

Annual Report

Academic Year **2019/2020**

In compliance with the stipulations of article 159 of Law No. 62/2007 of September 10

Approved by the Institution, on December 18th, 2020

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1. INTRODUCTION

1.1. ISTECS MISSION

ISTEC, as a higher education institution of polytechnic nature, which provides courses exclusively in the area of information technologies, has as its mission:

- a) To contribute to the valorization of the technological potential of the country's human resources;
- b) To provide a level of higher education oriented towards the exercise of a profession in the areas of information technology and multimedia;
- c) To stimulate intellectual and professional training, as well as the mobility of students and graduates, both nationally and internationally, namely having the European space as a reference;
- d) To contribute for the provision of services to the community, fundamentally, through the development of projects, in partnership, in the area of information technologies;
- e) To implement, in departments created for the purpose, oriented research and high level professional development practices;
- f) To promote and institutionalize measures tending to the effective professional insertion of graduates;
- g) To create, maintain and promote an effective and preferential relationship with the entrepreneurial and social fabric, both nationally and in its geographical area of influence;
- h) To participate in international mobility programs, preferably in the learning area;
- i) To value and contribute to training activities for teachers, researchers and employees;
- j) To ensure the permanent updating of the syllabus and enrich the set of learning resources made available to the students, namely through the use of educational multimedia and online communication and pedagogical interaction systems, with the purpose of increasing the overall quality of the teaching provided and fostering new forms of pedagogical interaction that, by optimizing the learning times of fundamental knowledge and skills, favor and stimulate the students' initiative in order to create an education system based on the development of competencies.

1.2. EDUCATIONAL PROJECT

The ISTECS educational project has its historical roots in the day the ITA proposed to the Ministry of Education the creation of a polytechnic higher education institution providing higher education in the area of information technology, or in areas where the importance of information technology is fundamental. The logical corollary of this assertion is the following: ISTECS will be an institution of a polytechnic nature that, regardless of diversifying its educational offer, will never leave the area of information technology. This founding trait has marked for the future the strategy, the scope and the nature of the education to be provided.

On the other hand, ISTECS's educational project has always focused on the major priority of creating professionals in the areas of information technology and multimedia, with a competence framework that would allow them to exercise a professional activity in organizations, both public and private.

Therefore, it can be said that one of the structural components of ISTECS's educational project is to dynamize a type of education that is indelibly polytechnic and oriented towards the exercise of a profession.

As for the teaching staff, it was considered that, respecting the legal framework for polytechnic higher education, it should contain a significant number of teachers with links to business life, as this would provide many of the necessary signals for the constant updating of the syllabus. On the other hand, ISTECS should dynamize, despite the difficulties, actions tending to create a set of specialists in the area of computer science and by competitive examination, not forgetting, also, the teachers with a PhD degree.

The permanent updating of the syllabus has been the cornerstone of ISTECS's educational, scientific and cultural project.

The emergence of the need to develop multimedia content, virtual reality and games, the evolution in programming languages, the growing importance of network systems, the need felt by organizations in the development of "apps" using the different platforms Android, iOS and Windows Phone, the need for virtualization processes, the growing importance of Big Data, the judicious and functional use of Drones

as useful tools for obtaining data and information and the sensitive problems in the area of cryptography and computer security, require a careful, attentive and permanent updating of the syllabus that integrate the different course units.

As regards the connection to the social and business fabric, ISTEC has had as a central concern, the provision of services to the community, in a logic of partnership with institutions of reference, fundamentally, of national scope.

As for the students, their professional insertion is a fundamental concern. In this sense, practices have been institutionalized that allow the placement of all those who request it.

Participation in international learning programs is also a fundamental axis of the ISTEC project, namely in Erasmus program measures that include international internships.

The permanent consultation of students, both in the pedagogical council and in constant meetings with the students' association, allows an effective participation of this desideratum in the life of the institution.

The promotion of cultural extension courses, aimed both at former students and the community in general, is also part of the educational project.

The Department of Studies and Research in Information Technology and Society and the Department of Studies and Research in Educational Multimedia are responsible for promoting high-level professional development.

International relations with leading institutions in Europe have been achieved through the signing of protocols that have led to joint actions on a reciprocal basis.

The Director,

José António Carriço

2. Degree of compliance with the strategic plan and objectives established

On September 28, 2020, the committee formed by the Director of ISTEC, the Secretary-General of ISTEC, and the President of ISTEC's Scientific-Technical Council met to analyze and monitor the implementation of ISTEC's strategic plan (2015/2020).

This document was prepared in a scenario of great uncertainty, given the constraints to be observed in view of the pandemic caused by Covid-19. The institution mobilized all resources to guarantee, as of March 2020, a distance learning system that would ensure the continuity of teaching activities. This pandemic scenario and the replacement of face-to-face classes with distance learning classes was obviously not foreseen in the strategic plan. The situation described strongly and inexorably influenced many of the objectives and activities enshrined in the strategic plan. That is, as of March 2020, the institution lived to ensure quality online classes to its students and did everything so that they would not break the relational and affective bond with the institution and have the possibility of taking face-to-face exams.

Thus, the monitoring of the strategic plan, in this timeframe, is minimalist and is conditioned by an atypical academic way of life full of restrictions. As an example, in an international mobility program that was taking place in Spain, in conjunction with the Portuguese Embassy, we had to remove a student from a confined environment and bring him to Portugal.

The following has been verified:

1. In Lisbon, the four Higher Technical Professional Courses currently in operation have filled all their vacancies and the level of education provided has been high quality. There has been no difficulty in placing students on internships and about 60% of them are working in the companies where they completed their internships. In Porto, the Higher Technical Professional Courses filled all the vacancies.
2. The Masters course in Computer Science, with the Cloud Computing and Mobile and Multimedia Devices branches, began. This first edition filled all the available places (40 places).
3. The planning and subsequent registration of the Higher Technical Professional Course in Cybersecurity was postponed to the next academic year.
4. Institutional relations with the Students' Association maintain cordiality and mutual collaboration, which was deepened in the pandemic scenario. The said association played an important role in identifying needy students who lacked computer and technological infrastructure to follow online classes.
5. The international mobility programs and much of the oriented research, in light of the pandemic scenario, went into a mitigated regime, because the face-to-face component is indispensable to its dynamics.
6. This strategic plan, which covered the years 2015 to 2020, is now considered finalized. Despite the pandemic having compromised the objectives of the last year in terms of international mobility programs and targeted research, its overall level of achievement was high and this plan was a reference and a safe guide for ISTEC.

3. Efficiency of administrative and financial management

For fiscal year 2019, there continued to be positive results, the operating income (before financing expenses and taxes) was about one hundred and thirty thousand euros. Personnel expenses, compared to fiscal year 2018, grew by almost one hundred and sixty thousand euros. The reason for this increase is affiliated with the hiring of teachers with a doctoral degree who are highly specialized in certain substantive areas, as well as the hiring of senior technicians who will contribute to raising the overall performance level of the institution. It was, therefore, a year whose results reflect the investment in more qualified human resources as well as significant improvements in equipment and infrastructure. It should be noted that in fiscal year 2019 external supplies and services increased by about ninety-two thousand euros.

With regard to the financial year 2020, it should be noted that, despite most of the economic year, being strongly influenced by the Covid-19 pandemic, there were positive results. The operating results (before financing costs and taxes) were about thirty-four thousand euros. During this difficult and uncertain period, there was a need for extraordinary expenses directly related to the mobilization and institutionalization of a distance learning system. On the other hand, teams had to be created to directly support the students, either by distributing hardware and software in their homes, or by creating support lines for the students and their families, or by mobilizing means to sanitary combat the pandemic. On the other hand, there were also extraordinary expenses related to the technological infrastructure to be made available to students and teachers. The institution reacted with resilience, competence, and the results of the learning process were extraordinarily positive. However, in the timeframe under analysis, for all the reasons mentioned above, there was an increase in personnel costs of about eighty-one thousand euros.

4. Evolution of the equity and financial situation and sustainability of the institution

In real terms, shareholders' equity continued to strengthen. As in previous years, there was no distribution of profits and the financial solvency ratios point in the direction of growing sustainability.

Final Considerations:

1. Throughout the financial years under review, the institution has demonstrated management efficiency, both from an administrative and financial point of view.
2. The economic year 2020, despite the vicissitudes and adversity caused by the Covid-19 pandemic, led the institution to react with a distance learning system with pedagogical robustness and remarkable learning results. On the other hand, in order to maintain the credibility of the evaluation system, all in-person exams foreseen in the school calendar were held.

3. The investment in the institute's human resources continued, both in terms of teaching and non-teaching staff.
4. Continued investment in technological infrastructures and in the computer park, namely in the network laboratory and in the laboratory for multimedia, cinema and interactive television.

It should be noted that despite some reduction, the operating results, even in the year 2020 (peak of the Covid-19 pandemic), were positive. There was thus no need to resort to any state aid.

5. Teaching staff's movement

5.1. AT ISTEC IN LISBON

In order to ensure the quality and rigor of teaching, in the year 2019/2020 it was sought to strengthen and progressively increase the hiring of new teachers, given the needs found for the current educational offer.

Grau Académico	2018/2019	2019/2020
Doutor(a)	13	15
Mestre	3	3
Licenciado(a)	4	6
Especialista por Provas Públicas	5	5
ETI (Equivalente a tempo integral)		24

Four new faculty members were hired in the 2019/2020 year, two with doctoral degrees, and the rest with bachelor's degrees.

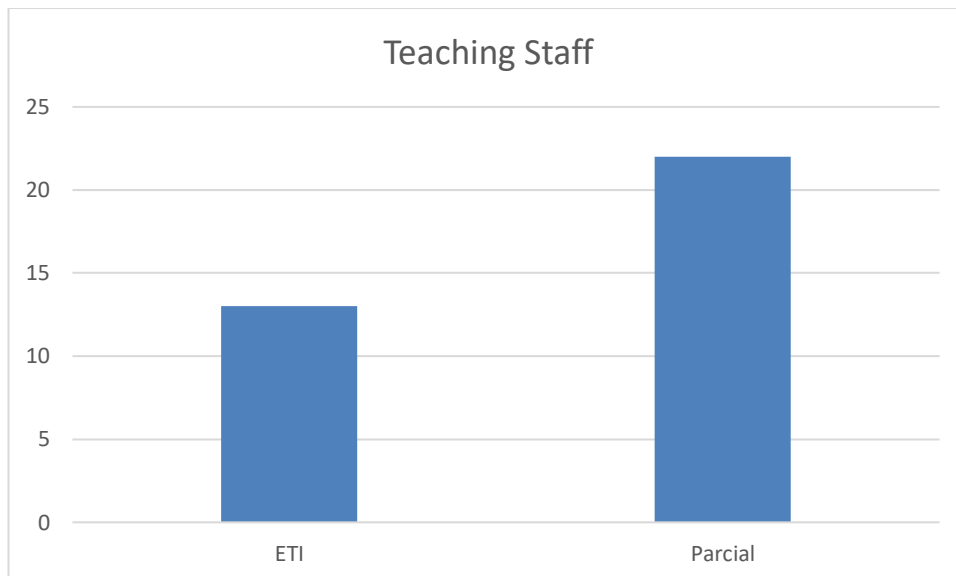
5.2. AT ISTEC IN PORTO

In order to ensure the quality and rigor of teaching, in the year 2019/2020 we sought to strengthen and provide the increase in the qualifications of teachers in ISTEC.

It is expected that next year two faculty members will attend a PhD.

Teachers	
Academic Degree	2019/2020
Doctor	7
Master	1
Graduate	1
Expert by Public Examination	4

The FTE (full-time) and part-time faculty members are shown in the table below:



6. Non-teaching staff's movement

6.1. AT ISTEC IN LISBON

The total number of non-teaching staff is 14. This academic year two more employees were hired (one Master's and another Secondary Education). All employees are full-time (100%).

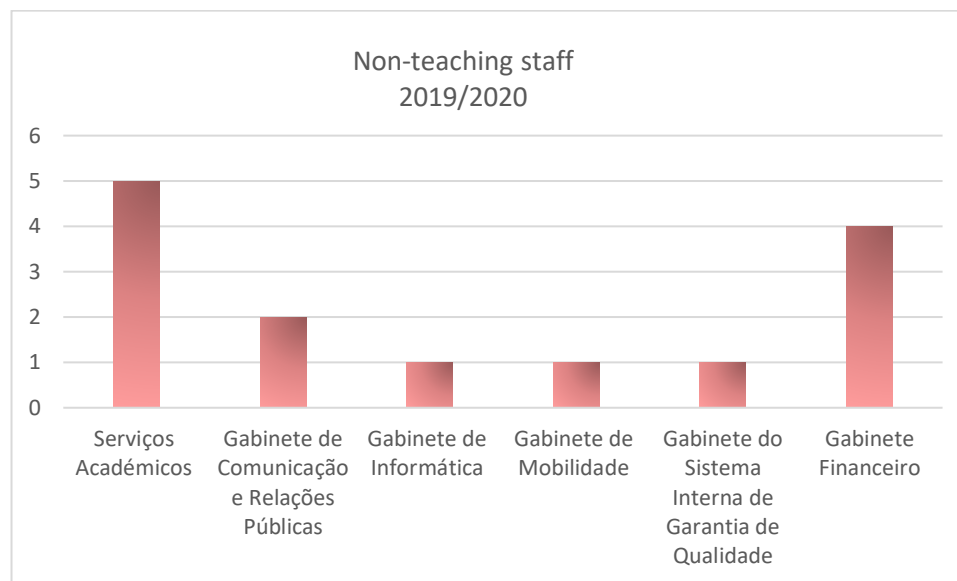
The non-teaching staff is stable, with no layoffs in 2019/2020.

The total number of non-teaching staff is distributed as follows by level of academic qualification:

Non-teaching staff by education level

Degree	2019/2020
PhD	-
Undergraduate	5
Master	1
Highschool	8
Less than Highschool	-

As for their distribution by Department, it results from the table below:



6.2. AT ISTEC PORTO

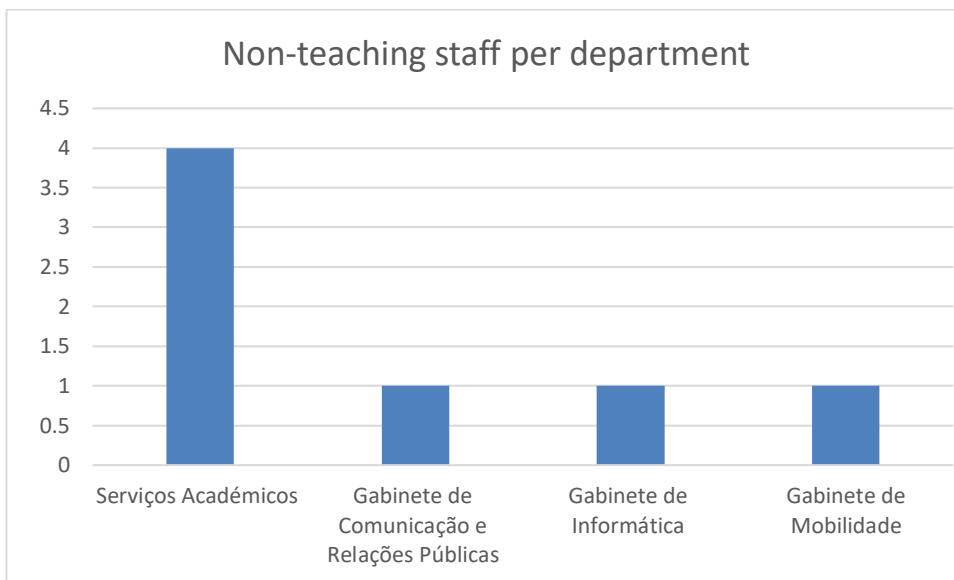
The total number of non-teaching staff is 11.

The total number of non-teaching staff is distributed as follows by level of academic qualification:

Non-teaching staff by education level

Degree	2019/2020
PhD	1
Undergraduate	2
Master	2
CET	1
Highschool	4
Less than Highschool	1
Total	11

7.



7. Evolution of admissions and frequency of study cycles

7.1. AT ISTEC IN LISBON

DISTRIBUTION OF THE EDUCATIONAL OFFER BY STUDY CYCLE

NUMBER OF STUDENTS

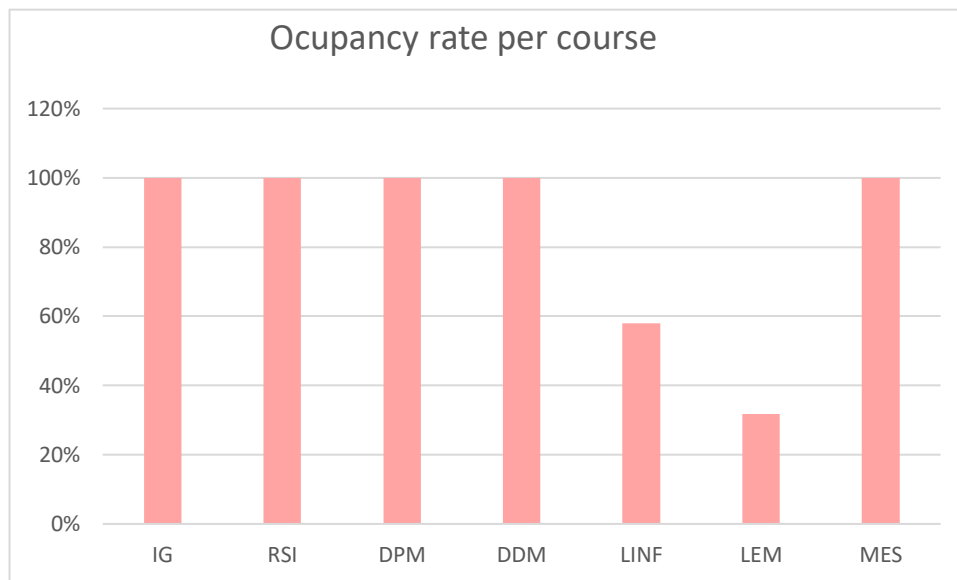
	2019/2020							
	IG	RSI	DPM	DDM	LINF	LEM	PG	MES
1º Year	40	60	50	50	58	38	37	40
2º Year	34	58	41	49	92	38	-	-
3º Year	-	-	-	-	104	49	-	-
TOTAL	74	118	91	99	254	125	37	40

In the year 2019/2020 was the launch of the Master in Computer Science, so only students are enrolled in the 1st year of this cycle.

On the other hand, the postgraduate course in Virtualization and Cloud Computing has a duration of 13 months, so there is no data regarding the second and third year.

It is also possible to see that most of the courses on offer, in terms of vacancies per study cycle, have been completely filled, with the exception of two courses (namely: the degree in Computer Science and the degree in Multimedia).

The table below shows the occupancy rate of the courses during 2019/2020.

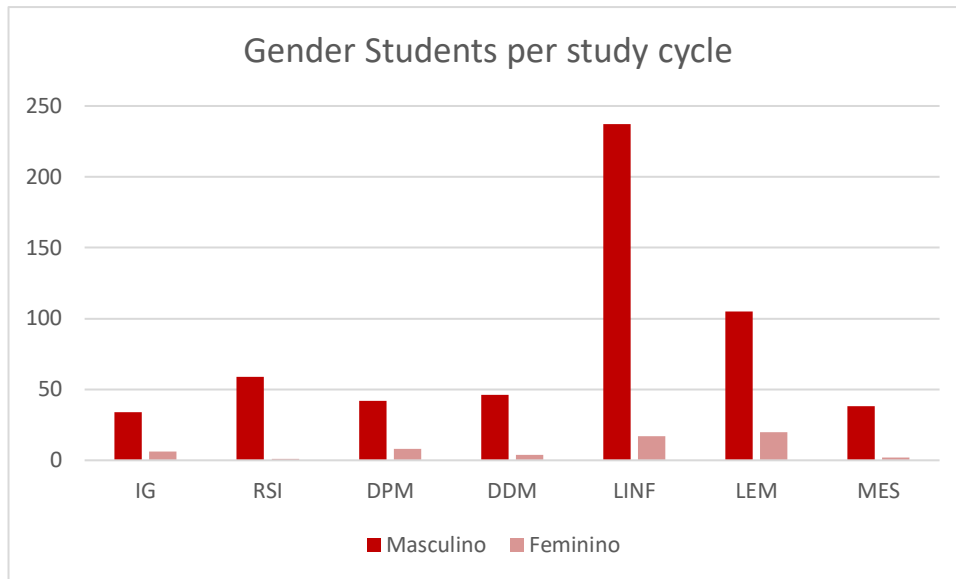


During the year 2019/2020, 80 students who were attending ISTECS's professional higher technical courses will enter the degree and Computer Science and Multimedia Engineering, distributed as shown in the table below:

	2019/2020			
	IG	RSI	DPM	DDM
Bachelor in Multimedia Engineering	-	-	19	7
Bachelor in Computer Engineering	18	22	4	10

On the other hand, about 50% of the occupation of ISTECS's Master's degree in Computer Science, in its first year of operation, was occupied by students attending the Degree in Computer Science and respectively the Bachelor in Multimedia Engineering.

Regarding the gender of ISTEC students, the graph below shows the distribution by study cycle.



It is still possible to verify a higher occupation of the male gender in all ISTEC courses. These numbers also reflect a study conducted by the European Institute for Gender Equality which indicates that only 0.2% of Portuguese teenagers aspire to work in Information Technology, as well as the small number of women who occupy this position in companies (in Portugal in every 10 ICT jobs, only 2 are occupied by women).

ISTEC seeks to promote the integration of women in this market, an example of this is the project it is developing under this theme "Entrepreneurial Women In ICT - Enhancing Skills to Bridge Digital Divide" that demonstrates the strong interest and awareness of the Institute with this theme.

7.2. AT ISTEC IN PORTO

DISTRIBUTION OF EDUCATIONAL OFFERING BY STUDY CYCLE

Bachelor in Computer Engineering (1.º, 2.º e 3.º years) 2019/2020			
	Female	Male	Foreigner
TOTAL	3	70	2
TOTAL	73		

Bachelor in Multimedia Engineering (1.º, 2.º e 3.º years) 2019/2020			
	Female	Male	Foreigner
TOTAL	5	35	2
TOTAL	40		

RSI (1.º e 2.º ano) 2019/2020			
	Female	Male	Foreigner
TOTAL	2	35	1
TOTAL	37		

IG (1.º e 2.º ano) 2019/2020			
	Female	Male	Foreigner
TOTAL	2	30	1
TOTAL	32		

DPM (1.º e 2.º ano) 2019/2020			
	Female	Male	Foreigner
TOTAL	8	30	0
TOTAL	38		

DDM (1.º e 2.º ano) 2019/2020			
	Female	Male	Foreigner
TOTAL	2	27	1
TOTAL	29		

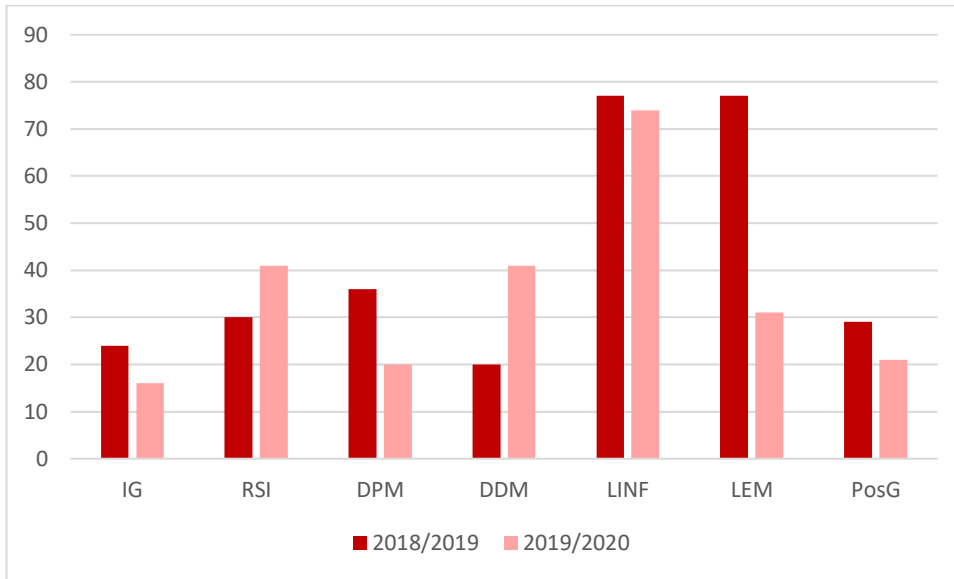
POS-GRADUAÇÃO 2019/2020			
	Female	Male	Foreigner
TOTAL	3	12	5
TOTAL	15		

- Number of CTeSP students who went on to degree/PG - 3

8. Evolution of academic degrees and awarded diplomas

8.1. AT ISTEC IN LISBON

According to the graph below, it can be seen that in general the values are relatively stable, with the exception of the degree in multimedia engineering that in relation to the year 2019/2020 had fewer graduates finishing the course which is intrinsically linked to the ratio of the number of places available with the number of places occupied in the current year.



8.2. AT ISTEC IN PORTO

DIPLOMATES

2019/2020					
LINF	LEM	RSI	DPM	DDM	IG
13	12	22	16	13	11

In the year 2019/2020 ISTEC conferred the degree of two courses, namely:

- Bachelor in Computer Engineering
- Bachelor in Multimedia Engineering, resulting in twelve graduates

9. Employability of graduates

9.1. AT ISTEC IN LISBON

ISTEC has a Communication and Public Relations Office (GCRP) that besides promoting job fairs and other events for the academic community, has a strong concern in creating partnerships with different entities, in order to support and accompany students in the process of curricular internship, professional internships and the possibility of integration into the labor market (namely by sending the employment newsletter to graduates, in which there are privileged job offers from the different parccies previously mentioned).

However, the GCRP also promotes workshops/information sessions for ISTEC students, in order to transmit essential skills and tools to prepare them for the various professional challenges.

Together with the Internal System of Quality Assurance, the GCRP adopted the procedure of obtaining information on the employability of its graduates, through a survey conducted among students six months after completion of the courses, in order to gauge the employability situation.

As in previous years, it is expected that the employability rate will again be around 100%, considering also the increasing offer in the area of Computer Science and Information and Multimedia Technologies.

Detailed Employability Report prepared.

9.2. AT ISTEC IN PORTO

The GAEE holds clarification sessions at secondary schools, where the practical skills required for each area are addressed, as well as professional outlets to prioritize.

We also hold meetings with several clients or other entities to present our training offer and the training areas in which we intervene.

In each school an information and support fair is held on the access to our courses, with partners between higher education institutions and companies, also holding workshops on personal, social and professional development.

The vision of the labor market is the biggest difficulty that young people show still in high school when they are forced to decide what to do next, so the candidates benefit from an organized and focused system of disclosure.

From January to July 2020 ISTEC-Porto disseminated its training offer to schools, namely through online fairs organized by Inspiring Future, where potential candidates collected all the information inherent to the existing courses. Some examples of schools where we were present in online fairs

Colégio Luso-Francês; Escola Secundária José Régio; Colégio D. Duarte Secondary School; Carolina Michaelis Secondary School; Paulo VI Secondary School; Aurélia de Sousa Secondary School; António Sérgio Secondary School; São Pedro da Cova Secondary School; Daniel Faria Secondary School; Levante da Maia Secondary School; Nun'Alvres Institute; Abel Salazar Secondary School; Augusto Gomes Secondary School; Árvore Artistic and Professional School; Instituto Multimédia - IM; Dr. Joaquim Gomes Ferreira Alves Secondary School; Dr. Joaquim Gomes Ferreira Alves Secondary School; Dr. Joaquim Gomes Ferreira Alves Secondary School; Dr. Joaquim Gomes Ferreira Alves Secondary School; Dr. Joaquim Gomes Ferreira Alves Secondary School; and so on. Joaquim Gomes Ferreira Alves; EPROMAT - Edmundo Ferreira School; Ruiz Costa Professional School; ESTEL - Professional School of Technology and Electronics; EPAD - Professional School of Arts, Technologies and Sports; Infante Professional School; Bento de Jesus Caraça Professional School (Deleg.); Escola Profissional de Comércio Externo; Escola Profissional de Comércio, Escritórios e Serviços do Porto Raúl Dória; Escola Secundária da Lixa; Escola Secundária de Águas Santas; Escola Secundária da Senhora da Hora; Escola Profissional do Centro Juvenil de Campanhã; Escola Profissional de Gondomar; Escola Secundária de Lousada; Escola Secundária com 3º Ciclo do Ensino Básico de Vilela; Escola Secundária

de Paredes, Escola Secundária de Penafiel; Escola Secundária Martins Sarmiento and Escola Secundária de Tomaz Pelayo.

Under the Entrepreneurship Curricular Unit and in partnership with GAEE several study visits and seminars were organized throughout the school year for all students of ISTE-Porto:

- ✓ Visit to the Employer Fair, promoted by Casa da Arquitetura in Matosinhos (13/12/2019);
- ✓ Study visit to the Covet Group Company (20/11/2019);
- ✓ Seminar on "Job Interviews" at Cidade das Profissões (09/12/2019);
- ✓ Seminar on "Social Media Management" and "Communicating Better on Social Media" (11/23/2018);
- ✓ Seminar on "Entrepreneurship" (12/19/2019);
- ✓ Visit to the BLIP company (15/01/2020);
- ✓ Seminar "How to create my online business - Digital Entrepreneur" (22/01/2020);
- ✓ Study visit to the company Primavera Software (07/02/2020);
- ✓ Study visit to Serralves Museum (19/02/2020);
- ✓ Study visit to the JP Sá Couto company (26/02/2020).

10. Internationalization of the institution and number of foreign students

ISTEC recognizes the added value resulting from the internationalization process, both for students, teachers and non-teaching staff, which is why it is one of the issues addressed in the strategic objectives.

10.1. INTERNATIONAL MOBILITY PROGRAMS

Erasmus+ program

This is the programme adopted by the European Union in the fields of education, training, youth (YTD) and sport for the period 2014-2020.

It is part of the Europe 2020 Strategy to foster growth and jobs and promote equality and social inclusion.

Action 1 - Learning Mobility is one of the actions of the Erasmus+ Programme 2014 -2020, whose main objective is to promote a European area in vocational education and training. Erasmus+ is the new EU programme for education, training, youth and sport which, under Action 1, ensures opportunities for learning mobility, provides opportunities for students and recent graduates to improve their skills and employability and to gain cultural awareness.

The project presents as objectives:

- Improve ISTE-Porto's pedagogical effectiveness, creating conditions and motivating young people to successfully complete their courses;
- Create a culture of international mobility within the institution, involving the whole educational community, focusing on the importance of Lifelong Learning;
- To internationalize ISTE-Porto, making it a known entity in the area of information technologies, on par with its European counterparts;
- To modernize and implement new teaching procedures, methods and techniques, ensuring a better transition to the labor market;
- Integrate a solid and cohesive international partnership network in the area of information technologies, being part of more international projects.

In the project / Financial Contract No.: 2017-1-PT01-KA103-035584 (2 grants) - One student carried out an internship at NKEY in Italy and the other student at the Polytechnic University (URJC) of Madrid, Spain.

Already for the **Financial Contract No: 2018-1-PT01-KA103-047081** (6 grants for students and 2 grants for teaching staff, in Job Shadowing) the following 3-month internships were prepared, still in the first quarter of 2019.

2 undergraduate students (Computer Science and Multimedia Engineering) of Istec, in Porto - Internships at Fuero Games, in Poland (Warsaw)

3 students of CTeSP of Mobile Devices Development and 1 student of CTeSP of Multimedia Products Development- Internships at Rey Juan Carlos University, in Madrid

2 teachers in Job Shadowing, at CEPNET, in Barcelona, during 5 days

In inbound, we will also receive a teacher from CepNet, for a week, at Istec, in Job Shadowing format.

Project No. 2019-1-PT01-KA103-060184 - 5 scholarships for internships and 2 scholarships for Job Shadowing.

From February 5 to May 4, 2020 3 CTeSP students (one of which with zero scholarship) were at Universidad Rey Juan Carlos in Madrid. This mobility coincided with the pandemic, right in the second month of the internship, so the students had to comply with the imposed rules, namely in Madrid. The return was difficult, requiring the support of the Portuguese Embassy and the return in a bus organized for this purpose.

The remaining student mobilities were postponed to 2021, due to the global pandemic contagion.

In terms of Job Shadowing, a teacher carried out his mobility in a company, in Germany, from 10 to 14/2/2020.

10.2. NUMBER OF STUDENTS WITH FOREIGN NATIONALITY AT ISTEC – LISBON

2019/20

Nationality	LINF	LEM	RSI	DPM	DDM	IG	Pós G	MES
Angolan	4	-	2	2	1	3	-	1
Brazilian	4	2	1	-	-	4	7	2
Cape Verdean	-	-	-	2	-	1	-	-
Guiné-Bissau	3	-	-	-	-	-	1	-
S. Tomé	-	-	1	-	-	-	-	-
German	-	-	-	-	-	-	-	-
Bulgarian	-	-	-	-	-	-	-	-
Tunisian	-	-	-	-	-	-	-	1
Spanish	1	-	-	-	-	-	-	-
Venezuelan	-	-	1	-	-	-	-	-

10.3. NUMBER OF FOREIGNER STUDENTS AT ISTEC – PORTO

Nationality	2019/20						
	LINF	LEM	RSI	DPM	DDM	IG	Pos G
Angolan	0	0	0	0	0	0	0
Brazilian	0	0	0	0	0	0	5
Cape Verdean	0	0	0	0	0	0	0
Guiné-Bissau	0	0	0	0	0	0	0
S. Tomé	0	0	0	0	0	0	0
German	0	0	0	0	0	0	0
Bulgarian	0	0	0	0	0	0	0
Hungarian	0	0	0	0	0	0	0

The legal regime of the international student (which covers all students who are not nationals of European Union member states) allows ISTEC to broaden its attraction to students of other nationalities, as can be seen in the table below:

Nationality	2019/20							
	IG	RSI	DPM	DDM	LINF	LEM	VCC	RV
Angolan	0	0	0	0	0	0	0	0
Brazilian	0	0	0	0	0	0	5	0
Cape Verdean	0	0	0	0	0	0	0	0
Guiné-Bissau	0	0	0	0	0	0	0	0
S. Tomé	0	0	0	0	0	0	0	0
Spanish	0	0	0	0	0	0	0	0
Ucranian	0	0	0	0	0	0	0	0
Venezuelan	0	0	0	0	0	0	0	0

11. Provision of external services and partnerships established

11.1. AT ISTEC IN LISBON

Regarding nationwide partnerships involving high-level professional development, the following took place:

Ministry of National Defense;

EIIA, INTELI, Siemens, EDP - Energias de Portugal, REN - Rede Elétrica Nacional;

CPLP - Community of Portuguese Speaking Countries.No que diz respeito às parcerias de âmbito nacional, que envolveram prestação de serviços à comunidade, realizaram-se as seguintes:

- FADU - Academic Federation of University Sports
- EMEL - Lisbon Municipal Mobility and Parking Company
- Social Action Department of the City Council of Lisbon
- IPSS - Private Institutions of Social Solidarity

As for nationwide partnerships aimed at professional internships and active professional insertion, about 250 protocols were signed with private companies and public institutions.

Regarding national cooperation with higher education institutions:

- a) Collaboration with ISCIA - Instituto Superior de Ciências da Informação e da Administração, in the provision of e-learning content in the scope of the Master's degree in Multimedia Communication;
- b) Collaboration with ISEC Lisbon - Instituto Superior de Educação e Ciências, in the provision of joint courses and seminars in the area of interactive digital multimedia;
- c) Collaboration with IPS - Instituto Politécnico de Santarém (Polytechnic Institute of Santarém) in the authorization of ISTECS teachers to teach part-time in that higher education institution.
- d) Concerning cooperation with international institutions, partnerships involving the "Universidad Rey Juan Carlos" and Spanish, Italian and Polish institutions/companies have been signed for the implementation of international mobility programs under the Erasmus + program.

- **Events for the Academic Community**

Every year, ISTECS Communication and Public Relations Office promotes two major activities, the "ISTEC Days" in the second half of June and the "ISTEC Week" in the week of November 25, ISTECS's anniversary day.

These events aim to boost the atmosphere among everyone by creating, in a more relaxed way, several attractions related to the areas taught such as lectures, workshops, debates, seminars and also sports and gaming tournaments, job fairs and the usual formal graduation ceremony involving the whole academic community.

In the list below we refer to some of these moments, in addition to the ones mentioned above:

- Workshop on the theme "Building CVS
- Workshop on the theme "Is Multitasking Agile?"
- Workshop on the theme "Drones
- Workshop on the theme "Battle of Games Engines - Unity vs Phaser";
- Workshop on the theme "Basic Life Support
- Workshop on the theme "Agents of Change
- Lecture on the theme "Big Data Analytics
- Lecture on the theme "Multimedia Talks
- Lecture on the theme "Digital Marketing";

- Lecture on the theme "Model Driven Development"
- Lecture on the theme "Talent is not Everything"

This included two job fairs, five workshops, and six seminars, however due to the pandemic situation the usual number of events were not created.

11.2. AT ISTEC IN PORTO

With regard to nationwide partnerships involving high-level professional development, the following took place:

Porto City Hall

Affinity SA

BySide - Lead Activation S.A.

CHATRON, LDA

CCDR-N

CRITICAL TW, SA

Municipal Department of Mobility and Transport Management

ITSetor - Information Systems, SA

PimeIT Consulting, SA

Regarding national partnerships aimed at professional internships and active professional insertion, about 35 protocols were signed with private companies and public institutions.

As far as national cooperation with educational institutions is concerned:

D. Sancho I Group

Group of Schools of the Cerco do Porto

João silva Correia Group of Schools

Lamas College

Didáxis - Cooperative of Teaching CRL

Oliveira Júnior Primary and Secondary Schools

Dr. Joaquim Gomes Ferreira Alves Secondary School

S/3 Architect Oliveira Ferreira School

Fernão do Pó Primary and Secondary School

One of the initiatives ISTEC tries to promote every year is to hold conferences/seminars/workshops for the community.

Below are represented different events that present this dedication and focus by ISTEC, during the year 2019/20:

- ✓ Seminar on "Job Interviews" at Cidade das Profissões (09/12/2019);
- ✓ Seminar on "Social Media Management" and "Communicating Better on Social Media" (11/23/2018);
- ✓ Seminar on "Entrepreneurship" (12/19/2019);
- ✓ Seminar "How to create my online business - Digital Entrepreneur" (01/22/2020);
- ✓ From March 16 to 19, 2020 ISTEC-Porto held the Open Week, where we invited all our partner schools to visit us, especially 12th grade students who would like to develop skills in the areas of Computer Science and Audiovisual and all the professions that integrate it..

12. Self-evaluation and external evaluation procedures and their results

12.1. EVALUATION PROCEDURES

ISTEC regularly carries out surveys to evaluate the functioning of the institute, to measure the degree of satisfaction of students, teachers and non-teaching staff. On the other hand, pedagogical evaluation of the course units is also carried out in each semester.

The objective is to collect information not only from the teaching and non-teaching staff, but also from the students of both the degree courses and the CTeSP. The results are presented at meetings of the Councils (Technical-Scientific and Pedagogical) and published on ISTEC's website.

The results obtained through this information collection are an important data for ISTEC's management, as they are used as a tool to assist in decision making.

ISTEC is currently implementing its Internal Quality Assurance System, with a view to its Certification.

12.2. EXTERNAL EVALUATION AND ITS RESULTS

Published for all interested parties. On the website - <https://www.istec.pt/index.php/avaliacao-externa/>

AT ISTEC IN PORTO

Following the visit of the A3ES - Accreditation and Evaluation Agency for Higher Education, through an external evaluation commission, the courses were accredited for one year respectively:

Bachelor in Multimedia Engineering (Porto)

Case No: ACEF/1819/0027816

Degree: Bachelor's Degree

ECTS: 180,0

Decision: Accredited

Number of Years of Accreditation: 1

Publish Date: September 15th, 2020

Bachelor in Computer Engineering (Porto)

Case No.: ACEF/1819/0027811

Degree: Bachelor's Degree

ECTS: 180,0

Decision: Accredited

Number of Years of Accreditation: 1

Publication Date: September 15th, 2020