

MANUAL
OF THE INTERNAL QUALITY ASSURANCE SYSTEM



Escola Superior
Saúde Santa Maria

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INTRODUCTORY NOTE

The Manual of the Internal System of Quality Assurance (SIGQ) of Escola Superior de Saúde de Santa Maria (ESSSM) continues the previous Management Manual of the Internal System of Quality Assurance, constituting a source of material support that describes, in synthesis, the organization and operation of the SIGQ, as well as the means and procedures adopted by ESSSM to ensure the adequate quality of its services and the improvement of its processes.

In fact, although the Board of Directors is the body responsible for ensuring the understanding, compliance, promotion and continuous improvement of the SIGQ, it is important to highlight that *Quality* should be a constant and transversal concern. It is up to every worker, according to their involvement in the SIGQ, the compliance with the provisions of this manual, as well as their collaboration in the process of continuous improvement.

In the light of the foregoing, this manual briefly outlines the methodologies adopted by ESSSM to ensure the application of the standard NP EN ISO 9001:2015 to the management of its processes and resources, and thus to promote the satisfaction of its customers and other stakeholders in the activities.

It also includes the procedures required for the "Audit of Internal Quality Assurance Systems in Higher Education Institutions", according to the draft Manual for the Audit Process, published by A3ES - Agency for Evaluation and Accreditation of Higher Education.

1. PRESENTATION OF SANTA MARIA HEALTH SCHOOL

In the following paragraphs, we present, in summary, the descriptive memory of ESSSM, as well as its organization, mission, vision and values.

1.1. Historical note

ESSSM, property of the Portuguese Província Portuguesa das Franciscanas Missionárias de Nossa Senhora, was created in 2016 and inherited the physical and formative patrimony of the Escola Superior de Enfermagem de Santa Maria, which, in turn, resulted from the evolution of Nursing teaching activity started in 1949 at the Hospital de Santa Maria (Porto) to respond to the need to improve the almost exclusively practical training provided to sister nurses who cared for the sick and needy, without professional recognition.

Academic institutionalization happened only in 1952, when the congregation obtained governmental authorization to open the Escola de Enfermagem das Irmãs Franciscanas de Calais, as it was then called the congregation, to teach Nursing Assistant degree, open only to women but not exclusively from the community. With a considerable increase in demand, the Province decided to build its own school building, located in the annexes of the Hospital de Santa Maria, inaugurated in 1960. This new building determined the School's autonomy in relation to the Hospital and, therefore, the school's facilities progressively expanded during the years 1962-1963 and 1968-1969.

In 1965, and as a consequence of the change of the designation of the Province, the Escola de Enfermagem adopted the name of Escola de Enfermagem das Franciscanas Missionárias de Nossa Senhora. In 1991, the School was renamed Escola Superior de Enfermagem de Santa Maria and began the first Bachelor of Nursing course. In 2000, it began the teaching of the Degree in Nursing and, later, the post-graduations also in Nursing.

With the approval, in 2014, of a Strategic Plan entitled "ESENFSM, what future?", a new cycle of development began to take shape, namely with the transformation into a Escola Superior de Saúde in 2016, the creation of the degree in Physiotherapy, the creation of the professional higher technical course in Gerontology and Long Term Care, the proposal of accreditation of the Masters in Rehabilitation Nursing, in partnership with the Escolas Superiores de Enfermagem de Chaves e de São José de Cluny (Funchal), the participation in projects through partnerships with various entities, health services, municipalities, associations and companies, the focus on the internationalization and mobility of students, teachers and administration and services staff, and the strengthening of the qualification of teachers and research activity with the creation of the Nucleus of Research.

Currently, ESSSM is a non-integrated, private polytechnic institution with headquarters and establishment in the building next to Hospital de Santa Maria, Travessa Antero de Quental, 173/175, Porto, recognized by Decree-Law no. 25 / 2016, of June 9. The Statutes of the School were published in annex to Ordinance 205/2017 of July 6, and are also available on the ESSSM webpage: www.santamariasaude.pt.

The school presently has modern and functional facilities and the cooperation with Hospital de Santa Maria has made it possible to maximize synergies at the most diverse levels in a process of future aiming at creating an important pole of formation in health and social action through the extension of activities to the community , thus making a strong contribution to expand the traditional action of the founding congregation of the two institutions, whose assistance role is widely recognized.

1.2.Organisational chart

The ESSSM organisational chart is represented in **Figure 1**. The functions and responsibilities of each body or service are described in the [Statutes of the School](#) (Ordinance 205/2017 of July 6).

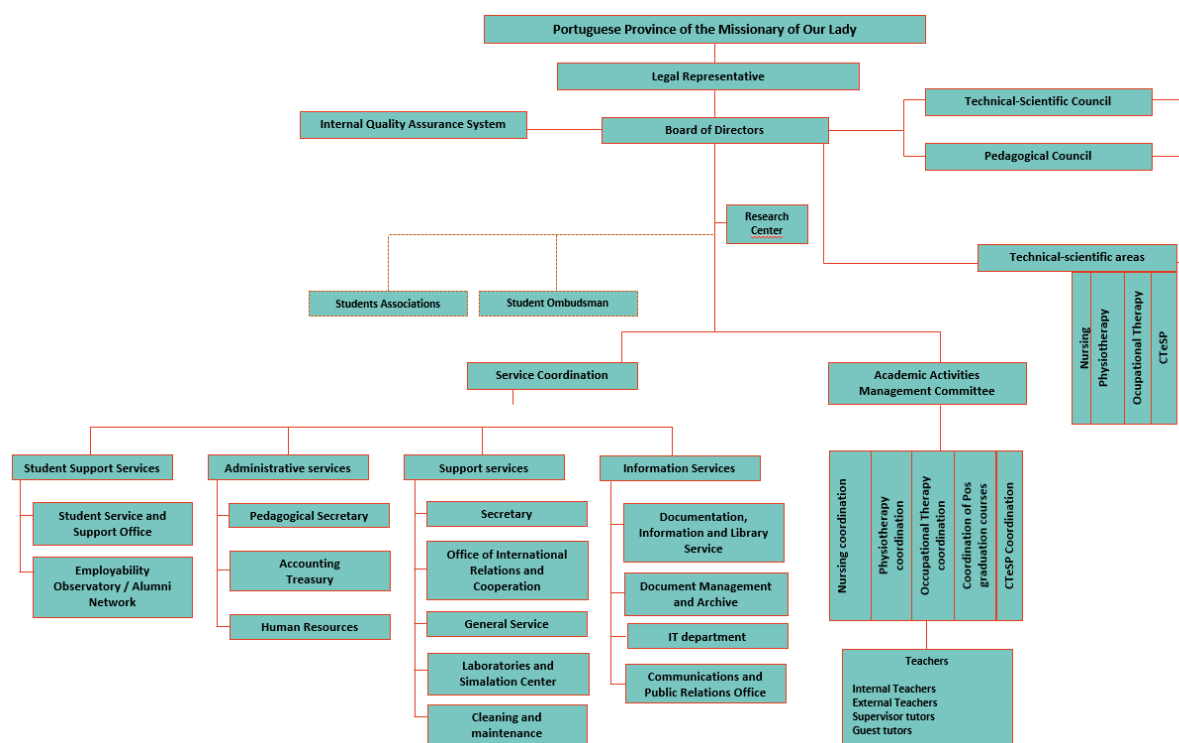


Figure 1: The ESSSM organisational chart.

1.3. Mission, Vision, Values, Policy e Objectives

1.3.1. Mission

To train highly qualified health professionals in human, scientific, technical and cultural aspects within the framework of ethical and moral values of the Franciscan matrix.

1.3.2. Vision

To be recognized as a reference school in the field of health and in the area of active and healthy aging.

1.3.3. Values

ESSSM has a long and unmistakable tradition regarding the values on which it is governed and it regards them as guides for the growth of the academic community: students, internal and external teachers, and non-teaching collaborators. They are:

- **Humanism** is the value by which ESSSM bases its action with respect for the dignity of the Human Being and for the freedom of thought, making all the actors involved in the educational process responsible, as well as promoting valorization, creativity and solidarity in the construction of a learning institution.
- **Ethics**, since all diligences are based on respect for the professional ethics of the profession and of research, as well as for individual and social rights. Appreciation for Citizenship is unmistakably a milestone, not only in vocational training, but also in the overall training of citizens in accordance with principles of solidarity, democracy and participation. ESSSM promotes Freedom of cultural, scientific, technical and artistic creation, guaranteeing free expression and the plurality of ideas and opinions.
- **Cooperation** is evidenced, as a value of this institution, either through its policies or through solidarity actions and the inclusion in close connection with the Community.
- **Excellence**, with dynamic and motivating value for the development of training, research and services, based on criteria of high quality.

1.3.4. Policy and Objectives

ESSSM aims to be recognized as a reference school in the field of health and in the area of active and healthy aging, with the following objectives:

- a) To train quality professionals, within an international frame of reference, in the various areas and levels of professional intervention;
- b) To develop research and dissemination of knowledge in health and related areas;

- c) To promote the continuous and graduated training of the graduates, enabling them for interdisciplinarity and cooperation;
- d) To collaborate in the provision of services to the community, having in mind the socioeconomic and cultural development of the region where ESSSM is located;
- e) To support actions, namely of training, that the Institution intends to develop in the different areas of its intervention;
- f) To promote cooperation and cultural, scientific and technical exchanges with national and foreign counterparts, public or private, with a view to mutual appreciation considering the European integration framework.

The Board of Directors guarantees its support in the application of this policy and in the compliance with the applicable regulatory requirements.

1.4.Strategic Plan

ESSSM approved the new Strategic Plan for 2018-2022, which continues the previous one, approved in 2014 and which was in force until 2017. Within its institutional and quality policy, the Strategic Plan defines the strategic guidelines and orientations that are fundamental for the development of the School and also of the SIGQ and it is accessible to the academic community and to the public on the ESSSM webpage: www.santamaria.saude.pt.

2. INTERNAL SYSTEM OF QUALITY ASSURANCE

2.1.Scope

The SIGQ is applicable to all ESSSM processes, with the following scope:

"Design, development and delivery of higher education at the undergraduate level in Nursing and Physiotherapy, post-graduate courses in Nursing specialization, post-graduation in Nursing, higher education technical course in Gerontology and Long-Term Care and short courses."

2.2. Organisational Context and Stakeholders

The SIGQ commission is not the only entity responsible for Quality, which is shared by all relevant stakeholders, including (Figure 2):

Partes interessadas

Parte Interessada	Expetativas em relação à Escola Superior de Saúde de Santa Maria				
Entidade Instituidora	Prestigio da Escola	Qualidade do ensino	Comportamento ético	Sustentabilidade	Internacionalização de ESSSM
Estudantes	Prestigio da Escola	Qualidade do ensino	Competência	Empregabilidade	Internacionalização de ESSSM
Colaboradores	Prestigio da Escola	Qualidade do ensino	Reconhecimento	Participação ativa	Internacionalização de ESSSM
A3Es	Prestigio da Escola	Cumprimento do referencial de acreditação			Internacionalização de ESSSM
Apcer	Prestigio da Escola	Cumprimento do referencial de certificação			
Centros de Estágio / EC	Prestigio da Escola	Qualidade do ensino	Comportamento ético		
Entidades Empregadoras	Prestigio da Escola	Competência dos Profissionais			
A. N. Erasmus +	Mobilidade de pessoas	Cumprimento de Diretrizes		Internacionalização de ESSSM	
Comunidade	Serviços de apoio	Contribuição para o desenvolvimento social e cultural		Prevenção da doença e promoção da saúde	

Figure 2: Stakeholders.

2.3. Process Approach

The general requirements and the identification of the SIGQ processes were defined. The sequence and interaction of the processes are represented in the SIGQ process map (Figure 3).

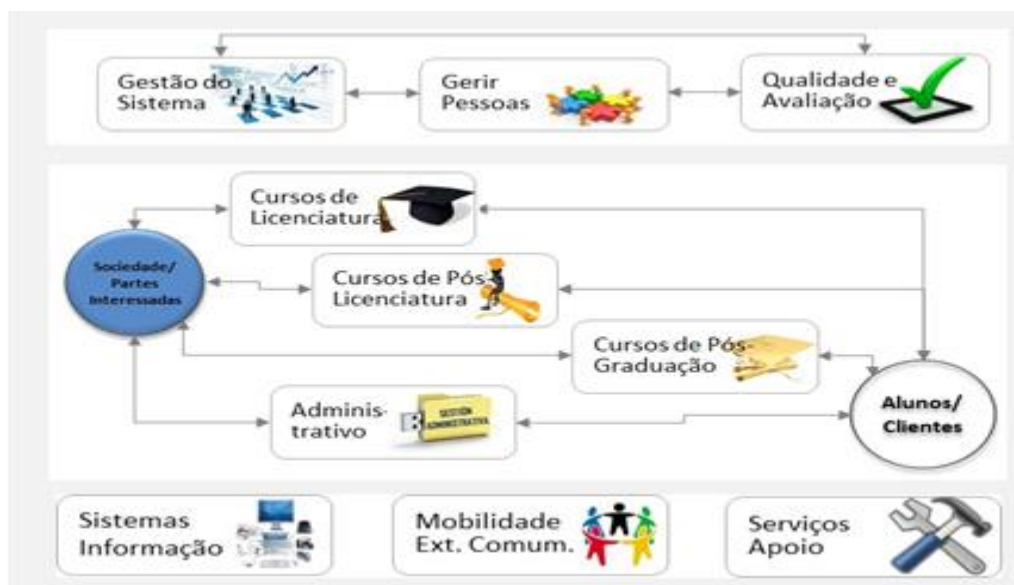


Figure 3: SIGQ Map of processes.

The support processes do not have a specific sequence between them and fundamentally interact with the realization processes. The system's management processes interact with all others promoting its continuous improvement. Processes are represented by sequences of activities, with the flowchart, process manager, inputs, objectives, description of activities and applicable documents being represented for each process. A matrix of correlation of processes with the requirements of the standard is presented below, a matrix of correlation of processes with A3Es references and a summary of SIGQ processes.

Requisitos da norma ISO 9001:2015	Processos	Gestão do sistema	Gerir Pessoas e Competências	Qualidade e Avaliação	Cursos de Licenciatura	Cursos de Pós-Licenciatura	Cursos Pós-grad. e Cursos breves	Processo Administrativo	Sistemas de Informação	Mobilidade e ext. à comunidade	Serviços de apoio
		MP01	MP02	MP03	MP04	MP05	MP06	MP07	MP08	MP09	MP10
Liderança, compromisso, política, funções e responsabilidades	5	X	X								
Planeamento, Ações para tratar riscos e oportunidades, planeamento de objetivos	6	X									
Suporte, recursos	7								X		X
Competências, consciencialização e comunicação	7.2 a 7.4	X	X								
Informação documentada	7.5	X							X		
Operacionalização, Planeamento e Controlo Operacional	8 e 8.1				X	X	X	X		X	
Requisitos para produtos e serviços	8.2	X			X	X	X	X		X	
Design e desenvolvimento dos produtos e serviços	8.3						X				
Controlo dos processos, produtos e serviços obtidos externamente	8.4										X
Produção e prestação do serviço	8.5				X	X	X			X	
Libertação de produtos e serviços	8.6				X	X	X				
Controlo de saídas não conformes	8.7			X							
Avaliação do Desempenho	9			X							
Monitorização, medição, análise e avaliação	9.1.			X							
Auditoria interna	9.2			X							
Revisão pela Gestão	9.3	X									
Melhoria, Não-conformidade e ação corretiva, Melhoria contínua	10 a 10.3	X		X							

Figure 4: Process correlation matrix with the clauses of the ISO 9001 Standard.

Processos	Gestão do sistema	Gestão de competências	Avaliação e melhoria	Cursos de Licenciatura	Cursos de Pós-Licenciatura	Cursos Pós-grad. e Cursos breves	Processo Administrativo	Sistemas de Informação	Mobilidade e ext. à comunidade	Serviços de apoio
	MP01	MP02	MP03	MP04	MP05	MP06	MP07	MP08	MP09	MP10
Referencial A3Es										
1. Política para a garantia da qualidade										
Referencial 1 - Adoção de política e prossecução de objetivos de qualidade	X									
2. Garantia da qualidade nos processos nucleares da missão institucional										
Referencial 2 – Definição da oferta formativa	X						X			
Referencial 3 – Ensino, aprendizagem e avaliação centrados no estudante.	X		X	X	X				X	
Referencial 4 – Admissão de estudantes, progressão, reconhecimento e certificação.	X			X	X	X	X	X	X	
Referencial 5 – Monitorização contínua e revisão periódica de programas.	X		X	X	X	X	X		X	
Referencial 6 – Investigação e desenvolvimento / I&D orientada e des. profissional de alto nível.	X	X								
Referencial 7 – Relações com o exterior.	X			X	X	X			X	
Referencial 8 – Internacionalização	X			X	X		X		X	
3. Garantia da qualidade na gestão dos recursos e serviços de apoio										
Referencial 9 – Recursos humanos	X	X								
Referencial 10 – Recursos materiais e serviços										X
4. Gestão e publicitação da informação										
Referencial 11 – Gestão da informação	X							X		
Referencial 12 – Informação pública	X			X	X	X		X		
5. Avaliação externa periódica										
Referencial 13 – Carácter cíclico da garantia externa da qualidade	X		X							

Figure 5: Process correlation matrix with A3ES references

Brief description of processes

MP01-System Management

Objectives:

Define management objectives

Define how to plan goals

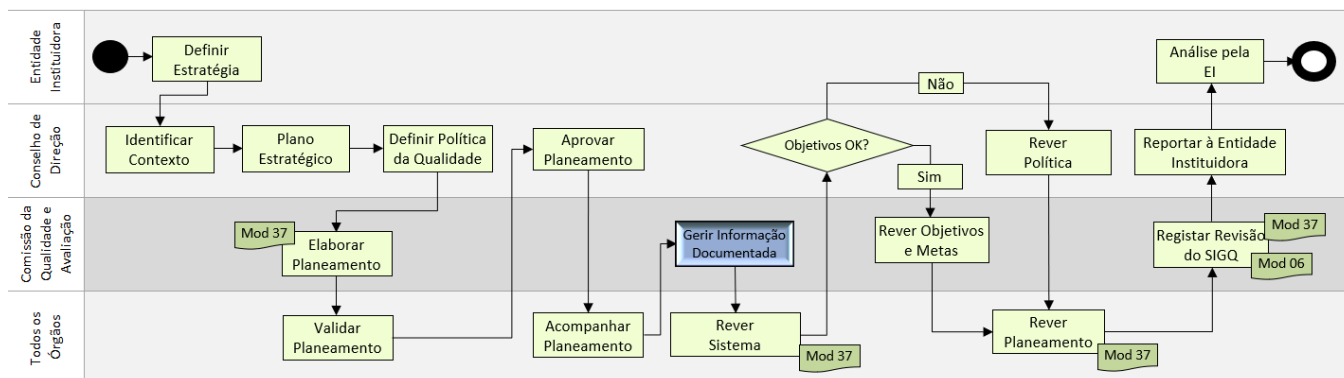
Review the Internal Quality Assurance System

Inputs:

Activities plan

Annual System Review Report
Expectations of relevant stakeholders
Applicable regulations
A3ES requirements

Sequence of activities:



Outputs:

Planning of objectives and resources.
Follow up and monitoring.
Conclusion on the relevance, adequacy and effectiveness of the system.

MP02- Manage People and Skills

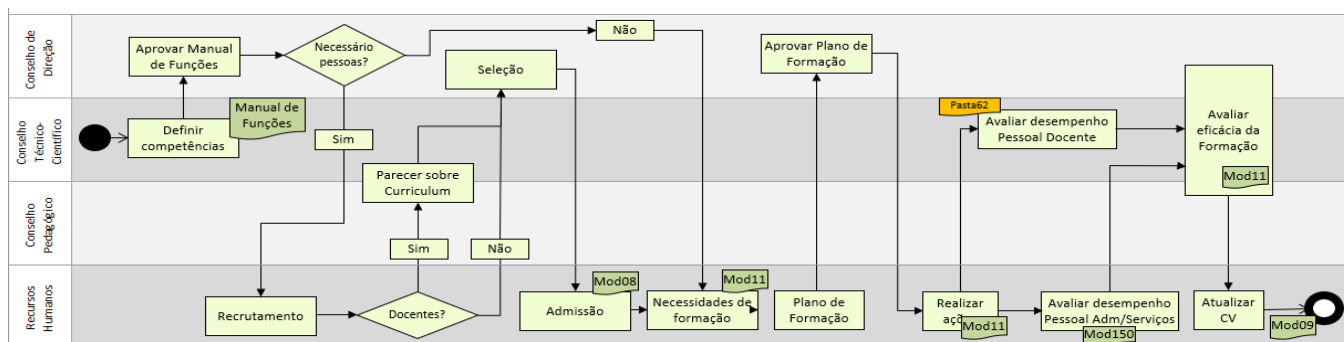
Objectives

Recruitment and insertion of Employees.
Increase skills for the performance of functions.
Ensure compliance with regulatory requirements.

Inputs

People's CVs/ Defined competences.
Strategic objectives / training offers.
Training needs.

Activity Sequence:



Outputs

Admission of new employees/ Annual training/training plan.
Training records/Evaluation of training effectiveness.
Improved employee effectiveness.

MP03- Quality and Evaluation

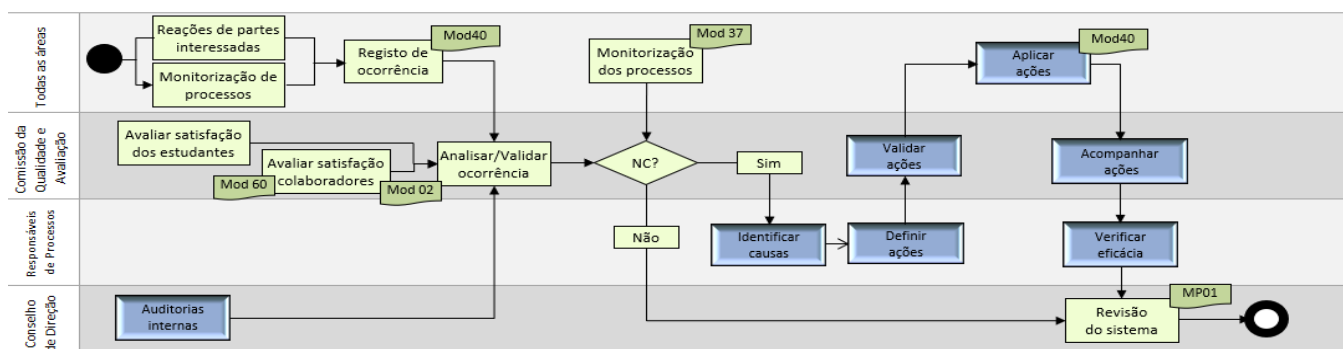
Objectives

Analyze the causes of non-compliances.
Define and apply actions to promote continuous improvement of the SIGQ.
Periodically review the quality management system.

Inputs

Audit reports and occurrences: Non-conformities (NC) / Customer complaints; Action requests (Correctives, correction, improvement).

Activity Sequence



Outputs

Corrective and improvement actions, service improvements.
Result of the assessment of customer and employee satisfaction.
SIGQ review.

MP04- Degree Courses

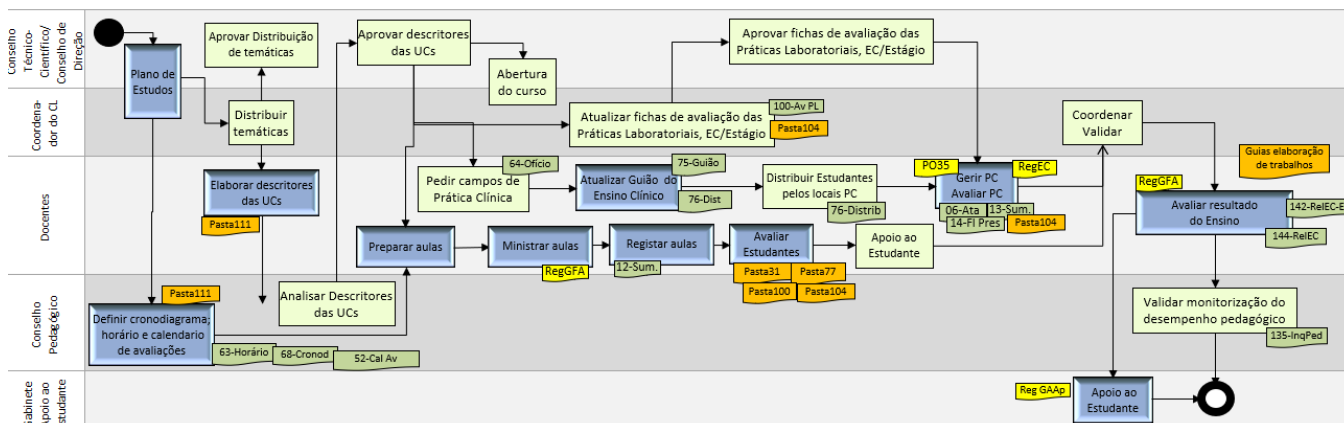
Objectives

Ensure the methodology for planning and carrying out the Licentiate Courses, to achieve the general competences of graduates defined by the respective orders/professional associations

Inputs

Application og legal requirements/ Published notice.
List of admitted candidates.

Activity Sequence



Outputs

Meeting minutes; Corrected assessment tests; Graduates;
Chronodiagram / Thematic planning; Assessment records; Licensing Dossier.

MP05- post-degree specialization courses in nursing

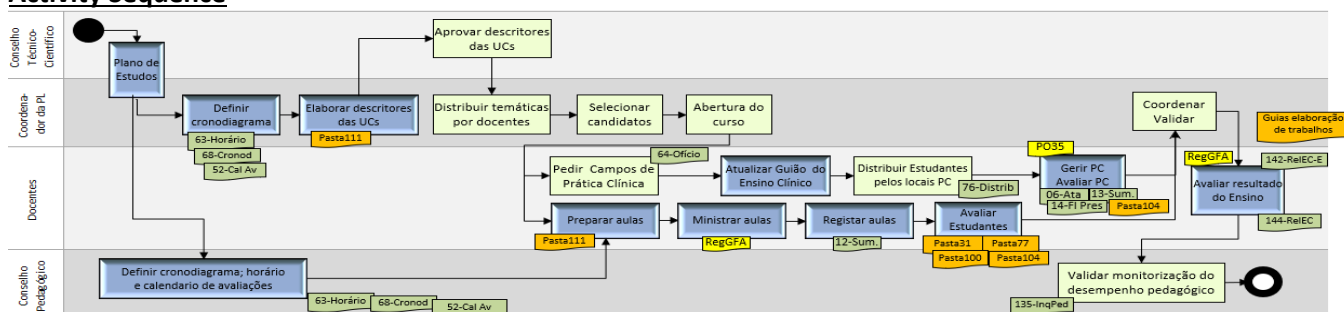
Objectives

Ensure the methodology for planning and carrying out post-degree specialization courses in nursing.

Inputs

General Regulation of Attendance and Assessment.
Updated Approved Descriptors / List of Teachers.
List of admitted students/ Notice.

Activity Sequence



Outputs

Meeting minutes; Corrected assessment tests; Graduates; Chronodiagram / Thematic planning; Assessment records; Post-graduate dossier.

P06-Postgraduate courses and short courses

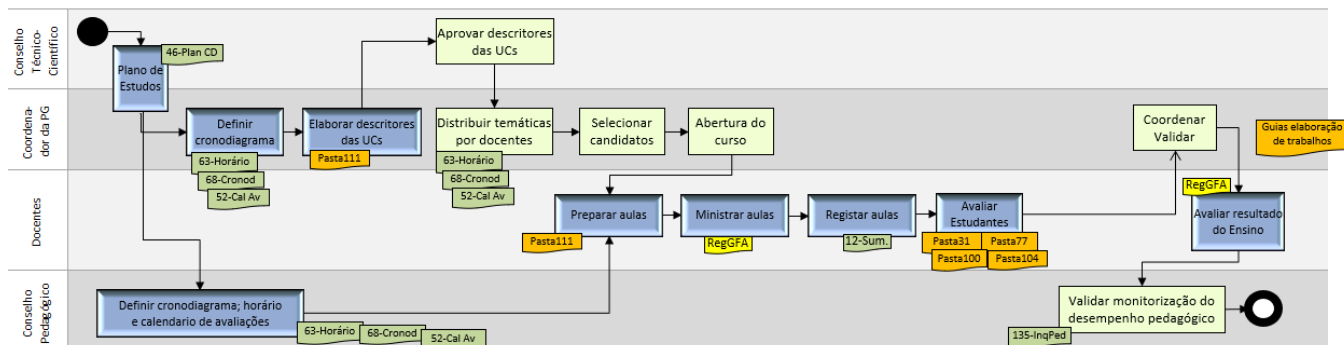
Objectives

Ensuring the methodology for planning and carrying out Postgraduate Courses to achieve specific skills in the scientific areas of Health, and short courses (Short Courses).

Inputs

General Regulation of Attendance and Assessment.
Updated Approved Descriptors / List of Teachers.
List of admitted students/ Notice.

Activity sequence



Outputs

Meeting minutes; Corrected assessment tests; Chronodiagram / Thematic planning; Assessment records; Postgraduate Dossier; Brief Course Dossier; Students approved.

MP07- Administrative Process

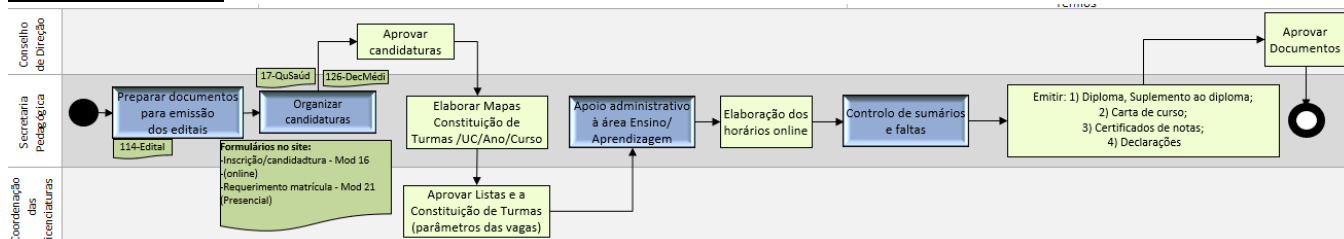
Objectives

Provide pedagogical assistance to students.
Provide support to Management and Realization processes.

Inputs

Legal requirements.
Board of directors/ CTC/ PC guidelines.
Vacancies granted by the General Directorate of Higher Education.
Competition details (Directorate General for Higher Education) – Notices.
Conditions for accessing courses.
Candidate data/ Candidate ranking.
RAIDES (General Directorate of Higher Education).
Documentation Requests.

Activity Sequence



Outputs

Applications approved.
Preparation of Lists of Admissions and Substitutes.
Listing of student data by years/courses.
Corrected exams/ Declarations.
Dossier of students / Printed exams.
Academic Qualifications Certificates.
Course letter.
Drafts for Scholarships (SICABE).
Term sheet.

MP08-Information systems

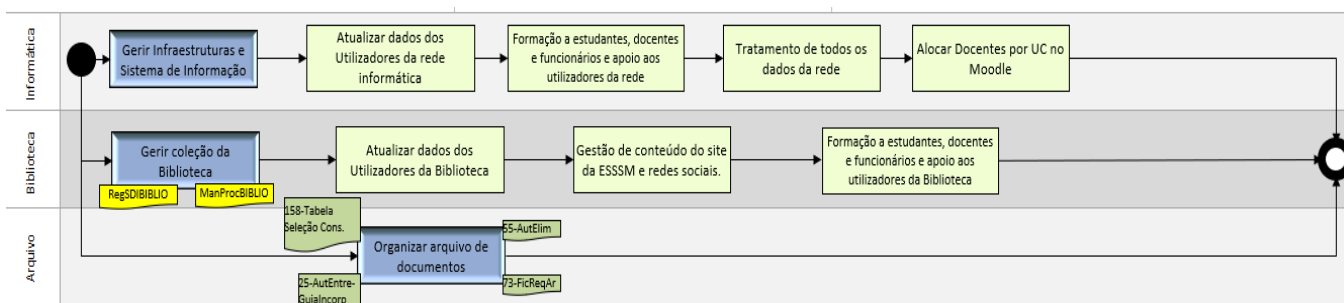
Objectives

Carry out the, management, processing and dissemination of information and documentation.
Manage the computer system.

Inputs

Legislation and regulation.
APESP – Regulation Notes.
Board of Directors/ CTC/ PC Guidelines Listing of students by years.
List of professors and non-professors.
List of professors for allocation by CU (Moodle application).

Activity Sequence



Outputs

Emails from students, faculty.
Students' file filed; Archived corrected exams.
School page for public; Moodle Update.
Updated software.

MP09- Community Extension Mobility

Objectives

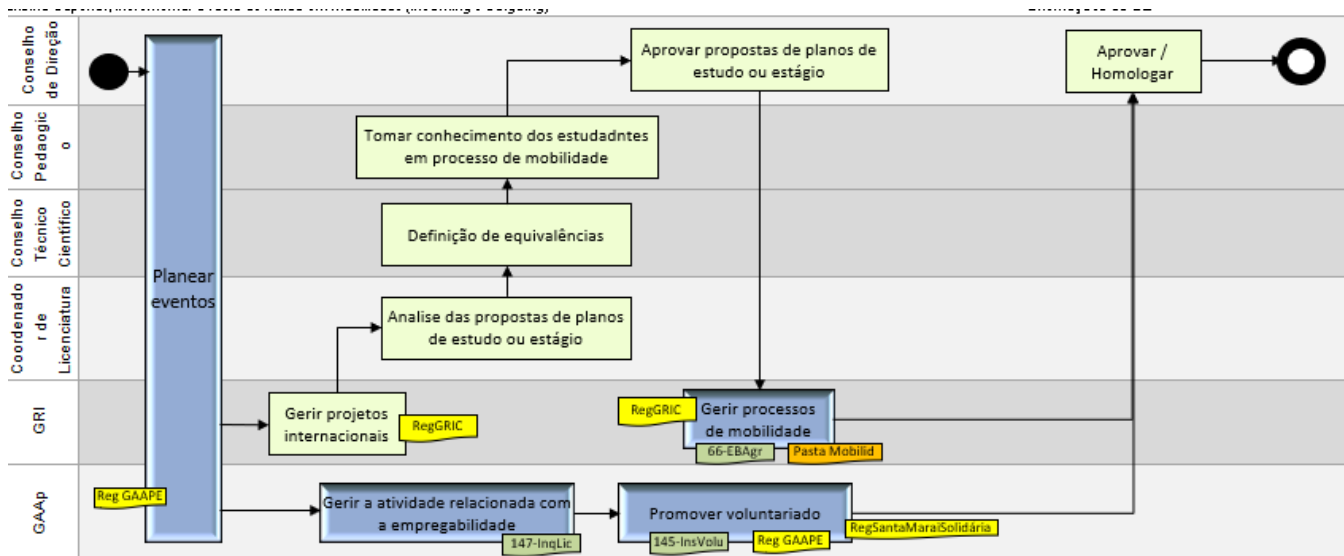
Extend the nursing practice to the national and international community.
Promote community outreach through volunteering and employability-related activities.
Increase the visibility of ESSSM among the National and International Academic community.
Extending to other types of mobility, namely internship periods and professional internships.

Carrying out mobility in interaction with third countries; Establish international partnerships with Higher Education Institutions; Increase the mobility flow ratio (incoming and outgoing).

Inputs

- ESSSM Strategic Plan.
- Study plans.
- Proposals for agreements.
- Student interests.
- Board of Directors Guidelines.

Activity Sequence



Outputs

- Internationalization Policy; Activities plan; Collaboration protocols.
- Mobility processes; Annual Activity Report; Minutes of Meetings.

MP10-Support Systems

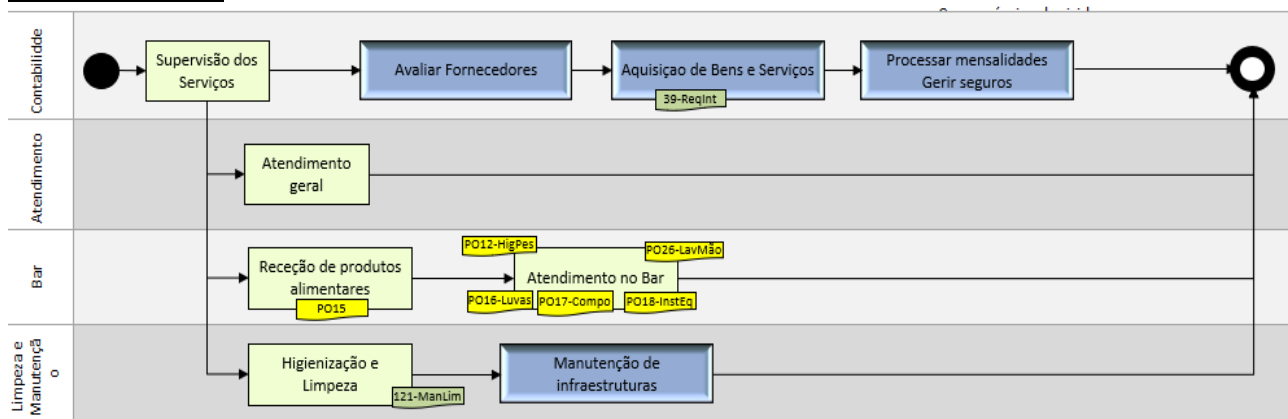
Objectives

Optimize the support structure in order to provide an effective, efficient and quick response service provision. Obtaining consumables and providing subcontracted services in the necessary quality and quantity, minimizing waste.

Inputs

- Purchase orders.
- Repair requests.
- Product datasheets.
- Subcontract proposals
- Consumables needs.
- Purchased consumables.

Activity Sequence



Outputs

- Notebook of responsibilities.
- List of Approved Suppliers.
- Maintenance Contracts.
- Sanitized spaces.

2.4.Planning, Operationalisation, Assessment and Improvement

2.4.1. Planning

Quality objectives, including those associated with the A3ES reference points, are planned each year in a separate document. For each management reference (October 2016 version), the following objectives are defined:

- Actions;
- Resources;
- Responsible people;
- Scheduling for application;
- Implementation monitoring;
- Indicators to monitor target application.

PG Planeamento de objetivos 2016/2019													% Média
Referencial de Gestão:		Hoje											77,8
1-Adoção de política para a garantia da qualidade e prossecução de objetivos de qualidade		Responsável: Presidente do Conselho de											
		2017 / 2018											
Acções e recursos	Responsável	S	O	N	D	J	F	M	A	M	J	J	%
Rever documentação do SGQ	Qualidade												100
Rever regulamento (RGFATP) Incluir CTESP	CTC / CD												100
Rever regulamento Geral ESSSM	CD												60
Rever regulamento Conselho Direção	CD												60
Rever regulamento Conselho Pedagógico	CP												60

Figure 4: Example of the planning process.

2.4.2. Operationalisation

The operationalization of the processes is planned and, for each process, a "Process Map" is established, which includes:

- Goals;
- Inputs;
- Outputs;
- Flow chart with indication of all activities;
- Responsible for the execution of each activity;
- Description of the way the activity is carried out, when applicable, or if necessary, depending on the complexity;
- Templates for recording activities;
- Process manager.

The processes are available on a computer platform for consultation by employees, as appropriate.

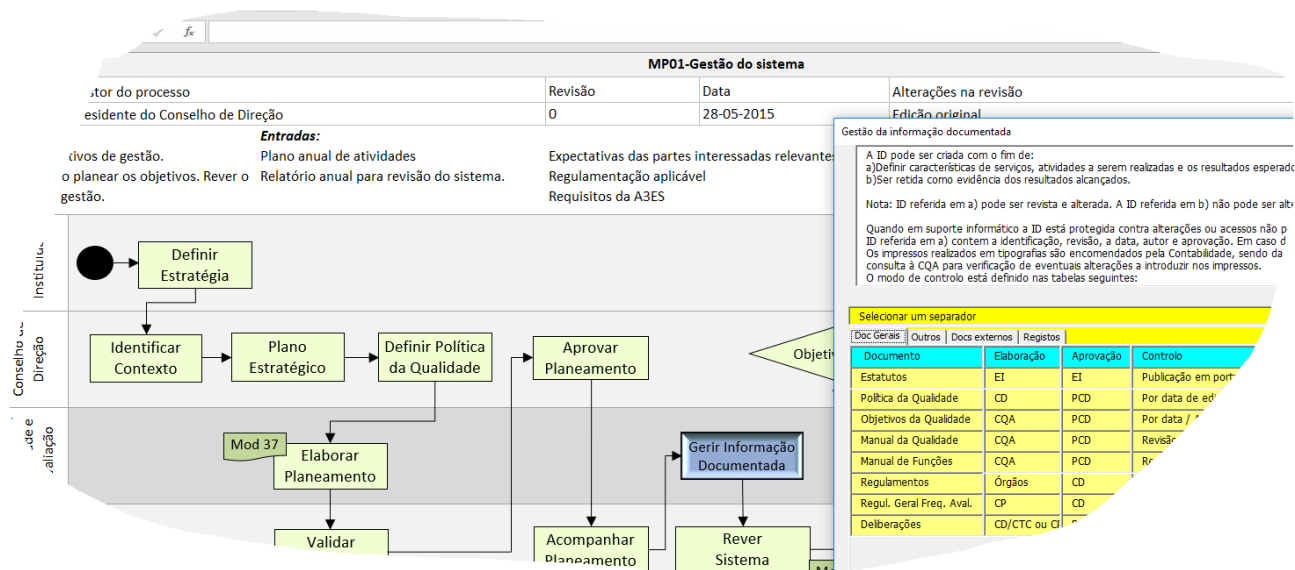


Figure 5: Example of the extract of a process.

2.4.3. Assessment

The process of assessment implies:

- A set of indicators, with periodic monitoring and failure analysis, when defined targets are not achieved.
- Internal audits by SIGQ, in accordance with ISO 19011, which seek to verify the implementation of the requirements of the NP EN ISO 9001:2015 standard, of the A3ES reference points, of the commitments

assumed by ESSSM, of the fulfillment of the requirements of relevant stakeholders, of the regulatory requirements and of the objectives concerning quality.

- The external certification audit performed by an accredited certification entity.
- Analysis of possible customer complaints.
- The analysis of any non-conformities arising from recorded occurrences.

2.4.4. Improvement

All situations that constitute a non-conformity or an opportunity for improvement of the SIGQ are documented on a map with the following information:

- Reference document;
- Date of occurrence;
- Description of the subject, non-compliance or observation;
- Root cause of the problem / comments;
- Action;
- Deadline for implementation;
- Type of action (Correction, corrective, preventive or improvement);
- Responsible for implementation;
- Deadline for effectiveness verification;
- Closing date;
- Cost of non-compliance (if applicable).

Sample extract from an improvement map:

NC's - AC's - AP's										Abertas
ESTADO DE IMPLEMENTAÇÃO										81
NC N°	Doc de Refª	Data	Assunto / NC / Observação	Procedente?	NC	NCP	Causa / Comentário	Ação	Prazo de implem.	AC / AP / AM
58	AI	13-09-18	Analisado o modelo 11-Plano anual de formação, foi constatado que não inclui as formações para 2018 e nem estão encerradas ações realizadas em 2017.		NC		Falha no registo	Em execução	04-11-18	
59	AI	13-09-18	Atualizar a documentação do sistema de acordo com as alterações na organização. Exemplos: • Funcionamento do serviço de Bar, que foi encerrado e modelo atual com serviços de "Vending"; • Atualizar o Organigrama e Funções.		AS		Não foi dado conhecimento à qualidade	Solicitar à Direção comunicação das suas decisões que tenha impacto na qualidade	04-11-18	

Figure 6: Sample extract from an improvement map.

Periodically, at least annually, a review of the internal quality assurance management system is performed, based on a report that analyzes and concludes on the:

- Status of actions resulting from previous management reviews;
- Changes in external and internal issues that are relevant to the quality management system;
- Information on the performance and effectiveness of the quality management system, including trends concerning:
 - ✓ Customer satisfaction and feedback from relevant stakeholders;
 - ✓ Degree in which the quality objectives have been met;
 - ✓ Process performance and compliance of products and services;
 - ✓ Non-conformities and corrective actions;
 - ✓ Results of monitoring and measurement;
 - ✓ Results of audits;
 - ✓ Performance of external suppliers;
 - ✓ Adequacy of resources;
 - ✓ Effectiveness of actions undertaken to address risks and opportunities;
 - ✓ Opportunities for improvement.

Regardless of this analysis, the following are considered the outputs of the management review:

- Opportunities for improvement;
- Any arising need to change the quality management system;
- Need for resources.

2.5. Structure of the Internal System of Quality Assurance

The implementation of the quality assurance mechanisms is the responsibility of the Management Committee of the SIGQ, and its strategic coordination rests with the Board of Directors, underpinning the mission, objectives and institutional strategic plan. Functional coordination is the responsibility of the SIGQ, consisting of 2 internal auditors (1 teacher representative and 1 non-teacher), 1 external auditor, 1 representative of the Student Association and 1 external element to the School, representative of partner institutions. All employees are responsible, to the extent of their competencies, for the implementation of the SIGQ, under the guidance of the Chairman of the Board of Directors, and the execution of the Management Committee of the SIGQ.

2.6. Structuring of Documents

The SIGQ is hierarchically organized as shown in **Figure 7**.



Figure 7: SIGQ structuring of documents.

The presented structuring of documents takes into consideration all the regulatory requirements applicable to the activities of the Institution and to Polytechnic Higher Education.

2.7. List of Documents of the Internal System of Quality Assurance

All the documentary information regarding the SIGQ is archived and accessible in electronic format, via intranet (CAMPUS). **Figure 8** shows, in summary, the general list of documents within the scope of the SIGQ, and these are subjected to periodic updating, as previously mentioned.

Descrição	Descrição	Descrição
Política da Qualidade	Recibo de pagamento de mensalidades	Folha Sinais Vitais
Manual de Gestão do SIGQ	Pautas (parcelares / finais)	Calendarização de Vigilâncias
Regulamento Interno GAAP	Programa de Auditorias Internas e Externas	Capa processo de Candidatura - CLE
Sistema de gestão da ESSSM (processos e funções)	Relações institucionais	Capa processo de Candidatura - CLE/CLF - Transferência
Lista geral de documentos	Calendarização da avaliação	Capa de Processo de Candidatura - CPGCCI
Mapa de processo	Distribuição de disciplinas anual	Capa de Processo de Candidatura - CPGEEC
Relatório de auditoria interna	Pedido de descrição de conteúdo programático	Capa de Processo de Candidatura - CPGSC
Relatório de Não Conformidade, AC, AP AM	Auto de Eliminação - Arquivo	Critérios de seriação
Acta de reunião	Guia de Entrevista maiores 23 anos CLE	Guia de Incorporação - Arquivo
Acta de reunião de trabalho	Marcação de Entrevista	Plano Semanal ocupação de salas/auditórios
Acta de reunião Ensino Clínico - Estágio	Carta de Recomendação	Descritor UC EC-E
Matriz de Funções	Folha de Terapeutica	Descritor UC
Integração de novos colaboradores	Questionário a colaboradores	Descritor UC EP
Ficha colaborador	Ementa da semana	Descritor UC - Fisioterapia
Ficha de colaborador Prestação Serviços	Ficha de avaliação do pessoal docentes	Descritor CTesp
Lista de equipamentos	Ficha de avaliação do Assistente/Educador Clínico	Tempo de Arquivo
Plano anual de formação	Horário CLE	Sumário do Dossier do Conselho Pedagógico
Folha de Sumário em sala de aula	Horário CPL e CPG	Sumário Dossier de arquivo
Folha de sumário descritivo (CP, OT, EC)	Ofícios	Sumário do Dossier da SP
Folha de presença estudantes EC	Creditação Atribuída	Sumário do Dossier do Coord licenciatura
Requisição de Audiovisuais e Complementos	Parecer/Creditação	Sumário do Dossier de Avaliação do CLE
Inscrição / Candidatura	Comunicado	Sumário Dossier Coord. CPLEESMO
inscrição para cursos breves	Erasmus bilateral agreement ESEnFSM	Sumário do Dossier do Curso PG
Inscrição-Candidatura Online	Critérios de seriação estudantes cand.mobilidade Erasmus/Est.	Sumário do Dossier do GRI
Questionário individual de saúde	Critérios para seleção de Docentes para mobilidade Erasmus	Sumário do Dossier EC/E
Comprovativo da entrega de documentos	Critérios para seleção de Pessoal para mobilidade Erasmus	Sumário Dossier Coordenador das PG
Auto de Entrega - Arquivo	Cronograma	Sumário do Dossier do CLF
Requerimento de candidatura Outros Cursos	Mapa de férias	Edital
Requerimento de matrícula	Decl. de Autorização de Publicação no Repositório Institucional	Política da Internacionalização
Declaração de não inscrição noutra curso	Registo Individual -GAAP	Recibo de vencimento
Declaração de não titular de Habilitações de acesso ao ES	Plano de distribuição de trabalhos	Requisição de produtos e serviços
Certificado de ações de formação - Modelo	Ficha de Requisição - Arquivo	Controlo de Km da Viatura
Preçário	Modelo Folheto	Rel. Avaliação UC - Doc resp CPL
Requerimento para congelamento	Guião de EC - E	Rel. Avaliação Curso - Coordenador CPL
Requerimento para Consulta de nota	Anexo I EC - Distribuição de estudantes por locais	Manutenção e Limpeza
Requerimento para Desistência	Grelha Avaliação de trabalhos escritos	Plano Semanal de Ocupação dos Laboratórios
Requerimento para inscrição na UC	Grelha Avaliação de trabalhos Oral	Requisição de Laboratórios
Requerimento para Inscrição no Ano	Grelha Avaliação de artigos científicos	Material utilizado e fornecido
Requerimento para Marcação de Exame	Avaliação Inicial - Enfermagem	Esquema de limpeza
Requerimento para reingresso	Avaliação Inicial - Reabilitação	Declaração médica
Requerimento para Relevação de Faltas	Processo de Cuidados de Enfermagem	Plano semanal de Act. Docentes
Requerimento Geral	Registo de sessão individual - GAAP	Questionário a fornecedores
Requerimento para marcação de reunião	Planificação de Intervenção GAAP	Grelha de Avaliação do Relatório Crítico Estagio profissionalizante
Requerimento para Transferência	Folha de farmacologia	Creditação UC/Integração Curricular-Transf./Mudança de Curso
Requerimento Comprovativo de curso	Distribuição de horas por prelector interno	Registo de Temperaturas
Requerimento de funções pedagógicas	Declaração de não detentor de habilitações de a ES	Registo de configuração de Pc's
Justificação de faltas alunos	Pedido de declaração de abono transporte e IRS	UC de opção
Justificação de faltas dos colaboradores	Lista de fornecedores	Distribuição de Alunos por Curso
Justificação de presença na escola	Introdução ao ano curricular	Inquérito do desempenho pedagógico
Folha de Frequência-Exame	Introdução ao ano - Pós-Graduação	Creditação de Unidades Curriculares/Integração Curricular
Folha de Rosto	Memória Descritiva de Curso Breve	Controlo Levantamento de Chaves
Declaração de Presença Avaliações	Documento de despesas (contabilidade)	Questionário avaliação da satisfação de clientes - Jornadas
Movimento de Testes Secretaria Pedagógica	Documento de receita (contabilidade)	Avaliação Diagnóstico do Funcionamento da ESEnFSM_Versão Estu
Movimento de testes Arquivo	Boletim itinerário (contabilidade)	Registo de Correspondência
Movimento de Documentos	Contrato de prestação de serviços aulas	Folha de Esclarecimento
Folha de Fax	Contrato de prestação de serviços	Relatório Avaliação EC - E
Circular Normativa	Contrato de trabalho a termo (certo)	Distribuição dos estudantes por sala em avaliação
Planeamento de objectivos	Contrato de trabalho a termo (incerto)	Relatório da UC
Sugestão	Contrato pes. docente a tempo integral e termo certo	Ficha de Inscrição no Voluntariado
Requisição Interna	Contrato pes. docente a tempo parcial e termo certo	Guia de Entrevista maiores 23 anos CLE/CLF
Acções correctivas e preventivas	Papel de carta timbrada	Inquérito aos Licenciados Empregabilidade
Ficha de Pedido de Utilização de espaço	Avaliação PL Enfermagem IV	Certificado Pós-Graduação Emergências
Questionário avaliação da satisfação de clientes	Avaliação PL CPL SMO	Deliberações do CD
Questionário de Avaliação GAAP	Carta modelo fornecedores	Avaliação do pessoal de administração e serviços
Satisfação dos clientes	Folha de presença na avaliação	
Avaliação de Poster ESSSM	Identificação de alunos com UC em atraso	Inscrição para os cursos opcionais do cpgetc
Registo formação	Avaliação Ensino Clínico I	Certificate of Attendance – Erasmus + mobility
Registo Formação - GAAP	Avaliação Ensino Clínico II	Pedido parecer
Apresentação ESSSM - em Aulas com Diapositivos	Avaliação Ensino Clínico III	Termo de responsabilidades para estudo de investigação
Ficha de planeamento de Concepção e Desenvolvimento	Avaliação Estágio I	Memória Descritiva de Curso Breve
Documento Institucional - Modelo	Avaliação Estágio I (IC)	Controlo de Cacifos
Norma de req conselho de Direção	Avaliação Estágio II	Tabela Seleção Conservação Documentos
Distribuição de horas por prelector Interno	Avaliação Estágio III	Controlo de Chaves
Distribuição de horas por prelector externo	Avaliação Estágio IV	Presenças em Reunião
Resumo Curricular de docentes	Avaliação Estágio V	Mapa de Distribuição de Tabuleiros
Factura / recibo	Avaliação Ensino Clínico em Vigilância Pré Natal	Horário de Atendimento aos Estudantes
Quadro de docentes externos	Avaliação EC em Vigilância do Climatério e Saúde Ginecológica	Relatório de Análise dos Resultados da Avaliação
Quadro de docentes afectos	Avaliação Ensino Clínico em Vigilância do Puerpério	Folha de Presença do Docente/Colaborador
Avaliação PL Enfermagem I	Avaliação Estágio Cuidados de Saúde Primários SMO	Registo de Esclarecimentos
Avaliação PL Enfermagem II	Avaliação EC Vigilância do Trabalho Parto, parto e Pós-parto	Modelo de Utilização de Ginásio de Fisioterapia
Avaliação PL Enfermagem III	Avaliação EC em Vigilância do Trabalho de Parto, Parto e Pós-Parto	Cartão de Estudante
		Lista de Medicamentos-Laboratórios

Figure 8: List of SIGQ Documents.

3. A3ES AUDIT REFERENCE POINTS - AGENCY FOR EVALUATION AND ACCREDITATION OF HIGHER EDUCATION

The reference points presented below, drawn from the Reference Framework for Internal Quality Assurance Systems in Portuguese Higher Education Institutions (A3ES, 2016), are formulated in terms of statements which characterize a sound and well-developed internal quality assurance system, consonant with the European Standards and Guidelines (2015) and the applicable legal requirements.

They aim to provide a set of general guidelines that can support the higher education institutions in designing and implementing their quality systems.

The following tables represent the reference points, implementation requirements, quality management system documents that describe implementation methodologies and support the activity, as well as the equivalence with the clauses of the NP EN ISO 9001 standard.

Reference 1 – Policy for quality assurance and pursuit of quality objectives

The institution has consolidated a quality culture supported by a quality policy and by quality objectives, which are formally defined and publicly available.

For this purpose, the institution prepared, formally approved and made public documentation that expresses the institutional policy and objectives for quality, namely the ones expressed in the following table:

Tabel 1: Reference 1 – Policy for quality assurance and pursuit of quality objectives

Implementation requirements	SIGQ Documents	Equivalent Clause - ISO9001
<i>The institutional strategy for quality enhancement, translated into the pursuit of certain quality objectives, as an integral part of the overall strategic management of the institution and a contribution to accountability.</i>	MP01 – System Management Model 37-Planning of Objectives ESSSM Strategic Plan	5.1-Leadership and commitment 5.2-Policy 6. Planning 6.1-Actions to address risks and opportunities 6.2-Quality objectives and planning to achieve them 6.3-Planning of changes
<i>The organization of the quality assurance system, pointing out the responsibilities of the different bodies and services in this field.</i>	MP02 – Managing people and competencies Timeline charts and Functions Statutes Defined responsibilities in the	5.3-Functions, responsibilities and organizational authorities

	documents of the system	
<i>The forms of involvement and responsibilities of students and other (internal and external) stakeholders in quality assurance processes.</i>	MP03 – Quality and assessment MP10 – Support services Model 42-Customers questionnaire Model 43-Assessing customer satisfaction Model 60- Employees questionnaire Model 61-Assessing employees satisfaction	8.4-Control of processes, products and services obtained externally for the stakeholder “Supplier” 9.1.2-Customer satisfaction for the stakeholder “Customer” 9.3-Review by management, for all stakeholders
<i>Ways of ensuring academic integrity and surveillance against academic fraud and against all forms of intolerance or discrimination against students or teaching and non-teaching staff.</i>	General Regulation of Frequency and Assessment	8.5.1- Control of production and service provision
<i>The way of implementing, monitoring and reviewing the quality policy and its translation into an effective internal quality assurance system.</i>	MP01 – System Management Model 37-Planning of objectives	5.2-Quality Policy 6.1-Actions to address risks and opportunities 6.2-Quality objectives and planning to achieve them 9.3-Review by management

in A3ES, 2016: 1.

Reference 2 – Design and approval of programmes

The institution has processes for the design and approval of its educational offer, ensuring that study programmes are designed and structured so that they can achieve the objectives set for them, namely the intended learning outcomes. The qualification achieved in each programme, as well as the corresponding level in the national and European higher education qualifications frameworks, are clearly specified and publicised. With this objective, the institution promoted the definition of procedures to ensure that its study programmes.

Tabel 2: Reference 2 – Design and approval of programmes

Implementation requirements	SIGQ Documents	Equivalent Clause - ISO9001
<i>Are designed on the basis of overall objectives aligned with the institutional strategy for its educational provision and explicitly define the learning outcomes (knowledge, skills and competences) to be achieved.</i>	MP04 – First cycle degree Courses MP05 – Graduate Courses MP06 – Postgraduate Courses and Short Courses Model 111-Course descriptor Model 64-Circular Letters Model 75-Clinical Practice Guide Model 77-Assessment sheet of Project works.	8. Operationalization 8.1-Planning and operational control 8.2-Requirements for products and services 8.3-Design and development of products and services 8.5-Production and service provision
<i>Involve students and other stakeholders in their design.</i>	Functions of the Pedagogical Council: It includes representatives of the Students.	8.3-Design and development of products and services
<i>Benefit from external expertise and references.</i>	Model 09-Employee File Service agreement- Curriculum vitae of external teachers	7.2-Professional skills
<i>Are designed to allow a normal student progression.</i>	General Regulation of Frequency, Assessment and Precedence	8.3-Design and development of products and services 8.5-Production and service provision
<i>Define the expected workload of the students, in ECTS.</i>	The diplomas that approve each course define the expected workloads	8.1-Planning and operational control
<i>Include well-structured opportunities for professional experience in the corresponding education and training area, where appropriate.</i>	Management system MP04 – First-Cycle Degree Courses MP05 – Postgraduate Specialization Courses MP06 – Postgraduate Courses and Short Courses They include internships and clinical teaching, according to the courses	8. Operationalization 8.1-Planning and operational control 8.2-Requirements for products and services 8.3-Design and development of products and services 8.5-Production and service provision
<i>Are subject to a formal institutional process of final approval.</i>	General Regulation of Frequency, Assessment and Precedence	8.3-Design and development of products and services 8.5-Production and service provision

in A3ES, 2016: 2.

In designing its courses, the institution also considered the purposes of higher education defined by the Council of Europe in Recommendation Rec (2007)6 on public accountability in higher education and research, in particular the requirements addressed below.

Table 3: Implementation requirements of Reference 2 according to the recommendations of the Council of Europe.

Implementation requirements	ICQA documents	Equivalent clause - ISO9001
<i>Contribution to employability.</i>	Management system	8.5-Production and provision of the service 9.1.2-Customer satisfaction
<i>Preparation for active citizenship.</i>	MP09 – Mobility and community outreach	
<i>Support for students' personal development.</i>	Regulation of the Office of International Relations and Cooperation Internal Regulation of the Office of Student Support (GAApE)	
<i>The creation of a comprehensive and advanced knowledge base to stimulate research and innovation.</i>	Regulation of the Nucleus of Research Regulation of the Documentation, Information and Library Service	

in A3ES, 2016: 2.

Reference 3 – Student-centred learning, teaching and assessment

The institution adopts appropriate procedures to ensure that the programmes are delivered in a way that favours an active role of the student in creating the learning process, as well as student assessment processes that are consonant with this approach.

*For the achievement of this objective, the institution promotes the creation of learning environments as expressed in **Table 4**.*

Table 4: Reference 3 – Student-centred learning, teaching and assessment.

Requisito de implementação	Documentos do SIGQ	Cláusula equivalente na ISO9001
<i>Respect and attend to the diversity of students and their needs, allowing flexible learning path.</i>	Management system	8.5-Production and service provision
<i>Consider and use different teaching and learning methods, in accordance with students' needs and the learning objectives.</i>	MP04 – First cycle degree Courses MP05 – Graduate Courses MP06 – Postgraduate Courses and Short Courses MP09 – Mobility and community outreach	9.1-Monitoring, measurement, analysis and assessment
<i>Evaluate and adjust teaching and learning methods regularly.</i>	General Regulation of Frequency, Assessment and Precedence	
<i>Encourages a sense of autonomy in the student, while ensuring adequate guidance and support from the teacher.</i>	Regulation of the Office of International Relations and Cooperation.	
<i>Promote mutual respect in the student-teacher relationship.</i>	MP09-Mobility and community outreach GAApE Internal Regulation	
<i>Provide mechanisms for dealing with students' complaints.</i>	MP03 – Quality and Assessment Complaint book Model 40-Corrective and preventive actions.	10.2-Non-compliance and corrective action
<i>Considering the importance of assessment for the students' progression and their future careers, the institution has mechanisms to ensure that student assessment is carried out in accordance with previously defined and publicised criteria, standards and procedures, which are applied in a fair and consistent way, ensuring, in particular, that:</i>		
<i>Assessors are familiar with existing testing and examination methods and processes and are supported in developing their own skills in this field.</i>	General Regulation of Frequency, Assessment and Precedence (Public disclosure on the Internet)	8.5-Production and provision of the service 9.1-Monitoring, measurement, analysis and assessment
<i>The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved and students receive feedback on their</i>		

<i>performance, associated, where appropriate, with advice on the learning process.</i>		
<i>Whenever possible, assessment is carried out by more than one examiner.</i>		
<i>The evaluation regulations take into account mitigating circumstances.</i>		
<i>A formal procedure for students' appeals is in place.</i>		

in A3ES, 2016: 2-3.

Reference 4 – Student admission, progression, recognition and certification

The institution consistently applies pre-defined and published regulations covering all phases of the student “cycle life” (e.g. student admission, progression, recognition and certification). In the scope of this standard, the institution takes into account, in particular, the elements mentioned in **Table 5**.

Table 5: Reference 4 – Student admission, progression, recognition and certification

Implementation requirements	SIGQ documents	Equivalent Clause - ISO9001
<i>Access policies and admission procedures and criteria which are implemented in a consistent and transparent manner, including the provision of induction processes to the institution and to the study programme.</i>	MP07 – Administrative process	8.2.2-Determination of requirements related to the product and services
<i>The conditions and support for students to progress normally in their academic careers.</i>	MP04 – First Cycle Degree Courses MP05 – Postgraduate Specialization Courses MP06 – Postgraduate Courses and Short Courses GAApE Regulation	8.2.2-Determination of requirements related to the product and services
<i>The establishment of processes and tools to collect, monitor and act on</i>	General Regulation of Frequency,	8.5-Production and provision of the

<p><i>information on student progression.</i></p>	<p>Assessment and Precedence</p> <p>Pedagogical surveys</p> <p>Model 142-Model Student Activity Report Clinical Teaching / Internship</p> <p>Model 144-Report of the curricular unit</p>	<p>service</p> <p>9.1-Monitoring, measurement, analysis and assessment</p>
<p><i>The adoption of fair procedures for the recognition of qualifications, periods of study and prior learning, including informal and non-formal learning, in line with the principles of the 1997 Lisbon Convention on Equivalence of Periods of Higher Education Studies.</i></p>	<p>Regulation of the Accreditation Process</p>	
<p><i>The adoption of sufficiently clear certification procedures regarding the learning outcomes achieved and the context, level, contents and status of completed studies, in particular by issuing the Diploma Supplement.</i></p>	<p>General Regulation of Frequency, Assessment and Precedence</p>	<p>8.5-Production and provision of the service</p> <p>9.1-Monitoring, measurement, analysis and assessment</p>

in A3ES, 2016: 3.

Reference 5 – On-going monitoring and periodic review of programmes

The institution monitors and periodically reviews its programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews lead to continuous improvement of the programme. Any action planned or taken as a result are communicated to all those concerned (Table 6).

Table 6: Reference 5 – On-going monitoring and periodic review of programmes

Implementation requirements	SIGQ documents	Equivalent Clause - ISO9001
<i>The content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date.</i>	Regulation of the Pedagogical Council Regulation of the Technical-Scientific Council	8.5-Production and provision of the service 9.1-Monitoring, measurement, analysis and assessment
<i>The changing needs of society.</i>	MP04 – First Cycle Degree Courses	
<i>The students' workload, progression and completion.</i>	MP05 – Postgraduate Specialization Courses	
<i>The effectiveness of procedures for assessment of students.</i>	MP06 – Postgraduate Courses and Short Courses	
<i>The student expectations, needs and satisfaction in relation to the programme.</i>	Model 111-Descriptor of the curricular unit	
<i>The learning environment and support services and their fitness for purpose for the programme.</i>		

in A3ES, 2016: 3.

Reference 6 – Research and development / targeted research and high level professional development

The institution adopts mechanisms to promote, assess and enhance the scientific, technological, artistic and high level professional development activity appropriate to its institutional mission. The research and development policies of the institution include what is mentioned in **Table 7**.

Table 7: Reference 6 – Research and development / targeted research and high-level professional development

Implementation requirements	SIGQ documents	Equivalent Clause - ISO9001
<i>Mecanismos de institucionalização e gestão da investigação (Procedimentos e critérios para a criação, extinção e gestão de unidades de investigação e de unidades de interface, captação de financiamentos, incentivos à produção científica, ...).</i>	Regulation of the Nucleus of Research	8.1 Planning and operational control
<i>Mecanismos de articulação entre o ensino e a investigação, designadamente no que se refere ao contacto dos estudantes com atividades de investigação e inovação desde os primeiros anos.</i>	Regulation of the Nucleus of Research	8.1 Planning and operational control
<i>Mecanismos de valorização económica do conhecimento.</i>		
<i>Procedimentos de monitorização, avaliação e melhoria dos recursos humanos e materiais afetos à investigação e desenvolvimento, da produção científica, tecnológica e artística, dos resultados da valorização do conhecimento e dos resultados da articulação entre o ensino e a investigação.</i>	MP02 – Managing people and skills Regulation of selection and assessment of teachers Model 09-Employee File	7.1.2 – Staff

in A3ES, 2016: 4.

Reference 7 – Inter-institutional collaboration and relation with the community

The institution adopts mechanisms to promote, assess and enhance collaboration with other institutions and with the community, namely regarding its contribution to regional and national development.

In the ambit of its external relations policy, the institution has in place procedures to promote, monitor, assess and enhance interface and external action activities, namely with regard to the requirements mentioned in

Table 8.

Table 8: Reference 7 – Inter-institutional collaboration and relation with the community

Implementation requirements	SIGQ documents	Equivalent Clause - ISO9001
<i>Inter-institutional collaboration.</i>	MP01 – System Management	5. Leadership
<i>Services to the community.</i>	Quality Policy	5.1-Leadership and commitment
<i>Cultural, sporting and artistic external action.</i>	Model 37-Planning of objectives	5.1.2-Focusing on the client 5.2-Quality Policy
<i>Integration in national projects and partnerships.</i>		6. Planning of the quality management system
<i>Contribution to regional and national development, in accordance with its institutional mission.</i>		9.3-Review by management
<i>Collection of own income, through the activities undertaken.</i>		

in A3ES, 2016: 4.

Reference 8 – Internationalisation

The institution adopted mechanisms which allow it to promote, assess and improve its international cooperation activities. In the ambit of its internationalisation policies, the institution defined procedures to promote, monitor, assess and improve international activities, namely those referred in **Table 9**.

Tabela 9: Reference 8 – Internationalisation

Implementation requirements	SIGQ documents	Equivalent Clause - ISO9001
<i>Participation/coordination of international education and training activities.</i>	Regulation of the Office of International Relations Protocol with institutions	8.1-Planning and operational control 7.4-Communication
<i>Participation/coordination of international research projects.</i>		
<i>The mobility of students, teaching and non-teaching staff.</i>	Regulation Mobility of students for study mission Regulation Mobility of students for traineeship assignment Regulation Teachers' Mobility for Teaching Mission Staff Mobility Regulation for training mission	8.1-Planning and operational control 7.4-Communication

in A3ES, 2016: 4.

Reference 9 – Human resources

The institution adopted fair and transparent mechanisms to ensure that the recruitment, management and training of its teaching and support staff is undertaken with the guarantee of the necessary qualifications and competence, in order that they may properly perform their functions.

The role of teachers is essential for quality education that enables the acquisition of knowledge, skills and competences. The role of non-teaching staff is equally crucial in student-support services. Considering that the diversification of student bodies, together with a greater focus on learning outcomes, require a more student-centred learning and teaching approach, which also has repercussions on changes in the role of teachers, the institution provides its teachers with an environment conducive to effective performance in these new contexts, in particular as regards the aspects mentioned in **Table 10**.

Table 10: Reference 9 – Human resources

Implementation Requirements	SIGQ documents	Equivalent Clause - ISO9001
<i>Adoption and implementation of clear, transparent and fair recruitment procedures and employment conditions that recognize the importance of teaching.</i>	MP02 – Management of people and skills Model 09-Employee File	7.1.2-Staff 7.1.6-Organisational knowledge
<i>Promotion and offer of professional development opportunities.</i>		
<i>Encourage scholarly activity to strengthen the link between education and research.</i>		
<i>Encouraging innovation in teaching methods and the use of new technologies.</i>	Moodle Plataform NetP@ Plataform Laboratory scheduling platform	8.5.1-Control of production and service provision
<i>The institution is primarily responsible for the quality of the performance of its staff. In this sense, the institution:</i>		
<i>Adopted norms and procedures for collection and analysis of information relating to competences and results of the performance of the teaching and non-teaching staff, with a view to performance assessment, staff development and promotion and recognition of merit.</i>	MP02 – Management of people and skills Model 09-Employee File	7.1.2-Staff 7.1.6-Organisational knowledge
<i>Adopted procedures to regulate</i>		

<p><i>and guarantee the corresponding decision-making, implementation and follow-up processes.</i></p>		
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in A3ES, 2016: 4-5.

Reference 10 – Material resources and services

The institution adopts mechanisms which enable it to plan, manage and enhance services and material resources with a view to appropriate development of student learning and other scientific and pedagogic activities, as mentioned in **Table 11**.

Tabela 11: Reference 10 – Material resources and services

Implementation requirements	SIGQ documents	Equivalent Clause - ISO9001
<p><i>Provides a variety of resources to support learning, from physical resources (facilities, libraries, ICT resources, pedagogical and scientific equipment, ... including safety and environmental aspects, as well as the specific needs of students with disabilities) to mentoring, supervision and counselling support, promoting their publicity to students.</i></p>	<p>MP10 – Support Services Equipment list</p>	<p>7.1-Resources</p>
<p><i>Takes into account the needs of specific groups, such as part-time or employed students, international students and students with disabilities.</i></p>		
<p><i>Has in place mechanisms for collection and analysis of information on maintenance, management and suitability of material resources and services, including students support services.</i></p>		
<p><i>Adopted procedures to regulate and guarantee the corresponding decision-making, implementation and follow-up procedures.</i></p>		

in A3ES, 2016: 5.

Reference 11 – Information management

The institution adopted mechanisms which allow it to guarantee the collection, analysis and use of the results and of other relevant information for the effective management of the study programmes and other activities. (Table 12).

Table 12: Reference 11 – Information management

Implementation Requirements	SIGQ documents	Equivalent Clause - ISO9001
<i>Adopted mechanisms to gather information on the needs and expectations of different stakeholders, in relation to the quality of the educational offer and the services rendered.</i>	Satisfaction survey Training (assessment of needs)	7.2- Staff 9. Performance assessment 10. Improvement
<i>Developed data collection systems on results and other relevant data and indicators, which cover, inter alia (cf. guidelines of standard 1.7 of the ESG):</i> <ul style="list-style-type: none"> • Key performance indicators; • Profile of the student population; • Student progression, success and drop-out rates; • Students' satisfaction with their programmes; • Learning resources available and their costs; • Employability and professional paths of graduates. 	MP01 – System Management Model 37-Planning of objectives (Monitoring objectives and processes)	9. Performance assessment 10. Improvement
<i>Defined procedures to regulate and ensure the processes of decision-making related to the utilisation of results, as well as action strategies for improvement of processes and results.</i>	MP01 – System Management Minutes of teachers' meetings Management Review Report	6. Planning the Quality Management System 9.3-Review by Management

<p><i>Identified ways to involve stakeholders in the appreciation, analysis and improvement of results.</i></p>	<p>Satisfaction survey Model 142-Model Student Activity Report Clinical Teaching / Internship Suggestion Box</p>	<p>6. Planning the Quality Management System 9.3-Review by Management</p>
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in A3ES, 2016: 5-6.

Reference 12 – Public Information

The institution adopted mechanisms which permit the publication of clear, accurate, objective, up-to-date, impartial and readily accessible information about the activities undertaken. For this purpose, the institution defined procedures for regular provision of public information on a pre-defined set of data and results. In accordance with the legal requirements established in article 162, 2, of the RJIES, in article 18, e), ii) of Law 38/2007 and in the guidelines of standard 1.8 of the ESG, the information to disclosure should include the items considered in **Table 13**.

Table 13: Reference 12 – Public Information

Implementation requirements	SIGQ documents	Equivalent Clause - ISO9001
<p><i>The mission and objectives of the institution, and its statutes, regulations and basic units.</i></p>	<p>ESSSM Entrance Lobby Placard ESSSM website ESSSM Social Networks</p>	<p>5.2.2-Communication of the Quality Policy 7.4-Communication</p>
<p><i>Its educational offer.</i></p>		
<p><i>The intended learning outcomes, qualifications awarded and employment perspectives, in relation to each study programme.</i></p>		
<p><i>Qualifications of teaching staff and their type of contract.</i></p>		
<p><i>Policies for admission and for student guidance.</i></p>		
<p><i>Planning of study programmes.</i></p>		
<p><i>Teaching and learning methodologies and student assessment methods.</i></p>		

<i>Opportunities for mobility.</i>		
<i>Students' rights and duties.</i>		
<i>Student social support services.</i>	ESSSM Entrance Lobby Placard	5.2.2-Communication of the Quality Policy.
<i>Mechanisms to deal with complaints and suggestions.</i>	ESSSM website ESSSM Social Networks	7.4-Communication
<i>Access to material resources and teaching support.</i>		
<i>Teaching outcomes, expressed in the academic results, integration in the labour market and level of satisfaction of stakeholders.</i>		
<i>Internal quality assurance policies, accreditation certificates and results of evaluation of the institution and of its study programmes.</i>		

in A3ES, 2016: 6.

Reference 13 – Cyclical external quality assurance

The institution undergoes external quality assurance on a cyclical basis, in line with the European Standards and Guidelines for Higher Education (ESG). External quality assurance, besides offering validated information that assures the institution and the public in general of the quality of its activities, verifies the effectiveness of the internal quality assurance system, acts as a catalyst for improvement and can offer new perspectives to the institution. That assessment includes the items mentioned in **Table 14**.

Table 14: Reference 13 – Cyclical external quality assurance

Implementation requirements	SIGQ documents	Equivalent Clause - ISO9001
<i>Take account of the requirements of the national legislative framework applicable to higher education and its evaluation.</i>	MP03 – Quality and Assessment	9.2-Internal Audit
<i>Demonstrate and take into account the progress made since the previous external assessment.</i>		

in A3ES, 2016: 7.

REFERENCES

- A3ES (2016): *Reference framework for internal quality assurance systems in higher education institutions (Online)*. Available in: http://www.a3es.pt/sites/default/files/A3ES_ReferenciaisSIGQ_201610.PDF
- Standard NP EN ISO 9001:2015-15-12-2015 – Portuguese Institute of Quality.