET-58/2008	X	
		Accounting and Management	R/CET-56/2008	X	
	ESTA	Technology and Programming of Information Systems	R/CET-67/2006		X
		Installation and Maintenance of Networks and Computer Systems	R/CET-65/2006	X	
		Development of Multimedia Products	R/CET-66/2006	X	
		Mechanical Construction Projects	R/CET-68/2007	X	
		Automatic Manufacturing	R/CET-61/2007		X

Source: Project Management Office – IPT

IV.1.2. First-Cycle Programmes

Table IV.2: 1st-Cycle Programmes – ESTT

Programmes	Subject Area	Time Format (day/evening)	Adapted to Bologna	Decree-Law (Approval)
Civil Engineering	Civil Construction and Engineering	Day/evening	Yes	Official Journal of the Republic 2nd Series No.140, 22/07/08
Photography	Áudio-visual and Media Production	Day	Yes	By-Law 8082/07 No.87, 2nd Series, 07/05/07
Design and Graphic Arts Technology	Áudio-visual and Media Production	Day	Yes	By-Law 8082/07 No.87 , 2nd Series, 07/05/07
Conservation and Restoration	Handicraft	Day	Yes	By-Law 8082/07 No.87, 2nd Series, 07/05/07
Plastic Arts -Painting	Fine Arts	Day	Yes	By-Law 8082/07 No.87, 2nd Series, 07/05/07
Electrotechnical and Computer Engineering	Electronic and Automation	Day/evening	Yes	By-Law o 8082/07 No.7, 2nd Series, 07/05/07
Computer Engineering	Electronic and Automation Automation	Day/evening	Yes	By-Law 8082/07 No.87, 2nd Series, 07/05/07
Environmental and Biological Engineering	Environmental Protection Technology	Day	Yes	By-Law 8082/07 No.87, 2nd Series, 07/05/07
Chemical and Biochemical Engineering	Chemical Processes Technology	Day	Yes	By-Law No.1469/07 No. 21, 30/01/07
Archaeological Techniques	History and Archaeology	Day	Yes	Order No. 1034/07, 30/08/07 1st Series

Source: ESTT Academic Services

Table IV.3: 1st-Cycle Programmes - ESGT

Programmes	Subject Area	Time Format (day/evening)	Adapted to Bologna	Decree-Law (Approval)
Public Administration	Public Administration	Day	Yes	By-Law No. 2352/2007
Business Management	Management and Finance	Day/Evening	Yes	By-Law No. 2352/2007
Health Services Management and Administration	Management	Day	Yes	By-Law No. 714-A/2006
Auditing and Taxation	Accounting	Day	Yes	By-Law No. 2352/2007
Commerce and Services Management	Marketing	Day	Yes	By-Law No. 2352/2007
Human Resources Management and Organizational Behaviour	Human Resources	Day	Yes	By-Law No. 2352/2007
Tourism and Culture Management	Tourism	Day	Yes	By-Law No. 2352/2007
Banking Management	Finance	Evening	Yes	By-Law (ext) No. 20757/2008

Source: ESGT Academic Services

Table IV.4: 1st –Cycle programmes - ESTA

Programmes	Subject Area	Time Format (day/evening)	Adapted to Bologna	Decree-Law (Approval)
Media Studies	Social Sciences	Day	Yes	By-Law No. 8082/2007 of 7 May (2nd Series)
Mechanical Engineering	Technologies	Day	Yes	By-Law No. 1469/2007 OF 30 January (2nd Series)
Information and Communication Technologies	Technologies	Day	Yes	By-Law No. 1469/2007 of 30 January (2nd Series)
Product Design and Development	Architecture, Plastic Arts and Design	Day	Yes	By-Law No. 8082/2007 of 7 May (2nd Series)
Documentary Video and Cinema	Performing Arts	Day	Yes	By-Law No. 23725/2008 of 19 September (2nd Series)

Source: ESTA Academic Services

IV.1.3. Second-Cycle Programmes

Table IV.5: 2nd-Cycle programmes – ESTT

Master's degree	Subject Area	Decree-Law (Approval)
Conservation and Restoration	Handicraft	By-Law No. 11652/2008, 23/04/2008, No.80 2nd Series
Chemical Technology	Technology of Chemical Processes	By-Law No. 2917/2009, 22 January
Prehistoric Archaeology and Rock Art	History and Archaeology	Partnership with Trás-os-Montes e Alto Douro University
Civil Engineering	Civil Construction and Engineering	Agreement with Aveiro University

Source: ESTT Academic Services

Table IV.6: 2nd-Cycle programmes – ESGT

Master's degree	Subject Area	Decree-Law (Approval)
Development of Cultural Tourism Products	Tourism	By-Law No.7323/2009
Accounting, Taxation and Finance	Accounting	Agreement with the Higher Institute for Economy and Management (ISEG)

Source: ESGT Academic Services

IV.1.4.Other programmes

Table IV.7: Post-Graduation – ESTA

Title
Advanced Programme in Health Information Management

Source: ESTA Academic Services

Table IV.8: Short Courses – ESTT

	Completed	
Civil Engineering	**Yes**	**No**
Theory and application of the components method to steel structures projects according to Eurocode 3.		×
Steel structures project according to section 1.8 of Eurocode 3.	×	
Non-structural pathologies in recent buildings		×
External wall linings		×
Civil Engineering Laboratory		
Laboratory tests – Concrete aggregates		×
Laboratory tests - Concrete		×
Laboratory tests - Soils		×
Plastic Arts – Painting and Intermedia		
Drawing		×
Human figure drawing		×
Painting		×
Interdepartmental Area of Physics		
Virtual Laboratory		×
Electrotechnical Engineering Department		
Applications Project based on PIC18 Microcontroller families		×
Industrial Automatons		×
Industrial Automatons – Applications		×
Industrial Automatons – Advanced Applications		×
Industrial Automatons – Step 7 programming and Profibus Communications		×
Introduction to Analog Integrated Circuit Project		×
AutoCAD principles and practice		×
Projects and applications of lighting engineering		×
Projects of Low-voltage Distribution Networks in Condominiums		×
Project of Type-C Electrical Installations using applicable technical specifications (RTIEBT)		×
Safety – Electrical Hazards and Protection Systems		×
Protection against Overvoltages and Lightening Strikes		×
Fire Detection and Fighting Systems		×
	Completed	

Photography	Yes	No
Short course in Platinum Photography	×	
Free course in Applied Photography	×	
Cyanotype print		×
Albumen print	×	
Photo cameras	×	
Applied photography	×	
Large-size photos	×	
Photo cameras		×
Photo optics: standpoint, perspective and drama		×
Production of Glass Plates with Liquid Emulsions		×
Colour Management: colour control during capture, edition and print		×
Ink-jet Print Methods		×
Black-and-white magnification techniques		×
Why not taking shots with cake tins? Tea cans will also do!		×
Digital post-production techniques		×
Large-size photos		×
Cyanotype print: negatives, support preparation, printing and colour change		×
Controlled lighting with incorporated flash		×
Digitisation methods and quality control		×
Light sources and colour photography		×
Workshop: Albumen print		×
Workshop: photographic process and humid colloid	×	
Workshop for children: cameras without lenses	×	
Workshop for children: cyanotype printing		×
Training course for HP retailers	×	

Source: ESTT secretariats

Table IV.9: Short Courses – ESGT

	Completed	
Business	**Yes**	**No**
Specialization course in Accounting and Taxation	×	
Tourism and Culture Management		
Course in Events Organization and Management - 1st edition held in Golegã	×	
Course in Events Organization and Management - 2nd edition held in Tomar	×	

Source: ESGT secretariats

Table IV.10: Short Courses – ESTA

	Completed	
Mechanical Engineering	**Yes**	**No**
Cast Technologies		×
Autocad 2D		×
Autocad 3D		×
SolidWorks Level 1		×
SolidWorks Level 2		×
Metal Conservation Techniques		×
Structural Finite Elements		×
Composite Materials		×
Welding Processes		×
Vibration Maintenance		×
Organisation and Management of Industrial Maintenance		×
Building thermics		×
Polymers		×
Heating, Ventilation, Air Conditioning		×
Metal Conservation Techniques	×	
Organisation and Management of Industrial Maintenance	×	
Heating, Ventilation and Air Conditioning – 1st Edition	×	
Heating, Ventilation and Air Conditioning – 2nd Edition	×	

Source: ESTA secretariats

IV.2. Students Statistics

IV.2.1. First-Cycle Students

IV.2.1.A. Admissions

Table IV.11: First-Cycle Applications and Enrolments – 2008/2009

	Applications				Enrolments					
Degree	General Admission system	M23	Other	Total	1st Year	1st Year, 1st Enrolment	General Admission system	M23	Other	Total
IPT Total	**2585**	**224**	**361**	**3170**	**1376**	**1022**	**570**	**192**	**279**	**1041**
Conservation and Restoration	81	4	10	95	74	46	34	4	7	45
Photography	146	8	5	159	48	41	26	7	6	39
Design and Graphic Arts Technology	321	1	19	341	76	64	55	1	14	70
Plastic Arts – Painting and Intermedia	87	3	6	96	18	18	11	3	3	17
Electrotechnical and Computer Engineering	137	15	19	171	90	46	39	5	6	50
Electrotechnical and Computer Engineering (Evening Format)	7			7	14	13	1		7	8
Computer Engineering	217	12	19	248	99	61	46	12	15	73
Computer Engineering (Evening Format)	10			10	14	14	1		2	3
Chemical and Biochemical Engineering	56	2	5	63	14	9	6	2	4	12
Environmental and Biological Engineering	146	2	8	156	55	28	24	2	2	28
Civil Engineering	158	24	70	252	139	63	45	21	14	80
Civil Engineering (Evening Format)	14			14	40	39	3		21	24
Archaeological Techniques	33	1	3	37	13	9	6	1	3	10
ESTT Total	**1413**	**72**	**164**	**1649**	**694**	**451**	**297**	**58**	**104**	**459**
Day Format	1382	72	164	1618	626	385	292	58	74	132
Evening Format	31	0	0	31	68	66	5	0	30	30
Public Administration	85	30	8	123	43	41	16	23	5	44
Business Management	259	38	51	348	152	120	49	31	45	125
Health Services Management and Administration	102	11	10	123	60	46	28	9	9	46
Auditing and Taxation	0	0	0	0	10	0	0	0	0	0
Commerce and Services Management	0	0	0	0	4	0	0	0	0	0
Human Resources Management and organisational Behaviour	128	32	15	175	92	81	35	31	15	81
Tourism and Culture Management	123	8	6	137	52	46	35	7	6	48
Business Management (Evening Format)	38	0	0	38	10	10	8	0	2	10
Banking Management	73	3	30	106	45	44	15	3	27	45
ESGT Total	**808**	**122**	**120**	**1050**	**468**	**388**	**186**	**104**	**109**	**399**
Day Format	697	119	90	906	413	334	163	101	80	344
Evening Format	111	3	30	144	55	54	23	3	29	55
Media Studies	146	5	4	155	47	40	32	5	3	40
Mechanical Engineering	102	13	15	130	68	48	22	13	13	48
Information and Communication Technologies	34	12	51	97	69	65	11	12	42	65
Documentary Video and Cinema	82	0	7	89	30	30	22	0	8	30
ESTA Total	**364**	**30**	**77**	**471**	**214**	**183**	**87**	**30**	**66**	**183**
Day Format	364	30	77	471	214	183	87	30	66	183
Evening Format										

Source: ESTT, ESGT and ESTA Academic Services

Table IV.12: First-Cycle Applications and Enrolments – 2007/2008

Degree	Applications				Enrolments					
	General Admission system	M23	Other	Total	1st Year	1st Year, 1st Enrolment	General Admission system	M23	Other	Total
IPT Total	**2369**	**319**	**368**	**3056**	**852**	**979**	**553**	**284**	**389**	**1226**
Conservation and Restoration	83	8	13	104	41	51	34	6	13	53
Photography	105	8	10	123	8	43	28	7	11	46
Design and Graphic Arts Technology	200	8	28	236	6	61	46	8	32	86
Plastic Arts – Painting and Intermedia	96	7	7	110	2	27	18	6	8	32
Electrotechnical and Computer Engineering	81	21	29	131	28	63	31	19	26	76
Computer Engineering	122	11	16	149	19	64	42	8	18	68
Chemical and Biochemical Engineering	0	0	3	3	7	0	0	0	4	4
Environmental and Biological Engineering	194	6	18	218	7	54	43	6	18	67
Civil Engineering	142	51	107	300	52	126	39	46	148	233
Archaeological Techniques	38	6	4	48	8	19	10	6	5	21
ESTT Total	**1061**	**126**	**235**	**1422**	**178**	**508**	**291**	**112**	**283**	**686**
Public Administration	80	25	7	112	43	31	12	19	7	38
Business Management	282	24	27	333	113	71	49	22	22	93
Health Services Management and Administration	162	21	13	196	75	54	33	21	10	64
Auditing and Taxation	97	11	12	120	46	31	20	11	8	39
Commerce and Services Management	60	16	4	80	29	25	12	13	3	28
Human Resources Management and Organisational Behaviour	105	46	18	169	105	68	26	42	15	83
Tourism and Culture Management	162	12	7	181	60	47	36	11	4	51
ESGT Total	**948**	**155**	**88**	**1191**	**471**	**327**	**188**	**139**	**69**	**396**
Media Studies	200	8	9	217	80	50	35	6	9	50
Mechanical Engineering	53	16	20	89	69	49	19	14	16	49
Information and Communication Technologies	23	13	15	51	35	27	3	12	12	27
Product Design and Development	84	1	1	86	19	18	17	1	0	18
ESTA Total	**360**	**38**	**45**	**443**	**203**	**144**	**74**	**33**	**37**	**144**

Source: ESTT, ESGT and ESTA Academic Services

Table IV.13: First-Cycle Applications and Enrolments – 2006/2007

Degree	Applications				Enrolments					
	General Admission system	M23	Other	Total	1st Year	1st Year, 1st Enrolment	General Admission system	M23	Other	Total
IPT Total	**1851**	**206**	**226**	**2283**	**1060**	**744**	**367**	**198**	**202**	**767**
Conservation and Restoration	104	4	9	117	82	55	41	4	7	52
Photography	142	5	5	152	36	26	18	4	4	26
Design and Graphic Arts Technology	177	7	11	195	60	45	32	6	8	46
Plastic Arts – Painting and Intermedia	80	5	1	86	16	15	10	4	1	15
Electrotechnical and Computer Engineering	83	8	11	102	57	26	13	6	7	26
Computer Engineering	92	2	11	105	74	22	9	2	11	22
Chemical and Biochemical Engineering	58	2	3	63	22	10	8	2	0	10
Environmental and Biological Engineering	163	1	3	167	43	35	30	1	4	35
Civil Engineering	110	29	15	154	111	71	21	27	25	73
Archaeological Techniques	33	0	11	44	23	23	8	2	13	23
Tourism and Culture Management	0	0	2	2	0	0	0	0	0	0
ESTT Total	**1042**	**63**	**82**	**1187**	**524**	**328**	**190**	**58**	**80**	**328**
Public Administration	15	16	5	36	34	23	3	16	4	23
Business Management	41	24	24	89	72	47	11	24	18	53
Health Services Management and Administration	146	6	14	166	48	48	32	6	13	51
Auditing and Taxation	10	8	6	24	27	13	0	8	5	13
Commerce and Services Management	0	0	0	0	0	0	0	0	0	0
Human Resources Management and Organisational Behaviour	172	25	21	218	94	78	46	25	18	89
Tourism and Culture Management	126	6	8	140	51	42	34	6	5	45
ESGT Total	**510**	**85**	**78**	**673**	**326**	**251**	**126**	**85**	**63**	**274**
Media Studies	141	11	6	158	77	48	32	10	6	48
Mechanical Engineering	56	16	26	98	55	45	8	14	23	45
Information and Communication Technologies	23	24	31	78	62	56	5	24	27	56
Product Design and Development	79	7	3	89	16	16	6	7	3	16
ESTA Total	**299**	**58**	**66**	**423**	**210**	**165**	**51**	**55**	**59**	**165**

Source: ESTT, ESGT and ESTA Academic Services

Table IV.14: First-Cycle Applications and Enrolments – 2005/2006

Degree	Applications				Enrolments					
	General Admission system	M23	Other	Total	1st Year	1st Year, 1st Enrolment	General Admission system	M23	Other	Total
IPT Total	**1968**	**1**	**226**	**2195**	**911**	**561**	**353**	**1**	**224**	**578**
Conservation and Restoration	242	0	14	256	72	62	45	0	18	63
Photography	130	0	12	142	42	32	22	0	12	34
Design and Graphic Arts Technology	79	0	7	86	35	18	10	0	8	18
Plastic Arts – Painting and Intermedia	79	0	4	83	20	16	13	0	3	16
Electrotechnical and Computer Engineering	122	0	16	138	56	24	16	0	10	26
Computer Engineering	126	0	6	132	93	36	25	0	10	35
Chemical and Biochemical Engineering	64	0	3	67	21	10	6	0	4	10
Environmental and Biological Engineering	52	0	2	54	32	7	5	0	3	8
Civil Engineering	75	0	21	96	114	51	17	0	35	52
Land Management and Cultural Heritage	43	0	2	45	16	8	5	0	3	8
ESTT Total	**1012**	**0**	**87**	**1099**	**501**	**264**	**164**	**0**	**106**	**270**
Public Administration	104	0	9	113	45	28	18	0	10	28
Business Management	181	0	28	209	71	44	31	0	20	51
Auditing and Taxation	82	0	9	91	44	29	20	0	9	29
Commerce and Services Management	58	0	12	70	20	14	6	0	8	14
Human Resources Management and Organisational Behaviour	164	0	18	182	62	53	37	0	20	57
Tourism and Culture Management	75	0	11	86	37	27	18	0	9	27
ESGT Total	**664**	**0**	**87**	**751**	**279**	**195**	**130**	**0**	**76**	**206**
Media Studies	133	0	10	143	52	38	31	0	7	38
Mechanical Engineering	17	0	20	37	32	21	5	0	16	21
Information and Communication Technologies	26	0	20	46	30	26	8	0	18	26
Product Design and Development	116	1	2	119	17	17	15	1	1	17
ESTA Total	**292**	**1**	**52**	**345**	**131**	**102**	**59**	**1**	**42**	**102**

Source: ESTT, ESGT and ESTA Academic Services

Table IV.15: First-cycle Applications, Enrolments, Vacancies and Admissions – 2008/2009

Degrees			1st Phase of Applications					2nd Phase of Applications					3rd Phase of Applications				
	Applications	Enrolments	Vacancies	Applications	Student Intake	Grade of first Admitted Student	Grade of Last Admitted Student	Vacancies	Applications	Student Intake	Grade of first Admitted Student	Grade of Last Admitted Student	Vacancies	Applications	Student Intake	Grade of first Admitted Student	Grade of Last Admitted Student
IPT Total	2825	865	750	1413	405			474	1058	291			182	112	46		
Conservation and Restoration	83	37	45	62	26	170,90	119,10	21	19	11	143,10	118,00	10	2	2	143,10	123,40
Photography	148	39	30	116	30	159,80	122,90	8	30	10	150,80	111,30	5	2	1	117,80	
Design and Graphic Arts Technology	241	70	45	181	45	170,60	132,60	27	53	23	151,00	107,10	10	7	5	145,50	107,20
Plastic Arts – Painting and Intermedia	87	16	35	55	13	143,10	107,20	23	32	7	141,90	116,90	10	0	0		
Electrotechnical and Computer Engineering	149	47	30	46	11	145,80	118,70	34	91	35	145,50	103,50	10	12	5	120,40	112,60
Electrotechnical and Computer Engineering (Evening Format)	17	2	10	4	1	126,50		9	3	1	111,30		9	10	0		
Computer Engineering	231	54	40	89	26	164,00	116,80	25	128	25	144,10	125,50	5	14	5	142,10	112,90
Computer Engineering (Evening Format)	25	2	10	7	0			10	3	1	121,70		9	15	2	111,70	104,50
Chemical and Biochemical Engineering	59	6	30	22	5	152,90	118,50	31	34	5	141,00	115,00	10	3	2	128,60	123,90
Environmental and Biological Engineering	151	35	45	70	21	154,50	115,00	31	76	17	143,60	111,00	10	5	2	125,10	117,40
Civil Engineering	163	56	45	67	31	172,60	110,00	25	91	25	146,40	117,20	1	5	1	114,60	
Civil Engineering (Evening Format)	21	6	10	8	4	135,00	131,90	8	6	0			8	7	3	119,00	112,00
Archaeological Techniques	36	9	30	23	3	136,30	126,60	35	10	5	132,20	109,70	10	3	2	129,30	125,50
ESTT Total	1411	379	405	750	216			287	576	165			107	85	30		
Day Format	1348	369	375	731	211			260	564	163			81	53	25		
Evening Format	63	10	30	19	5			27	12	2			26	32	5		
Public Administration	123	44	30	50	9	144,60	126.3	22	34	8	124,30	112,60	15	1	0		
Business Management	348	125	50	142	43	179,30	110,60	12	113	13	154,60	128,80	0	4	1	136,70	136,70
Health Services Management and Administration	123	46	40	56	18	184,10	110,30	24	44	11	153,00	113,20	13	2	1	119,10	119,10
Auditing and Taxation	0	0	0	0	0			0	0	0			0	0	0		
Commerce and Services Management	0	0	0	0	0			0	0	0			0	0	0		
Human Resources Management Organisational Behaviour	175	81	40	92	28	160,10	111,90	16	36	11	144,80	111,30	7	0	0		
Tourism and Culture Management	137	48	35	77	24	170,10	108,70	14	43	14	137,70	109,10	1	3	3	130,60	111,00
Business Management (Evening Format)	38	10	10	27	5	170,60	121,30	22	11	5	112,80	109,30	0	0	0	0,00	0,00
Banking Management and Administration	106	45	30	47	10	136,80	111,30	5	23	9	136,00	111,00	14	3	2	133,10	111,00
ESGT Total	1050	399	235	491	137			115	304	71			50	13	7		
Day Format	906	344	195	417	122			88	270	57			36	10	5		
Evening Format	144	55	40	74	15			27	34	14			14	3	2		
Media Studies	146	32	35	81	25	147,40	110,90	17	63	20	141,20	110,90	6	2	1	138,30	120,10
Mechanical Engineering	102	22	20	32	11	142,20	110,50	13	64	13	136,90	110,50	3	6	3	120,40	115,60
Information and Communication Technologies	34	11	30	15	3	131,60	116,80	28	16	8	133,20	116,80	10	3	2	112,70	104,50
Documentary Video and Cinema	82	22	25	44	13	151,40	106,10	14	35	14	157,60	106,10	6	3	3	123,70	116,10
ESTA Total	364	87	110	172	52			72	178	55			25	14	9		
Day Format	364	87	110	172	52			72	178	55			25	14	9		
Evening Format																	

Source: ESTT, ESGT and ESTA Academic Services

Table IV.16: First-cycle Applications, Enrolments, Vacancies and Admissions – 2007/2008

			1st Phase of Applications					2nd Phase of Applications					3rd Phase of Applications				
Degrees	**Applications**	**Enrolments**	**Vacancies**	**Applications**	**Student Intake**	**Grade of first Admitted Student**	**Grade of Last Admitted Student**	**Vacancies**	**Applications**	**Student Intake**	**Grade of first Admitted Student**	**Grade of Last Admitted Student**	**Vacancies**	**Applications**	**Student Intake**	**Grade of first Admitted Student**	**Grade of Last Admitted Student**
IPT Total	**2760**	**819**	**715**	**1297**	**366**			**423**	**1029**	**275**			**135**	**191**	**81**		
Conservation and Restoration	84	38	45	65	39	165,5	109,3	16	18	9			10	1	0		
Photography	105	30	30	78	28	152,9	107,1	8	27	8	144,5	111,9	0	0	0		
Design and Graphic Arts Technology	213	52	45	143	45	160,2	123,4	10	57	15	155,8	123,8	2	13	2	165,5	155,5
Plastic Arts – Painting and Intermedia	99	23	35	52	12	153,6	108,7	28	44	14	144,3	112,6	10	3	3	145,6	132,3
Electrotechnical and Computer Engineering	109	40	40	28	6	132,7	113	35	53	19	137,7	109	17	28	16	127,9	111,3
Computer Engineering	149	47	45	41	12	145,8	115,8	34	81	33	132,2	105,1	3	27	3	143,6	128,7
Chemical and Biochemical Engineering																	
Environmental and Biological Engineering	215	54	45	70	21	153,9	115,5	25	124	29	167,9	120,2	6	21	6	139,6	112
Civil Engineering	169	49	55	67	10	157	151,2	45	75	23	151,7	110,2	17	27	17	139,6	104,8
Archaeological Techniques	66	16	35	38	7	151	110,9	31	24	8	140,6	107,4	10	4	4	119,6	110,3
ESTT Total	**1209**	**349**	**375**	**582**	**180**			**232**	**503**	**158**			**75**	**124**	**51**		
Public Administration	112	38	30	39	7	137	112,9	24	35	5	119,8	110,6	19	6	3	118,3	109
Business Management	333	93	50	102	23	157,9	110,4	29	165	31	146,9	122,3	0	15	5	156,3	123
Health Services Management and Administration	196	64	35	110	35	146,4	116,8	5	45	7	135,2	125,2	0	7	1	125	125
Auditing and Taxation	120	39	20	57	12	146,5	112,2	9	40	9	134,9	111,3	0	0	0		
Commerce and Services Management	80	28	20	22	1	127,9	127,9	19	29	8	134,5	104,8	11	9	3	121,1	114
Human Resources Management and Organisational Behaviour	169	83	45	59	19	158,9	106,7	31	38	14	131	112,2	17	8	3	119,8	114
Tourism and Culture Management	181	51	35	89	33	160,7	108,8	9	60	10	133,8	119,3	0	13	8	124,9	108
ESGT Total	**1191**	**396**	**235**	**478**	**130**			**126**	**412**	**84**			**47**	**58**	**23**		
Media Studies	200	35	35	150	35	170,3	120,4	8	48	8	145	130,1	2	2	2	129,1	125
Mechanical Engineering	53	19	20	20	4	126,4	116,9	18	30	15	128,4	104,3	2	3	2	122,6	116,7
Information and Communication Technologies	23	3	30	9	1	134,2	134,2	29	11	2	107,6	107,4	5	3	2	121,4	115,2
Product Design and Development	84	17	20	58	16	160,1	108,7	10	25	8	156,4	115,9	4	1	1	114,4	114,4
ESTA Total	**360**	**74**	**105**	**237**	**56**			**65**	**114**	**33**			**13**	**9**	**7**		

Source: ESTT, ESGT and ESTA Academic Services

Table IV.17: First-cycle Applications, Enrolments, Vacancies and Admissions – 2006/2007

			1st Phase of Applications					2nd Phase of Applications					3rd Phase of Applications				
Degrees	**Applications**	**Enrolments**	**Vacancies**	**Applications**	**Student Intake**	**Grade of first Admitted Student**	**Grade of Last Admitted Student**	**Vacancies**	**Applications**	**Student Intake**	**Grade of first Admitted**	**Grade of Last Admitted Student**	**Vacancies**	**Applications**	**Student Intake**	**Grade of first Admitted**	**Grade of Last Admitted Student**
IPT Total	**2072**	**516**	**715**	**1124**	**243**			**524**	**748**	**146**			**191**	**37**	**28**		
Conservation and Restoration	140	42	45	104	33	175,3	123,2	8	33	7	149,8	127,3	4	3	2	126,5	109,6
Photography	146	18	27	93	10	182,2	109,3	17	49	7	133,5	111,4	10	4	2	137	112
Design and Graphic Arts Technology	179	32	45	106	16	156	116,6	28	71	14	142,1	110	10	2	2	139,7	134,1
Plastic Arts – Painting and Intermedia	88	10	35	47	5	147,8	123,7	31	41	5	130,6	110,6	10	0	0		
Electrotechnical and Computer Engineering	84	13	40	42	8	152,4	111,3	49	41	4	115,6	108,2	10	1	1	138,8	
Computer Engineering	94	9	45	52	7	139,7	121,9	50	40	2	153,1	113,5	10	2	2	141,8	118,4
Chemical and Biochemical Engineering	60	8	38	23	2	139,9	111	36	35	5	127,2	114,5	10	2	2	120,9	112,4
Environmental and Biological Engineering	165	30	35	59	12	167,2	113	20	104	17	139,8	111,8	4	2	1	113,3	
Civil Engineering	110	21	55	65	13	129,6	109,3	50	45	8	144,3	120,1	10		0		
Archaeological Techniques	34	8	35	18	4	144,4	114,1	32	15	3	137,2	104,8	10	1	1	117,9	
ESTT Total	**1100**	**191**	**400**	**609**	**110**			**321**	**474**	**72**			**88**	**17**	**13**		
Public Administration	36	23	35	7	1	131,6	131,9	34	6	2	127,2	123,1	32	2	0		
Business Management	89	53	40	20	5	138,9	110	35	20	6	113	112,2	29	1	0		
Health Services Management and Administration	166	51	30	115	30	146,4	122,6	7	31	9	137,3	124,1	0	0	0		
Auditing and Taxation	24	13	25	5	0			25	5	0	0	0	25	0	0		
Commerce and Services Management	0	0	0	0	0			0	0	0	0	0	0	0	0		
Human Resources Management and Organisational Behaviour	218	89	45	97	30	138	103,2	21	66	23	137,3	112,8	0	9	9	124,3	104,8
Tourism and Culture Management	140	45	35	71	21	154,6	107,8	16	52	17	142,4	109,6	0	3	2	115,7	108,7
ESGT Total	**673**	**274**	**210**	**315**	**87**			**138**	**180**	**57**			**86**	**15**	**11**		
Media Studies	141	32	35	113	35	153,6	112,9	6	25	7	135,5	121,5	2	3	2	115,3	114,4
Mechanical Engineering	56	8	20	30	4	139,8	112	16	26	5	147,1	120,3	5	0	0		
Information and Communication Technologies	23	5	30	13	3	138,4	120,2	27	9	1	129,6	129,6	5	1	1	123,7	123,7
Product Design and Development	79	6	20	44	4	141,5	116,3	16	34	4	121,8	113,9	5	1	1	141,8	141,8
ESTA Total	**299**	**51**	**105**	**200**	**46**			**65**	**94**	**17**			**17**	**5**	**4**		

Source: ESTT, ESGT and ESTA Academic Services

Table IV.18: First-cycle Applications, Enrolments, Vacancies and Admissions – 2005/2006

			1st Phase of Applications					2nd Phase of Applications					3rd Phase of Applications				
Degrees	Applications	Enrolments	Vacancies	Applications	Student Intake	Grade of first Admitted Student	Grade of Last Admitted Student	Vacancies	Applications	Student Intake	Grade of first Admitted Student	Grade of Last Admitted Student	Vacancies	Applications	Student Intake	Grade of first Admitted	Grade of Last Admitted Student
IPT Total	1955	265	715	1240	299			528	612	130			198	16	14		
Conservation and Restoration	133		45	109	45	160,9	122	6	24	7	147,3	123,2	0	0	0		
Photography	131		27	98	23	167,8	104,8	12	32	7	126,5	111,3	8	1	1	131	
Design and Graphic Arts Technology	79		45	57	10	151,1	113,9	36	22	3	111,1	111,1	10	0	0		
Plastic Arts – Painting and Intermedia	81		35	67	13	149,2	113,2	25	12	3	108,4	108,4	10	2	2	133,6	126,4
Electrotechnical and Computer Engineering	122		40	77	8	150,4	120,2	48	45	12	140,5	115,4	10	0	0		
Computer Engineering	130		45	77	19	161,8	113,9	43	53	9	145,8	112,6	10	0	0		
Chemical and Biochemical Engineering	65		38	32	3	129,7	129,7	38	32	7	133,1	116,6	10	1	1	118,6	
Environmental and Biological Engineering	52		35	28	6	148	108,8	30	24	4	119,4	116,7	10	0	0		
Civil Engineering	75		55	52	16	149	113,3	45	23	6	132,6	106,7	10	0	0		
Land Management and Cultural Heritage	44		35	26	2	122,3	118,1	33	17	3	146,5	109,8	10	1	1	116	
ESTT Total	912	0	400	623	145			316	284	61			88	5	5		
Public Administration	113	28	35	76	17	163,4	111,8	21	27	4	134	104,1	17	1	0		
Business Management	209	51	35	120	23	172,2	105,8	16	60	12	156,3	104,2	8	1	1	115,9	115,9
Auditing and Taxation	91	29	35	55	15	161,3	113,9	22	27	6	134,3	117,5	16	0	0		
Commerce and Services Management	70	14	35	39	6	148,2	114	31	18	2	138,6	110,7	29	1	0		
Human Resources Management and Organisational Behaviour	182	57	35	79	32	149,7	116,9	14	80	16	147,4	130,2	0	5	5	128,6	108,5
Tourism and Culture Management	86	27	35	53	17	147,6	108,9	24	22	4	127,5	102,2	20	0	0		
ESGT Total	751	206	210	422	110			128	234	44			90	8	6		
Media Studies	133	31	35	91	24	148,6	114	20	40	10			5	2	2	134,4	116,9
Mechanical Engineering	17	5	20	9	1	127,2	127,2	23	7	3	136,2	117,9	5	1	1	129,4	129,4
Information and Communication Technologies	26	8	30	19	4	146,1	113,9	27	7	4	146,2	108,4	5	0	0		
Product Design and Development	116	15	20	76	15	149,2	108,7	14	40	8	144,1	118,7	5	0	0		
ESTA Total	292	59	105	195	44			84	94	25			20	3	3		

Source: ESTT, ESGT and ESTA Academic Services

Table IV.19: Evolution of applications for 1st-Cycle degree programmes

	2005/2006	2006/2007	2007/2008	2008/2009
ESTT	1099	1187	1422	1649
ESGT	751	673	1191	1050
ESTA	345	423	443	471
IPT Total	2195	2283	3056	3170

Chart IV.1: - Evolution of applications to 1st-cycle degree programmes

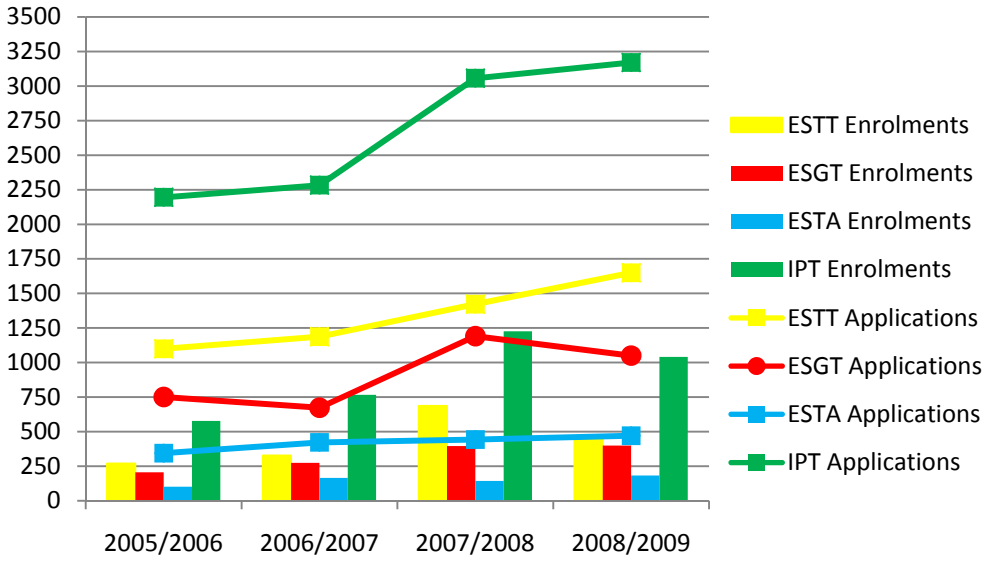
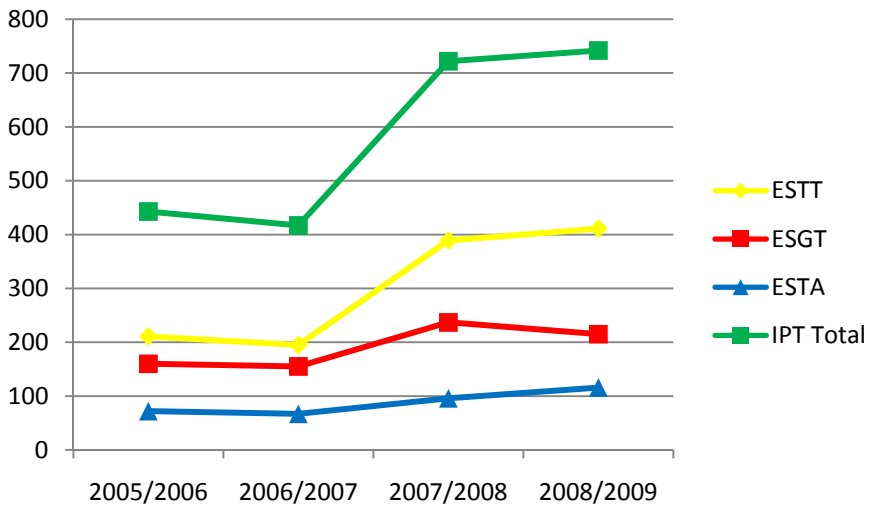


Chart IV.2: Evolution of students admitted to 1st-cycle degree programmes



IV.2.1.B. Characteristics

IV.2.1.B.a Distribution by gender

Table IV.20: 1st-cycle students by gender – 2008/2009

	Male	% Male	Female	% Female	Total
ESTT	910	62%	565	38%	1475
ESGT	440	40%	663	60%	1103
ESTA	293	64%	168	36%	461
IPT Total	1643	54%	1396	46%	3039

Source: ESTT, ESGT and ESTA Academic Services

Chart IV.3: 1st-cycle students by gender – 2008/2009

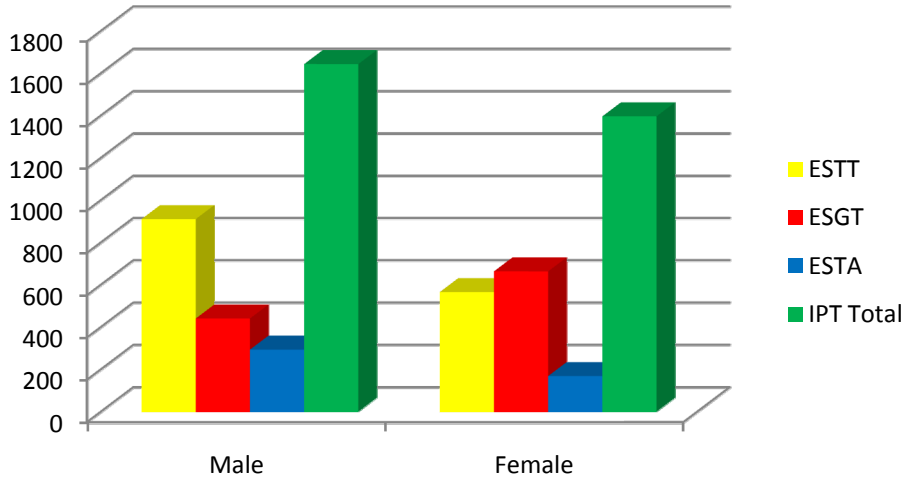


Table IV.21: Statistics for 1st-cycle students by gender

	2005/2006					2006/2007					2007/2008				
	M	% M	F	% F	Total	M	% M	F	% F	Total	M	% M	F	% F	Total
ESTT	975	55%	812	45%	1787	966	55%	779	45%	1745	1135	59%	775	41%	1910
ESGT	352	35%	648	65%	1000	371	36%	647	64%	1018	450	37%	752	63%	1202
ESTA	228	55%	188	45%	416	300	61%	189	39%	489	280	61%	181	39%	461
IPT Total	1555	49%	1648	51%	3203	1637	50%	1615	50%	3252	1865	52%	1708	48%	3573

Source: Social Welfare Services - IPT

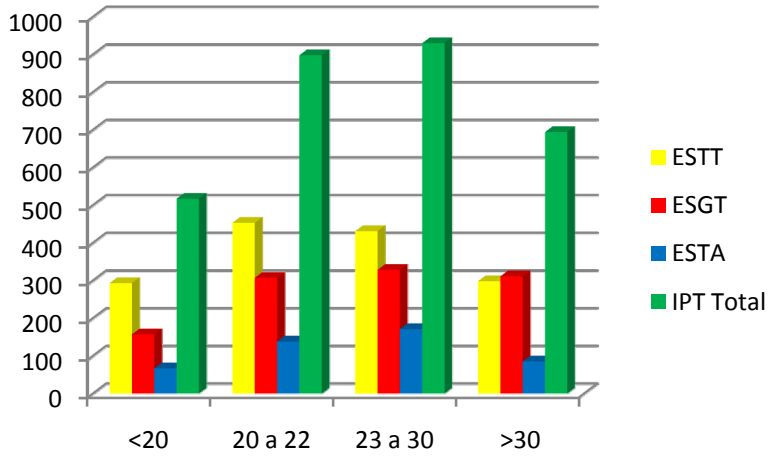
IV.2.1.B.b Distribution by age cohort

Table IV.22: 1st-cycle students by age cohort – 2008/2009

	<20	% <20	20-22	% 20-22	23-30	% 23-30	>30	%>30	Total
ESTT	293	20%	453	31%	431	29%	298	20%	1475
ESGT	157	14%	307	28%	328	30%	311	28%	1103
ESTA	67	15%	138	30%	171	37%	85	18%	461
IPT Total	**517**	**17%**	**898**	**30%**	**930**	**31%**	**694**	**23%**	**3039**

Source: ESTT, ESGT and ESTA Academic Services

Chart IV.4: 1st-cycle students by age cohort – 2008/2009



IV.2.1.B.c Distribution by Nationality

Table IV.23: 1st-cycle students by nationality – 2008/2009

	Portugal	% Portugal	Other nationalities								Total
			Europe	% Europe	Africa	% Africa	America	% America	Asia	% Asia	
ESTT	1435	97%	3	0,20%	28	1,90%	9	0,61%	0	0	1475
ESGT	1061	96%	2	0,18%	37	3,35%	3	0,27%	0	0	1103
ESTA	442	96%	0	0,00%	16	3,47%	3	0,65%	0	0	461
IPT Total	**2938**	**97%**	**5**	**0,16%**	**81**	**2,67%**	**15**	**0,49%**	**0**	**0**	**3039**

Source: ESTT, ESGT and ESTA Academic Services

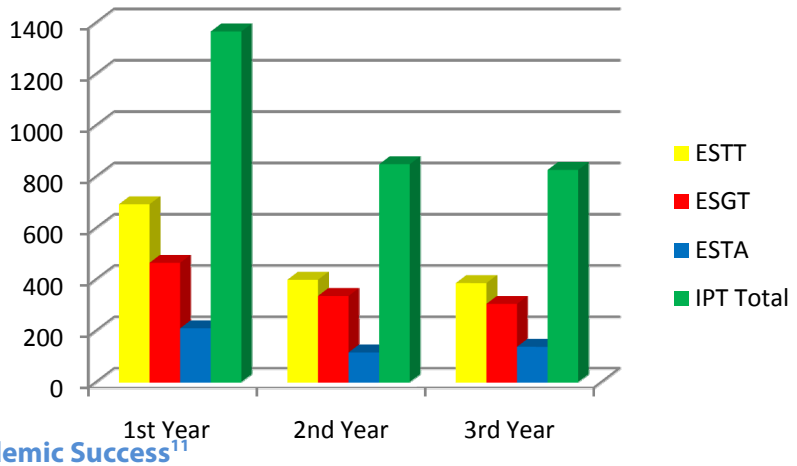
IV.2.1.B.d Distribution by Academic Year

Table IV.24: 1st-cycle students by academic year – 2008/2009

	Academic Years						
	1st Year		2nd Year		3rd Year		
	Number	%	Number	%	Number	%	Total
ESTT	692	47%	398	27%	385	26%	1475
ESGT	464	42%	335	30%	304	28%	1103
ESTA	209	45%	115	25%	137	30%	461
IPT Total	1365	45%	848	28%	826	27%	3039

Source: ESTT, ESGT and ESTA Academic Services

Chart IV.5: 1st-cycle students by academic year – 2008/2009



IV.2.1.C Academic Success[11]

Table IV.25: Number of years beyond the minimum required to complete the degree programme – 2007/2008

	Years												
	0	% 0	1	% 1	2	% 2	3	% 3	4	% 4	≥5	% ≥5	Total
ESTT	111	19,68%	49	8,69%	56	9,93%	61	10,82%	66	11,70%	221	39,18%	564
ESGT	70	30,97%	17	7,52%	51	22,57%	2	0,88%	42	18,58%	44	19,47%	226
ESTA	23	35,38%	6	9,23%	7	10,77%	2	3,08%	9	13,85%	18	27,69%	65
IPT Total	204	23,86%	72	8,42%	114	13,33%	65	7,60%	117	13,68%	283	33,10%	855

Source: ESTT, ESGT and ESTA Academic Services

[11] Statistics include all academic years attended in previous curricula, e.g. for students who have completed pre-Bologna *bacharelatos* 3 years are accounted for therein.

Chart IV.6: Number of years beyond the minimum required to complete the degree programme – 2007/2008

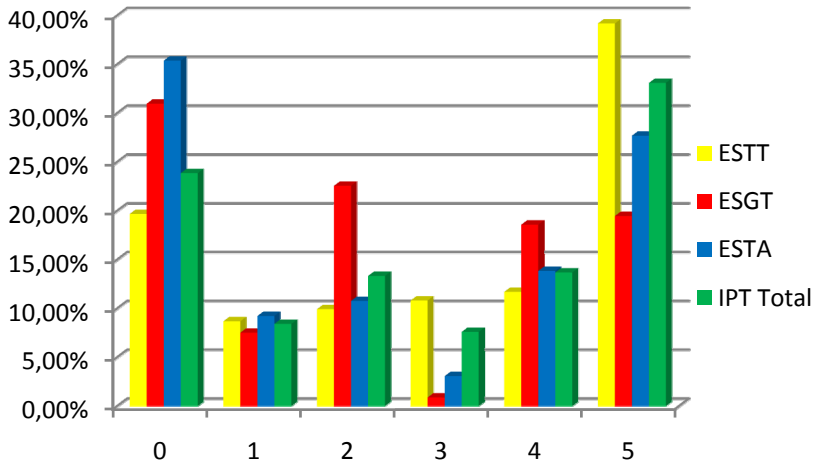


Table IV.26: Number of years beyond the minimum required to complete the degree programme – 2006/2007

	Years												
	0	% 0	1	% 1	2	% 2	3	% 3	4	% 4	≥5	% ≥5	Total
ESTT	333	73,35%	71	15,64%	25	5,51%	9	1,98%	4	0,88%	12	2,64%	454
ESGT	169	67,06%	40	15,87%	25	9,92%	11	4,37%	5	1,98%	2	0,79%	252
ESTA	40	68,97%	11	18,97%	4	6,90%	2	3,45%	0	0,00%	1	1,72%	58
IPT Total	**542**	**70,94%**	**122**	**15,97%**	**54**	**7,07%**	**22**	**2,88%**	**9**	**1,18%**	**15**	**1,96%**	**764**

Source: ESTT, ESGT and ESTA Academic Services

Chart IV.7: Number of years beyond the minimum required to complete the degree programme – 2006/2007

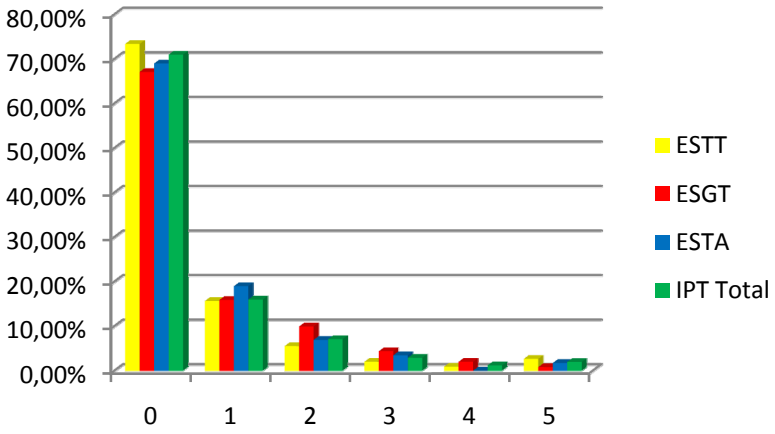


Table IV.27: Number of years beyond the minimum required to complete the degree programme – 2005/2006

	Years												
	0	% 0	1	% 1	2	% 2	3	% 3	4	% 4	≥5	% ≥5	Total
ESTT	243	59,12%	79	19,22%	37	9,00%	27	6,57%	10	2,43%	15	3,65%	411
ESGT	183	67,53%	54	19,93%	14	5,17%	14	5,17%	5	1,85%	1	0,37%	271
ESTA	30	66,67%	11	24,44%	4	8,89%	0	0,00%	0	0,00%	0	0,00%	45
IPT Total	456	62,72%	144	19,81%	55	7,57%	41	5,64%	15	2,06%	16	2,20%	727

Source: ESTT, ESGT and ESTA Academic Services

Chart IV.8: Number of years beyond the minimum required to complete the degree programme – 2005/2006

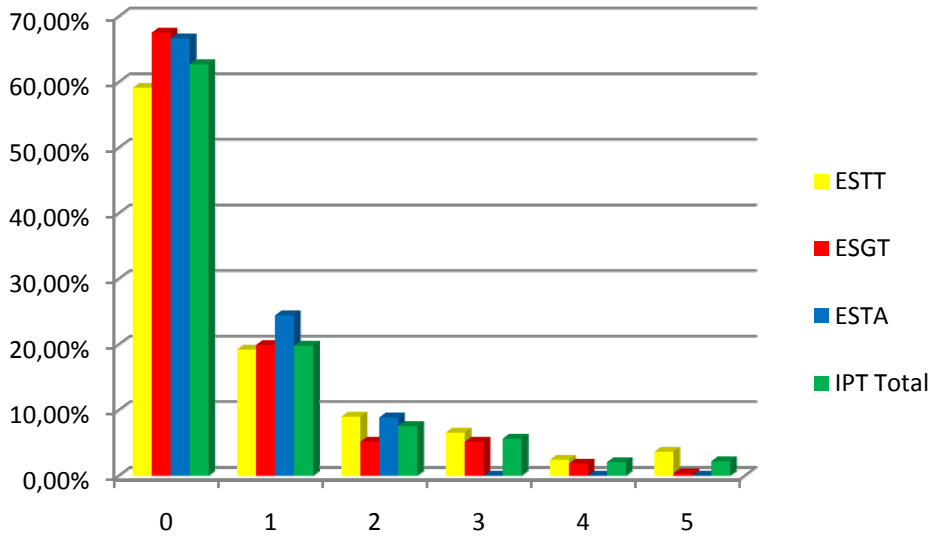


Table IV.28: Number of graduates per school – 2007/2008

	Number of graduates
ESTT	564
ESGT	226
ESTA	65
IPT Total	855

Source: ESTT, ESGT and ESTA Academic Services

Table IV.29: Number of graduates per school – 2006/2007

	Number of graduates
ESTT	427
ESGT	252
ESTA	58
IPT Total	737

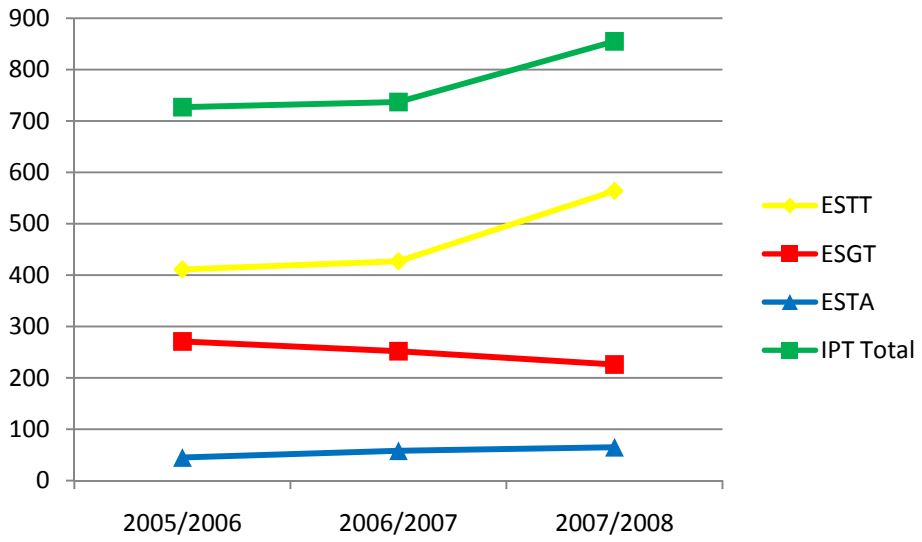
Source: ESTT, ESGT and ESTA Academic Services

Table IV.30: Number of graduates per school – 2005/2006

	Number of graduates
ESTT	411
ESGT	271
ESTA	45
IPT Total	727

Source: ESTT, ESGT and ESTA Academic Services

Chart IV.9: Evolution of graduate numbers



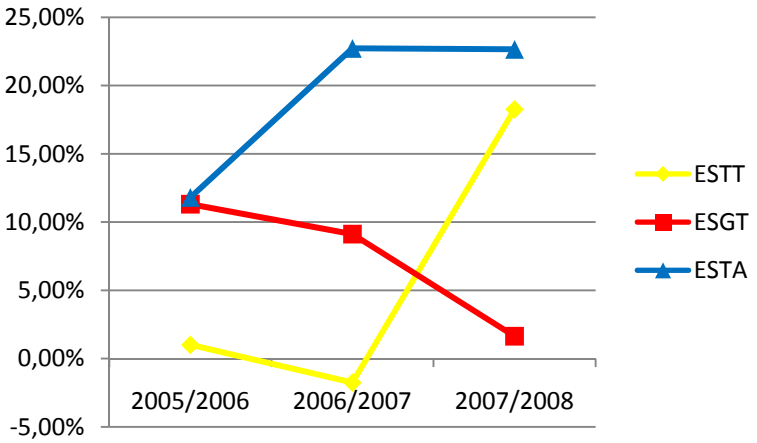
IV.2.1.E. Drop-out Ratios

Table IV.31: Statistics for drop-out ratio per school

	2005/2006			2006/2007			2007/2008		
	Students Total	Drop-out	%	Students Total	Drop-out	%	Students Total	Drop-out	%
ESTT	1778	18	1,01%	1652	-29	-1,76%	1955	357	18,26%
ESGT	990	112	11,31%	998	91	9,12%	1159	19	1,64%
ESTA	415	49	11,81%	484	110	22,73%	459	104	22,66%
IPT Total	3183	179	5,62%	3134	172	5,49%	3573	480	13,43%

Source: ESTT, ESGT and ESTA Academic Services

Chart IV.10: Evolution of drop-out ratio



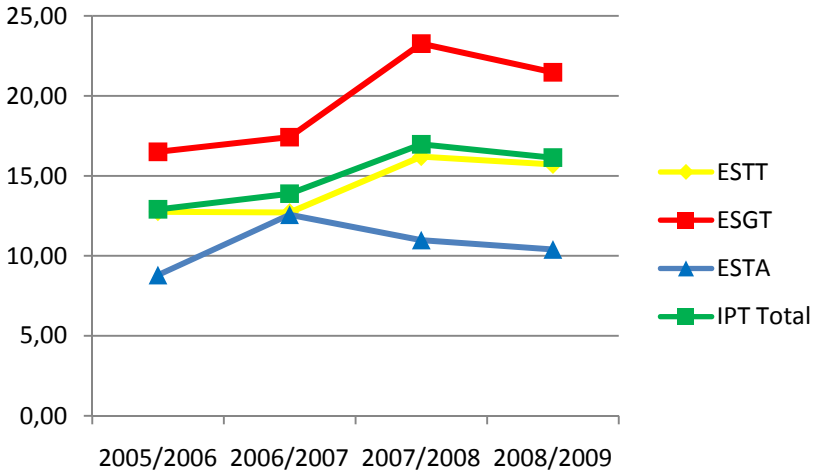
IV.2.1.F. Student/faculty ratio

Table IV.32: Statistics for 1st-cycle student/faculty ratio

	2005/2006	2006/2007	2007/2008	2008/2009
ESTT	12,75	12,71	16,20	15,71
ESGT	16,50	17,42	23,27	21,47
ESTA	8,79	12,57	10,98	10,40
IPT Total	**12,90**	**13,88**	**16,97**	**16,13**

Source: ESTT, ESGT and ESTA Academic Services

Chart IV.11: Evolution of student/faculty ratio



IV.2.1.G. Social Welfare Services

Table IV.33: Scholarships statistics

	2005/2006	2006/2007	2007/2008	2008/2009
ESTT	473	468	485	382
ESGT	133	134	155	124
ESTA	342	348	399	363
IPT Total	**948**	**950**	**1039**	**869**

Source: Social Welfare Services – IPT

Chart IV.12: Evolution of scholarships

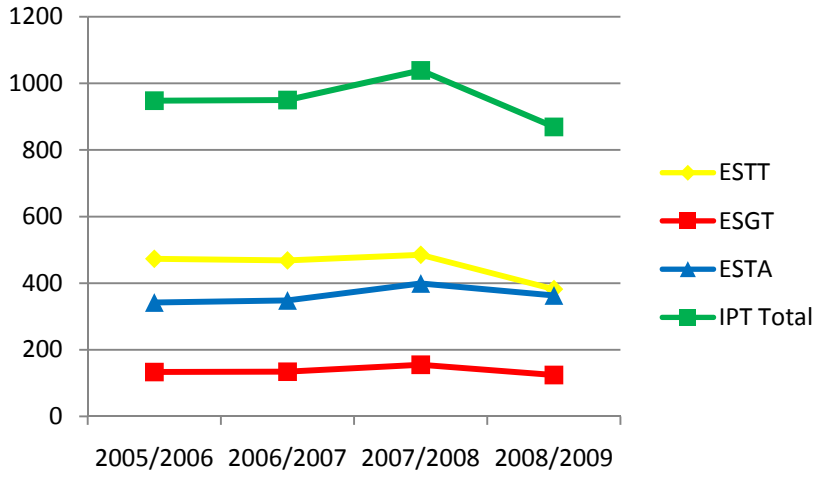
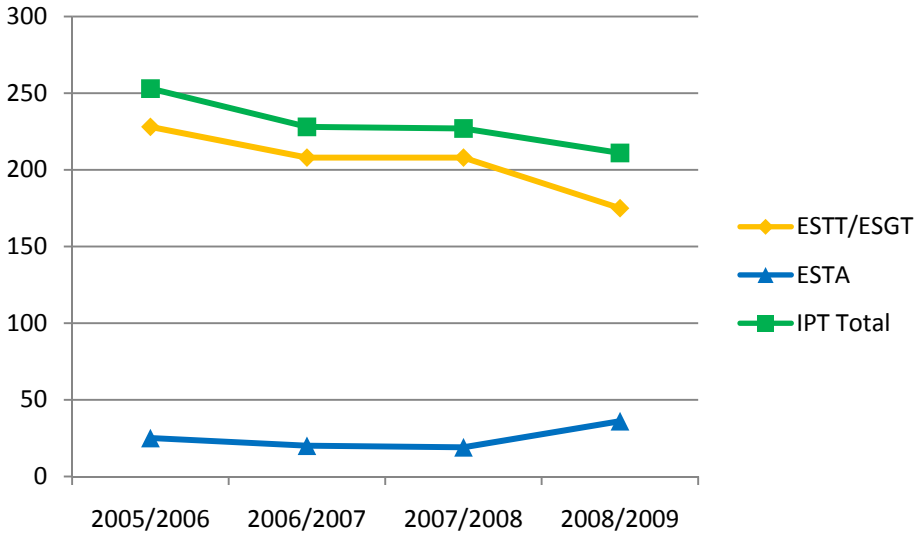


Table IV.34: Statistics for students in residence halls

	2005/2006	2006/2007	2007/2008	2008/2009
ESTT	228	208	208	175
ESGT				
ESTA	25	20	19	36
IPT Total	**253**	**228**	**227**	**211**

Source: Social Welfare Services – IPT

Chart IV.13: Evolution of number of students in residence halls



IV.2.1.H. Older than 23 (M23) admission scheme

Table IV.35: M23 applications statistics per school

	2006/2007	2007/2008	2008/2009
ESTT	69	154	90
ESGT	85	155	122
ESTA	64	43	41
IPT Total	218	352	253

Source: ESTT, ESGT and ESTA Academic Services

Chart IV.14: Evolution of M23 applications

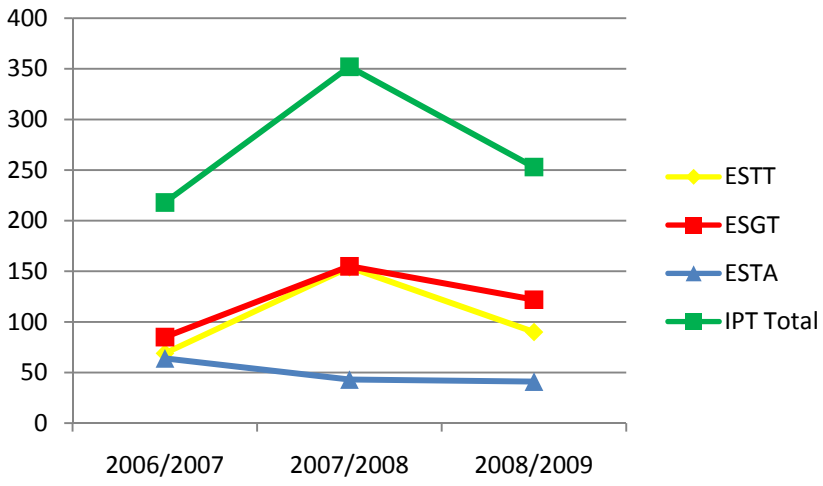


Table IV.36: Admissions through M23 scheme - 2008/2009

	Candidates	Vacancies	Enrolments	% Enrolments	% Total first-time, first-year enrolments
ESTT	72	75	58	80,56%	13,00%
ESGT	112	112	104	92,86%	26,80%
ESTA	41	30	29	70,73%	15,85%
IPT Total	**153**	**142**	**133**	**86,93%**	**13,08%**

Source: ESTT, ESGT and ESTA Academic Services

Table IV.37: Admissions through M23 system - 2007/2008

	Candidates	Vacancies	Enrolments	% Enrolments	% Total first-time, first-year enrolments
ESTT	126	128	112	88,89%	22,05%
ESGT	155	155	139	89,68%	42,51%
ESTA	43	38	33	76,74%	22,92%
IPT Total	**198**	**193**	**172**	**86,87%**	**17,57%**

Source: ESTT, ESGT and ESTA Academic Services

Table IV.38: Admissions through M23 system – 2006/2007

	Candidates	Vacancies	Enrolments	% Enrolments	% Total first-time, first-year enrolments
ESTT	63	64	59	93,65%	11,61%
ESGT	85	85	85	100,00%	25,99%
ESTA	64	58	55	85,94%	33,33%
IPT Total	**149**	**143**	**140**	**93,96%**	**14,30%**

Source: ESTT, ESGT and ESTA Academic Services

IV.2.2. Other Programmes

Table IV.39: Statistics for students in other programmes

	CET courses				Post-graduations				Master's degrees				Total			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
ESTT			142	174								72	0	0	142	246
ESGT		53	56	104								15	0	53	56	119
ESTA		155	204	68	7			16					7	155	204	84
IPT Total	**0**	**208**	**402**	**346**	**7**	**0**	**0**	**16**	**0**	**0**	**0**	**87**	**7**	**208**	**402**	**449**

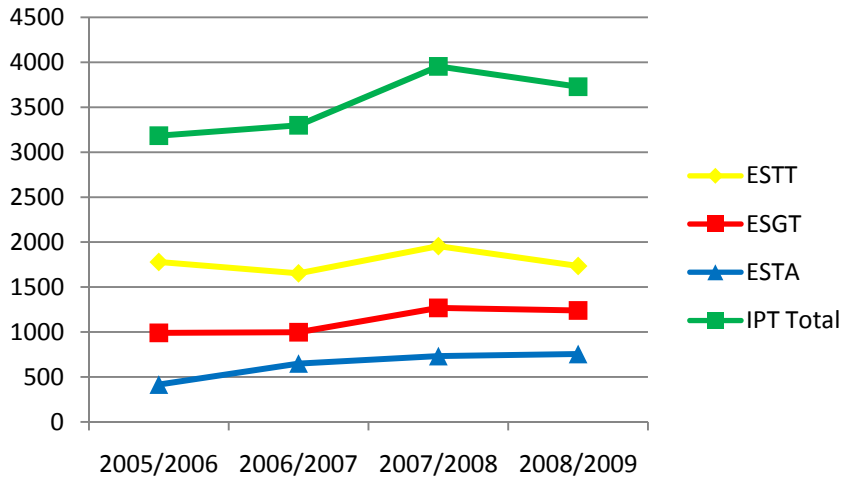
Source: ESTT, ESGT and ESTA Academic Services

Table IV.40: Student numbers per school

	2005/2006	2006/2007	2007/2008	2008/2009
ESTT	1778	1652	1955	1734
ESGT	990	998	1268	1239
ESTA	415	649	732	755
IPT Total	3183	3299	3955	3728

Source: ESTT, ESGT and ESTA Academic Services

Chart IV.15: Evolution of total number of students



IV.2.3. Erasmus Students

Table IV.41: Erasmus outgoing students per school

	2005/2006	2006/2007	2007/2008
ESTT	11	10	23
ESGT	0	2	6
ESTA	5	4	6
IPT Total	16	16	35

Source: International Relations Office - IPT

Chart IV.16: Evolution of Erasmus outgoing students

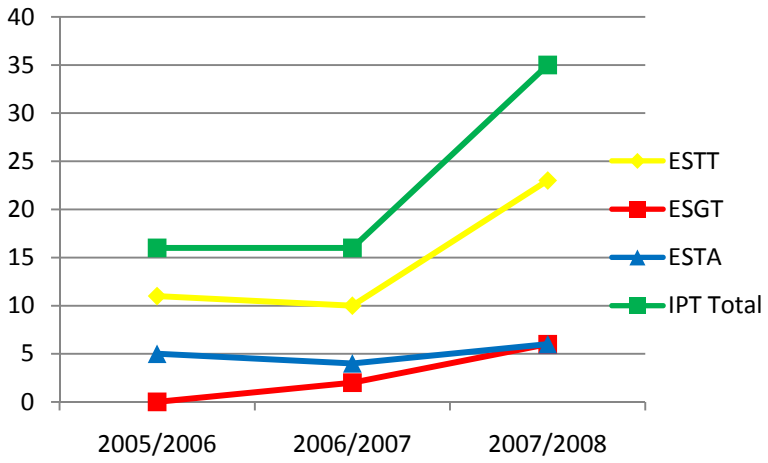
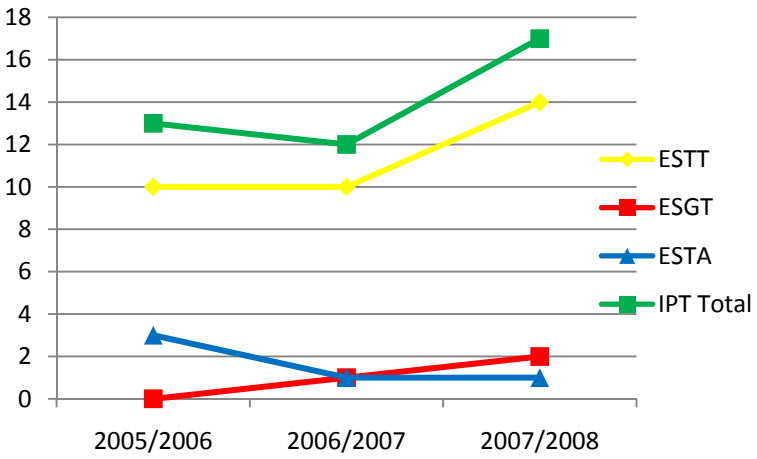


Table IV.42: Total number of Erasmus incoming students per school

	2005/2006	2006/2007	2007/2008
ESTT	10	10	14
ESGT	0	1	2
ESTA	3	1	1
IPT Total	**13**	**12**	**17**

Source: International Relations Office - IPT

Chart IV.17: Evolution of total number of Erasmus incoming students



IV.3. Human Resources Statistics

IV.3.1. Faculty

IV.3.1.A. Distribution by gender

Table IV.43: ESTT – Evolution of faculty numbers per gender and category

	Female				Male			
	2005/2006	2006/2007	2007/2008	2008/2009	2005/2006	2006/2007	2007/2008	2008/2009
Prof. Coordenador (tenured)	2	2	2	2	11	10	10	10
Prof. Coordenadores Equiparados (non-tenured)	0	0	0	0	3	2	1	1
Prof. Adjunto (tenured)	17	16	15	16	25	25	26	26
Prof. Adjuntos Equiparados (non-tenured)	3	1	2	3	16	15	8	9
Assistentes 1º triénio (tenured)	0	0	0	0	5	4	2	1
Assistentes 2º triénio (tenured)	8	7	6	1	8	9	8	7
Equiparados Assistentes (non-tenured)	17	13	12	18	30	29	30	28
Encarregados de Trabalhos (non-tenured)	8	6	4	4	5	5	4	4
ESTT Total	**55**	**45**	**41**	**44**	**103**	**99**	**89**	**86**

Source: ESTT Human Resources and Staff Records Unit

Table IV.44: ESGT – Evolution of faculty numbers per gender and category

	Female				Male			
	2005/2006	2006/2007	2007/2008	2008/2009	2005/2006	2006/2007	2007/2008	2008/2009
Prof. Coordenador (tenured)	3	3	3	3	6	6	6	6
Prof. Coord. Equiparados (non-tenured)	0	0	0	0	4	3	2	2
Prof. Adjunto (tenured)	5	5	5	7	6	6	6	7
Prof. Adjuntos Equiparados (non-tenured)	4	3	3	5	7	5	5	5
Assistentes 1º triénio (tenured)	0	0	0	0	2	0	0	0
Assistentes 2º triénio (tenured)	4	4	4	1	1	3	3	2
Equiparados Assistentes (non-tenured)	9	9	9	9	16	15	14	19
ESGT Total	**25**	**24**	**24**	**25**	**42**	**38**	**36**	**41**

Source: ESGT Human Resources and Staff Records Unit

Table IV.45: ESTA – Evolution of faculty numbers per gender and category

	Female				Male			
	2005/2006	2006/2007	2007/2008	2008/2009	2005/2006	2006/2007	2007/2008	2008/2009
Prof. Coordenador (tenured)	1	1	1	1	1	1	1	1
Prof. Coord. Equiparados (non-tenured)	0	0	0	0	2	2	1	1
Prof. Adjunto (tenured)	3	4	4	4	4	4	4	4
Prof. Adjuntos Equiparados (non-tenured)	5	3	3	4	14	11	12	13
Assistentes 1º triénio (tenured)	0	0	0	0	0	0	0	0
Assistentes 2º triénio (tenured)	3	3	3	2	1	1	1	1
Equiparados Assistentes (non-tenured)	5	4	5	10	15	12	16	14
Encarregados de Trabalhos (non-tenured)	0	0	0	0	5	1	1	0
ESTA Total	**17**	**15**	**16**	**21**	**42**	**32**	**36**	**34**

Source: ESTA Human Resources and Staff Records Unit

Table IV.46: IPT – Evolution of faculty numbers per gender and category

	Female				Male			
	2005/2006	2006/2007	2007/2008	2008/2009	2005/2006	2006/2007	2007/2008	2008/2009
Prof. Coordenador (tenured)	6	6	6	6	18	17	17	17
Prof. Coord. Equiparados (non-tenured)	0	0	0	0	9	7	4	4
Prof. Adjunto (tenured)	25	25	24	27	35	35	36	37
Prof. Adjuntos Equiparados (non-tenured)	12	7	8	12	37	31	25	27
Assistentes 1º triénio (tenured)	0	0	0	0	7	4	2	1
Assistentes 2º triénio (tenured)	15	14	13	4	10	13	12	10
Equiparados Assistentes (non-tenured)	31	26	26	37	61	56	60	61
Encarregados de Trabalhos (non-tenured)	8	6	4	4	10	6	5	4
ESTA Total	**97**	**84**	**81**	**90**	**187**	**169**	**161**	**161**

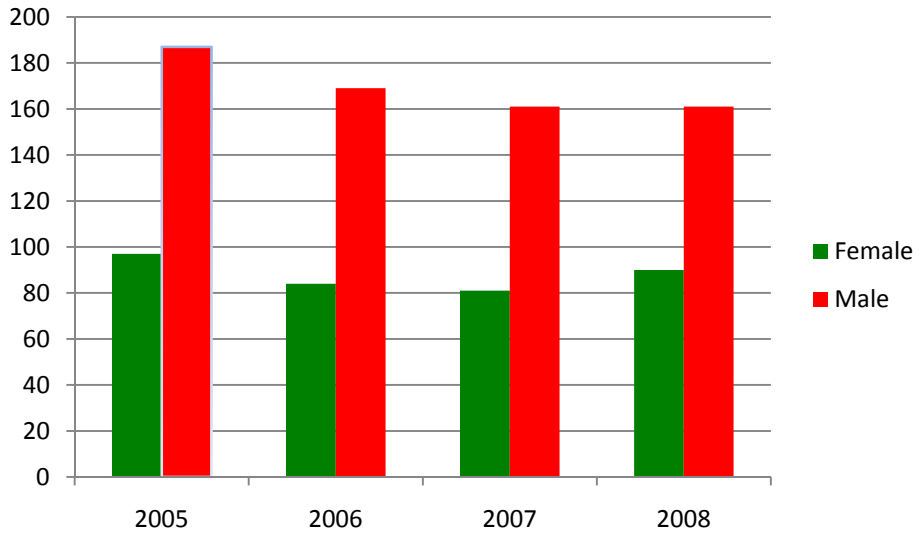
Source: ESTT, ESGT and ESTA Human Resources and Staff Records Unit

Table IV.47: IPT – Total numbers of faculty per gender

	2005	2006	2007	2008
Female	97	84	81	90
	34%	33%	33%	36%
Male	187	169	161	161
	66%	67%	67%	64%
IPT Total	**284**	**253**	**242**	**251**

Source: ESTT, ESGT and ESTA Human Resources and Staff Records Unit

Chart IV.18: IPT – Total numbers of faculty by gender



IV.3.1.B. Distribution by age cohort

Table IV.48: ESTT – Evolution of faculty per age cohort and category

	<30				30 a 39				40 a 50				>50			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
Prof. Coordenador	0	0	0	0	0	0	0	0	8	8	8	7	5	4	4	5
Prof. Coord. Equiparados	0	0	0	0	0	0	0	0	1	0	0	0	2	2	1	1
Prof. Adjunto	0	0	0	0	18	11	9	8	21	26	25	24	4	4	7	9
Prof. Adjuntos Equiparados	0	0	0	0	1	2	1	2	15	10	5	5	3	4	4	5
Assistentes 1º triénio	1	0	0	0	4	4	2	1	0	0	0	0	0	0	0	0
Assistentes 2º triénio	2	0	0	0	14	16	14	7	0	0	1	1	0	0	0	0
Equiparados Assistentes	7	2	3	4	29	27	24	30	5	6	7	8	6	7	6	4
Encarregados de Trabalhos	6	4	0	1	7	5	6	5	1	2	2	2	0	0	0	0
ESTT Total	**16**	**6**	**3**	**5**	**73**	**65**	**56**	**53**	**51**	**52**	**48**	**47**	**20**	**21**	**22**	**24**

Source: ESTT Human Resources and Staff Records Unit

Table IV.49: ESGT – Evolution of faculty per age cohort and category

	<30				30 a 39				40 a 50				>50			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
Prof. Coordenador	0	0	0	0	0	0	0	0	4	4	2	2	5	5	7	7
Prof. Coord. Equiparados	0	0	0	0	0	0	0	0	1	0	0	0	3	3	2	2
Prof. Adjunto	0	0	0	0	2	2	2	4	5	5	4	6	4	4	5	4
Prof. Adjuntos Equiparados	1	0	0	0	2	3	3	2	5	4	4	7	3	1	1	1
Assistentes 1º triénio	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistentes 2º triénio	5	2	0	0	0	5	7	3	0	0	0	0	0	0	0	0
Equiparados Assistentes	6	3	1	0	11	13	14	18	6	6	6	8	2	2	2	2
ESGT Total	**14**	**5**	**1**	**0**	**15**	**23**	**26**	**27**	**21**	**19**	**16**	**23**	**17**	**15**	**17**	**16**

Source: ESGT Human Resources and Staff Records Unit

Table IV.50: ESTA – Evolution of faculty per age cohort and category

	<30				30 a 39				40 a 50				>50			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
Prof. Coordenador	0	0	0	0	0	0	0	0	2	2	1	1	0	0	1	1
Prof. Coord. Equiparados	0	0	0	0	0	0	0	0	2	2	1	0	0	0	0	1
Prof. Adjunto	0	0	0	0	6	7	7	7	0	0	0	0	1	1	1	1
Prof. Adjuntos Equiparados	0	0	0	0	11	5	3	5	5	6	8	7	3	3	4	5
Assistentes 1º triénio	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistentes 2º triénio	0	0	0	0	4	4	4	3	0	0	0	0	0	0	0	0
Equiparados Assistentes	7	4	4	1	10	10	12	17	3	2	5	6	0	0	0	0
Encarregados de Trabalhos	2	0	0	0	3	1	1	0	0	0	0	0	0	0	0	0
ESTA Total	**9**	**4**	**4**	**1**	**34**	**27**	**27**	**32**	**12**	**12**	**15**	**14**	**4**	**4**	**6**	**8**

Table IV.51: IPT – Evolution of faculty per age cohort and category

	<30				30 a 39				40 a 50				>50			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
Prof. Coordenador	0	0	0	0	0	0	0	0	14	14	11	10	10	9	12	13
Prof. Coord. Equiparados	0	0	0	0	0	0	0	0	4	2	1	0	5	5	3	4
Prof. Adjunto	0	0	0	0	26	20	18	19	26	31	29	30	9	9	13	14
Prof. Adjuntos Equiparados	1	0	0	0	14	10	7	9	25	20	17	19	9	8	9	11
Assistentes 1º triénio	3	0	0	0	4	4	2	1	0	0	0	0	0	0	0	0
Assistentes 2º triénio	7	2	0	0	18	25	25	13	0	0	1	1	0	0	0	0
Equiparados Assistentes	20	9	8	5	50	50	50	65	14	14	18	22	8	9	8	6
Encarregados de Trabalhos	8	4	0	1	10	6	7	5	1	2	2	2	0	0	0	0
IPT Total	**39**	**15**	**8**	**6**	**122**	**115**	**109**	**112**	**84**	**83**	**79**	**84**	**41**	**40**	**45**	**48**

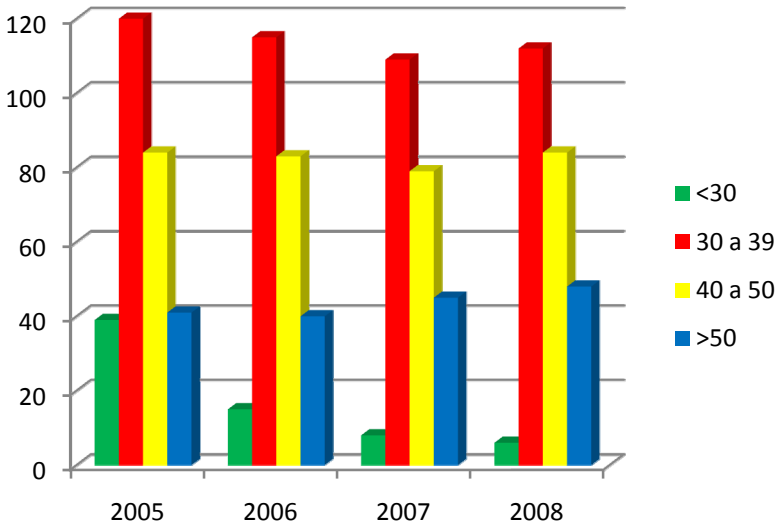
Source: ESTT, ESGT and ESTA Human Resources and Staff Records Units

Table IV.52: IPT – Total numbers of faculty per age cohort

	2005	2006	2007	2008
<30	39	15	8	6
	14%	6%	3%	2%
30 a 39	122	115	109	112
	43%	45%	45%	45%
40 a 50	84	83	79	84
	29%	33%	33%	34%
>50	41	40	45	48
	14%	16%	19%	19%
IPT Total	286	253	241	250

Source: ESTT, ESGT and ESTA Human Resources and Staff Records Units

Chart IV.19: IPT – Evolution of faculty per age cohort



IV.3.1.C. Distribution by academic degree

Table IV.53: ESTT – Evolution of faculty per academic degree and category

	Secondary education				*Bacharelato*				*Licenciatura*				*Master's degree*				*PhD*			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
Prof. Coordenador	0	0	0	0	0	0	0	0	1	1	1	1	7	6	6	6	5	5	5	5
Prof. Coord. Equiparados	0	0	0	0	0	0	0	0	2	2	1	1	0	0	0	0	0	0	0	0
Prof. Adjunto	0	0	0	0	0	0	0	0	6	5	5	6	23	25	24	25	6	7	12	11
Prof. Adjuntos Equiparados	0	0	0	0	0	0	0	0	10	8	4	5	4	3	1	2	4	5	5	5
Assistentes 1º triénio	0	0	0	0	0	0	0	0	3	3	2	1	2	1	0	0	0	0	0	0
Assistentes 2º triénio	0	0	0	0	0	0	0	0	4	2	1	1	12	14	13	5	0	0	1	2
Equiparados Assistentes	6	6	5	3	0	0	0	1	27	23	21	18	15	12	13	24	0	0	2	0
Encarregados de Trabalhos	0	0	0	0	2	1	1	1	12	8	5	6	0	2	2	1	0	0	0	0
ESTT Total	**6**	**6**	**5**	**3**	**2**	**1**	**1**	**2**	**65**	**52**	**40**	**39**	**63**	**63**	**59**	**63**	**15**	**17**	**25**	**23**

Source: ESTT Human Resources and Staff Records Unit

Table IV.54: ESGT – Evolution of faculty per academic degree and category

	Secondary education				*Bacharelato*				*Licenciatura*				Master's degree				PhD			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
Prof. Coordenador	0	0	0	0	0	0	0	0	6	5	5	5	1	1	1	1	2	3	3	3
Prof. Coord. Equiparados	0	0	0	0	0	0	0	0	3	3	2	2	0	0	0	0	1	0	0	0
Prof. Adjunto	0	0	0	0	0	0	0	0	1	1	1	1	10	10	10	12	0	0	0	1
Prof. Adjuntos Equiparados	0	0	0	0	0	0	0	0	3	2	2	3	8	6	3	5	0	0	3	2
Assistentes 1º triénio	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0
Assistentes 2º triénio	0	0	0	0	0	0	0	0	0	1	0	0	5	6	7	2	0	0	0	1
Equiparados Assistentes	0	0	0	0	0	0	0	0	21	17	14	19	4	7	9	9	0	0	0	0
ESGT Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**35**	**29**	**24**	**30**	**29**	**30**	**30**	**29**	**3**	**3**	**6**	**7**

Source: ESGT Human Resources and Staff Records Unit

Table IV.55: ESTA – Evolution of faculty per academic degree and category

	Secondary Education				*Bacharelato*				*Licenciatura*				Master's degree				PhD			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
Prof. Coordenador	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1
Prof. Coord. Equiparados	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1
Prof. Adjunto	0	0	0	0	0	0	0	0	0	0	0	0	7	6	5	4	0	2	3	4
Prof. Adjuntos Equiparados	0	0	0	0	0	0	0	0	8	7	9	11	7	5	5	5	2	1	0	0
Assistentes 1º triénio	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistentes 2º triénio	0	0	0	0	0	0	0	0	1	1	1	0	3	3	3	3	0	0	0	0
Equiparados Assistentes	0	0	0	0	0	0	0	0	15	13	18	18	4	2	2	6	1	1	1	0
Encarregados de Trabalhos	0	0	0	0	2	0	0	0	3	1	1	0	0	0	0	0	0	0	0	0
ESTA Total	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**27**	**22**	**29**	**29**	**23**	**18**	**16**	**19**	**5**	**6**	**6**	**6**

Source: ESTA Human Resources and Staff Records Unit

Table IV.56: IPT – Evolution of faculty per academic degree and category

	Secondary Education				*Bacharelato*				*Licenciatura*				Master's degree				PhD			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
Prof. Coordenador	0	0	0	0	0	0	0	0	7	6	6	6	9	8	8	8	8	9	9	9
Prof. Coord. Equiparados	0	0	0	0	0	0	0	0	5	5	3	3	1	1	0	0	2	1	1	1
Prof. Adjunto	0	0	0	0	0	0	0	0	7	6	6	7	40	41	39	41	6	9	15	16
Prof. Adjuntos Equiparados	0	0	0	0	0	0	0	0	21	17	15	19	19	14	9	12	6	6	8	7
Assistentes 1º triénio	0	0	0	0	0	0	0	0	4	3	2	1	3	1	0	0	0	0	0	0
Assistentes 2º triénio	0	0	0	0	0	0	0	0	5	4	2	1	20	23	23	10	0	0	1	3
Equiparados Assistentes	6	6	5	3	0	0	0	1	63	53	53	55	23	21	24	39	1	1	3	0
Encarregados de Trabalhos	0	0	0	0	4	1	1	1	15	9	6	6	0	2	2	1	0	0	0	0
IPT Total	**6**	**6**	**5**	**3**	**4**	**1**	**1**	**2**	**127**	**103**	**93**	**98**	**115**	**111**	**105**	**111**	**23**	**26**	**37**	**36**

Source: ESTT, ESGT and ESTA Human Resources and Staff Records Unit

Table IV.57: IPT – Total numbers of faculty per academic degree and category

	2005	2006	2007	2008
Secondary Education	6	6	5	3
	2,2%	2,4%	2,1%	1,2%
Bacharelato	4	1	1	2
	1,5%	0,4%	0,4%	0,8%
Licenciatura	127	103	93	98
	46,2%	41,7%	38,6%	39,2%
Master's degree	115	111	105	111
	41,8%	44,9%	43,6%	44,4%
PhD degree	23	26	37	36
	8,4%	10,5%	15,4%	14,4%
IPT Total	**275**	**247**	**241**	**250**

Source: ESTT, ESGT and ESTA Human Resources and Staff Records Unit

Chart IV.20: IPT – Evolution of faculty numbers per academic degree and category

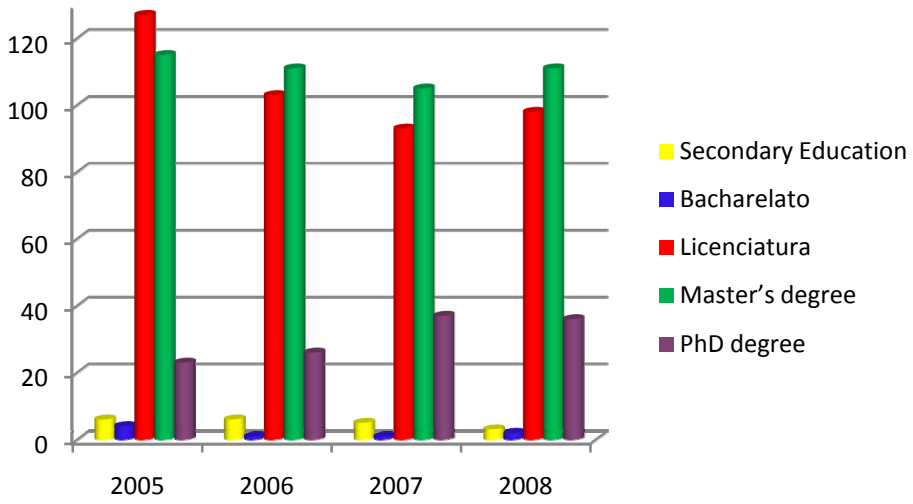


Chart IV.21: IPT – Projection of faculty members with a PhD degree

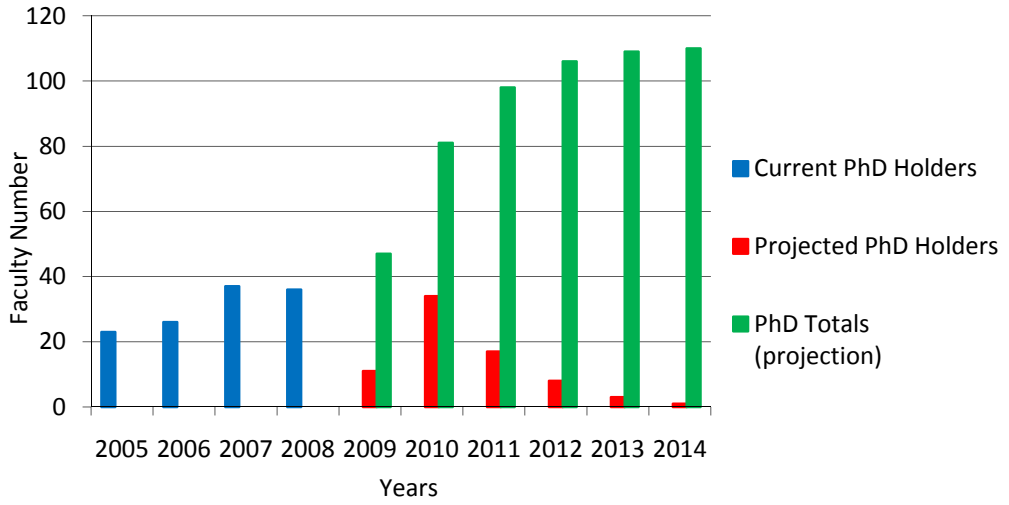


Chart IV.22: IPT – Evolution of Scientific Output

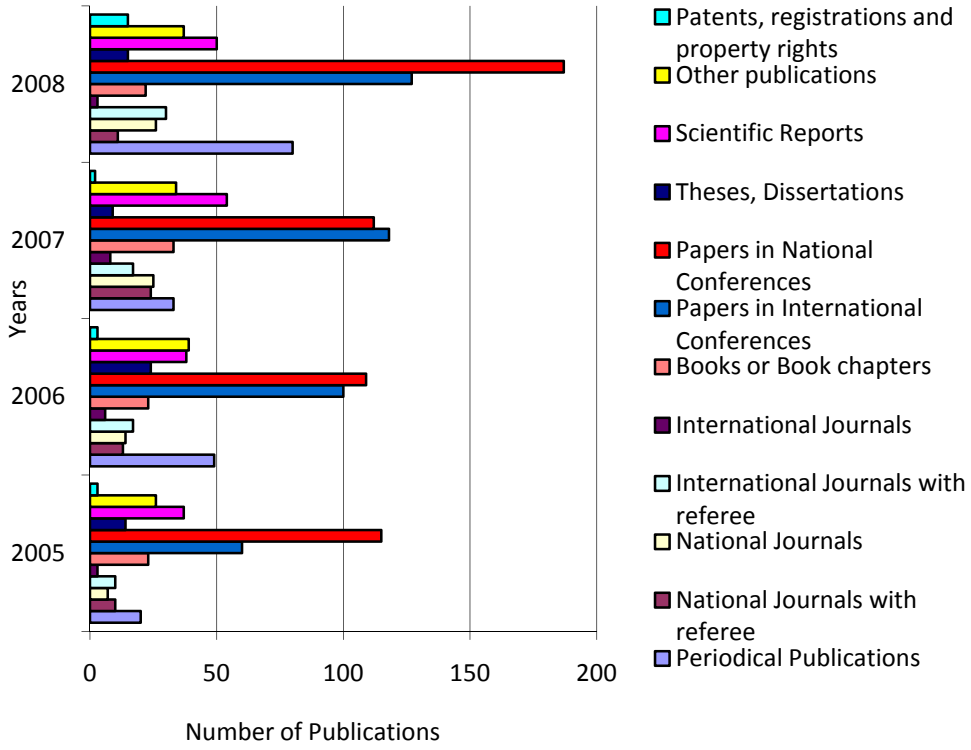


Table IV.58: Research output within the training context – Master's degrees

School	Degree/Subject Domain	
ESTT	Interdepartmental Unit for Drawing	Architecture – History and Theory
	Interdepartmental Unit for Physics	Magnetotelluric studies in southern Portugal
		Geophysics – Underground Hydrology
		Phase Transition in Neutron Stars
		Theoretical Nuclear Physics
	Interdepartmental Unit for Mathematics	Stochastic processes / Waiting lines
		Contributions to Sales Modelling of Large-Consumption Products as applied to Paper-Processed Products
		Resolution of Large-Scale *Monotone Linear Complementarity* Problems
		Tree Problems/Heuristic and Metaheuristic/Applied Mathematics/Operational Research
		Computational Mathematics /Wavelet Theory
		Robust Optimisation in Mean-Variance Optimisation Problems
	Conservation and Restoration	Museology and Cultural Heritage /João Couto: The Man and the Work
		Rehabilitation of Architectural and Natural Heritage
		Art History – Theories for the Conservation and Restoration of Art Heritage
		Contribution to the study of the geochemical correlation between calcolithic ceramics of Vale do Zêzere and Tomar clays
		MA in Conservation and Restoration
		Industrial minerals and rocks
		Chemical Engineering - Applied Chemistry
		Art History – The *Mestre de Romeira* and the *Maneirismo Escalabitano* (c.1540-1620)
	Graphic Arts Technology	Communication, Culture and Information Technologies
		Master's degree in Theory and History of Graphic Design in Portugal. Topic of dissertation: "The (typo)graphism of Sebastião Rodrigues"
		Quality Management in Graphic Industry
		The impact of ICTs in the Teaching/Learning process
		Master's degree in Art History – Ancient Book, Material and Artistic Aspects
		Multimedia Educational Communication
	Civil Engineering	Sedimentary matters as construction materials in Tomar region
		The use of ultrasounds in the detection of flaws in steel elements and its numerical modelling
		The Influence of temperature on fluid *flow in fractured* media – Laboratory tests and numerical modelling
		Geometrically non-linear static and dynamic analysis of *tensioned structures*
		Structural behaviour analysis of Lagoncinha bridge structure subjected to road traffic
		Steel-concrete connections subject to temperature change
		Behaviour of high-strength concrete under high temperatures
		Post-buckling behaviour of layered sandwich structures symmetrically arranged
	Electrotechnical and Computer Engineering	Video transcoding for matching *low* bit *rate networks*
		Organisation and management of fixed installations and equipments of DEEC/FCTUC
		Specialisation course in Industrial Engineering/Computerised Control of Industrial Processes (application to a chemical reactor)
		Energy/*Switched power* amplification for *audio* application
		Mobile robotics and shared control
		Microelectronics
		Models for technical validation of contracts of purchase and sale of electrical power in competitive environments
		Systems and automation/DSM in restructured power markets

School	Degree/Subject Domain	
ESTT		Zero-current soft-transition commutation
	Computer Engineering	Fractal colour image compression
		Information Technologies and Systems
		Mobile IP on *IPv4-IPv6 Transition* Scenarios
		GENETIC – An educational program in the Biology domain
		Computer applications in Archaeology
	Territory, Archaeology and Heritage	Computer applications
		Prehistory and Archaeology
		Quaternary: Geology, Human Palaeontology and Prehistory
		Paper science and technology/Production and characterisation of different eucalyptus pulps
	Chemical and Environmental Engineering	Biochemical Engineering/ Studies on kinetics and mass transfer within a solid-phase bioreactor
		Benchmarking and innovation management within chemical industry
		Wear and corrosion properties of plasma sprayed Cr_2O_3 coatings. Influence of LASER post-refusion
		Air Pollution
		Study of bioaccumulation of mercury by clams
		Preparation and characterisation of *Co2FeO4 Spinel Oxide Electrodes*
		Coated Materials/Papers
		Influence of pine particles in the combustion of ammonium nitrate pyrotechnic mixtures
		Construction and testing of a cup-type viscometer
		Quality Management
		Modelling of VCM polymerization process
ESGT	Interdepartmental Unit for Languages	More Than Words. The Process of Gender Acquisition while Learning English and Portuguese as Foreign Languages
	Interdepartmental Unit for Mathematics	Master's degree in Mathematics, Specialization in education-oriented mathematics
		Group majoring and Haar integral
		Multimedia Educational Communication/Design and development of an educational hypermedia system.
	Interdepartmental Unit for Information and Com. Technologies	Electronic commerce and Internet
		Data search /Web page clustering using web content mining techniques
		Human Resources/Reward Systems: Antecedents and Consequences
	Public Administration	Accounting and Administration
		Management (Public and Administrative Sectors)
		Internationalization of Portuguese Economy
		Accounting and Administration/Knowledge management in public higher education institutions: Economy and Management schools
	Business Management	Accounting and Taxation – Deferred Taxes
		Quality and Commitment of Staff
		Accounting, Taxation and Business Finance
		Auditing and Accounting
		Management, Strategy and Business Development
		Business Strategy
		Economic and financial accounting control
		The accounting information system in *non-government not-for-profit* organisations: the case of the National Scouts
		Intra-organizational communication and change processes
		Ethical Ideology and Ethical Judgments in the Portuguese Accounting Profession
		Public Administration: Military Higher Education

School	Degree/Subject Domain	
ESGT	Human Resources Management and Organisational Behaviour	Social Representations of Drug Addiction and Alcoholism
		Stress factors, Coping strategies and academic success among 1st-year cadets of the Military Academy
		Stress within the Nursing Profession as a function of Gender
		Indoor versus Outdoor – Two Educational Systems for Leadership Learning
		Museology and Heritage/Glass panes: typology and characterisation of 1840-1930 furniture of five Lisbon museums. Vols. I and II
	Tourism and Culture Management	Óbidos Retables: from Mannerism to Neoclassicism
		Live Science Centres – Museum and Education Spaces - What fruition?
		Mechanical engineering / Study of the thermal decomposition process of plastic-bonded explosive PBX RH8515
ESTA	Mechanical Engineering	Manipulation of the composition of *doped titanium aluminide* alloys using the cathodic spraying technique
		Three-phase induction motor drive control in a 4-store elevator through a parallel port
	Mathematics Interdepartmental Area	Master's in Mathematics: Specialisation track Optimisation and Operational Research
		Comparative study of previsional methods: Application to the time-series of weekly number of adults lodged in a hotel
		Operational Research
	Communication and Media	Audiovisual and Multimedia
		Portuguese Interdisciplinary Studies/Literature
		Management, Major in Marketing
		Education Sciences (Education, Communication and Language)

Source: CCA-IPT

Table IV.59: Research output within the training context – Doctoral Degrees

School	Degree/Subject Domain	
ESTT	Interdepartmental Unit for Drawing	Quaternary Materials and culture. Museums: Why? What for? How?
		Architecture – History and Theory
		Design and structure of classified buildings of Lisbon's Pombaline Area
	Interdepartmental Unit for Physics	Electromagnetic characterisation of Ossa-Morena zone
		Geophysics – TDEM methods applied to Underground Hydrology
	Interdepartmental Unit for Mathematics	Optimisation
		Theory and Applications of Extreme Values/ Reduced Bias Estimation
		Development of quasi-exact distributions for various scenarios of Wilks' Lambda statistic
		Analysis of *complementarity algorithms and their application in equilibrium models*
		Numerical Methods/*Multi-criteria Discrete Dynamic Programming*./Applied Mathematics/Operational Research
		Multiobjective Optimisation/Particle Swarm Optimisation (PSO)
	Conservation and Restoration	Geochemical study of Sedimentary Fillings in Estremadura Caves with remains of Prehistoric human settlements
		Conservation of Cultural Property/History of the Conservation and Restoration of Portuguese 19th-century Painting
		Cultural property and its conservation
		History of Law
		14th- and 15th-century Portuguese Manuscript Illuminations
		Ceramic properties of clays from the lithostratigraphic units "Argilas de Aveiro" and "Argilas de Tomar"
		European Decorative and Printing Coated Papers 1850-1975: Their Classification for Conservation Purposes
		History
		Geoscience
	DTAG	Art History - Francisco de Campos (c.1515-1580) and the *Bella Maniera* between Flanders, Spain and Portugal
		Doctoral degree in Communication Science
		14th- and 15th-century Portuguese Manuscript Illuminations
		Attendance of doctoral programme in Design Theory and History. Topic: "The Graphic Work of Robin Fior"
		Packaging Design and Technology
	Civil Engineering	Geotechnics and Foundations/Construction Quality
		Thermal and acoustic characterisation of structural and non-structural concrete combined with cork
		Comparative Hazard Analysis in Hydrogeological Systems within different scenarios
		The finite volume method in the analysis of structural and multiphysical problems
		Numerical and Experimental Analysis of the Structural Behaviour of Masonry Arch Bridges
		Multiple Concrete Anchors
		Behaviour and durability of concretes and mortars when combined with cork
		Local and Global Stability of Cold-Formed Steel Structural Elements
	Electrotechnical and Computer Engineering	Advanced Multiple Description Coding for Video
		Analog- Circuits and Systems Optimization based on Evolutionary Computation Techniques
		Electrotechnical Engineering domain, major in Power Systems
		Tracking control of a wheeled mobile robot in the presence of uncertainty
		Power/Audio reproduction by means of high-yield techniques
		Brain-Computer Interfaces
		Microelectronics - Integrated circuits for A/D and D/A signal conversions
		New market mechanisms for Electrical Power and Complementary Systems

School	Degree/Subject Domain	
ESTT	Electrotechnical and Computer Engineering	Mobile Robotics/Mobile Robot Command by Man–Machine Co-Operation and Obstacle Detection and Classification.
		Techniques to reduce commutation losses in D/C to A/C converters
	Computer Engineering	Evolutive algorithms with multiset-based populations
		Knowledge Management
		IPv6 multicast networks
		Information Systems
	Environmental and Chemical Engineering	Chemical structure of lignin and properties of pine kraft pulps
		Characterisation and Modelling of Global Hydrodynamics and Kinetics of a Solid-Phase Stirred Bioreactor: application to the production of L-tryptophan
		Mass Transfer in gas-liquid-liquid systems and application to the biological treatment of gaseous effluents
		Transformations in Surface Layers during Running-in under Mixed and Boundary Lubrication
		Modelling of Air Quality and Human Health: from Mesoscale to Dose
		Decontamination of arsenic residues from mining
		Electrochemical degradation of pesticides and other organic pollutants
		Coated Materials/Papers
		Benzene nitration under operating conditions with relevance to industry
		The coral facies of Upper Jurassic in the Algarve
		Salt Melt Viscosity as a Function of Temperature
		Conversion of Glycerol into Bioethers
	Photography	14th- and 15th-century Portuguese Manuscript Illuminations
		Image Theories. History of Photography.
	Land, Archaeology and Heritage	Environmental, Behavioural and Human Dynamics
		Quaternary, Materials and Cultures
		Innovation and Territorial Economy
ESGT	Business Management	Data Quality in Accounting
		The use of derivatives as risk cover instruments after SFASS 133
		Performance evaluation of not-for-profit organizations under the stakeholders' perspective
		Leadership in innovation: the new paradigm of the Portuguese health services
		Determinants of ethical decision-making process
		Knowledge Strategy and Management
	Human Resources Management and Organisational Behaviour	Relationship between Drugs and Crime
		Complex Vocational Indecision
	Tourism and Culture Management	Cultural Policies and Museology
		António Carneiro (1872-1930): Itinerary(ies) of an Identity
		History of Portuguese Expansion
		Museums and Education
	Interdepartmental Unit for Languages	The Impossible Fusion of Horizons: The thematic of Travel in Paul Bowles writings
	Interdepartmental Unit for Mathematics	Numeric counter-domains in Krein spaces from the algebric and numeric point of view (work in course)
		Large-scale empirical forcing functions
	Interdepartmental Unit for ICTs	Learning Objects structured according to the Cognitive Flexibility Theory. Design and development of a Blended Learning Module in Higher Education.
		Data Search/Browsers
	Public Administration	Retrospective Bibliography and Documentation in Humanities
		Human Resources/Behavioural variables, intellectual capital and partnerships/networks and their contribution to the ability of generating innovation: a case study of three Portuguese companies.
ESGT	Commerce and Services	Electrical power related services

School	Degree/Subject Domain	
	Management	International cooperation of Portuguese SMEs
		Search for Domestic Tourism in Portugal: Dynamic Modelling and Forecast
	Business Management	Economic and Business Sciences
		Determinants of Remuneration Policies in Portuguese Businesses
		Applicability of evaluation models to family businesses
		The dynamics of business creation propelled by higher education innovation networks
ESTA	Information and Communication Technology	Computer Safety
	Interdepartmental Unit for Languages	Languages, Literatures and Cultures – Compared Literary Studies: "Literature and Music in Victor Hugo: the mythology of romantic writers in the birth of 17th-century opera repertoire.
	Media and Communication	Literature Sociology
	Mechanical Engineering	Characterisation of the thermal decomposition and the dynamic effect initiated by the reaction of energetic materials
	Interdepartmental Unit for Economic and Social Sciences	Financial Economy and Accountancy/Financial Viability of the Portuguese Pension System

Source: CCA-IPT

Table IV.60: Research Centres hosting IPT faculty members

School	Degree/Subject Domain	
ESTT	Interdepartmental Unit for Drawing	Research Centre for Architecture and Urban Planning, Faculty of Architecture, Technical University Lisbon
		CICC - Construction Research Centre, Coimbra
	Interdepartmental Unit for Physics	CGUL – Geophysics Centre, University of Lisbon
		ICAM: Institute for Mediterranean Agrarian Sciences, Coimbra
	Interdepartmental Unit for Mathematics	Telecommunications Institute at Coimbra
		CEAUL – Statistics Centre, University of Lisbon
		Mathematics and Applications Centre of New University of Lisbon
		Mathematics and Applications Centre of the Mathematics Department, Évora University
		Institute for Systems and Computer Engineering, Coimbra
	Conservation and Restoration	Centre for Chemistry and Biochemistry, Faculty of Sciences, University of Lisbon
		CHAM -Centre for *Overseas History*, New University of Lisbon
		Institute for Mediaeval Studies, New University of Lisbon
		GeoBioTec - Geobioscience, Technologies and Engineering - Geoscience Research Unit, University of Aveiro
		Francisco de Holanda Research Centre, Faculty of Fine Arts of Lisbon
	Graphic Arts Technology	Labcom- University of Beira Interior
		Institute for Mediaeval Studies, New University of Lisbon
	Civil Engineering	CICC - Construction Research Centre, Coimbra
		Geoscience Centre, Coimbra
		Construction Research Centre, Faculty of Engineering, University of Porto
	Electrotechnical and Computer Engineering	Telecommunications Institute at Coimbra
		Telecommunications Institute at Lisbon (Technical University of Lisbon)
		Institute for Systems and Computer Engineering, Porto
		Institute for Systems and Robotics, University of Coimbra
	Computer Engineering	LabMAg - Laboratory of Agent Modelling
		Institute for Systems and Robotics, University of Coimbra
		Telecommunications Institute at Aveiro

School	Degree/Subject Domain	
ESTT	Chemical and Environmental Engineering	Research Unit for Textile and Paper Materials, University of Beira Interior
		Environmental and Ecoprocess Engineering Research Group (*ENVERG*) of the Centre for Biological and Chemical Engineering, Technical University of Lisbon
		Residual Tension Research Group, University of Coimbra
		CESAM - Centre for Environmental and Maritime Studies
		Unit of Environmental Management and Natural Resources, Faculty of Chemical Sciences, University of Salamanca
		Centre for Molecular Science and Materials, Faculty of Sciences, University of Lisbon
		GeoBioTec – Geobioscience, Technologies and Engineering - Geoscience Research Unit, University of Aveiro
		Research Centre for Chemical Processes Engineering and Forest Products
		Tercud - Territory, Culture and Development *Research* Centre, Lusófona University of Humanities and Technologies
	Photography	Institute for Mediaeval Studies, New University of Lisbon
		Documentation Centre. Analogue Laboratory. Exhibition Centre.
	Territory, Archaeology and Heritage	Geoscience Centre, Coimbra (The Coordinator for the Quaternary and Prehistory Research Group)
ESGT	Business Management	CERNAS-IPC – Research Centre for Natural Resources, Environment and Society, Polytechnic Institute of Coimbra
		UNIDE / ISCTE - Research Unit for Business Development (ISCTE)
	Interdepartmental Unit for Mathematics	CMUC - *Centre for Mathematics, University of Coimbra*
		ICAM: Institute for Mediterranean Agrarian Sciences, Coimbra
ESTA	Mechanical Engineering	ADAI – Association for the Development of Industrial Aerodynamics
		Group of *Elasticity and Strength* of *Materials*, *School* of *Engineering*, *University of Seville*
	Communication and Media	CES/UBI – Centre for Social Research, University of Beira Interior

Source: CCA-IPT

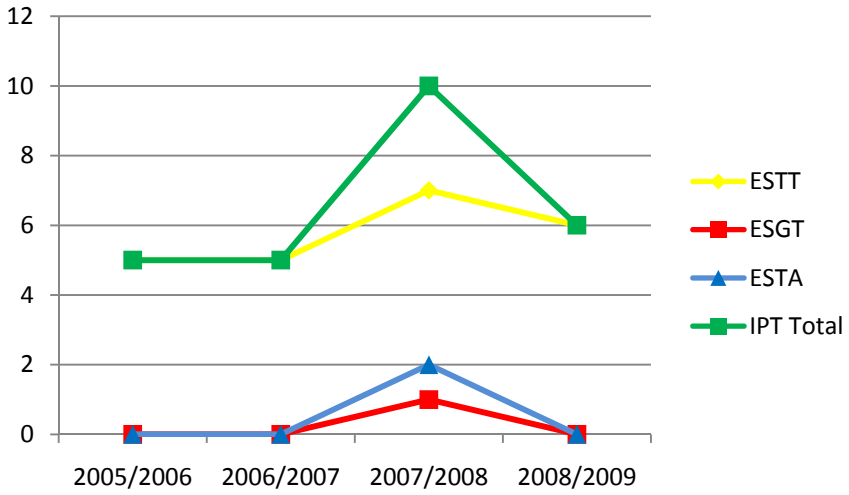
IV.3.1.D. Faculty Mobility (Erasmus)

Table IV.61: IPT – Evolution of faculty mobility per school

	2005/2006	2006/2007	2007/2008	2008/2009
ESTT	5	5	7	6
ESGT	0	0	1	0
ESTA	0	0	2	0
IPT Total	**5**	**5**	**10**	**6**

Source: International Relations Office – IPT

Chart IV.23: IPT – Totals for faculty mobility per school



IV.3.2. Staff

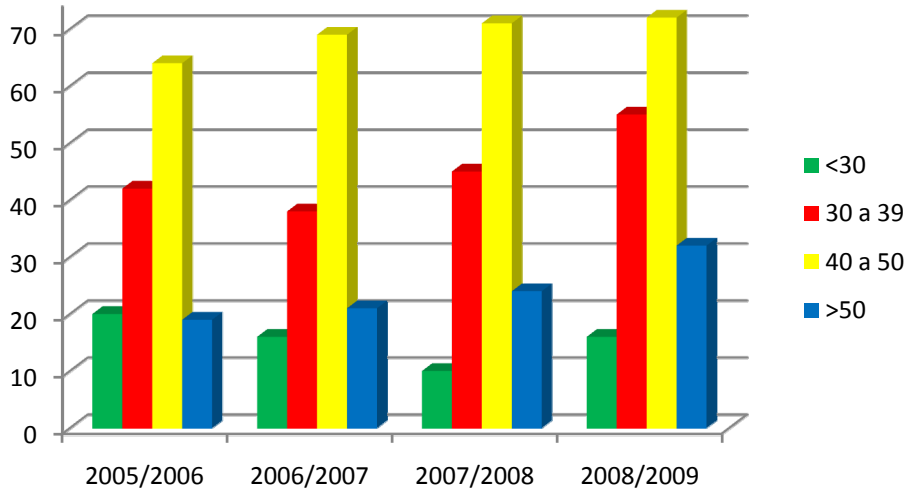
IV.3.2.A. Distribution by category

Table IV.62: Evolution of staff numbers per age cohort

	<30				30 a 39				40 a 50				>50			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
ESTT	5	5	2	1	8	8	9	14	16	14	13	15	1	2	4	5
ESGT	4	1	1	0	5	6	3	2	3	3	6	7	1	1	1	3
ESTA	4	4	2	2	1	2	5	5	5	5	4	3	1	1	1	2
SAS	1	1	2	2	9	5	7	7	16	19	17	15	4	5	6	8
Central Services	6	5	3	11	19	17	21	27	24	28	31	32	12	12	12	14
IPT Total	**20**	**16**	**10**	**16**	**42**	**38**	**45**	**55**	**64**	**69**	**71**	**72**	**19**	**21**	**24**	**32**

Source: ESTT, ESGT, ESTA, SAS and IPT Human Resources and Staff Records Units

Chart IV.24: Evolution of staff numbers per age cohort



IV.3.2.B. Distribution by academic degree

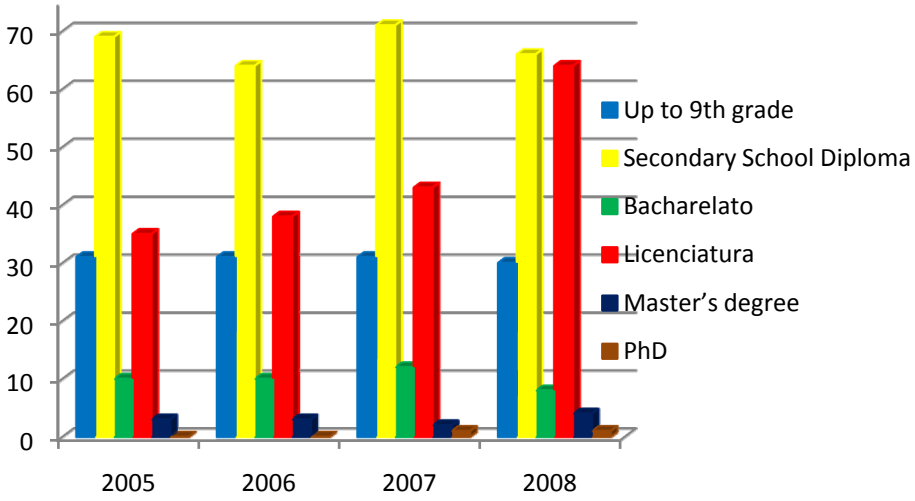
Table IV.63: Evolution of staff numbers per academic degree

	Minimum compulsory level (9th grade)				Secondary School Diploma (12th grade)				*Bacharelato*			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
ESTT	0	0	0	0	19	16	13	13	2	4	5	4
ESGT	0	0	0	0	5	4	4	4	2	1	1	0
ESTA	0	0	0	0	8	7	5	5	1	1	1	0
SAS	15	15	15	15	9	9	9	11	1	1	0	1
Central services	16	16	16	15	28	28	40	33	4	3	5	3
IPT Total	**31**	**31**	**31**	**30**	**69**	**64**	**71**	**66**	**10**	**10**	**12**	**8**

	Licenciatura				Master's degree				PhD			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
ESTT	8	8	8	16	1	1	0	1	0	0	1	1
ESGT	6	6	6	5	0	0	0	1	0	0	0	0
ESTA	2	3	5	5	0	0	0	0	0	0	0	0
SAS	5	5	6	5	0	0	0	0	0	0	0	0
Central services	14	16	18	33	2	2	2	2	0	0	0	0
IPT Total	**35**	**38**	**43**	**64**	**3**	**3**	**2**	**4**	**0**	**0**	**1**	**1**

Source: ESTT, ESGT, ESTA, SAS and IPT Human Resources and Staff Records Units

Chart IV.25: Evolution of Staff numbers per academic degree



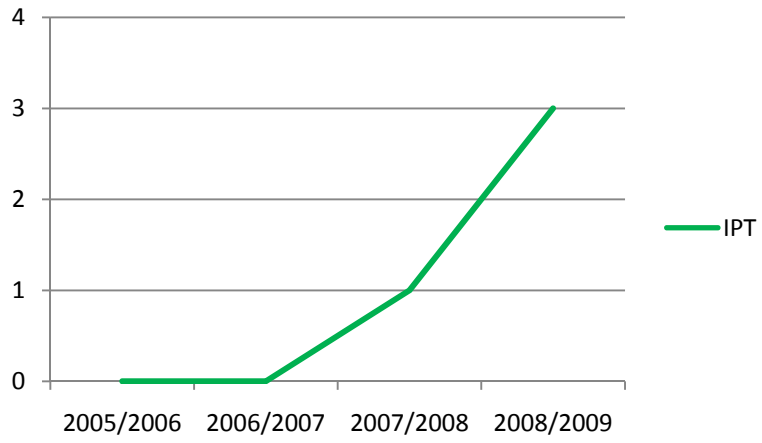
IV.3.2.C. Staff Mobility (Erasmus)

Table IV.64: IPT – Evolution of staff mobility

	2005/2006	2006/2007	2007/2008	2008/2009
IPT	0	0	1	3

Source: International Relations Office – IPT

Chart IV.26: IPT – Total numbers for staff mobility



Appendix V

V.1. Income

Table V.1: ESTT - Revenues

	2005			2006			2007			2008		
	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC
ESTT												
Student fees		1.024.203,94 €			1.056.461,68 €			1.229.262,33 €			2.046.038,02 €	
Legal charges and others		76.256,54 €			85.598,55 €			141.768,19 €			125.964,03 €	
Current transfers		7.500,96 €										
Services		45.796,99 €										
Projects and Programs		170.596,89 €										
POCI 2010		19.726,80 €										
FOCO		5.459,95 €										
Lifelong training		64.694,50 €										
Insurance					7.323,44 €			6.688,24 €			6.553,76 €	
External service provision					23.349,30 €			45.731,56 €			33.192,75 €	
Programs												
Surveys, Consults and Projects					119.659,03 €			101.305,87 €			62.435,52 €	
Training					48.152,72 €			55.142,60 €			74.562,28 €	
Seminars/Others					5.450,00 €			10.470,00 €			3.140,00 €	
Agreements					11.400,00 €			24.167,73 €			12.127,04 €	
Others											859,80 €	
CET								20.016,94 €			21.883,71 €	
PIDDAC			19.970,89 €									
ESTT totals		**1.414.236,57 €**	**19.970,89 €**		**1.357.394,72 €**			**1.634.553,46 €**			**2.386.756,91 €**	

Source: Central Services - IPT

Table V.2: ESGT – Revenues

	2005			2006			2007			2008		
	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC
ESGT												
Student fees		569.525,44 €			607.388,34 €			768.512,70 €			889.007,28 €	
Legal charges and others		40.545,93 €			50.772,82 €			84.381,67 €			80.564,89 €	
Current transfers		4.026,12 €										
Services		159,36 €										
Insurance					4.568,56 €			4.447,20 €			4.957,28 €	
External service provision											258,18 €	
Programs												
Surveys, Consults and Projects					3.953,08 €			8.935,00 €				
Training					19.846,99 €			3.442,00 €			21.174,36 €	
Seminars/Others					1.140,00 €							
Agreements								2.900,00 €				
Others					14.100,00 €			6.050,00 €			750,00 €	
CET								16.947,00 €			23.187,00 €	
ESGT totals		**614.256,85 €**			**701.769,79 €**			**895.615,57 €**			**1.019.898,99 €**	

Source: Central Services – IPT

Table V.3: ESTA – Revenues

	2005			2006			2007			2008		
	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC
ESTA												
Student fees		207.455,60 €			276.053,00 €			328.137,50 €			339.137,40 €	
Legal charges and others		17.013,71 €			27.995,14 €			31.165,62 €			27.004,63 €	
Current transfers		10.044,48 €										
Services		1.503,60 €										
Projects and programs		111.518,60 €										
Lifelong training		2.500,00 €										
Insurance					1.979,44 €			1.764,88 €			2.031,76 €	
External service provision								150,00 €			550,00 €	
Programs												
Surveys, consults and projects					55.250,00 €			153.768,67 €			52.323,15 €	
Training					9.655,00 €			16.823,12 €			49.116,90 €	
Seminars/Others					4.990,10 €			2.885,53 €			1.568,64 €	
Agreements					5.000,00 €							
Rentals					1.830,00 €			5.650,00 €			1.950,00 €	
Other revenue								3.795,65 €			13.601,19 €	
CET								30.694,80 €			30.002,35 €	
PIDDAC			26.267,57 €									
ESTA totals		**350.035,99 €**	**26.267,57 €**		**382.752,68 €**			**574.835,77 €**			**517.286,02 €**	

Source: Central Services – IPT

Table V.4: IPT – Revenues

	2005			2006			2007			2008		
	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC
Others												
Student fees		825,00 €										
Legal charges and others		525,00 €										
Total		**1.350,00 €**										
IPT												
Interest		12.878,27 €			14.621,31 €			19.702,05 €			20.568,84 €	
Sale of goods		276,98 €										
Services		109.117,70 €										
Projects, programs, training		42.272,40 €			565.828,36 €			412.868,13 €			551.220,52 €	
PRODEP		228.413,44 €										
European Union		311.852,87 €										
Itemized/non-itemized recoveries		18.548,51 €			632,96 €			4.570,87 €			2.919,77 €	
State revenue	9.964.099,30 €											
PIDDAC			169.314,82 €									
State budget transfers				10.085.458,17 €			9.475.425,00 €			10.101.413,79 €		
Sale of goods/services/rentals					183.074,07 €			104.322,47 €			89.247,00 €	

	2005			2006			2007			2008		
	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC	State Budget	Own Resources	PIDDAC
IPT												
Surveys, consults or projects					16.666,87 €			28.211,13 €			232.094,21 €	
Training					85.739,64 €			9.932,94 €			37.038,39 €	
Agreements					167.515,59 €			112.789,63 €			32.213,31 €	
Reimbursements												
Seminars/Others								11.139,75 €			35.497,91 €	
Scientific Computation Centre - C3								500,00 €				
Survey and Statistics Centre								2.600,00 €			2.080,00 €	
European Electronic Driving License								120,00 €			1.015,00 €	
CESPOGA											1.200,00 €	
CET								16.657,54 €			17.367,26 €	
IPT Store											935,52 €	
TOTAL	**9.964.099,30 €**	**3.103.239,58 €**	**215.553,28 €**	**10.085.458,17 €**	**3.475.995,99 €**		**9.475.425,00 €**	**3.828.419,31 €**		**10.101.413,79 €**	**4.947.339,65 €**	

Source: Central Services – IPT

Chart V.1: Evolution of student fees per School

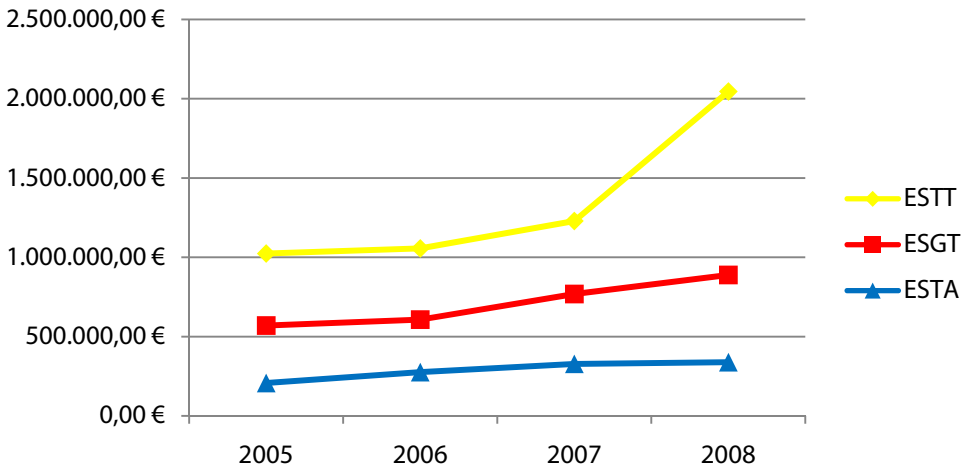


Chart V.2: Evolution of own resources per School

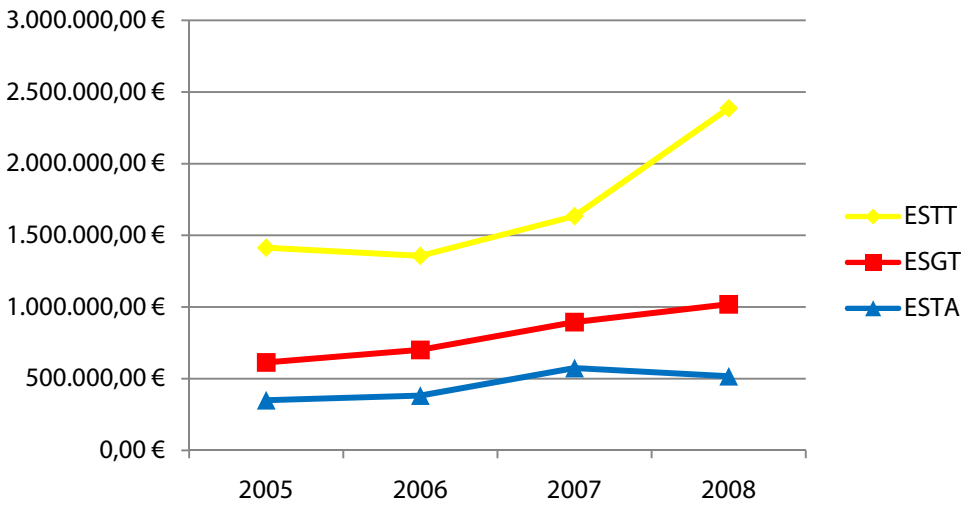


Chart V.3: Evolution of IPT's own resources

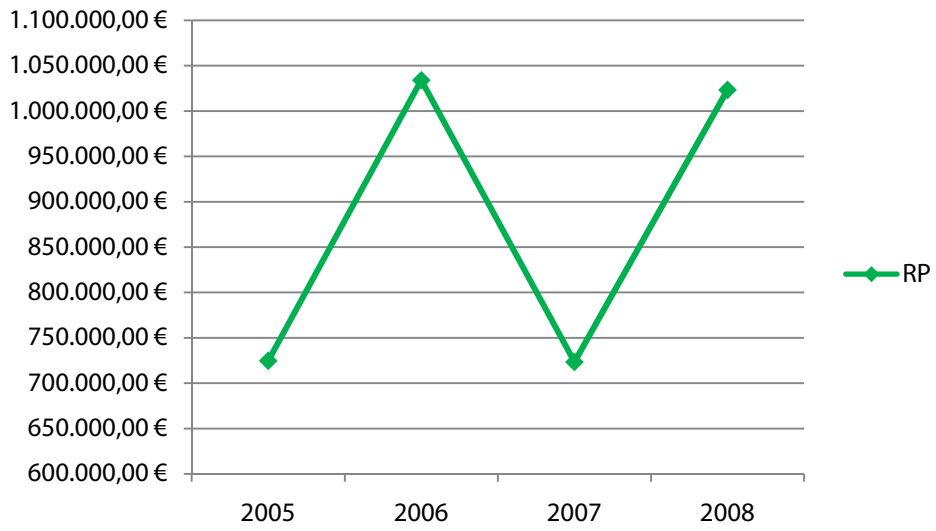
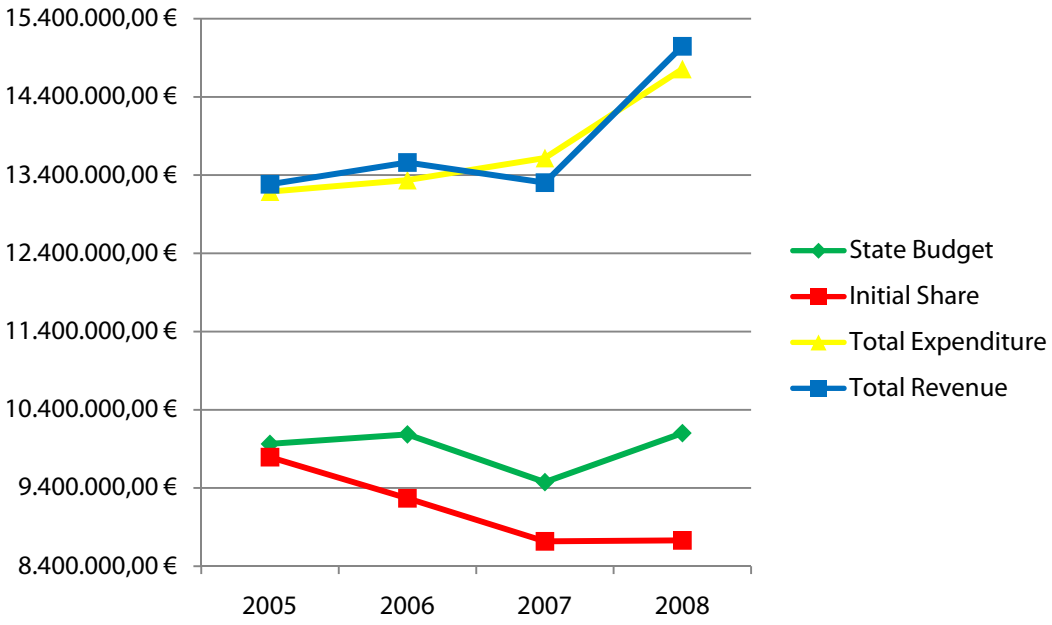


Chart V.4: Evolution of IPT's state budget and initial share



V.2. Expenditure

Table V.5: ESTT - Costs

	2005			2006			2007			2008		
	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC
ESTT												
Regular and permanent payments	4.983.750,97 €											
FOCO		6.008,43 €										
POCI 2010	6.397,42 €	24.318,17 €										
Training		45.739,69 €										
Agreements		82.201,11 €										
Portucel		15.237,80 €										
Instituto Pedro Nunes		2.430,00 €										
Instituto Politécnico de Santarém		6.660,00 €										
Staff expenses		357.502,10 €		5.217.970,08 €	116.000,51 €		4.922.552,07 €	493.595,10 €		5.003.844,09 €	629.449,93 €	
Current expenses		172.817,23 €										
Operating costs					110.251,03 €			209.130,15 €			144.373,20 €	
Investments					41.879,18 €							
Programs, Projects and Training		13.907,98 €			234.505,09 €			164.196,49 €			118.493,18 €	
CET								73.445,67 €			96.869,68 €	
ESTT totals	**4.990.148,39 €**	**726.822,51 €**		**5.217.970,08 €**	**502.635,81 €**		**4.922.552,07 €**	**940.367,41 €**		**5.003.844,09 €**	**989.185,99 €**	

Source: Central Services – IPT

Table V.6: ESGT - Costs

	2005			2006			2007			2008		
	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC
ESGT												
Regular and permanent payments	2.181.433,39 €											
Staff expenses		21.165,80 €		2.174.897,03 €	26.176,89 €		2.126.018,02 €	182.688,65 €		2.047.820,67 €	244.201,12 €	
Current expenses		22.656,52 €										
Aveiro University		28.743,00 €										
Operating costs					21.336,82 €			34.687,90 €			18.556,24 €	
Investments					2.046,17 €							
Programs, Projects and Training					10.440,90 €			33.407,44 €			12.116,10 €	
Others					9.909,42 €							
CET								20.380,03 €			69.353,53 €	
ESGT totals	**2.181.433,39 €**	**72.565,32 €**		**2.174.897,03 €**	**69.910,20 €**		**2.126.018,02 €**	**271.164,02 €**		**2.047.820,67 €**	**344.226,99 €**	

Source: Central Services – IPT

Table V.7: ESTA - Costs

	2005			2006			2007			2008		
	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC
ESTA												
Regular and permanent payments	1.467.914,74 €											
Staff expenses		18.861,69 €		1.433.182,29 €	35.237,22 €		1.411.773,36 €	132.919,17 €		1.444.364,37 €	180.101,22 €	
Current expenses		94.013,21 €										
Programs	221.249,68 €	55.318,38 €										
Operating costs					67.426,65 €			116.955,02 €			111.127,66 €	
Investments					382,01 €							
Programs, Projects and Training		135.717,22 €			293.419,57 €			87.337,95 €			143.857,33 €	
CET								145.947,09 €			327.219,48 €	
Others											27,60 €	
ESTA totals	**1.689.164,42 €**	**303.910,50 €**		**1.433.182,29 €**	**396.465,45 €**		**1.411.773,36 €**	**483.159,23 €**		**1.444.364,37 €**	**762.333,29 €**	

Source: Central Services – IPT

Table V.8: IPT - Costs

	2005			2006			2007			2008		
	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC	State Budget	Own Costs	PIDDAC
IPT												
Regular and permanent payments	921.755,39 €											
Current expenses	23.902,74 €	1.527.894,16 €										
Staff expenses		54.643,50 €		1.024.908,70 €	79.904,61 €		1.036.455,98 €	180.460,96 €		1.050.649,70 €	257.766,06 €	
Current expenses												
Community Programs		232.281,51 €										
PRODEP	5.220,03 €	178.733,20 €										
Operating costs					1.244.590,28 €			1.723.998,88 €			1.642.251,52 €	
Investments					110.407,60 €							
Programs, Projects and Training		24.366,18 €			949.097,11 €			435.834,80 €			862.027,98 €	
Equipments		35.839,08 €										
Hardware		36.752,33 €										
Works and repairs		25.221,27 €										
Virtual Campus		156.166,70 €										
Templários Tourism Region website		1.500,00 €										
Others					10.288,03 €			55.272,14 €			39.805,66 €	
PIDDAC						111.280,45 €			24.909,00 €			
Fee difference					122.795,76 €			0,00 €				
CET								7.521,79 €			130.589,02 €	
IPT store											6.514,09 €	
Others												
Training		675,18 €										
Others Total		675,18 €										
TOTAL	9.811.624,36 €	3.377.371,44 €		9.850.958,10 €	3.486.094,85 €	111.280,45 €	9.496.799,43 €	4.097.779,23 €	24.909,00 €	9.546.678,83 €	5.034.700,60 €	

Source: Central Services – IPT

Appendix VI

VI.1. IPT Offices

Computer Office (GI)

Table VI.1: Computer Office

Computer Office
Location: Tomar **Date of Establishment:** 18 September 2007 **Staff Members:** 9
Competencies
• Set up computer infrastructures for IPT and its basic units and perform relevant activities and actions in order to: Promote and coordinate IPT information and communication technology systems particularly the human resources information systems. • Ensure appropriate architecture of IPT resources management information systems ensuring its integration and interoperability. • Manage IPT data network and other computer infrastructures in cases where centralized management reveals to be advantageous. • Promote training actions in information technology systems related domains within the institution.

Source: GI

Legal Office (GJ)

Table VI.2: Legal Office

Legal Office
Location: Tomar **Staff Members:** 1
Competencies
• Provide legal advice on the various procedures, actions and contracts in which IPT and its Schools and basic units may be involved; • Prepare and draw up documentation concerning the abovementioned procedures, actions and contracts to be submitted for approval by the Board.

Source: GJ

Common Spaces Management Office (GGEC)

Table VI.3: Common Spaces Management Office

Common Spaces Management Office
Location: Tomar **Staff Members:** 1
Competencies
• Manage allocation of classrooms and lecture halls; • Collaborate with the commissions in charge of drawing up teaching schedules; • Manage and check compliance with teaching schedules; • Deploy auxiliary staff and provide for the necessary consumables; • Check compliance of external contracts (cleaning and safety); • Propose and give advice on the purchase of furniture for classrooms, lecture halls and Offices.

Source: GGEC

Technical Office:

- Maintenance Office (GM)

Table VI.4: Maintenance Office

Maintenance Office
Location: Tomar **Staff Members:** 4
Competencies
• Manage and coordinate staff under the Office's responsibility, draw up and request for external budgets for works as required, water and gas consumption control, purchase of material to be used in repairs or new small-size works; • Ensure maintenance of equipments, facilities and buildings assigned to the central services: repairs, replacement of equipment, garbage collection, treatment of non-gardened areas using machinery, repair of roofing and water and sewerage pipelines, reconstruction of metallic roofing; • Coordinate and ensure maintenance of sports facilities; • Replace equipment, maintain green spaces and clean water lines.

Source: GM

- Technical Studies Office (GET)

Table VI.5: Technical Studies Office

Technical Studies Office
Location: Tomar **Date of Establishment:** 2004 **Staff Members:** 2
Competencies
• Engineering interventions leading to the resolution of electrical problems at the least cost; • Ensure balance and credibility of networks for electricity, signal transmission, ventilation, voice and image; • Execute complete projects including calculations, drawings, project brief, measures; launch calls for tenders; analyse proposals and monitor execution

Source: GET

- Project Office (GE)

Table VI.6: Project Office

Project Office
Location: Tomar **Date of Establishment:** 1 February 2002 **Staff Members:** 1
Competencies
• Prepare, organise and analyse calls for tenders for contract works and purchase of goods and services; • Coordinate and follow-up execution of bid projects; • Prepare and execute preliminary studies and small-size projects; • Draw up statements of work; • Draw up, organize and file engineering drawings and related documentation; • Undertake surveys and projects for installations and infrastructures; • Carry out physical surveys on the facilities allocated to IPT Central Services; • Inspect, follow-up and supervise execution of contracted works of projects that are under the Office's responsibility; • Ensure follow-up of contracted works as representatives of the contractor (IPT).

Source: GE

Board Supporting Offices (GAP):

- Audiovisual Resources Centre (CRAV)

Table VI.7: Audiovisual Resources Centre

Audiovisual Resources Centre
Location: Tomar
Date of Establishment: 1996 (First internal regulation approved in December 19, 1997)
Staff Members: 1
Competencies
CRAV is part of the Board Supporting Unit (GAP) and aims to: • Provide technical support to faculty, staff and students in the planning and execution of audiovisual and multimedia material; • Provide technical support to faculty, staff and students in the use of audiovisual equipment; • Provide technical support to events carried out in IPT lecture halls or classrooms; • Ensure proper operation and maintenance of audiovisual equipment installed in classrooms, lecture halls, CRAV and teaching support facilities; • Manage the use of equipments within CRAV and lecture halls so as to ensure production of audiovisual and multimedia material as well as its visualisation in IPT lecture halls; • Propose purchase of audiovisual equipment and organise the concerning processes.

Source: CRAV

- Communication Office (GCI)

Table VI.8: Communication Office

Communication Office
Location: Tomar
Date of Establishment: November 2005
Staff Members: 3
Competencies
• Collect, organise and systematise press news regarding IPT and higher education; • Devise and create institutional promotion plans; • Develop actions related with IPT press advisory and advertising; • Collaborate in IPT's editorial activity; • Supervise internal and external dissemination of the institution (draw up information and promotional material, website contents, etc.); • Control and manage merchandising stock; • Organise and ensure IPT's participation in promotional initiatives such as exhibitions, fairs and others; • Collaborate in the organisation and set up of IPT's academic ceremonies and scientific/cultural events; • Collect, organise and disseminate information within the institution on activities performed by the several Offices and the Central Services; • Draw up IPT Newsletter and make it available online.

Source: GCI

- Evaluation and Quality Office (GAQ)

Table VI.9: Evaluation and Quality Office

Evaluation and Quality Office
Location: Tomar
Date of Establishment: 24 September 2007
Staff Members: 5
Competencies
• GAQ is part of the Board Supporting Unit depending directly from it. It is intended to coordinate the self-evaluation processes of IPT educational programmes and implement, as provided by law, systems for the evaluation of the institution's performance and degree of mission accomplishment relative to the goals established.

Source: GAQ

Studies and Planning Office:

- Project Management Office (GGP)

Table VI.10: Project Management Office

Project Management Office
Location: Tomar
Date of Establishment: January 2006
Staff Members: 4
Competencies
• Collaborate in the preparation and follow up of national calls for tenders of relevance to the institution; • Cooperate in the drawing up and monitoring of projects within the several entities in which they were proposed; • Prepare and follow up cooperation projects with Portuguese-speaking countries; • Monitor financial execution of projects and programs with specific accountings; • Supervise IPT's service provision projects at the financial level; • Draw up accreditation/endorsement portfolios for training actions and courses; • Devise, organise and follow up IPT training plans.

Source: GGP

International Relations Office (GRI)

Table VI.11: International Relations Office

International Relations Office
Location: Cândido Madureira facilities - Tomar
Date of Establishment: 1999
Staff Members: 6
Competencies
• According to Article 28 of IPT Statutes, the International Relations Office is part of the Board Supporting Services. It coordinates all international programmes in which IPT is involved by providing support to the Schools and the Central Services in internationalisation related issues.

Source: GRI

Translation Office (GT)

Table VI.12: Translation Office

Translation Office
Location: Tomar
Staff Members: 1
Competencies
• This office is intended to provide translation and revision services as well as terminological support to the Board and all IPT units.

Source: GT

Student Support Office (GAPE)

Table VI.13: Student Support Office

Student Support Office
Location: Tomar
Date of Establishment: 15 August 2008
Staff Members: 1
Competencies
• Support students in their psychosocial integration; • Provide medical care; • Help students manage their time, cope with the anxiety of exams, acquire study methods and other psychopedagogic issues; • Ensure and make recommendations to IPT's authorities on issues related to the integration of students; • Mediate relations between students and relevant school; • Reinforce the social component within the institution; • Support IPT alumni by carrying out workshops on recruitment and employment practices related issues; • Prepare and supervise professional training periods

Source: GAPE

VI.2. IPT Centres

Study Centres

- Centre for Polytechnic Studies at Torres Novas (CEPTON)

Table VI.14: Centre for Polytechnic Studies at Torres Novas

Centre for Polytechnic Studies at Torres Novas
Location: Torres Novas
Date of Establishment: June 2004
Staff Members: 3
Competencies
• Post-graduate teaching and research as well as technological and professional training within IPT's region of influence.

Source: CEPTON

- Centre for Polytechnic Studies at Golegã (CESPOGA)

Table VI.15: Centre for Polytechnic Studies at Golegã

Centre for Polytechnic Studies at Golegã
Location: Golegã
Date of Establishment:
Staff Members: 1
Competencies
• Promote and create post-graduate teaching and research, foster technological/ professional training, disseminate emerging technologies and collaborate with other institutional players in scientific, technological, economical, social and cultural development issues. • Develop active partnerships contributing to the socio-cultural and economic development of the region by intervening in actions concerning the certification and accreditation of competencies, organise seminars and promote scientific dissemination initiatives in several subject domains. And also promote specific projects associated with Lusophone culture. • Contribute to reinforce the potentialities of the region's productive fabric and specially strive to meet existing gaps in terms of higher education in the region, particularly in property, tourism and culture related domains. To achieve these goals, establishment of cooperation links at national, European and international level will be attempted.

Source: CESPOGA

Specialized Centres

-Library and Archive Centre (CDA)

Table VI.16: Library and Archive Centre

Library and Archive Centre
Location: Tomar
Date of Establishment: 1986
Staff Members: 8
Competencies
• This centre serves IPT students, faculty and staff as well as the whole academic community making bibliographic repository available for teaching and research activities.

Source: CDA

- Prehistory Centre (CPH)

Table VI.17: Prehistory Centre

Prehistory Centre
Location: Tomar **Date of Establishment:** September 1987 (former Prehistory and Palaeontology Centre) **Staff Members:** 4
Competencies
• Contribute to promote the institution at national and international level through its field, laboratory, editorial and educational units; • Collaborate with the other central services and basic units of the institution; • Collaborate with other entities under the scope of its competencies; • Carry out research activities through cataloguing and management of collections, enhancement of prehistoric heritage in the region in partnership with involved public and private entities and centralise scientific and patrimonial results thereof; • Implement at technical-scientific level agreements established between IPT and other prehistoric archaeology related entities; • Provide advice and expertise in prehistoric archaeology related domains; • External service provision; • Promote and host events simultaneously involving the CPH, IPT Schools and Departments and other national and international education institutions, whatever its level, as required.

Source: CPH

- Business Incubation Centre (CIN)

Table VI.18: Business Incubation Centre

Business Incubation Centre
Location: Cândida Madureira facilities - Tomar **Date of Establishment:** 27June 2007 **Staff Members:** 1
Competencies
• Promote entrepreneurship; support the establishment of new businesses.

Source: CIN

- Survey and Statistics Centre (CSEE)

Table VI.19: Survey and Statistics Centre

Business Incubation Centre
Location: Tomar **Date of Establishment:** 5 February 2007 **Staff Members:** 1
Competencies
• The main objective of the Survey and Statistics Centre is to create a logistic and technical/scientific infrastructure in Statistics that allow to: • Develop and/or collaborate in projects of relevance to IPT and/or in the context of partnerships with the business and industrial fabric of the region; • Provide support to research activities carried out by IPT faculty in the framework of their post-graduate education (master's and doctoral studies); • Give support in the execution of students' assignments, particularly final projects; • Dynamise and support the execution of events (short courses, seminars, workshops, conferences, etc.) in the several domains of application of statistics.

Source: CSEE

- Language Centre (cl.ipt)

Table VI.20: Language Centre

Language Centre
Location: Seated in Abrantes – Mobile educational unit **Date of Establishment:** April 2007 – Started activity in October 2007 **Staff Members:** 5
Competencies
KEY OBJECTIVES: • Contribute to language teaching, dissemination and promotion as well as relevant cultures; • Promote multilingual and multicultural competencies; • Foster lifelong learning of languages; • Meet existing needs in terms of translation. MISSION IN TERMS OF LANGUAGES: • IPT Schools supporting unit; • Service provision unit; • Unit for the promotion and execution of events.

Source: cl.ipt

- Technology and Knowledge Transfer Centre (OTIC)

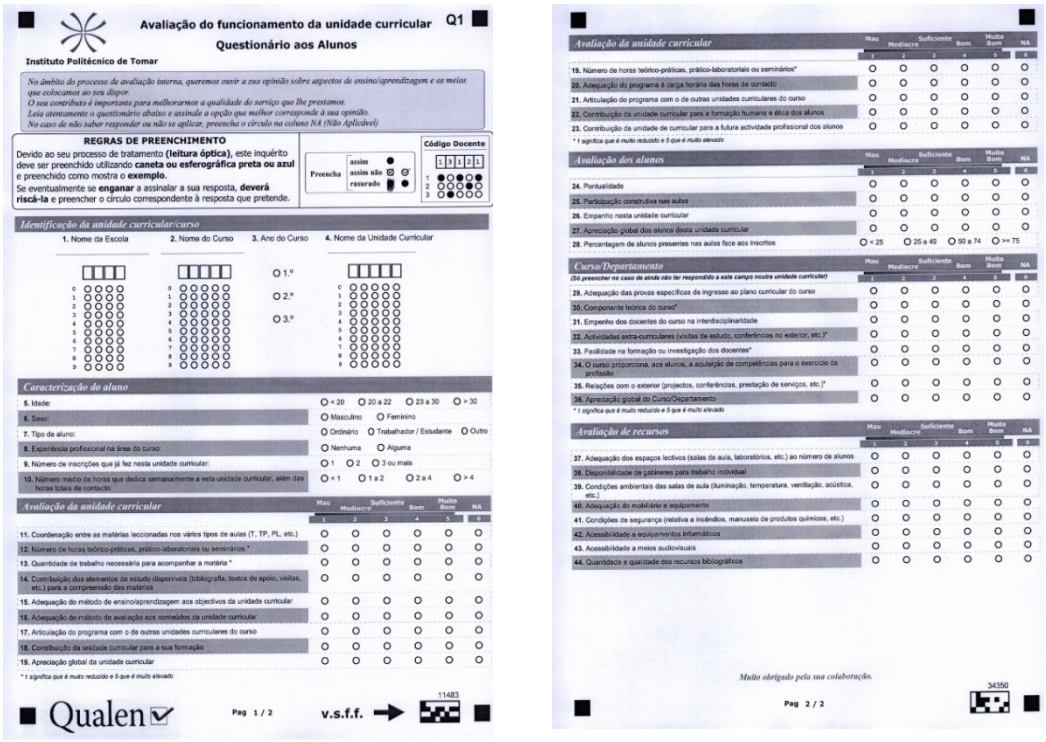
Table VI.21: Technology and Knowledge Transfer Centre

Technology and Knowledge Transfer Centre
Location: Cândido Madureira facilities - Tomar
Date of Establishment: 1 June 2007
Staff Members: 1
Competencies
• Survey the needs of the industrial fabric and the local community in terms of demand for technology, knowledge and innovation targeting them to IPT in order to create synergies between the parties; • Transfer knowledge and technology produced in IPT into the business world converting them in innovation; • Identify the needs for training and specialized staff within the industrial and social fabric promoting training actins and adapting the curricula to the local region; • Act as technological tutor; • Promote and manage the relations between the IPT and other institutions and the business world (and between firms) at the research and innovation level by creating a regional innovation network; • Promote entrepreneurship and support the establishment of new service firms and/or innovative products that will add value to the economic panorama at regional level; • Consolidate service supply to researchers, businesses and the general community which is appropriate, flexible, comprehensive and effective.

Source: OTIC

Appendix VII

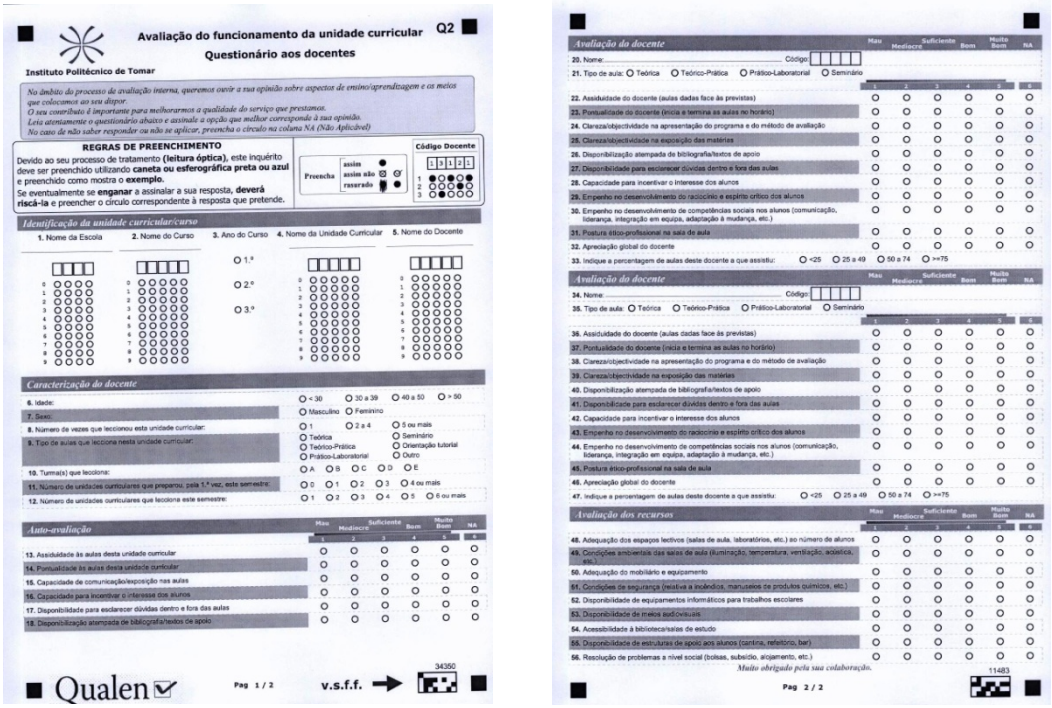
VII.1.Student Inquiries



Source: GAQ

Figure VII.1: Inquiries filled in by students

VII.2. Faculty inquiries

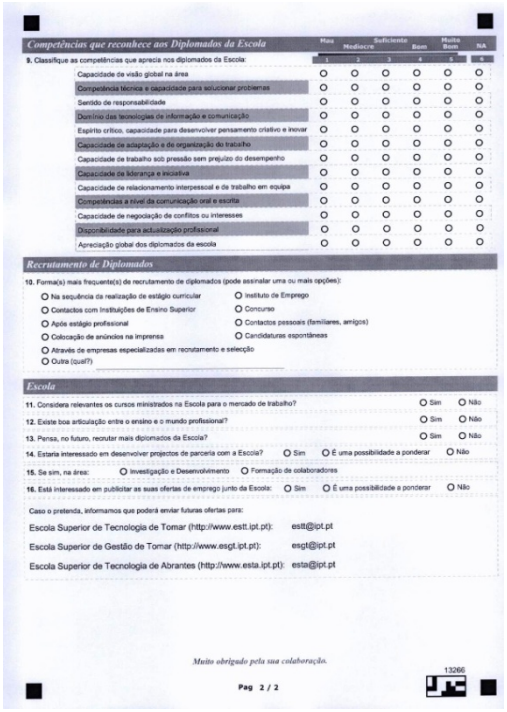


Source: GAQ

Figure VII.2: Inquiries filled in by faculty members

VII.3. Employer Inquiries

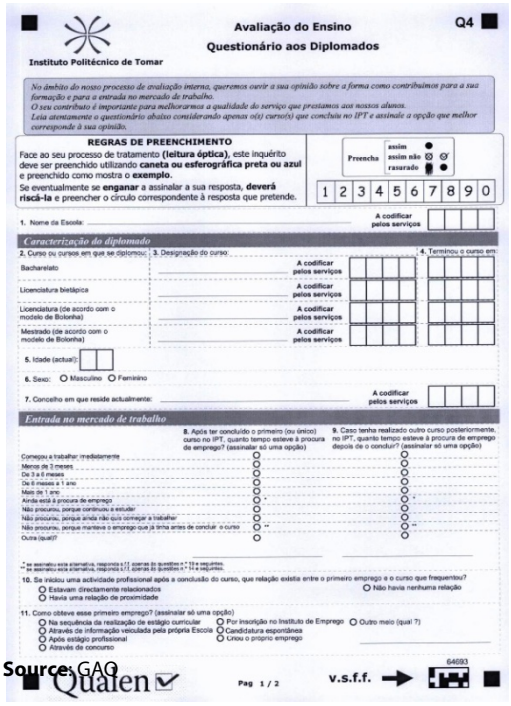

Avaliação do Ensino
Questionário aos Empregadores
Q3
Instituto Politécnico de Tomar
Qualen
Pag 1 / 2
v.s.f.f.
13266

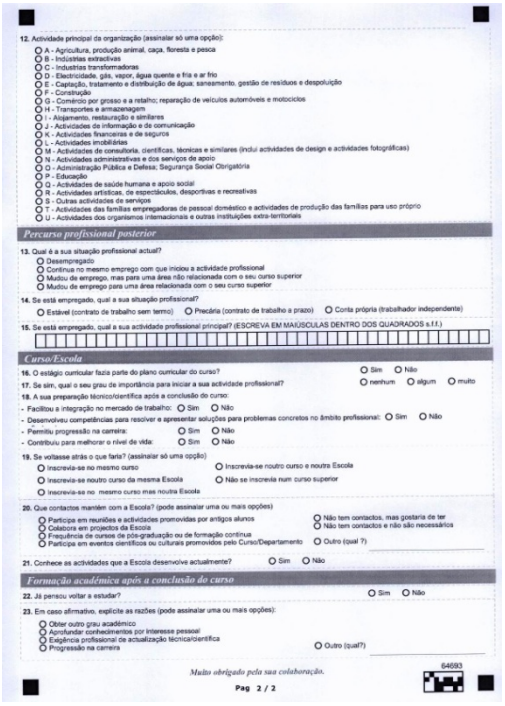

Competências que reconhece aos Diplomados da Escola
Recrutamento de Diplomados
Escola
Muito obrigado pela sua colaboração.
Pag 2 / 2
13266

Source: GAQ

Figure VII.3: Inquiries filled in by employers

VII.4. Alumni Inquiries

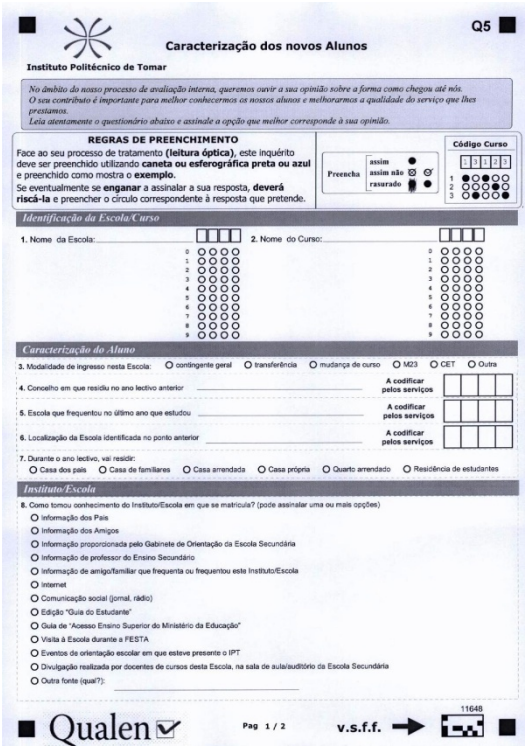

Avaliação do Ensino
Questionário aos Diplomados
Q4
Instituto Politécnico de Tomar
Qualen
Pag 1 / 2
v.s.f.f.
64693


Percurso profissional posterior
Curso/Escola
Formação académica após a conclusão do curso
Muito obrigado pela sua colaboração.
Pag 2 / 2
64693

Source: GAQ

Figure VII.4: Inquiries filled in by former students

VII.5. New Students Inquiries



Q5

Caracterização dos novos Alunos

Instituto Politécnico de Tomar

No âmbito do nosso processo de avaliação interna, queremos ouvir a sua opinião sobre a forma como chegou até nós. O seu contributo é importante para melhor conhecermos os nossos alunos e melhorarmos a qualidade do serviço que lhes prestamos. Leia atentamente o questionário abaixo e assinale a opção que melhor corresponde à sua opinião.

REGRAS DE PREENCHIMENTO

Face ao seu processo de tratamento (**leitura óptica**), este inquérito deve ser preenchido utilizando **caneta ou esferográfica preta ou azul** e preenchido como mostra o **exemplo**.

Se eventualmente se **enganar** a assinalar a sua resposta, **deverá riscá-la** e preencher o círculo correspondente à resposta que pretende.

Preencha: assim ● | assim não ⊘ | rasurado ●

Código Curso

Identificação da Escola/Curso

1. Nome da Escola: _____ 2. Nome do Curso: _____

Caracterização do Aluno

3. Modalidade de ingresso nesta Escola: ○ contingente geral ○ transferência ○ mudança de curso ○ M23 ○ CET ○ Outra

4. Concelho em que residiu no ano lectivo anterior _____ A codificar pelos serviços

5. Escola que frequentou no último ano que estudou _____ A codificar pelos serviços

6. Localização da Escola identificada no ponto anterior _____ A codificar pelos serviços

7. Durante o ano lectivo, vai residir:
○ Casa dos pais ○ Casa de familiares ○ Casa arrendada ○ Casa própria ○ Quarto arrendado ○ Residência de estudantes

Instituto/Escola

8. Como tomou conhecimento do Instituto/Escola em que se matrícula? (pode assinalar uma ou mais opções)
○ Informação dos Pais
○ Informação dos Amigos
○ Informação proporcionada pelo Gabinete de Orientação da Escola Secundária
○ Informação de professor do Ensino Secundário
○ Informação de amigo/familiar que frequenta ou frequentou este Instituto/Escola
○ Internet
○ Comunicação social (jornal, rádio)
○ Edição "Guia do Estudante"
○ Guia de "Acesso Ensino Superior do Ministério da Educação"
○ Visita à Escola durante a FESTA
○ Eventos de orientação escolar em que esteve presente o IPT
○ Divulgação realizada por docentes de cursos desta Escola, na sala de aula/auditório da Escola Secundária
○ Outra fonte (qual?): _____

Qualen

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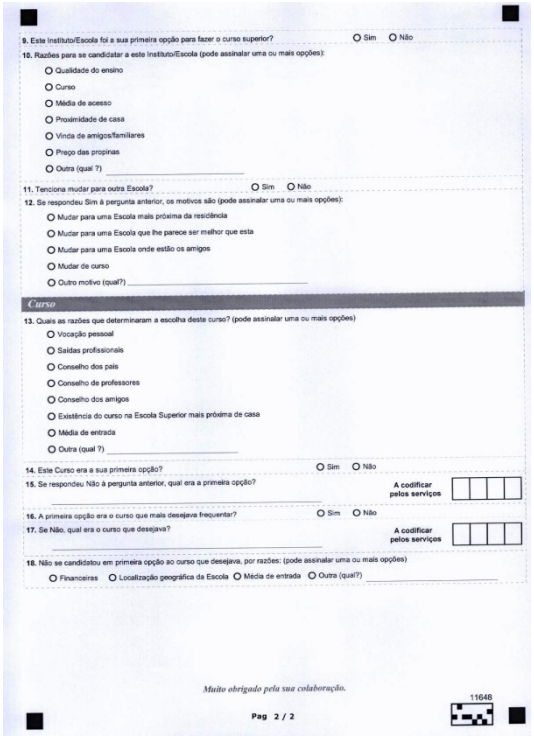
v.s.f.f.

11648



9. Este Instituto/Escola foi a sua primeira opção para fazer o curso superior? ○ Sim ○ Não

10. Razões para se candidatar a este Instituto/Escola (pode assinalar uma ou mais opções):
○ Qualidade do ensino
○ Curso
○ Média de acesso
○ Proximidade de casa
○ Vinda de amigos/familiares
○ Preço das propinas
○ Outra (qual ?) _____

11. Tenciona mudar para outra Escola? ○ Sim ○ Não

12. Se respondeu Sim à pergunta anterior, os motivos são (pode assinalar uma ou mais opções):
○ Mudar para uma Escola mais próxima da residência
○ Mudar para uma Escola que lhe parece ser melhor que esta
○ Mudar para uma Escola onde estão os amigos
○ Mudar de curso
○ Outro motivo (qual?) _____

Curso

13. Quais as razões que determinaram a escolha deste curso? (pode assinalar uma ou mais opções)
○ Vocação pessoal
○ Saídas profissionais
○ Conselho dos pais
○ Conselho de professores
○ Conselho dos amigos
○ Existência do curso na Escola Superior mais próxima de casa
○ Média de entrada
○ Outra (qual ?) _____

14. Este Curso era a sua primeira opção? ○ Sim ○ Não

15. Se respondeu Não à pergunta anterior, qual era a primeira opção? _____ A codificar pelos serviços

16. A primeira opção era o curso que mais desejava frequentar? ○ Sim ○ Não

17. Se Não, qual era o curso que desejava? _____ A codificar pelos serviços

18. Não se candidatou em primeira opção ao curso que desejava, por razões: (pode assinalar uma ou mais opções)
○ Financeiras ○ Localização geográfica da Escola ○ Média de entrada ○ Outra (qual?) _____

Muito obrigado pela sua colaboração.

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11648

Source: GAQ

Figure VII.5: Inquiries filled in by new students

Appendix VIII

VIII.1. IPT Partnerships

Table VIII.1: General description of Agreements established by IPT

	Key Partners	Major Goals
Higher Education Institutions	Systems and Robotics Institute	• Contribution to the organization of congresses, seminars and other scientific events; • Collaboration in graduate and post-graduate training related activities; • Scientific and technical cooperation in research projects;
	Institute of Archaeology, University College London	
	International Institute of Macao	
	Pedro Nunes Institute	
	PIAGET Institute – ISEIT, Almada	
	Polytechnic Institute of Castelo Branco	
	Polytechnic Institute of Leiria	
	Polytechnic Institute of Macao	
	Polytechnic Institute of Portalegre	
	Polytechnic Institute of Porto	
	Higher Institute of Business, Lisbon	
	Higher Institute of Social and Political Sciences	
	Higher Institute of Education of Cape Verde	
	Higher Institute of Economy and Management	
	Higher Institute of Administration and Languages	
	Higher Technical Institute of the Technical University of Lisbon	
	Coimbra University	
	Évora University	
	Granada University	
	Lisbon University	
	University of Santa Cruz do Sul	
	São José University	
	São Paulo University	
	Trás-os-Montes e Alto Douro University	
	University of the Algarve	
	Minho University	
	Porto University	
	University of the Azores	
	Federal University of Pelotas	
	Federal University of Pernambuco	
	Federal University of Santa Catarina	
	Methodist University of Angola	
	New University of Lisbon	
	Technical University of Lisbon	
	Valahia University of Targoviste	

	Key Partners	Major Goals
Municipalities	Municipality of Boa Vista	• Technical and scientific support in conservation, restoration and archaeology related areas; • Technical and scientific collaboration in such domains as public illumination and ICTs; • Promotion of professional training periods; • Cooperation in activities related with graduate, post-graduate, post-secondary and professional training;
	Municipality of Golegã	
	Municipality of Alvaiázere	
	Municipality of Constância	
	Municipality of Ferreira do Zêzere	
	Municipality of Figueiró dos Vinhos	
	Municipality of Leiria	
	Municipality of Mação	
	Municipality of Ourém	
	Municipality of Penela	
	Municipality of Peniche	
	Municipality of Portalegre	
	Municipality of Salvaterra de Magos	
	Municipality of Santarém	
	Municipality of Santa Catarina (Brasil)	
	Municipality of Sertã	
	Municipality of Tomar	
	Municipality of Vila Franca de Xira	
	Municipality of Entroncamento	
	Municipality of Sal (Cape Verde)	
	Municipality of Tarrafal (Cape Verde)	
	Municipality of Abrantes	
	Municipality of Torres Novas	
Regional Public Institutions	Centre of Marine Sciences of the Algarve	• Execution of noise charts; • Development of projects related with the computerization of property register; • "Digital Médio Tejo" project; • Human resources training;
	Hospital Centre of the Médio Tejo region, EPE	
	ComUrb MT – Urban Community of the Médio Tejo region (Former Association of Médio Tejo Municipalities)	
	Tourist Region of the Knights Templar, Central Forest and Dam Lakes	
National Public and Private Associations	CTOC – Chamber of Chartered Certified Accountants	• Technical support in the use of geographic information systems; • Exemption from training periods for candidates to admission as certified accountants; • Financial support to research projects;
	CENFIM – Metallurgic and Metal-Mechanic Training Centre	
	CEIPHAR – European Research Centre of the Prehistory of Alto Ribatejo	
	CHC – European Centre for Constitutional History	
	CELTAG	
	CIESTA	
	Portuguese Centre of Photography	
	CENJOR – Authorised Training Centre for Journalism	
	CCISP – Coordinating Council for Polytechnic Institutes	
	CRUP – Portuguese Council of Rectors	

	Key partners	MAJOR Goals
Business Sector	Tagusvalley	• Cooperation in R&D projects; • Cooperation in technological training actions; • Technical support; • Training periods and projects for students;
	Tupperware	
	BANCO ESPÍRITO SANTO	
	Caixa Geral de Depósitos	
	NERSANT	
	Construtora do Lena, SGPS, S.ª (GRUPO LENA)	
	Robert Bosch Travões unipessoal, Lda	
Other public entities	UNESCO	• Mutual cooperation in relevant domains; • Cooperation in professional and post-graduate training related activities; • Service provision; • Technical and scientific cooperation.
	FCCN	
	Science and Technology Foundation	
	Vocational Training Institute	
	Telecommunications Institute	
	Environment Institute	
	Employment and Vocational Training Institute – Lisbon and Vale do Tejo subsidiaries	
	Management Institute of Architectural and Archaeological Heritage	
	Portuguese Institute for Architectural and Archaeological Heritage	
	Welding and Quality Institute	
	Portuguese Institute for Archaeology	
	Portuguese Institute for Higher Studies	
	Portuguese Museum Institute	
	Portuguese Quality Institute	
	Professional Institute of Sertã	
	Samara Institute – Business School of Samara	
	Portuguese Institute of Architectural and Archaeological Heritage	
	Technical Institute for Construction Industry	
	Archaeology and Ethnology Museum of São Paulo University (Brasília)	
	National Art Museum of Catalonia	
	National Museum Machado de Castro	

Source: IPT

Appendix IX

IX.1. IPT Laboratories

Table IX.1: IPT Laboratories

ABBREVIATION	NAME	ACTIVITY FIELD
C^3	Scientific Computation Centre	Mathematics, computation
CSEE	Survey & Statistics Centre	Mathematics, Statistics
eLearning.ipt	e-Learning Centre	e-Learning, education, training and learning
CI.ipt	Language Centre	Language courses
CPH	Prehistory Centre	Archaeology, Prehistory
LCR	Conservation and Restoration Laboratory	Art, Conservation and Restoration (organic materials: wood, paper and canvas; Inorganic materials: stone and ceramics; polychrome painting and sculpture)
CAPI	Plastic Arts & Intermedia Centre	Plastic Arts - Painting
ESTACOM	Communication Laboratory	Communication and Media, Information Management; Journalism (journalism research)
DDP.LAB	Product Design & Development	Product design, urban furniture, ergonomics, packaging
LEC	Civil Engineering Laboratory	Civil Engineering, Materials, Geotechnics
LEE	Electrotechnical Engineering Laboratory	Electrotechnical Engineering , Electronics, Robotics, Renewable Energies, Energetic Efficiency
LEI	Computer Engineering Laboratory	Computer Engineering , Computer systems and networks, Programming, Artificial Intelligence
CEPEM	Study & Project Centre for Mechanical Engineering	Mechanical Engineering, Mechanical Testing, Automation and Industrial Instrumentation; Industrial Management
LABANEM	Laboratory for Material Analysis and Testing	Materials Technology and Science
LMA	Environmental Monitoring Laboratory	Environmental Monitoring , Noise, Certification, climate control
LTQA	Chemical and Environmental Technology Laboratories	Chemical and Environmental Engineering, Pulp and paper Technologies, Biotechnology
CD	Documentation Centre	Databases and Image Library, Photo Collections
LA	Analogue Laboratory & Photo Studio	Analogue Photography

Abbreviation	Name	Activity field
LFA	Applied Photography Laboratory	Photography, invisible spectra (infra-red and ultra-violet), colour reproduction, capture and display
LCF	Photography Conservation Laboratory	Expertise, conservation and restoration of photo collections
LPHA	Alternative/Historic Processes Laboratory	Consultancy and printing of historic photographic processes, conservation and intervention processes, equipment development and adaptation
LD	Digital Laboratory	Ink jet printing, calibration of digital devices, capture techniques, post-production, colour management and printing
CEFGA	Photography Centre at Golegã	Photography conservation, Digitalization and quality control of digital image, Portfolio analysis, Photo printing, Capture and post-production
CELTAG	Book and Graphic Arts Technology Centre	Graphic Arts
LAP	Archaeology & Heritage Laboratory	Archaeology, Environmental Impact, Heritage Management
LSIG	Geographic Information Systems Laboratory	Geographic Information Systems, Land Management
CIESTA	ESTA Research Centre	Information and Communication Technologies, Computer Networks, Data Networks

Source: IPT

Appendix IX

X.1 Awards of Distinctions

- A student team of the Media Studies degree of ESTA-IPT receives award in regional competition (Poliempreende 2009) with the GRUPO KID - KID FM and KID NET project (June 3, 2009);

- A student team of the Health Services Management and Administration degree of ESGT-IPT wins third place in regional competition (Poliempreende) (2009);

- Finalist students of the Public Administration degree of ESGT-IPT win second place of regional competition (Poliempreende) (June 3, 2009);

- Vítor Godinho, a graphic arts student at ESTT-IPT, wins first place at a competition held from March to April 2009 intended to develop a logo for the town twinning association between Constância and Fondettes (May 2009);

- Rui Valente, a graphic arts student at ESTT-IPT, wins first place at Prado Karton competition – a contest aiming at the creation of cardboard packages to replace plastic bags in supermarkets (2009);

- António Bettencourt, Márcio Vilela, Mário Ambrósio, Sofia Silva and Valter Ventura, students and newly graduated teachers, are selected in the framework of the project "Portfólio Emergentes´09" promoted by *Encontros da Imagem,* Braga 2009;

- Alison Silva, Nuno Pinto and Sara Pereira, students attending the Media Studies degree at ESTA-IPT win the National Award for University Journalism – Television (May 2009);

- Mia (Rafael Fernandes), Diana Filipa Santos Dias and Catarina Afonso Ribeiro, students of the Plastic Arts - Painting and Intermedia Department of ESTT-IPT are invited to take part in the "FESTIVAL BANDITS_MAGES", 11th edition of the cinema and video festival held in Bourges, France, 6-10 May 2009;

- 2009 Erasmus Golden Award for the organization of mobility activities in the framework of intensive programs (Prehistory Art and Cultural Heritage Quality Management);

- Márcio Vilela and Sofia Silva, faculty member and student, respectively, of the Photography Department of ESTT-IPT represent the institution in the Biennial Exhibition held in Vila Franca de Xira (2008);

- Mário Ambrósio, student of the Photography degree and Ana Patrícia Sousa and André Neto, students of the Plastic Arts - Painting and Intermedia degree of the ESTT-IPT selected to take part in the competition "Jovens Criadores 2008 – Young Creators 2008" (September 2008);

- Project Win4Fire selected to represent IPT in the Fifth Edition of *Poliempreende*, a national contest with finals adjourned to 28 May 2008 in Castelo Branco;

- Marta Godinho, student of the Plastic Arts - Painting and Intermedia Department of ESTT-IPT achieves second place in the international drawing competition titled "The First International Youth Drawing Triennial Zakopane 2008" held in Poland (April 2008);

- A student team of the Business Management degree win first and second place in the fifth edition of *Poliempreende* (2008);

- Duarte Amaral Netto, faculty member of the Photography Department of ESTT-IPT (2008):
    - Selected among 10 Portuguese photographers to take part in a competition intended to draw up a portfolio of Serralves,SerralvesCollection,Porto;
    - Art Residence in Sines with the support of the General-Directorate for Arts; Portuguese representation in 'Les Rencontres d'Arles', Arles.

- Nuno Baptista, student of the Graphic Arts Technology Department of ESTT-IPT wins first prize in a competition intended to develop a logo to commemorate the 750th Anniversary of Estremoz Municipal Charter (2008);

- Sónia Lopes and Bruno Silva, students of the Plastic Arts – Painting and Intermedia Department, are finalists in the *ANTECIPARTE* competition (2007);

- Joel Martins, student of the Design and Graphic Arts Technology department of ESTT-IPT wins first prize in the "Concurso de Redesign do Jornal Cidade de Tomar", a contest intended to redesign a local newspaper (2007);

- A student team of the Mechanical Engineering degree of ESTA-IPT wins the first place in the International Solidworks Contest with the design of the Galeass Ship (May 2007);

- Sandra Silva, student of the Plastic Arts – Painting and Intermedia Department of ESTT-IPT wins the first place in the competition "Engenho e Arte – Engineering and Art" organised by Lena - Tomar (2007);

- Luís Alves, student of the Plastic Arts – Painting and Intermedia Department of ESTT-IPT wins the first place in the competition "Engenho e Arte - Engineering and Art" organised by Lena - Ourém (2007);

- Ana Patrícia Sousa, student of the Plastic Arts – Painting and Intermedia Department of ESTT-IPT earns honourable mention in the competition "Engenho e Arte - Engineering and Art" organised by Lena - Ourém (2007);

- Cristina Lopes, student of the Plastic Arts – Painting and Intermedia Department of ESTT-IPT earns honourable mention in "DESCOBRIR VIANA – DISCOVER VIANA", a painting and drawing competition (2007);

- Jorge Fonseca, student of the Design and Graphic Arts Technology Department of ESTT-IPT wins the second place of the "Concurso Internacional de Serigrafia - FESPA 2007", an international screen printing competition (2007);

- José Miranda, student of the Design and Graphic Arts Technology department of ESTT-IPT wins first prize in the "Concurso de Logótipo do Jornal Notícias de Ourém", a competition intended to develop the logo for a local newspaper (2006);

- Conference Paper titled "Determinantes da Remuneração Variável nas Empresas Portuguesas - Determinants of Variable Remuneration in Portuguese Companies" wins award for the best paper in SLADE *Brazil* 2006 – *Luso-Brazilian Meeting* of *Strategy* organised by the Vale do Itajaí University - UNIVALI and SLADE directorship in Brazil on the topic "Estratégias para o Desenvolvimento Sustentável das Organizações - Strategies for the Sustainable Development of Organisations" (Paper Author: Professor Carlos Duarte) (2006);

- Helena Ferreira, student of the Design and Graphic Arts Technology department of ESTT-IPT wins the second place in the design competition titled "Marca Litoral Alentejano - criação de logótipo e slogan", a competition intended to design and develop branding logo and slogan for the *Litoral Alentejano* region (2006);

- Sara Ferreira, student of the Design and Graphic Arts Technology Department of ESTT-IPT wins first place in the competition "Nova Imagem Gráfica da Revista Media XXI – New Graphic Image for Media XXI Journal" (2006);

- A three-student team of the Electrotechnical Engineering Department of ESTT-IPT wins First Prize in the "Concurso de realizações em Engenharia Áudio – Audio Engineering Production Competition" held in parallel with MUSICÁLIA - a music, light, sound and image festival which took place at FIL (2005);

- Valter Ventura, faculty member of the Photography Department of ESTT-IPT wins First Prize at the Second Art Biennial of Mafra in Photography category (2005);

- Duarte Amaral Netto, faculty member of the Photography Department of ESTT-IPT wins the prize "100 Photos pour l'Europe – 100 Photos for Europe", European Commission for Culture, Paris (2005);

- Maria Teresa Andrade, student of the Design and Graphic Arts Technology Department of ESTT-IPT wins the second place in the "VI Concurso DN de Rótulo de Originais", the Sixth Labelling Competition organised by Diário de Notícias, a Portuguese daily paper (2005);

- Edgar Rei, student of the Design and Graphic Arts Technology Department of ESTT-IPT, wins the second place of the "Concurso Internacional de Serigrafia - FESPA 2005, an international screen printing competition (2005);

- A student team of the Business Management degree wins second place at the "Concurso Universitário Capital de Risco e Empreendedorismo – University Competition on Risk Capital and Entrepreneurship" (2005);

- Public honour commendations awarded by the Council of Ministers as a proof of recognition for services provided to the region and the country in the area of journalism. (Commendations earned by the faculty member Manuel Garcia Esparteiro) (2005).


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