

Submission of application | Evaluation/Accreditation of
Operating SC

1. General characterization of the study programme

1.1. Higher Education Institutions

Instituto Politécnico De Viana Do Castelo

1.1.a. Other Higher Education Institutions (in association) (article 41 and following of Decree-Law no. 74/2006, of March 24, as amended by Decree-Law no. 65/2018, of August 16 and added by Decree-Law no. 27/2021, of April 16).

*Instituto Politécnico De Bragança
Instituto Politécnico Do Cávado E Ave
Instituto Politécnico Do Porto*

1.1.b. Other Higher Education Institutions (foreign, in association) (article 41 and following articles of Decree-Law no. 74/2006, of March 24, as amended by Decree-Law no. 65/2018, of August 16 and added by Decree-Law no. 27/2021, of April 16).

[no answer]

1.1.c. Other Institutions (in cooperation) (article 41 and following of Decree-Law no. 74/2006, of March 24, in the wording given by Decree-Law no. 65/2018, of August 16 and added by Decree-Law no. 27/2021, of April 16). See article 6 of Decree-Law no. 133/2019, of September 3, when applicable).

[no answer]

1.2. Organic Units

Escola Superior De Ciências Empresariais De Valença

1.2.a. Identification of the organic unit(s) of the partner entity(ies) (college, school, institute, etc.)

*Escola Superior De Gestão
Escola Superior De Tecnologia E De Gestão De Bragança
Instituto Superior De Contabilidade E Administração Do Porto*

1.3. Study programme (PT):

Logística

1.3. Study programme (EN):

Logistics

1.4. Degree (PT):

Mestre

1.4. Degree (EN):

Master

1.5. Publication of the study plan in Diário da República

[20210526 \(Despacho n.º 5263-2021 Alteração plano de estudos Logística\).pdf](#) | PDF | 333.6 Kb

1.6. Main scientific area of the study programme. (PT)

Gestão

1.6. Main scientific area of the study programme. (EN)

Management

Submission of application | Evaluation/Accreditation of
Operating SC

1.7.1. CNAEF classification - first core area

1.7.2. CNAEF classification - second fundamental area, if applicable

[no answer]

1.7.3. CNAEF classification - third core area, if applicable

[no answer]

1.8. Number of ECTS credits necessary to obtain the degree

100.0

1.9. Duration of the study programme

1,5 years

1.10.1. Current maximum number of admissions.

75

1.10.2. Maximum number of admissions proposed (when different from the current number) and justification.

[no answer]

1.11. Specific enrolment requirements. (PT)

Podem candidatar-se ao acesso ao ciclo de estudos conducente ao grau de mestre: Titulares do grau de licenciatura organizada em 180 ECTS ou equivalente legal; Titulares de um grau académico superior estrangeiro conferido na sequência de um 1º ciclo de estudos organizados de acordo com os princípios do Processo de Bolonha por um Estado aderente a este Processo; Titulares de um grau académico superior estrangeiro que seja reconhecido como satisfazendo os objetivos do grau de licenciado pelo Conselho Científico; Titulares de um grau de licenciatura Bietápica ou de Licenciatura organizada em 300 ECTS ou equivalente legal; Detentores de um currículo académico, científico ou profissional, que seja reconhecido como atestando capacidade para realização deste ciclo de estudos pela Comissão Científica-Pedagógica dos cursos

1.11. Specific enrolment requirements. (EN)

The following may apply for access to the study cycle leading to a master's degree: Holders of a bachelor's degree organized in 180 ECTS or legal equivalent; Holders of a foreign higher academic degree awarded following a 1st cycle of studies organized in accordance with the principles of the Bologna Process by a State adhering to this Process; Holders of a foreign higher academic degree that is recognized as meeting the objectives of the degree by the Scientific Council; Holders of a Bietapic degree or a Bachelor's degree organized in 300 ECTS or legal equivalent; Holders of an academic, scientific or professional curriculum, which is recognized as attesting the ability to carry out this cycle of studies by the Scientific-Pedagogical Committee of the courses

1.12. Instructional modality

[X] Face-to-face (Decree-Law no. 65/2018, from August 16th) [] Distance Learning (EaD) (Decree-Law no. 133/2019, from September 3)

Submission of application | Evaluation/Accreditation of
Operating SC

1.12.1. Working-time regime, if face-to-face

[] Daytime [X] After business hours [] Other

1.12.1.a. If other, specify (PT)

[no answer]

1.12.1.1. If other, specify. (EN)

[no answer]

1.13. Location where the study programme will be offered (if face-to-face). (PT)

ISCAP - P. Porto
ESCE - IPVC
ESTiG - IPB

1.13. Location where the study programme will be offered (if face-to-face). (EN)

ISCAP - P. Porto
ESCE - IPVC
ESTiG - IPB

1.14. Regulation for crediting academic education and professional experience, published in ?Diário da República?

[Regulamentos creditação competências.pdf](#) | PDF | 1.4 Mb

1.15. Observations. (PT)

[no answer]

1.15. Observations. (EN)

[no answer]

2. Accreditation decision in the previous assessment.

2.1. A3ES reference for the previous assessment procedure.

ACEF/1718/0125317

2.2. Date of the decision.

15/09/2020

2.3. Decision of the Management Board.

Acreditar com condições | Accredited with conditions

Submission of application | Evaluation/Accreditation of
Operating SC

2.4. Accreditation period.

3 anos | 3 years

2.5. Starting date:

31/07/2018

3. Summary of improvement measures

3. Summary of improvement measures and changes to the study programme since the previous assessment. (PT)

No que diz respeito ao corpo docente, as três IE estão conscientes e comprometidas com o reforço de corpo docente próprio para a área do CE, tendo sido abertos vários concursos de Professor Adjunto pelas IE nas áreas científicas do CE. Relativamente à produção científica, é de referir que o IPVC tem promovido o desenvolvimento da componente de I&D, nomeadamente através da instituição do Prémio de Estímulo à Publicação Científica no IPVC, que atribui um prémio monetário aos docentes/investigadores por publicação indexada (SCOPUS ou WoS). O corpo docente da ESCE/IPVC encontra-se associado a unidades de investigação, que potenciam e promovem a investigação em áreas nucleares e afins à Gestão logística. No IPB, do corpo docente apresentado, apenas dois docentes não se encontram associados a unidades de investigação. Os restantes colaboram de forma direta com o Centro de Investigação em Digitalização e Robótica Inteligente (CeDRI) e com a Unidade de Investigação Aplicada à Gestão (UNIAG). No ISCAP/IPP os docentes têm o suporte do CEOS.IPP, que foi acreditado pela FCT na área de Serviços Digitais - Sociais, Culturais, Económicos ou de Administração Pública. Várias iniciativas têm sido efetuadas para promover a investigação junto dos alunos, nomeadamente do CE (por exemplo, "Plano Anual de Cursos de Curta Duração em Investigação"). Assim, é importante referir que os docentes das três instituições têm vindo a fazer um grande esforço para continuar a investigar nas suas áreas de formação (com publicações em revistas e conferências indexadas à base de dados Scopus e WoS), em vários casos, em conjunto com os mestrandos. Sobre a uniformidade e coerência de critérios entre as IES, foram efetuadas no início de cada semestre reuniões com todos os docentes das instituições da APNOR que têm na sua oferta formativa o Mestrado em Logística, nomeadamente do ISCAP-IPP, ESTIG/IPB e da ESCE/IPVC. Para além disso, foram efetuadas reuniões de cada grupo de docentes por UC de todas as instituições, para definição das FUC e da respetiva metodologia de avaliação. Tem sido, também, realizado um esforço para reforçar a ligação entre os docentes das diferentes IES, havendo docentes a lecionar em mais do que uma escola. As propostas de trabalho para o segundo ano e as propostas de júri de provas (com elementos de pelo menos duas IES) são avaliadas pela comissão científica do CE, constituída por elementos das três instituições. No que diz respeito à taxa de conclusão e à taxa de abandono do CE, é possível verificar um aumento significativo (cerca de 44%) no que diz respeito à taxa de conclusão do ano letivo 20/21 para o ano letivo 21/22 e uma redução de cerca de 38% na taxa de abandono entre os anos letivos anteriormente referidos. Tendência que se espera manter nos anos letivos seguintes.

Submission of application | Evaluation/Accreditation of Operating SC

3. Summary of improvement measures and changes to the study programme since the previous assessment. (EN)

With regard to the teaching staff, the three HEI are aware of and committed to strengthening their own teaching staff for the SC area, and several Adjunct Professor positions have been opened by the HEIs in the scientific areas of the SC. Regarding scientific production, it should be noted that IPVC has promoted the development of the R&D component, namely through the establishment of the IPVC Scientific Publication Stimulus Award, which awards a monetary prize to teachers/researchers for indexed publication (SCOPUS or WoS). The faculty of ESCE/IPVC is associated with research units, which enhance and promote research in core areas and related to Logistics Management. At IPB, of the faculty presented, only two professors are not associated with research units. The others collaborate directly with the Centre for Research in Digitalization and Intelligent Robotics (CeDRI) and with the Unit for Research Applied to Management (UNIAG). At ISCAP/IPP, professors have the support of CEOS. IPP, which has been accredited by FCT in the field of Digital Services - Social, Cultural, Economic or Public Administration. Several initiatives have been carried out to promote research among students, notably from the SC (e.g. "Annual Plan for Short Courses in Research"). Thus, it is important to mention that the professors of the three institutions have been making a great effort to continue research in their areas of training (with publications in journals and conferences indexed to the Scopus and WoS databases), in several cases, together with the master's students. Regarding the uniformity and coherence of criteria between the HEIs, meetings were held at the beginning of each semester with all the professors of the APNOR institutions involved in the Master's Degree in Logistics, namely ISCAP-IPP, ESTiG/IPB and ESCE/IPVC. In addition, meetings of each group of teachers were held by CUs for all institutions, to define the evaluation, the methodologies and other details. An effort has also been made to strengthen the connection between the teachers of the different HEIs, with teachers teaching in more than one school. The work proposals for the second year and the proposals for the selection board (with elements from at least two HEIs) are evaluated by the scientific committee of the SC, made up of members from the three institutions. Regarding the completion rate and the dropout rate of the SC, it is possible to see a significant increase (about 44%) with regard to the completion rate from the academic year 20/21 to the academic year 21/22 and a reduction of about 38% in the dropout rate between the academic years mentioned above. Trend that is expected to continue in the following academic years.

4. Curricular structure and study plan.

4.1. Curriculum structure

4.1 Do the curricular structure and syllabus in force correspond to those published in the Diário da República (point 1.5)?

☒ Yes ☐ No

4.2. Will changes be made to the curriculum?

☒ Yes ☐ No

4.2.1. Summary of the proposed changes duly justified. (PT)

A proposta de alterações é constituída por três dimensões:

1- inclusão de uma nova UC, no segundo ano, designada de Metodologias de Investigação, com 18 horas de contacto e 3 ECTS, para dotar os estudantes com as ferramentas necessárias para elaboração da dissertação de mestrado (estrutura, redação, referênciação, etc.), bem como compreenderem as diferentes etapas do processo de investigação e os respetivos métodos quantitativos e qualitativos.

2 - Inclusão, em duas UC, uma no primeiro semestre e outra no segundo semestre do primeiro ano, de 3 horas de aulas on-line síncronas, permitindo efetuar aulas simultâneas e convidar personalidades externas, sobre temas relevantes para o mestrado, entre as turmas de diferentes IE.

3 - redução das horas de contacto totais para 36 TP, incentivando a capacidade de autonomia e de investigação dos estudantes e o trabalho fora de aula. Será possível, com aulas de 3 horas por semana, adaptar também o CE ao perfil dos estudantes, que são na sua maioria estudantes trabalhadores em regime pós laboral.

4.2.1. Summary of the proposed changes duly justified. (EN)

The proposed changes consist of three dimensions:
1- inclusion of a new UC, in the second year, called Research Methodologies, with 18 contact hours and 3 ECTS, to provide students with the necessary tools to prepare the master's thesis (structure, writing, referencing, etc.), as well as understanding the different stages of the research process and the respective quantitative and qualitative methods.
2 - Inclusion, in two UC, one in the first semester and the other in the second semester of the first year, of 3 hours of synchronous online classes, allowing simultaneous classes and inviting external personalities, on topics relevant to the master's degree, between classes from different HEI.
3 - reduction of total contact hours to 36 TP, encouraging students' capacity for autonomy and research and work outside of class. It will be possible, with 3-hour classes per week, to also adapt the CE to the profile of the students, who are mostly post-work students.

Map II - PG

4.1.1. Branches, variants, specialization areas, specialties or other forms of organization (if applicable)* (PT):

Plano Geral

4.1.1. Branches, variants, specialization areas, specialties or other forms of organization (if applicable)* (EN):

PG

4.1.2. Scientific areas and credits necessary for awarding the degree

Scientific Area	Acronym	Mandatory ECTS	Minimum Optional
CIÊNCIAS SOCIAIS E DO COMPORTAMENTO	CSC	6.0	
ECONOMIA	ECO	3.0	
GESTÃO e ADMINISTRAÇÃO	GES	98.0	
MATEMÁTICA	MAT	13.0	
Total: 4		Total: 120.0	

4.1.3. Observations (PT)

[no answer]

4.1.3. Observations (EN)

[no answer]

4.2. Curricular Units

Map III - Comportamento Organizacional

4.2.1. Title of curricular unit (PT):

Comportamento Organizacional

4.2.1. Title of curricular unit (EN):

Organizational Behaviour

4.2.2. Acronym of the areas associated to the CU (PT):

CSC

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.2. Acronym of the areas associated to the CU (EN):***BSC***4.2.3. Duration (PT):***Semestral 1ºS***4.2.3. Duration (EN):***Semiannual 1st S***4.2.4. Total working hours:***150.0***4.2.5. Total contact hours:***On-site (OS) - TP-36.0***4.2.6. % Remote contact hours:***0.00%***4.2.7. ECTS credits:***6.0***4.2.8. Responsible teacher and respective teaching load in the CU:**

- *Adelina Granado Andrês - 36.0h*
- *José Lucas Pinhão de Sousa - 34.0h*
- *Lígia Maria Almendra Xavier Barreira Lousada - 36.0h*

4.2.9. Other teaching staff and respective teaching load in the CU:

- *Ana Teresa Martins Ferreira Oliveira - 2.0h*

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):

- 1. Compreender as relações entre as diferentes estruturas das org., a influência do ambiente sobre estas, bem como as dinâmicas organizacionais que resultam destes processos.*
- 2. Reconhecer as dinâmicas intra/interorg. no âmbito da diversidade cultural e interculturalidade, e respetiva relevância na gestão de pessoas e comportamentos.*
- 3. Conhecer os diferentes tipos de poder exercidos nas organizações, com ênfase para o processo de liderança e para o domínio da inteligência emocional, com vista à identificação das melhores estratégias de gestão emocional pessoal.*
- 4. Reconhecer os limites do processo de tomada de decisão aos níveis individual, grupal e org., com vista a uma maior eficácia decisional.*
- 5. Desenvolver estratégias de comunicação interpessoal eficazes em contexto organizacional.*
- 6. Conhecer e identificar diferentes abordagens à motivação humana no trabalho para um desempenho mais eficaz.*
- 7. Reconhecer a importância e as dificuldades associadas à mudança organizacional.*

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):

- 1. Understand the relationships between the different structures of organizations, the influence of the environment on them, as well as the org. dynamics that result from these processes.*
- 2. Recognize the intra / inter org. dynamics within the scope of cultural diversity and interculturality, and their relevance in the management of people and behaviors.*
- 3. Know the different types of power exercised in org., with an emphasis on the leadership process and the domain of emotional intelligence, with a view to identifying the best strategies for personal emotional management.*
- 4. Recognize the limits of the decision-making process at the individual, group and org. levels, with a view to greater decision-making effectiveness.*
- 5. Develop effective interpersonal communication strategies in an org. context.*
- 6. Know and identify different approaches to human motivation at work for more effective performance.*
- 7. Recognize the importance and difficulties associated with organizational change*

Submission of application | Evaluation/Accreditation of Operating SC

4.2.11. Syllabus (PT):

- 1- Estruturas e dinâmicas das organizações.
- 2- Culturas organizacionais.
- 3- Poder e gestão política das organizações.
- 4- Processo de tomada de decisão
- 5- Comunicação Organizacional
- 6- Motivação e desempenho
- 7- Mudança organizacional

4.2.11. Syllabus (EN):

- 1- Structures and dynamics of organizations.
- 2- Organizational cultures.
- 3- Power and political management of organizations.
- 4- Decision-making process
- 5- Organizational Communication
- 6- Motivation and performance
- 7- Organizational change

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):

Os objetivos de conhecimento de fatores humanos na realidade organizacional encontram-se contemplados nos pontos do programa ao discutir e analisar a centralidade do comportamento de indivíduos e grupos no quotidiano das organizações e na sua eficácia. E ainda ao fomentar a análise e o espírito crítico face ao funcionamento e ao desenvolvimento dos indivíduos e dos grupos na eficácia organizacional. Assim, os objetivos da unidade curricular têm correspondência com os conteúdos do programa, tal como se apresenta: 1-1; 2-2.;3-3.;4-4; 5-5; 6-6; 7-7.

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):

The objectives of knowledge of human factors in the organizational reality are included in the points of the program when discussing and analyzing the centrality of the behavior of individuals and groups in the daily lives of organizations and their effectiveness. And also by fostering analysis and critical spirit in the face of the functioning and development of individuals and groups in organizational effectiveness. Thus, the objectives of the curricular unit correspond to the contents of the program, as shown: 1-1; 2-2.; 3-3.; 4-4; 5-5; 6-6; 7-7.

4.2.13. Teaching methodologies (including students' assessment) (PT):

Utiliza-se metodologia combinada que inclui métodos pedagógicos expositivos e ativos - privilegia-se estes últimos através da interação dos alunos.

- Exposição de conteúdos teóricos, apoiada por materiais audiovisuais.
- Elaboração de trabalhos escritos individuais e em grupo.
- Promoção de espaços de discussão e reflexão, iniciados em pequenos grupos e depois alargados ao grande grupo/ turma.
- Seminários sobre temas da área científica que poderão fornecer pistas para investigação futura.

4.2.13. Teaching methodologies (including students' assessment) (EN):

Combined methodology is used that includes expositive and active pedagogical methods - the latter are privileged through the interaction of students.

- Exhibition of theoretical content, supported by audiovisual materials.
- Elaboration of individual and group written works.
- Promotion of spaces for discussion and reflection, starting in small groups and then extended to the large group / class.
- Seminars on scientific topics that may provide clues for future research.

4.2.14. Evaluation (PT):

Avaliação em período letivo: teste (50%); e trabalho de grupo (50%), o que perfaz 100% da nota final.

Avaliação em período de exames: exame/prova escrita com peso de 100% na nota atribuída.

4.2.14. Evaluation (EN):

Assessment during academic period: test (50%); and group work (50%), which makes up 100% of the final grade.

Assessment during: exam period/ written test with a weight of 100% in the assigned grade.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

O uso combinado dos métodos ativo e expositivo promove o desenvolvimento das dimensões cognitiva e técnica, tal como preconizado nos objetivos da Unidade Curricular. Assim, a metodologia de ensino combina uma componente expositiva de conteúdos programáticos, aliada a uma componente demonstrativa e ativa possibilitada pela discussão de situações reais ilustrativas das matérias abordadas em Comportamento Organizacional. A relação pedagógica aposta no envolvimento dos alunos na discussão de ilustrações práticas, também prosseguida na apresentação oral do trabalho que integra a avaliação em período letivo.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):**

The combined use of active and expository methods promotes the development of the cognitive and technical dimensions, as recommended in the objectives of the Course. Thus, the teaching methodology combines an expository component of program content, combined with a demonstrative and active component made possible by the discussion of real situations illustrating the subjects covered in Organizational Behavior. The pedagogical relationship bets on the involvement of students in the discussion of practical illustrations, also pursued in the oral presentation of the work that integrates continuous assessment.

4.2.16. Bibliography (PT):

Blanchard, K. (2019). "Liderança de Alto Nível: como criar e liderar organizações de alto desempenho". Bookman.
 Ferreira-Oliveira, A. T., Keating, J., Silva, I. (2020). Sustainable HRM as a Pathway to Sustainability? HRMS Relevance on Affective Commitment through Organizational Trust. Sustainability, 9443, 12 (22) 1-27 <https://doi.org/10.3390/su12229443>
 Ferreira-Oliveira, A. T.; Bouças, A. & Alves, A. (2020). University-business cooperation on SMEs: An intervention program on creativity, critical thinking and trust. International Symposium on Project Approaches in Engineering Education, 10, 287-295.
 Ferreira-Oliveira, A. T., Neto, H. (2020). Um caso prático de intervenção na cultura organizacional: relato de um diretor de recursos humanos. In Veloso, A. & Pinto de Sá, C. Da Psicologia à Gestão de Pessoas: Casos de Intervenção em Organizações. Editora RH. Lisboa. Portugal.

4.2.16. Bibliography (EN):

Blanchard, K. (2019). "Liderança de Alto Nível: como criar e liderar organizações de alto desempenho". Bookman.
 Ferreira-Oliveira, A. T., Keating, J., Silva, I. (2020). Sustainable HRM as a Pathway to Sustainability? HRMS Relevance on Affective Commitment through Organizational Trust. Sustainability, 9443, 12 (22) 1-27 <https://doi.org/10.3390/su12229443>
 Ferreira-Oliveira, A. T.; Bouças, A. & Alves, A. (2020). University-business cooperation on SMEs: An intervention program on creativity, critical thinking and trust. International Symposium on Project Approaches in Engineering Education, 10, 287-295.
 Ferreira-Oliveira, A. T., Neto, H. (2020). Um caso prático de intervenção na cultura organizacional: relato de um diretor de recursos humanos. In Veloso, A. & Pinto de Sá, C. Da Psicologia à Gestão de Pessoas: Casos de Intervenção em Organizações. Editora RH. Lisboa. Portugal.

4.2.17. Observations (PT):

Bibliografia adicional:

Rei, J. E. (2002). "A Comunicação Estratégica". Estratégias Criativas.
 Yu, A. (2011) "Tomada de Decisão nas Organizações: Uma Visão Multidisciplinar". São Paulo: Saraiva.
 Rego, A. (2013) "Comunicação pessoal e organizacional". Lisboa: Edições Sílabo.
 Silva, E. (2016) "Gestão de Mudanças em Organizações Ágeis". São Paulo: Quartier Latin
 Gomes, J.F.S; P., M.P. & Rego, A. (2006). Comportamento Organizacional e Gestão: 21 temas e debates para o século XXI. Lisboa: RH Editora.

4.2.17. Observations (EN):

Bibliografia adicional:

Rei, J. E. (2002). "A Comunicação Estratégica". Estratégias Criativas.
 Yu, A. (2011) "Tomada de Decisão nas Organizações: Uma Visão Multidisciplinar". São Paulo: Saraiva.
 Rego, A. (2013) "Comunicação pessoal e organizacional". Lisboa: Edições Sílabo.
 Silva, E. (2016) "Gestão de Mudanças em Organizações Ágeis". São Paulo: Quartier Latin
 Gomes, J.F.S; P., M.P. & Rego, A. (2006). Comportamento Organizacional e Gestão: 21 temas e debates para o século XXI. Lisboa: RH Editora.

Map III - Dissertação/Trabalho de Projeto/Estágio**4.2.1. Title of curricular unit (PT):**

Dissertação/Trabalho de Projeto/Estágio

4.2.1. Title of curricular unit (EN):

Dissertation/Applied work/Internship

4.2.2. Acronym of the areas associated to the CU (PT):

GES

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.2. Acronym of the areas associated to the CU (EN):***MAN***4.2.3. Duration (PT):***Outro***4.2.3. Duration (EN):***Other***4.2.4. Total working hours:***1,425.0***4.2.5. Total contact hours:***On-site (OS) - TO-0.0; O-60.0***4.2.6. % Remote contact hours:***0.00%***4.2.7. ECTS credits:***57.0***4.2.8. Responsible teacher and respective teaching load in the CU:**

- *António Jorge da Silva Trindade Duarte - 60.0h*
- *Lia Coelho Oliveira - 60.0h*
- *Sérgio Oliveira Monteiro - 60.0h*

4.2.9. Other teaching staff and respective teaching load in the CU:*[no answer]***4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):***Dotar os mestrandos de competências que lhes permitam desenvolver pesquisas específicas sobre determinado tema.***4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):***Provide master's students with skills that allow them to develop specific research on a given topic.***4.2.11. Syllabus (PT):***Os estudantes discutem o estado da arte e revisão bibliográfica do tema da Dissertação/Trabalho de Projeto/Estágio. O orientador terá também um papel ativo na orientação do desenvolvimento da Dissertação/Trabalho de Projeto/Estágio***4.2.11. Syllabus (EN):***Students discuss the state of the art and bibliographic review of the dissertation theme. The advisor will also have an active role in guiding the development of the Dissertation/Applied work/Internship.***4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):***A aprovação prévia do plano de Dissertação/Trabalho de Projeto/Estágio, pela Comissão Científica do mestrado, o acompanhamento, pelo professor orientador, da evolução da revisão do estado da arte e bibliográfica e elaboração da respetiva Dissertação/Trabalho de Projeto/Estágio.***4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):***Prior approval of the dissertation plan by the Master's Scientific Committee, monitoring, by the supervisor, of the evolution of the state-of-the-art and bibliographic review and preparation of the respective Dissertation/Applied work/Internship.***4.2.13. Teaching methodologies (including students' assessment) (PT):***Metodologias serão em função da natureza de cada Dissertação/Trabalho de Projeto/Estágio.***4.2.13. Teaching methodologies (including students' assessment) (EN):***Methodologies will depend on the nature of each Dissertation/Applied work/Internship.*

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.14. Evaluation (PT):**

A avaliação é baseada na Dissertação/Trabalho de Projeto/Estágio. A defesa pública é feita perante um júri constituído pelo Presidente do Júri (Diretor do Curso), agente e orientador da Dissertação/Trabalho de Projeto/Estágio.

4.2.14. Evaluation (EN):

The evaluation is based on the dissertation. The public defense is made before a jury consisting of the President of the Jury (Director of the Course), hold and supervisor of the Dissertation/Applied work/Internship.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

O acompanhamento do professor orientador garante a consecução dos objetivos através de acompanhamento da revisão do estado da arte e bibliográfica e trabalho de campo.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):

The monitoring of the guiding teacher ensures the achievement of objectives through monitoring the review of the state of the art and bibliography and investigation work.

4.2.16. Bibliography (PT):

A Bibliografia técnica é adequada a cada Dissertação/Trabalho de Projeto/Estágio, em função das suas características.

4.2.16. Bibliography (EN):

References are defined properly for each Dissertation/Applied work/Internship.

4.2.17. Observations (PT):

[no answer]

4.2.17. Observations (EN):

[no answer]

Map III - Economia e Finanças Empresariais**4.2.1. Title of curricular unit (PT):**

Economia e Finanças Empresariais

4.2.1. Title of curricular unit (EN):

ECONOMICS AND CORPORATE FINANCE

4.2.2. Acronym of the areas associated to the CU (PT):

ECO:GES

4.2.2. Acronym of the areas associated to the CU (EN):

ECO:MAN

4.2.3. Duration (PT):

Semestral 1ºS

4.2.3. Duration (EN):

Semiannual 1st S

4.2.4. Total working hours:

150.0

4.2.5. Total contact hours:

On-site (OS) - TP-36.0

4.2.6. % Remote contact hours:

0.00%

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.7. ECTS credits:**

6.0

4.2.8. Responsible teacher and respective teaching load in the CU:

- Ana Paula Carvalho do Monte - 36.0h
- Luís Manuel Sousa Grajera Fernandes Costa - 14.0h
- Mario Joel Matos Veiga de Oliveira Queiros - 18.0h
- Susana Paula Silva Oliveira - 20.0h

4.2.9. Other teaching staff and respective teaching load in the CU:

- Ilda Castedo - 18.0h
- João Paulo da Torre Vieito - 2.0h

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):

No fim da unidade curricular o aluno deve ser capaz de:

1. Compreender o funcionamento dos mercados reais como ambiente influenciador e influenciado pelas empresas;
2. Compreender o aparecimento das empresas como alternativa ao mercado, no contexto da decisão económica e do funcionamento da Economia;
3. Analisar a estrutura de um dado mercado e compreender o processo de regulação económica;
4. Compreender o comportamento estratégico das empresas nos mercados e aplicar a Teoria dos Jogos à dinâmica empresarial;
5. Compreender o âmbito de uma operação financeira, o significado das três variáveis nela envolvidas e da chamada Regra de Ouro do Cálculo Financeiro;
6. Conhecer e aplicar conceitos chave das Finanças Empresariais. Avaliar criticamente a eficiência das técnicas das Finanças Empresariais;
7. Contribuir para o desenvolvimento de boas práticas de gestão financeira de diferentes organizações;
8. Comunicar efetivamente com gestores não financeiros.

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):

At the end of the course unit the student should be able to:

1. Understand the functioning of real markets as an influencing environment and influenced by companies;
2. Understand the emergence of companies as an alternative to the market, in the context of economic decision and the functioning of the Economy;
3. Analyze the structure of a given market and understand the process of economic regulation;
4. Understand the strategic behavior of companies in the markets and apply Game Theory to business dynamics;
5. Understand the scope of a financial operation, the meaning of the three variables involved and the so-called Golden Rule of Financial Calculation;
6. Know and apply key concepts of Corporate Finance. Critically evaluate the efficiency of Corporate Finance techniques;
7. Contribute to the development of good financial management practices in different organizations;
8. Communicate effectively with non-financial managers.

4.2.11. Syllabus (PT):

Módulo Economia: A Economia Empresarial no âmbito da Economia e Organização Industrial. O mercado como ambiente integrador da empresa. Um modelo de análise setorial. A empresa no âmbito da análise económica. O mercado e o comportamento estratégico. Comportamento estratégico limitador da concorrência.

Módulo Finanças: A natureza e objetivos das Finanças Empresariais. Valor Atual e Decisão de Investimento. Gestão do capital. Gestão do risco da empresa. Gestão de carteiras.

4.2.11. Syllabus (EN):

Economics module: Business Economics within the scope of Economics and Industrial Organization. The market as an integrating environment for the company. A sectoral analysis model. The company within the scope of economic analysis. The market and strategic behavior. Strategic behavior limiting competition.

Finance Module: The nature and objectives of Corporate Finance. Present Value and Investment Decision. Capital management. Company risk management. Portfolio management.

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):

No módulo de Economia, o funcionamento dos mercados e as suas estruturas são abordados nos pontos iniciais do programa. A Teoria dos Jogos é analisada no comportamento e interação estratégica.

No módulo de Finanças, os critérios de avaliação de investimentos, incluindo as ferramentas para o seu cálculo, colmatam todos os pontos dos objetivos.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):**

In the Economics module, the functioning of markets and their structures are covered at the beginning of the program. Game Theory is analyzed in behavior and strategic interaction.

In the Finance module, the investment evaluation criteria, including the tools for their calculation, cover all the points of the objectives.

4.2.13. Teaching methodologies (including students' assessment) (PT):

A metodologia de ensino/aprendizagem apoia-se no método expositivo, para explicar os conceitos teóricos, e no método demonstrativo, para aplicação e discussão prática dos conceitos e técnicas associados. As aulas são teórico-práticas, com recurso a materiais em suporte digital interativo.

4.2.13. Teaching methodologies (including students' assessment) (EN):

The teaching/learning methodology is based on the expository method, to explain the theoretical concepts, and the demonstrative method, for application and practical discussion of the associated concepts and techniques. The classes are lecture-practical, using materials in interactive digital support.

4.2.14. Evaluation (PT):

Avaliação durante o período lectivo: realização de teste e trabalho de grupo

Avaliação durante o período de exames: realização de exame

4.2.14. Evaluation (EN):

Assessment during the academic term: taking a test and a team work

Assessment during the exam period: taking an exam

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

As metodologias de ensino usam todas as práticas possíveis no ensino superior, chamando a grande participação dos discentes no processo de ensino-aprendizagem.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):

n the Economics module, the functioning of markets and their structures are covered at the beginning of the program. Game Theory is analyzed in behavior and strategic interaction.

In the Finance module, the investment evaluation criteria, including the tools for their calculation, cover all the points of the objectives.

4.2.16. Bibliography (PT):

Ross, S. A., Westerfield, R. W., Jaffe, J., & Jordan, D. B. (2019). Corporate Finance (12th ed.). McGraw-Hill Education.

Mário Queirós, Eduardo Sá Silva (2010) "Análise de Investimentos em Ativos Reais ? Volume 1", Vida Económica. Mata, José (2016), Economia da Empresa, 9.ª ed. Fundação Calouste Gulbenkian

Queirós, Mário; Mota, Carlos; Silva, Eduardo Sá e; Pereira, Adalmiro; Resende, Marbino (2020), Projetos de Investimento - Avaliação Convencional - Finanças Empresariais, Gestbook

Queirós, Mário; Mota, Carlos; Silva, Eduardo Sá e; Pereira, Adalmiro; Resende, Marbino (2020), Projetos de Investimento - Avaliação Convencional - Casos Práticos, Gestbook

Silva, Eduardo Sá e; Queirós, Mário (2013) Análise de Investimentos em Ativos Reais - Volume 1 Abordagem Convencional, Vida Económica

Silva, Eduardo Sá e; Queirós, Mário (2013) Análise de Investimentos em Ativos Reais - Volume 2 Análise de Risco e Incerteza, Vida Económica

4.2.16. Bibliography (EN):

Ross, S. A., Westerfield, R. W., Jaffe, J., & Jordan, D. B. (2019). Corporate Finance (12th ed.). McGraw-Hill Education.

Mário Queirós, Eduardo Sá Silva (2010) "Análise de Investimentos em Ativos Reais ? Volume 1", Vida Económica. Mata, José (2016), Economia da Empresa, 9th ed. Fundação Calouste Gulbenkian

Queirós, Mário; Mota, Carlos; Silva, Eduardo Sá e; Pereira, Adalmiro; Resende, Marbino (2020), Projetos de Investimento - Avaliação Convencional - Finanças Empresariais, Gestbook

Queirós, Mário; Mota, Carlos; Silva, Eduardo Sá e; Pereira, Adalmiro; Resende, Marbino (2020), Projetos de Investimento - Avaliação Convencional - Casos Práticos, Gestbook

Silva, Eduardo Sá e; Queirós, Mário (2013) Análise de Investimentos em Ativos Reais - Volume 1 Abordagem Convencional, Vida Económica

Silva, Eduardo Sá e; Queirós, Mário (2013) Análise de Investimentos em Ativos Reais - Volume 2 Análise de Risco e Incerteza, Vida Económica

4.2.17. Observations (PT):

[no answer]

Submission of application | Evaluation/Accreditation of
Operating SC

4.2.17. Observations (EN):

[no answer]

Map III - Gestão da Cadeia de Abastecimento

4.2.1. Title of curricular unit (PT):

Gestão da Cadeia de Abastecimento

4.2.1. Title of curricular unit (EN):

Supply Chain Management

4.2.2. Acronym of the areas associated to the CU (PT):

GES

4.2.2. Acronym of the areas associated to the CU (EN):

MAN

4.2.3. Duration (PT):

Semestral 2ºS

4.2.3. Duration (EN):

Semiannual 2nd S

4.2.4. Total working hours:

150.0

4.2.5. Total contact hours:

*On-site (OS) - TP-33.0**Remote Synchronous (RS) - TP-3.0*

4.2.6. % Remote contact hours:

8.33%

4.2.7. ECTS credits:

6.0

4.2.8. Responsible teacher and respective teaching load in the CU:

*• Lia Coelho Oliveira - 36.0h**• Maria Clara Rodrigues Bento Vaz Fernandes - 36.0h*

4.2.9. Other teaching staff and respective teaching load in the CU:

[no answer]

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):

*1-Analisar e propor soluções para a resolução de diferentes tipos de situações na cadeia de abastecimento quer a nível estratégico quer a nível operacional;**2-Suportar a tomada de decisão ao longo do sistema logístico de qualquer organização, gerir a incerteza e a criação de valor para os clientes;**3-Gerir o valor da informação na cadeia;**4-Compreender e definir a estrutura de tecnologias de informação a utilizar;**5-Compreender a importância da logística inversa e da sustentabilidade ambiental do processo logístico;**6-Compreender a importância da gestão das compras e dos fornecedores.*

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):**

- 1-Analyze and propose solutions for solving different types of situations in the supply chain, both at a strategic and operational level;
- 2-Support decision making throughout the logistics system of any organization, manage uncertainty and value creation for customers;
- 3-Manage the value of information in the chain;
- 4-Understand and define the information technology structure to be used;
- 5-Understand the importance of reverse logistics and environmental sustainability of the logistics process;
- 6-Understand the importance of purchasing and supplier management.

4.2.11. Syllabus (PT):*Parte I*

1. Logística e Cadeia de Abastecimento.
2. Gestão da Cadeia de Abastecimento. Estratégias de relacionamento e de organização física da rede. Estrutura da rede e design do sistema logístico.
3. Sistemas de Informação na Gestão da Cadeia de Abastecimento.
4. A Logística do E-Commerce. Marketplace. Parcerias estratégicas. A Cauda Longa.
5. Sustentabilidade da Cadeia de Abastecimento. Green Logistics. Reverse Logistics. Reverse Logistics vs Forward Logistics.

Parte II

1. A importância das Compras na Gestão da Cadeia de Abastecimento.
2. Gestão de Compras. Organização da função Compras. Centralização e descentralização. Procurement.
3. Tipos de situação de compra: Compra Nova, Compra Modificada, Compra Repetida.
4. Identificação, seleção e avaliação de fornecedores.

4.2.11. Syllabus (EN):*Part I*

1. Logistics and Supply Chain.
2. Supply Chain Management. Relationship strategies and physical organization of the network. Network structure and logistics system design.
3. Information Systems in Supply Chain Management.
4. E-Commerce Logistics. Marketplace. Strategic partnerships. The Long Tail.
5. Supply Chain Sustainability. Green Logistics. Reverse Logistics. Reverse Logistics vs Forward Logistics.

part II

1. The importance of Purchasing in Supply Chain Management.
2. Purchasing Management. Organization of the Purchasing function. Centralization and decentralization. Procurement
3. Types of purchase situation: New Purchase, Modified Purchase, Repeat Purchase.
4. Identification, selection and evaluation of suppliers.

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):

Os objetivos da unidade curricular têm como ponto de partida a compreensão da gestão, das organizações e do papel do gestor em geral. Pretende-se também que os alunos reforcem a compreensão do papel do gestor logístico num ambiente global e competitivo. Para atingir os primeiros dois objetivos propostos são desenvolvidos e ilustrados, com recurso a casos práticos, exemplos e oradore(s) convidado(s), os pontos 1,2,3 e 4 do programa; para atingir os objetivos 3 e 4 é desenvolvido e ilustrado, com recurso a casos práticos e oradore(s) convidado(s), o ponto 4. Para atingir o quinto objetivo proposto é desenvolvido e ilustrado, com recurso a casos práticos, o ponto 6 do programa. Por último, para atingir o último objetivo é explorada a Parte II do programa.

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):

The curricular unit's objectives have as a starting point the understanding of management, organizations and the role of the manager in general. It is also intended that students reinforce the understanding of the role of the logistics manager in a global and competitive environment. To achieve the first two proposed objectives, points 1,2,3 and 4 of the program are developed and illustrated, using practical cases, examples and guest speaker(s); to achieve objectives 3 and 4, point 4 is developed and illustrated, using practical cases and guest speaker(s). 6 of the program. Finally, to achieve the last objective, Part II of the program is explored.

4.2.13. Teaching methodologies (including students' assessment) (PT):

As aulas teórico-práticas da unidade curricular estão baseadas em exposições teóricas e na discussão crítica de exemplos e estudo de casos. A aprendizagem é realizada principalmente em grupo com vista a potenciar as dinâmicas de ensino/aprendizagem. A participação de oradores convidados serão um estímulo à compreensão dos problemas na prática.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.13. Teaching methodologies (including students' assessment) (EN):**

The theoretical-practical classes of the curricular unit are based on theoretical expositions and on the critical discussion of examples and case studies. Learning is carried out mainly in groups in order to enhance the teaching/learning dynamics. The participation of invited speakers will stimulate the understanding of the problems in practice.

4.2.14. Evaluation (PT):

Nesta unidade curricular os estudantes poderão optar pelo regime de avaliação em período letivo ou de avaliação em período de exame. No primeiro caso a avaliação consiste na realização de um trabalho e de um teste de avaliação de conhecimentos (50% cada). Caso o aluno opte pela avaliação em período de exame, será avaliado através da realização de um exame final (100% da nota final) no qual constará toda a matéria lecionada ao longo do semestre.

4.2.14. Evaluation (EN):

In this curricular unit, students can choose between assessment during the academic period or assessment during the exam period. In the first case, the assessment consists of carrying out work and a knowledge assessment test (50% each one). If the student chooses to be assessed during the exam period, they will be assessed by taking a final exam (100% of the final grade) which will contain all the material taught throughout the semester.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

O processo de ensino/aprendizagem inclui a aula clássica para apresentar os principais tópicos do programa, quer numa perspetiva científica, quer prática. A discussão de estudos de caso e as simulações em ambiente de aula são o principal instrumento de aprendizagem para compreender as matérias de gestão refletidas no programa da UC. A obrigatoriedade de apresentar oralmente os trabalhos pretende desenvolver a capacidade de comunicação, a resolução de estudos de caso na aula viabiliza a aplicação dos conhecimentos a situações concretas e a avaliação de conhecimentos tem em vista a endogeneização de conceitos, teorias e estruturas de análise apreendidos ao longo do semestre.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):

The teaching/learning process includes the classic class to present the main topics of the program, both from a scientific and practical perspective. The discussion of case studies and simulations in the classroom environment are the main learning tool to understand the management subjects reflected in the UC program. The obligation to present the works orally aims to develop communication skills, solving case studies in class enables the application of knowledge to concrete situations and the assessment of knowledge aims at the endogenization of concepts, theories and analysis structures learned during throughout the semester.

4.2.16. Bibliography (PT):

*Crespo de Carvalho, J. et al (2020), Logística e Gestão da Cadeia de Abastecimento, 3ª Edição, Edições Sílabo.
Christopher, Martin, Logistics and Supply Chain Management - Creating value- adding networks, 5th ed., Financial Times - Prentice Hall, 2016
Chopra, S. e Meindl, P. (2014), Supply Chain Management: Strategy, Planning and Operations, 6.ª ed., Pearson Prentice Hall.
Rushton, Alan; Croucher, Phil, Baker, Peter, The Handbook of Logistics and Distribution Management: Understanding the Supply Chain, 6th ed., Kogan Page, 2017
Christopher, Martin. (2022). Logistics and supply chain management, 6ª Ed, Pearson Uk.
Simchi-Levi, D. et al. (2014), Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies, 6.ª ed. (International Edition), McGraw-Hill.*

4.2.16. Bibliography (EN):

*ANDERSON, C. A Cauda Longa. 1ª Edição. Lisboa Atual Editora 2007
CARVALHO, J. & et al. Logística e Gestão da Cadeia de Abastecimento. 1ª Edição. Lisboa Edições Sílabo 2012
CARVALHO, J. Logística Comercial Modelo Direct Product Profit. 1ª Edição. Lisboa Texto Editora 1993
CARVALHO, J. et al. Auditoria Logística. 1ª Edição. Lisboa Edições Sílabo 2001
RAJAGOPAL, P et al. Future Directions of Reverse Logistics in Gaining Competitive Advantages: A Review Of Literature. International Journal of Supply Chain Management. 2015. Vol. 4, No. 1, 39-48*

4.2.17. Observations (PT):

[no answer]

4.2.17. Observations (EN):

[no answer]

Map III - Gestão de Armazéns e Inventários

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.1. Title of curricular unit (PT):***Gestão de Armazéns e Inventários***4.2.1. Title of curricular unit (EN):***Warehouse and Inventory Management***4.2.2. Acronym of the areas associated to the CU (PT):***GES***4.2.2. Acronym of the areas associated to the CU (EN):***MAN***4.2.3. Duration (PT):***Semestral 2ºS***4.2.3. Duration (EN):***Semiannual 2nd S***4.2.4. Total working hours:***150.0***4.2.5. Total contact hours:***On-site (OS) - TP-36.0***4.2.6. % Remote contact hours:***0.00%***4.2.7. ECTS credits:***6.0***4.2.8. Responsible teacher and respective teaching load in the CU:**

- Bruno Miguel da Cruz Machado - 14.0h
- Carla Alexandra Soares Gerales - 18.0h
- Fábio Silva Moreira - 36.0h

4.2.9. Other teaching staff and respective teaching load in the CU:

- José Carlos de Sá - 2.0h
- Maria Clara Rodrigues Bento Vaz Fernandes - 18.0h

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):

O objetivo é dar aos alunos uma visão integrada de conceitos, técnicas e estratégias importantes no âmbito da função de gestão de operações, em particular, para desenvolver as competências necessárias para gerir operações em empresas do sector logístico.

O aluno deverá ser capaz de:

- definir a estrutura para gestão de um armazém;
- programar e preparar as actividades operacionais;
- utilizar técnicas que permitam a melhoria da actividade do armazém;
- gerir o processo de aprovisionamentos;
- aplicar e analisar os indicadores de gestão do armazém.

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):

The objective is to give students an integrated view of concepts, techniques and strategies that are important in the scope of operations management, in particular, to develop skills to manage operations processes in the logistics sector.

The student should be able to:

- define the system for managing a warehouse;
- program and prepare operational activities;
- use techniques that allow the improvement of the warehouse activity;
- manage the procurement process;
- apply and analyze the warehouse management indicators.

**Submission of application | Evaluation/Accreditation of
Operating SC****4.2.11. Syllabus (PT):**

I - A gestão da armazenagem
Princípios fundamentais
Funções dos armazéns
Tipos de armazéns
Fluxo de materiais
Modulação da carga
Rotulagem e codificação de embalagens
Operações da armazenagem
Equipamentos
Sistemas de movimentação
Sistemas de armazenagem
Sistemas de movimentação estáticos
Configuração de armazéns
Preparação de encomendas
Controlo operacional

II - A gestão de stocks
O problema de gestão de stocks
A classificação dos diferentes tipos de stock
O modelo de quantidade económica
Métodos de aprovisionamento
Indicadores de gestão de stocks

4.2.11. Syllabus (EN):

I - Warehouse management
Fundamental concepts
Warehouse activities
Warehouse types
Material flows
Load modeling
Packaging labeling and coding
Warehouse operations
Equipment
Handling systems
Storage systems
Static handling systems
Warehouse configurations
Order picking
Operational control

II - Inventory management
The stock management problem
Classification of different types of stock
Economic order quantity model
Replenishing models
Inventory management performance indicators

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):

O conteúdo programático do Capítulo I contribui para a concretização dos objetivos específicos:
- definir a estrutura para gestão de um armazém;
- programar e preparar as actividades operacionais;
- utilizar técnicas que permitam a melhoria da actividade do armazém;
- aplicar e analisar os indicadores de gestão do armazém.

O conteúdo programático do Capítulo II contribui para a concretização dos objetivos específicos:
- gerir o processo de aprovisionamentos;
- aplicar e analisar os indicadores de gestão do armazém.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):**

The programmatic content of Chapter I contributes to the achievement of specific objectives:

- define the structure for managing a warehouse;
- program and prepare operational activities;
- use techniques that allow the improvement of the warehouse activity;
- apply and analyze the warehouse management indicators.

The programmatic content of Chapter II contributes to the achievement of specific objectives:

- manage the procurement process;
- apply and analyze the warehouse management indicators.

4.2.13. Teaching methodologies (including students' assessment) (PT):

As aulas teórico-práticas da unidade curricular estão baseadas em exposições teóricas, na realização de exercícios e na discussão crítica de estudo de casos. A aprendizagem é realizada principalmente em grupo com vista a potenciar as dinâmicas de ensino/aprendizagem.

4.2.13. Teaching methodologies (including students' assessment) (EN):

Classes are based on theoretical expositions, practical exercises and critical discussion of case studies. Learning is mainly carried out in groups with a view to enhancing teaching and learning dynamics.

4.2.14. Evaluation (PT):

Avaliação durante o período letivo:

- Avaliação realizada através de um trabalho de grupo e um teste (50% cada).

Avaliação durante o período de exames:

- Avaliação realizada através de um exame escrito.

4.2.14. Evaluation (EN):

Evaluation during the academic period:

- Assessment carried out through group assignment and a final test (50% each one).

Evaluation during exam period:

- Assessment made through a written exam.

Final regular evaluation (2nd exam):

- Assessment made through a written exam.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

A gestão de armazéns e inventários, integrada no sistema de gestão da cadeia de abastecimento das empresas, é uma das suas funções principais uma vez que a sua preocupação é primariamente a eficiência da movimentação e armazenagem de materiais dentro de um armazém, e o processamento das transações associadas, incluindo a expedição, receção, entrada em armazém e picking.

Nas aulas recorre-se ao método expositivo para a introdução de conceitos de modo a permitir aos estudantes adquirido conhecimento e compreensão necessários para desenvolver as atividades necessárias (resolução de problemas) para atingir os objetivos específicos: definir a estrutura para gestão de um armazém; programar e preparar as atividades operacionais; utilizar técnicas que permitam a melhoria da atividade do armazém; gerir o processo de aprovisionamentos; aplicar e analisar os indicadores de gestão do armazém.

Na realização do trabalho de grupo é privilegiada a autonomia dos estudantes e a capacidade de aprofundar conteúdos específicos.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):

The management of warehouses and inventories, integrated in the companies' supply chain management system, is one of the main functions since it concerns the efficiency of handling and storing materials within a warehouse and the processing of associated transactions, including dispatch, reception, storing and picking.

In classes, the expository method is used to introduce concepts in order to allow students to acquire the knowledge and understanding necessary to develop the necessary activities (problem solving) to achieve the specific objectives: to define the structure for managing a warehouse; program and prepare operational activities; use techniques that allow the improvement of the warehouse activity; manage the procurement process; apply and analyze warehouse management indicators.

During group assignments, the autonomy of students is privileged as well as the ability to deepen specific content.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.16. Bibliography (PT):**

The Handbook of Logistics and Distribution Management (6th edition): Rushton, A., Croucher, P., Baker, P. 2011 2017, Kogan Page

Warehouse Management (2nd edition): Richards, G. 2021/2022 2017, Kogan Page

World-Class Warehousing and Material Handling: Frazelle, E. 2021/2022 2016, McGraw-Hill

Essentials of Inventory Management (2nd Edition): Muller, M. 2021/2022 2011, American Management Association Silver, E.A; Pyke D.F.; Peterson, R. Inventory Management and Production Planning and Scheduling, Wiley, 1998. ISBN:978-0471119470.

4.2.16. Bibliography (EN):

Vieira, D.; Roux, M. Projeto de Centros de Distribuição, Elsevier Brasil, 2011. ISBN: 9788535251159.

Gonçalves, J.F. Gestão de Aprovisionamentos, Publindústria, 2010. ISBN: 9789728953096.

Ribeiro, J.; Roldão, V. Gestão das Operações - Uma abordagem integrada, Monitor, 2007. ISBN: 9789729413735.

Silver, E.A; Pyke D.F.; Peterson, R. Inventory Management and Production Planning and Scheduling, Wiley, 1998. ISBN:978-0471119470.

4.2.17. Observations (PT):

[no answer]

4.2.17. Observations (EN):

[no answer]

Map III - Gestão de Transportes e Manutenção**4.2.1. Title of curricular unit (PT):**

Gestão de Transportes e Manutenção

4.2.1. Title of curricular unit (EN):

Transport and Maintenance Management

4.2.2. Acronym of the areas associated to the CU (PT):

GES

4.2.2. Acronym of the areas associated to the CU (EN):

MAN

4.2.3. Duration (PT):

Semestral 2ºS

4.2.3. Duration (EN):

Semiannual 2nd S

4.2.4. Total working hours:

150.0

4.2.5. Total contact hours:

On-site (OS) - TP-36.0

4.2.6. % Remote contact hours:

0.00%

4.2.7. ECTS credits:

6.0

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.8. Responsible teacher and respective teaching load in the CU:**

- Francisco José Basílio Pimentel Pires Peito - 36.0h
- Isabel Cristina Lopes - 36.0h
- Pedro Vasco e Silva Cardoso - 36.0h

4.2.9. Other teaching staff and respective teaching load in the CU:

[no answer]

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):

- Conceber, planear e gerir atividades dos transportes na cadeia logística, de acordo com a legislação em vigor e com as responsabilidades sociais.
- Organizar, coordenar e gerir um Serviço de Manutenção que assegure a disponibilidade de um bem ao longo do ciclo de vida dentro dos parâmetros para que foi adquirido, aplicado em ambiente multidisciplinar na gestão da empresa.

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):

- To conceive, plan and manage transport activities in the logistics chain, in accordance with the legislation in force and with social responsibilities.
- To organize, coordinate and manage a Maintenance Service that ensures the availability of a good throughout the life cycle within the parameters for which it was acquired, specializing in a multidisciplinary environment in the management of the company.

4.2.11. Syllabus (PT):

1. Gestão dos Transportes:
 - 1.1. Tipos de transporte e sua caracterização
 - 1.2. Planeamento e coordenação de operações multimodais
 - 1.3. Preparação de planos para movimentação dos produtos e propostas de custos
 - 1.4. Sistemas de Informação
 - 1.5. Planeamento de transportes nacionais e internacionais: Modelos exatos, heurísticas e meta-heurísticas. Problemas de empacotamento, setorização, localização de instalações, rede de transportes e planeamento de rotas (TSP e VRP).
 - 1.6. Regulamentos e Legislação do Sector de Transportes. Responsabilidades sociais.
2. Organização e Gestão da Manutenção:
 - 2.1. Tipos de manutenção. Terminologia da manutenção.
 - 2.2. Princípios orientadores na conceção e dimensionamento de Serviços de Manutenção
 - 2.3. Normalização Europeia, Certificação na Manutenção
 - 2.4. Fiabilidade, Manutenibilidade e Disponibilidade. Indicadores chave de performance (KPIs)

4.2.11. Syllabus (EN):

1. Transport Management:
 - 1.1. Types of transport and their characterization.
 - 1.2. Planning and coordination of multimodal operations.
 - 1.3. Preparation of plans for product movement and cost proposals
 - 1.4. Information Systems.
 - 1.5. National and international transport planning: exact models, heuristics and meta-heuristics of route planning. Packing, sectorization, facility location, transport networks and vehicle routing (TSP and VRP).
 - 1.6. Transport Sector Regulations and Legislation. Social responsibilities.
2. Maintenance Organization and Management:
 - 2.1. Types of maintenance. Maintenance terminology.
 - 2.2. Guiding principles in the design and dimensioning of Maintenance Services
 - 2.3. European Standardization, Maintenance Certification.
 - 2.4. Reliability, Maintainability and Availability. Key performance indicators (KPIs).

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):

Os conteúdos programáticos foram agregados em dois temas correspondendo cada um a um objetivo abrangendo metodologias, técnicas e ferramentas utilizadas na gestão de transportes e na gestão da manutenção. A seleção dos conteúdos foi feita de acordo com a população alvo tendo em conta os objetivos de aprendizagem referentes a conhecimentos, aptidões e competências e as melhores práticas de gestão utilizadas no contexto da gestão de transportes e da gestão de manutenção.

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):

The program contents were grouped into two themes, each corresponding to an objective covering methodologies, techniques and tools used in transport management and maintenance management. The selection of content was made according to the target population taking into account the learning objectives related to knowledge, skills and competences and the best management practices used in the context of transport management and maintenance management.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.13. Teaching methodologies (including students' assessment) (PT):**

Aulas baseadas no método expositivo e interrogativo e no saber-fazer.

Desenvolvimento de projetos e resolução de problemas, com incidência na formulação de problemas reais, selecionando e justificando o método de apoio à decisão mais adequado e respeitando normas e legislação.

Utilização de software específico para implementar métodos quantitativos de suporte ao planeamento, gestão e controlo de atividades da manutenção e dos transportes.

Discussão de artigos e estudo de caso. Gamificação.

4.2.13. Teaching methodologies (including students' assessment) (EN):

Classes are based on the expository and interrogative method and on know-how.

Project development and problem solving, focusing on the formulation of real problems, selecting and justifying the most appropriate decision support method and respecting rules and legislation.

Use of specific software to implement quantitative methods to support the planning, management and control of maintenance and transport activities.

Discussion of articles and case studies. Gamification.

4.2.14. Evaluation (PT):

A avaliação em período letivo consiste num conjunto de 4 atividades a realizar nas aulas individualmente por cada aluno (A), correspondentes a 40% da nota final, e um teste (T), correspondente a 60% da nota final.

O cálculo do Resultado Final será de acordo com a seguinte fórmula:

$$CF = 40\% \cdot A + 60\% \cdot T$$

Em pelo menos 3 destas atividades, o aluno tem de obter uma nota mínima de 9.5 valores (em 20). O teste tem nota mínima de 7.5 (em 20 valores). A nota final terá de ser superior ou igual a 9.5.

Avaliação em período de exame:

consiste num exame final global (EG) com nota mínima de 10 valores.

$$CF = 100\% \cdot EG$$

4.2.14. Evaluation (EN):

The evaluation during academic period consists in a set of 4 tasks (A) to solve individually by each student during the classes, corresponding to 40% of the final grade and a Test (T), corresponding to 60% of the final grade.

The computation of the Final Classification will be obtained according to the following formula:

The evaluation during exam period consists of a final overall exam (EG) with a minimum grade of 10 points (in 20).

$$CF = 100\% \cdot EG$$

$$CF = M1 = 40\% \cdot A + 60\% \cdot T$$

In at least 3 of the tasks, students must obtain a minimum score of 9.5 out of 20 values. The test has a minimum score of 7.5 out of 20 values. The final grade must be greater than or equal to 9.5 out of 20.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

Esta unidade curricular permite ao estudante adquirir um conjunto de competências que contribuirão para o tornar mais apto quer na sua constante adaptação às mudanças tecnológicas quer em termos de desempenho profissional.

As metodologias de ensino estão em coerência com os objetivos da unidade curricular dado que a metodologia expositiva associada à resolução de exercícios/trabalhos possibilita o desenvolvimento adequado dos conteúdos. As aulas onde se pratica a estratégia e a resolução de problemas, a desenvoltura de raciocínio lógico e abstrato possibilitam a aquisição de conhecimentos que podem ser diretamente utilizados como ferramenta na sua dissertação de mestrado.

As estratégias de gamificação usadas pretendem aumentar a motivação dos estudantes, promover a excelência e aumentar a interação entre professor e aluno e entre estudantes.

Saber-fazer: A metodologia de ensino baseia-se na explicação de cada tema do conteúdo programático apoiada em estudo de casos e exercícios de contexto real, com utilização de normas, legislação e documentos usados no contexto real. Desenvolvimento de soft skills através de projetos integrando os conhecimentos de gestão e técnicas aprendidas.

O regime de avaliação foi concebido para aferir até que ponto as competências foram desenvolvidas e preparar os estudantes para a elaboração da sua dissertação.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):**

This curricular unit allows the student to acquire a set of skills that will contribute to making him more fit both in his constant adaptation to technological changes and in terms of professional performance.

The teaching methodologies are consistent with the objectives of the curricular unit, given that the expository methodology associated with the resolution of exercises / works allows an adequate development of the contents. Classes where strategy and problem solving are practiced, the resourcefulness of logical and abstract reasoning enable the acquisition of knowledge that can be directly used as a tool in your master's dissertation.

The gamification strategies used are intended to increase student motivation, promote excellence and increase teacher-student and student-to-student interaction.

Know-how: The teaching methodology is based on the explanation of each theme of the syllabus based on case studies and exercises in a real context, using standards, legislation and documents used in the real context. Development of soft skills through a project integrating management knowledge and techniques learned.

The assessment regime was designed to assess the extent to which skills were developed and to prepare students for the preparation of their dissertation.

4.2.16. Bibliography (PT):

Arenales, M.; Armentano, V.A.; & Yanasse, H.H. (2007). *Pesquisa Operacional*. Elsevier ISBN 13: 978-85-352-5193-7

Ballou, R.H. (2006) *Business Logistics Management*. 6th ed. Prentice Hall. ISBN 0-13-795659-2

Bowersox, D.J.; Closs, D.J.; Cooper, M.B. (2019) *Supply chain logistics management*. 5th ed. McGraw Hill

Cabral, J.P.S. (2006) *Organização e Gestão da Manutenção: dos conceitos à prática*. 6ª Edição. Edições LIDEL, Lisboa, ISBN 978-972-757-440-7

Carvalho, J. M. C (2017) *Logística e Gestão na cadeia de Abastecimentos - Edições Sílabo*. Lisboa,

Dias, J. (2005) *Logística Global e Macrologística*. Edições Sílabo

Goldbarg, M.C.; Luna, H.P. (2005) *Otimização combinatória e programação linear: modelos e algoritmos*, 2ª ed., Elsevier. ISBN 978-85-352-1520-5

Hillier, F., & Lieberman, G. (2015). *Introduction to Oper. Research*, 10th ed., McGraw-Hill

Rodrigue, J-P, (2020) *The Geography of Transport Systems*, Fifth Edition, London: Routledge. 456 pages. ISBN: 978-0-367-36463-2

4.2.16. Bibliography (EN):

Arenales, M.; Armentano, V.A.; & Yanasse, H.H. (2007). *Pesquisa Operacional*. Elsevier ISBN 13: 978-85-352-5193-7

Ballou, R.H. (2006) *Business Logistics Management*. 6th ed. Prentice Hall. ISBN 0-13-795659-2

Bowersox, D.J.; Closs, D.J.; Cooper, M.B. (2019) *Supply chain logistics management*. 5th ed. McGraw Hill

Cabral, J.P.S. (2006) *Organização e Gestão da Manutenção: dos conceitos à prática*. 6ª Edição. Edições LIDEL, Lisboa, ISBN 978-972-757-440-7

Carvalho, J. M. C (2017) *Logística e Gestão na cadeia de Abastecimentos - Edições Sílabo*. Lisboa,

Dias, J. (2005) *Logística Global e Macrologística*. Edições Sílabo

Goldbarg, M.C.; Luna, H.P. (2005) *Otimização combinatória e programação linear: modelos e algoritmos*, 2ª ed., Elsevier. ISBN 978-85-352-1520-5

Hillier, F., & Lieberman, G. (2015). *Introduction to Oper. Research*, 10th ed., McGraw-Hill

Rushton, A.; Croucher, P.; Baker, P. (2010) *The Handbook of Logistics and Distribution Management*, 4th ed. Kogan Page. ISBN 0-7494-4669-2

4.2.17. Observations (PT):

Bibliografia adicional:

Ballou, R.H. (2006) *Business Logistics Management*. 6th ed. Prentice Hall. ISBN 0-13-795659-2

Bowersox, D.J.; Closs, D.J.; Cooper, M.B. (2019) *Supply chain logistics management*. 5th ed. McGraw Hill

Hillier, F., & Lieberman, G. (2015). *Introduction to Operations Research*, 10th ed., McGraw-Hill

Murty, K. (2012) *Junior Level Web-Book for Optimization Models for decision Making*,

Osman, I. H., & Kelly, J. P. (1996). *Meta-heuristics: an overview*. In *Meta-heuristics* (pp. 1-21). Springer US.

Rushton, A.; Croucher, P.; Baker, P. (2010) *The Handbook of Logistics and Distribution Management*, 4th ed. Kogan Page. ISBN 0-7494-4669-2

Moura, B. (2006) *Logística - Conceitos e Tendências*. Centro Atlântico.

Murty, K. (2012) *Junior Level Web-Book for Optimization Models for decision Making*, Available at http://www-personal.umich.edu/~murty/books/opti_model/

Osman, I. H., & Kelly, J. P. (1996). *Meta-heuristics: an overview*. In *Meta-heuristics* (pp. 1-21). Springer US.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.17. Observations (EN):**

Bibliografia adicional:

Ballou, R.H. (2006) *Business Logistics Management*. 6th ed. Prentice Hall. ISBN 0-13-795659-2

Bowersox, D.J.; Closs, D.J.; Cooper, M.B. (2019) *Supply chain logistics management*. 5th ed. McGraw Hill

Hillier, F., & Lieberman, G. (2015). *Introduction to Operations Research*, 10th ed., McGraw-Hill

Murty, K. (2012) *Junior Level Web-Book for Optimization Models for decision Making*,

Osman, I. H., & Kelly, J. P. (1996). *Meta-heuristics: an overview*. In *Meta-heuristics* (pp. 1-21). Springer US.

Rushton, A.; Croucher, P.; Baker, P. (2010) *The Handbook of Logistics and Distribution Management*, 4th ed. Kogan Page. ISBN 0-7494-4669-2

Moura, B. (2006) *Logística - Conceitos e Tendências*. Centro Atlântico.

Murty, K. (2012) *Junior Level Web-Book for Optimization Models for decision Making*, Available at http://www-personal.umich.edu/~murty/books/opti_model/

Osman, I. H., & Kelly, J. P. (1996). *Meta-heuristics: an overview*. In *Meta-heuristics* (pp. 1-21). Springer US.

Map III - Gestão Logística e Organizacional**4.2.1. Title of curricular unit (PT):**

Gestão Logística e Organizacional

4.2.1. Title of curricular unit (EN):

Logistic and Organizational Management

4.2.2. Acronym of the areas associated to the CU (PT):

GES

4.2.2. Acronym of the areas associated to the CU (EN):

MAN

4.2.3. Duration (PT):

Semestral 1ºS

4.2.3. Duration (EN):

Semiannual 1st S

4.2.4. Total working hours:

150.0

4.2.5. Total contact hours:

On-site (OS) - TP-33.0

Remote Synchronous (RS) - TP-3.0

4.2.6. % Remote contact hours:

8.33%

4.2.7. ECTS credits:

6.0

4.2.8. Responsible teacher and respective teaching load in the CU:

• *Maria Clara Rodrigues Bento Vaz Fernandes - 36.0h*

• *Sérgio Oliveira Monteiro - 36.0h*

4.2.9. Other teaching staff and respective teaching load in the CU:

[no answer]

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):**

- 1-Identificar os desafios que se colocam hoje à gestão e aos gestores/líderes organizacionais
- 2-Aprender e aplicar conhecimentos gerais de gestão
- 3-Conhecer o papel da gestão estratégica no contexto das organizações
- 4-Conhecer a importância da gestão da mudança nas organizações
- 5-Reconhecer a importância da liderança e da aprendizagem organizacional no processo de gestão da mudança
- 6-Identificar o papel da gestão logística e da cadeia de abastecimento na estratégia da organização
- 7-Compreender as principais estratégias de cooperação existentes no âmbito da gestão da cadeia de abastecimento
- 10-Desenvolver e aplicar soluções a casos práticos

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):

- 1-Identify the challenges facing today's management and managers / organizational leaders
- 2-Learn and apply general management knowledge
- 3-Learn knowledge and trading strategies
- 4-Know the role of strategic management in the context of organizations
- 5-Know the importance of change management in organizations
- 6-Recognize the importance of leadership and organizational learning in the management process of change
- 7-Identify the role of logistics and supply chain management in the organization's strategy
- 8-Understand the main strategies of cooperation in the chain management chain.
- supply
- 10-Develop and apply solutions to case studies

4.2.11. Syllabus (PT):

- 1.1. Gestão das Organizações no sec. XXI
- 1.2. O desenvolvimento da organização
- 1.3. Gestão logística e da cadeia de abastecimento
- 2.1. A logística numa organização
- 2.2. O novo paradigma organizacional
- 2.3. O papel estratégico da logística
- 2.4. As fases do planeamento estratégico
- 2.5. Formulação da estratégia.
- 2.6. Mudança organizacional: aprendizagem estratégica
- 2.7. Avaliação e controlo estratégico
- 3.1. Logística e vantagem competitiva
- 3.2. Sistema logístico orientado para o cliente
- 3.3. Design do sistema logístico
- 3.4. Desempenho da cadeia de abastecimento
- 3.5. Logística e desempenho organizacional

4.2.11. Syllabus (EN):

- 1.1. Management of Organizations in sec. XXI
- 1.2. The development of the organization
- 1.3. Logistics and supply chain management
- 2.1. Logistics in an organization
- 2.2. The new organizational paradigm
- 2.3. The strategic role of logistics
- 2.4. The phases of strategic planning
- 2.5. Strategy formulation.
- 2.6. Organizational Change: Strategic Learning
- 2.7. Strategic Assessment and Control
- 3.1. Logistics and competitive advantage
- 3.2. Customer oriented logistics system
- 3.3. Logistic System Design
- 3.4. Supply Chain Performance
- 3.5 Logistics and organizational performance

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):

Os objetivos da unidade curricular têm como ponto de partida a compreensão da gestão e da liderança nas organizações, das várias dimensões estratégicas e da mudança organizacional. Pretende-se também que os alunos interiorizem o papel da logística e da cadeia de abastecimento e as principais estratégias de colaboração, num ambiente global e competitivo. Para atingir os primeiros quatro objetivos propostos são desenvolvidos e ilustrados, com recurso a casos práticos, os pontos 1 e 2 do programa; para atingir os objetivos 3, 4 e 5 é desenvolvido e ilustrado, com recurso a casos práticos, o capítulo 3.

Submission of application | Evaluation/Accreditation of Operating SC

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):

The objectives of this course have as their starting point the understanding of management and leadership in organizations, the various strategic dimensions and organizational change. Students are also expected to internalize the role of logistics and supply chain and key collaborative strategies in a global and competitive environment. To achieve the first four proposed objectives, points 1 and 2 of the program are developed and illustrated using case studies; To achieve objectives 3, 4 and 5, chapter 3 is developed and illustrated using case studies.

4.2.13. Teaching methodologies (including students' assessment) (PT):

Método expositivo para explicar os conceitos e técnicas e no método demonstrativo para aplicação dos conceitos e técnicas a casos práticos. Desenvolvimento de casos em aula, promovendo a interação e crítica entre os vários grupos.

4.2.13. Teaching methodologies (including students' assessment) (EN):

Expository method to explain the concepts and techniques and the demonstrative method for the application of concepts and techniques to practical cases. Case development in class, promoting interaction and criticism between the various groups.

4.2.14. Evaluation (PT):

Avaliação em período letivo:

A avaliação em período letivo compreende duas componentes: um primeiro trabalho a valer 50% da nota final e um mini teste a valer 50% da nota final a realizar no final do semestre. O teste será realizado sem consulta de elementos de estudo e será marcado em horário de aulas.

Avaliação em período de exame (facultativa):

Para os alunos em avaliação em período de exame: exame final escrito a valer 100% da nota. A avaliação em período de exame não permite a repetição individualizada de elementos de avaliação.

4.2.14. Evaluation (EN):

Assessment during academic period:

The assessment during the term comprises two components: a first assignment worth 50% of the final grade and a mini test worth 50% of the final grade to be carried out at the end of the semester. The teste will be carried out without consulting study elements and will be scheduled during class times.

Assessment during exam period (optional):

For students undergoing assessment during the exam period: final written exam worth 100% of the grade. Assessment during the exam period does not allow individual repetition of assessment elements.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

O processo de ensino/aprendizagem inclui a aula clássica para apresentar os principais tópicos do programa, quer numa perspetiva científica, quer prática. A discussão de estudos de caso e as simulações em ambiente de aula são o principal instrumento de aprendizagem para compreender as matérias de gestão refletidas no programa da UC. A obrigatoriedade de apresentar oralmente os trabalhos pretende desenvolver a capacidade de comunicação, a resolução de estudos de caso na aula viabiliza a aplicação dos conhecimentos a situações concretas e a avaliação de conhecimentos tem em vista a interiorização de conceitos, teorias e estruturas de análise apreendidos ao longo do semestre.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):

The teaching / learning process includes the classic class to present the main topics of the program, both from a scientific and practical perspective. The discussion of case studies and classroom simulations are the main learning tool for understanding the management subjects reflected in the UC program. The obligation to present the work orally aims to develop the ability to communicate, solving case studies in class enables the application of knowledge to concrete situations and the assessment of knowledge aims to endogenize concepts, theories and analysis structures learned by throughout the semester.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.16. Bibliography (PT):**

- 1.1. *Gestão das Organizações no sec. XXI*
- 1.2. *O desenvolvimento da organização*
- 1.3. *Gestão logística e da cadeia de abastecimento*
- 2.1. *A logística numa organização*
- 2.2. *O novo paradigma organizacional*
- 2.3. *O papel estratégico da logística*
- 2.4. *As fases do planeamento estratégico*
- 2.5. *Formulação da estratégia.*
- 2.6. *Mudança organizacional: aprendizagem estratégica*
- 2.7. *Avaliação e controlo estratégico*
- 3.1. *Logística e vantagem competitiva*
- 3.2. *Sistema logístico orientado para o cliente*
- 3.3. *Design do sistema logístico*
- 3.4. *Desempenho da cadeia de abastecimento*
- 3.5. *Logística e desempenho organizacional*

4.2.16. Bibliography (EN):

Carvalho J. (Coord.) (2020). *Logística e Gestão da Cadeia de Abastecimento* Edições Sílabo
Correia H.L. (2019). *Administração de Cadeias de Abastecimentos e Logística*
Integração na era da indústria 4.0 (2ª Edição). Editora Atlas
Moura, B. (2006) *Logística: Conceitos e Tendências*. Centro Atlântico
Lopes J. D. (coord.) (2020), *Gestão da Produção e Operações: teoria e casos práticos resolvidos*. Escolar Editora. Teixeira, S. (2020), *Gestão Estratégica*, Escolar Editora, Lisboa
Freire A. (2020), *Estratégia: Criação de Valor Sustentável em Negócios Tradicionais e Digitais*. Bertrand.
Grant, R. M. (2019), *Contemporary Strategy Analysis: Text & Cases, 10th Edition*, John Wiley & Sons, West Sussex.
Ballou, R.H. (1992). *Business Logistics: a Vital Subject*. Prentice-Hall International
Stock J. & Lampert D. (2001). *Strategic Logistic Management (4th Edition)*
Teixeira S. (2020). *Gestão Estratégica*. Escolar Editora
Mintzberg M. (2005). *Gestores, Não MBA*. Dom Quixote

4.2.17. Observations (PT):

[no answer]

4.2.17. Observations (EN):

[no answer]

Map III - Instrumentos de Gestão**4.2.1. Title of curricular unit (PT):**

Instrumentos de Gestão

4.2.1. Title of curricular unit (EN):

Management Instruments

4.2.2. Acronym of the areas associated to the CU (PT):

GES

4.2.2. Acronym of the areas associated to the CU (EN):

MAN

4.2.3. Duration (PT):

Semestral 1ºS

4.2.3. Duration (EN):

Semiannual 1st S

4.2.4. Total working hours:

150.0

Submission of application | Evaluation/Accreditation of Operating SC

4.2.5. Total contact hours:

On-site (OS) - TP-36.0

4.2.6. % Remote contact hours:

0.00%

4.2.7. ECTS credits:

6.0

4.2.8. Responsible teacher and respective teaching load in the CU:

- Helena Sofia Ferreira Rodrigues - 14.0h
- Jorge Manuel Afonso Alves - 36.0h
- Luís Manuel Sousa Grajera Fernandes Costa - 20.0h
- Manuel Mendes Monteiro - 36.0h

4.2.9. Other teaching staff and respective teaching load in the CU:

- Maria Alexandra Teixeira Borges Vieira Pouzada - 2.0h

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):

Objetivos de aprendizagem (conhecimentos, aptidões e competências para desenvolver pelos estudantes):

1. Conhecimento de algumas técnicas qualitativas de apoio à gestão

1. Proporcionar aos alunos um conjunto de modelos e técnicas básicas indispensáveis à gestão, como Matemática Financeira e Programação Linear.

2. Facilitar a compreensão e aprendizagem dos alunos, através de uma abordagem intuitiva, ilustrando os diversos casos com um ou mais exemplos de aplicação relevantes.

3. Incentivar os alunos a usar ferramentas computacionais nos diversos temas dentro de exercícios práticos nas aulas.

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):

Learning objectives (knowledge, skills and competences to be developed by students):

1. Knowledge of some qualitative management support techniques

1. Provide students with a set of models and basic techniques indispensable for management, such as Financial Mathematics, Linear Programming.

2. Facilitate student understanding and learning through an intuitive approach by illustrating the various topics with one or more relevant application examples.

3. Encourage students to use computer tools on a variety of topics covered through hands-on exercises in class.

4.2.11. Syllabus (PT):

Módulo 1. Técnicas qualitativas de apoio à gestão

Módulo 2. Matemática Financeira

1.Regimes Simples

2.Regimes de Juro Composto.

3.Rendas em Regime de Juro Composto.

4.Amortização de Empréstimos

5.Análise de Investimentos (VAL, TIR).

6.Aplicação das funções financeiras do Excel em cada um dos capítulos.

Módulo 3. Programação Linear

1.Método Simplex.

2.Conceitos básicos e terminologia.

3.Fundamentos do Método Simplex.

4.Álgebra do Método Simplex.

5.Resolução de problemas de PL usando o método Simplex.

6.Método das duas fases.

7.Problemas típicos de IO.

8.Análise de sensibilidade em PL

9.Aplicação do Solver do Excel na resolução de problemas de PL

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.11. Syllabus (EN):***Module 1. Qualitative management support techniques**Module 2. Financial Mathematics**1. Simple Regimes**2. Compound Interest Regimes.**3. Compound Interest Income.**4. Loan Amortization**5. Analysis of Investments (VAL, IRR).**6. Application of Excel's financial functions in each of the chapters.**Module 3. Linear Programming**1. Simplex method.**2. Basic concepts and terminology.**3. Fundamentals of the Simplex Method.**4. Algebra of the Simplex Method.**5. Troubleshooting PL using the Simplex method.**6. Method of the two phases.**7. Typical IO problems.**8. Sensitivity analysis in PL**9. Application of Excel Solver in PL troubleshooting***4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):**

As aulas teórico-práticas da unidade curricular incluem descobertas teóricas, a realização de exercícios e a discussão crítica de estudo de casos que concretizam os objetivos de aprendizagem. Utilizam-se metodologias de ensino / aprendizagem expositivas balanceadas com metodologias demonstrativas. A aprendizagem é realizada quer em grupo quer individual com vista a potenciar as dinâmicas de ensino / aprendizagem e conseguir atingir os objetivos fixados para uma UC.

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):

Theoretical-practical classes of the curricular unit include lectures, exercises and critical discussion of case studies that achieve the learning objectives. Expository teaching / learning methodologies balanced with demonstrative methodologies are used. Learning is carried out either in groups or individually in order to enhance the teaching / learning dynamics and achieve the objectives set for the course

4.2.13. Teaching methodologies (including students' assessment) (PT):

Metodologias de ensino (avaliação incluída): As aulas teórico-práticas da unidade curricular incluem desenvolver teóricas, a realização de exercícios e a discussão crítica de estudo de casos. Utilizam-se metodologias de ensino / aprendizagem expositivas balanceadas com metodologias demonstrativas. A aprendizagem é realizada quer em grupo quer individual com vista a potenciar as dinâmicas de ensino / aprendizagem

4.2.13. Teaching methodologies (including students' assessment) (EN):

Teaching methodologies (assessment included): The practical classes of the curricular unit include lectures, exercises and critical discussion of case studies. Expository teaching / learning methodologies balanced with demonstrative methodologies are used. Learning is carried out either in groups or individually to enhance teaching / learning dynamics.

4.2.14. Evaluation (PT):*A avaliação:**em período letivo: Consiste de um trabalho de grupo (30%), de um teste (50%) e exercícios resolvidos na aula (20%).**Em período de exame**Todas as provas são de consulta.***4.2.14. Evaluation (EN):***evaluation during academic period:**Continued: Consists of group work (30%), a test (50%) and exercises solved in class (20%).**evaluation during exam period.**All exams are for consultation.*

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):**

Os conteúdos da Unidade Curricular permitem ao aluno adquirir os conhecimentos de Matemática Financeira, Programação Linear e Metodologias qualitativas e Excel que o habilitam a responder a situações que irá encontrar na prática ajudando-o assim à tomada de decisão em empresas e outras instituições. Os conteúdos incluem uma explicação dos diferentes conceitos e a respetiva aplicação recorrendo a modelos matemáticos e habilitam o aluno a interpretar e resolver um problema nas diversas áreas da Gestão.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):

The contents of the Course Unit allow the student to acquire the knowledge of Financial Mathematics, Linear Programming and Qualitative Methodologies and Excel that enable him to respond to situations that he will encounter in practice, thus helping him to make decisions in companies and other institutions. The contents include the explanation of the different concepts and the respective application using mathematical models and enable the student to interpret and solve a problem in the various areas of Management.

4.2.16. Bibliography (PT):

Mourão M., Pinto L., Simões O., Valente J. e Pato M. (2019). *Investigação Operacional: Exercícios e Aplicações*. Escolar Editora.
Hill M. e Santos M. (2018). *Investigação Operacional -Exercícios de Programação Linear*, Edições Sílabo (3ª Edição).
Jesus F. e Lisboa J. (2020). *Introdução à Investigação Operacional*. Editorial Vida Económica.
Barroso, Maria Nazaré, Couto, Eduardo e Crespo, Nuno *Cálculo e Instrumentos Financeiros: da prática para a teoria* Lisboa: Escolar Editora, (2008).
Petr Zima, Robert L. Brown (1996), *The Mathematics of Finance* (Schaum's Outline)
BRONSON, R. - *Esboço de Teoria e Problemas de Pesquisa Operacional de Schaum*, McGraw-Hill, Inc. (2001).
HILLIER, FS, Lieberman, GJ - *Introdução à Pesquisa Operacional*, 6ª Edição, McGraw-Hill, Inc. (2005)
Box, GEP; Jenkins, GM, G. *Análise de séries temporais; Forecasting and Control*, Englewood Cliffs; Prentice Hall, 3ª Ed, (1994)

4.2.16. Bibliography (EN):

Mourão M., Pinto L., Simões O., Valente J. e Pato M. (2019). *Investigação Operacional: Exercícios e Aplicações*. Escolar Editora.
Hill M. e Santos M. (2018). *Investigação Operacional -Exercícios de Programação Linear*, Edições Sílabo (3ª Edição).
Jesus F. e Lisboa J. (2020). *Introdução à Investigação Operacional*. Editorial Vida Económica.
Barroso, Maria Nazaré, Couto, Eduardo e Crespo, Nuno *Cálculo e Instrumentos Financeiros: da prática para a teoria* Lisboa: Escolar Editora, (2008).
Petr Zima, Robert L. Brown (1996), *The Mathematics of Finance* (Schaum's Outline)
BRONSON, R. - *Esboço de Teoria e Problemas de Pesquisa Operacional de Schaum*, McGraw-Hill, Inc. (2001).
HILLIER, FS, Lieberman, GJ - *Introdução à Pesquisa Operacional*, 6ª Edição, McGraw-Hill, Inc. (2005)
Box, GEP; Jenkins, GM, G. *Análise de séries temporais; Forecasting and Control*, Englewood Cliffs; Prentice Hall, 3ª Ed, (1994)

4.2.17. Observations (PT):

[no answer]

4.2.17. Observations (EN):

[no answer]

Map III - Metodologias de Investigação**4.2.1. Title of curricular unit (PT):**

Metodologias de Investigação

4.2.1. Title of curricular unit (EN):

Research Methodology

4.2.2. Acronym of the areas associated to the CU (PT):

GES:MAT

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.2. Acronym of the areas associated to the CU (EN):***MAN:MAT***4.2.3. Duration (PT):***Semestral 1ºS***4.2.3. Duration (EN):***Semiannual 1st S***4.2.4. Total working hours:***75.0***4.2.5. Total contact hours:***On-site (OS) - TP-15.0**Remote Synchronous (RS) - TP-3.0***4.2.6. % Remote contact hours:***16.67%***4.2.7. ECTS credits:***3.0***4.2.8. Responsible teacher and respective teaching load in the CU:**

- *António Jorge da Silva Trindade Duarte - 18.0h*
- *Isabel Vieira - 6.0h*
- *Lia Coelho Oliveira - 12.0h*

4.2.9. Other teaching staff and respective teaching load in the CU:*[no answer]***4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):**

- 1. formular questões pertinentes e respondíveis para investigação;*
- 2. avaliar criticamente artigos académicos de investigação;*
- 3. compreender a finalidade de vários métodos de pesquisa e a sua utilização;*
- 4. familiarizar os estudantes com os processos de elaboração e apresentação de projetos e relatórios de investigação científica, assim como com a estrutura e redação de trabalhos de tipo quantitativo, qualitativo e misto;*
- 5. conhecer e compreender o funcionamento de alguns métodos e técnicas qualitativas, quantitativas e mistas de recolha e tratamento de dados;*
- 6. avaliar a adequação de diferentes métodos, técnicas e instrumentos para responder a questões de investigação;*
- 7. preparar profissionais capazes de produzir projetos de investigação e/ou dissertações de mestrado que se possam constituir como contributos para a resolução de problemas de interesse da área da Logística de forma autónoma com recurso a abordagens inovadoras em ambiente empresarial.*

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):

- 1. formulate pertinent and answerable questions for investigation;*
- 2. critically evaluate academic research articles;*
- 3. understand the purpose of various research methods and their use;*
- 4. Familiarize students with the processes of preparation and presentation of scientific research projects and reports, as well as with the structure and writing of quantitative, qualitative and mixed papers;*
- 5. Know and understand the operation of some qualitative, quantitative and mixed methods and techniques of data collection and processing;*
- 6. assess the adequacy of different methods, techniques and instruments to answer research questions;*
- 7. To prepare professionals capable of producing research projects and/or master's dissertations that can be used as contributions to the resolution of problems of interest in the area of Logistics autonomously, using innovative approaches in a business environment.*

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.11. Syllabus (PT):**

1. O INÍCIO DO PROCESSO DE INVESTIGAÇÃO: As características de um trabalho de investigação (dissertação, projeto ou estágio aplicado); Revisão da literatura (importância e metodologias a seguir); Definição da investigação (questões e objetos de investigação); A proposta de investigação.
2. MÉTODOS DE INVESTIGAÇÃO: Estudo de casos; Surveys; Etnografia; Investigação-ação; Investigação histórica; Grounded theory.
3. TÉCNICAS DE RECOLHA DE DADOS: Entrevistas; Questionários; Observação; Focus groups; Análise de materiais externos.
4. ANÁLISE DE DADOS E APRESENTAÇÃO DA INVESTIGAÇÃO: Análise qualitativa; Análise quantitativa; Apresentação da investigação
5. A importância da ética na investigação científica. Regulamento Geral de Proteção de Dados (RGPD).

4.2.11. Syllabus (EN):

1. THE BEGINNING OF THE RESEARCH PROCESS: The characteristics of a research work (dissertation, project or applied internship); Literature review (importance and methodologies to be followed); Definition of the research (questions and objects of investigation); The research proposal.
2. RESEARCH METHODS: Case studies; Surveys; Ethnography; Action research; Historical research; Grounded theory.
3. DATA COLLECTION TECHNIQUES: Interviews; Questionnaires; Observation; Focus groups; Analysis of external materials.
4. DATA ANALYSIS AND RESEARCH PRESENTATION: Qualitative analysis; Quantitative analysis; Presentation of the research
5. The importance of ethics in scientific research. General Data Protection Regulation (GDPR).

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):

Os conteúdos programáticos foram definidos em função dos objetivos de aprendizagem a alcançar e das competências a desenvolver, nomeadamente:

- A secção 1 dos conteúdos programáticos pretende concretizar o objetivo 1 e 2;
- A secção 2 dos conteúdos programáticos pretende concretizar o objetivo 3;
- As secções 4 e 5 dos conteúdos programáticos pretendem concretizar o objetivo 4;
- As secções 2 e 3 dos conteúdos programáticos pretendem concretizar o objetivo 5;
- As secções 2 a 4 dos conteúdos programáticos pretendem concretizar o objetivo 6;
- Todas as secções dos conteúdos programáticos pretendem concretizar o objetivo 7.

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):

The contents of the syllabus have been defined according to the learning objectives to be achieved and the skills to be developed:

- Section 1 of the syllabus aims to achieve objective 1 and 2;
- Section 2 of the syllabus aims to achieve objective 3;
- Sections 4 and 5 of the syllabus aim to achieve objective 4;
- Sections 2 and 3 of the syllabus aim to achieve objective 5;
- Sections 2 to 4 of the syllabus aim to achieve objective 6;
- All sections of the syllabus aim to achieve objective 7.

4.2.13. Teaching methodologies (including students' assessment) (PT):

Aulas teóricas: utilização do método expositivo, para a introdução dos conceitos teóricos e do método interrogativo para a reflexão sobre os conteúdos. Aulas práticas: utilização de métodos ativos com recurso a trabalhos práticos (work in progress). Acompanhamento tutorial dos alunos. A participação nas aulas e apresentação e defesa de trabalhos individuais permitem o desenvolvimento de competências de comunicação orais e escritas.

4.2.13. Teaching methodologies (including students' assessment) (EN):

Theoretical classes: use of the expository method for the introduction of theoretical concepts and the interrogative method for reflection on the contents. Practical classes: use of active methods using practical work (work in progress). Tutorial follow-up of students. Participation in classes and presentation and defense of individual assignments allow the development of oral and written communication skills.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.14. Evaluation (PT):**

O aluno pode ser avaliado através de avaliação contínua ou avaliação final. Na avaliação contínua os alunos deverão apresentar um projeto de investigação (50% da nota final) e ferramenta de recolha de informação com fundamentação (50% da nota final). Na avaliação final os alunos deverão apresentar um projeto de investigação, (25% da nota final) e ferramenta de recolha de informação com fundamentação (25% da nota final) + prova escrita da aferição de conhecimentos (50% da nota final).

4.2.14. Evaluation (EN):

The student can be assessed through continuous assessment or final assessment. In the continuous assessment, students must present a research project (50% of the final grade) and a tool for collecting information with substantiation (50% of the final grade). In the final evaluation, students must present a research project (25% of the final grade) and a tool for collecting information with reasoning (25% of the final grade) + written test of knowledge assessment (50% of the final grade).

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

Serão utilizadas metodologias:

- Expositivas, de forma a apresentar os quadros teóricos de referência, para atingir os objetivos de aprendizagem de 1 a 7;
- Participativas, com resolução de casos práticos, de forma a atingir os objetivos de aprendizagem 1 a 7;
- Auto-estudo, relacionadas com o trabalho autónomo do aluno, de forma a atingir todos os objetivos de aprendizagem.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):

Methodologies will be used:

- Expositive, in order to present the theoretical reference frameworks, to achieve learning objectives 1 to 7;
- Participatory, with the resolution of practical cases, in order to achieve learning objectives 1 to 7;
- Self-study, related to the student's autonomous work, in order to achieve all the learning objectives.

4.2.16. Bibliography (PT):

Alison Jane Pickard; Research Methods In Information, Facet Publishing, 2013. ISBN: 9781856048132

Gilberto Andrade Martins E Carlos Renato Teophilo; Metodologia De Investigação Para Ciências Sociais Aplicadas, Editora Atlas, São Paulo, 2007

Booth, W.C., Colomb, G.G., Williams, J.M., Bizup, J., Fitzgerald, W.T., 2016. The Craft Of Research, Fourth Edition, Edição: Fourth. Ed. University Of Chicago Press, Chicago.

Creswell, J.W., Creswell, J.D., 2018. Research Design: Qualitative, Quantitative, And Mixed Methods Approaches, Edição: Fifth. Ed. SAGE Publications, Inc, Los Angeles.

Waddell, D.C.D., 2019. A Step-By-Step Guide To Complete A Dissertation: Using A Quantitative Research Methodology. Independently Published.

4.2.16. Bibliography (EN):

Alison Jane Pickard; Research Methods In Information, Facet Publishing, 2013. ISBN: 9781856048132

Gilberto Andrade Martins E Carlos Renato Teophilo; Metodologia De Investigação Para Ciências Sociais Aplicadas, Editora Atlas, São Paulo, 2007

Booth, W.C., Colomb, G.G., Williams, J.M., Bizup, J., Fitzgerald, W.T., 2016. The Craft Of Research, Fourth Edition, Edição: Fourth. Ed. University Of Chicago Press, Chicago.

Creswell, J.W., Creswell, J.D., 2018. Research Design: Qualitative, Quantitative, And Mixed Methods Approaches, Edição: Fifth. Ed. SAGE Publications, Inc, Los Angeles.

Waddell, D.C.D., 2019. A Step-By-Step Guide To Complete A Dissertation: Using A Quantitative Research Methodology. Independently Published.

4.2.17. Observations (PT):

[no answer]

4.2.17. Observations (EN):

[no answer]

Map III - Planeamento e Controlo da Produção

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.1. Title of curricular unit (PT):***Planeamento e Controlo da Produção***4.2.1. Title of curricular unit (EN):***PRODUCTION PLANNING AND CONTROL***4.2.2. Acronym of the areas associated to the CU (PT):***GES***4.2.2. Acronym of the areas associated to the CU (EN):***MAN***4.2.3. Duration (PT):***Semestral 2ºS***4.2.3. Duration (EN):***Semiannual 2nd S***4.2.4. Total working hours:***150.0***4.2.5. Total contact hours:***On-site (OS) - TP-36.0***4.2.6. % Remote contact hours:***0.00%***4.2.7. ECTS credits:***6.0***4.2.8. Responsible teacher and respective teaching load in the CU:**

- António Jorge da Silva Trindade Duarte - 36.0h
- Bruno Miguel da Cruz Machado - 28.0h
- Catarina Moreira Marques - 36.0h
- Lia Coelho Oliveira - 8.0h

4.2.9. Other teaching staff and respective teaching load in the CU:*[no answer]***4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):**

- 1- Saber caracterizar um sistema produtivo; Compreender os conceitos fundamentais, princípios e regras de ação inerentes aos sistemas produtivos industriais; Analisar criticamente e compreender o funcionamento das diferentes tipologias de produção e organização do chão de fábrica; Calcular e analisar criticamente métricas de produtividade; Conhecer e aplicar métodos para desenhar layouts produtivos e balanceamento de linhas de produção;
- 2- Conhecer a estrutura hierárquica da tomada de decisões e o papel e as funções do planeador;
- 3- Elaborar os planos agregados e os planos diretores de produção com base no MRP; Entender o cálculo MRPII e as técnicas RCCP e CRP;
- 4- Conhecer os planos de produção detalhados de médio prazo ou curto prazo; Saber determinar as capacidades/carga dos postos de trabalho e o rácio crítico; Saber aplicar ferramentas, métodos e técnicas para minimizar perdas e potenciar ganhos de produtividade e incrementar a fiabilidade do nível de serviço do cliente;

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):**

- 1- Know how to characterize a production system; Understand the fundamental concepts, principles and rules of action inherent to industrial production systems; Critically analyze and understand the functioning of different types of production and organization of the factory floor; Calculate and critically analyze productivity metrics; Know and apply methods for designing production layouts and balancing production lines;
- 2- Know the hierarchical structure of decision-making and the role and functions of the planner;
- 3- Prepare aggregate plans and production master plans based on MRP; Understand the MRPII calculation and the RCCP and CRP techniques;
- 4- Know the detailed medium-term or short-term production plans;
Know how to determine the capacities/load of jobs and the critical ratio; Know how to apply tools, methods and techniques to minimize losses and enhance productivity gains and increase the reliability of the customer's service level;

4.2.11. Syllabus (PT):

1. INTRODUÇÃO: Evolução histórica; Modelos organizacionais.
2. TIPOLOGIA DOS SISTEMAS DE PRODUÇÃO: Classificação e caracterização dos principais processos dos sistemas de produção; Layouts e capacidade das instalações; Balanceamento de Linhas de produção
3. PLANEAMENTO, PROGRAMAÇÃO E CONTROLO DA PRODUÇÃO: Planeamento estratégico; Planeamento agregado; Planeamento diretor da Produção; Planeamento de necessidades de materiais (MRP) e de capacidade (CRP); Lançamento das ordens de fabrico; Programação detalhada da produção; Controlo da produção
4. JUST IN TIME (JIT) no Planeamento e Controlo da Produção: Elementos principais do JIT, Kanban, análise e integração do JIT e MRP
5. LEAN MANUFACTURING: Princípios do LEAN MANUFACTURING; Metodologias de Melhoria Contínua

4.2.11. Syllabus (EN):

1. INTRODUCTION: Historical evolution; Organizational models.
2. PRODUCTION SYSTEMS: Classification and characterization of the main processes of production systems; Layouts and capacity of the facilities; layout design and Line balancing
3. PRODUCTION PLANNING, PROGRAMMING AND CONTROL: Strategic planning; Aggregate planning; Production master planning; Material Requirements Planning (MRP) and Capacity Planning (CRP); Launch of manufacturing orders; detailed scheduling and Production control
4. JUST IN TIME (JIT) in Production Planning and Control: Main elements of JIT, Kanban systems, analysis and integration of JIT and MRP
5. LEAN MANUFACTURING: Principles of LEAN MANUFACTURING; Continuous Improvement Methodologies

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):

Os objetivos da unidade curricular têm como ponto de partida a capacidade de caracterizar e compreender um sistema produtivo, as suas regras de organização e funcionamento, assim como a estrutura hierárquica das decisões e as funções do planeador. Para dar resposta a este objetivo são apresentados conceitos e explorados exemplos práticos apresentados nos pontos 1 e 2 do programa. Relativamente aos objetivos 3 e 4 estes são desenvolvidos e explorados nos restantes pontos do programa, através da definição e compreensão de conceitos relevantes, exploração de casos de estudo e resolução de exercícios práticos.

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):

The goals of the curricular unit have as a starting point the ability to characterize and understand a production system, its organizational rules and operation, as well as the hierarchical structure of decisions and the main functions of the planner. To address this objective, main concepts and practical examples are presented and explored in points 1 and 2 of the program. Regarding objectives 3 and 4, these are developed and explored in the remaining points of the program, by defining and understanding relevant concepts, exploring short case-studies and solving practical exercises.

4.2.13. Teaching methodologies (including students' assessment) (PT):

Aulas expositivas e demonstrativas, articulando-se a exposição teórica dos temas com práticas interrogativas, que apelam à participação dos alunos. Estudo de caso reais: resolução de exercícios/ casos alusivos às matérias lecionadas, exercícios de reflexão, transferência de conhecimento e opiniões. Acompanhamento tutorial dos discentes.

4.2.13. Teaching methodologies (including students' assessment) (EN):

Expositive and demonstrative classes, articulating the theoretical exposition of the themes with interrogative practices, which appeal to the students' participation.
Real case studies: resolution of exercises / cases allusive to the subjects taught, reflection exercises, transfer of knowledge and opinions.
Tutoring of students.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.14. Evaluation (PT):**

O estudante poderá ser avaliado de duas formas alternativas:

-Avaliação em período letivo:

2x teste escrito de avaliação individual: 60% - a nota em cada um dos testes não poderá ser inferior a 7,5 valores (numa escala de 0 a 20 valores)

1x Trabalho prático de análise de um Caso de Estudo ou resolução de um problema (Relatório): 40%

-Avaliação em período de exame:

100% exame

Se o estudante obtiver uma classificação final igual ou superior a 10 valores fica aprovado à unidade curricular.

4.2.14. Evaluation (EN):

The student can be evaluated in two alternative ways:

-Continuous evaluation:

2x written individual assessment test: 60% - the minimum grade is in each test is 7,5 (on a scale of 0 to 20)

1x Practical case-study assignment (Report): 40%

-Evaluation by exam:

100% exam

If the student obtains a final classification equal to or higher than 10 values, he / she will be approved to the course.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

O processo de ensino/aprendizagem inclui:

Aulas com uma componente mais expositiva de cariz teórico de apresentação dos principais conceitos chave associados aos tópicos do programa, onde se promove a discussão e debate de ideias.

Aulas de aplicação prática dos conhecimentos e aprofundamento dos conceitos teóricos promovida através de exercícios práticos, análise de casos de estudo e resolução de problemas complexos.

A resolução do caso de estudo ou problema prático do trabalho final exige uma articulação dos vários conhecimentos adquiridos na cadeira e a experimentação e análise crítica de soluções alternativas. A escrita do relatório referente a este caso de trabalho final treina competências de comunicação estruturada. Promove-se assim a capacidade de trabalho em equipa.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):

The teaching/learning process includes:

Theoretical classes with a more expository component of presentation of the key concepts associated with the program topics, promoting the discussion and debate of different ideas .

Classes for practical application of knowledge and deepening of theoretical concepts, promoted through practical exercises, case study analysis and solving complex problems.

The resolution of the final work case-study requires an articulation of the various knowledges acquired in the subject and the experimentation and critical analysis of alternative solutions. Writing the report for this final work case trains structured communication skills. This promotes the ability to work and collaborate as a team.

4.2.16. Bibliography (PT):

Courtois, A.,Pillet, M.& Martin-Bonnefous,C. (2013). Gestão da Produção, (7ª ed.) Act. Aumentada, LIDEL - Edições Técnicas, Lda. ISBN 978-972-757-469-8

Heizer, J., & Render, B. (2010). Operations Management. Lisboa: Pearson Education.

Jacobs, F., et al.(2011). Manufacturing planning and control for supply chain management, McGraw-Hill. ISBN 978-0-07175031-8.

Ohno, T. (1988). Toyota Production System: Beyond Large-Scale Production. Productivity Press.

Ptak, C. & Smith, C.(2011). Orlicky's Material Requirements Planning, 3rd ed., McGraw-Hill. ISBN 978-0-07175563-4.

Pinedo, M.(2012). Scheduling: Theory, Algorithms and Systems, 4th ed, Springer. ISBN 978-1-4614-2361-4.

Pinto, J. (2014). Pensamento Lean. A Filosofia das organizações vencedoras (6ª ed.). Lisboa: LIDEL - Edições Técnicas, Lda. ISBN 978-989-752-032-7

Wilson, L. (2010). How to Implement Lean Manufacturing. McGraw-Hill.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.16. Bibliography (EN):**

Courtois, A., Pillet, M. & Martin-Bonnefous, C. (2013). *Gestão da Produção, (7ª ed.)* Act. Aumentada, LIDEL - Edições Técnicas, Lda. ISBN 978-972-757-469-8

Heizer, J., & Render, B. (2010). *Operations Management*. Lisboa: Pearson Education.

Jacobs, F., et al. (2011). *Manufacturing planning and control for supply chain management*, McGraw-Hill. ISBN 978-0-07175031-8.

Ohno, T. (1988). *Toyota Production System: Beyond Large-Scale Production*. Productivity Press.

Ptak, C. & Smith, C. (2011). *Orlicky's Material Requirements Planning, 3rd ed.*, McGraw-Hill. ISBN 978-0-07175563-4.

Pinedo, M. (2012). *Scheduling: Theory, Algorithms and Systems, 4th ed*, Springer. ISBN 978-1-4614-2361-4.

Pinto, J. (2014). *Pensamento Lean. A Filosofia das organizações vencedoras (6ª ed.)*. Lisboa: LIDEL - Edições Técnicas, Lda. ISBN 978-989-752-032-7

Wilson, L. (2010). *How to Implement Lean Manufacturing*. McGraw-Hill.

4.2.17. Observations (PT):

[no answer]

4.2.17. Observations (EN):

[no answer]

Map III - Simulação e Modelos de Decisão**4.2.1. Title of curricular unit (PT):**

Simulação e Modelos de Decisão

4.2.1. Title of curricular unit (EN):

Decision Support Models

4.2.2. Acronym of the areas associated to the CU (PT):

MAT

4.2.2. Acronym of the areas associated to the CU (EN):

MAT

4.2.3. Duration (PT):

Semestral 2ºS

4.2.3. Duration (EN):

Semiannual 2nd S

4.2.4. Total working hours:

150.0

4.2.5. Total contact hours:

On-site (OS) - TP-36.0

4.2.6. % Remote contact hours:

0.00%

4.2.7. ECTS credits:

6.0

4.2.8. Responsible teacher and respective teaching load in the CU:

- Ana Paula Lopes - 36.0h
- Filipe Manuel Sampaio de Carvalho - 36.0h
- Francisco José Basílio Pimentel Pires Peito - 18.0h

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.9. Other teaching staff and respective teaching load in the CU:**

- António Jorge da Silva Trindade Duarte - 18.0h

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):

1. Proporcionar aos alunos um conjunto de modelos e técnicas indispensáveis ao sucesso em Logística.
2. Facilitar a compreensão e aprendizagem dos alunos, através de uma abordagem intuitiva, ilustrando os diversos tópicos com um ou mais exemplos de aplicação relevantes.
3. Incentivar os alunos a usar ferramentas computacionais para resolver alguns dos problemas propostos.

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):

- To provide the students with the skills that are needed to succeed in the field of Logistics.*
2. To guide the students in the learning process using an intuitive approach and illustrating the various topics with one or more relevant application examples.
 3. To encourage the students to use computational tools for solving some of the exercises.

4.2.11. Syllabus (PT):

1. A TOMADA DE DECISÃO
INTRODUÇÃO
OS PASSOS DA TOMADA DE DECISÃO
OS AMBIENTES EM QUE AS DECISÕES SÃO TOMADAS
CRITÉRIOS DE DECISÃO SOB INCERTEZA
CRITÉRIOS DE DECISÃO EM SITUAÇÕES DE RISCO
OS CRITÉRIOS DE DECISÃO COM VARIÁVEIS CONTÍNUAS
A UTILIDADE COMO CRITÉRIO DE DECISÃO
2. SIMULAÇÃO
OS MODELOS
O PROCESSO DE SIMULAÇÃO
TIPOS DE SIMULAÇÃO
A SIMULAÇÃO EM FOLHAS DE CÁLCULO
NÚMEROS ALEATÓRIOS
GERAR RESULTADOS A PARTIR DE DISTRIBUIÇÕES DISCRETAS
MODELAÇÃO DE VARIÁVEIS ALEATÓRIAS
FITTING DE UMA DISTRIBUIÇÃO A DADOS EMPÍRICOS
MODELAÇÃO SUBJECTIVA (judgmental modeling)
QUESTÕES ESTATÍSTICAS NA SIMULAÇÃO
3. SIMULAÇÃO DE MONTE CARLO
INTRODUÇÃO
EXEMPLOS
SIMULAÇÃO COM OPTIMIZAÇÃO
EXEMPLOS
4. SIMULAÇÃO DE PROCESSOS DE NEGÓCIO COM PROMETHEE e/ou ARENA e/ou CRYSTAL BALL
INTRODUÇÃO
SIMULATION
EXEMPLOS

4.2.11. Syllabus (EN):

1. DECISION MAKING
2. SIMULATION
3. MONTE CARLO SIMULATION
4. SIMULATION WITH PROMETHEE
5. SIMULATION OF BUSINESS PROCESSES WITH ARENA and/or CRYSTAL BALL

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):

Os objetivos da unidade curricular têm como ponto de partida a compreensão dos modelos de decisão aplicados à Logística. Pretende-se também que os alunos aprendam a criar modelos de simulação que possibilitem testar o desempenho de diferentes sistemas através de um conjunto de cenários criados pelo utilizador.

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):

The teaching methodologies are consistent with the objectives of the curricular unit.

Submission of application | Evaluation/Accreditation of Operating SC

4.2.13. Teaching methodologies (including students' assessment) (PT):

As aulas teórico-práticas da unidade curricular incluem exposições teóricas, a realização de exercícios e a discussão crítica de estudo de casos. Utilizam-se metodologias de ensino/aprendizagem expositivas balanceadas com metodologias demonstrativas. A aprendizagem é realizada quer em grupo quer individualmente com vista a potenciar as dinâmicas de ensino/aprendizagem. Os alunos podem optar pelo regime de avaliação contínua ou pelo regime de avaliação por exame final.

4.2.13. Teaching methodologies (including students' assessment) (EN):

The theoretical and practical classes allow the students to be encouraged to learn by connecting theoretical results to a real context. Slides, based on the adopted literature, are the main source used to teach the several topics and are supported by examples and exercises. Students can choose from one of the assessment plans used in the Simulation subject: continuous evaluation or final exam.

4.2.14. Evaluation (PT):

Os alunos podem optar entre avaliação em período letivo ou avaliação em exame final.

Avaliação em período letivo:

*Realização de 1 teste de avaliação e um trabalho prático.
Assiduidade e empenho nas aulas.*

Avaliação em período de exame

Avaliação em período letivo:

*Nota final = 70% * Teste prático 1 + 30% * Artigo
onde Artigo = 80% * Escrita + 20% * Defesa*

Avaliação em período de exame

*Nota final = 100% * Exame*

4.2.14. Evaluation (EN):

Students can choose from one of the assessment plans used in the Simulation subject: during academic period or during the exam period.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

O processo de ensino/aprendizagem inclui a aula tradicional para apresentar os principais tópicos do programa, quer numa perspetiva científica, quer prática. A discussão de estudos de caso e as simulações em ambiente de aula são o principal instrumento de aprendizagem para compreender as matérias de Modelos de Decisão e Simulação refletidas no programa da UC. A obrigatoriedade de apresentar oralmente os trabalhos pretende desenvolver a capacidade de comunicação, a resolução de estudos de caso na aula viabiliza a aplicação dos conhecimentos a situações concretas e a avaliação de conhecimentos tem em vista a endogeneização de conceitos, teorias e estruturas de análise apreendidos ao longo do semestre.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):

To provide the students with the skills that are needed to succeed in the field of Logistics.

To guide the students in the learning process using an intuitive approach and illustrating the various topics with one or more relevant application examples.

To encourage the students to use computational tools for solving some of the exercises.

Submission of application | Evaluation/Accreditation of Operating SC

4.2.16. Bibliography (PT):

An Introduction to Management Science: Quantitative Approaches to Decision Making
Jeffrey D. Camm, James J. Cochran, Michael J. Fry, Jeffrey W. Ohlmann, David R. Anderson
Cengage, USA, 2022

FINANCIAL MODELING - Uses EXCEL and R (5th Edition)
Simon Benninga and Tal Mofkadi
Cambridge - The MIT Press, 2022

Introduction to Simulation and Risk Analysis (2nd Edition)
James R. Evans e David L. Olson
Prentice Hall, 2001

Management Decision Making: Spreadsheet Modeling, Analysis, and Application
George E. Monahan
Cambridge University Press, 2001

Quantitative Approaches to Management
Richard I. Levin, David S. Rubin, Joel P. Stinson e Everette S. Gardner
McGraw-Hill International Editions, 1989

Modern Decision Making
S. Bodily
McGraw Hill, New York, 1985

4.2.16. Bibliography (EN):

An Introduction to Management Science: Quantitative Approaches to Decision Making
Jeffrey D. Camm, James J. Cochran, Michael J. Fry, Jeffrey W. Ohlmann, David R. Anderson
Cengage, USA, 2022

FINANCIAL MODELING - Uses EXCEL and R (5th Edition)
Simon Benninga and Tal Mofkadi
Cambridge - The MIT Press, 2022

Introduction to Simulation and Risk Analysis (2nd Edition)
James R. Evans e David L. Olson
Prentice Hall, 2001

Management Decision Making: Spreadsheet Modeling, Analysis, and Application
George E. Monahan
Cambridge University Press, 2001

Quantitative Approaches to Management
Richard I. Levin, David S. Rubin, Joel P. Stinson e Everette S. Gardner
McGraw-Hill International Editions, 1989

Modern Decision Making
S. Bodily
McGraw Hill, New York, 1985

4.2.17. Observations (PT):

[no answer]

4.2.17. Observations (EN):

[no answer]

Map III - Tratamento e Análise de Dados

4.2.1. Title of curricular unit (PT):

Tratamento e Análise de Dados

4.2.1. Title of curricular unit (EN):

Data Analysis

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.2. Acronym of the areas associated to the CU (PT):**

MAT

4.2.2. Acronym of the areas associated to the CU (EN):

MAT

4.2.3. Duration (PT):

Semestral 1ºS

4.2.3. Duration (EN):

Semiannual 1st S

4.2.4. Total working hours:

150.0

4.2.5. Total contact hours:

On-site (OS) - TP-36.0

4.2.6. % Remote contact hours:

0.00%

4.2.7. ECTS credits:

6.0

4.2.8. Responsible teacher and respective teaching load in the CU:

- Filipe Manuel Sampaio de Carvalho - 36.0h
- Isabel Vieira - 36.0h
- Paula Odete Fernandes - 36.0h

4.2.9. Other teaching staff and respective teaching load in the CU:

[no answer]

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (PT):

Proporcionar aos estudantes um conjunto de modelos e técnicas indispensáveis ao tratamento e análise de dados.
Facilitar a compreensão e aprendizagem dos alunos, através de uma abordagem intuitiva, ilustrando com exemplos de aplicação à área do ciclo de estudos.
Incentivar os alunos a usar ferramentas computacionais para analisar e interpretar os resultados dos métodos estatísticos univariados e multivariados.
Fomentar a reflexão crítica resolvendo problemas em contexto real.

4.2.10. Intended learning outcomes (knowledge, skills and competences to be developed by the students) (EN):

Provide students with a set of models and techniques essential for data processing and analysis.
Facilitate students' understanding and learning, through an intuitive approach, illustrating with examples of application to the area of the study cycle.
Encourage students to use computational tools to analyse and interpret the results of univariate and multivariate statistical methods.
Foster critical reflection by solving problems in a real context.

Submission of application | Evaluation/Accreditation of Operating SC

4.2.11. Syllabus (PT):

1. *Estatística descritiva*
Conceitos básicos
Organização de dados
Medidas descritivas
Uso do Microsoft Excel e IBM SPSS.
2. *Probabilidades*
Noções básicas
Probabilidade de um evento
Variáveis aleatórias
Distribuições discretas e contínuas
Uso do Microsoft Excel
3. *Inferência estatística*
Estimação
Testes de hipóteses
Uso do Microsoft Excel
4. *Regressão linear*
Regressão linear simples
Regressão linear múltipla
Uso do Microsoft Excel e do IBM SPSS
5. *Introdução aos métodos de previsão*
Médias móveis
Alisamento exponencial
Estudo de caso de série temporal com tendência linear e sazonalidade com Microsoft Excel.

4.2.11. Syllabus (EN):

1. *Descriptive statistics*
Basic concepts
Data organisation
Descriptive measures
Use of Microsoft Excel and IBM SPSS
2. *Probabilities*
Basic notions
Probability of an event
Random variables
Discrete and continuous distributions
Use of Microsoft Excel
3. *Statistical inference*
Estimation
Hypothesis testing
Use of Microsoft Excel
4. *Linear regression*
Simple linear regression
Multiple linear regression
Use of Microsoft Excel and IBM SPSS
5. *Introduction to forecasting methods*
Moving averages
Exponential smoothing
Study case of a time series with linear trend and seasonality with Microsoft Excel.

4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (PT):

Os conteúdos programáticos são coerentes com os objetivos da unidade curricular já que se aborda *Estatística descritiva*, *Probabilidades*, *Inferência estatística*, *Regressão linear*, *Introdução aos métodos de previsão* o que vai proporcionar aos estudantes um conjunto de modelos e técnicas indispensáveis ao tratamento e análise de dados.

Os exemplos apresentados são aplicados a casos concretos de forma a facilitar a compreensão e aprendizagem dos alunos, através de uma abordagem intuitiva.

Ao utilizar os programas *Microsoft Excel* e *IBM SPSS* incentiva-se os alunos a usar ferramentas computacionais para analisar e interpretar os resultados dos métodos estatísticos univariados e multivariados.

Ao resolver problemas em contexto real, fomenta-se a reflexão crítica.

Submission of application | Evaluation/Accreditation of
Operating SC**4.2.12. Evidence of the syllabus coherence with the curricular unit's intended learning outcomes (EN):**

The syllabus is coherent with the objectives of the course as it covers Descriptive Statistics, Probabilities, Statistical Inference, Linear Regression, Introduction to forecasting methods, which will provide students with a set of models and techniques essential for data processing and analysis.

The examples presented are applied to concrete cases in order to facilitate students' understanding and learning, through an intuitive approach.

When using Microsoft Excel and IBM SPSS programs, students are encouraged to use computational tools to analyse and interpret the results of univariate and multivariate statistical methods.

When solving problems in a real context, critical reflection is encouraged.

4.2.13. Teaching methodologies (including students' assessment) (PT):

Metodologias ensino-aprendizagem expositivas, balanceadas com metodologias demonstrativas e métodos essencialmente ativo e interrogativos, em que o aluno é conduzido à descoberta do conhecimento, apoiado pelas tecnologias disponíveis.

4.2.13. Teaching methodologies (including students' assessment) (EN):

Expository teaching-learning methodologies are used, balanced with demonstrative methodologies and essentially active and interrogative methods, in which the student is led to the discovery of knowledge, supported by available technologies.

4.2.14. Evaluation (PT):

A presença nas aulas é obrigatória. Fica excluído da avaliação durante o período letivo o estudante que ultrapasse o número de faltas não justificadas equivalente a 50% das aulas lecionadas.

Avaliação durante o período letivo: 2 fichas de exercícios (10%), um trabalho de grupo em que todos têm de apresentar (30%) e 1 teste escrito individual (60%)

Avaliação durante o período de exames: exame escrito

4.2.14. Evaluation (EN):

Attendance in classes is mandatory. Students who exceed the number of absences, not justified, equivalent to 50% of the classes taught are excluded from assessment during the academic period.

During the academic period:

2 exercise sheets (10%), a group project in which everyone has to present (30%) and 1 individual written test (60%)

During the exam period: written exam

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (PT):

Ao utilizar diferentes metodologias: ativas, interativa, interrogativa, expositiva promove-se uma certa dinâmica na aula de forma a proporcionar aos estudantes um conjunto de modelos e técnicas indispensáveis ao tratamento e análise de dados, facilitando a compreensão e aprendizagem dos alunos, através de uma abordagem intuitiva. Apresentando exemplos de aplicação à área do ciclo de estudos, com resolução através de ferramentas computacionais para analisar e interpretar os resultados dos métodos estatísticos univariados e multivariados o que obriga a uma reflexão crítica sobre problemas em contexto real.

4.2.15. Evidence of the coherence between the teaching methodologies and the intended learning outcomes (EN):

By using different methodologies: active, interactive, interrogative, expository, a certain dynamic is promoted in the class in order to provide students with a set of models and techniques essential to the processing and analysis of data, facilitating student understanding and learning, through an intuitive approach. Presenting examples of application to the area of the study cycle, with resolution through computational tools to analyse and interpret the results of univariate and multivariate statistical methods, which requires critical reflection on problems in a real context.

4.2.16. Bibliography (PT):

Introdução à Análise de Dados com recurso ao SPSS, 3.ª edição, Ricardo Ramos Pinto, Edições Sílabo, 2022

Métodos de Previsão em Gestão com aplicações em Excel, 2.ª Edição, Jorge Picado, Edições Sílabo, 2016

Excel Avançado, 4.ª edição, Paula Peres, edições Sílabo, 2021

Utilização do Excel para Economia e Gestão, Luís Rodrigues, FDA, 2016

Modern Business Statistics with Microsoft® Excel® 7th Edition, David Anderson, Cengage Learning, 2021

4.2.16. Bibliography (EN):

Introdução à Análise de Dados com recurso ao SPSS, 3.ª edição, Ricardo Ramos Pinto, Edições Sílabo, 2022

Métodos de Previsão em Gestão com aplicações em Excel, 2.ª Edição, Jorge Picado, Edições Sílabo, 2016

Excel Avançado, 4.ª edição, Paula Peres, edições Sílabo, 2021

Utilização do Excel para Economia e Gestão, Luís Rodrigues, FDA, 2016

Modern Business Statistics with Microsoft® Excel® 7th Edition, David Anderson, Cengage Learning, 2021

4.2.17. Observations (PT):

[no answer]

4.2.17. Observations (EN):
[no answer]

4.3. Curricular Units (options)

4.4. Study Plan

Map V - PG - 1

4.4.1. Branches, variants, specialization areas, specialties or other forms of organization (if applicable)* (PT):

Plano Geral

4.4.1. Branches, variants, specialization areas, specialties or other forms of organization (if applicable)* (EN):

PG

4.4.2. Year:

1

4.4.3. Study plan

Curricular Unit	Scientific Area	Duration	Working Hours	Contact Hours	% remote CH	Type	Optional	ECTS
Organizational Behaviour	BSC	Semiannual 1st S	150.0	OS: TP-36.0	0.00%		No	6.0
ECONOMICS AND CORPORATE FINANCE	ECO:MAN	Semiannual 1st S	150.0	OS: TP-36.0	0.00%		No	6.0
Logistic and Organizational Management	MAN	Semiannual 1st S	150.0	OS: TP-33.0 RS: TP-3.0	8.33%		No	6.0
Management Instruments	MAN	Semiannual 1st S	150.0	OS: TP-36.0	0.00%		No	6.0
Data Analysis	MAT	Semiannual 1st S	150.0	OS: TP-36.0	0.00%		No	6.0
Supply Chain Management	MAN	Semiannual 2nd S	150.0	OS: TP-33.0 RS: TP-3.0	8.33%		No	6.0
Warehouse and Inventory Management	MAN	Semiannual 2nd S	150.0	OS: TP-36.0	0.00%		No	6.0
Transport and Maintenance Management	MAN	Semiannual 2nd S	150.0	OS: TP-36.0	0.00%		No	6.0
PRODUCTION PLANNING AND CONTROL	MAN	Semiannual 2nd S	150.0	OS: TP-36.0	0.00%		No	6.0
Decision Suport Models	MAT	Semiannual 2nd S	150.0	OS: TP-36.0	0.00%		No	6.0
Total: 10								

4.4.2. Year:

2

4.4.3. Study plan

Curricular Unit	Scientific Area	Duration	Working Hours	Contact Hours	% remote CH	Type	Optional	ECTS
Dissertation/Applied work/Internship	MAN	Other	1,425.0	OS: O-60.0; TO-0.0	0.00%		No	57.0
Research Methodology	MAN:MAT	Semiannual 1st S	75.0	OS: TP-15.0 RS: TP-3.0	16.67%		No	3.0
Total: 2								

4.5. Percentage of ECTS through distance learning

4.5. Percentage of ECTS credits of curricular units taught mainly through distance learning.

0.0

4.6. Curriculum restructure observations

4.6. Observations. (PT)

Em resposta ao pedido de correção da A3ES foram efetuadas as seguintes alterações: UC de dissertação/projeto/estágio passou a anual, com um total de 57 ECTS e com 1425 Horas de trabalho. Esta alteração permite corrigir a questão detetada e, simultaneamente, normalizar o prazo que os estudantes têm para terminar os seus trabalhos de dissertação/projeto/estágio.

4.6. Observations. (EN)

In response to the correction request from A3ES, the following changes were made: the Dissertation/Project/Internship course unit has been made annual, with a total of 57 ECTS and 1425 working hours. This adjustment addresses the identified issue while also normalize the period that students have to complete their dissertation/project/internship work.

5. Teaching staff

5.1. List of Teachers responsible for coordinating the implementation of the study cycle

- Alfredo António Maio Nunes da Silva
- António Jorge da Silva Trindade Duarte
- S´ergio Oliveira Monteiro

5.2. Study programme’s teaching staff

Name	Category	Degree	Link	Specialist	Employment regime	Information

Submission of application | Evaluation/Accreditation of
Operating SC

Name	Category	Degree	Link	Specialist	Employment regime	Information
S´ergio Oliveira Monteiro	Professor Adjunto ou equivalente	PhD Management	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted OrcID
Susana Paula Silva Oliveira	Professor Adjunto ou equivalente	PhD	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted OrcID
Helena Sofia Ferreira Rodrigues	Professor Adjunto ou equivalente	PhD Mathematics	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Filipe Manuel Sampaio de Carvalho	Professor Adjunto ou equivalente	PhD Science with a specialization in Mathematics	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Manuel Mendes Monteiro	Professor Adjunto ou equivalente	Master Mathematics	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted OrcID
Isabel Cristina Lopes	Professor Adjunto ou equivalente	PhD Industrial and Systems Engineering	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Isabel Vieira	Professor Coordenador ou equivalente	PhD Mathematics	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Ana Paula Lopes	Professor Adjunto ou equivalente	PhD Mathematics	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Lia Coelho Oliveira	Professor Adjunto ou equivalente	PhD Production and Systems Engineering	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Mario Joel Matos Veiga de Oliveira Queiros	Professor Adjunto ou equivalente	PhD Economics	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted OrcID
Adelina Granado Andrês	Professor Adjunto ou equivalente	PhD	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted OrcID

Submission of application | Evaluation/Accreditation of
Operating SC

Name	Category	Degree	Link	Specialist	Employment regime	Information
João Paulo da Torre Vieito	Professor Coordenador ou equivalente	PhD Business Sciences - Specialization in Finance	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted OrcID
Maria Alexandra Teixeira Borges Vieira Pouzada	Professor Adjunto ou equivalente	PhD Business Management - Operations and Logistics	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018	Yes Quality Management	100	Submitted CienciaVitae OrcID
Ana Teresa Martins Ferreira Oliveira	Professor Adjunto ou equivalente	PhD	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
José Carlos de Sá	Professor Coordenador ou equivalente	PhD Industrial Engineering	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018	Yes Quality Management	100	Submitted CienciaVitae OrcID
António Jorge da Silva Trindade Duarte	Professor Adjunto ou equivalente	PhD Production and Systems Engeneering	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Ana Paula Carvalho do Monte	Professor Coordenador ou equivalente	PhD Business sciences - specialization in Corporate Finance	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Carla Alexandra Soares Gerales	Professor Adjunto ou equivalente	PhD	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Francisco José Basílio Pimentel Pires Peito	Professor Adjunto ou equivalente	PhD Industrial and Systems Engineering	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Jorge Manuel Afonso Alves	Professor Adjunto ou equivalente	PhD Business Studies - Accounting and Management Control	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Maria Clara Rodrigues Bento Vaz Fernandes	Professor Adjunto ou equivalente	PhD Industrial Engineering and Management	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID
Paula Odete Fernandes	Professor Coordenador ou equivalente	PhD Economics and Management	Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018		100	Submitted CienciaVitae OrcID

Name	Category	Degree	Link	Specialist	Employment regime	Information
Pedro Vasco e Silva Cardoso	Equiparado a Professor Adjunto ou equivalente	PhD	Other link		50	Submitted CienciaVitae OrcID
Catarina Moreira Marques	Equiparado a Professor Adjunto ou equivalente	PhD	Other link		30	Submitted CienciaVitae OrcID
Ilda Castedo	Assistente ou equivalente	Master	Other link		100	Submitted CienciaVitae OrcID
Fábio Silva Moreira	Equiparado a Professor Adjunto ou equivalente	PhD Industrial Engineering and Management	Other link		30	Submitted CienciaVitae OrcID
Luís Manuel Sousa Grajera Fernandes Costa	Assistente convidado ou equivalente	Master Accounting	Other link		50	Submitted CienciaVitae
José Lucas Pinhão de Sousa	Assistente convidado ou equivalente	Master Psychology	Other link	Yes Human Resources Management	50	Submitted CienciaVitae OrcID
Bruno Miguel da Cruz Machado	Assistente convidado ou equivalente	PhD	Other link		35	Submitted OrcID
Lígia Maria Almendra Xavier Barreira Lousada	Equiparado a Professor Adjunto ou equivalente	Master Education Sciences	Other link	Yes Organizational Psychology	30	Submitted OrcID
Alfredo António Maio Nunes da Silva	Equiparado a Professor Adjunto ou equivalente	PhD Engineering and Industrial Management	Other link		100	Submitted CienciaVitae OrcID
					Total: 2675	

5.2.1. Teacher's curricular file

5.2.1.1. Personal Data - Manuel Mendes Monteiro

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

Master's Degree - 2nd Cycle

Scientific field of this degree (PT)

Matemática

Scientific field of this degree (EN)

Mathematics

Year in which this degree was obtained

2001

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

-

Orcid

0000-0002-1736-5917

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Manuel Mendes Monteiro

5.2.1.3. Other degrees or titles - Manuel Mendes Monteiro

Year	Degree or Title	Scientific Area	Institution	Classification
1994	Postgraduate	industrial engineering	FEUP	13 values
1987	Graduation	Aplicated math	Faculty of Sciences of Porto	11 values

5.2.1.4. Pedagogical education - Manuel Mendes Monteiro

5.2.1.5. Distribution of teaching service - Manuel Mendes Monteiro

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Financial Calculation	Degree in Accounting and Administration	192.0		192.0						
Mathematics	Degree in Accounting and Administration	96.0		96.0						
Aplicated math	Degree in Accounting and Administration	48.0		48.0						
Data processing and analysis	Master in Logistics	50.0		48.0			2.0			
management instruments	Master in Logistics	50.0		48.0			2.0			

5.2.1.1. Personal Data - Sérgio Oliveira Monteiro

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão

Scientific field of this degree (EN)

Management

Year in which this degree was obtained

2011

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

-

Orcid

0000-0003-0752-5216

5.2.1.2. Affiliation Research Units - Sérgio Oliveira Monteiro

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Estudos Organizacionais e Sociais do Politécnico do Porto (CEOS.PP)	Bom	Instituto Politécnico do Porto (IPP)	Institutional	

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.3. Other degrees or titles - S´ergio Oliveira Monteiro

Year	Degree or Title	Scientific Area	Institution	Classification
1995	Bachelor	Management	UL - Porto	14
2003	Especialization	Economy and Industrial Management	Minho University	15
2008	ASD	Management	Santiago de Compostela University	16

5.2.1.4. Pedagogical education - S´ergio Oliveira Monteiro

Pedagogical education relevant to teaching
Coil: Collaborative Online International Learning – E-IPP 2021
Active Learning Metodologies: Eduscrum, Peer Instructione e Fliped Classroom E-IPP 2021
Planning and Production of Video Classes
The importance of mentoring in new pedagogical approaches - GAIE - 2023
Peer assessment with Moodle Workshop - GAIE - 2023

5.2.1.5. Distribution of teaching service - S´ergio Oliveira Monteiro

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Introduction to Management	Bachelor's Degree in Accounting and Administration	48.0		48.0						
Strategic Management	Bachelor's Degree in Accounting and Administration	144.0		144.0						
Business strategy	Bachelor's Degree in Organizational Communication	48.0		48.0						
Strategic and Organizational Models	Bachelor's Degree in Human Resources	48.0		48.0						
Logistics and Organizational Management	Master's Degree in Logistics	50.0		48.0			2.0			
Dissertation/Final project/Internship	Master's Degree in Logistics	48.0								48.0

**Submission of application | Evaluation/Accreditation of
Operating SC**

5.2.1.1. Personal Data - Susana Paula Silva Oliveira

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Economia

Scientific field of this degree (EN)

[no answer]

Year in which this degree was obtained

2018

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

-

Orcid

0000-0003-1081-5732

5.2.1.2. Affiliation Research Units - Susana Paula Silva Oliveira

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
DINÂMIA CET-Iscte - Centro de Estudos sobre a Mudança Socioeconómica e o Território	Muito Bom	Iscte-Instituto Universitário de Lisboa	Other	

**Submission of application | Evaluation/Accreditation of
Operating SC**

5.2.1.3. Other degrees or titles - Susana Paula Silva Oliveira

Year	Degree or Title	Scientific Area	Institution	Classification
1996				
2008				

5.2.1.4. Pedagogical education - Susana Paula Silva Oliveira

Pedagogical education relevant to teaching

5.2.1.5. Distribution of teaching service - Susana Paula Silva Oliveira

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Microeconomics	Degree in Management	128.0	32.0	96.0						
Microeconomics	Degree in Management (evening)	64.0	16.0	48.0						
Company and Industry Economics	Degree in Management	96.0		96.0						
Company and Industry Economics	Degree in Management (evening)	48.0		48.0						
Economics and Corporate Finance	Master's in Business Management	22.8		21.0			1.8			
Economics and Corporate Finance	Master's in Logistics	26.0		24.0			2.0			

5.2.1.1. Personal Data - Helena Sofia Ferreira Rodrigues

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Matemática

Scientific field of this degree (EN)

Mathematics

Year in which this degree was obtained

2012

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

DA17-66FE-09A6

Orcid

0000-0002-6319-7782

5.2.1.2. Affiliation Research Units - Helena Sofia Ferreira Rodrigues

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Investigação e Desenvolvimento em Matemática e Aplicações (CIDMA)	Muito Bom	Universidade de Aveiro (UA)	Other	

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.3. Other degrees or titles - Helena Sofia Ferreira Rodrigues

Year	Degree or Title	Scientific Area	Institution	Classification
2006	MSC Computational Mathematics	Mathematics	University of Minho	Very Good
2002	Degree in Mathematics Teaching	Mathematics	University of Minho	15 (0-20)

5.2.1.4. Pedagogical education - Helena Sofia Ferreira Rodrigues

Pedagogical education relevant to teaching
Degree in Mathematics Teaching
Design of activities in e/b-learning (6ECTS)
“Active learning - Planning and structuring activities”, Pedagogical Conferences

5.2.1.5. Distribution of teaching service - Helena Sofia Ferreira Rodrigues

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Mathematics	Bachelor Marketing and Business Communicaton	80.0		80.0						
Mathematics	Bachelor Accounting and Taxation	56.0		56.0						
Quantitative Methods I	Bachelor Marketing and Business Communicaton	64.0		64.0						
Quantitative Methods I	Bachelor Marketing and Business Communicaton	64.0		64.0						
Statistics I	Bachelor Accounting and Taxation	56.0		56.0						
Statistics II	Bachelor Accounting and Taxation	24.0		24.0						
Research Methods	MSc Marketing	16.0		16.0						
Management Instruments	MSc Logistics	20.0		20.0						

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.1. Personal Data - Filipe Manuel Sampaio de Carvalho

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Ciências com especialização em Matemática

Scientific field of this degree (EN)

Science with a specialization in Mathematics

Year in which this degree was obtained

2013

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

F01D-5EE2-C4F6

Orcid

0000-0002-6937-4823

5.2.1.2. Affiliation Research Units - Filipe Manuel Sampaio de Carvalho

5.2.1.3. Other degrees or titles - Filipe Manuel Sampaio de Carvalho

Year	Degree or Title	Scientific Area	Institution	Classification
2005				
2002	Ensino de Matemática			

5.2.1.4. Pedagogical education - Filipe Manuel Sampaio de Carvalho

Pedagogical education relevant to teaching

5.2.1.5. Distribution of teaching service - Filipe Manuel Sampaio de Carvalho

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Mathematics	Distribution Management and logistics	64.0		64.0						
Quantitative Methods	Distribution Management and logistics	56.0		56.0						
Linear Algebra	Distribution Management and logistics	56.0		56.0						
Operations Research	Distribution Management and logistics	56.0		56.0						
Operations Research complements	Distribution Management and logistics	56.0		56.0						
Simulation and Decision Models	Logistics Master	50.0		48.0			2.0			
Data Analysis	Logistics Master	50.0	0.0	48.0			2.0			

5.2.1.1. Personal Data - Isabel Cristina Lopes

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia Industrial e de Sistemas

Scientific field of this degree (EN)

Industrial and Systems Engineering

Year in which this degree was obtained

2011

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

BC14-DF88-AEBC

Orcid

0000-0002-4833-470X

5.2.1.2. Affiliation Research Units - Isabel Cristina Lopes

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Estudos Organizacionais e Sociais do Politécnico do Porto (CEOS.PP)	Bom	Instituto Politécnico do Porto (IPP)	Institutional	

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.3. Other degrees or titles - Isabel Cristina Lopes

Year	Degree or Title	Scientific Area	Institution	Classification
2004	Master's degree	Mathematics - Fundamentals and Applications	Faculty of Sciences of University of Porto	Very Good
2000	Bachelor's degree	Mathematics - Educational Branch	Faculty of Sciences of University of Porto	16

5.2.1.4. Pedagogical education - Isabel Cristina Lopes

Pedagogical education relevant to teaching
Post Graduation in Statistics at University of Minho, 2015 (classification 18 out of 20).
Workshop "Experiences in online teaching/evaluation in Mathematics" ESTG-IPP, 2020.
Course "Real time learning and Learning apps" e-IPP, 2020.
EAlA2018 "Advanced School on Data Science for Big Data" Faculty of Sciences of University of Porto, 2018.
Workshop "Approaches to teaching large classes interactively" Health Sciences School of University of Minho, 2014.

5.2.1.5. Distribution of teaching service - Isabel Cristina Lopes

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Quantitative Methods in Finance	Master's in Corporate Finance	48.0		48.0						
Data Processing and Analysis	Master's in Organizations Management - Public Management Branch	48.0		48.0						
Operational Research	Professional Higher Technical Course in Decision Support	32.0		32.0						
Statistics in Information	Bachelor's in Library and Information Sciences and Technologies	24.0		24.0						
Transport and Maintenance Management	Master in Logistics	50.0		48.0			2.0			

**Submission of application | Evaluation/Accreditation of
Operating SC**

5.2.1.1. Personal Data - Isabel Vieira

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Coordenador ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Matemática

Scientific field of this degree (EN)

Mathematics

Year in which this degree was obtained

1995

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

7312-2D3B-F677

Orcid

0000-0002-2943-7578

5.2.1.2. Affiliation Research Units - Isabel Vieira

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Estudos Organizacionais e Sociais do Politécnico do Porto (CEOS.PP)	Bom	Instituto Politécnico do Porto (IPP)	Institutional	

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.3. Other degrees or titles - Isabel Vieira

Year	Degree or Title	Scientific Area	Institution	Classification
1987	Matemática Aplicada	Mathematics	Sciences Faculty, University of Porto	12
1991	MSc	Engineering	Engineering Faculty, University of Porto	Very good
1995	Diploma of Imperial College	Numerical Analysis	Imperial College of Science Technology and Medicine	
1995	Doutoramento	Mathematics	Imperial College of Science Technology and Medicine - University of London - UK	
1995	PhD	Mathematics	Sciences Faculty - University of Porto	

5.2.1.4. Pedagogical education - Isabel Vieira

Pedagogical education relevant to teaching
Certificate of Professional Aptitude as a Trainer, from the Institute of Employment and Professional Training, on July 23, 1998
Trainer Registration Certificate, from the Scientific-Pedagogical Council for Continuous Training in the areas and domains: A43 Mathematics/Quantitative Methods and C15 Educational Technologies (IT/IT Application), since March 2001
Course Construction in e/b-Learning" course, organized by e-IPP, which started on January 16, 2015 and ran until June 6, 2015, with a total duration of 74 hours.
Course "Administration and Use of the WEBCT Teleformación Platform", held at ISCAP, lasting 33 hours, from the company "Oficina Cooperación Universitária", in November 2002.
Training action on Interaction Tools in the Classroom, organized by the e-Learning and Pedagogical Innovation Unit of the Polytechnic of Porto (e-IPP), which took place at the Escola Superior de Saúde do P.PORTO, on March 21st 2018, lasting 2 hours.
II Conference on Technologies and Innovation in Education, organized by e-IPP, at ISCAP, on June 21, 2017, lasting 3 hours.
Pedagogical Days on Technologies and Innovation in Education, organized by e-IPP, at ISCAP; on June 29, 2016, lasting 3 hours.
Public Speaking Course, organized by Falatório – Formação em Comunicação, held at ISCAP, in November 2001, lasting 20 hours.
Moodle in Action: How to Use the Lesson Tool to personalize and enhance student learning?" with a duration of 2 hours, facilitated by Elisabete Barros, integrated in the Interinstitutional Development Days Pedagogical, which took place on October 13, 2023
Challenges of Cooperative Learning - Management of Working Groups in Higher Education. by Paulo Jorge Santos, naU. Porto, with a duration of 2 hours, on September 16, 2022
Operationalizing Future Skills in the Classroom, by Paulo Bogas from the Polytechnic Institute of Setúbal, on February 2, 2023, with a duration of 3 hours.
"Flipped Classroom - How to put it into practice?", organized by the Office for Support to Innovation in Education (Education Center) of the Higher Institute of Accounting and Port Administration, which took place on November 15, 2023, in online format and with a duration of 1.5 hours.

5.2.1.5. Distribution of teaching service - Isabel Vieira

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Data Analysis	Logistics MSc	48.0		48.0						
Market Research	Marketing Degree	72.0		72.0						
Exploratory Data Analysis	CTESP Decision Support	64.0		64.0						
Forecasting Techniques Planning	CTESP Decision Support	64.0		64.0						

5.2.1.1. Personal Data - Ana Paula Lopes

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Matemática

Scientific field of this degree (EN)

Mathematics

Year in which this degree was obtained

2006

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

8B17-B2C1-6036

Orcid

0000-0003-1603-6959

5.2.1.2. Affiliation Research Units - Ana Paula Lopes

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Estudos Organizacionais e Sociais do Politécnico do Porto (CEOS.PP)	Bom	Instituto Politécnico do Porto (IPP)	Institutional	

5.2.1.3. Other degrees or titles - Ana Paula Lopes

Year	Degree or Title	Scientific Area	Institution	Classification
2001	Master	Mathematics		
1995				

[illegible]

5.2.1.5. Distribution of teaching service - Ana Paula Lopes

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Simulation and Decision Making	Master	50.0		48.0			2.0			
Simulation and Decision Making	Alunos ERASMUS	50.0		48.0			2.0			
Mathematics	Bachelor	144.0		144.0						
Financial Calculos	Bachelor	96.0		96.0						

5.2.1.1. Personal Data - Lia Coelho Oliveira

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia de Produção e Sistemas

Scientific field of this degree (EN)

Production and Systems Engineering

Year in which this degree was obtained

2013

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

101A-1516-A0A7

Orcid

0000-0001-7563-740X

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.2. Affiliation Research Units - Lia Coelho Oliveira

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
INESC TEC - INESC Tecnologia e Ciência (INESC TEC)	Muito Bom	Inesc Tec - Instituto de Engenharia de Sistemas e Computadores, Tecnologia e Ciência (INESC TEC)	Branch	

5.2.1.3. Other degrees or titles - Lia Coelho Oliveira

Year	Degree or Title	Scientific Area	Institution	Classification
2008	Master	Industrial Engineering and Management	Minho University	16

5.2.1.4. Pedagogical education - Lia Coelho Oliveira

5.2.1.5. Distribution of teaching service - Lia Coelho Oliveira

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Supply Chain Management	Degree in Distribution and Logistics Management	64.0		64.0						
Supply Chain Management	Logistics Master	50.0		48.0			2.0			
Fundamentals of Logistics	Degree in Distribution and Logistics Management	56.0		56.0						
Project and Operations Management	Marketing and Business Communication	25.0		18.0			1.0		2.0	4.0
Warehouse Management	Degree in Distribution and Logistics Management	56.0		56.0						
Final Project in Logistics Systems	Degree in Distribution and Logistics Management	122.0		122.0						
Production Planning and Control	Logistics Master	10.0		10.0						
Transport Systems Management	Degree in Distribution and Logistics Management	56.0		56.0						

5.2.1.1. Personal Data - Mario Joel Matos Veiga de Oliveira Queiros

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Economia

Scientific field of this degree (EN)

Economics

Year in which this degree was obtained

2014

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

-

Orcid

0000-0002-3543-0081

5.2.1.2. Affiliation Research Units - Mario Joel Matos Veiga de Oliveira Queiros

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Estudos Organizacionais e Sociais do Politécnico do Porto (CEOS.PP)	Bom	Instituto Politécnico do Porto (IPP)	Institutional	

5.2.1.3. Other degrees or titles - Mario Joel Matos Veiga de Oliveira Queiros

Year	Degree or Title	Scientific Area	Institution	Classification
1992	Beachelor	Economics	Faculdade de Economia do Porto	12
1994	Post-graduation	European Studies	Faculdade de Direito de Coimbra	14
1998	Post-graduation	Economics Teaching	Faculdade de Economia do Porto	14

5.2.1.4. Pedagogical education - Mario Joel Matos Veiga de Oliveira Queiros

Pedagogical education relevant to teaching
Avaliação de Aprendizagem - para onde queremos ir?
Diversificando os materiais pedagógicos com o HSP da teoria à conceção
The chalenges of integrating Generative Artificial Intelligence in Education
How to do a social or economic research using quantitativa methods (econometric technics), ISCAP, 2014
Diploma de Estudos Avançados, Faculdade de Ciências Económicas e Emrpesariais, Santiago de Compostela, 2004
Formação inicial e avançada em Moodle, ISCAP, 2006

5.2.1.5. Distribution of teaching service - Mario Joel Matos Veiga de Oliveira Queiros

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Economia e Finanças Empresariais	Mestrado em Gestão das Organizações, ramo Gestão de Empresas	48.0		48.0						
Economia e Finanças Empresariais	Mestrado em Gestão das Organizações, ramo Gestão Pública	48.0		48.0						
Economia e Finanças Empresariais	Mestrado em Logística	25.0		25.0						
Gestão Financeira Empresarial	Licenciatura em Criatividade e Inovação Empresarial	48.0		48.0						
Análise e Gestão Financeira - Licenciatura em Contabilidade	Licenciatura em Contabilidade e Administração	48.0		48.0						
Finanças Públicas e Gestão do Risco Internacional	Mestrado em Contabilidade e Finanças	96.0		96.0						
Gestão Financeira	Licenciatura em Marketing	48.0		48.0						

5.2.1.1. Personal Data - Adelina Granado Andrês

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Ciências da Educação

Scientific field of this degree (EN)

[no answer]

Year in which this degree was obtained

2015

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

-

Orcid

0000-0002-9452-1127

5.2.1.2. Affiliation Research Units - Adelina Granado Andrês

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Línguas, Literaturas e Culturas (CLLC)	Muito Bom	Universidade de Aveiro (UA)	Other	

5.2.1.3. Other degrees or titles - Adelina Granado Andrês

5.2.1.4. Pedagogical education - Adelina Granado Andrês

5.2.1.5. Distribution of teaching service - Adelina Granado Andrês

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Organizational Behaviour	Master's Degree in Logistics	50.0		48.0			2.0			
Organizational Behaviour	Master's Degree in Management	48.0		48.0						
Organizational Behaviour	Master's Degree in Management	48.0		48.0						
Organizational Behaviour	Bachelor's Degree in International Commerce	48.0		48.0						
Organizational Behaviour	Bachelor's Degree in Internacional Commerce	48.0		48.0						
Psychosociology of Organizations	Master's degree in consultancy	48.0		48.0						

5.2.1.1. Personal Data - João Paulo da Torre Vieito

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Coordenador ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Ciências Empresariais - Especialização em Finanças

Scientific field of this degree (EN)

Business Sciences - Specialization in Finance

Year in which this degree was obtained

2008

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

-

Orcid

0000-0002-0899-4930

5.2.1.2. Affiliation Research Units - João Paulo da Torre Vieito

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Unidade de Investigação Aplicada em Gestão (UNIAG)	Bom	Instituto Politécnico de Bragança (IPBragança)	Institutional	

5.2.1.3. Other degrees or titles - João Paulo da Torre Vieito

5.2.1.4. Pedagogical education - João Paulo da Torre Vieito

5.2.1.5. Distribution of teaching service - João Paulo da Torre Vieito

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Final project	Marketing and Business Communication	33.0		33.0						
Corporate Finance II	Managment -Nocturne	2.0					2.0			
Financial Management and Investment Analysis	Business Distribution and Logistics	64.0		64.0						
Corporate Finance Principals	Marketing and Business Communication	64.0		64.0						
Project Evaluation and Management	Business Organization and Management	64.0		64.0						
Project Evaluation Anlaysia	Accounting and Taxation	48.0		48.0						
Finance	Accounting and Taxation	48.0	0.0	48.0						
Final project	Business Organization and Management	34.0		34.0						
Project Evaluation Anlaysia	Marketing and Business Communication	24.0		24.0						
Economics and Corporate Finance	Master in Logistics	2.0					2.0			

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.1. Personal Data - Maria Alexandra Teixeira Borges Vieira Pouzada

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Gestão - Especialização em Operações e Logística

Scientific field of this degree (EN)

Business Management - Operations and Logistics

Year in which this degree was obtained

2020

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

Yes

Scientific field of the specialist title (PT)

Gestão da Qualidade

Scientific field of the specialist title (EN)

Quality Management

Year when the specialist title was obtained

2012

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

1111-F802-B0C0

Orcid

0000-0002-6057-567X

5.2.1.2. Affiliation Research Units - Maria Alexandra Teixeira Borges Vieira Pouzada

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.3. Other degrees or titles - Maria Alexandra Teixeira Borges Vieira Pouzada

Year	Degree or Title	Scientific Area	Institution	Classification
1997	Degree	Management		
2004	Master			

5.2.1.4. Pedagogical education - Maria Alexandra Teixeira Borges Vieira Pouzada

Pedagogical education relevant to teaching

5.2.1.5. Distribution of teaching service - Maria Alexandra Teixeira Borges Vieira Pouzada

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Entrepreneurship	Business Management	32.0	0.0	32.0						
Operations Management I	Business Management	64.0	0.0	32.0	32.0					
Operations Management I	Business Management (after business hours)	64.0	0.0	32.0	32.0					
Operations Management II	Business Management	64.0		32.0	32.0					
Operations Management II	Business Management (after business hours)	64.0		32.0	32.0					
Entrepreneurship	Distribution Management and Logistics	4.0		4.0						
Management Instruments	Master in Logistics	2.0					2.0			
Entrepreneurship (shift B)	Business Management	32.0		32.0						
Operations Management I (shift B)	Business Management	32.0			32.0					
Operations Management II (shift B)	Business Management	32.0			32.0					

5.2.1.1. Personal Data - Ana Teresa Martins Ferreira Oliveira

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Psicologia

Scientific field of this degree (EN)

[no answer]

Year in which this degree was obtained

2014

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

E01E-F459-0D9E

Orcid

0000-0001-8717-8378

5.2.1.2. Affiliation Research Units - Ana Teresa Martins Ferreira Oliveira

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Investigação e Desenvolvimento em Sistemas Agroalimentares e Sustentabilidade (CISAS)	Bom	Instituto Politécnico de Viana do Castelo (IPVC)	Institutional	

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.3. Other degrees or titles - Ana Teresa Martins Ferreira Oliveira

Year	Degree or Title	Scientific Area	Institution	Classification
2018	Post Doc	Management	Porto's University	Very Good
2005	Graduation	Psychology	University of Minho	15

5.2.1.4. Pedagogical education - Ana Teresa Martins Ferreira Oliveira

Pedagogical education relevant to teaching
Institutional coordinator of the project "Fostering and assessing students' creative and critical thinking skills in higher Education" September 2018-2022; Promoter: Center for Educational Research and Innovation (CERI) OECD Directorate for Education, European Commission participation in the project's monthly trainings and bi-annual face-to-face trainings focused on pedagogical training for the professional development of higher education teachers.
Coordinator of the BeyondScale project "Developing the Organizational Capacity of Higher Education Institutions using the HEInnovate platform to facilitate peer learning and a pan-European community of practice" which focuses on entrepreneurship in higher education. Participation in all project capacity building actions led by partners, the OECD and the European Commission. Training workshops on methodologies for developing innovation in universities and developing effective partnerships with territorial ecosystems.
Institutional coordinator of the Demola Internacional IPVC Project, 06/24/2022- Demola International Project Studie. 8 ECTS. Kajaani University of Applied Sciences Training Develop new pedagogical approaches, for new contexts and new audiences, involving the community (higher education, professional education, companies,...); Promote the commitment to collaborative work and learning between organizations and students in research and innovation; Offer an opportunity for teachers from polytechnics and secondary vocational education to leverage/strengthen joint work; Integrate all project participants into an international network.
Design of activities/curricular units in e/b-learning (6 ECTS)* JAN > JUL 23' promoted by the Pedagogical Innovation Center of the Polytechnic of Porto, taking place between October 12th and December 21st, 2022, lasting 30 hours.
02/17/2023 - Ubuntu Leaders Academy Professional Training Course - Higher Education Ubuntu Leaders Academy - Higher Education, lasting 63:00 hours.
20.9.2022 "Gamification of Learning", included in the Interinstitutional Pedagogical Development Journeys
January 29, 2021; Assessment of learning: the "Test" activity in Moodle; Trainer: Ricardo Castro
February 10, 2021, "The use of game-based learning in the incorporation of sustainability in teaching", lasting 2 hours, led by Ana Simaens (Instituto Universitário de Lisboa), integrated into the Interinstitutional Pedagogical Development Conferences
February 5, 2021, "The student's digital footprint as an element of diagnostic and formative assessment", lasting 1 hour, led by Filipe Santos (Instituto Politécnico de Leiria), integrated into the Interinstitutional Pedagogical Development Journeys

5.2.1.5. Distribution of teaching service - Ana Teresa Martins Ferreira Oliveira

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Organizational behavior	Master	2.0	0.0			2.0				
Human Resource Management	Management Degree	64.0	16.0	48.0						
Human Resource Management	Management graduation	64.0	16.0	48.0						
Human Resources Management Complements	Managament of organizations APNOS	24.0	21.0			3.0				

5.2.1.1. Personal Data - José Carlos de Sá

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Coordenador ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia Industrial

Scientific field of this degree (EN)

Industrial Engineering

Year in which this degree was obtained

2024

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

Yes

Scientific field of the specialist title (PT)

Gestão da Qualidade

Scientific field of the specialist title (EN)

Quality Management

Year when the specialist title was obtained

2015

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

C91E-F5C8-46C7

Orcid

0000-0002-2228-5348

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - José Carlos de Sá

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Laboratório Associado de Energia, Transportes e Aeronáutica (LAETA)	Excelente	INEGI - Instituto de Ciência e Inovação em Engenharia Mecânica e Engenharia Industrial (INEGI/UP)		Sim

5.2.1.3. Other degrees or titles - José Carlos de Sá

Year	Degree or Title	Scientific Area	Institution	Classification
1998	Bachelor's Degree	Production Engineering	University of Minho	13
2010	Master	Industrial Engineering	Minho University	

5.2.1.4. Pedagogical education - José Carlos de Sá

5.2.1.5. Distribution of teaching service - José Carlos de Sá

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Quality Management Systems	Degree	48.0		48.0						
Marketing and Corporate Communication	Degree	46.0		46.0						
Warehouse and Inventory Management	Master	2.0					2.0			

5.2.1.1. Personal Data - António Jorge da Silva Trindade Duarte

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia de Produção e Sistemas

Scientific field of this degree (EN)

Production and Systems Engeneering

Year in which this degree was obtained

2006

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

9C13-787B-295F

Orcid

0000-0003-3759-3850

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - António Jorge da Silva Trindade Duarte

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Unidade de Investigação Aplicada em Gestão (UNIAG)	Bom	Instituto Politécnico de Bragança (IPBragança)	Institutional	

5.2.1.3. Other degrees or titles - António Jorge da Silva Trindade Duarte

Year	Degree or Title	Scientific Area	Institution	Classification
2000	Masters	Production and Systems Engineering	University of Minho	Very Good
1995	Bachelor	Industrial Engineering and Management	University of Aveiro	15

5.2.1.4. Pedagogical education - António Jorge da Silva Trindade Duarte

Pedagogical education relevant to teaching
Flipped Classroom
Project Based Learning
Using video in a flipped classroom strategy
Online creation of interactive resources: kahoot!, Socrative e Quizizz
Online tests and academic integrity

5.2.1.5. Distribution of teaching service - António Jorge da Silva Trindade Duarte

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Production Planning and Control	Logistics	50.0		48.0			2.0		0.0	
Simulation and Decision Models	Logistics	25.0		24.0			1.0		0.0	
Statistics	Renewables Energies Engineering	60.0		60.0						
Statistics	Management Informatics	60.0		60.0						
Biostatistics	Biomedical Technologies	60.0		60.0						
Statistics I	Industrial Engineering and Management	60.0		60.0						
Industrial Management	Chemical Engineering	60.0		60.0						
Statistics for Business	International Business Management (European Programme)	120.0		120.0						
Quality Management	Management	45.0		45.0						

5.2.1.1. Personal Data - Ana Paula Carvalho do Monte

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Coordenador ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Ciências empresariais - especialização em Finanças Empresariais

Scientific field of this degree (EN)

Business sciences - specialization in Corporate Finance

Year in which this degree was obtained

2008

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

531F-8D14-F89E

Orcid

0000-0001-9936-0142

5.2.1.2. Affiliation Research Units - Ana Paula Carvalho do Monte

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Unidade de Investigação Aplicada em Gestão (UNIAG)	Bom	Instituto Politécnico de Bragança (IPBragança)	Institutional	

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.3. Other degrees or titles - Ana Paula Carvalho do Monte

Year	Degree or Title	Scientific Area	Institution	Classification
1993	Licenciatura in Management	345 Business and Management	Beira Interior University	14
2001	Master	345 Business and Management	Minho University	Very Good

5.2.1.4. Pedagogical education - Ana Paula Carvalho do Monte

Pedagogical education relevant to teaching
Learning based on co-creation processes POCH-04-5267-FSE-000820: IPB.2021.

5.2.1.5. Distribution of teaching service - Ana Paula Carvalho do Monte

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Advanced Corporate Finance	Accountancy and Finance Master	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Analysis and Risk Management	Accountancy and Finance Master	48.0		36.0			3.0		9.0	
Financial Mathematics	Licenciatura in Accountancy	60.0		60.0						
Risk Management	Master in Management of Organizations	48.0	0.0	36.0			3.0		9.0	
Financial Behavioural (Nova UC)	Master in Accountancy and Finance	48.0		36.0			3.0		9.0	
International Finance	Master in Accounting and Finance	48.0		36.0			3.0		9.0	
Sustainable Finance and Sustainability Report	Master in Accounting and Finance	19.5		18.0			1.5			0.0
Economy and Corporate Finance	Master in Logistics	50.0		48.0			2.0			

5.2.1.1. Personal Data - Carla Alexandra Soares Gerales

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia e Técnicas Afins

Scientific field of this degree (EN)

[no answer]

Year in which this degree was obtained

2015

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

781A-6CE5-E8C1

Orcid

0000-0003-0187-1281

5.2.1.2. Affiliation Research Units - Carla Alexandra Soares Gerales

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Investigação ALGORITMI (ALGORITMI)	Muito Bom	Universidade do Minho (UM)	Other	
Centro de Investigação em Digitalização e Robótica Inteligente (CeDRI)	Excelente	Instituto Politécnico de Bragança (IPBragança)	Institutional	

5.2.1.3. Other degrees or titles - Carla Alexandra Soares Gerales

Year	Degree or Title	Scientific Area	Institution	Classification
2007				

5.2.1.4. Pedagogical education - Carla Alexandra Soares Gerales

Pedagogical education relevant to teaching

5.2.1.5. Distribution of teaching service - Carla Alexandra Soares Gerales

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Warehouses and Inventory Management	Master	25.0		24.0			1.0		0.0	
Production Management II	Bachelor	60.0		60.0						
Operations Management	Bachelor	30.0		30.0						
Operational Research	Bachelor	30.0		30.0						
Logistics	Bachelor	60.0		60.0						
International Operations and Logistics	Bachelor	60.0		60.0						
Operational Research II	Bachelor	60.0		60.0						

5.2.1.1. Personal Data - Francisco José Basílio Pimentel Pires Peito

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia Industrial e de Sistemas

Scientific field of this degree (EN)

Industrial and Systems Engineering

Year in which this degree was obtained

2014

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

8211-29BF-4249

Orcid

0000-0001-7709-1383

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Francisco José Basílio Pimentel Pires Peito

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Investigação ALGORITMI (ALGORITMI)	Muito Bom	Universidade do Minho (UM)	Other	

**Submission of application | Evaluation/Accreditation of
Operating SC**

5.2.1.3. Other degrees or titles - Francisco José Basílio Pimentel Pires Peito

Year	Degree or Title	Scientific Area	Institution	Classification
2000	Master	Industrial maintenance	Faculty of Engineering of the University of Porto	BOM COM DISTINÇÃO
1997	Licensed	Engineering - Production Management	The Higher Institute of Engineering of Porto	13

5.2.1.4. Pedagogical education - Francisco José Basílio Pimentel Pires Peito

Pedagogical education relevant to teaching
II Seminar, on the themes THE SCHOOL AND POWER and THE PARTICIPATED SCHOOL, organized by the Training Center for Associated Schools GAIA OESTE.
Pedagogical Innovation Workshop “Digital Assessment – Challenges and Opportunities of Artificial Intelligence”
Pedagogical Training for Teachers “Digital Assessment - Challenges and Opportunities of Artificial Intelligence”

5.2.1.5. Distribution of teaching service - Francisco José Basílio Pimentel Pires Peito

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Biostatistics	Professional Higher Technical Course	45.0							45.0	
Statistic	Licentiate	60.0		60.0						
Quality management	Master	60.0		60.0						
Maintenance management	Master	60.0		60.0						
Transportation and Maintenance Management	Master's degree	50.0		48.0			2.0			
Simulation and Decision Models	Master's degree	25.0		24.0			1.0			
Operations Management	Licentiate	60.0		60.0						

5.2.1.1. Personal Data - Jorge Manuel Afonso Alves

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Ciências Empresariais- Contabilidade e Controlo de Gestão

Scientific field of this degree (EN)

Business Studies - Accounting and Management Control

Year in which this degree was obtained

2012

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

2718-FF3E-8B6B

Orcid

0000-0002-5168-8795

5.2.1.2. Affiliation Research Units - Jorge Manuel Afonso Alves

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Unidade de Investigação Aplicada em Gestão (UNIAG)	Bom	Instituto Politécnico de Bragança (IPBragança)	Institutional	

5.2.1.3. Other degrees or titles - Jorge Manuel Afonso Alves

Year	Degree or Title	Scientific Area	Institution	Classification
1999	Bachelor	Accounting and Administration	Polytechnic Institute of Bragança	15
2004	Master	Accounting and Management	University of Minho	Very Good

5.2.1.4. Pedagogical education - Jorge Manuel Afonso Alves

Pedagogical education relevant to teaching
Collaborative tools in project/problem-based learning
An experience of gamification in promoting student autonomy
Learning objectives - How to structure course units in modules
Collaborative workshops on IPB-Virtual online tests
ChatGPT - Evolution or revolution? The impact of artificial intelligence tools on education and science

5.2.1.5. Distribution of teaching service - Jorge Manuel Afonso Alves

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Financial Accounting III	Bachelor in Accounting	60.0		50.0					10.0	
Managerial Instruments	Master in Management	42.0		42.0						
Financial Accounting IV	Bachelor in Accounting	60.0		50.0					10.0	
Project	Bachelor in Accounting	30.0							30.0	
Consolidated Group Accounting	Master in Accounting and Finance	48.0		36.0		3.0			9.0	
Management Complements	Master in Logistics	50.0	0.0	48.0	0.0		2.0			

5.2.1.1. Personal Data - Maria Clara Rodrigues Bento Vaz Fernandes

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia Industrial e Gestão

Scientific field of this degree (EN)

Industrial Engineering and Management

Year in which this degree was obtained

2007

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

9611-3386-E516

Orcid

0000-0001-9862-6068

5.2.1.2. Affiliation Research Units - Maria Clara Rodrigues Bento Vaz Fernandes

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Centro de Investigação em Digitalização e Robótica Inteligente (CeDRI)	Excelente	Instituto Politécnico de Bragança (IPBragança)	Institutional	

5.2.1.3. Other degrees or titles - Maria Clara Rodrigues Bento Vaz Fernandes

Year	Degree or Title	Scientific Area	Institution	Classification
1999	Master in Computer Integrated Manufacturing			
1995	Industrial Management and Engineering			

5.2.1.4. Pedagogical education - Maria Clara Rodrigues Bento Vaz Fernandes

Pedagogical education relevant to teaching
Learning based on co-creation processes

5.2.1.5. Distribution of teaching service - Maria Clara Rodrigues Bento Vaz Fernandes

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Industrial Management	Master of Chemical Engineering	60.0	30.0		30.0					
Exploratory Data Analysis	Electrical and Computer Engineering	60.0		30.0	30.0					
Production Management I	Industrial Engineering and Management	60.0		60.0						
Supply Chain Management	Master in Logistics	50.0		48.0			2.0			
Warehouses and Inventory Management	Master in Logistics	25.0		24.0			1.0			
Logistics and Organizational Management	Master in Logistics	50.0		48.0			2.0			

5.2.1.1. Personal Data - Paula Odete Fernandes

Link to the HEI

Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018

Category

Professor Coordenador ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Economia e Gestão

Scientific field of this degree (EN)

Economics and Management

Year in which this degree was obtained

2005

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

991D-9D1E-D67D

Orcid

0000-0001-8714-4901

5.2.1.2. Affiliation Research Units - Paula Odete Fernandes

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
Unidade de Investigação Aplicada em Gestão (UNIAG)	Bom	Instituto Politécnico de Bragança (IPBragança)	Institutional	

5.2.1.3. Other degrees or titles - Paula Odete Fernandes

Year	Degree or Title	Scientific Area	Institution	Classification
1992	Bachelor in Business Management	Management (CNAEF: 345)	University of Beira Interior (UBI)	12.3 values
1998	MSc in Management	Management (CNAEF: 345)	University of Beira Interior (UBI)	Very Good

5.2.1.4. Pedagogical education - Paula Odete Fernandes

Pedagogical education relevant to teaching
Trainer Certificate of the Scientific and Pedagogical Council for Lifelong Learning, CCPFC/RFO - 26055/09, for the areas: A01 Management; A13 Accounting; A51 Commercial Techniques.
Participation in a training internship entitled "Curriculum Design Co-creation for IPB Masters Programme" at Tampere University of Applied Sciences, Finland, from 7 to 11 May 2018.
Experience in supervising work: 9 PhD (7 in progress) in the areas of Business Sciences; more than 150 master's degrees (10 in progress) in the areas of Business Sciences.
30 years of higher education teaching experience in the areas of Business Sciences and Quantitative Methods.

5.2.1.5. Distribution of teaching service - Paula Odete Fernandes

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Data Analysis (1st year of study; 1st semester)	Master in Accounting and Finance	48.0	0.0	36.0	0.0	0.0	3.0	0.0	9.0	0.0
Data Analysis (1st year of study; 1st semester)	Master in Management Branch: Business Management	45.0	0.0	42.0	0.0	0.0	3.0	0.0	0.0	0.0
Data Analysis (1st year of study; 1st semester)	Master in Management Branch: Public Management	45.0	0.0	42.0	0.0	0.0	3.0	0.0	0.0	0.0
Data Analysis	Master in Logistics	50.0	0.0	48.0	0.0	0.0	2.0	0.0	0.0	0.0
Research Methodologies in Accounting and Finance (new)	Master in Accounting and Finance	31.0	0.0	31.0	0.0	0.0	0.0	0.0	0.0	0.0
Tourism Destination Management	Bachelor's Degree in Tourism	60.0	0.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0
Project Work/Internship/Dissertation	Master in Management	30.0	0.0	0.0	0.0	0.0	0.0	0.0	30.0	0.0

5.2.1.1. Personal Data - José Lucas Pinhão de Sousa

Link to the HEI

Other link

Category

Assistente convidado ou equivalente

Associates Degree

Yes

Degree

Integrated Master's Degree

Scientific field of this degree (PT)

Psicologia

Scientific field of this degree (EN)

Psychology

Year in which this degree was obtained

2010

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

Yes

Scientific field of the specialist title (PT)

Gestão de Recursos Humanos

Scientific field of the specialist title (EN)

Human Resources Management

Year when the specialist title was obtained

2021

Dedication regime in the institution submitting the proposal (%)

50

CienciaVitae

5513-23E3-7CEB

Orcid

0009-0009-1032-3034

5.2.1.2. Affiliation Research Units - José Lucas Pinhão de Sousa

5.2.1.3. Other degrees or titles - José Lucas Pinhão de Sousa

Year	Degree or Title	Scientific Area	Institution	Classification
2012	Pos-graduated Psychological Coaching	Coaching	Psychology Faculty and Education - University Lisbon	15

5.2.1.4. Pedagogical education - José Lucas Pinhão de Sousa

Pedagogical education relevant to teaching
Pedagogical Skills Certificate - EDF 7270/98 DN
Trainer - Continuous Training Teachers - Pedagogical Scientific Council Univ. Minho

5.2.1.5. Distribution of teaching service - José Lucas Pinhão de Sousa

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Organisational behaviour	Logistics	48.0	0.0	48.0						
Human Resources Management	Management	64.0	16.0	48.0						

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.1. Personal Data - Ilda Castedo

Link to the HEI

Other link

Category

Assistente ou equivalente

Associates Degree

Yes

Degree

Master's Degree - 2nd Cycle

Scientific field of this degree (PT)

Economia e Finanças

Scientific field of this degree (EN)

[no answer]

Year in which this degree was obtained

2005

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

3810-BB05-F8ED

Orcid

0000-0002-6321-8192

5.2.1.2. Affiliation Research Units - Ilda Castedo

**Submission of application | Evaluation/Accreditation of
Operating SC**

5.2.1.3. Other degrees or titles - Ilda Castedo

Year	Degree or Title	Scientific Area	Institution	Classification
1988				

5.2.1.4. Pedagogical education - Ilda Castedo

Pedagogical education relevant to teaching

5.2.1.5. Distribution of teaching service - Ilda Castedo

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Corporate Economics and Finance	Master's Degree in Logistics	25.0		25.0						
Corporate Economics and Finance	Master's Degree in Organizational Management - Business Management	24.0		24.0						
Corporate Economics and Finance	Master's Degree in Organizational Management - Public Administration	24.0		24.0						
Business and Consumer Economics	Bachelor's Degree in Marketing	96.0		96.0						
Macroeconomics	Bachelor's Degree in Marketing	48.0		48.0						
Microeconomics	Bachelor's Degree in Accounting and Administration	96.0		96.0						
Economics	CTeSP in Fashion Retail and Management	64.0		64.0						
Fundamental of Economics and Accounting	Bachelor's Degree in Business Communication	48.0		48.0						

5.2.1.1. Personal Data - Luís Manuel Sousa Grajera Fernandes Costa

Link to the HEI

Other link

Category

Assistente convidado ou equivalente

Associates Degree

Yes

Degree

Master's Degree - 2nd Cycle

Scientific field of this degree (PT)

Contabilidade

Scientific field of this degree (EN)

Accounting

Year in which this degree was obtained

2014

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

50

CienciaVitae

0000-0000-0000

Orcid

-

5.2.1.2. Affiliation Research Units - Luís Manuel Sousa Grajera Fernandes Costa

5.2.1.3. Other degrees or titles - Luís Manuel Sousa Grajera Fernandes Costa

5.2.1.4. Pedagogical education - Luís Manuel Sousa Grajera Fernandes Costa

5.2.1.5. Distribution of teaching service - Luís Manuel Sousa Grajera Fernandes Costa

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Financial Management I	Licenciatura	32.0		32.0						
Financial Management II	Licenciatura	27.0		27.0						
Business Simulation I	Licenciatura	48.0		48.0						
Economy and Corporate Finance	Masters	22.0		22.0						
Financial Management	CTeSP	32.0	9.0	0.0	23.0					
Management Instruments	Masters in Logistics	28.0		28.0						

5.2.1.1. Personal Data - Lúgia Maria Almendra Xavier Barreira Lousada

Link to the HEI

Other link

Category

Equiparado a Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

Master's Degree - 2nd Cycle

Scientific field of this degree (PT)

Ciências da Educação

Scientific field of this degree (EN)

Education Sciences

Year in which this degree was obtained

2006

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

Yes

Scientific field of the specialist title (PT)

Psicologia do Trabalho e das Organizações

Scientific field of the specialist title (EN)

Organizational Psychology

Year when the specialist title was obtained

2021

Dedication regime in the institution submitting the proposal (%)

30

CienciaVitae

-

Orcid

0000-0002-0406-447X

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Lúgia Maria Almendra Xavier Barreira Lousada

5.2.1.3. Other degrees or titles - Lígia Maria Almendra Xavier Barreira Lousada

Year	Degree or Title	Scientific Area	Institution	Classification
1994	Bachelor	Management	IESF	
2000	Bachelor	Organizational Psychology	ISLA	
2006	Master degree	Educational Science	Lisbon University	

5.2.1.4. Pedagogical education - Lígia Maria Almendra Xavier Barreira Lousada

Pedagogical education relevant to teaching
Conselho Científico - Pedagógico de formação contínua de professores
Título de Especialista atribuído pela Ordem dos Psicólogos Portugueses

5.2.1.5. Distribution of teaching service - Lígia Maria Almendra Xavier Barreira Lousada

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Organizacional Behavior	Management	45.0	0.0	42.0	0.0	0.0	3.0		0.0	
Organizacional Behavior	Master's degree in logistics	50.0	0.0	48.0	0.0	0.0	2.0			0.0

5.2.1.1. Personal Data - Pedro Vasco e Silva Cardoso

Link to the HEI

Other link

Category

Equiparado a Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

345 - Gestão

Scientific field of this degree (EN)

[no answer]

Year in which this degree was obtained

2017

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

50

CienciaVitae

7F17-D677-0681

Orcid

0000-0003-1952-152X

5.2.1.2. Affiliation Research Units - Pedro Vasco e Silva Cardoso

5.2.1.3. Other degrees or titles - Pedro Vasco e Silva Cardoso

Year	Degree or Title	Scientific Area	Institution	Classification
1996				
2006				

5.2.1.4. Pedagogical education - Pedro Vasco e Silva Cardoso

5.2.1.5. Distribution of teaching service - Pedro Vasco e Silva Cardoso

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Internships	CTeSP Transport and Logistics	1.0	1.0							
Logistics and Global Operations	Degree in Distribution and Logistics Management	48.0	48.0							
Final Project in Logistics Systems	Degree in Distribution and Logistics Management	40.0	40.0							
Integrated Project Management	Degree in Distribution and Logistics Management	48.0	48.0							
Transport and Maintenance Management	Degree in Distribution and Logistics Management	50.0		48.0			2.0			

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.1. Personal Data - Catarina Moreira Marques

Link to the HEI

Other link

Category

Equiparado a Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Ciencias de Engenharia - Gestão Industrial

Scientific field of this degree (EN)

[no answer]

Year in which this degree was obtained

2019

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

30

CienciaVitae

9018-8368-3000

Orcid

0000-0003-3263-6700

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Catarina Moreira Marques

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
INESC TEC - INESC Tecnologia e Ciência (INESC TEC)	Muito Bom	Inesc Tec - Instituto de Engenharia de Sistemas e Computadores, Tecnologia e Ciência (INESC TEC)	Branch	Sim

5.2.1.3. Other degrees or titles - Catarina Moreira Marques

Year	Degree or Title	Scientific Area	Institution	Classification
2009				
2013				

5.2.1.4. Pedagogical education - Catarina Moreira Marques

Pedagogical education relevant to teaching

5.2.1.5. Distribution of teaching service - Catarina Moreira Marques

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Production Planning and Control	Master in Logistics	50.0		48.0			2.0			

5.2.1.1. Personal Data - Fábio Silva Moreira

Link to the HEI

Other link

Category

Equiparado a Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia Industrial e Gestão

Scientific field of this degree (EN)

Industrial Engineering and Management

Year in which this degree was obtained

2018

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

30

CienciaVitae

1C1D-490D-A5E0

Orcid

0000-0003-4296-8207

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Fábio Silva Moreira

Research Unit	FCT Classification	Higher Education Institution (HEI)	Type of Research Unit	Integrated Teacher
INESC TEC - INESC Tecnologia e Ciência (INESC TEC)	Muito Bom	Inesc Tec - Instituto de Engenharia de Sistemas e Computadores, Tecnologia e Ciência (INESC TEC)	Branch	

5.2.1.3. Other degrees or titles - Fábio Silva Moreira

Year	Degree or Title	Scientific Area	Institution	Classification
2012	MSc	Industrial Engineering and Management	Faculty of Engineering of the Univeristy of Porto	16/20
2018	PhD	Industrial Engineering and Management	Faculty of Engineering of the University of Porto	Approved

5.2.1.4. Pedagogical education - Fábio Silva Moreira

5.2.1.5. Distribution of teaching service - Fábio Silva Moreira

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Warehouse and Inventory Management	Master's Degree in Logistics	50.0		48.0			2.0			

5.2.1.1. Personal Data - Bruno Miguel da Cruz Machado

Link to the HEI

Other link

Category

Assistente convidado ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia e Gestão Industrial

Scientific field of this degree (EN)

[no answer]

Year in which this degree was obtained

2024

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

35

CienciaVitae

-

Orcid

0000-0002-3037-1764

5.2.1.2. Affiliation Research Units - Bruno Miguel da Cruz Machado

5.2.1.3. Other degrees or titles - Bruno Miguel da Cruz Machado

5.2.1.4. Pedagogical education - Bruno Miguel da Cruz Machado

5.2.1.5. Distribution of teaching service - Bruno Miguel da Cruz Machado

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Production control and management	Masters	40.0	0.0	40.0						
Warehouse management and inventory	Masters	20.0	0.0	20.0						

5.2.1.1. Personal Data - Alfredo António Maio Nunes da Silva

Link to the HEI

Other link

Category

Equiparado a Professor Adjunto ou equivalente

Associates Degree

Yes

Degree

PhD - 3rd Cycle

Scientific field of this degree (PT)

Engenharia e Gestão Industrial

Scientific field of this degree (EN)

Engineering and Industrial Management

Year in which this degree was obtained

2023

Institution that conferred this degree

[no answer]

Specialist Title (Art. 3, paragraph g) of DL no. 74/2006, of March 24, as amended by DL no. 65/2018, August 16)

No

Scientific field of the specialist title (PT)

[sem resposta]

Scientific field of the specialist title (EN)

[no answer]

Year when the specialist title was obtained

-

Dedication regime in the institution submitting the proposal (%)

100

CienciaVitae

FC10-2B32-19AF

Orcid

0000-0002-7475-2534

Authorization for personal information to be stored and used for functional and analytical purposes

Sim

5.2.1.2. Affiliation Research Units - Alfredo António Maio Nunes da Silva

Submission of application | Evaluation/Accreditation of
Operating SC

5.2.1.3. Other degrees or titles - Alfredo António Maio Nunes da Silva

Year	Degree or Title	Scientific Area	Institution	Classification
1998				

5.2.1.4. Pedagogical education - Alfredo António Maio Nunes da Silva

Pedagogical education relevant to teaching

5.2.1.5. Distribution of teaching service - Alfredo António Maio Nunes da Silva

Curricular Unit	Study programme	Total contact hours	T	TP	PL	TC	S	E	OT	O
Logistics and Organizational Management	Logistics	50.0		48.0			2.0			
Supply Chain Management	Logistics	50.0		48.0			2.0			
Warehouse and Inventory Management	Logistics	28.0	0.0	28.0			0.0			
Provisioning Systems	Distribution and Logistics Management	54.0	0.0	54.0			0.0			
Operations Management	Distribution and Logistics Management	48.0	0.0	48.0	0.0		0.0			
Production Management and Control	Distribution and Logistics Management	56.0	0.0	56.0	0.0		0.0			
Final Project in Logistics Systems	Distribution and Logistics Management	94.0	0.0	94.0	0.0		0.0			

5.3. Team Details

5.3.1. Total teachers / FTE

5.3.1.1. Total number of teachers.

31

5.3.1.2. Total number of FTE.

26.75

5.3.2. Career teaching staff” – teachers of the study programme integrated in the teaching or research career.*

Link with HEI	% of the total of FTE
Career Teacher (Article 3, line k) of DL-74/2006, as amended by DL-65/2018	82.24%
Career Researcher (Article 3, line l) of DL-74/2006, as amended by DL-65/2018	0.00%
Other link	17.76%

5.3.3. Academically qualified teaching staff” – staff holding a PhD*

Submission of application | Evaluation/Accreditation of
Operating SC

Academically qualified teaching staff	FTE	Percentage*
Teaching staff holding a PhD (FTE):	2345	87.66%

5.3.4. Specialised teaching staff.

Specialized teaching staff	FTE	Percentage*
PhDs specialised in the fundamental area(s) of the study programme (% total FTE)	20.0	74.77%
Staff specialised in the fundamental areas of the study programme not holding PhDs in these areas (% total FTE)	0.0	0.00%
Specialists not holding a PhD, but with a Specialist Title (DL 206/2009) in the fundamental area(s) of the study programme (% total FTE)	2.0	7.48%
% of teaching staff with specialist or doctoral degrees in the fundamental area(s) of the study programme (% total FTE)		82.24%

5.3.5. Teaching Staff integrated in Research Units of the Institution, its subsidiaries or integrated centers (article 29, DL no. 74/2006, as written in the DL no. 65/2018)

Description	FTE	Percentage*
Teaching Staff integrated in Research Units of the Institution, its subsidiaries or integrated centers	0.3	1.12%

5.3.6. Stability and development dynamics of the teaching staff

Stability and tranning dynamics	FTE	Percentage*
Career teaching staff of the study programme with a link to the institution for over 3 years	21.0	78.50%
FTE number of teaching staff registered in PhD programmes for over one year	0.0	0.00%

5.4. Teaching staff development

5.6. Observations. (PT)

No momento da elaboração do relatório, a equipa docente prevista para lecionar o CE caso o novo plano seja aprovado era a mesma prevista para lecionar caso a alteração não se verifique. Relembramos que a alteração proposta consubstancia-se apenas na inclusão de uma UC nova de Metodologias de Investigação no segundo ano. Todas as restantes UC mantêm-se.

5.6. Observations. (EN)

At the time of preparing the report, the teaching staff planned to deliver the Study Cycle (CE) in case the new curriculum is approved was the same as the one planned to deliver the course if the proposed changes are not implemented. It is important to note that the proposed change consists solely of the inclusion of a new course unit on Research Methodologies in the second year. All other course units remain unchanged.

Observations. (PDF)

[no answer]

6. Technical, administrative, and management staff (if applicable)

Submission of application | Evaluation/Accreditation of
Operating SC**6.1. Number and employment type of the technical, administrative and management staff allocated to the study programme. (PT)**

A ESCE-IPVC tem 9 efetivos do pessoal não docente em regime de Contrato de trabalho em funções públicas por tempo indeterminado: Técnico Superior: 5; Assistente Técnico: 2; Assistente Operacional: 2.

Os cinquenta e oito colaboradores não docentes em funções no ISCAP (número a reforçar ainda este ano, com 4 novas contratações) desenvolvem as suas atividades, distribuídos por serviços seguindo uma lógica funcional. Atuam e acompanham todos os CE, não estando afetos a um CE em particular. Estes colaboradores não docentes caracterizam-se pela sua diversidade de percursos profissionais e de competências, sendo um número significativo ex-alunos do ISCAP (Alumni), o que potencia o compromisso com o serviço. De realçar ainda as muitas competências existentes e valorizadas pelos Órgãos de Gestão como sendo a orientação para os resultados, iniciativa e autonomia e procura da melhoria contínua dos serviços prestados. A estrutura organizacional do IPB contempla departamentos e serviços/setores que prestam, de forma transversal, o apoio necessário ao bom funcionamento dos vários cursos de CTeSP, Licenciatura e Mestrado. No presente ano letivo a Escola possui 29 efetivos, todos em regime de tempo integral, que se encontram distribuídos por 20 serviços/setores (Secretariado, Secretaria de Alunos, Biblioteca, Portaria, Centro de Recursos Audiovisuais, Centro de Recursos Informáticos, Gabinete de Relações com o Exterior), aos quais se juntam um vasto leque de laboratórios de suporte às atividades letivas, de investigação e prestação de serviços de apoio à comunidade, nas diversas áreas do saber da escola. Dos 29 funcionários existentes, 42% pertencem à categoria de Técnicos Superiores (TS), 45% à categoria de Assistente Técnico (AT), 10% à categoria de Assistente Operacional (AO) e 3% à categoria de Técnico de Informática (TI). No que respeita aos serviços/setores de caráter mais transversal, estão alocados: Secretariado, 2 AT e 2 TS; Centro de Recursos Informáticos, 1 TI; Gabinete de Relações com o Exterior, 1 AT; Portaria, 1 AO e 1 AT; Secretaria de Alunos, 1 AO e 1 AT; Biblioteca, 1 AO, 2 AT e 1 TS; Centro de Recursos Audiovisuais, 1 AT.

6.1. Number and employment type of the technical, administrative and management staff allocated to the study programme. (EN)

ESCE-IPVC has 9 non-teaching staff under employment contracts in public functions for an indefinite period: Senior Technician: 5; Technical Assistant: 2; Operational Assistant: 2.

The fifty-eight non-teaching staff members working at ISCAP (the number is to be increased this year with four new hires) carry out their activities in a functional manner, distributed among the services. Their work is aligned with all the SPs and are not assigned to any particular SP. These non-teaching staff members have diverse professional backgrounds and skills, and a significant number are ISCAP alumni, which enhances their commitment to the service. Also noteworthy are the many existing skills valued by the Management Bodies, such as results orientation, initiative and autonomy, and a continuous search for improvement in the services provided.

The IPB organizational structure includes departments and services/sectors that provide, in a transversal way, the necessary support for the proper functioning of the various CTeSP, Bachelor's and Master's courses. In the current academic year, ESTiG has 29 full-time staff, who are distributed across 20 services/sectors (Secretariat, Students Office, Library, Ordinance, Audiovisual Resource Center, IT Resource Center, Office of Relations with Abroad), to which are added a wide range of laboratories to support teaching activities, research and provision of supporting services to the community, in the various areas of the school's knowledge. Of the 29 existing employees, 42% belong to the category of Senior Technicians (TS), 45% to the category of Technical Assistant (AT), 10% to the category of Operational Assistant (AO) and 3% to the category of IT Technician (IT). With regard to services/sectors of a more transversal nature, the following are allocated: Secretariat, 2 AT and 2 TS; Computer Resource Center, 1 IT; Office of Foreign Affairs, 1 AT; Ordinance, 1 AO and 1 AT; Student Office, 1 AO and 1 AT; Library, 1 AO, 2 AT and 1 TS; Audiovisual Resource Center, 1 AT.

6.2. Qualifications of the technical, administrative, and management staff that will support the study programme. (PT)

As qualificações dos 9 efetivos do pessoal não docente do IPVC-ESCE em regime de Contrato de trabalho em funções públicas por tempo indeterminado, são as seguintes:

Mestrado: 2

Licenciatura: 4

Bacharelato: 1;

12º ano: 2.

As qualificações do pessoal técnico, administrativo e de gestão do ISCAP estão assim definidas:

Doutoramento: 2 colaboradores (1 possui o Título de Especialista);

Mestrado: 13 colaboradores (3 possuem o Título de Especialista e 4 frequentam doutoramento);

Licenciatura: 25 colaboradores, (2 frequentam mestrado);

Outra: 18 colaboradores, (1 frequenta licenciatura);

O pessoal não docente do IPB detém, maioritariamente (55%), formação superior. Destes, 8 (27,5%) são mestres e 8 (27,5%) são detentores de uma licenciatura ou bacharelato. Dos restantes, 11 (38%) frequentaram ou concluíram o ensino secundário e apenas 2 (7%) não têm formação superior ao 9.º ano de escolaridade. Dos 12 funcionários que integram a categoria de técnico superior, 8 possuem o grau de mestre.

Submission of application | Evaluation/Accreditation of
Operating SC**6.2. Qualifications of the technical, administrative, and management staff that will support the study programme. (EN)**

The qualifications of the 9 non-teaching staff at IPVC under an employment contract in public functions for an indefinite period are:

Master's degree:2

Bachelor's degree:4

Bachelor's degree:1

12th year:2

The qualifications of ISCAP's technical, administrative and management staff are:

Doctorate:2 staff members (1 holds the title of Specialist);

Master's degree:13 staff members (3 have the title of Specialist and 4 enrolled in a doctoral program);

Undergraduate degree:25 staff members (2enrolled in a master's degree);

Other:8 staff members (1 is enrolled in an undergraduate degree);

The non-teaching staff of IPB mostly (55%) have higher education.From these, 8 (27.5%) are masters and 8 (27.5%) have a degree or bachelor's degree. The remaining 11 (38%) attended or completed secondary education and only 2 (7%) didn't have a degree beyond the 9th grade.The 12 employees who are part of the higher technician category, 8 have a master's degree.

7. Facilities, partnerships, and structures supporting the teaching and learning processes (if applicable)**7.1. Have there been significant changes in facilities and equipment since the previous assessment procedure?**

☒ Yes ☐ No

7.1.1. If yes, provide a brief explanation and rationale for the changes made. (PT)

Para potenciar a qualidade do processo de ensino-aprendizagem, reforçou-se o investimento no ISCAP em infraestruturas e recursos disponíveis através da:

Reestruturação da disposição da biblioteca e dos espaços de leitura informal, para facilitar o acesso à leitura individual, investigação e realização de trabalhos;

Criação de laboratório informático de acesso livre;

Criação de 2 espaços de Coworking de fomento à investigação e à inclusão de jovens investigadores;

Reconstrução da cantina, com valência para espaço de estudo;

Reforço, renovação e melhoria sistemática de toda a infraestrutura de suporte informático;

Atualização de Auditórios e outras salas;

Realização de uma intervenção profunda, tornando o edifício mais sustentável e eficiente em termos energéticos;

Renovação dos Laboratórios, salas Simulação Empresarial e de informática, como suporte à evolução e à introdução de novas abordagens e metodologias;

Criação de salas de aula com tecnologia para ensino em modo híbrido.

7.1.1. If yes, provide a brief explanation and rationale for the changes made. (EN)

Investment has been made in infrastructure and resources to foster the teaching-learning process, namely by the:

Restructuring of the library and informal reading spaces layout to provide easier access and management of individual reading, research and group work, and to strengthen the policy of free access to scientific publications;

Creation of a free access study room/computer lab;

Creation of 2 labs and coworking spaces to promote research and the inclusion of young researchers;

Renovation of the canteen as a study space;

Systematic reinforcement, renovation, and improvement of the entire IT support infrastructure;

Upgrading of the auditoriums and other rooms;

Carrying out an in-depth intervention to make the building more sustainable and energy efficient;

Renovation of labs. Business Simulation and IT rooms, to meet the technological developments and support new approaches and methodologies;

Creating classrooms with technology for teaching in hybrid conditions.

7.2. Have there been significant changes in national and international partnerships relevant to the study programme since the previous assessment procedure?

☒ Yes ☐ No

Submission of application | Evaluation/Accreditation of
Operating SC

7.2.1. If yes, provide a brief summary of those changes. (PT)

O IPVC estabeleceu vários protocolos com o tecido empresarial através do Gabinete de Apoio aos Cursos. O Gabinete Internacional estabeleceu protocolos com novas empresas internacionais como a StartLogística, S.L., a Pipeworks, S.L. e o Grupo Antolin Lusitânia, S.A..

Em 2018, existiam cerca de 198 protocolos ativos de parceria e colaboração e em 2022 mais de 320. Dos protocolos existentes em 2018, 105 (53%) tinham como âmbito a realização de estágios e em 2022 esse número era de 147 (45%). A nível nacional destacam-se protocolos com associações empresariais e profissionais, municípios, hospitais e empresas que visam fortalecer as relações entre instituições e potenciar a realização de estágios, projetos conjuntos ou a prestação de serviços especializados. A nível internacional, existem parcerias em todos os continentes, com mais de 180 parceiros no âmbito do Programa ERASMUS+.

7.2.1. If yes, provide a brief summary of those changes. (EN)

IPVC has established several protocols with the business sector through the Course Support Office. The International Office established protocols with new international companies such as StartLogística, S.L., Pipeworks, S.L. and Grupo Antolin Lusitânia, S.A..

In recent years, ISCAP has signed partnership and collaboration protocols with various organizations. In 2018, it had about 198 active protocols, and in 2022 there were over 320. 105 (53%) of the 2018 protocols were internships; in 2022 that number rose to 147 (45%). At a national level, there are protocols with business/professional associations, municipalities, hospitals, and companies. These protocols aim to strengthen relations between institutions and promote internships, joint projects, and services. Internationally, ISCAP has established partnerships on all continents. It currently has more than 180 partners under the ERASMUS+ Program.

7.3. Have there been significant changes in structures supporting the teaching and learning processes since the previous assessment procedure?

[X] Yes [] No

7.3.1. If yes, provide a brief summary of those changes. (PT)

O ISCAP reforçou as estruturas próprias de apoio aos processos de ensino e aprendizagem como é o caso do GAIE-NE que desenvolve (1) ações de formação no âmbito da utilização de tecnologia na educação (3 em 2017/18 e 9 em 2022-23); (2) desenvolve vídeos tutoriais e manuais de apoio aos docentes. Estas atividades são desenvolvidas em cooperação com o Centro de Inovação Pedagógica do IPP.

7.3.1. If yes, provide a brief summary of those changes. (EN)

To support the teaching-learning processes, ISCAP has strengthened its structures such as GAIE-NE, that develops (1) training courses on the use of technology in education (3 in 2017/18 and 9 in 2022-23); (2) video tutorials and support manuals designed to instruct teachers on how to use the various platforms. Activities are carried out in cooperation with the IPP Center for Pedagogical Innovation.

7.4. Have there been significant changes in internships and / or in-service training, protocols with the respective entities and guarantee of effective monitoring of students during internship since the previous assessment procedure?

[no answer]

7.4.1. If yes, provide a brief summary of those changes. (PT)

O CE permite aos alunos optarem por um estágio no último semestre, de forma a adquirirem experiência na área logística. Nesse sentido há uma dinamização crescente por parte das instituições de estabelecer novos protocolos com organizações de vários setores de atividade. Como exemplo desses novos protocolos são as organizações: Camara Municipal de Arcos de Valdevez, Gestamp Cerveira, MundoTêxtil, Recuperadores Pachinha Lda, Suavecel, Sanolar, Tintex Textiles, Broning Viana, JMR, Jerónimo Martins, Unidade de Saúde de Matosinhos, Fehst Componentes Lda, Fiber T e Rangel Distribuição e Logística, Lda.

7.4.1. If yes, provide a brief summary of those changes. (EN)

This course allows students to opt for an industrial internship in the last semester, in order to gain experience in the logistics area. In this sense, there is a growing effort by the institutions to establish new protocols with organizations from various sectors of activity. Examples of these new protocols are the following organizations: Camara Municipal de Arcos de Valdevez, Gestamp Cerveira, MundoTêxtil, Recuperadores Pachinha Lda, Suavecel, Sanolar, Tintex Textiles, Broning Viana, JMR, Jerónimo Martins, Unidade de Saúde de Matosinhos, Fehst Componentes Lda, Fiber T e Rangel Distribuição e Logística, Lda.

8. Assessment standards in the study programme.

8.1. Students enrolled in the study programme in the current academic year.

8.1.1. Total number of students enrolled.

82.0

8.1.2. Characterization by Gender.

Gender	Percentage
Masculino	51.22
Feminino	48.78

8.1.3. Number of students enrolled by curricular year.

Curricular year	Students enrolled
1st curricular year	54
2nd curricular year	28

8.1.4. Possible additional information on student characterization. (PT)

A maior parte dos alunos inscritos no CE são alunos trabalhadores, que, já estando ligados em muitos casos ao setor, procuram aprofundar e sistematizar os seus conhecimentos em gestão de logística. Em vários outros casos pretendem mudar a sua atividade profissional, face à percepção da empregabilidade do CE e da área de conhecimento em causa. Os alunos não trabalhadores são tendencialmente em número reduzido.

Na tabela 8.2, as linhas "Nota de candidatura do último colocado" e "Nota média de entrada" foram preenchidas com o valor 0, considerando não ser aplicável esta informação ao CE. A seleção dos candidatos ao CE tem por base a seriação dos candidatos que obtiveram a melhor classificação na seriação até ao preenchimento do número de vagas definidas no Anexo do Edital do Concurso de Acesso aos Cursos de Mestrado da APNOR.

The majority of students enrolled in the CE are working students, who, in many cases already linked to the sector, seek to deepen and systematize their knowledge in logistics management. In several other cases, they intend to change their professional activity, given the perception of the employability of the CE and the area of knowledge in question. Non-working students tend to be few in number.

In table 8.2, the lines "Application score of last placed candidate" and "Average entry score" were filled in with the value 0, considering this information not applicable to the CE. The selection of candidates for the CE is based on the ranking of candidates who obtained the best classification in the ranking until the number of vacancies defined in the Annex to the Notice of the Competition for Access to APNOR Master's Courses is filled.

?

8.2. Demand for the study programme - Students

Parameter	Second-to-last year	Last year	Current year
N.º de vagas / No. of openings	50	50	50
N.º de candidatos / No. of candidates	84	88	72
N.º de admitidos / No. of admissions	48	52	49
N.º de inscritos no 1º ano, 1ª vez / No. of enrolments in 1st year 1st time	39	39	49

Submission of application | Evaluation/Accreditation of
Operating SC

8.2. Demand for the study programme - Grades

Parameter	Second-to-last year	Last year	Current year
Nota de candidatura do último colocado / Grade of the last candidate to be admitted	0	0	0
Nota média de entrada / Average entry grade	0	0	0

8.3. Academic Results.

8.3.1. Training efficiency.

Indicator	Third-to-last year	Second-to-last year	Last year
N.º de graduados / No. of graduates	11	22	19
N.º de graduados em N anos / No. of graduates in N years	11	21	19
N.º de graduados em N+1 anos / No. of graduates in N+1 years	0	1	0
N.º de graduados em N+2 anos / No. of graduates in N+2 years	0	0	0
N.º de graduados em mais de N+2 anos / No. of graduates in more than N+2 years	0	0	0

8.3.2. Present a list of theses completed in the last three years, stating, for each, the title, year of completion and the final result (PT)

N/A

8.3.2. Present a list of theses completed in the last three years, stating, for each, the title, year of completion and the final result (EN)

N/A

8.3.3. Data on unemployment of study programme?s graduates (PT)

A maior parte dos alunos inscritos no curso são alunos trabalhadores, que procuram melhorar os seus conhecimentos em Logística, ou mesmo, mudar a sua atividade profissional. Os alunos não trabalhadores são em menor número.
No entanto, de acordo com informações obtidas junto dos Alumni, a taxa de empregabilidade tem sido de 100%, bem como a taxa de sucesso nas carreiras profissionais. As competências adquiridas no CE são cada vez mais essenciais e requisitadas pelas empresas.

8.3.3. Data on unemployment of study programme?s graduates (EN)

The majority of students enrolled in the course are working students, looking to improve their knowledge in Logistics, or even change their professional activity. Non-working students are fewer in number. However, according to information obtained from Alumni, the employability rate has been 100%, as well as the success rate in professional careers. The skills acquired in the CE are increasingly essential and required by companies.

8.4. Internationalization results.

Submission of application | Evaluation/Accreditation of
Operating SC

8.4.1. Mobility of students, teachers and technical, administrative and management staff.

Indicator	Third-to-last year	Second-to-last year	Last year
Alunos estrangeiros matriculados no ciclo de estudos / Foreign students enrolled in the study programme	7.87	12.5	15.22
Alunos em programas internacionais de mobilidade (in) / Students in international mobility programs (in)	43.82	102.88	115.22
Alunos em programas internacionais de mobilidade (out) / Students in international mobility programs (out)			
Docentes estrangeiros (in) / Foreign teaching staff (in)	4.55	8.33	14.09
Docentes (out) / Teaching staff (out)	12.5	33.33	53.18
Pessoal técnico, administrativo e de gestão estrangeiro (in) / Foreign technical, administrative and management staff (in)	3.23	0	10
Pessoal técnico, administrativo e de gestão (out) / Technical, administrative and management staff (out)	4.84	57.58	29.23

8.4.2. Participation in international networks relevant to the study programme (PT)

Vários docentes do CE participam em parcerias com outras universidades internacionais no âmbito do programa Erasmus. De salientar que no ano letivo 2022/2023, à semelhança de 21/22, realizou-se um projeto de partilha internacional da unidade curricular de Gestão da Cadeia de Abastecimento, no âmbito do Mestrado em Logística da ESCE, entre o IPVC/ESCE e UNESP/FCAV, em colaboração com o ISCAP, com o objetivo de permitir que alunos portugueses e alunos brasileiros tenham uma Unidade Curricular em simultâneo. Adicionalmente foram desenvolvidos dois protocolos de colaboração com UNIOESTE - Universidade Estadual do Oeste Paraná e Universidade de S. Paulo com vista ao desenvolvimento de projetos de investigação. Ainda intrainstitucionalmente, alguns docentes do CE encontram-se a colaborar com o projeto IPVConcilia, o qual conta com o financiamento do Compete 2020 e do Portugal 2020.

8.4.2. Participation in international networks relevant to the study programme (EN)

Several teachers participate in partnerships with other international universities under the Erasmus program. It should be noted that in the academic year 2022/2023, similar to 21/22, an international sharing project was carried out for the Supply Chain Management curricular unit, within the scope of the Master's in Logistics at ESCE, between IPVC/ESCE and UNESP/FCAV, in collaboration with ISCAP, with the aim of allowing Portuguese students and Brazilian students to take a Curricular Unit simultaneously. Additionally, two collaboration protocols were developed with UNIOESTE - Universidade Estadual do Oeste Paraná and Universidade de S. Paulo with a view to developing research projects. Still intra-institutionally, some CE teachers are collaborating with the IPVConcilia project, which is funded by Compete 2020 and Portugal 2020.

8.5. Results of research and development activities and/or advanced training and high-level professional development

8.5.1. Research unit(s), of the same knowledge field or specialization area as the study programme, in which teachers develop their scientific activity.

Teacher	Mark	HEI	Type of Research Unit	No. of teachers in the integrated study cycle
Centro de Estudos Organizacionais e Sociais do Politécnico do Porto (CEOS.PP)	Bom	Instituto Politécnico do Porto (IPP)	Institutional	5
Centro de Investigação ALGORITMI (ALGORITMI)	Muito Bom	Universidade do Minho (UM)	Other	2
Centro de Investigação e Desenvolvimento em Matemática e Aplicações (CIDMA)	Muito Bom	Universidade de Aveiro (UA)	Other	1
Centro de Investigação e Desenvolvimento em Sistemas Agroalimentares e Sustentabilidade (CISAS)	Bom	Instituto Politécnico de Viana do Castelo (IPVC)	Institutional	1
Centro de Investigação em Digitalização e Robótica Inteligente (CeDRI)	Excelente	Instituto Politécnico de Bragança (IPBragança)	Institutional	2
Centro de Línguas, Literaturas e Culturas (CLLC)	Muito Bom	Universidade de Aveiro (UA)	Other	1
DINÂMIA CET-Iscte - Centro de Estudos sobre a Mudança Socioeconómica e o Território	Muito Bom	Iscte-Instituto Universitário de Lisboa	Other	1
INESC TEC - INESC Tecnologia e Ciência (INESC TEC)	Muito Bom	Inesc Tec - Instituto de Engenharia de Sistemas e Computadores, Tecnologia e Ciência (INESC TEC)	Branch	3
Laboratório Associado de Energia, Transportes e Aeronáutica (LAETA)	Excelente	INEGI - Instituto de Ciência e Inovação em Engenharia Mecânica e Engenharia Industrial (INEGI/UP)		1
Unidade de Investigação Aplicada em Gestão (UNIAG)	Bom	Instituto Politécnico de Bragança (IPBragança)	Institutional	5

Submission of application | Evaluation/Accreditation of
Operating SC**8.5.2. List of the main projects and/or national and international partnerships in which the scientific, technological, cultural, and artistic activities developed in the area of the study programme are integrated, including (when applicable) information on the main funded projects and their respective funding. (PT)**

Salienta-se o projeto desenvolvido em parceria com a empresa Sanitop – Sistemas Sanitários e Climatização (Viana do Castelo), “Sanitop 360º” (SANITOP360 - Estudar a volumetria, identificando e quantificando o volume dos produtos para redimensionar as cargas dos camiões.), que, além do desenvolvimento de trabalhos de Mestrado em Logística, incluiu a realização de 4 estágios de verão na área da Logística de Armazéns. Neste momento a Sanitop apresentou já intenção de continuar a desenvolver projetos em parceria com o IPVC, tendo já submetido um conjunto de 5 propostas de estágio de licenciatura e de Mestrado, na área da Logística.

Para além disso, vários docentes integram projetos importantes de âmbito variado (alguns exemplos):

Gate2Math - Mathematics online learning model in engineering education; Erasmus+ KA2 - Cooperation partnerships in higher education; Ana Paula Lopes; 400.000€

ENCARE - Enhancing Capacities of UAS staff for more successful EU funded Research; Erasmus+ KA2 - Cooperation partnerships in higher education; Cristina Lopes; 400.000€

BIG InternPrize : Business Ideas Generation; Erasmus+ KA2 Strategic Partnerships for VET; Isabel Vieira 356 794,00 €

StoSS - Sectorization to Simplify and Solve; Compete 2020 - PO CI | SAICT - Sistema de Apoio à Investigação Científica e Tecnológica | IC&DT - Investigação Científica e Desenvolvimento Tecnológico; Crsitina Lopes 233 703,76 €

8.5.2. List of the main projects and/or national and international partnerships in which the scientific, technological, cultural, and artistic activities developed in the area of the study programme are integrated, including (when applicable) information on the main funded projects and their respective funding. (EN)

We highlight the project developed in partnership with the company Sanitop – Sistemas Sanitárias e Climatização (Viana do Castelo), “Sanitop 360º” (SANITOP360 - Study volumetrics, identifying and quantifying the volume of products to resize truck loads.), which, in addition to developing Master's degree work in Logistics, included 4 summer internships in the area of ??Warehouse Logistics. At this point, Sanitop has already presented its intention to continue developing projects in partnership with IPVC, having already presented a set of 5 undergraduate and Master's internship proposals, in the area of ??Logistics.

Furthermore, several teachers are involved in important projects of varying scope (some examples):

Gate2Math – Online mathematics learning model in engineering education; Erasmus+ KA2 – Cooperation partnerships in higher education; Ana Paula Lopes; €400,000

ENCARE - Improving the capabilities of UAS personnel for more successful EU-funded research; Erasmus+ KA2 – Cooperation partnerships in higher education; Cristina Lopes; €400,000

BIG InternPrize: Generation of Business Ideas; Erasmus+ KA2 Strategic Partnerships for VET; Isabel Vieira €356 794.00

StoSS – Sectorization to Simplify and Solve; Compete 2020 - PO CI | SAICT - Support System for Scientific and Technological Research | IC&DT - Scientific Research and Technological Development; Crsitina Lopes 233 €703.76

Submission of application | Evaluation/Accreditation of
Operating SC**8.5.6. Activities of technological and artistic development, service providing to the community, and advanced training in the fundamental scientific area(s) of the study programme, and their effective contribution to the national, regional and local development, scientific culture, and cultural, sports and artistic fields. (PT)**

A atividade do CE é divulgada à comunidade em workshops e ações de formação, bem como em publicações e conferências. As instituições prestam serviços à comunidade e organizam ações de formação avançada, onde se inclui cursos de curta e longa duração, especializações, pós-graduações, e workshops relacionadas com o ciclo de estudos, realçamos, a título de exemplo: as jornadas de logística, seminários sobre temas específicos com a presença de empresários, oradores variados e visitas de estudo a empresas de referência. No IPVC, por exemplo, foram realizadas as jornadas de logística em 2019 sob o tema "Logística – da origem à 4.0", as jornadas de logística em 2022 sob o tema "Potencialidades da Indústria 4.0 para as PME". Foram ainda realizados vários seminários: "Formulação do projeto de dissertação: etapas, desafios e métodos" – oradora Ana Ferreira, professora auxiliar da Universidade Lusíada Norte (2022), "Promoting Sustainability in Transportation" – oradora Maria João Santos, docente da Universidade de Minho e investigadora do INESTEC (2023) e "Gestão de Transportes em Tempos de Incerteza" – oradora Liliana Rodrigues, Cargo Senior Logistic Manager da Brunswick Marine (2023). Várias destas iniciativas são garantidas em simultâneo entre as duas instituições. Também no ISCAP são realizadas diversas conferências e seminários. Nos últimos anos o ISCAP desenvolveu-se em todas as suas dimensões, nomeadamente ao nível da oferta formativa, ao nível da qualidade da investigação produzida e do número de projetos nacionais e internacionais em que participou. Têm-se desenvolvido novas e importantes pontes com a comunidade empresarial, nomeadamente pelo reforço de parcerias institucionais por via dos Centros de Investigação (CEI e CEOS.PP) e da PEA-Porto Executive Academy.

As instituições participantes têm ainda como objetivo estratégico desenvolver atividades que potenciem a prestação de serviços à comunidade em que estão inseridas, contribuindo para o desenvolvimento local e regional. Para isso, o ISCAP, a título de exemplo, dispõe de uma marca para prestar tais serviços à comunidade - a PEA - que possui um vasto portefólio formativo (em alguns casos em e-learning/b-learning).

A investigação é um eixo estratégico fundamental para o ISCAP e para a ESCE/IPVC, cuja atividade tem vindo a ser reforçada. A acreditação do CEOS.PP pela FCT constituiu o culminar dessa evolução. Este incremento da investigação nas IE, tem resultado (1) numa maior e melhor produção científica dos nossos docentes e investigadores, (2) numa maior visibilidade da atividade científica a nível nacional e internacional, (3) no reforço das ligações ao tecido empresarial, e (4) no maximizar da integração e participação nas redes europeias de conhecimento e em polos de inovação digital (CONNECT 5), aumentando o retorno em atividades e projetos de I&D.

Do ponto de vista artístico-cultural o ISCAP promoveu vários espetáculos musicais, exposições e a criação de um conjunto de conteúdos audiovisuais.

The CE's activity is disseminated to the community in workshops and training actions, as well as in publications and conferences. The institutions provide services to the community and organize advanced training actions, which include short and long-term courses, specializations, postgraduate courses, and workshops related to the study cycle, we highlight, by way of example: logistics days, seminars on specific topics with the presence of businesspeople, various speakers and study visits to reference companies. At ESCE/IPVC, for example, logistics days were held in 2019 under the theme "Logistics – from origin to 4.0" and logistics days in 2022 under the theme "Industry 4.0 Potentials for SMEs". Several seminars were also held: "Formulation of the dissertation project: stages, challenges and methods" – speaker Ana Ferreira, assistant professor at the Lusíada Norte University (2022), "Promoting Sustainability in Transportation" – speaker Maria João Santos, professor at the University of Minho and researcher at INESTEC (2023) and "Transport Management in Times of Uncertainty" – speaker Liliana Rodrigues, Senior Logistic Manager at Brunswick Marine (2023). Several of these initiatives are guaranteed simultaneously between the two institutions. Various conferences and seminars are also held at ISCAP. In recent years, ISCAP has developed in all its dimensions, particularly in terms of training offerings, the quality of research produced and the number of national and international projects in which it has participated. New and important bridges have been developed with the business community, namely by strengthening institutional partnerships through Research Centers (CEI and CEOS.PP) and PEA - Porto Executive Academy. The participating institutions also have as a strategic objective the development of activities that enhance the provision of services to the community in which they operate, contributing to local and regional development. To this end, ISCAP, for example, has a brand to provide such services to the community - PEA - which has a vast training portfolio (in some cases in e-learning/b-learning).

Research is a fundamental strategic axis for ISCAP and ESCE/IPVC, whose activity has been reinforced. The accreditation of CEOS.PP by FCT constituted the culmination of this evolution. This increase in research in IE has resulted in (1) greater and better scientific production by our teachers and researchers, (2) greater visibility of scientific activity at national and international level, (3) the strengthening of connections with the business community, and (4) maximizing integration and participation in European knowledge networks and digital innovation hubs (CONNECT 5), increasing the return on R&D activities and projects.

From an artistic-cultural point of view, ISCAP promoted several musical shows, exhibitions and the creation of a set of audiovisual content.

8.6. Self-assessment report of the study programme prepared within the framework of the internal quality assurance system.

[RAC\(ESCE\) RCE\(ISCAP\) RAA.pdf](#) | PDF | 1.4 Mb

9. SWOT analysis of the study programme and proposed improvement measures.

9.1. Global SWOT analysis of the study programme.

9.1.1. Strengths. (PT)

Missão e objetivos do ciclo de estudos claramente definidos e alinhados com a missão e objetivos da UO e comunicados, interna e externamente, junto dos principais stakeholders (e.g. candidatos, estudantes, professores, empregadores e parceiros institucionais);
Ciclo de estudos adaptado às necessidades sociais e económicas da região e do país;
Reconhecimento do trabalho efetuado por parte das empresas e instituições regionais;
Corpo docente qualificado, a grande maioria docente de carreira, muito experiente e que consegue garantir, no seu conjunto, um saudável equilíbrio entre a componente de investigação e a ligação ao mundo empresarial;
Boa articulação da comissão científica com os docentes do ciclo de estudos em cada unidade orgânica;
Relação de proximidade e cooperação entre os docentes e discentes.
Elevada atratividade e procura do ciclo de estudos comprovada pela ocupação das vagas disponibilizadas;
Elevado leque de saídas profissionais do ciclo de estudos;
Acesso dos alunos às melhores bases de artigos científicos (b-on, por exemplo);
Acesso a seminários, conferências e workshops ligados a outros ciclo de estudos que, de uma forma complementar, valorizam os conhecimentos adquiridos;
Instalações e equipamentos de elevada qualidade, onde se realça o reforço de utilização de plataformas on-line (on.ipvc e domus.ipp) de apoio à gestão académica e para utilização dos alunos e professores (sumários, FUC, avaliação, horários, exames, inquéritos, etc).

9.1.1. Strengths. (EN)

Clearly defined mission and objectives of the study programme aligned with the OU's mission and objectives, which conveyed both internally and externally to the main stakeholders (e.g. candidates, students, teachers, employers, and institutional partners);
Study programme adapted to the social and economic needs of the region and the country;
Recognition of the work carried out by regional companies and institutions;
Qualified teaching staff, the vast majority of career teachers, very experienced and able to guarantee a balance between the research component and the connection to the business world;
Good articulation of the Scientific Committee with the course teachers in each institution;
Close and cooperative relationship between teachers and students.
High attractiveness and demand for the programme, as shown in the number of places filled;
High range of course professional outputs;
Students' access to the best scientific articles databases (b-on, for example);
Access to seminars, conferences and workshops linked to other courses which, in a complementary way, value the knowledge acquired;
High-quality facilities and equipment, highlighting the use of online platforms (on.ipvc and domus.ipp) to support academic management and use of students and teachers (summaries, FUC, evaluation, schedules, exams, surveys, etc.)?

9.1.2. Weaknesses. (PT)

Número reduzido de dissertações concluídas levando a um número reduzido de alunos formados no CE. É um aspeto muito ligado ao perfil dos alunos: maioritariamente com idade superior a 25 anos, trabalhador/estudante, muitas vezes já com responsabilidades familiares. Apesar da significativa melhoria, este indicador deverá ainda ganhar outra dimensão;
Envolvimento dos estudantes nas atividades de investigação científica;
Alunos ainda reticentes aos programas de mobilidade.
Número reduzido de vagas
Falta de professores com título de especialistas.

9.1.2. Weaknesses. (EN)

Reduced number of completed dissertations leading to a reduced number of course graduates. It is an aspect very related to the profile of the students: mostly over 25 years old, worker/student, often already with family responsibilities. Despite the significant improvement, this indicator should also gain another dimension;
Student involvement in scientific research activities.
Students still reluctant to take part in mobility programs.
Reduced number of openings.
Lack of teachers with specialist titles.

Submission of application | Evaluation/Accreditation of
Operating SC

9.1.3. Opportunities. (PT)

*Prestígio e reconhecimento das Instituições a nível regional, nacional e internacional;
Intensificação das políticas de estímulo à qualificação da população portuguesa no ensino superior;
Aumento da importância da gestão logística e respetivas atividades, ligadas aos novos modelos de negócios (e-commerce, por exemplo) e à forte componente de exportação da nossa retoma económica. Neste contexto os gestores da logística são cada vez mais essenciais;
Crescimento da importância dos Operadores Logísticos Integrados Globais que necessitam de profissionais altamente qualificados;
Internacionalização e programas e mobilidade;
Diversidade e tipos de empregabilidade para os profissionais de logística;
Alargamento da atratividade do curso para os IP que ainda não têm o CE a funcionar;
Necessidade de requalificação profissional e valorização/reciclagem de conhecimentos ao longo da vida.*

9.1.3. Opportunities. (EN)

*Prestige and recognition of the institutions at regional, national and international level;
Intensification of policies to stimulate the qualification of the Portuguese population in higher education;
Increased importance of logistics management and related activities, linked to new business models (e-commerce, for example) and the strong export component of our economic recovery. In this context, logistics managers are increasingly essential;
Growing Importance of Global Integrated Logistics Operators who need highly qualified professionals;
Internationalization and programs and mobility;
Diversity and types of employability for logistics professionals;
Extension of the attractiveness of the course for institutions that do not yet have the course open;
Need for professional re-qualification and lifelong knowledge enhancement / recycling.*

9.1.4. Threats. (PT)

*Conjuntura macroeconómica, geopolítica e social conturbada e desafiante a nível europeu e mundial;
Ensino politécnico, ao nível do segundo ciclo, de certa forma preterido face ao subsistema universitário;
Constrangimento orçamental em certas famílias que ainda se fazem sentir em algumas regiões do país;
Constrangimentos orçamentais das instituições públicas de ensino superior derivadas ao insuficiente financiamento;
Evolução demográfica, com acentuada redução da natalidade, que acarretará, a breve prazo, uma redução de candidatos ao ensino superior.*

9.1.4. Threats. (EN)

*Turbulent and challenging macroeconomic, geopolitical and social environment at European and global level;
Polytechnic teaching, at the level of the second cycle, to some extent deferred to the university subsystem;
Budget constraint on certain families mainly in some regions of the country;
Budget constraints on public higher education institutions due to insufficient funding;
Demographic trends, with a sharp reduction in the birth rate, which will soon lead to a decrease in candidates for higher education.*

9.2. Proposed improvement measures.

9.2.1. Improvement measures. (PT)

- 1-Continuar a promover e aumentar a divulgação do ciclo de estudos nas empresas da região, não só através da continuação de eventos como as Jornadas de Logística, como através de um reforço de outras medidas já em ação, nomeadamente: visitas de estudo mais cedo e empresas novas; promoção de mais seminários convidando oradores de empresas com potencial interesse nos graduados deste ciclo de estudos.
- 2-Alteração do plano de estudos com a inclusão da UC de metodologias de investigação que providencie ferramentas aos estudantes para a investigação científica;
- 3-Redução da carga horária para 36 horas de forma a tornar o ciclo de estudos menos pesado para os estudantes e fomentar o trabalho fora do politécnico;
- 4-Reforçar a componente de divulgação e comunicação nas instituições em que o curso ainda não funciona, no sentido de atrair mais candidatos, ficando em linha com o que acontece no IPP e no IPVC;
- 5-Reforçar a ligação entre instituições através da partilha de docentes em várias etapas do CE (por exemplo: a mesma docente para Metodologias de Investigação), reforçando a monitorização da harmonização interinstitucional dos conteúdos programáticos das várias UC.
- 6-Reforçar o acompanhamento dos estudantes do segundo ano, através da realização de um encontro de apresentação e discussão de trabalhos em curso, com a participação dos orientadores.
- 7- Reforçar a disponibilização de estágios curriculares protocolados em empresas de referência.
- 8- Promover a contratação de professores especialistas na área científica da gestão.

Submission of application | Evaluation/Accreditation of Operating SC

9.2.1. Improvement measures. (EN)

1. Continue to promote and increase the dissemination of the study program in companies in the region, not only through the continuation of events such as the Logistics Days, but also through the reinforcement of other measures already in action, namely: earlier study visits and new companies; promotion of more seminars inviting speakers from companies with potential interest in graduates of this study program;
2. Change to the study plan with the inclusion of the UC on research methodologies that provides students with tools for scientific research;
3. Reduction of working hours to 36 hours in order to make the study cycle less burdensome for students and encourage work outside the polytechnic;
4. Reinforce the communication in the institutions where the course still does not work, in order to attract more candidates, keeping in line with what happens in the IPP and IPVC.
- 5-Strengthen the connection between institutions through the sharing of teachers at various stages of the CE (for example: the same teacher for Research Methodologies), reinforcing the monitoring of inter-institutional harmonization of the programmatic contents of the various UCs.
- 6- Strengthen the monitoring of second-year students, by holding a meeting to present and discuss ongoing work, with the participation of supervisors.
- 7- Strengthen the availability of curricular internships registered with leading companies.
- 8- Promote the hiring of specialist professors in the scientific area of ??management.

9.2.2. Priority (high, medium, low) and time to implement each measure. (PT)

1. Alta 2 anos
2. Alta 1 ano
3. Alta 1 ano
4. Média 2 anos
- 5- Alta 2 anos
- 6- Alta 1 ano
- 7 - Alta 1 ano
- 8 - Alta 2 anos

9.2.2. Priority (high, medium, low) and time to implement each measure. (EN)

1. High 2 years
2. High 1 year
3. High 1 year
4. Average 2 years
5. High 2 years
6. High 1 year
7. High 1 year
- 8- High 2 yeras

9.2.3. Implementation indicator(s). (PT)

1. Nº de jornadas, seminários e oradores por ano.
2. Dependendo da aprovação das alterações propostas no ponto 4 deste plano, a alteração será breve.
3. Dependendo da aprovação das alterações propostas no ponto 4 deste plano, a alteração será breve.
- 4-Número de candidatos ao IPB.
- 5- Número de partilhas entre IE efetuadas (aulas, seminários, orientações, juris)
- 6 - número de mestrandos participantes no encontro de apresentação de trabalhos do segundo ano.
- 7- número de estágios curriculares em ambiente empresarial
- 8 - número de professores especialistas contratados

9.2.3. Implementation indicator(s). (EN)

1. Number of conferences, seminars and speakers per year.
2. Depending on the approval of the changes proposed in point 4 of this plan, the change will be brief.
3. Depending on the approval of the changes proposed in point 4 of this plan, the change will be brief.
- 4-Number of IPB candidates.
- 5- Number of shares between IEs carried out (classes, seminars, guidance, juries)
- 6 - number of master's students participating in the second year work presentation meeting.
- 7- number of internships in a business environment
- 8 - number of specialist teachers hired