



# MANAGEMENT SYSTEM MANUAL

Quality | Social Responsibility | Conciliation

23rd edition • 2023.05.04



Instituto Politécnico  
de Viana do Castelo



## MANAGEMENT SYSTEM MANUAL APPROVED BY:

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## LIST OF ACRONYMS

A3ES	Agência de Avaliação e Acreditação do Ensino Superior (Agency for Evaluation and Accreditation of Higher Education)
AC	Área Científica (Scientific Area)
ACA	Académicos (Academics)
ACEF	Avaliação de Ciclos de Estudo em Funcionamento (Evaluation of Study Cycles in Operation)
AE	Associação de Estudantes (Student Associations)
ALI	Alimentação (Food)
ALO	Alojamento (Housing)
AMB	Ambiente (Environment)
APR	Aprovisionamento (Supplies)
ASE	Academia Sénior (Senior Academy)
BIB	Biblioteca (Library)
BOL	Bolsas (Scholarships)
BG	Balanço de Gestão (Management Balance)
BUS	BUS (Academic BUS)
CC	Coordenador de Curso (Course Coordinator)
CE	Ciclo de Estudos (Study Cycle)
CG	Conselho Geral (General Council)
Cg	Conselho de Gestão (Management Council)
Cig	Comissão para a Igualdade (Equality Committee)
CIN	Cooperação Internacional (International Cooperation)
CP	Conselho Pedagógico (Pedagogical Council)
CRC	Criação/Reestruturação de Cursos (Course Creation/Restructuring)
CTC	Conselho Técnico-Científico (Technical Scientific Council)
CTE	Contabilidade e Tesouraria (Accounting and Treasury)
CTeSP	Cursos Técnicos Superior Profissionais (Professional Higher Technical Courses)
CUL	Cultura (Culture)
DES	Desporto (Sports)
DRH	Divisão de Recursos Humanos (Division of Human Resources)
DSD	Distribuição de Serviço Docente (Distribution of Teaching Service)
EAR	Expediente e Arquivo (Dispatch and Archive)
EIN	Escola Inclusiva (Inclusive School)
EMP	Emprego (Jobs)
ESA	Escola Superior Agrária (Agrarian School)
ESCE	Escola Superior de Ciências Empresariais (School of Business Sciences)
ESDL	Escola Superior de Desporto e Lazer (School of Sports and Leisure)
ESE	Escola Superior de Educação (School of Education)
ESG	Standards and Guidelines for quality assurance in the European Higher Education Area
ESS	Escola Superior de Saúde (School of Health)
ESTG	Escola Superior de Tecnologia e Gestão (School of Technology and Management)
FA	Federação Académica (Academic Federation)
GAQ	Gabinete de Avaliação e Qualidade (Assessment and Quality Department)
GaQ	Gabinete de Qualidade (Quality Department) (SC, UO, SAS)
GCI	Gabinete de Comunicação e Imagem (Division for Communication and Image)
GD	Grupo Disciplinar (Disciplinary Group)
GDO	Gestão Documental (Documental Management)
GEI	Gestão de Empreitadas e de Infraestruturas (Contract and Infrastructures' Management)
GIN	Gestão da Investigação (Research Management)
GIP	Gestor Institucional de Processo (Institutional Process Manager)
GIQ	Gestor Institucional da Qualidade (Institutional Quality Manager)
GMCI	Gabinete de Mobilidade e Cooperação Internacional (Division for Mobility & International Cooperation)
GMS	Gestão e Melhoria de Sistema (System Management and Improvement)
GQ	Gestor da Qualidade (Quality Manager)



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GSI	Gestão de Sistemas de Informação (Information Systems Management)
GT	Gestão de Topo – Presidência e Órgãos (Top Management – Presidency and Boards)
IDI&T	Investigação, Desenvolvimento e Inovação e Transferência (Research, Development, Innovation, and Transfer)
IE	Informação de Encerramento – impresso (Closing Information)
IES	Instituições de Ensino Superior (HEI – Higher Education Institutions)
IP	Ideia de Projeto (Project Idea)
IPVC	Instituto Politécnico de Viana do Castelo (Polytechnic Institute of Viana do Castelo)
LA	Learning Agreement
LAB	Laboratórios (Labs)
MG	Manual de Gestão (Management Manual)
MSU	Mobilidade Sustentável (Sustainable Mobility)
NCE	Novo Ciclo de Estudo (New Study Cycle)
OBS	Observatório (Observatory)
PAT	Património (Patrimony)
PA	Plano de Atividades (Activities Plan)
PD	Pessoal Docente (Teaching Staff)
PND	Pessoal Não Docente (Non-Teaching Staff)
PE	Plano Estratégico (Strategic Plan)
PG	Política de Gestão (Management Policy)
PGE	Planeamento e Gestão Estratégica (Strategic Management and Planning)
PIM	Promoção e Imagem (Promotion and Image)
PS	Prestação de Serviço (Providing Service)
PUC	Programa de Unidade Curricular (Curricular Unit Program)
RA	Relatório de Atividades (Activity Report)
RAC	Relatório Anual de Curso (Annual Course Report)
RAP	Relatório Anual de Processo (Annual Process Report)
RHU	Recursos Humanos (Human Resources)
RS	Responsabilidade Social (Social Responsibility)
RUC	Relatório de Unidade Curricular (Curricular Unit Report)
SAC	Serviços Académicos (Academic Services)
SAF	Serviços Administrativos Financeiros (Financial Administrative Services)
SAS	Serviços de Ação Social (Social Action Services)
SAU	Saúde (Health)
SC	Serviços Centrais (Central Services)
SEA	Serviços de Expediente e Arquivo (File and Archive Services)
SG	Sistema de Gestão (Management System)
SI	Serviços de Informática (Computer Services)
SIADAP	Sistema Integrado de Avaliação de Desempenho da Função Pública (Integrated System for Civil Service Performance Evaluation)
SJ	Direção de Serviços Jurídicos e de Auditoria e Controlo Interno (Directorate of Legal Services and h and Control)
ST	Serviços Técnicos (Technical Services)
UC	Unidade Curricular (Curricular Unit)
UF	Unidade Funcional (Functional Unit)
UGP	Unidade de Gestão de Projetos (Project Management Unit)
UI	Unidade de Investigação (Research Unit)
UO	Unidade Orgânica (Organic Unit)



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## 1. PRESENTATION OF THE POLYTECHNIC INSTITUTE OF VIANA DO CASTELO

### 1.1. Description of the Management Manual

#### 1.1.1. Record of previous editions:

Edition	Date	Grounds for Revision
1	2006.09.05	Footnote modification; correction of legislation related to creation of the UO/Services; Revision of Mission, Vision, Policy and Goals; Revision of the organizational chart; Reorganization of the processes; Context changing
2	2008.02.15	Introduction of Strategic Plan reference; Revision of point 2.4: List of Documents; Revision of point 3.3
3	2008.09.08	Introduction of the GEI process, revision of point 2.2 Exemptions
4	2008.10.31	Revision of point 2.4: List of Documents; Changes resulting from new statuses and context revision; inclusion of the PGE process
5	2009.10.30	Framework Revision (Extensive to MA Degrees); Revision of documentation related to various processes
6	2010.02.08	Restructuring of Processes (Strategic Management); Inclusion of GGQ and GAQ; Revision of documents related to various processes
7	2010.11.15	Revision of documents related to various processes
8	2010.12.10	Revision of documents related to various processes; Inclusion of a new Department created at the IPVC; update of points 1.2, 1.5 (PE and PQ) and 1.6 (Organizational Charts); change of title from SGQ to SGGQ
9	2011.11.04	Revision of the Table of Contents and various documents related to processes document; revision of PE references (2011-2014) and amendment of Mission, Vision, Values; revision of Quality Structure; updating of context (specifying SAS processes)
10	2012.01.05	Revision of Table of Contents and various Procedural documents
11	2014.01.27	Revision of Table of Contents, 2.4 (Procedural Documents) and 3.3 chart
12	2015.11.06	Revision of table of contents and reference to the Strategic Plan (IPVC 1519), Mission, Vision and Values, Goals of the SGGQ-IPVC and its scope; extension of framework (new SAS subprocesses: CUL/DES/SAU/EMP/BUS); clarification of stakeholders and relationship between IPVC Processes and Institutions and between these processes and A3ES/ESG-2015
13	2016.04.07	Revision of Process Map SGGQ – IPVC
14	2016.12.22	Revision of documents related to several processes; update concerning A3ES documents
15	2017.03.31	Revision of documents related to several processes, update concerning A3ES documentation and ISO 9001:2015 transition
16	2017.12.05	Revision of SGGQ – IPVC process map; revision of indicators chart; Revision of the survey chart.
17	2018.09.14	Framework, A3ES manuals, inclusion of IPVC1519 and UI Axes; documentation of several SGGQ-IPVC processes; revision of the indicators chart; revision of the survey chart.
18	2019.04.10	Inclusion of aspects such as Social Responsibility, Policy Review, Process Map Review (AHS eliminated, AMB created, SAU went from ASO to GRHU including OSH aspects that were in AHS; GHG includes Security aspects that were in AHS; BUS switched to MTR, GPR changed to GIN)
19	2020.06.09	Adaptation to PE IPVC2024, review of Policy, review of Social Responsibility aspects, review of Stakeholders, review of Process Map (MTR passed to MSU, included ASE and EIN), review of Research Units, review of tables 2.11, 2.12, 2.13 and Indicator Map, Survey Map, A3ES, ESG and ISO 9001:2015 references, NP4469 and correlation with MS-IPVC Processes.
20	2021.05.14	Framework Revision; Link updates due to the new IPVC Portal and A3ES documentation coming into operation; Updates of Images describing the structure of the System and tables of documentation of the Processes; Revision of the List of Acronyms; Description of the Central Services and the Presidency.
21	2022.03.08	Integration of Conciliation Aspects; Revision of Policy, Process Map (SAU becomes a process), Stakeholders, tables 2.14, 2.15, 2.16, List of Acronyms, Indicator Map, Inquiry Map; Adaptation to new IPVC Statutes; Integration of NP4552 and correlation with MS-IPVC Processes; Update of the MS Management Structure and Job Description
22	2022.05.13	Conciliation framework revision.
23	2023.05.04	Update of the MS evolution summary; Integration of research units; Stakeholder Review; Review of the MS-IPVC Planning Schedule; Update of the MS-IPVC document list; Appendix I: Indicator Chart; Appendix II: Survey Map



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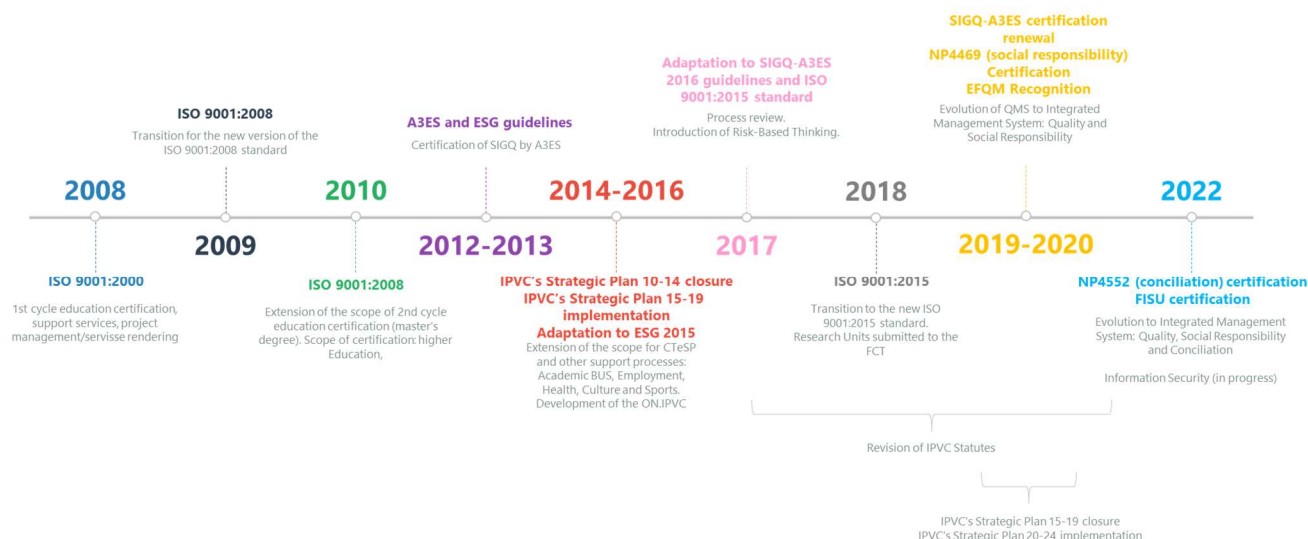
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## 1.1.2. Summary of Management System Evolution:



## 1.1. Purpose of this Management System Manual:

This **Management System Manual** hereinafter referred to as MSM aims to:

- Present the Polytechnic Institute of Viana do Castelo (IPVC);
- Communicate the IPVC's Management System Policy and the structure of its Management System (MS-IPVC), organized through Processes, respective procedures, and printed forms;
- Present and describe the MS-IPVC to the IPVC community (internally and externally); demonstrate its compliance with reference Standards and statutory, regulatory and legal requirements, as well as with the internally defined procedures; demonstrate compliance with control and verification requirements, associated with the Accreditation of the Study Cycles' dimension and with MS-IPVC Certification; and contribute to the transparency of functions and to the Management System's continuous improvement.





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## 1.2. Management System Manual Structure

The MSM is drafted by the Assessment and Quality Department (GAQ) and approved by the Presidency.

The MSM is subject to statutory or normative revision, improvement or corrective action whenever any change that makes it inadequate occurs. Proposals for revising the MSM can be made by any interested party and are directed to the GAQ which reviews and implements any changes, if applicable.

Any change to the MSM content requires the emission of a new edition, with the respective number increased by one. The first issue of the document corresponds to the first edition (one). In the heading the edition number and the drafting date are indicated.

The MSM is published on the IPVC Institutional website ([MS-IPVC-Management System](#) area) and on ON.IPVC (<https://on.ipvc.pt> in the Management System section) where it is available for consultation and its updating is guaranteed by GAQ whenever a revision is undertaken.

There's only one controlled copy assigned to GAQ.



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## 1.3. Presentation of the Polytechnic Institute of Viana do Castelo

This Manual describes the **Management System** of the **Polytechnic Institute of Viana do Castelo (MS-IPVC)** as well as the processes that it incorporates and that aim to implement the IPVC Management Policy.

The implemented MS-IPVC is based on:

- Management Requirements of NP EN ISO 9001;
- Social Responsibility Requirements of NP 4469;
- The requirements for Conciliation of the Professional, Family, and Personal Life of NP 4552;
- European Standards and Guidelines for Quality Assurance in Higher Education ([ESG-Standards and Guidelines for Quality Assurance in the European Higher Education Area, ENQA, 2020](#));
- [SIGQ Referential](#) (V1.2, Oct. 2016), the A3ES [Guide for Self-Assessment-Audit of Internal Quality Assurance Systems](#) (V1.4, May 2021) and the [A3ES Manual for the Audit Process](#) (V1.4., Jan. 2020);
- [Institutional Assessment Process](#) (2022) of [A3ES](#);
- [Guidelines for Self-Assessment of Study Programmes in Operation](#) (ACEF) of [A3ES](#);
- [Guidelines for the Request for Prior Certification of a New Study Cycle](#) (PAPNCE) of [A3ES](#);
- [Guidelines for Special Requests for Certification and Renewal of Non-aligned Study Cycles](#) (PERA) of [A3ES](#);
- [Guide to drawing up equality plans](#), CITE (2019)
- [Sustainable Development Goals \(SDGs\)](#) and the [PRME-Principles for Responsible Management Education](#) (United Nations);
- Commitments made by IPVC, including being a signatory of the [Pact for Conciliation](#), [The Portuguese Charter for Diversity](#), and the [Letter of Intent-Commitment of Higher Education Institutions to Sustainable Development](#);

As mechanisms to ensure the quality of the training offered, the IDI management, cooperation with the community, and the desired level of satisfaction of the community support services, this Manual presents processes and procedures adopted by the IPVC within the MS scope, as well as the performance indicators (Appendix I) and stakeholder consultation surveys (Appendix II).

## 1.4. History

The IPVC is a Public Higher Education Institution created through Decree-Law No. 380/80 of August 16<sup>th</sup>. It is a legal entity governed by public law, granted statutory, administrative, financial, and patrimonial autonomy. The statutes were approved by Normative Dispatch No. 7/2009 of January 26, II Series of the D.R. of 28-06-2021. The IPVC presents, an internal set of regulations that guide the multiplicity of Organic Units (UO), Functional Units (UF) and Bodies that constitute it. The IPVC integrates 6 UOs directed at educational projects - the Higher Schools - and 3 UF - Social Services (SAS); Library; Technology, Innovation and Knowledge Transfer Unit - OTIC (the latter two do not yet function as UFs). The IPVC Central Services and the Presidency (SC) are in charge of ensuring the institutional coordination of personnel patrimonial, administrative, financial and global planning as well as technical support activities.





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## Central Services and the Presidency (SC-IPVC)

The Presidency and Central Services of the IPVC are in a secular house in Viana do Castelo city, known as *Rego Barreto Palace*, an 18<sup>th</sup>-century building that used to be a manorial residence, having received since the end of the 19<sup>th</sup>-century successive school establishments.



The SC-IPVC has the following services:

- [Presidency](#);
- [Academics](#);
- [IT](#);
- [Administrative and Financial](#);
- [Human Resources](#);
- [Mobility and International Cooperation Department](#);
- [Communication and Image Department](#);
- [Assessment and Quality Department](#);
- [Project Management Unit](#);
- [Presidency Secretariat](#);
- Legal Services and Internal Audit
- [Dispatches and Archive](#)
- [Technicians](#) (managed by Presidency, but installed at the ESTG-IPVC)

The IPVC is organized in a campus with schools and support infrastructures in several municipalities of the district of Viana do Castelo, having as policy the sustainable management of the entire campus. The initiatives and good practices applied to the IPVC Sustainable Campus are available at <https://www.ipvc.pt/ipvc/sobre-o-ipvc/campi/campus-sustentavel-e-inclusivo/>.

**Schools** are legal entities of public law, governed by statutes, endowed with scientific and pedagogical autonomy, and have their own Governing Bodies: Executive Board, Scientific-Technical Council, Pedagogical Council and Course Coordination/Committee.



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The referred Organic Units are:

## SCHOOL OF EDUCATION

[ESE]

Created by Decree-Law No. 513-T/79, 12/26



## AGRARIAN SCHOOL

[ESA]

Created by Decree-Law No. 46/85, 11/22



## SCHOOL OF TECHNOLOGY AND MANAGEMENT

[ESTG]

Created by Decree-Law No. 46/85, 11/22



## SCHOOL OF HEALTH

[ESS]

Reconverted to Higher School of Nursing by Ordinance No. 821/89, 9/15.

Renamed Higher School of Health by the new statutes of IPVC.



## SCHOOL OF BUSINESS SCIENCES

[ESCE]

Created by Decree-Law No. 264/99, 07/14



## SCHOOL OF SPORT AND LEISURE

[ESDL]

Created by the General Council of IPVC on May 3rd of 2011, under article No. 59 of Law 62/2007 of September 10th (in the legal framework for Higher Education Establishments). The authorization for functioning was on May 11th of 2011 by the Order of the Ministry of Science, Technology, and Higher Education.



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## Research Units (RU)

The IPVC has its own RU and integrates other RU in a consortium or with IPVC associates.

- **IPVC RU, accredited by FCT:**

- [CISAS](#) – Center for Research and Development in AgriFood Systems and Sustainability

- [PROMETHEUS](#) – Research Unit on Materials, Energy and Environment for Sustainability

- **IPVC RU, in process for accreditation by FCT:**

- [ADIT-LAB](#) - Applied Digital Transformation Laboratory

- SPRINT - Unidade de Investigação em Desempenho Desportivo, Recreação, Inovação e Tecnologia

These **IPVC RUs** have their internal regulations, prepared by the respective unit and approved by the Institute's President.

- **RU with which the IPVC is associated:**

- [CIMO - Mountain Research Center](#) (coordinated by IPBragança and with a pole at IPVC)

- [UNIAG - Management Applied Research Unit](#) (Consortium between 4 Polytechnics Institutes – IP Bragança, IP Cavado and Ave, IP Porto, and IP Viana do Castelo)

- [UICISA:E - Health Sciences Research Unit: Nursing](#) (hosted by the Nursing School of Coimbra – ESEnfC, integrates researchers from several HEIs including ESS-IPVC)

- [CIDESD - Research Center in Sports Sciences, Health Sciences and Human Development](#) (a consortium of eight institutions, including IPVC)

- [CITUR-Centre for Tourism Research, Development and Innovation](#) (a consortium of eight institutions with the participation of a nucleus of IPVC Faculty Members)

- [CIAUD - Research Centre for Architecture, Urbanism and Design](#) from the Lisbon School of Architecture



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## Social Services (SAS-IPVC)

The IPVC has the Social Services as a functional unit with administrative and financial autonomy, that began its activity in April 1994, although the students of the IPVC have been benefiting from scholarships and social support since 1987.



According to Decree-Law No. 129/93 of April 22nd and in the organic regulation of Social Services, the implementation of the policy of IPVC Social Action is ensured by the provision of services in the following areas:

### Direct Support:

- Scholarships;
- Emergency assistance.

### Indirect Support:

- Access to food and accommodation;
- Access to health and welfare services;
- Support for cultural and sport activities;
- Access to other educational support.



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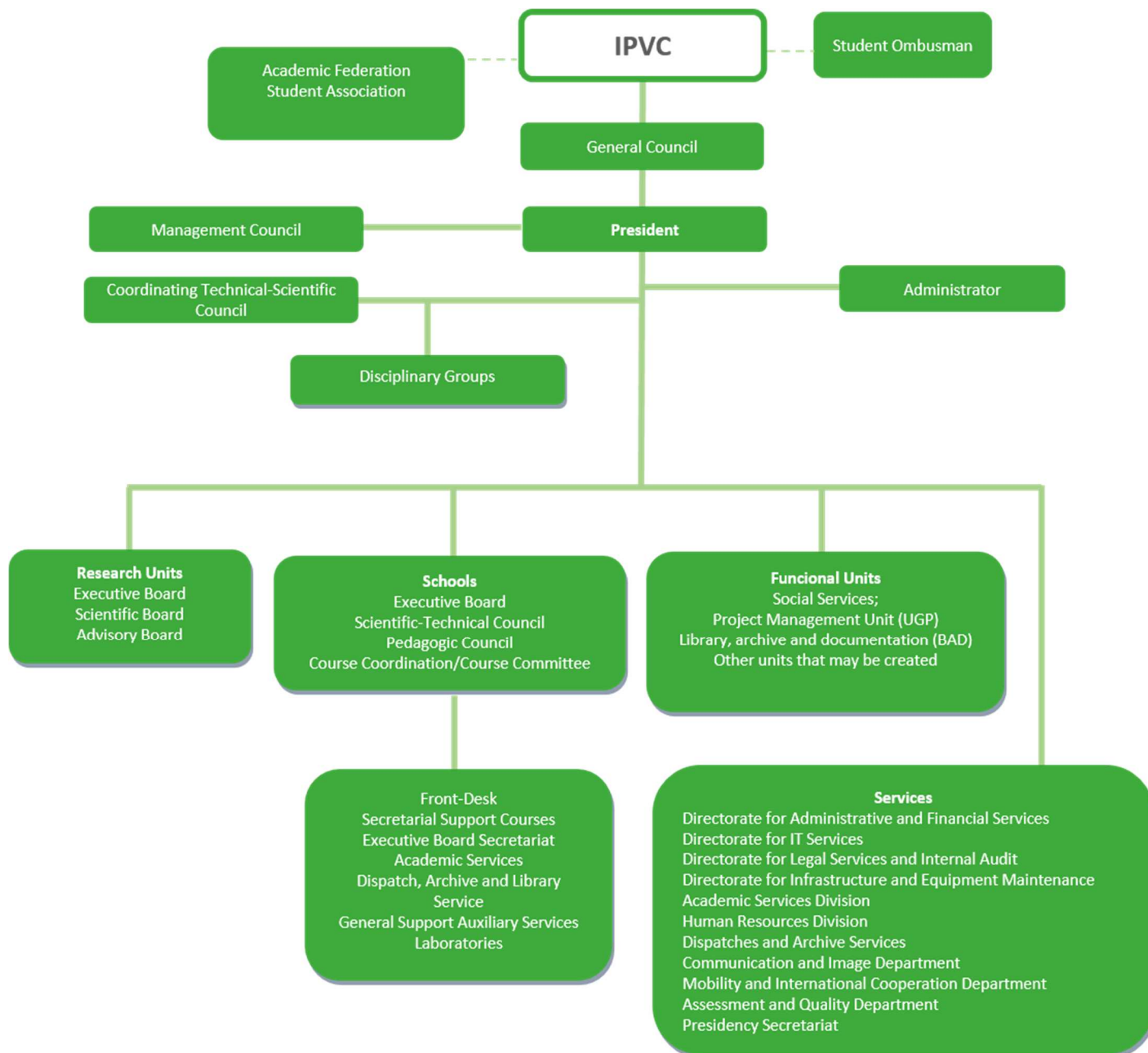
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## 1.5. Organizational Chart of IPVC



The description of the functions of the Institutional Bodies, [Offices and Services](#) within this Organizational Chart is according to [IPVC's Statutes](#) and the corresponding Organic, Functional and Research Units by the IPVC's Presidential Dispatches.



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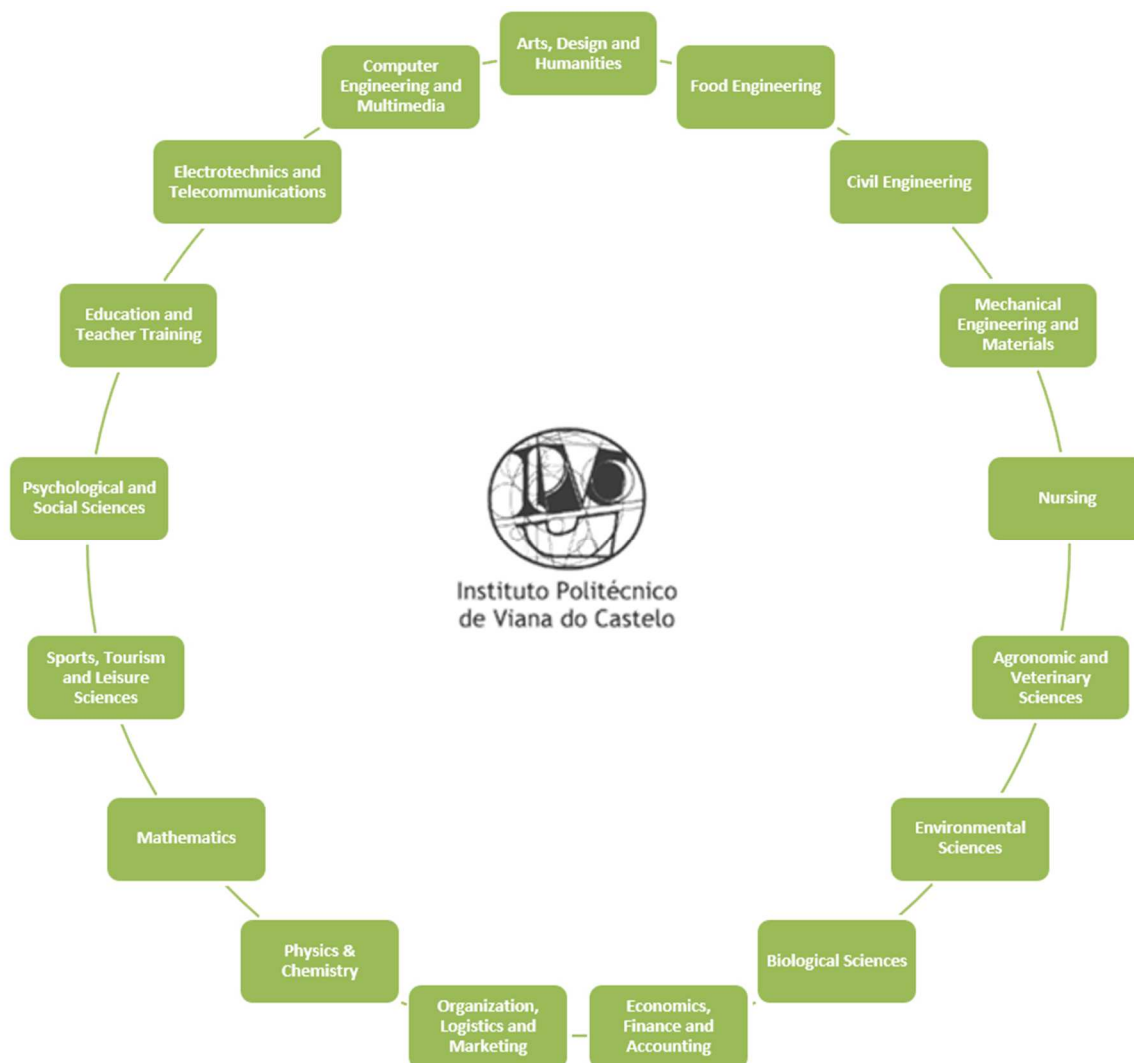
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## 1.6. IPVC Disciplinary Groups

IPVC has 17 [Disciplinary Groups](#), across to 6 UOs:







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## 1.7. Strategic Plan

IPVC has defined a Strategic Plan for the 2020-2024 period, in which the guidelines that are the base for the MS-IPVC are defined and published in: <https://www.ipvc.pt/ipvc/sobre-o-ipvc/informacao-de-gestao/planos-estrategicos/>.

Strategic Plan for 2020-2024 (PE IPVC 20-24) was submitted to the General Council 6 months after the President took office, having been approved by the General Council on Feb. 21, 2020.

After approval of PE IPVC 20-24, a 2-month phase of defining Goals and Actions and defining the structure of the IPVC Balanced Scorecard, followed by a deployment phase to the Schools and SAS took place.

The Strategic Plan for IPVC is structured in 9 Strategic Axes:



Following is a summary of the Purpose, Mission, and Vision as elements of the Strategic Plan and the Management Policy defined by the IPVC President.

## 1.8. Purpose

A Socially Responsible Polytechnic, generator of global knowledge and potentiator of the development of the Alto Minho.



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## 1.9. Mission

The Polytechnic Institute of Viana do Castelo is a public, higher education institution serving the development of the person and society, which creates and shares knowledge, science, technology and culture. It promotes the integral training of students throughout their life, combining teaching with research in a proactive attitude of permanent innovation, cooperation and commitment, focused on the development of the region and the country, as well as internationalization.

## 1.10. Vision

The IPVC should be an institution recognised nationally and internationally for the quality of its training. Quality based on a technically and pedagogically qualified teaching staff, in innovative training processes, supported by R&D and innovation activities developed in a symbiotic partnership with the community players, which will translate into greater notoriety and contribution to the region's development.

## 1.11. Values





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## 1.12. Management Policy

The Presidency of the IPVC undertakes to:

- Maintain an adequate strategic planning and commitment to institutional leadership;
- Develop and maintain a strategy for the continuous improvement of the institution, in particular of the quality of the training offer, supported a practice of applied research, with a view to contributing to economic, social and environmental sustainability;
- Ensure the necessary conditions for the pursuit of the Institution's objectives;
- Understand the organizational context, the needs and expectations of stakeholders (internal and external), ensuring their involvement and active and systematic participation, recognizing the right to be heard and seeking to increase their satisfaction, in line with the designs and claims of the Region and Country;
- Strengthen the conditions to support a policy and a practice of applied research resulting in the production and transfer of knowledge that enhances the quality of education and promotes innovation in the business and social fabric, with a return on the investment made;
- To maintain an attitude of permanent reflection and development of the Management System, that integrates quality management with social responsibility, fundamental for the fulfillment of the IPVC Mission;
- Ensure the appropriate communication and recognition of the SG within the IPVC Community, considering the centrality of the students and ensuring the quality of teaching and services and services provided and its improvement;
- To strengthen in the IPVC community socially responsible practices for a "Sustainable Development", in all its activities, particularly in teaching, research and service provision, in the management of the Campus and its infrastructures and in the interaction with the community;
- Ensure the fundamental support processes for greater equity in access and attendance at higher education;
- To promote the valorization, the recognition of merit and the conciliation of professional family and personal life of the people of the IPVC, promoting measures in the areas of Good Labor Practices, Professional Support and Personal Development. Personal Development;
- Guaranteeing the right to equality, valuing diversity and protect in the exercise of parenthood our people;
- Prevent work and psychosocial risks and promote an open and permanent communication aiming at a healthy work environment contributing to the quality of life and resilience of our institution;
- Comply with all applicable legal, regulatory and normative applicable, ensuring respect for respect for internationally recognized conventions internationally recognized conventions and the adoption of the of precaution and non-regression and transparency.



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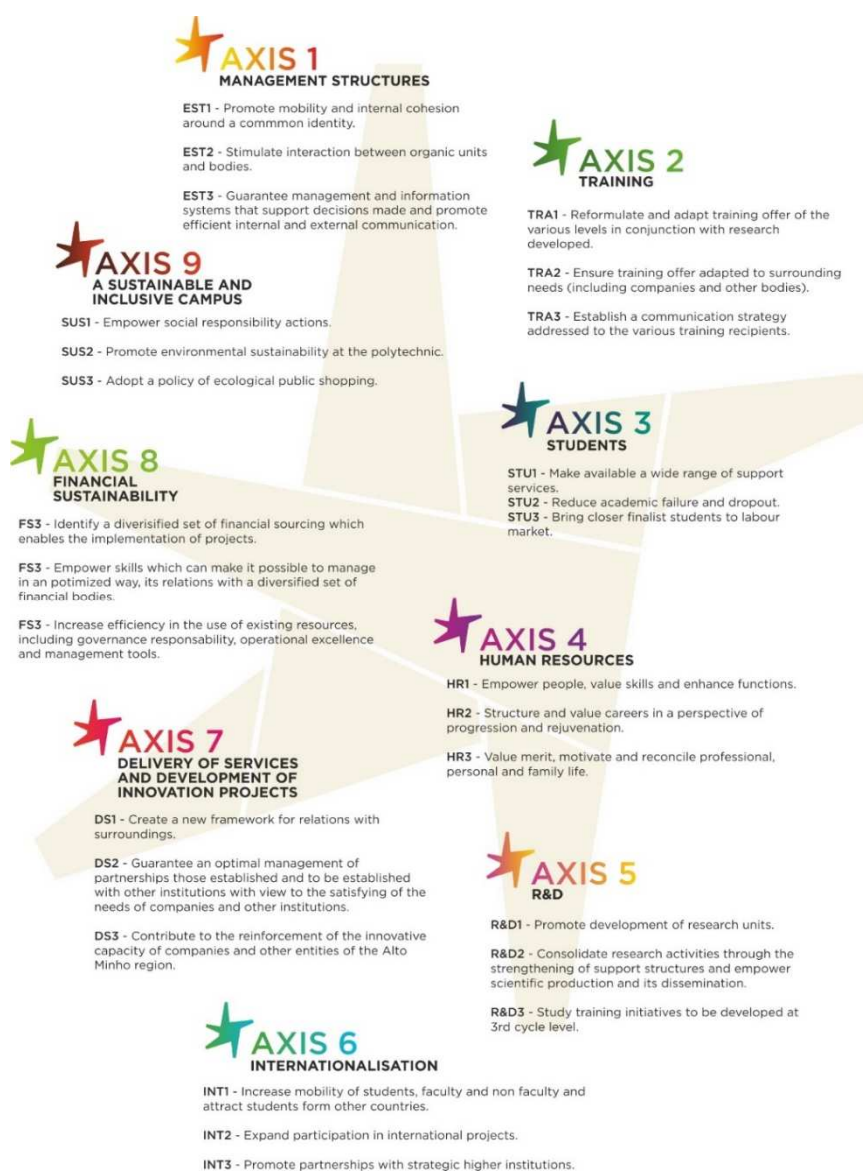


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## 1.13. Management Objectives

Based on the Strategic Plan and the Management Policy, the IPVC Strategic Objectives were defined (see the following model), and the Management Objectives (Strategic Projects and Initiatives) of IPVC (see BSC-IPVC). For each process, defined goals with related indicators and targets and assumed as specific/operational Management Objectives of each process. Each of them also has an Action Plan (Matrix of Risks and Opportunities), reviewed at least annually, with actions, goals, managers, and deadlines for execution.

### Strategic Goals IPVC 2020-2024





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## 2. MANAGEMENT SYSTEM – QUALITY, SOCIAL RESPONSIBILITY AND CONCILIATION (MS-IPVC)

### 2.1. Quality Framework (certified by ISO 9001:2015)

Higher Education in the Scientific Areas taught in concerted action in the Schools:

- School of Education,
- Agrarian School,
- School of Technology and Management,
- School of Health,
- School of Business Sciences,
- School of Sports and Leisure.

Social Services (Accommodation, Food, Scholarships). Other Social Support (Culture, Sports, Health Promotion). Sustainable Mobility. Research and Projects.

### 2.2. Within the framework of Social Responsibility (certified by NP 4669:2019)

Higher Education in the Scientific Areas taught in concerted areas in Schools:

- School of Education,
- Agrarian School,
- School of Technology and Management,
- School of Health,
- School of Business Sciences,
- School of Sports and Leisure.

Social Services (Accommodation, Meals, Scholarships). Other Social Support (Culture, Sports, Employment). Sustainable Mobility. Research and Projects. Non-degree courses. Senior Academy.

### 2.3. Within the framework of Conciliation (based on NP 4552:2016)

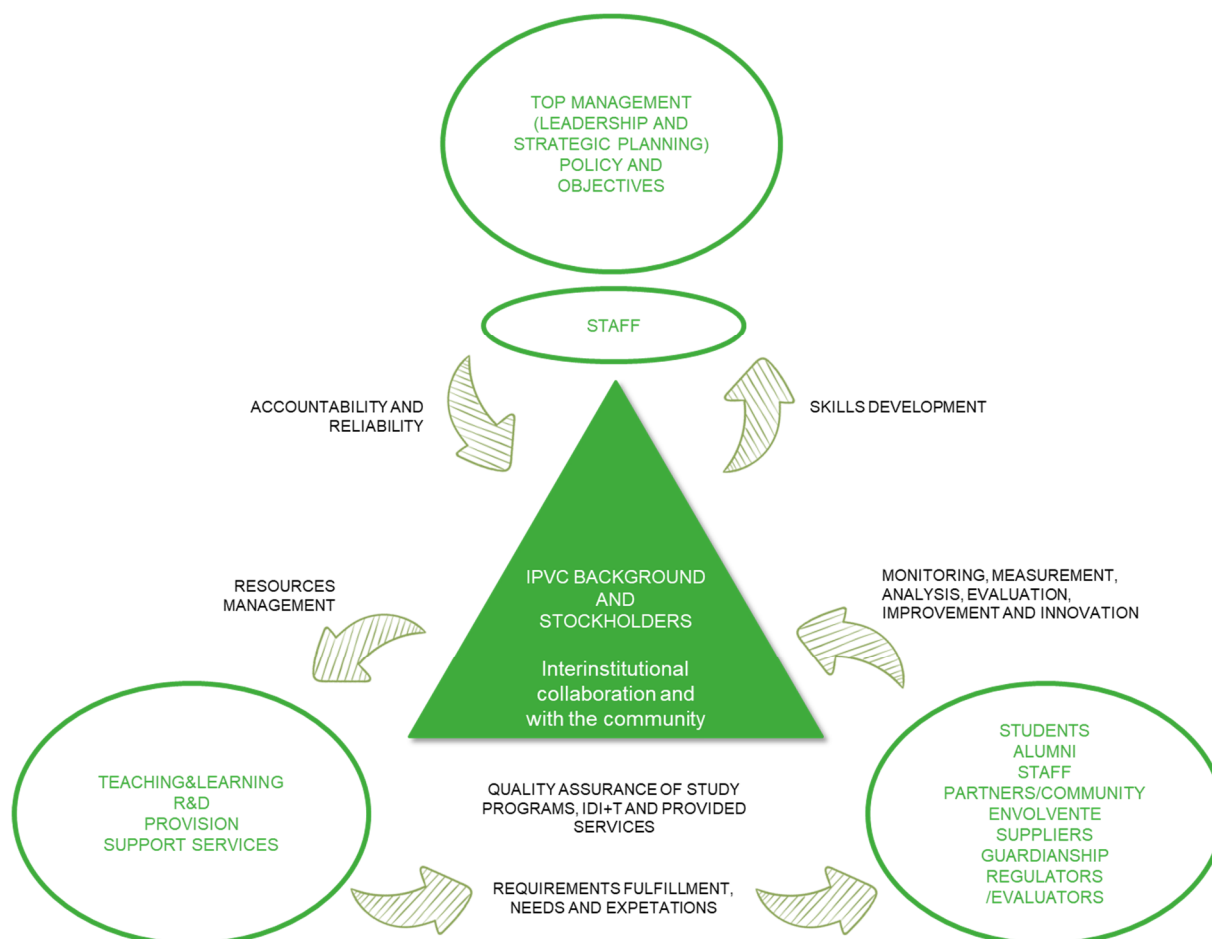
Management of Conciliation between Professional, Family and Personal Life at the Polytechnic Institute of Viana do Castelo in all activities carried out in its Units and Services.

### 2.4. Non-applicable requirements

None applied.

## 2.5. Organizational background and stakeholders

The IPVC determines the external and internal issues which are relevant to its purpose and its strategic guidelines that affect the ability to achieve the objectives. The planning and development of the Institution's MS-IPVC are conducted on the principles of **continuous improvement**, according to the following scheme.



The responsibility for Quality is not only of the GAQ (GIQ, GQ, GIP, GP, and Auditors) but shared by all relevant Stakeholders (mentioned in 2.6), including students and Alumni, employees, organs, guardianship, who jointly constitute the IPVC COMMUNITY. Other relevant stakeholders are the surrounding community, the media, the alumni, and employees' families.





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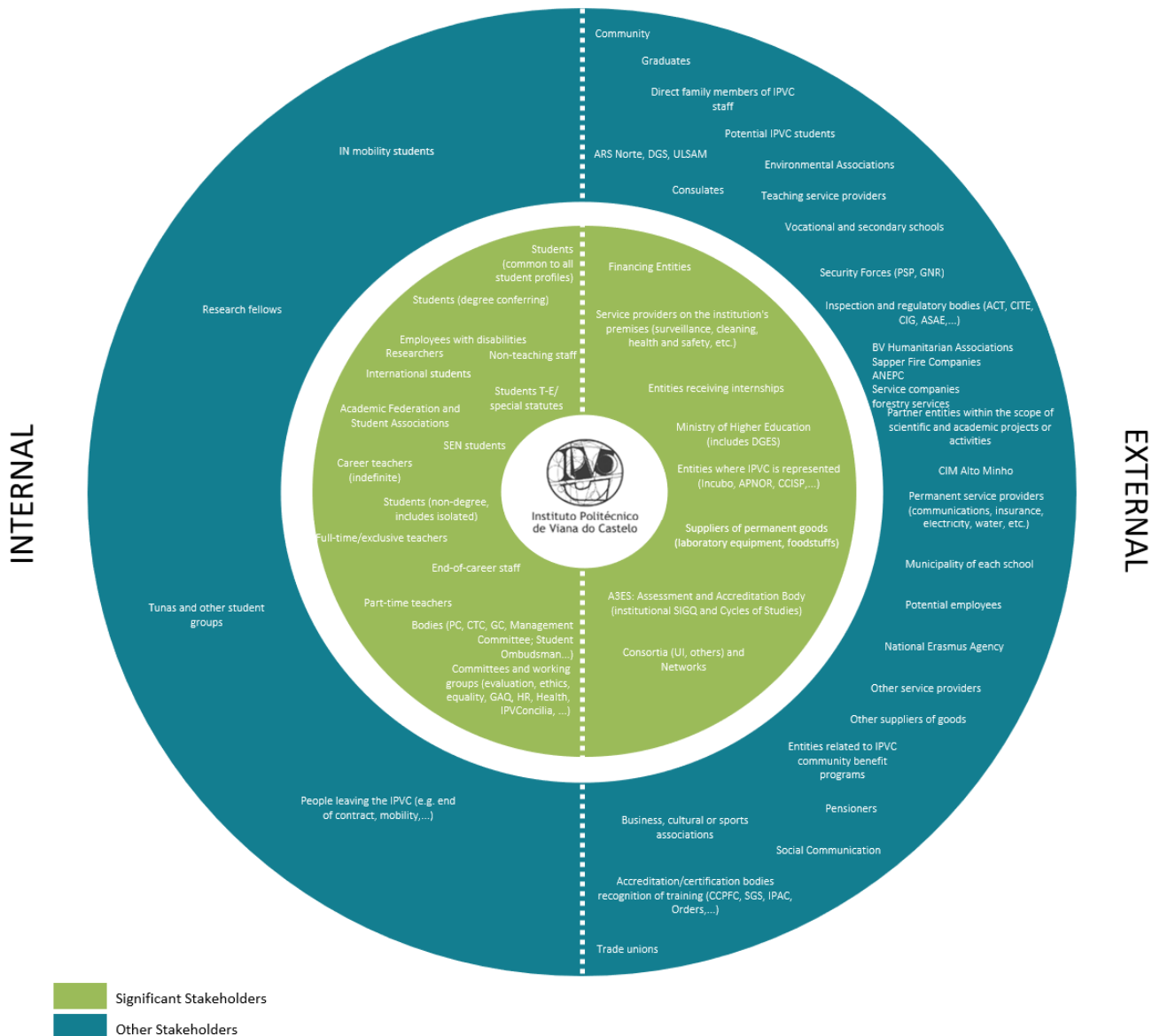
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## 2.6. Significant Stakeholders

### 2.6.1. Quality and Social Responsibility





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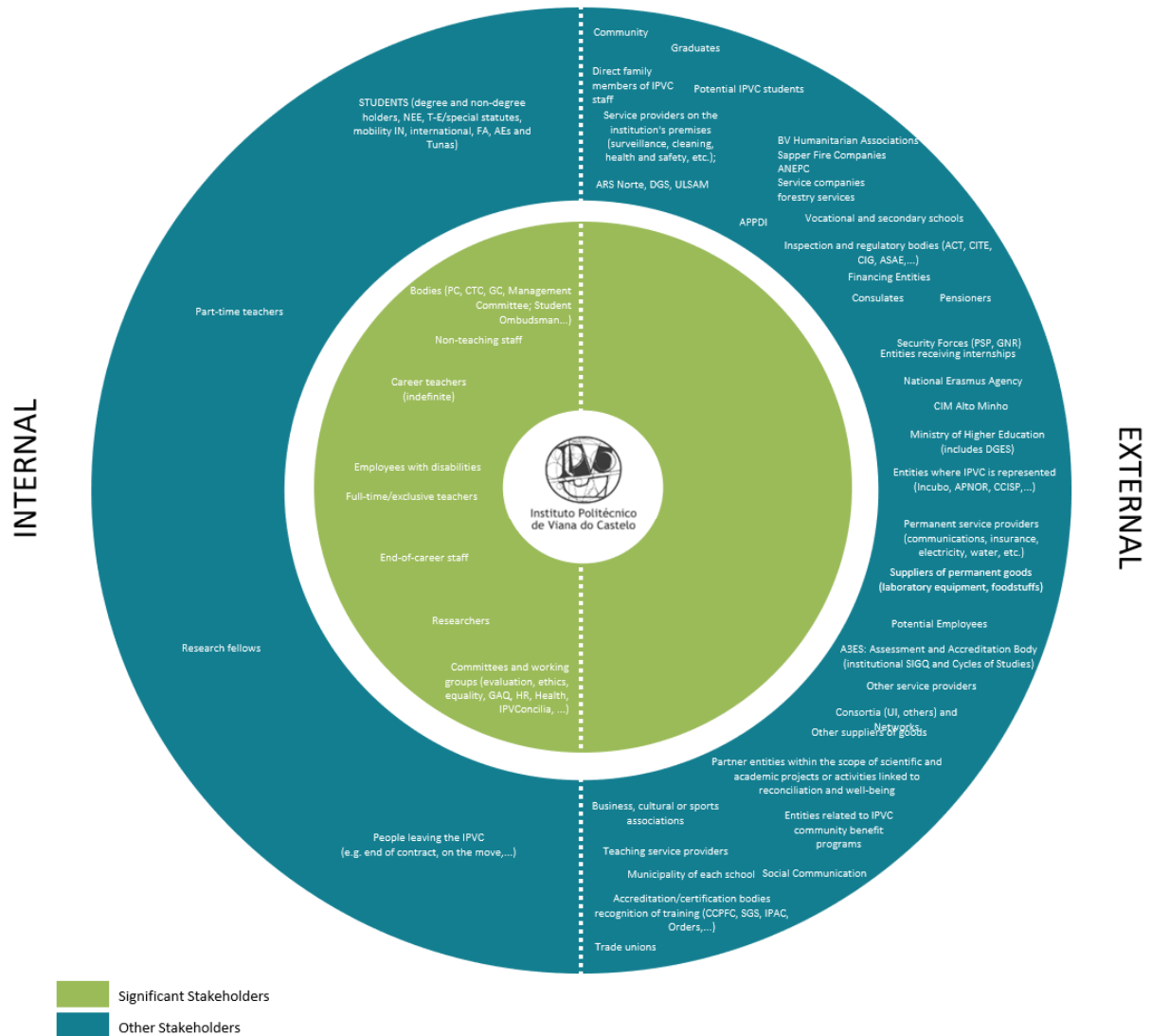
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## 2.6.2. Conciliation



Stakeholders and their needs, expectations, significance and engagement process are identified in GMS-05/01.



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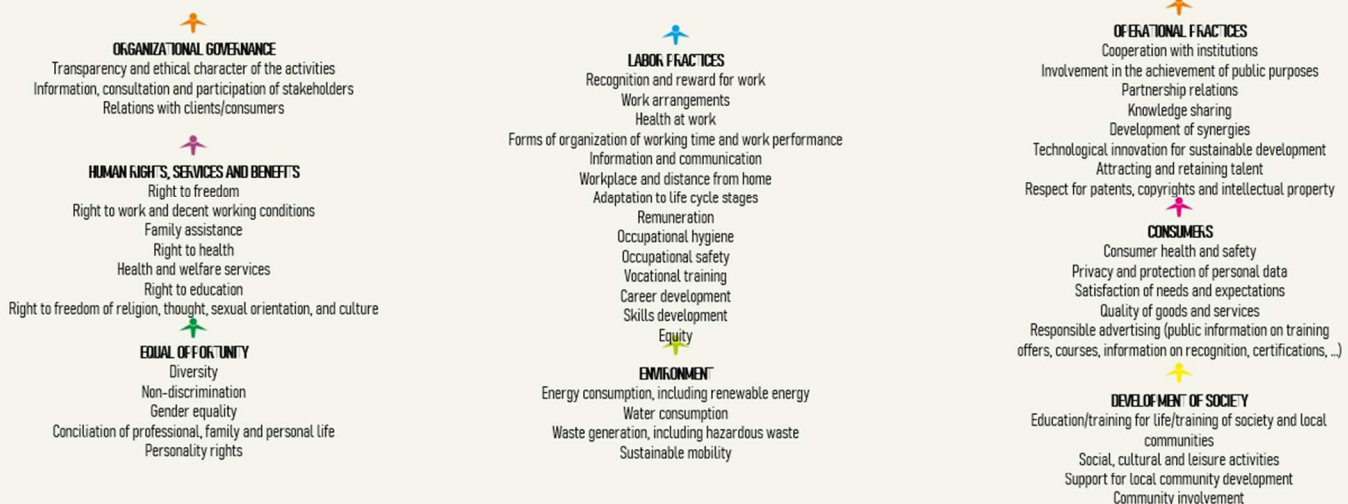
## 2.7. Aspects of Social Responsibility and Conciliation

The Aspects of Social Responsibility of the IPVC includes the Conciliation Aspects, considering that these are a dimension of social responsibility.



### SOCIAL RESPONSIBILITY

#### Strategic Aspects of Social Responsibility for the IPVC



#### A COMMITMENT OF THE IPVC SHARED BY ALL



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SOCIALLY  
RESPONSIBLE  
INSTITUTION

The Significant RS and Conciliation Aspects, Impacts, Management Methodologies and Stakeholders on which they impact are described in GMS-05/02.



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## 2.8. Process Approach

The approach and processes' description was carried out on the "Process Map" model where:

- The objectives
- The inputs and outputs
- The main activities associated with each process
- The responsible and involved people in each of the activities
- The activities' description and association with SDGs and PRME
- The records (retained information) produced in the execution of each of the activities (when applicable)
- The process performance indicators (Appendix I: Indicators Chart)
- The documents (internal and external documented information) and/or the resources necessary for the execution of each activity

The Management System is understood as a set of processes that interact and interrelate with each other (see chapters 2.9 and 2.10); these processes are aligned with the A3ES benchmarks, with the requirements of ISO 9001: 2015 and NP 4552:2016.

The purpose of this methodology of the process approach is to provide a framework to evaluate its performance through appropriate indicators that measure the achievement of objectives.

The follow-up of these indicators is carried out regularly in order to continuously improve the efficiency and effectiveness of the processes and consequently of the organization.

The processes identified and described according to this methodology were grouped into four types:

- I. Strategic Management Processes - processes for defining policies and institutional development - Process of Planning and Strategic Management, as well as the Creation and Restructuring of Courses processes and International Cooperation;
- II. Value Chain Process - Process directly related to Training (Teaching & Learning) of graduated courses (CTeSP, 1st and 2nd Cycle); and Non-degree Courses, including Continuing and Specialized Training; Research and Community Service Provision;
- III. Support Processes – Processes that support the processes of Value Chain and Strategic Management and ensure the Institution operation, in particular the support services, infrastructure, and work environment, management of information and communication systems, processes of interaction with the community and people management;
- IV. Measurement, Analysis, Evaluation, and Improvement Process – verification of the system's compliance with regulatory frameworks and legal and regulatory requirements, assess performance, including the assessment of stakeholders (Appendix I: Map of Indicators and Appendix II: Map of Surveys) their effectiveness and efficiency and contribution towards a continuous improvement.



# Management Manual

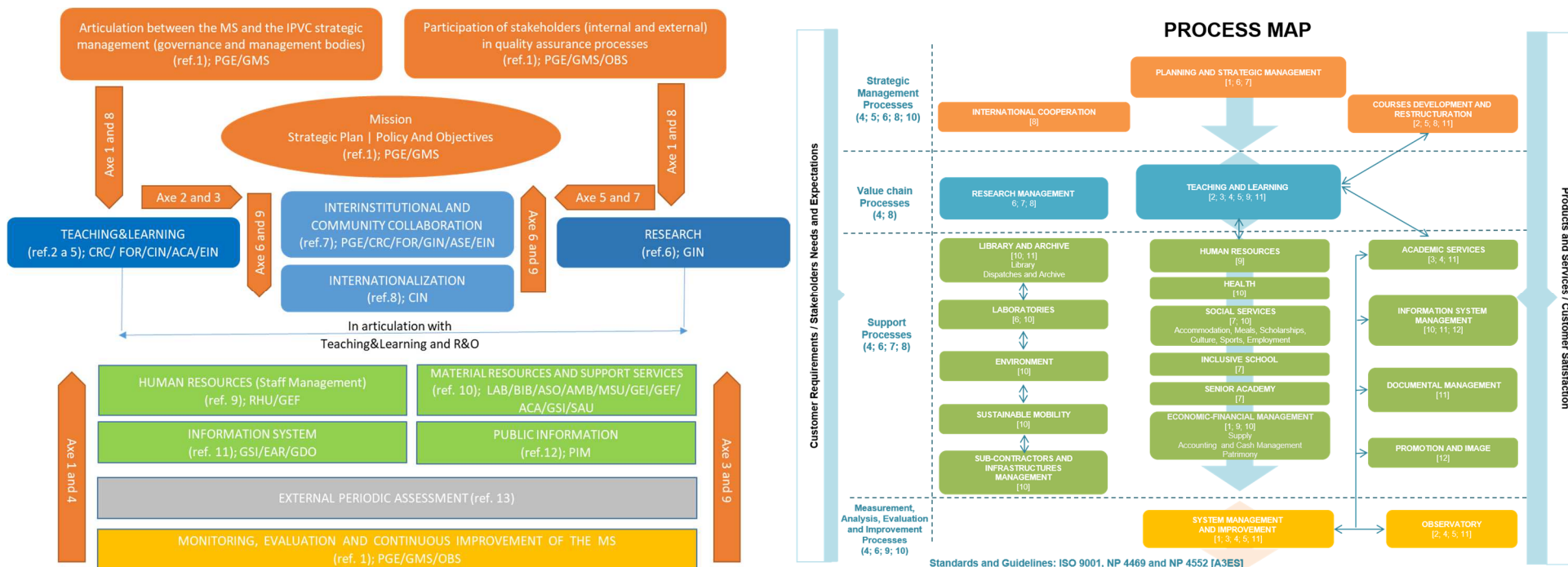
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## 2.9. Interaction of A3ES Guideline Benchmarks with Strategic Axes of the IPVC and MS-IPVC Processes



**MAP A3ES Referentials** and Relation with Strategic Axes and IPVC Processes | **MS-IPVC Processes MAP** and relation with A3ES Benchmark, ISO 9001, NP 4469 e NP 4552

Note: See in Table Appendix III. 1, 2, and 3 – Correspondence between A3ES Benchmarks, the European Standard Guidelines (ESG, 2015), the requirements of ISO 9001:2015, NP 4469:2019, NP 4552, and MS-IPVC Processes

- Orange arrow: Axes of The Strategic Plan IPVC 20-24
- Orange box: A3ES Referential 1 and Strategic Management Processes
- Blue box: A3ES Benchmarks 2 and 8, and Nuclear Processes of IPVC's Mission
- Green box: A3ES Benchmarks 9 to 12 and Support Processes
- Yellow box: A3ES Benchmark 1 and Monitoring, Assessment and System Optimization Processes
- Grey box: A3ES Benchmark 13 External Evaluation



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## 2.10. Planning, Operationalization, Evaluation and Improvement

Considering the organizational context, the stakeholders, risk-based thinking and the opportunities, the **Process of Planning and Strategic Management (PGE)** has as its fundamental activity the elaboration of the Strategic Plan (see chapter 1.8) and annually the Plans and Activities Reports. This process, in close connection with the **System Management and Improvement Process (GMS)**, ensures the organization of the MS-IPVC and the implementation, monitoring, and review of the Management Policy, linked to its aims and its effective application to the processes and the annual review of the MS itself (see scheme 2.10.1.). The consultation processes, including incident management and surveys of stakeholders (see Appendix I), performance indicators (see Appendix II), and the internal and external audits are monitoring and core evaluation activities, allowing to check the effectiveness of the system, to act as a booster to improvement and provide the IPVC with new perspectives and information to ensure the institution and the public the quality of IPVC activities.

The management of partnerships (regional and national) for **Teaching and Learning** and **Applied Research (Research Management Process)**, together with the **Internationalization** strategy, including the mobility of students and staff (**International Cooperation Process**), constitute the support for the implementation of the IPVC policy for **Cooperation with society**.

Also, at the strategic level, the Process for **Courses Development and Restructuration (CRC)** manages the creation of new courses or the review of existing ones, based on a periodic evaluation of the training offer, by listening to interested parties to detect needs and opportunities, in particular regional training needs, and the potential for employability, available resources, opportunities for partnerships with other HEIs but also considering the competition.

The **Teaching and Learning Process (FOR)** ensures the planning and execution of the educational activity, monitoring, analysis, and evaluation of teaching activities and student satisfaction, with a view to continuous improvement and innovation of teaching & learning, involving in this process all organs and relevant stakeholders. The center of **Quality Assurance of teaching & learning** is the Curricular Units (UC), which constitute the Study Plan, seeking a continuous commitment of students and teachers at the level of each UC, Course Coordination (CC), Disciplinary Groups (GD, where the UC's and teachers are), Directorates, CTC and Pedagogical Councils (CP) of the UOs and, at the central level, the Coordinating CTC and the Presidency, in particular in the allocation of resources (annual definition of the training offer, Teaching Service, among others).

From UC monitoring and evaluation results UC report (RUC), which is used by the CC in preparing the Annual Course Report (RAC). The information of the RACs and the Annual Process Reports (RAP) is integrated in the Annual Balance Sheets of the UOs, these being added to the System Review (see diagram 2.10.1.).

Thus, the structure of the MS-IPVC, with successive levels of Evaluation: from the UC to the course, through IDI&T (Research Management Process), International Cooperation and the Support Resources and Services (**Support Processes**), to the substantive meta-evaluation of the MS, allows its periodic Review (**System Management and Improvement Process - GMS**) (see scheme 2.10.1.).





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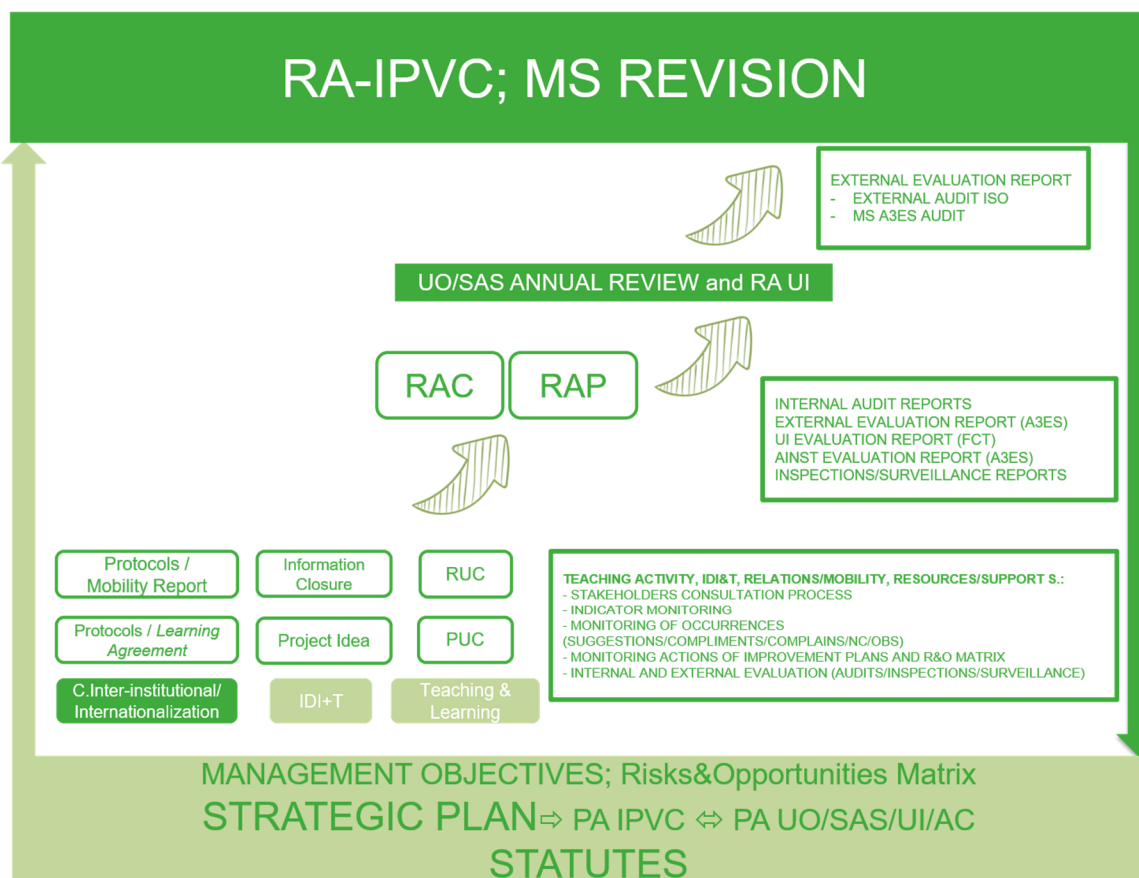
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## 2.10.1. Schedule Planning and Balance, Reporting and System Review of MS-IPVC

Planning	Responsible	Deadlines
Strategic Plan (2020-2024)	Presidency/CG	Until 6 months after taking office
Annual Activities Plan Information UO/UI/SAS	School Direction/UI Coord.	october
IPVC Annual Activities Plan	Presidency/CG	november
Objectives and Quality Program	GAQ/Presidency	may
SIGQ Documentation Update	GAQ (GIP/GP)/Presidency	march
PUC's	Teachers/CC/CTC	Up to 15 days after the start of the semester
Definition of the training offer– preparation of DSD	School Direction/AC/GD/CTC/GT	march-july
Reporting e Review	Responsible	Deadlines
RUC	Teacher	Up to 2 months after the end of the semester
RAC	CC	31 december
RAP	GIP/GP	31 january
BQ UO/SAS e RA UI	GQ/GP/UI Coord	15 february
IPVC Annual Activity Report	Presidency/CG	march-april
Sistem Review	GAQ/Presidency	may





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## 2.11. MS-IPVC Management Structure

The functioning model of the IPVCs' Management System (MS-IPVC) is based on a structure with a coordinating center, and members selected by the IPVC Central Services (SC), Organic Units (UO) and Functional Unit-SAS, namely:

- IPVC Top Management - Pro-President for Quality and Quality Institutional Manager (GIQ-IPVC);
- IPVC's Assessment and Quality Department - Coordinated by GIQ-IPVC;
- Quality Department of SC/UO/SAS, made up by the Quality Managers (GQ) of SC/UO/SAS, respectively;
- Process Coordinating Group - coordinated by the Process Institutional Manager (GIP) which includes the Process Managers (GP).

1. **The Assessment and Quality Department (GAQ)**, coordinated by the IPVC-GIQ, integrates the GQs of SC/UO/SAS and has the following assignments:

- 1.1. Coordinating, promoting, and revising the MS in the IPVC;
- 1.2 Preparing the institutional documents of the MS, including the Management Manual;
- 1.3 Preparing the IPVCs Annual Management Program;
- 1.4 Preparing the IPVCs Annual Program of Audits as well as ensuring its implementation;
- 1.5 Preparing the annual review of the MS by the Top Management (based on the Management Balances of the SC/UO/SAS and Annual Process Reports, Annual Reports of Courses and IPVC Annual Activity Report);
- 1.6. Report to Top Management the performance of the MS and any improvement needed;
- 1.7. Coordinating the administrative process of assessment/certification of degree courses (bachelors' degrees, masters' degrees) and the CTESP and continuous/specialized training;
- 1.8. Coordinating, together with Top Management, the definition of responsibilities, resources, methodologies, and deadlines for improvement, implementation and innovation resulting from System Revision;
- 1.9. Cooperating with the IPVCs' Top Management and Human Resources Division to analyze the necessity for internal training activities.

2. The **Quality Department (GaQ) of SC/UO/SAS** is coordinated by the Quality Manager(s) of SC/UO/SAS, incorporating the process managers and, in the case of UO/SAS integrating, also, one student. The GaQ has the following tasks:

- 2.1 To coordinate, promote and guarantee the revision and improvement of the MS in the SC/UO/SAS;
- 2.2 To analyze the inputs for the system revision and prepare the Annual Management Balance of its Unit;
- 2.3 To analyze the occurrences (compliments, suggestions for improvement, complaints, non-conformities, and observations) associated to the processes of the respective Unit;



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- 2.4 To monitor the Risks & Opportunities Matrix (R&O) of the respective Unit; Monitor corrective and preventive actions to be implemented;
  - 2.5 To coordinate the processes of the respective Unit with the Process Managers;
  - 2.6 To collaborate in the evaluation process / Certification of the studies' cycles of the respective School and of the lifelong learning/specialized training.
- 3 The **Process Coordination Groups** cover all MS-IPVC processes and have the purpose of articulating the processes in the SC/UO/UI/SAS, aiming at standardization of procedures whenever possible, identification of best practices, and continuous improvement of those.

Each group is composed of SC/UO/UI/SAS process managers, as applicable. Each team has a coordinator (**Institutional Process Manager-GIP**) that meets periodically (whenever justified and at least quarterly) and has the responsibility of managing the respective process. It responds by complying with the matrix, analyses the indicators that concern it, analyses the documents related to the process, and proposes solutions to management bodies to improve its services.

In addition, the Institutional Process Manager-GIP has the mission of convening and logistically guaranteeing the operation of the group, as well as transmitting or receiving information from the Assessment and Quality Department.

- 4 **IPVC's Institutional Quality Manager (GIQ-IPVC)**, appointed by the IPVC's President as Pro-President for Quality and Social Responsibility, has the following tasks:
- 4.1 Support the Top Management in the strategic planning and management of the institution;
  - 4.2 Coordination of IPVC's Assessment and Quality Department; to implement, maintain and promote the MS-IPVC;
  - 4.3 Coordinate the elaboration, approval, alteration, and distribution of the MS documents;
  - 4.4 Ensure the adequate updating and use of the MS-IPVC management platform;
  - 4.5 Plan, convene and conduct periodic meetings of the IPVC Assessment and Quality Department;
  - 4.6 Prepare the annual System Audit Program and ensure its implementation;
  - 4.7 Propose specific information or training actions in areas that are crucial to Quality and Social Responsibility according to diagnosed needs;
  - 4.8 Verify the follow-up of actions to treat Risks and Opportunities (R&O Matrix) and of occurrences and collaborate in the proposal of action;
  - 4.9 Coordinate the MS-IPVC annual review;
  - 4.10 Coordinate the administrative processes of certification of the study cycles and continuing education and certification of the MS;



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4.11 Channel the IPVCs internal/external communications regarding Quality, Social Responsibility, and Conciliation (events; measures/practices, objectives, suggestions, ...);

4.12 Ensure communication with evaluation/certification bodies and certifiers.

5 The **Quality Managers (GQ)** of SC/UO/SAS, nominated by the President, UOs Directors, and SASs Administrator, respectively, have the following tasks:

(NOTE: The Quality Department of the UO always has at least one element of the Board of the UO and one student)

5.1 Support the Top Management of the Unit in the strategic planning and management of the Unit;

5.2 Coordinate the Units Quality Department; implement, maintain, and promote the MS-IPVC;

5.3 Collaborate in the accomplishment of the MSM defined regulations;

5.4 Collaborate in planning and conducting audits;

5.5 Analyze and revise the Processes' monitoring indicators of the Processes and Courses of each unit;

5.6 Analyze and monitor the Process R&O Matrix applicable to the SC/UO/SAS and the Course Improvement Plans of the respective UO;

5.7 Propose informational/training activities in specific fields or in any pertinent areas for Quality and Social Responsibility depending on given needs;

5.8 Verify the follow-up of occurrences and collaborate in the proposal of actions to treat risks and opportunities, including improvement actions, corrective actions, and preventive actions;

5.9 Prepare the Management Balance of the respective Unit;

5.10 Prepare and monitor the Risks & Opportunities Matrix (R&O) of the respective Unit;

5.11 To channel the internal/external communications of the IPVC regarding Quality, Social Responsibility, and Conciliation (events, measures/practices, objectives, suggestions ...);

5.12 Collaborate in the processes of assessment/certification of the study cycles and continuous education of each Unit and the MS Certification.

6 The **Process Managers** are divided into two types:

(NOTE: GIP / GP associated with Bodies and Services are inherently responsible for these bodies and services)

6.1 **Institutional Process Managers (GIP)**, assigned by IPVC's President and Institutional Quality Manager, have the following tasks:

6.1.1 Develop/revise the respective process maps, procedures, work instructions, and printed documents together with others involved in the activities, reporting systematically to the Assessment and Quality Department;

6.1.2 Prepare the **Risks & Opportunities Matrix (R&O)** of the respective Process and ensure its implementation;



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- 6.1.3 Prepare the List of Legal Requirements and Conformity Assessment of the respective Process and ensure its biannual update;
- 6.1.4 Monitor the implementation of the processes and its continuous improvement, following the actions contained in the Improvement Plans and informing the GIQ;
- 6.1.5 Plan, request and conduct regular reunions with Process Managers;
- 6.1.6 Monitor the process analyzes indicators, according to the needed frequency and informing the GIQ;
- 6.1.7 Collaborate in conducting internal audits of the Processes and/or MS;
- 6.1.8 Register and/or follow-up on occurrences; verify the following-up of it and collaborate in the proposal of actions to treat risks and opportunities associated to the process, including improvement actions, correction, and preventive actions;
- 6.1.9 Develop an Annual Process Report.

6.2 SC/UO/UI/SAS **Process Managers (GP)**, assigned by SC/UO/UF Quality Manager of, have the following functions:

- 6.2.1 Collaborate with the GIP in the elaboration/review of the process map and procedures, working instructions, and associated forms of the SC/UO/SAS, with the collaboration of others involved in the activities and informing the respective Quality Manager;
- 6.2.2 Implement the process and collaborate in continuous improvement by analyzing the actions included in the Plans of Action for the R&O Matrix and occurrence register;
- 6.2.3 Collect, process, and analyze data from process indicators;
- 6.2.4 Propose information or training actions in specific areas or areas that are decisive to the Process according to the diagnosed training needs;
- 6.2.5 Collaborate in conducting internal audits of the Process and/or the MS;
- 6.2.6 Collaborate on the following-up of registered occurrences.



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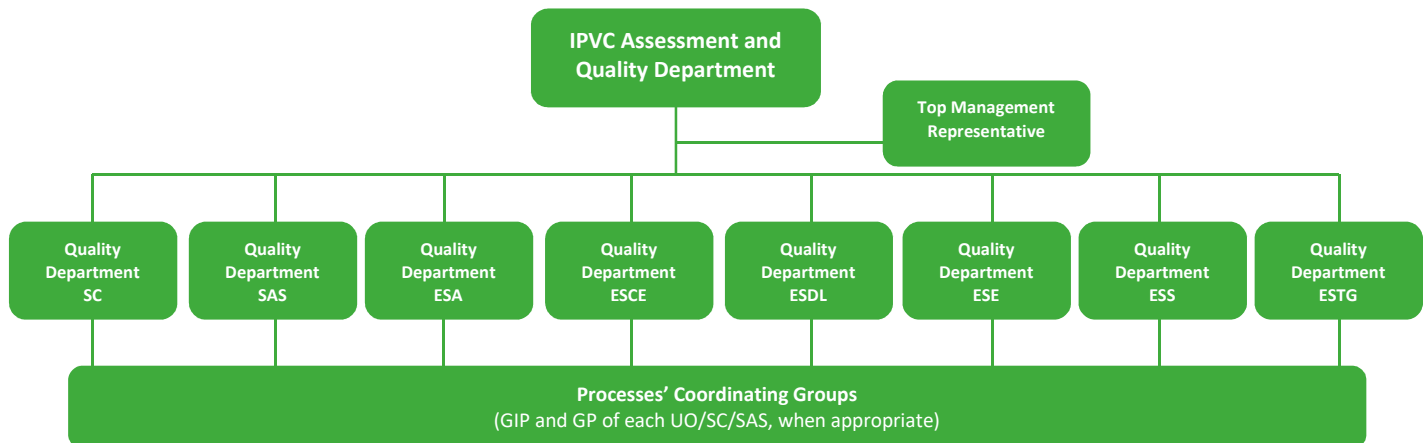
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## Organizational Chart of the Assessment and Quality Department



The IPVC's Institutional Quality Manager and SC/UO/SAS Quality Managers are assigned to:

- Ensure that the necessary, implemented and improved processes for the efficient functioning of the MS-IPVC are established, implemented, guaranteeing all requirements for quality assurance of teaching&learning and R&D and service delivery, interaction with society, internationalization, human and material resources and support services, adequate information management including public information;
- Assess the performance of the System with a definition of performance indicators (Appendix I: Map of Indicators), including stakeholder survey results (Appendix I: Indicator Map) with annual Meta-Assessment (Review resulting from successive levels of evaluation from the Course, Processes, Services and UO and RU to the System as a whole) and any improvement needs identified by stakeholders, including recommendations and conditions of external evaluation/certification bodies;
- Ensure that the entire organization is aware of the need to comply with stakeholders' requirements.

The GAQ-IPVC also cooperates very closely with the **Internal Auditors**, who contribute to the achievement of the Annual Audits Program by performing the Internal Audits foreseen in the System.





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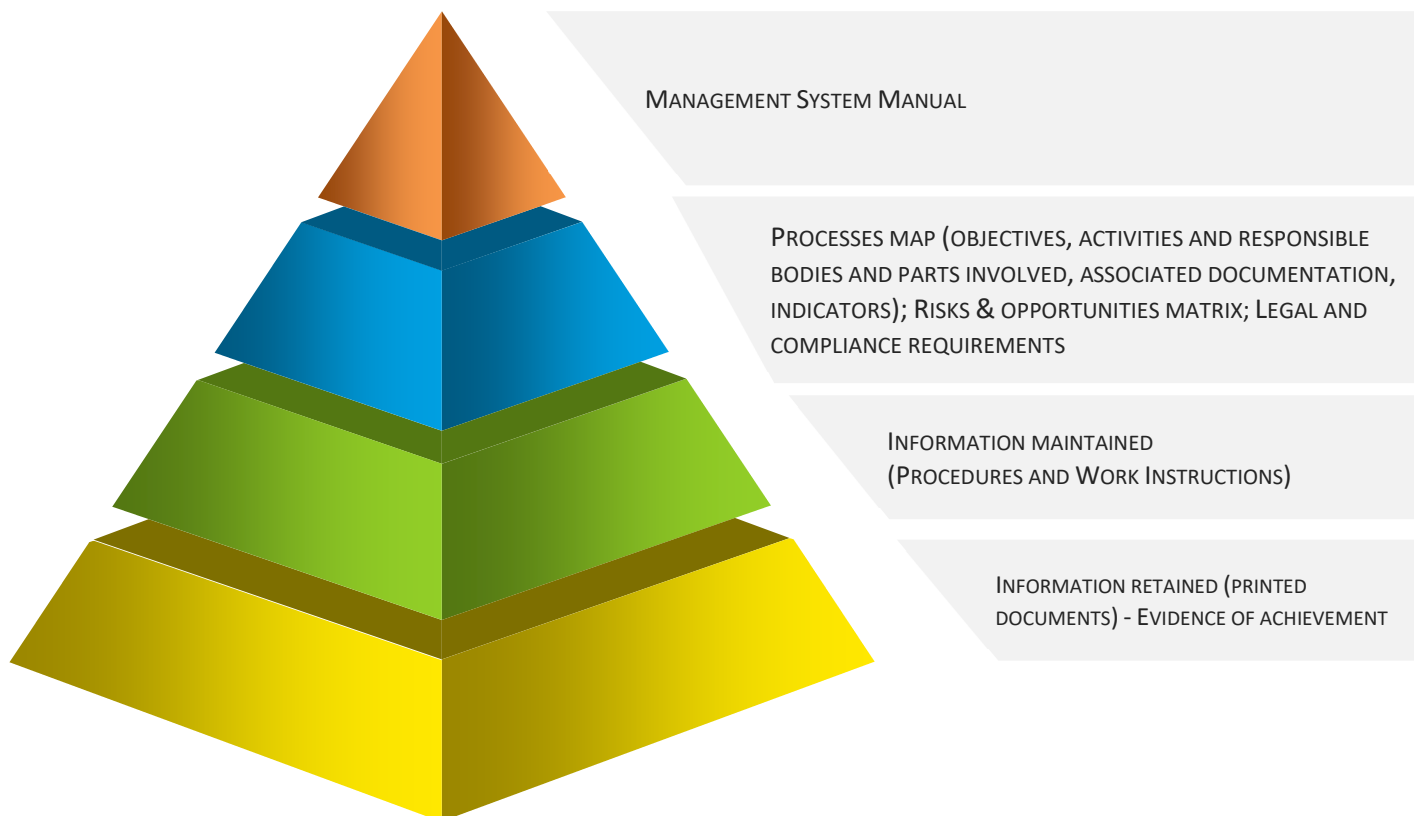
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## 2.12. Documental Framework

The MS-IPVC documents are organized in the following way:





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## 2.13. List of MS Documents (<https://on.ipvc.pt/>)

PROCESS	Sub-process	Related Documents								
		SC	ESA	ESE	ESCE	ESDL	ESS	ESTG	UI's	SAS
STRATEGIC MANAGEMENT (GE)	PLANNING AND STRATEGIC MANAGEMENT (PGE)	- Process Map: PGE - Procedures: Elaboração do PE, Denúncias, Guia de Recomendações para Gestão de Reuniões, Correspondência Eletrónica e Pausa Digital no IPVC. - Printouts: Atividade proposta a integrar PA, Descrição de Atividades a integrar RA, Plano de Ações do PE, Programa de Gestão da Conciliação. <a href="#">Strategic Plan</a> ; <a href="#">Activity Plan</a> ; <a href="#">Activity Report</a> ; <a href="#">Equality Plan IPVC</a>								
	INTERNATIONAL COOPERATION (CIN)	- Process Map: CIN - Procedures: Estabelecimento de Parcerias, Estágios Internacionais para diplomados, Mobilidade de Docentes e Não Docentes, Mobilidade de Alunos, Mobilidade de Alunos em Espaço Lusófono. - Printouts: <i>Application Form for Erasmus Students Accommodation</i> , Relatório Final CIN, <i>Higher Education Learning Agreement for Traineeships</i> , Proposta do plano de equivalências/alteração ao plano de equivalências, Relatório Final, Acordo de Aprendizagem, Ficha de Aluno, <i>Confirmation of teaching and staff training exchange</i> , <i>Letter of acceptance for teachers and staff training exchange</i> , <i>Certificate of Attendance and Evaluation for Work Placements</i> , Ficha de Candidatura - ERASMUS Guide Friend, <i>Letter of Acceptance</i> , <i>Confirmation of arrival / departure for international students</i> . EACEA EC, Documentos da Agência Nacional <a href="http://internacional.ipvc.pt/">http://internacional.ipvc.pt/</a> , <a href="https://www.ipvc.pt/internacional/video-de-apresentacao-2/">https://www.ipvc.pt/internacional/video-de-apresentacao-2/</a> , <a href="http://help.ipvc.pt/doku.php?id=internacional_erasmus">http://help.ipvc.pt/doku.php?id=internacional_erasmus</a>								(Accommodation, Food and other services like Sports Center, Health Department)
	COURSE DEVELOPMENT AND RESTRUCTURING (CRC)	- Process Map: CRC - Procedures: Procedimento de Criação de Cursos, Procedimento de Reestruturação de Cursos, Procedimento de Suspensão ou Extinção de Cursos. - Printouts: Proposta de Criação, Proposta de Reestruturação de Cursos, Proposta de Suspensão ou Extinção de Cursos; Guiões da A3ES e DGES; Atas CTC-IPVC								(Analysis of support service needs)
TEACHING AND LEARNING (FOR)	(PGE Activity and Formative Supply Evaluation; DSD and CRC)	- Process Map FOR - Procedures/Work Instructions: Identificação de Necessidades, Elaboração de horários, Criação e Revisão de Programa de Unidade Curricular, Planeamento de Outras Atividades do Curso, Atividade Letiva, Calendarização das avaliações, Atendimento aos Estudantes, Atividades de Estágio/Ensino, Clínico/IPP/PES/Projeto/Dissertação, Avaliação do Curso, Normas Administrativas para a Distribuição do Serviço Docente. - Printouts: <i>Attendance Register CTeSP Traineeship</i> , Calendarização Avaliação Contínua, Calendarização Avaliações Finais, Caracterização da Entidade Promotora de Estágio, <i>Curricular Unit Program</i> , Estágio Final - Avaliação do Orientador Externo, Ficha de Orientador Estágio, Identificação de Necessidades Físicas (salas/espacos pedagógicos, laboratórios), Mapa de Assiduidade, Mapa de Assiduidade (Ensinos Clínicos, Estágios e PES), Mapa de Assiduidade Estágios CTeSP, Mapa de Vigilâncias, Mapa Distribuição Estudantes em Estágio, Modelo - Protocolo para a formação em contexto de trabalho, Planeamento e Acompanhamento do Estágio Docente Orientador CTeSP, Plano de Trabalho Estágios CTeSP, Programa da Unidade Curricular-Português, <i>Protocol for in-service training</i> , Relatório Anual de Curso, Relatório Anual de Curso (Público), Relatório da Unidade Curricular, <i>Training Evaluation Form (External Supervisor)</i> . <a href="#">Moodle Platform</a> : <a href="on.ipvc.pt">on.ipvc.pt</a> (atividade letiva, DSD), Manual da Plataforma da Distribuição de Serviço Docente. Planos de estudos dos cursos existentes ou propostos.								Links to: Scholarship failures and impact on Scholarship; Health Office by flagging students who, by monitoring attendance/failure are flagged as potential dropouts.
RESEARCH MANAGEMENT (GIN)		- Process Map: GIN - Procedures: Procedimento Geral para Projetos Financiados, Procedimento Geral para Projetos de Prestação de Serviços. - Printouts: Ideia de Projeto Financiada, Proposta de Prestação de Serviços, Informação de Encerramento, Inquérito PROJETOS liderados pelo IPVC. Formulários de candidatura, Regulamento do Programa Financiador, Termo de Aceitação/Contrato/Protocolo; Pedido de Reembolso/Saldo final (Ligação a Processo FOR por uso de procedimentos para Formação especializada e contínua (quando aplicável)) <a href="#">TECH-IPVC</a> .								(SAS funded projects follow GPR procedures and OTIC support and monitoring);
HUMAN RESOURCES (RHU)		- Process Map: RHU - Procedures/Work Instructions: Recrutamento e avaliação do desempenho do pessoal docente, Recrutamento e avaliação de desempenho do pessoal não docente, Formação Contínua - Docentes, Remunerações, Abonos e Benefícios Sociais, Atribuição das Ajudas de Custo e Transporte, Avaliação dos Professores em Período experimental. - Printouts: Pedido de Deslocação em Serviço/Formação, Ficha Biográfica Externos, Proposta de serviço de horas extraordinárias, Teletrabalho, Guião de Entrevista de Saída, Diagnóstico de Necessidades de Formação, Requerimento para Acumulação de Funções, Boletim Itinerário, Pedido de deslocação em serviço, Registo de Trabalho Suplementar, Registo de recibos ADSE, Justificação de ausência ao serviço, Ficha Biográfica, Avaliação da Eficácia da Formação, Plano de Formação, Pedido de Formação, Acolhimento e Formação no Posto de Trabalho, Abertura de Processo Individual, Proposta de Contratação de Pessoal Docente, Declaração de incompatibilidades impedimentos e escusa, Declaração de IRS, Formulário de Opção de Inscrição como Beneficiário Titular, Trabalho Normal Nocturno, Manual de Funções, Declaração de tempo integral/Acumulação, Participação de Retorno ao Serviço, Mapa de Férias - Impresso Manual, Licença para férias, Identificação de Necessidades de atualização Pedagógica (Pessoal Docente), Declaração de Presença em Formação, Registo de presenças e sumários, Relação de Necessidades de Formação, Formação Avançada, Proposta de Abertura de Concurso para Pessoal Docente. <a href="#">Manual de Acolhimento Colaboradores IPVC</a> , Manual de Funções <a href="https://www.ipvc.pt/ipvc/servicos/recursos-humanos/">https://www.ipvc.pt/ipvc/servicos/recursos-humanos/</a> ; <a href="#">Support Guide/User Manual – Recruiting Pool</a>								
HEALTH (SAU)		- Process Map: SAU - Procedures/Work Instructions: Regulamento de Funcionamento Interno do Gabinete de Saúde e Bem-Estar, Acidentes em serviço e doenças profissionais, Serviço de Medicina no trabalho, Gestão de consultas do gabinete de saúde, Caixa de primeiros socorros. - Printouts: Agendamento de consultas de medicina no trabalho, Ficha de utente, Plano anual de atividades do gabinete de saúde, Caixa de primeiros socorros, Declaração de presença, Ficha de aptidão para o trabalho, Participação e qualificação do acidente em serviço, Anexo II Boletim de acompanhamento médico, Inquérito anual de avaliação da satisfação, Ficha clínica. <a href="https://www.ipvc.pt/viver/gabinete-de-saude/">https://www.ipvc.pt/viver/gabinete-de-saude/</a>								



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PROCESS	Sub-process	RELATED DOCUMENTS							UI's	SAS	
		SC	ESA	ESE	ESCE	ESDL	ESS	ESTG			
ACADEMIC SERVICES (ACA)		<p>- Process Map: ACA</p> <p>- Procedures/Work Instructions: Plano de Estudos, Candidaturas Matrícula/Renovação e Inscrições em exame, Estatutos Especiais, Reconhecimento de Grau/Equivalências /Creditações, Classificações e Assiduidade, Bolsas de Mérito/Prémios, Certificados/Cartas de Curso/Declarações, Tratamento de Dados, Reconhecimento grau académico estrangeiro, Anulação/Matrícula/Abandono Escolar, Entrega de dissertação, trabalho de projeto ou relatório de estágio, nos cursos de Mestrado.</p> <p>- Printouts: Candidaturas, Regime de Reingresso, Mudança de Curso e Transferência, Concursos Especiais para Acesso ao Ensino Superior, Concursos para CET-Cursos Especialização Tecnológica, Concursos para Pós-Licenciaturas/Pós-Graduações, Provas especialmente adequadas destinadas a avaliar a capacidade para a frequência dos cursos superiores do IPVC dos maiores de 23 anos, Provas de ingresso específicas dos titulares de CET e dos titulares de CTeSP, Regimes de Reingresso, Regimes de Mudança de par instituição / curso, Concursos Especiais: Candidatos com aproveitamento às provas para Maiores de 23 anos, Concursos Especiais: Titulares de um Diploma de Especialização Tecnológica (CET), Concursos Especiais: Titulares de um Diploma de Técnico Superior Profissional (CTeSP), Concursos Especiais: Titulares de Cursos Médios e Superiores, Inscrição em Prova de acesso a candidatura a Mestrado; outros, Ingresso nos Cursos Técnicos Superiores Profissionais do IPVC, Lista Provisória/Definitiva Estudante Internacional, Modelo de Edital de Mestrado/CTeSP/Pós-Graduação/....., Declaração Estudante Internacional, Declaração Admitido/Colocado Estudante Internacional, Lista Provisória/Definitiva Concurso Para titulares de dupla certificação ao nível do ensino secundário e cursos artísticos especializados, Boletim de inscrição no Estágio Final de Curso(aplicável na ESA), Boletim de inscrição, Anulação/Reembolso/redução do valor da Propina, Boletim Inscrição em exames, Frequência em UC Isoladas, Reembolso de emolumentos de Revisão de Prova, Autorização de Débito Direto, Inscrição extraordinária a Unidades Curriculares, Estatutos Especiais, Pedido de Equivalências Estrangeiro/reconhecimento de Grau, Pedido de Registo de Grau no IPVC, Pedido Creditação académica e profissional, Requerimento Creditação de UC de CTeSP para Licenciatura, Requerimento Creditação de UC isoladas, declaração de Presença, Dispensa de frequência as aulas, Relevação de faltas, Correção de pautas, Revisão de Prova, Reembolso de alteração da nota na sequência da Revisão de Prova, Ata da Comissão de estágios de fim de curso - nomeação do júri de avaliação de estágio da ESA – aplica-se apenas na ESA, Ata do júri de avaliação de estágio da ESA – aplica-se apenas na ESA, Pauta de classificação final de estágio da ESA – aplica-se apenas na ESA, candidatura, Pedido de Certificados/Diplomas, Diploma de CTeSP, Certificado de CTeSP, Diploma Pós-Graduação, Certificado Pós-Graduação, Certificado de Unidades Curriculares Isoladas, Diploma discriminação UC Licenciatura, Diploma de Licenciatura, Carta de Curso de Licenciatura, Diploma discriminação UC Mestrado, Diploma de Mestrado, Carta de Curso de Mestrado, Registo do Diploma, Declaração entrega documentos, Declaração de autorização a terceiros para levantar documentos, Calendário Escolar , Proposta de dissertação, trabalho de projeto ou estágio, Requerimento para apreciação e discussão pública da dissertação, trabalho de projeto ou relatório de estágio ou relatório final de prática de ensino supervisionada, Parecer do orientador da dissertação, trabalho de projeto ou relatório de estágio, Dados do aluno e da dissertação, trabalho de projeto ou estágio ou prática de ensino supervisionada.</p> <p>- Specific Pedagogical Regulations of the School with rules on Assessment, transition, and attendance, DGES dispatches and letters, <a href="https://www.ipvc.pt/ipvc/servicos/servicos-academicos-apresentacao/">Academic Services Portal netP@: https://www.ipvc.pt/ipvc/servicos/servicos-academicos-apresentacao/</a></p>								(Linked to process: for monitoring of situations signaled as dropouts; cooperation with new student enrollments; PIM for dissemination of social support)	
LIBRARY AND ARCHIVE	LIBRARY (BIB)	(SI & PAT Support)	<p>- Process Map: BIB</p> <p>- Procedures/Work Instructions: Funcionamento e Gestão, Aquisição, Tratamento Técnico Documental e Difusão da Informação, Gestão e Acesso à Documentação, Serviços de apoio ao ensino -aprendizagem e à investigação, Biblioteca Digital, Manual de Funcionamento da Aplicação RADA_IJS.</p> <p>- Printouts: Horário da Biblioteca, <i>Library Timetable</i>, Listagem de Documentos Extraviados, Ficha de Inscrição, <i>Application Form</i>, Empréstimo presencial de Outros Documentos, Empréstimo Interescolas e Interbibliotecas, <i>Interlibrary and Interschool Loan Service</i>, Listagem de Processos Interescolas e Interbibliotecas, Reserva de documentos, Livros de consulta permanente, Receitas, Declaração de direitos de autor, <i>Copyright Notice</i>.</p> <p>- Regulamento das Bibliotecas <a href="https://www.ipvc.pt/ipvc/servicos/bibliotecas/http://help.ipvc.pt/doku.php?id=b-on">https://www.ipvc.pt/ipvc/servicos/bibliotecas/http://help.ipvc.pt/doku.php?id=b-on</a></p>								
	DISPATCHES AND ARCHIVE (EAR)		<p>- Process Map: EAR</p> <p>- Procedures/Work Instructions: Expediente, Glossário de Termos Chave, Arquivo da documentação relativa à avaliação letiva e Registo de Consulta de Unidades de Instalação, Manual de Boas Práticas do Atendimento, Manual de Boas Práticas do Atendimento - Adenda Inglês, Manual de Utilização Aastra 6731i.</p> <p>- Printouts: Bloco de Notas, Registo de Consulta, Ficha de Arquivo, Protocolo.</p> <p>Manual de Utilização Aastra 6731i. Manual de Boas Práticas do Atendimento, Listagens Automáticas geradas a partir do Sistema VOIP, Adenda - atendimento telefónico em inglês, Circular/Despacho/Parecer/Informação, Registo dos CTT, Listagem das entradas/saídas, Folha de Recolha de Dados, Glossário de Termos</p>								
LABORATORIES (LAB)			<p>- Process Map: LAB</p> <p>- Procedures: Gestão do Espaço, Gestão de Equipamentos, Gestão de Recursos Consumíveis, Execução da Atividade, Manual de Boas Práticas, Regulamento dos Laboratórios, Regulamento de Utilização dos Laboratórios.</p> <p>- Printouts: Pedido de Laboratório, Utilização do equipamento, Pedido de Utilização de Equipamento e/ou Material (Não Consumíveis), Quebras ou danos de Material, Movimentos de Armazém, Pedido de Cedência de Consumíveis, Declaração de Responsabilidade dos/as utilizadores/as; Questionário de Satisfação dos/as utilizadores/as, Modelo de Protocolo Laboratorial, Instrução de Segurança e Higiene no Trabalho, Registo de resíduos gerados, Listagem de equipamentos, Plano de Manutenção/Calibração, Plano de Manutenção/Calibração (Registo), Lista de Verificação de Segurança.</p> <p>- Manual de Boas Práticas, Regulamento dos Laboratórios, Regulamento de Utilização dos Laboratórios.</p>								



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PROCESS	Sub-process	RELATED DOCUMENTS								
		SC/UI	ESA	ESE	ESCE	ESDL	ESS	ESTG	UI's	SAS
SOCIAL SERVICES: (SAS)	Meals (ALI)	Links to GEI and AMB, GMS	- Process Map: ALI - Procedures/Work Instructions: Manual <i>Food Defense</i> , Manual de Boas Práticas - Alimentação, Suspeita de Toxinfecção Alimentar, Verificação interna de equipamentos de medição, Manual HACCP Cantinas, Manual HACCP Bares, Manual de Utilização do Balcão do SIVE, Rastreabilidade - Instrução de Trabalho, Proposta de novo prato, Divulgação de Ementas e Venda de produtos e refeições, Definição de Ementa e Requisição de Bens, Retirada de produto. - Printouts: Recolha de Produto, Calibração Medidor Óleos de Fritura, Inventário, Temperatura e estado de degradação dos óleos de fritura, Relatório de Verificação, Inquérito Suspeita de Toxinfecção Alimentar, Desinfecção de Frutas e Legumes, Ementa, Ficha Técnica de Produto, Requisição de Serviços de Catering, Impresso - Sugestão, Ficha de Produção, Plano de Manutenção de Equipamentos, Mapa de Controlo de Equipamentos, Plano Anual de Análises a Águas, Alimentos, Superfícies e Equipamentos, Saída de Produtos Acabados, Colheita de Amostra-Testemunho, Temperatura de Alimentos Confeccionados, Temperatura de Equipamentos, Higienização de Equipamentos, Superfícies e Utensílios <a href="http://bemvindo.sas.ipvc.pt/alimentacao">http://bemvindo.sas.ipvc.pt/alimentacao</a>							
	Accommodation (ALO)	Links to ACA and BOL, GEI	- Process Map: ALO - Procedures/Work Instructions: Candidatura a Alojamento, Controlo dos Quartos, Funcionamento das Residências protocoladas, Manutenção preventiva, Limpeza e Arrumação dos Quartos e áreas comuns, Cobrança das mensalidades de Alojamento, Tratamento de dados nas portarias das residências. - Printouts: Alojamento - Registo Mensal de Horas, CHECKLIST - Resultado da Visita às Residências Protocoladas, Planeamento de Ações - Residências Protocoladas, Planeamento de Ações - Residências Protocoladas, Relatório de vigilância, Mapa Semanal de Ocupação, Mapa de Controlo de Roupas da Empresa, Relatório - Área do Alojamento, Requerimento Geral Alojamento, Mapa Monitorização Cobrança do Alojamento, Limpeza e Higienização de Instalações Sanitárias das Zonas Comuns, Manutenção Preventiva <i>Checklist</i> de Verificação de Anomalias, Mapa de Limpezas de Zonas Comuns, Candidatura a Alojamento, Mapa de Controlo de Roupas, Termo de Responsabilidade. - Regulamento Interno das Residências; Preçário – Residências; <i>Tableau de bord</i> <a href="https://www.ipvc.pt/sas/servicos-comunidade-ipvc/alojamento/">https://www.ipvc.pt/sas/servicos-comunidade-ipvc/alojamento/</a>							
	Scholarships (BOL)	Links with ACA and FOR (school success and assiduity control)	- Process Map: BOL - Procedures/Work Instructions: Reposição de Bolsa de Estudo, Atribuição de Complemento de Alojamento, Processo contratualizado de atribuição de bolsa de estudo, Funcionamento do Programa de Mecenato Social, Pagamento, Seleção, Divulgação da Oferta de Oportunidades de Experiências, Ações de Fiscalização e Controlo Interno, Realização de Entrevistas, Análise dos Processos de Bolsas de Estudo, Normas Técnicas para auxílios de emergência e alteração significativa de rendimentos ao abrigo do Regulamento de Atribuição de Bolsas de Estudo a Estudantes do Ensino Superior. - Printouts: Declaração de Reposição de Bolsa de Estudo, Mapas de pagamentos, Certificado de Experiência, Registo de Formação, Relatório, Acompanhamento Mensal da Experiência Obtida pelo Aluno, Oferta de Oportunidades de Experiências para Alunos, Registo de Visita Domiciliária, Registo de Entrevista, Declaração sob compromisso de honra - Situação socioeconómica, Declaração sob compromisso de honra - Trabalho Independente, Declaração - Composição do Agregado Familiar, Declaração - Situação Profissional, Declaração sob compromisso de honra - Património Mobiliário. - Regulamento de Atribuição de Bolsas de Estudo a Estudantes do Ensino Superior Público; Regulamento de Atribuição de Bolsas de Apoio Social, Mapa de Resultados da Candidatura a Bolsa de Estudo; Protocolo de parceria, Aviso, Requerimento on-line, Análise Estatística. <a href="#">SAS Platform</a>							
	Culture (CUL)	Links with FOR and PIM	- Process Map: CUL - Procedures/Work Instructions: Manual de Funcionamento - Printouts: Plano de Ações/Acompanhamento, <i>Balanced Scorecard</i> , Ficha de Controlo, Requisição de equipamento. <a href="#">Cultural Office</a>							
	Sports (DES)	Links to GEI (Equip. safety; user health)	- Process Map: DES - Procedures: Regulamento Interno Desporto Universitário de Competição CDIPVC, Manual de Operações Centro de Fitness, Desporto Universitário de competição, Avaliação da Atividade, Elaboração do Plano Anual de Atividades, Acompanhamento da prática desportiva, Regulamento Interno Centro de Fitness, Regulamento Interno Campo Relvado Sintético Futebol 7 ESE-IPVC, Regulamento Interno Campo de Jogos ESTG-IPVC, Verificação de Equipamentos Desportivos, Regulamento do Centro Desportivo, Legislação Desportiva, Procedimento Inscrições, Procedimento Divulgação. - Printouts: Plano de Atividades, Declaração de inexistência de contraindicações, Livro de Registo de Manutenção de Equipamentos Desportivos, Relatório de Verificação Preventiva de Equipamentos Desportivos, Plano de Verificação de Equipamentos, Plano de Manutenção de Equipamentos, Mapa Mensal do Centro de Fitness, Plano de Treino do Centro de Fitness, Ficha de pré-Inscrição no Centro de Fitness, Ficha de Inscrição em Atividades. <a href="#">Sports Center</a>							
	Employment (EMP)	Links CRC/GIN and FOR (RA, RAC; ACEF) and GCI	- Process Map: EMP - Procedures/Work Instructions: Gestão de pedidos de estágios/oferta de emprego por empresas, Gestão do e-mail do Emprego IPVC, Pagamento de Estágios, Gestão das Ofertas de Emprego. <a href="https://www.ipvc.pt/viver/emprego/">https://www.ipvc.pt/viver/emprego/</a> , <a href="#">IPVC Jobs Portal</a>							



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PROCESS	Sub-process	RELATED DOCUMENTS								
		SC	ESA	ESE	ESCE	ESDL	ESS	ESTG	UI's	SAS
ECONOMIC-FINANCIAL MANAGEMENT	SUPPLY (APR)	- Process Map: APR - Procedures/Work Instructions: Aquisição de serviços de viagens e alojamento pela Internet, Procedimento aquisitivo, Avaliação de Fornecedores - Instrução de Trabalho, Avaliação Formal e Material das Propostas, Controlo Interno do Processo Aquisitivo - Instrução de Trabalho, Avaliação de Prestadores de Serviços Letivos - Instrução de Trabalho, Manual de Utilização de Pedido de Necessidades na plataforma - Printouts: Justificação da inobservância do prazo mínimo de 10 dias em deslocações, Pedido de Satisfação de Necessidades, Controlo Interno do Processo Aquisitivo, Proposta de constituição do técnico responsável pelo procedimento, Proposta de constituição do júri, Caderno de Encargos, Programa do Procedimento, Anomalias, Requisição Interna, Avaliação de Prestadores de Serviços Letivos, Lista de Fornecedores Avaliados, Avaliação de Fornecedores, Relatório Preliminar/Final.								
	ACCOUNTING AND CASH MANAGEMENT (CTE)	- Process Map: CTE - Procedures: Liquidação e Cobrança de Receita SAS, Controlo do Fundo de Maneio, Procedimento de Tesouraria, Liquidação e Cobrança de Receita, Processamento contabilístico de despesas relativas a deslocações, Procedimentos inerentes a despesas com pessoal, Procedimentos de conferência contabilística e auditoria financeira, Liquidação e cobrança de receita no software CXA e correspondente interligação com o sistema contabilístico - Esig-Educ, Ficha de Fornecedor. - Printouts: Controlo de Fundo de Maneio, Talão de Saída de Fundo de Maneio, Ficha de fornecedor. POC-Educação, Circulares da DGO/GEFCES, Lei do orçamento, Decreto-Lei de execução orçamental.								
	PATRIMONY (PAT)	- Process Map: PAT - Procedures: Manual de procedimentos- Património, Manual de Gestão dos Ativos Tangíveis dos Serviços de Acção Social do Instituto Politécnico de Viana do Castelo (SAS-IPVC). - Printouts: Auto de abate, Auto de transferência, Verificação física de bens registados no património, Declaração de posse de bens, Auto de transporte imobilizado SAS, Auto de transporte imobilizado IPVC. - Etiquetas; Ficha de identificação do bem; Folha de carga; Mapa síntese dos bens inventariados; Ficha de amortizações dos bens inventariados, Manual de procedimentos dos serviços administrativos e financeiros, CIBE - Portaria n.º 671/2000 (2ª série), de 17 de Abril.								
INFORMATION SYSTEM MANAGEMENT (GSI)		- Process Map: GSI - Procedures: Gestão dos Sistemas de Informação - Procedimento Geral, Definição o Plano de Atividades para as TI, Definição da Política de Cópias de Segurança, Definição da Política de Segurança e Proteção de Dados, Aquisição de componentes para a infraestrutura tecnológica, Instalação, reinstalação e configuração de componentes na infraestrutura tecnológica, Manutenção dos componentes da infraestrutura tecnológica, Serviço de Apoio a Utilizadores, Serviço de Apoio aos Serviços e Infraestrutura Tecnológica, Monitorização da Execução do Plano de Atividades dos SI e TI, Monitorização da Execução da Política de cópias de segurança, Monitorização da Política de Segurança e Proteção de Dados, Escalonamento de Atividades de Monitorização, Política de gestão de palavras-passe da organização. - Printouts: Solicitação aos Serviços de Informática, Registo de Atividades Autónomas dos Serviços de Informática, Registo de Cópias de Segurança, Registo de Acessos à Sala de Servidores, Registo de entrega de Documento com Configurações e Credenciais dos Componentes dos SI do IPVC, Identificação, Caracterização dos SI e TI e Escalonamento dos Backups da Infraestrutura tecnológica. Orientações Gestão do Risco de Fornecedores, Orientações Requisitos Gerais de Tratamento de Dados Pessoais Princípios e Licitude, Orientações Ponderação sobre o Fundamento de Licitude "Interesse Legítimo do Responsável", Orientações Clean Desk, Orientações Atualização dos Dados Base dos Titulares, Orientações Cópia e Conservação do Cartão de Cidadão, Orientações Tratamento de Categorias Especiais de Dados, Orientações Medidas Preventivas para a Minimização de Documentação que contém Dados Pessoais, Orientações Comunicação e Envio de Dados, Orientações Tratamento de Imagem Vídeo e Som, Orientações Realização e Atualizações aos Registos Internos de Atividades de Tratamento, Orientações Revisão dos Formulários ou outros Impressos à Luz do RGPD, Orientações Adenda ao Contrato de Trabalho, Política de Tratamento e Transferência Internacional de Dados Pessoais, Política de Privacidade e Proteção de Dados Pessoais do IPVC, Política de Tratamento de Dados Pessoais de Trabalhadores e Prestadores de Serviços. Manuais: Isaca Cobit 4.0 <a href="http://help.ipvc.pt/doku.php">http://help.ipvc.pt/doku.php</a> ; <a href="https://on.ipvc.pt">https://on.ipvc.pt</a>								
DOCUMENTAL MANAGEMENT (GDO)		- Process Map: GDO - Procedures: Gestão documental, Lista de Siglas dos Processos, Simbologia para elaboração do Fluxograma, Modelo de Impresso. - Printouts: Lista de Legislação e Avaliação Conformidade, Anexo I - Modelo do Mapa de Processo, Anexo III - Modelo de Procedimento.								
PROMOTION AND IMAGE (PIM)		- Process Map – PIM - Procedures: Requisição <a href="https://on.ipvc.pt/">https://on.ipvc.pt/</a>								
SUBCONTRACTORS AND INFRASTRUCTURE MANAGEMENT (GEI)		- Process Map: GEI and Appendix I (technical requirements tables) - Procedures/Work Instructions: Projeto, Avaliação de pretensão e Projeto, Execução de Empreitada, Gestão da Manutenção, Plano Geral de Manutenção de edifícios, Plano de verificações, Plano de Manutenção elevadores, Segurança e vigilância das instalações, Procedimento de prevenção e controlo da Legionella, Responsabilidade pela exploração das instalações elétricas, Limpeza e higienização, Utilização de viaturas. - Printouts: Nomeação da equipa de projeto, Nomeação do coordenador de segurança, Plano de Gestão de resíduos da construção e demolição, Plano de Segurança e Saúde em Projeto, Especificações Técnicas, Condições Técnicas Gerais, Aprovação do projeto, Mapa de áreas, Mapa de mestragem de chaves, Consignação, Atas de reuniões, Registo de distribuição de documentos, Aprovação e materiais, Autos de medição, Auto de vistoria, Conta da Empreitada, Conta corrente, Nomeação do coordenador de segurança da obra, Proposta do diretor de fiscalização e fiscais, Registo de Resíduos da Construção e Demolição, Relatório de visitas do CSO, Nomeação do Diretor de Fiscalização, Avaliações condições de segurança dos equipamentos de trabalho, Registo de equipamento de trabalho, Registo de verificações, Localização dos registos, Relatório de intervenção, Ficha de segurança de equipamentos e produtos, Registos gerais de segurança contra incêndios, Verificação de portas corta-fogo, Contactos telefónicos da equipa de segurança, Verificação aos meios de 1ª intervenção, Simulacros, Verificação e testes aos meios de combate a incêndios, Verificação CDI, Impresso de comunicação à autoridade de saúde os resultados dos testes à legionella, Verificação dos PT's, Termo de Responsabilidade, Identificação dos quadros elétricos, Caracterização dos PT's, Caracterização dos grupos eletrogéneos, Caracterização da instalação elétrica de utilização, Caracterização das fontes internas de energia elétrica, Caracterização das fontes de alimentação à iluminação de segurança, Registo de verificações internas das instalações elétricas, Registo de verificações geradores, Mapa de registo diário, Desinfecções - Certificado de tratamento, Planeamento de serviços de limpeza, Procedimentos de higienização das instalações, Recursos Humanos afetos a higienização e limpeza das instalações, Plano de manutenção e limpeza de espaços e infraestruturas exteriores, Pedido para utilização de veículo, Participação de acidente, Impresso de verificações mensais, Boletim de veículo. Manual de boas práticas, Despacho utilização de viaturas, Regulamento de utilização de viaturas.								





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## 2.14. (continuation) List of MS Documents (<https://on.ipvc.pt/>)

PROCESS	Sub-process	RELATED DOCUMENTS								
		SC	ESA	ESE	ESCE	ESDL	ESS	ESTG	UI's	SAS
ENVIRONMENT (AMB)		<ul style="list-style-type: none"><li>- Process Map: AMB</li><li>- Procedures/Work Instructions: Gestão de resíduos, Restrições ao uso do plástico, Redução do uso do papel, Gestão dos consumos de energia e água, Gestão de Resíduos de Sinistros.</li><li>- Printouts: Caraterização dos resíduos, Recolha dos resíduos tipo B, Operadores de gestão de resíduos, Quantidade de resíduos tipo A, Restrições ao uso de plástico, Redução ao uso do papel, Consumos de energia e água. <a href="#">Sustainable and Inclusive Campus</a>, <a href="#">Environmental Best Practices Guide</a>, <a href="#">Annual Report of Energy and Water Charges</a></li></ul>								
SUSTAINABLE MOBILITY (MSU)	Links to GEF (req. 8.4 of ISO 9001)	<ul style="list-style-type: none"><li>- Process Map: MSU</li><li>- Procedures/Work Instructions: Procedimento de pagamento, Procedimento de funcionamento.</li><li>- Printouts: Plano de Atividades (BSC), Auto de aprovação de equipamentos de transporte, Declaração de Dívida Auto de Entrega/Receção, Termo de Aceitação, Impresso de requisição das viaturas elétricas, Mapa de ocupação das viaturas elétricas. <a href="#">Sustainable and Inclusive Campus</a></li></ul>								
SENIOR ACADEMY (ASE)		<ul style="list-style-type: none"><li>- Process Map: ASE</li><li>- Printouts: Ficha de Inscrição, Folha de Presença. <a href="#">Senior Academy</a></li></ul>								
INCLUSIVE SCHOOL (EIN)		<ul style="list-style-type: none"><li>- Process Map: EIN</li><li>- Procedures: Aprendizagem em Serviço, Modelo de Governança, Carta de Princípios Orientadores do Programa Cooperação entre Pares.</li><li>- Printouts: Ficha de Projeto Interna, Ficha de Projeto Externa, Ficha de Inscrição Cooperação entre Pares, Questionário Epidemiológico <a href="https://www.ipvc.pt/ipvc/sobre-o-ipvc/campi/escola-inclusiva/">https://www.ipvc.pt/ipvc/sobre-o-ipvc/campi/escola-inclusiva/</a>, <a href="#">Inclusive School</a></li></ul>								
OBSERVATORY (OBS)		<ul style="list-style-type: none"><li>- Process Map: OBS</li><li>- Procedures/Work Instructions: Procedimento de Elaboração, Tratamento e Avaliação de Inquéritos, Procedimento Prospeção de Mercado, Recolha de Informação para Relatório Anual de Atividades de IPVC, Recolha de Informação para Plano Anual de Atividades de IPVC.</li><li>- Printouts: Plano de Atividades Observatório, Inquérito a Gabinetes Orientação Profissional / Psicólogos Escolas, Inquérito a Diplomados, Inquérito a Entidades Externas, <i>Survey (External Entities)</i>, Inquérito aos novos alunos, <i>Survey New Student IPVC</i>, <i>Survey Mobility Incoming</i>, Inquérito a Mobilidade <i>Outgoing</i>, Inquérito Cimeira.</li></ul>								
SYSTEM MANAGEMENT AND IMPROVEMENT (GMS)		<ul style="list-style-type: none"><li>- Process Map: GMS;</li><li>- Procedures: Ações Corretivas e Preventivas, Avaliação da Satisfação, Auditorias Internas, Revisão do Sistema, Identificação e avaliação de partes interessadas e dos aspetos de Responsabilidade Social, Emergência Social.</li><li>- Printouts: Avaliação de Satisfação Utilizadores Centro de Fitness - Centro Desportivo do IPVC, Matriz de Riscos - Oportunidades, Relatório Anual de Processo, Balanço de Gestão, Avaliação da Satisfação Bolsas de Estudo, Inquérito Avaliação da Satisfação - Academia Sénior, <i>Survey Assessment of satisfaction - Digital Platforms</i>, Inquérito de Avaliação da Qualidade de Ensino, Inquérito SST - Máquinas - Equipamentos de Trabalho, Aspetos da Responsabilidade Social e Conciliação - Significativos, Avaliação da Satisfação dos Colaboradores, Questionário (Aspetos de Responsabilidade Social e Conciliação), Impresso Gestores do Processo, Ata de Reunião, Significância do Envolvimento das Partes Interessadas, Plano de Auditoria, Programa de Auditorias, Objetivos de Gestão, Inquérito Avaliação da Satisfação - Plataformas Digitais, Questionário Consulta aos Trabalhadores (Segurança - Saúde no Trabalho), Inquérito Ideias Sustentáveis, Avaliação da Satisfação Utilizadores BIRA, <i>Satisfaction Assessment Survey (Traineeship Providing Entities for CTeSP Courses)</i>, Inquérito Avaliação da Satisfação (Entidades de Acolhimento de Estágio CTeSP), <i>Survey Evaluation of Satisfaction - Event/Action</i>, <i>Evaluation of library user satisfaction</i>, Avaliação da Satisfação dos/as utilizadores/as da Biblioteca, Avaliação da Satisfação Bar, <i>Evaluating student satisfaction - Snack bars</i>, <i>Evaluating student satisfaction - Canteens</i>, Avaliação da Satisfação Cantinas, Programa da Qualidade, Relatório de Auditoria, <i>Evaluation of the satisfaction - Accommodation</i>, <i>Survey Aspects of Social Responsibility</i>, Avaliação da Satisfação Gabinete de Saúde, Avaliação da Satisfação - Bolsa de Apoio Social, Avaliação da Satisfação - Evento/Iniciativa, Avaliação da Satisfação Bus Académico, Avaliação da Satisfação Alojamento, Questionário de Avaliação de Satisfação Utilizadores Serviços IPVC, Gestores de Processo do SG do IPVC, Recolha de Indicadores, Mapa Geral de Indicadores, Ficha de Ocorrências.</li><li>- Manual de Gestão: <a href="#">Management System</a>, <a href="#">PGRIC</a></li></ul>								

**NOTE:** The Process Map document includes a Process Matrix, Description, Records Control, Indicators Map, and Documents List. In addition, all processes have a matrix of Risks and Opportunities managed in a platform shared by the GAQ.





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## 2.14. Relationship between Processes of the MS-IPVC and the Presidency SC, the UO, UI, and UF

PROCESS/SUB-PROCESS		SC	SAS	ESA	ESE	ESCE	ESDL	ESS	ESTG	UI/UGP
VALUE STRATEGIC CHAIN MANAGEMENT	PLANNING AND STRATEGIC MANAGEMENT (PGE)	X	X	X	X	X	X	X	X	X
	INTERNATIONAL COOPERATION (CIN)	X	x	X	X	X	X	X	X	X
	COURSE DEVELOPMENT AND RESTRUCTURING (CRC)	X	x	X	X	X	X	X	X	X
	TEACHING&LEARNING (FOR)	x		X	X	X	X	X	X	x
VALUE STRATEGIC CHAIN MANAGEMENT	RESEARCH MANAGEMENT (GIN) (IDI&T)	X	x	x	x	x	x	x	x	X
	ACADEMIC SERVICES (ACA)	X	x	X	X	X	X	X	X	
SUPPORT	SOCIAL ACTION	MEALS (ALI)	x	X	x	x	x	x	x	
		ACCOMMODATION (ALO)		X	x	x				
		SCHOLARSHIP (BOL)	x	X						
		CULTURE (CUL)	X	X	x	x	x	x	x	
		SPORTS (DES)	x	X	x	x	x	x	x	
		EMPLOYEMENT (EMP)	X	X	X	X	X	X	x	x
	SUSTAINABLE MOBILITY (MSU)		X	X	x	x	x	x	x	
	LABORATORIES (LAB)				X				X	x
	ENVIRONMENT (AMB)		X	X	X	X	X	X	X	X
	SUBCONTRACTORS AND INFRASTRUCTURES' MANAGEMENT (GEI)		X	X	x	x	x	x	x	x
	DOCUMENTAL MANAGEMENT (GDO)		X	X	X	X	X	X	X	X
	INFORMATION SYSTEM MANAGEMENT (GSI)	PLANNING AND ORGANIZATION OF INFORMATION SYSTEMS	X	x	x	x	x	x	x	x
		ACQUISITION AND IMPLEMENTATION OF INFORMATION SYSTEMS	X	x	x	x	x	x	x	x
		PROVISION AND SUPPORT OF INFORMATION SYSTEMS	X	x	x	x	x	x	x	x
		MONITORING AND EVALUATION OF INFORMATION SYSTEMS	X	x	x	x	x	x	x	x
	ECONOMIC-FINANCIAL MANAGEMENT	SUPPLY (APR)	X	X	x	x	x	x	x	x
		ACCOUNTING AND CASH MANAGEMENT (CTE)	X	X	x	x	x	x	x	x
		PATRIMONY (PAT)	X	X	x	x	x	x	x	x
	PROMOTION AND IMAGE (PIM)		X	x	x	x	x	x	x	x
	SENIOR ACADEMY (ASE)		X	X	X	X	X	X	X	
	INCLUSIVE SCHOOL (EIN)		x	x	X	X	X	X	X	
	HUMAN RESOURCES (RHU)		X	X	x	x	x	x	x	x
	HEALTH (SAU)		x	X	x	x	x	x	x	
	LIBRARY AND ARCHIVE	LIBRARY (BIB)	x		X	X	X	X	X	x
		DISPATCH AND ARCHIVE (EAR)	X	X	X	X	X	X	X	x
MEASUREMENT, ANALYSIS, EVALUATION, AND IMPROVEMENT	OBSERVATORY (OBS)		X	X	X	X	X	X	X	X
	SYSTEM MANAGEMENT AND IMPROVEMENT (GMS)		X	X	X	X	X	X	X	X

X – Covers most of the Process activities; X- Covers only some Process activities



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## 2.15. Relation between Processes and IPVC Bodies, Services and Departments

PROCESS/SUB-PROCESS		CG	GT	CTC	Cg	GD	CP	CC	SAS	SAC	SAF	DRH	SI	ST	SEA	GAQ	GMCI	GCI	UGP	Cig	SJ	UI	CE	Supplier	FA/AE
STRATEGIC MANAGEMENT	PGE	●	●	○		○	○									○				○	○	○		○	○
	CIN		●			○		○		○							●		○			○		○	○
	CRC		●	●		○	○	○		○						○					○	○			
VALUE CHAIN	FOR		●	○	○	●	●	●		○		○	○				○	○		○		○	○	○	
	GIN		●	○	●	○					○						○		●	○		●	○		
Support	ACA		●	○		○	○	○	○	●	○		○		○		○			○	○				
	ASO	ALI	●						●											○					
		ALO	●						●								○			○					
		BOL	●						●	○	○									○					
		CUL	●						●											○					
		DES	●						●											○					
		EMP	●						●											○					
	MSU		●						●		○									○					
	AMB		●						○					●											○
	GDO		●										○		○	●				○	●				
	GEI		●		●						○			●					○	○	○				
	GSI	POSI	●										●							○					
		AISI	●										●							○					
		DSSI	●										●							○					
		MASI	●										●							○					
	GEF	APR	●	●		●			●		●										○				
		CTE	●	●		●			●		●										○				
		PAT	●	●		●			●		●										○				
	PIM		●						○									●		○					○
	ASE		●	●							○							○		○					
	EIN		●	○		○	○	○	○									○	○	○		○		○	○
	RHU		●	○	●	○		○	●			●								○	○				
	SAU		●						●	○		●								○			○		
	BAR	BIB	●					○							○					○					
		EAR	●										○		●	○									
MEASUREMENT, ANALYSIS, EVALUATION, AND IMPROVEMENT	GMS	○	●			○	○	○								●	○			○	●	○	○	○	○
	OBS		●			○				○			○			●				○			○	○	○

● Responsible for the activity

○ Involved in the activity



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## APPENDICES:

**APPENDIX I: INDICATORS' CHART**

**APPENDIX II: SURVEY CHART**

**APPENDIX III: A3ES, ESG and ISO 9001:2015, NP 4469, NP 4552 Benchmarks and correlation with MS-IPVC Processes**



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## Appendix I: Indicators Chart

PROCESS	INDICATOR	TARGET	MONITORING
PGE	Total no. of students - IPVC	5000	
	Total no. of students – Bachelor's Degree	≥3400	
	Total no. of students - CTeSP	≥830	
	Total no. of students – Master's Degree	≥700	
	Total no. of students – Post-graduation	≥70	
	Revision of IPVC's Statutes	Revised Statutes	
	Execution of Projects and Initiatives by Axis	100% Proj. and Ini. executed and 2024 goals achieved	
	Deadline Compliance - Strategic Plan Implementation	(SEE Axes GOALS by Action)	Annual
	Deadline compliance - definition of annual guidelines for the IPVC based on the PE	Before the presentation of the Activities Plan and Budget (by May)	Annual
	Compliance Rate - Activity Plan (PA) and IPVC Budget	JULY-preparation of PA and BUDGET (internal planning); AUGUST-Adjustments according to the assigned plafond and the perspective of Private B.; Definite loading, within the timeframe set by the Ministry, into SIGO; CG approval	Annual
CIN	Activity and Accounts Report	100% - April of each year	Annual
	No. of International internships OUT	≥55	
	Rate of student satisfaction with services - Mobility Program (GMCI)	≥4,0	
	No. of students outgoing	≥150	
	No. of students incoming	≥150	
	No. of international students	≥90	
	No. of foreign students (including international)	≥180	
	No. of teachers/researchers in mobility in	≥60	
	No. of teachers/researchers in mobility out	≥60	
	No. of non-teachers in mobility in	≥60	
	No. of non-teachers in mobility out	≥7	
	Implementation of mobility grants	100%	
	No. of UCs taught in English (available)	130	
	Satisfaction rate with mobility (teachers and non-teachers)	≥4,8	
	Satisfaction rate of foreign students with the information on the IPVC portal	≥4	
	No. of internships/projects with CPLP	≥4	
	No. of international partnerships for mobility	≥155	
	Number of International Mobility Partnerships	30%	Academic Year
	Student Mobility Sending	>1	Academic Year
	Mobility student reception	>1	Academic Year
	Sending teachers/non-teaching staff on mobility	>1	Academic Year
	Reception of Professors/Non-Teaching Staff in Mobility	>1	Academic Year
	Mobility survey	50%	Academic Year



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## Appendix I: Indicators Chart (continued)

PROCESS	INDICATOR	TARGET	MONITORING
CIN (cont.)	International Portal	>1	Academic Year
	Increase the number of international partnerships with CPLP countries for mobility and Dual Degrees	≥4	Academic Year
	Number of Erasmus projects + KA107 - <i>International Credit Mobility</i> (ICM)	=1	Academic Year
	Increase the number of International Students	≥60	Academic Year
CRC	No. of Degrees in partnership	≥1	
	No. of Masters in partnership	≥4	
	CTESP Approval-Registration Rate	100%	
	Accreditation rate of new study cycles (NCE)	100%	
	No. of courses in international partnership (No. of joint or double degrees)	≥1	
	Ph.D. teacher/student ratio IT	≤30	
	Ph.D. teacher/student ETI	≤30	
	Ph.D. teacher/student + specialist ETI	≤30	
	% of 1st Cycle Courses Accredited by A3ES	100%	Annual
	% of 2nd Cycle Courses Accredited by A3ES	100%	Annual
	% of CTESP registered by DGES	100%	Annual
	Revision of CTESP, 1st, and 2nd Cycle Courses in Operation (at least in the academic year following the closing of an N-year cycle)	100%	Annual
	Restructuring of Courses in Operation: CTESP, 1st and 2nd Cycle approved	100%	Annual
FOR	No. of internships, dissertations, or end-of-course projects in partnership with Alto Minho Institutions	≥35% (D) ; ≥ 25%(Masters); ≥ 90% (CTESP)	
	No. of Graduates – IPVC (per year)	>1100	
	No. of Graduates – Bachelor's Degree	≥700	
	No. of Graduates – CTESP	≥220	
	No. of Graduates – Master's Degree	≥120	
	No. of Graduates – Post-graduation	≥60	
	Graduates rate (in n years) – IPVC	≥45%	
	Graduates rate (in n years) – Bachelor's Degree	≥50%	
	Graduates rate (in n years) - CTESP	≥65% (financing)	
	Graduates rate (in n years) – Master's Degree	≥25%	
	Rate of student satisfaction with the UCs	≥91%	
	Rate of student satisfaction with the Course	≥85%	
	Rate of student satisfaction with the School	≥85%	
	Rate of student satisfaction with the Teachers	≥92%	
	No. of Students in the 1st Year, 1st Time - General IPVC	1970	
	No. of Students in the 1st Year, 1st Time – Bachelor's Degree	1150	
	No. of Students in the 1st Year, 1st Time – Master Degree	≥320	
	No. of Students in the 1st Year, 1st Time – CTESP	> 450	
	No. of Students in the 1st Year, 1st Time – Post-graduation	>50	
	Occupancy rate (enrolled 1st year, 1st time) - General IPVC	≥75%	
	Occupancy rate (enrolled 1st year, 1st time) – Bachelor's Degree CNA	≥78%	



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## Appendix I: Indicators Chart (continued)

PROCESS	INDICATOR	TARGET	MONITORING
FOR (cont.)	Occupancy rate (1st year, 1st time) – Bachelor's Degree All Programs	≥80%	
	Occupancy rate (1st year, 1st time) – Master's Degree	≥70%	
	Occupancy rate (1st year, 1st time) – CTeSP	≥80%	
	Occupancy rate (1st year, 1st time) – Post-graduation	≥70%	
	Total number of students enrolled – Bachelor's degree (all schemes, re-entries, transfers)	≥1200	
	Occupation rate: number of placements in the first phase/vacancies (Bachelor's Degree)	≥72%	
	occupation rate: number of placements in the first phase/ first option/vacancies	≥35%	
	Approval rate per UC enrolled (only UCs with ≥ 5 students enrolled)	≥80%	
	Approval rate / evaluated (only CUs with ≥ 5 students evaluated)	≥89%	
	No. of e-learning or b-learning training	≥2	
	No. of courses that opened positions - General IPVC	≥65	
	No. of courses that opened positions – Bachelor's Degree	≥27	
	No. of courses that opened positions – Master's Degree	≥15	
	No. of courses that opened positions – CTeSP	≥18	
	No. of courses that opened positions – Post-graduation	≥3	
	No. of courses currently in operation - General IPVC	≥89	
	No. of courses currently in operation – CTeSP	≥25	
	No. of courses currently in operation – Bachelor's Degree	≥27	
	No. of courses currently in operation – Master's Degree	≥25	
	No. of courses currently in operation – Post-graduation	≥3	
	No. of short programs (specialized training)	≥6	
	Number of partnerships in 3rd cycle programs (co-supervision, teaching)	1	
	Satisfaction of CTESP internship host entities with the whole process	≥91%	
	Accreditation rate of study cycles in operation (ACEF/PERA)	100%	
	Student Ratio Viana District - CTeSP	≥63%	
	Student Ratio Viana District – Master's degree	≥53%	
	Dropout rate - CTESP	≤18% (see financing)	
	Dropout rate – Bachelor's degree	≤9,5%	
	Dropout rate – Master's degree	≤24%	
	Dropout rate – General IPVC	≤14%	
	IPVC dropout rate – CTESP	≤16% (see financing)	
	IPVC dropout rate – Bachelor's degree	<9%	
	IPVC dropout rate – Master's degree	<24%	
	IPVC dropout rate- General IPVC	<13%	
	Bachelor's degree employability rate	>96% (and no course below 85%)	



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## Appendix I: Indicators Chart (continued)

PROCESS	INDICATOR	TARGET	MONITORING
FOR (cont.)	No. of courses in international partnership (No. of joint or double degrees)	≥1	
	Nº of Ph.D. in a consortium	≥1	
	Creation/updating of UC programs (PUCs)	100%	Biannual
	Availability rate of summaries	100%	Biannual
	Posting rate of the final classifications of the UCs	100%	Biannual
	Posting rate of Internship/Clinical Training/IPP/Project Dissertation grades	100%	Biannual
	Launch rate of mobility ratings	100%	Biannual
	Scheduling of assessments (exam) - Compliance with the stipulated deadline	100%	Biannual
	Students' level of satisfaction with the course	≥85%	Annual
	Students' level of satisfaction with teachers	≥92%	Biannual
	Students' degree of satisfaction with the courses UCs	≥91%	Biannual
	UC Report Submission Rate (RUCs)	100%	Biannual
	Course Report Submission Rate (RACs)	100%	Annual
	Course completion rate in regular Bachelor and CTeSP students	70%	Annual
GIN	Own revenue generated from services rendered	400 000,00 €	
	% of projects in partnership	≥90%	
	No. of supported business creation projects (Startup; Spin-off)	≥1,5%	
	No. of International Projects	≥5	
	No. of researchers integrated into IPVCs UI (owned and participated by nucleus or consortium)	≥100	
	No. of IPVC UIs accredited by the FCT	≥4	
	Functional IDI support unit implemented with its respective regulation	-	
	FCT budget for UI IPVC in the upcoming evaluation	> than previous	
	No. of teachers with published curricular files (TI)	100%	
	No. of IDI newsletter	24	
	No. of teachers with works in the repository	> 80%	
	Rate of approved projects	30%	
	Rate of approved national projects	≥40%	
	Rate of approved international projects	≥20%	
	Revenue from approved projects	Increase revenue by 15%	
	No. of Patents	≥1	
	No. of publications - global	≥300	
	No. of publications - Webofknowledge	≥200	
	No. of publications - Scopus	≥260	
	Ratio publication per teacher - global	≥1	
	Ratio publication per teacher - Webofknowledge	≥0,3	
	Ratio publication per teacher - Scopus	≥1	
	No. of projects funded (in progress)	≥60	
	Customer satisfaction rate with services provided - GIN	≥95%	





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## Appendix I: Indicators Chart (continued)

PROCESS	INDICATOR	TARGET	MONITORING
GIN (cont.)	Rate of physical execution of projects / Services (PS)	85%	Projects whose realization period is: ≥ 1 year, calculated half-year; < 1 year, calculated in the middle of the project
	Financial execution rate projects /PS	85%	Projects whose realization period is: - ≥ 1 year, calculated half-year; - < 1 year, calculated in the middle of the project
	Overall financial execution rate	85%	Whenever requested
	Satisfaction rate with the PMU	90%	Annual
	Sales Volume of Services	150.000€	Annual
	No. of projects in which it participates as a service provider	10	Annual
	Revenue obtained	1.000.000€	Annual
	No. of projects financed	24	Annual
	No. of new projects financed	8	Annual
	No. of projects applied for	24	Annual
	No. of projects in partnership	50%	Annual
	No. of spin-offs passed on for incubation	1	Annual
	No. of patents registered	1	Annual
	No. of Design Registrations	1	Annual
	No. of Utility Model Registrations	1	Annual
	No. of Technology Parks and Incubators that the IPVC is part of	2	Annual
	No. of partnerships with competing entities	6	Annual
	No. of projects with an impact on low-density areas	4	Annual
	No. of projects with an environmental and sustainability theme	3	Annual
	No. of Curriculum Sheets*	100%	Annual
	No. of documents	20% above the previous year	Annual
	No. of contents uploaded*	90%	Annual
	No. of articles published in SCOPUS and WOS	10% above the previous year	Annual



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## Appendix I: Indicators Chart (continued)

PROCESS	INDICATOR	TARGET	MONITORING
GMS	EFQM Acknowledgment	Level C2	
	Certification renewal-ASIGQ- A3ES	MS accredited by A3ES for 6 years	
	SG-IPVC integrated ISO 9001 and NP 4469	MS-IPVC renewed Certificate (Quality and Social Responsibility)	
	SG-IPVC with ISO 27001 integration (information security)	Certified MS (Quality, Social Responsibility, and Information Security) (renewed)	
	SG-IPVC with NP 4552 integration (conciliation)	Certified MS (Quality, Social Responsibility, Information Security, and Conciliation)	
	Digital Platform Satisfaction	≥3,5	
	Employee Satisfaction Survey	>3,7	Annual (academic)
	Evaluation of students - the quality of teaching satisfaction (school)	90%	Annual (academic)
	Satisfaction Assessment - Digital Platforms	≥3,5	Biannual
	Assessment of Service User Satisfaction	≥3,5 (average for each evaluated service)	Annual
OBS	Achievement of Management Objectives (PE IPVC)	70%	Annual
	Candidates from the Viana district enrolled in IPVC/total of candidates enrolled in IPVC from all over the country (%)	>35%	Annual
	Candidates from the Viana district enrolled in IPVC/total candidates from the district enrolled in the country (%)	>27%	Annual
	AVERAGE CLASSIFICATION OF THE LAST STUDENT in each course relative to the average for access at the National level 1st stage (N)	≥ 128.2	Annual
	Degree Attractiveness Index (No. of Applicants 1st Phase, 1st Option per available place)- Bachelor's with <10%	<6 degrees with < 10% attractiveness	Annual
	Overall attractiveness rate of IPVC undergraduate degrees (Total candidates 1st Phase, 1st Option per available position)	>45%	Annual
	Course dropout rate - IPVC Overall	≤14,5%	Biannual
	IPVC dropout rate - Overall IPVC	<14%	Biannual
	Bachelor's degree employability rate	≤18% (see financing)	Biannual
	IPVC Position in the International Rankings (Umultirank) - National	≤16% (see financing)	Annual
	IPVC Position in the International Rankings (Umultirank) - IP	>96% (and no course below 85%)	Annual
	IPVC Position in the International Rankings (Scimago) - National	up to 10th position	Annual
	IPVC Position in the International Rankings (Scimago) - IP	up to 3rd position	Annual
	IPVC Position in the International Rankings (THE)	up to 23rd position	Annual
	IPVC Position in the International Rankings (Webometrics) - National	up to 5th position	Annual
	IPVC Position in the International Rankings (Webometrics) - IP	Meet requirements for ranking	Annual
	IPVC Position in the International Rankings (UniRank) - National	≤25	Annual
	IPVC Position in the International Rankings (UniRank) - IP	4th position	Annual
	Student/Ph.D. teacher ratio TI	20th position	Biannual
	Student/Ph.D. teacher ratio ETI	5th position	Biannual
	Student/Ph.D. teacher ratio + specialist ETI	≤30	Biannual



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## Appendix I: Indicators Chart (continued)

PROCESS	INDICATOR	TARGET	MONITORING
OBS (cont.)	No. of publications - global	≥300	Biannual
	No. of publications - Webofknowledge	≥200	Biannual
	No. of publications - Scopus	≥260	Biannual
	Publication per faculty member ratio - global	≥1	Biannual
	Publication per faculty member ratio - Webofknowledge	≥0,3	Biannual
	Publication per faculty member ratio - Scopus	≥1	Biannual
	GreenMetric Ranking Score - Global	>5300 points	Annual
	GreenMetric ranking position - National	within the '5th position	Annual
	Answer Rate to the Survey on Quality Assessment for Teaching/per Organic Unit	CTeSP: 40% Degree: 30% Masters: 40% Post-graduation: 30%	Biannual
	No. of replies to the External Entity Survey	≥ 100	Biennial
	Answer Rate to Employee Surveys, by organic unit	50%	Biennial
	Answer Rate to Graduates Surveys, by course	50%	Annual
	Answer Rate to Mobility Survey - Incoming	50%	Biannual
	Answer Rate to Mobility Survey - Outgoing	50%	Biannual
	Survey Response Rate to Students Placed in the IPVC on Enrollment 1st Year 1st Time (1st and 2nd Phase) CNA	100%	Annual
	Survey Response Rate to Library User Satisfaction	20%	Annual
	AVERAGE CLASSIFICATION OF THE LAST STUDENT in each course relative to the average for access at the National level 1st stage (N)	≥ 128,2	Annual
	Degree Attractiveness Rate (No. of Applicants 1st Phase, 1st Option per available place) - Bach. with <10%	<5 lic. with < 10% attractiveness	Annual
	Overall attractiveness rate of IPVC Bachelor's degree (Total candidates 1st Phase, 1st Option per available place)	>45%	Annual
	Course dropout rate - IPVC Overall	≤18% (see financing)	Biannual
	IPVC dropout rate - Overall IPVC	≤16% (see funding)	Biannual
	Bachelor's degree employability rate	>96% (and no course below 85%)	Biannual
	IPVC Position in the International Rankings (Umultirank) - National	up to 10th position	Annual
	IPVC Position in the International Rankings (Umultirank) - IP	up to 3rd position	Annual
	IPVC Position in the International Rankings (Scimago) - National	up to 22nd position	Annual
	IPVC Position in the International Rankings (Scimago) - IP	up to 5th position	Annual
	IPVC Position in the International Rankings (THE)	Meet requirements for ranking	Annual
	IPVC Position in the International Rankings (Webometrics) - National	≤25	Annual
	IPVC Position in the International Rankings (Webometrics) - IP	4th position	Annual
	IPVC Position in the International Rankings (UniRank) - National	20th position	Annual
	IPVC Position in the International Rankings (UniRank) - IP	5th position	Annual
	GreenMetric Ranking Score - Global	>7000 points	Annual
	GreenMetric Ranking Score - National	2nd position	Annual



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## Appendix I: Indicators Chart (continued)

PROCESS	INDICATOR	TARGET	MONITORING
RHU	Employee satisfaction rate - Global	≥3,7	
	The satisfaction rate of the employees with the objectives assigned in the scope of their functions	≥3,6	
	Employee satisfaction rate - PD	≥3,7	
	Employee satisfaction rate - PND	≥3,7	
	No. hours of training/employee	40h/year/employee	
	Function Manual	Manual implementation by 2021	
	Total number of employees with ties to the institution > ten years	≥280	
	No. of IPVC Employees	-	
	Nº of employees PD	-	
	No. of employees PND	-	
	Teachers ETI	≥260	
	Teachers TI	≥200	
	Ph.D. Teachers ETI	≥190	
	Ph.D. Teachers TI	≥170	
	Ph.D. teachers/teachers (course) ratio	≥50% - Bachelor's Degree ≥60% - Masters	
	Ph.D. teachers or specialists in the subject area/teachers ratio (course) FTE	≥50% - Bachelor's Degree ≥50% - Masters	
	Career teachers/teachers ratio (course) ETI	≥60% - Bachelor's Degree ≥75% - Masters	
	TI Ph.D. teachers/teachers ratio	≥35%	
	TI Ph.D. teachers /TI teachers ratio	>85%	
	ETI Ph.D. teachers/Total ETI teachers ratio	≥70%	
	Career teachers/ETI teachers ratio	≥70% of career teachers	
	Ratio of Ph.D. career teachers to ETI career teachers	≥50% of career teachers	
	Specialist ETI / total ETI teachers ratio	≥35%	
	Ratio Career Coordinators / Total Career Teachers	≤50%	
	Main Career Coordinators / Total Career Coordinators Ratio	≤15%	
	Ratio of PNDs with higher education	≥50%	
	Employability rate of employees from the districts of Porto, Braga, and Viana do Castelo	≥96%	
	Teachers aging rate	PORDATA Alto Minho reference	
	Non-teaching staff aging rate	PORDATA Alto Minho reference	
	Nº of pedagogical training actions for teachers	≥5	
	Elaboration of PD Management Plan	Plan drawn up	
	Elaboration of PND Management Plan	Plan drawn up	
	Conciliation Plan	Plan implemented	
	Absenteeism rate	≤4%	
	On-duty accidents	<0,2%	
	The average number of training hours per employee (Non-teaching staff)	≥ 40h	Annual



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PROCESS	INDICATOR	TARGET	MONITORING
RHU (cont.)	The coverage rate of the execution of the training plan (Non-teaching staff)	≥ 45%	Trimester
	Rate of non-teaching staff with higher education	≥ 49,5%	Annual
	The effectiveness rate of training courses	≥ 30%	Biannual
	Absenteeism Rate	≤ 10%	Annual
	Average satisfaction level of RH service users	≥ 3,5	Annual
	Average rate of compliance with the deadline for notifying jury decisions to candidates in the context of competition procedures	up to 5 working days	Annual
	Deviation in the remuneration processing deadline by UO	up to 3 working days after the 12th of each month	Monthly
	Employability rate of employees from the districts of Porto, Braga, and Viana do Castelo	≥ 96%	Annual
SAU	Rate of student satisfaction with services - Health Office	≥ 4,2	
	No. health office actions to promote health and well-being	≥ 20	
	Rate of activities promoting health and well-being	80%	Quarterly
	Number of participants per session (face-to-face or online) promoting health and well-being and/or fostering health literacy	Between 10 and 15 participants	Quarterly
	Number of newsletters disseminated with the aim of increasing health literacy	Between 2 and 4 newsletters per month	Quarterly
	Number of students with special educational needs (SEN) monitored in line with the Equality Plan	100%	Quarterly
	Number of students in need of emergency support monitored, in line with the Equality Plan	100%	Quarterly
	Number of employees with a 60% disability who benefited from job adjustments and were previously referred to the Health and Wellbeing Office by HR, in line with the Equality Plan	100%	Quarterly
	Average level of satisfaction	4,3	Annual
	Number of employees with a conditional aptitude result who were reassessed in the same year and whose aptitude was restored	80%	Quarterly
	Number of accidents on the job	Less than 10	Quarterly
	Number of incidents on the job	Less than 5	Quarterly
	Number of actions carried out in line with the Conciliation Management Program	More than 2	Quarterly
	Students' Satisfaction with Services - Academic (IASQE)	≥ 91%	
ACA	Emit Certificates/Diplomas of course unit conclusion	5 working days	Annual
	Providing programmatic content	8 working days	Annual
	Analysis rate of individual processes within the scope of the GRCIC plan and respective compliance	100%	Annual
	Student Satisfaction Rate by SAC	> 960% / semester (satisfied - very satisfied - totally satisfied)	Biannual
	Number of complaints, claims, and occurrences of non-compliance related to labor practices.	< 6 complaints, claims, non-compliance occurrences, formally filed / year	Biannual
BAR - BIB	Student satisfaction rate with services - Libraries (IASQE and Inq. BIB)	≥ 92%	
	Employee satisfaction rate - Libraries - inq. bib	≥ 4	
	Rate of Student Satisfaction with Libraries	> 92% (satisfied - very satisfied - totally satisfied)	Annual
	Evaluation of the bidders' satisfaction	> 75 %	Annual
	Time of document availability	≤ 5 working days	Annual
	No. of trainings/Grade/year	3 > No. of training by degree ≤ 18	Annual
	Index of Dissertations / Work Project / Internship Report / Supervised Teaching Practice Final Report available at RIIPVC	100% or 1	Annual



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## Apêndice I: Mapa de Indicadores (continuação)

PROCESS	INDICATOR	TARGET	MONITORING
AMB	No. of Eco-Schools Awarded	6	
	Level of classification, separation, and residual treatment	improvement in all areas and increase efficiency in separation, collection, and treatment	
	GreenMetric Ranking Score - Global	5300 points	
	GreenMetric Ranking Score – National	within the 5th position	
	Paper and ink cartridge consumption: Ink cartridges	56,64	
	Paper and ink cartridge consumption: Toners	60,48	
	Paper and ink cartridge consumption: A4 paper	2 177,28	
	Paper and ink cartridge consumption: A3 paper	17,28	
	Default print settings (double-sided, low quality and black and white)	100%	Annual
	Paper consumption per user	2% reduction per year	Biannual
	Electricity consumption per user	2% reduction per year	Biannual
	Gas consumption per user	2% reduction per year	Biannual
	CO2 emissions per user	2% reduction per year	Biannual
	Water consumption per user	2% reduction per year	Biannual
	Average amount of waste per user	100%	Biannual
	Average percentage of undifferentiated waste	2% reduction per year	Biannual
	Average amount of undifferentiated waste per user	2% reduction per year	Biannual
	Food waste	2% reduction per year	Biannual
	Number of Eco-Schools awards	6 a year	Annual
	Ranking score	To maintain	Annual
EIN	Students involved in Inclusive School (ApS) projects	≥60	
	Students involved in the INPEC+ Program constitute seed groups and peers in each OU)	6 OUs with INPEC; number of students/UO to be defined	
	No. of volunteering activities in which IPVC participates with partners	10/year	
	No. of initiatives to support the local community (food collection, solidarity walks, ...)	10/year	
	No. of volunteer programs	4/year	
	No. of OUs with an INPEC+ Program in place	All OUs until July 2021	
	No. Inclusive school projects (APS)	≥ 15	
	No. partner institutions-recipients of APS projects	≥1 per OU	Biannual
	Total no. of APS projects and no. of projects/OUs	≥ previous year	Biannual
	No. courses with APS projects	≥ previous year	Annual
	OUs involved in the project (diagnosis; creation of seed group)	6	Annual
	Training Peers	6	
	% Dropouts	< previous year (targets differentiated by CTESP, Lic., Master)	Annual
	% ENEE supported	100% of those who agree to be supported	Annual
	satisfaction of supported peers and ENEE	≥3,5	Annual
	n.º Volunteering actions	4	Annual
	n.º Training actions on volunteering and participants/employees and students)	4	Annual



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## Appendix I: Indicators Chart (continuation)

PROCESS	INDICATOR	TARGET	MONITORING
GEI	Energy efficiency - fuels	26,500 Kg	
	Bulk fuel	22,000 liters	
	Energy efficiency - fuels	100,000 kWh	
	Automotive fuel	< 300 000 €	
	Energy efficiency - fuels	< 70 000 €	
	Natural gas	<135 000 €	
	Energy efficiency - electricity	10%	Annual
	Energy efficiency - water	100%	Annual
	Energy efficiency - gas	5%	Annual
	Elimination of architectural barriers	20%	Annual
	Fire safety	20%	Annual
	E.E. - Natural gas consumption (kWh)	20%	
	E.E. - Auto fuel	10%	Annual
	E.E. Electricity consumption	7%	Annual
	E.E. Renewable energy production	1000l	Annual
	E.H - Water	< 300 Bq/m3	Annual
	E.E - Reducing LPG gas consumption	100%	Annual
	Filtered water consumption	50%	Annual
	Indoor air quality - Radon	< 100	Annual
	Preventive maintenance - mandatory	2; 10%	Annual
	Preventive maintenance - optional	5%	Annual
GDO	Legionella	100%	Annual
	Wastewater treatment (RA)	2%	Annual
	Recyclable materials or incorporating recyclable materials (RM)	0	Biannual
	Reuse of materials	0	Biannual
ASE	Untreated water consumption	≥ 10h	Biannual
	Compliance with regulatory requirements (7.5)	≥ 50	Biannual
	Compliance with identifying legislation	100%	Quarterly
	Training hours	≥3,5	Biannual
	Attractiveness	<5%	Biannual
BAR - EAR	Implementation rate	RADA implemented in all areas (by the end of 2021)	
	Participant satisfaction level	≤ 3	Biannual
	Dropouts	≤ 5	Biannual
	RADA - organized archiving and disposal	≤ 3 working days	Biannual





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## Appendix I: Indicators Chart (continuation)

PROCESS	INDICATOR	TARGET	MONITORING
GSI	Media Communication Management Platform (via GCI)	to be defined	
	Implementation of an Integrated Indicator Management System at ON-IPVC	Indicators platform made available (Dec. 2020) Platform implemented	
		Indicators available/ Indicators planned	
	Implementation of a "BUSINESS INTELLIGENCE" for the IPVC Information System	Mechanism implemented by Dec. 2021	
	Transparency plan for institutional information associated with GDPR	Compliance with institutional information and data protection rules	
	No. of security incidents/computer attacks with an impact on security	0	
	Default print settings (double-sided, low quality and black and white)	in all applicable printouts	
	Occurrence of computer anomalies due to a service outage with medium or high priority	< 4 / hours	Trimestral
	Occurrence of computer anomalies due to low priority service outages	< 48 / hours	Trimestral
	Rate of requests executed within the time requested for the execution of the request.	>=80%	Semestral
	Rate of resolved requests	>=95%	Semestral
	Success rate of automatic backups	>=95%	Trimestral
	Rate of requests due to inadequate user training	<30%	Semestral
	Lic with <10% Attractiveness Index (No. of 1st Phase Candidates, 1st Option per vacancy made available)	<5 degrees with < 10% attractiveness	
	Overall attractiveness index of IPVC degrees (Total 1st stage applicants, 1st option per available place)	>45%	
	Creation of the Alumni Network Platform	Network created (2021) and Platform implemented	
	No. of alumni integrated into the platform	Associated graduates in the 1st year of operation: 3000 (2022); 10000 (2024)	
	IPVC Portal		
	No. of IPVC references in the press	>1700	
	Rate of new visitors to the IPVC portal	>82%	
	Rate of International Accesses to the IPVC Portal	>25%	
	No. of followers on social networks	>30%	
PIM	Marketing/communication plan	Marketing plan drawn up (March 2021)	
	IPVC global agenda	Agenda implemented via Portal and ON.IPVC	
	Video Channel and IPVC TV	IPVC TV content redefinition-May 2021; Video channel daily content	
	IPVC Newsletter	IPVC Newsletter reactivated in May 2021 with new approach to content and monthly frequency	
	No. of visits to schools (sec., prof.) and % increase by NUT	>90 visits (and ≥70%)	
	Dissemination	80%	Anual
	Level of satisfaction	Maximum 5%, with 0% being ideal	Anual
	No. of followers on social networks	>10%	Anual
	References in the Press	>900	Anual
	Schools visiting OUs (open days, study visits, Terra. Eco, etc.)	NUT 1 - Minho - Lima - >90% NUT 2 - Cávado - >50% NUT 3 - Ave - >40%	Anual
	Accesses to the IPVC portal	>10%	Anual



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## Appendix I: Indicators Chart (continuation)

PROCESS	INDICATOR	TARGET	MONITORING
SAS - BOL	Student scholarship attribution rate	≥85%	
	% scholarship students (DGES)	---	
	No. of students supported with social support grants	---	
	Rate of student satisfaction with services - Scholarships	≥3,1	
	Student satisfaction index with services - Social Support Grants	≥3,1	
	No. of interviews / No. of students applying for scholarships	≥3%	Academic year
	No. of home visits to IPVC scholarship students	≥2% scholarship students from IPVC	Academic year
	Σ Classification by question x level of satisfaction/No. of Answers	≥3,5 (scale de 1 to 5)	Academic year
	No. of grant applicants / No. of cases processed	≥87%	Academic year
	Σ Classification by question x level of satisfaction/No. of Answers	≥3.5 (scale de 1 to 5)	Academic year
	No. of students enrolled/students with opportunity offers assigned	≥ 28 %	Academic year
	No. of approved scholarships/No. of applications to DGES	≥80%	Academic year
	Total number of grant students (DGES) / total number of students	≥40%	Academic year
	Total number of scholarship students (DGES) / total number of students	≥20	Academic year
SAS - ALI	No. of approved offers/No. of submitted offers	≥60%	Academic year
	Index of student satisfaction with services - Bars (ALI)	≥3,5	
	Index of student satisfaction with services - Canteens (ALI)	≥3,5	
	The average Cost in Genres	50-60% of the value of the social meal	Monthly
	% of users in canteens	10-15%	Monthly
	The average Level of Satisfaction - Canteens	≥3,6 (scale 1 to 5)	Annual
SAS- ALO	The average Level of Satisfaction - Bars	≥3,6 (scale 1 to 5)	Annual
	Index of student satisfaction with services - Accommodation	≥4,1	
	Occupancy rate in residences operated directly by the SAS (excluding August)	> 95%	Academic year
	Satisfaction Index	≥ 4 (scale 1 to 5)	Academic year
	Drop-out rate in residences operated directly by the SAS	Monthly average < 5%	Academic year
SAS - DES	Amount of revenue still to be collected on July 31 at residences operated directly by the SAS	Until 5.000,00€	Academic year
	Index of student satisfaction with services - Sports Center	≥3,8	
	No. of people enrolled in the IPVC sports center (monthly average)	≥80	
	The average Level of Satisfaction	≥ 3,8 (scale 1 a 5)	Academic year
	The average number of accesses to the CDIPVC fitness center	800	Academic year
	No. of people enrolled in the IPVC sports center (monthly average)	≥ 55	Academic year
	Number of IPVC representatives in FADU CNUs	60	Academic year
	Number of students enrolled in competitive university sports	60	Academic year
	Number of AE's competitions in collaboration with CDIPVC	3	Academic year
	Number of sporting events developed for the IPVC community	1	Academic year



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## Appendix I: Indicators Chart (continuation)

PROCESS	INDICATOR	TARGET	MONITORING
SAS - EMP	No. of IPVC students or graduates registered in the IPVC job portal	≥3000	
	No. of total offers (per year) of internship or employment at the Job Portal	≥3000	
	Total number of companies registered in the employment portal	≥800	
	Organization of workshops and seminars in the area of employment	Until 5 workshops	Annual
	Degree of satisfaction of graduate students registered in the Job Portal	≥ 65%	Annual
	Degree of satisfaction of companies registered in the Employment Portal	≥ 3,5 (scale 1 to 5)	Biannual
	Workshop satisfaction	≥ 77%	Annual
	No. of total offers (per year) of internship or employment at the Job Portal	≥ 150	Annual
	Total number of companies registered in the employment portal	≥ 130 than the previous year	Annual
	No. of IPVC students or graduates registered in the IPVC job portal	≥ 220 than the previous year	Annual
SAS - CUL	% Employment of IPVC students	≥ 90 %	Annual
	Index of student satisfaction with services - Cultural Office	≥4,2	
	Number of exhibitions or other events (year) at the cultural office	≥3	
	Number of exhibitions (year) at Culture Office	≥ 4 (scale 1 to 5)	Annual
	Average Level of Satisfaction	≥ 4	Annual
	Seminar open to the community, with speaker the artist exhibiting	≥ 4	Annual
MSU	Index of student satisfaction with services - Academic Bus	≥4	
	Index of student satisfaction with services - U-Bike	≥4,0	
	No. of BIRA users	≥180	
	No. of BUS-ACADEMIC users	200	
	Total number of daily BUS-ACADEMIC tickets (monthly)	≥1000	
	Users with a pass in the 1st academic semester	100	Biannual
	Users with a pass in the 2nd academic semester	100	Biannual
	One-off users	1000	Academic year
	Level of satisfaction of BUS users	3,9	Academic year
	Users with a contract	110	Academic year
	Level of satisfaction of BIRA-IPVC users	4,0	Academic year
	minimum monthly value of kilometers traveled per user ("U-Bike" or "Bira-IPVC" service)	100	Academic year
LAB	minimum monthly number of kilometers traveled by electric vehicle ("E-car" service)	2000	Academic year
	Number of laboratory users		Biannual
	Use of equipment requested	> 50%	Bi-monthly
	Overall satisfaction with the use of laboratory equipment	3	Bi-monthly
	User satisfaction index	3,5	Bi-monthly



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## Appendix I: Indicators Chart (continuation)

PROCESS	INDICATOR	TARGET	MONITORING
GEF	Sales and services providers/total expenses	≥1,5%	
	Project revenues	≥ 4 000 000 €	
	Communitarian funds/total revenues	≥15%	
	(Own revenue + FC)/total revenue	≥35%	
	OE/own revenue	<65%	
	Net collected revenue	≥20 000 000 €	
	Staff expenses/total expenses	<75%	
	Capital expenses/total expenses	≥ 10%	
	Own revenue	≥ 5 000 000€	
	Solvency (Net Equity/Liabilities)	>1,1	
	EBITDA (RLE + Amortization + Provision)	> 900 000€	
	Overall Liquidity (Assets/Liabilities)	≥ 3	
	Business Volume	≥ 400 000 €	
	Transf. OE/Staff expenditure	≥ 88%	
	Revenue related to European funding/total expenses	≥ 10%	
	Financed staff expenses/total expenses	*	
GEF-APR	Average time taken to perform procedures worth more than 5,000.00 euros	< 10 days	Biannual
	Average PSN approval time	< 10 days	Biannual
	Average duration time of procedures in the public procurement platform	< 45 days	Biannual
	Default rate	< 5%	Biannual
	Suppliers Classification	Target to be achieved (50% of suppliers with value > 90 points)	Biannual
	Stock-outs	< 5	Biannual
	No. of local suppliers (address associated with the District of Viana do Castelo)	40%	Biannual
GEF-PAT	The volume of purchases from local suppliers (address associated with the District of Viana do Castelo)	20%	Biannual
	No. of inventoried assets that physically exist and are not recorded in the accounts	< 10%	Internal audits will be performed by the SAF-Patrimony/BU, according to procedure PAT-01
	No. of inventoried assets recorded in accounting records and not physically existing in the location under analysis	< 10%	Internal audits will be performed by the SAF-Patrimony/BU, according to procedure PAT-01



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## Appendix I: Indicators Chart (continuation)

PROCESS	INDICATOR	TARGET	MONITORING
GEF-CTE	(Total net collected own revenues)/Total net collected payments (includes FC in the numerator) (Do not include SGA)	≥40%	Biannual
	OE/Total net collected revenues (Without SGA)	<60%	Biannual
	Net Collected Revenue (Without SGA)	≥20 000 000 €, annual	Biannual
	Staff Processed Expenses (the only way to be comparable with previous years)/Total Expenses Paid	<8%	Biannual
	Capital expenses/total expenses	≥ 8%	Biannual
	Own revenues collected net (including FC and without SGA)	≥ 6 000 000€, annual	Biannual
	Solvability	> 1	Annual
	EBITDA	> € 750.000	Annual
	Overall Liquidity	≥ 2,7	Annual
	Turnover	≥ 300 000 €, annual	Annual
	Contribution of the OE to the financing of staff expenditures	≥ 86%	Annual
	Weight of personnel expenses in the total expenses of the institution	<75%	Annual
	FC contribution for financing the expenses incurred	≥ 10%	Annual
	Average Receipt Time for Customers	< 60 days	Quarterly
	Average payment period to suppliers	< 60 days	Quarterly

Legend:

☐ Operational Indicators - MS-IPVC Processes

☐ Strategic Indicators - PE IPVC2024



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## Appendix II: Survey Map

Scope / A3ES Benchmarks	Inquiry	Goal	Target Public	Application Methodology	Responsible for Application	Periodicity
DESIGN AND APPROVAL OF PROGRAMMES (2)  ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES (5)	Graduates Survey	To observe the issues related to employability and its relation to the training acquired in the IPVC.	IPVC Graduates	Online survey	OBS	Annual, 12/18 months after course conclusion
	External Entities Survey	To characterize the partners and employers and their perception of the IPVC; To understand the forms of recruitment favored by employers; Obtain information about employers and their graduates, allowing the evaluation of employability conditions; Obtain information about the skills profile of IPVC graduates; Identify market needs for internal reflection on the adequacy and innovation of the training offer and RDI.	External Entities		OBS/PGE (GT)	Biannual
	<i>Survey (External Entities)</i>	To characterize partners and employers and their perception of the IPVC; Understand forms of recruitment favored by employers; Obtain information about employers, allowing the evaluation of employability conditions; Inquire about the skills profile of IPVC graduates; Identify market needs for internal reflection on the adequacy and innovation of the training offer and RDI.	External Entities		OBS/PGE (GT)	Biannual
	CTeSP Internship Host Organizations Survey	To obtain information about the CTeSP internships, regarding the training entity (IPVC), the intern and internship monitoring, evaluate conditions, and suggestions for improvement.	CTeSP Internship Host Organizations		FOR (CP; CC)	Annual
DESIGN AND APPROVAL OF PROGRAMMES (2)  PUBLIC INFORMATION (12)	Survey to new students	Know the profile of new IPVC students; Understand the motivations for choosing the IPVC and the course; Know the level of notoriety of the IPVC; Knowing the sources of information about the IPVC; Define targeted communication policies.	New students	Online survey	OBS/PIM (GCI)	Annual
STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT (3) ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES (5)	Assessment of the Satisfaction of Teaching Quality (IASQE)	Know the students' satisfaction levels and proposals for improvement with the Teaching Quality (School, Teacher, Course, UC, and ECTS).	Students	Questionnaire in electronic support	FOR (CP)	Biannual



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## Appendix II: Survey Map (cont.)

Scope / A3ES Benchmarks	Survey	Goal	Target Public	Application Methodology	Responsible for Application	Periodicity
STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT (3) INTERNATIONALISATION (8)	Survey Mobility Incoming	Know the students, teachers, and non-teaching staff satisfaction and improvement proposals regarding IN mobility.	Students and Collaborators IN	Questionnaire in electronic support	OBS/CIN (GMCI)	Biannual
	Outgoing Mobility Survey	Know the students, teachers, and non-teaching staff satisfaction and improvement proposals regarding OUT mobility.	Students and Collaborators OUT	Questionnaire in electronic support	OBS/CIN (GMCI)	Biannual
HUMAN RESOURCES (9)	Employee Satisfaction Survey	Know the levels of satisfaction, proposals for improvement, and employee involvement, and subsequently align strategies that allow everyone to feel an integral part of the institution and contribute to the organization's success.	Collaborators	Questionnaire in electronic support	GMS/RHU	Biannual
	Occupational Safety and Health Questionnaire	Annual worker consultation to obtain their opinion on occupational health and safety matters	Collaborators	Questionnaire in electronic support	RHU (Health Office; Tec. SST)	Biannual
	Occupational Safety and Health Questionnaire - Work Machines and Equipment	Annual worker consultation to obtain an opinion on safety and health matters for workers' use of work equipment.	Collaborators	Questionnaire in electronic support	RHU (Health Office; Tec. SST)	Annual
	Occupational and Psychosocial Risk Assessment	Observe the issues related to Occupational and Psychosocial Risks of the IPVC collaborators	Collaborators	Questionnaire in electronic support	RHU (Health Office; Tec. SST)	Annual
	Covid-19 Study Questionnaire - Organizations' Response to Adaptation of Human Resource Systems - ONRH	Evaluate the employees' perception of the organization's response in Portugal in adapting their Human Resource Systems to the situation arising from the Covid-19 Pandemic.	Collaborators	Questionnaire in electronic support	GMS/RHU	Timely
MATERIAL RESOURCES AND SERVICES (10)	Satisfaction Assessment - Scholarships	Know the satisfaction levels and improvement proposals for the scholarships.	Scholarship Students	Questionnaire in electronic support	ASo - BOL	Annual
	Evaluation of Satisfaction - Social Support Grant	Know the satisfaction levels and proposals for improvement for the social support grants.	Students with social support grants	Questionnaire in electronic support	ASo - BOL	Annual
	Satisfaction Assessment – Cultural Office	Know the satisfaction levels and improvement proposals for the Cultural Workshop events/initiatives.	Students Collaborators	Questionnaire in electronic support	ASo - CUL	Timely, after each event/initiative
	COVID-19 Emergency Line	Responding to situations of social emergency, namely serious economic and social needs caused directly by the COVID-19 pandemic, such as unemployment, illness, difficulties in keeping up with teaching activities or other situations of social fragility, which severely limit the student's ability to maintain or support attendance at the IPVC.	Students	Questionnaire in electronic support	ASO	Timely





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## Appendix II: Survey Map (cont.)

Scope / A3ES Benchmarks	Survey	Goal	Target Public	Application Methodology	Responsible for Application	Periodicity
MATERIAL RESOURCES AND SERVICES (10)	Satisfaction Assessment - Accommodation	Know the satisfaction levels and improvement proposals for the accommodation.	Students housed in the IPVC residences	Questionnaire in electronic support	AS - ALO	Annual
	Survey - Accommodation	Know the satisfaction levels and improvement proposals for the accommodation.	Students housed in the IPVC residences	Questionnaire in electronic support	AS - ALO	Annual
	Satisfaction Assessment – Canteen	Know the satisfaction levels and improvement proposals of canteen users (service, facilities/equipment, meals).	Students Collaborators	Questionnaire in electronic support	AS - ALI	Annual
	Satisfaction Assessment – Bars	Know the satisfaction levels and improvement proposals of bar users (service, facilities/equipment, meals).	Students Collaborators	Questionnaire in electronic support	AS - ALI	Annual
	Assessment of Library User Satisfaction	Know the satisfaction levels and proposals for improvement of the Libraries' users.	Students Collaborators	Questionnaire in electronic support	GAQ/BIB	Annual
	Satisfaction Assessment – Academic BUS	Know the satisfaction levels and proposals for improvement of Academic BUS users.	Academic BUS users	Questionnaire in electronic support	AS - MSU	Annual
	Satisfaction Assessment - BIRA IPVC	Know the satisfaction levels and improvement proposals of the IPVC BIRA users.	BIRA IPVC users	Questionnaire in electronic support	AS - MSU	Annual
	Satisfaction Assessment – Events/Initiatives	Know the participants' satisfaction levels and proposals for improvement in the events/initiatives performed.	Participants of Events/Initiatives	Questionnaire in electronic support	Event/initiative organizing committees	Timely, after each event/initiative
	Evaluation of Satisfaction – Event/Action	Know the participants' satisfaction levels and proposals for improvement in the events/initiatives performed.	Participants of Events/Initiatives	Questionnaire in electronic support	Event/initiative organizing committees	Timely, after each event/initiative
	Satisfaction Assessment – Sports Center	Know the satisfaction levels and improvement proposals of the users of the Sports Center.	Sports Center Users	Questionnaire in electronic support	AS - DES	Annual
	Satisfaction Assessment of IPVC's Service Users	Know the satisfaction levels and improvement proposals for the IPVC Services (applied only in some services that link to SIADAP).	IPVC services users	Questionnaire in electronic support	GAQ/ Service to be evaluated	Annual, for each service evaluated
	IPVC Service User Satisfaction Survey	Know the satisfaction levels and improvement proposals for the IPVC Services (applied only in some services that link to SIADAP).	IPVC services users	Questionnaire in electronic support	GAQ/ Service to be evaluated	Annual, for each service evaluated
	Satisfaction Assessment – Health Office	Know the satisfaction levels and improvement proposals of the community served at the Health Office.	Health Office Patients	Questionnaire in electronic support	SAU	Annual
	Students with Special Educational Needs - Follow-up Questionnaire	To find out the levels of satisfaction and proposals for improvement that will enable appropriate measures to be implemented for the inclusion and monitoring of NEE.	ENEE	Questionnaire in electronic support and other necessary	GAQ	Annual



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## Appendix II: Survey Map (cont.)

Scope / A3ES Benchmarks	Survey	Goal	Target Public	Application Methodology	Responsible for Application	Periodicity
MATERIAL RESOURCES AND SERVICES (10)	Environment Audit (Eco-School)	Analyze and diagnose aspects related to the environmental management of the school.	Students	Questionnaire in electronic support	AMB (Eco-Schools)	Annual
POLICY FOR QUALITY ASSURANCE (1)	Assessment of "Auditors" Satisfaction	Know the satisfaction levels and improvement proposals of the participants in the internal audits.	All auditors in internal IPVC audits	Questionnaire in electronic support	GAQ	Biannual
	RS Aspects and Conciliation	Consult with stakeholders on Aspects of Social Responsibility and Conciliation, according to the activities of the IPVC.	Students Collaborators	Questionnaire in electronic support	GAQ (GT)	Each 5 years
	IPVC Values	Identify the Values that guide the IPVC's actions.	Students Collaborators	Questionnaire in electronic support	Presidency	Each 5 years
	Self-Assessment Questionnaire - EFQM Excellence Model	Collect opinions concerning the EFQM Excellence Model criteria to allow for a self-assessment.	Students Collaborators	Questionnaire in electronic support	GAQ (GT)	Timely
INFORMATION MANAGEMENT (11) PUBLIC INFORMATION (12)	Satisfaction with IPVC's Digital Platforms	Know the satisfaction levels and improvement proposals of the community towards the IPVC's Digital Platforms.	IPVC Digital Platforms Users	Questionnaire in electronic support	PIM/GSI (GCI/SI)	Annual
PUBLIC INFORMATION (12)	IPVC Summit	Know the community's satisfaction levels and proposals for improvement towards the IPVC Summit.	IPVC Students and Employees, Companies, Professors and Visiting Students	Questionnaire in electronic support	PGE/PIM (GT)	Annual
RESEARCH AND DEVELOPMENT (6) EXTERNAL RELATIONS (7)	Evaluation of Partner Satisfaction in IPVC-led PROJECTS	Knowing the satisfaction levels of the partners of projects led by the IPVC	Partner Entities	Questionnaire in electronic support	GIN (UGP)	Annual
	Assessment of Partner Satisfaction in PROJECTS led by the IPVC	Knowing the satisfaction levels of the partners of projects led by the IPVC	Partner Entities	Questionnaire in electronic support	GIN (UGP)	Annual
EXTERNAL RELATIONS (7)	Senior Academy Satisfaction Survey	Know participants' satisfaction levels and proposals for improvement towards the Senior Academy.	Participants Senior Academy	Questionnaire in electronic support	GAQ/ASE	Biannual
	Volunteer Work Exchange - Covid-19 - IPVC Community	Collect applications for Covid-19 volunteer fellowship - IPVC Community.	Students Collaborators	Questionnaire in electronic support	EIN	Timely



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## Appendix III: MS-IPVC Benchmarks (based on A3ES and ESG)

### Appendix A Table III.1 - Correspondence between A3ES Benchmarks and MS-IPVC Processes

A3ES Benchmarks	Sub-item	MS-IPVC Processes
<b>1- Policy for quality assurance and pursuit of quality objectives-</b> quality culture, supported by a formally defined and publicly available quality policy and objectives.	<b>Institutional strategy for continuous quality</b> improvement and quality standards	PGE
	<b>SG organization</b> (clarity of the <b>responsibilities</b> of the different organs and <b>management levels</b> )	PGE; GMS
	<b>Student</b> and other <b>stakeholders (internal and external)</b> involvement in quality assurance processes	PGE, GMS, FOR
	Ways to ensure academic integrity and vigilance against academic fraud and intolerance or discrimination	GMS, ACA, PGE
<b>2 – Design and approval of programmes</b> 2.1 - Courses are designed and structured in such a way that they can achieve set objectives - course qualification and level in the national and European qualifications frameworks specified and advertised.	<b>Implementation, monitoring, and review mode</b> of the quality policy and effective translation into the SIGQ	PGE, GMS
	Designed from objectives aligned with the institutional strategy for training delivery and explicitly defining learning goals (knowledge, skills, and competencies); Subject to a formal institutional process of final approval.	PGE, CRC; FOR
	Involve students and other stakeholders in their design, Benefit from the input of external experts and benchmarks. -Systems for <b>collecting and analyzing information</b> , including feedback from <b>Alumni, employers</b> , and other relevant <b>external partners</b> , as a basis for decisions to <b>maintain, upgrade or renew training provision</b> .	CRC, GMS; OBS; ACA
	Designed to allow the normal progression of students; Defines the expected student workload, expressed in ECTS; Includes opportunities for professional experience in the training area structured accordingly.	FOR
	Takes into account the purposes of education (Recommendation 20076) on the public accountability of ES and research: - The creation of a comprehensive and advanced knowledge base that stimulates research and innovation; - Contribution to employability; - Preparation for active citizenship; - Support for students' personal growth;	FOR, GIN, EMP, CUL, SAU, DES
<b>3 – Student-centred learning, teaching and assessment:</b> -procedures to ensure that teaching is delivered in a way that fosters an active role for the student in the creation of the learning process, as well as student assessment processes that are consonant with this approach.	Respect and attend to the diversity of students and their needs, allowing flexible learning paths; - Considers and uses different teaching and learning methodologies according to student needs and learning objectives; - Regularly assesses and adjusts teaching and learning methods; - Ensures a sense of autonomy in the student, ensuring appropriate guidance and support from the teacher; - Promotes mutual respect in the student-teacher relationship;	CRC; FOR, EIN
	Has procedures for monitoring, evaluating, and improving teaching and <b>learning processes and outcomes</b> , the <b>involvement</b> of students, faculty, and other relevant stakeholders.	CRC; FOR
	Ensures that <b>student evaluation</b> is carried out according to previously defined and <b>publicized criteria, regulations</b> , and <b>procedures</b> and that they are consistently applied	FOR; ACA; PIM
	Defines mechanisms for handling <b>complaints</b> and <b>suggestions</b> .	GMS; EAR; GSI



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A3ES Benchmarks	Sub-item (CONTINUATION table A III. 1)	MS-IPVC Processes
<b>4 - Student admission, progression, recognition and certification:</b> duly approved and publicized regulations covering all phases of the student's study cycle in the institution (e.g. student admission, progression, recognition, and certification).	- Access policies and admission procedures and criteria, implemented consistently and transparently, including the provision of induction processes to the institution and the course.	CRC; FOR, ACA
	The conditions and support for students to progress normally in their academic careers.	SAS, BIB, LAB, ACA
	Processes and tools for collecting, monitoring and acting on student progression information.	ACA, GSI, OBS, GMS, FOR
	Fair procedures for recognition of qualifications, periods of study, and prior learning.	FOR; ACA
	Certification processes that are sufficiently clear as to the learning outcomes achieved and the context, level, content, and status of the studies completed, namely by issuing the Diploma Supplement.	ACA, CIN
<b>5 - On-going monitoring and periodic review of programmes:</b> -monitoring and periodic review of CEs, to ensure that they achieve set objectives and respond to the needs of students and society. The reviews carried out lead to continuous improvement of the course, and the actions planned/executed as a result of this process is communicated to all stakeholders.	Course monitoring, evaluation, and review procedures include the assessment of the following elements: - The contents of the program in the light of the most recent research in the disciplinary field concerned, ensuring that they are current; - The changing needs of society; - The student workload and progression and completion rates; - The effectiveness of student assessment procedures; - The expectations, needs, and satisfaction of students about the course; - The learning environment and student support services and their adequacy to the needs of the course.	CRC; FOR  OBS, GMS
<b>6 - Research and development / targeted research and high level professional development:</b> - The Institution has mechanisms to promote, evaluate and enhance high-level scientific, technological, artistic, and professional development activity appropriate to its institutional mission.	<b>Mechanisms for Institutionalization and Research Management</b> -Procedures and criteria for the creation, extinction, and management of research units and interface units; -Procedures and criteria for attracting funding; - Incentives for scientific production.	PGE; GIN  RHU
	<b>Mechanisms for articulation between teaching and research</b> , as regards the contact of students with research and innovation activities from the early years.	CRC; FOR; GPR
	<b>Mechanisms for the economic valorization of knowledge</b>	PGE; GIN
	Procedures for monitoring, evaluation, and improvement: - of human and material resources allocated to research and development; - of scientific, technological, and artistic production; - of the results of the valorization of knowledge and the results of the articulation between teaching and research.	GIN, RHU, GEE GIN, GMS, OBS GIN, FOR



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A3ES Benchmarks	Sub-item (CONTINUATION table A III.1)	MS-IPVC PROCESSES
<b>7 - External relations</b> - Mechanisms to promote, evaluate and improve inter-institutional and community collaboration and contribution to national and regional development.	Procedures to promote, monitor, evaluate, and improve interface activities and external action regarding: - To inter-institutional collaboration; - The provision of services to the outside world; - The integration of national projects and partnerships; - The contribution to regional and national development appropriate to the institutional mission; - Obtaining its revenue through the developed activity; - Cultural, sporting, and artistic activities abroad.	PGE; CIN, CRC, GIN, AMB, EIN GIN PE, GIN GIN, GEF FOR, SAS, PIM ASE
<b>8 - Internationalisation:</b> - Mechanisms to promote, evaluate and improve its international cooperation activities.	Within the scope of internationalization policies, the institution has defined <b>procedures to promote, monitor, evaluate, and improve</b> activities of <b>international</b> nature, namely those related to: - Participation/coordination in international education and training activities; - Mobility of students, teachers, and non-teaching staff; - Participation/coordination in international research projects;	CIN CRC/ FOR/ACA  GIN
<b>9 - Human resources</b> - ensure that the recruitment, management, and training of teaching and support staff is carried out with guarantees of qualification and competence to fulfill their functions effectively.	- Adopting and applying clear, transparent, and fair recruitment processes and employment conditions that recognize the importance of teaching; - Promoting and providing professional development opportunities; - Encouraging that academic activity promotes the link between education and research; - Encouraging innovation in teaching methods and use of new technologies. It is the institutions primary responsibility for the quality of the performance of its staff. In this regard, the institution: - Has in place norms and procedures for collecting and processing information regarding the competencies and results of the performance of teaching and non-teaching staff, with a view to performance evaluation, training, promotion, and merit recognition; - It has procedures to regulate and guarantee the corresponding decision-making, implementation, and follow-up processes.	RHU  FOR
<b>10 - Material Resources and Services</b>	Provides a variety of learning support resources, from physical resources (facilities, libraries, ICT resources, teaching, and scientific equipment, ..., including aspects related to safety and the environment, as well as to the specific needs of disabled students) to tutoring, supervision, and counseling support, and publicizes these to students; - Takes into account the needs of specific groups such as part-time or employed students, international students, and students with disabilities; - Has mechanisms in place to collect and analyze information regarding the maintenance, management, and adequacy of material resources and support services; - Has procedures to regulate and guarantee the corresponding decision-making, implementation, and follow-up processes.	GEI, GEI, LAB; BIB; GSI, SAS, GEF, EIN, MSU, AMB



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<u>A3ES Benchmarks</u>	Sub-item (CONTINUATION table A III.1)	MS-IPVC Processes
<b>11 – Information management:</b> The institution is equipped with mechanisms to guarantee the collection, analysis, and use of the results.	<p>It has mechanisms to obtain information about the needs and expectations of the different stakeholders regarding the quality of the training and services offered;</p> <ul style="list-style-type: none"> <li>- Has reliable information collection systems for surveying outcomes and other relevant data and indicators, which include, in particular (cf. ESG standard 1.7 guidelines): - Key performance indicators; - The profile of the student population; - Student progression, success, and dropout rates; - Student satisfaction with their courses; - The learning and student support resources available; - The employability and career paths of graduates</li> <li>- Has defined procedures to regulate and guarantee the decision-making processes related to the use of the results, as well as the action strategies for improvement and the corresponding follow-up;</li> <li>- It has ways of involving stakeholders, namely students and teaching and non-teaching staff, in the assessment, analysis, and improvement of the results.</li> </ul>	<p>GSI, ACA, GMS, OBS</p> <p>CRC, FOR</p>
<b>12 - Public information:</b> Mechanisms to enable the periodic publication of updated, impartial and objective information, both quantitative and qualitative, about the courses, degrees, and diplomas offered and the other activities it develops.	<ul style="list-style-type: none"> <li>- The mission and objectives of the institution, its statutes, and regulations, as well as those of the organic units that constitute it;</li> <li>- The educational offer;</li> <li>- The learning objectives and qualifications granted, and the employability prospects about each course;</li> <li>- The teaching staff's skills and their regime of linkage to the institution and provision of services;</li> <li>- The policies of access and guidance of students;</li> <li>- The planning of courses;</li> <li>- The methodologies of teaching, learning and assessment of students;</li> <li>- The mobility opportunities;</li> <li>- The rights and duties of students;</li> <li>- The school social action services;</li> <li>- The mechanisms for dealing with complaints and suggestions;</li> <li>- Access to material resources and services to support teaching;</li> <li>- The results of education, expressed in academic results, employment (including monitoring the path of its graduates for a reasonable period, from the perspective of employability) and the degree of satisfaction of stakeholders;</li> <li>- The internal quality assurance policies, accreditation titles and results of the assessment of the institution and its study cycles.</li> </ul>	<p>GSI, PIM,</p>



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**Appendix Table A III.2 - Correspondence between the European Standard Guidelines (ESG, 2015) and the Processes of the MS-IPVC**

ESG	Sub item (CONTINUATION table A III.2)	MS-IPVC Processes
<b>1.1 POLICY FOR QUALITY ASSURANCE</b> It should be public and is part of its strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and procedures as they involve external stakeholders.	Policies and procedures are the main pillars of a coherent institutional quality assurance system that forms a cycle of continuous improvement and contributes to the institutions accountability.	PGE, GMS
	It supports the development of a quality culture in which all (internal) stakeholders take responsibility for quality and participate in its assurance at all levels of the institution. The policy has a formal status and is publicly available.	PGE, GMS
	Quality assurance policies are most effective when they reflect the relationship between research, teaching, and learning and consider the regional context in which the institution operates but also the national and international context and strategic orientation. The policy supports the MS organization; Schools, Scientific Areas, bodies, and other organizational units, as well as institutional leadership, staff, and students, take responsibility for quality assurance; Academic integrity and freedom are vigilant against fraud, and there is protection against intolerance of any kind or discrimination; there is the involvement of external stakeholders in quality assurance.	PGE, GIN GMS
	The policy comes into effect through various internal quality assurance procedures that enable participation. The institution is responsible for implementing, monitoring, and reviewing the policy.	PGE, GMS
	The quality assurance policy also covers any elements of the institution activities subcontracted or performed by third parties.	PGE, GMS, GEF
<b>1.2 DESIGN AND APPROVAL OF PROGRAMS (PLANS)</b> Establish objectives, including learning outcomes. The qualification must be specified and communicated (competencies), explain the national and European qualifications framework.	Programs/Study plans are at the heart of the HEI teaching mission. They provide students with academic knowledge and skills, including soft skills, which can influence their personal development and apply to their future careers.	CRC FOR
	Programs/PLANS: - created with general program objectives that coincide with the institutional strategy and have explicit intended learning outcomes; involve students and other stakeholders at work; benefit from external experts and reference points; reflect the four Council of Europe higher education purposes (cf. Scope and Concepts); provide the student with an integrated progression; define workload, e.g., in ECTs; - including structured experiences outside HEI (e.g., internships and other programs); subject to a formal institutional approval process.	CRC FOR CIN
<b>1.3 STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT</b> Ensure the program implementation in a way that encourages students to take an active role in the learning process and that student assessment reflects this approach.	Student-centered learning and teaching are fundamental in stimulating motivation, self-reflection, and engagement during the student learning process. That means careful attention to the creation and execution of study programs and outcome assessment.	FOR ACA
	The implementation of student-centered learning and teaching: - respects and addresses the diversity of students and their needs, enabling flexible learning paths;- considers and uses different delivery modes, if appropriate;- uses diverse pedagogical methods;- regularly evaluates and adjusts delivery modes and pedagogical methods;- encourages a sense of autonomy in the student, ensures appropriate guidance and support;- promotes mutual respect in the student-teacher relationship;- has adequate procedures for dealing with student suggestions and complaints.	FOR, LAB GMS ASE
	Considering the importance of assessment for the progression of students and their future careers, quality assurance procedures for assessment consider the following: - Assessors are familiar with assessment methods and receive support in developing skills in this area; <b>in advance, its published criteria, methods, and timing for evaluation;</b> Assessment enables students to demonstrate the extent to which the intended achieved learning outcomes. Students receive feedback and, if necessary, advice on the learning process; When possible, more than one examiner does the assessment; Regulations for evaluation consider extenuating circumstances; Assessment is consistent, applied to all students, and carried out according to stated procedures; There is a formal procedure for appeals/review of evidence.	FOR ACA





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ESG	Sub-item (CONTINUATION Table A III.2)	MS-IPVC Processes
<b>1.4 ADMISSION, PROGRESSION, RECOGNITION, AND STUDENT CERTIFICATION</b> Institutions must apply the pre-defined and published regulations consistently, covering all phases of the students "academic life cycle".	Provision of conditions and supports necessary for students to progress along the academic pathway. Admission, recognition, and completion procedures are fit for purpose, especially when students are mobile both within and between higher education systems.	SAS, FOR, BIB, LAB ACA, CIN
	Implement clear and consistent criteria, regulations, and procedures for access and admission. Actions for integration developed in the institution and the course.	CRC, FOR, ACA, PGE, SAS
	Procedures and tools for collecting, monitoring, and acting on information about student progression.	FOR, ACA, OBS
	Recognition of higher education qualifications, previous periods of study, and learning, including recognition of non-formal and informal learning, are essential for ensuring that students' progress in their studies while promoting mobility. Appropriate recognition procedures depend on institutional practice and should accord with the principles of the Lisbon Convention; cooperation with other institutions, quality assurance agencies, and national recognition bodies to ensure consistent recognition.	ACA, CIN
	Graduation represents the culmination of the student's period of study. They need to receive documentation explaining the qualification obtained, including the learning outcomes achieved, the context, level, content, and status of the studies undertaken and completed successfully.	ACA
<b>1.5 TEACHING STAFF</b> Institutions must make sure of the competence of their faculty. They should use fair and transparent procedures for teacher recruitment and development	The teacher's role is essential to the quality of student's experience, enabling the students to acquire knowledge, skills, and abilities. The diverse student population and the increased emphasis on outcomes require teaching and learning to be student-centered (1.3). HEIs are responsible for the quality of their teaching staff and providing them with a supportive environment that enables them to carry out their work effectively.	CRC, FOR, RHU
	Clear, transparent, and fair procedures for recruitment of teaching staff and working conditions, and recognition of the importance of education; opportunities for/and promotion of professional development of teaching staff; encouragement to strengthen the link between teaching and research; Encourage innovation in teaching methods and the use of new technologies.	RHU FOR, GSI
<b>1.6 LEARNING RESOURCES AND STUDENT SUPPORT</b> Institutions must have adequate funding for teaching and learning activities and ensure that these resources are easily accessible and provide support for the students.	Resources to support learning: physical resources such as libraries, study facilities, and IT infrastructure, through to human support in the form of tutors, counselors, and other advisors. Support services have particular importance in facilitating student mobility within and between higher education systems.	GEI, GEI, LAB, BIB, GSI, FOR, SAS
	The need for a diverse student population (such as adult, part-time, employed, and international students, but also students with disabilities), and the shift towards student-centered learning and flexible modes of learning and teaching, are taken into account when assigning, planning, and providing learning resources and student support.	ACA, FOR; GEI, GSI
	Support activities and facilities can be organized in various ways, depending on the HEI context. However, it must ensure that they are fit for purpose and accessible and that students are informed about the services available.	SAS, ACA, BIB, GSI
	In providing support services, the role of support and administrative (non-teaching) staff is fundamental, and they need to be qualified and have opportunities to develop their skills.	RHU



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ESG	Sub-item (CONTINUATION Table A III.2)	SG-IPVC Processes
<b>1.7 INFORMATION MANAGEMENT</b> Institutions should ensure that relevant information is collected, analyzed, and used for the effective management of programs and other activities.	Reliable data are crucial for informed decision-making and knowing what works well and needs improvement. Effective processes for collecting and analyzing information about study programs and other activities feed into the internal quality assurance system.	GSI, ACA, OBS, GMS
	The information collected depends to some extent on the type and mission of the institution. Important Key Performance Indicators are: Profile of the student population; Progression, success, and drop-out rates; Student satisfaction with their course, learning resources, and student support; Career path of graduates.	ACA/FOR GMS BIB, SAS
	Can be used multiple methods of information collection. Students and collaborators must participate in the information collection and analysis and organize follow-up activities.	FOR GMS, OBS
<b>1.8 PUBLIC INFORMATION</b> Institutions should publish information about their activities, including programs/courses, in a clear, accurate, and easily accessible way.	Information about the institution's activities is helpful for potential and current students, graduates, other stakeholders, and the public.	GSI PIM
	Institutions provide information on their activities, including the training offer and its selection criteria, the intended learning outcomes, the qualifications they award, the teaching, learning, and assessment procedures used, the pass rate and the learning opportunities available to students, as well as employment information for graduates.	FOR PIM, GSI
<b>1.9 CONTINUOUS MONITORING AND PERIODIC REVIEW OF THE PROGRAMS</b>	To ensure that the defined objectives are achieved and to respond to the needs of students and society. These reviews should lead to continuous improvement of the programs/study plans. Any action planned or taken should be communicated to all stakeholders. Regular monitoring, analysis, and review of the study programs.	CRC FOR
<b>1.10 QUALITY ASSURANCE-PERIODIC EXTERNAL EVALUATION</b> Institutions must undergo external quality verification in line with the ESG periodically.	Its Included the evaluation of program content: in light of the latest research in the field, thus ensuring that the program is up to date; The changing needs of society; Student load, progression, and completion; The effectiveness of student assessment procedures; Students' expectations, needs, and satisfaction with the program; The learning environment, support services and their suitability for the program.	FOR CRC GMS
	The programs have regular review and revision, involving students and other stakeholders. The information gathered is analyzed, and the program is adapted to ensure that it is updated and the reformulations are published.	FOR, CRC PIM
	External quality assessment in its various forms allows you to verify the effectiveness of internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives, and provide information to assure the quality of the institution's activities to the institution and the public.	PGE GMS
	Institutions participate in external evaluation that considers, where appropriate, the legal requirements of the legislative framework in which they operate. The external assessment may take different forms and focus on organizational levels (such as program/course, school, or institution). Quality assurance is a continuous process that does not end with the external opinion or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is considered when preparing for the next one.	PGE GMS FOR/CRC



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**Table Appendix A III.3 - Correspondence Matrix of ISO 9001:2015 Requirements and Processes of the MS-IPVC**

PROCESSES SG-IPVC																						
REQUIREMENTS ISO 9001:2015	STRATEGIC MANAGEMENT AND PLANNING (PGE)	COURSE CREATION AND RESTRUCTURING (CRC)	INTERNATIONAL COOPERATION (CIN)	TEACHING AND LEARNING (FOR)	RESEARCH MANAGEMENT (GIN)	HUMAN RESOURCES (RHU)	HEALTH (S AU)	ACADEMIC SERVICES (ACA)	SOCIAL SERVICES (ALI, ALO, BOL, DES, CUL, EMP)	LIBRARY AND ARCHIVE (BIB, EAR)	LABORATORIES (LAB)	SUBCONTRACTORS AND INFRASTRUCTURE MANAGEMENT (GEI)	ENVIRONMENT (AMB)	DOCUMENTAL MANAGEMENT (GDO)	ECONOMIC-FINANCIAL MANAGEMENT (APR, CTE, PAT)	INFORMATION SYSTEMS MANAGEMENT (GSI)	PROMOTION AND IMAGE (PIM)	OBSERVATORY (OBS)	SYSTEM MANAGEMENT AND IMPROVEMENT (GMS)	SUSTAINABLE MOBILITY (MSU)	SENIOR ACADEMY (ASE)	INCLUSIVE SCHOOL (EIN)
<b>4. Organization Context</b>																						
4.1.	X																	X	X			
4.2.	X																	X	X			
4.3.	X																		X			
4.4.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>5. Leadership</b>																						
5.1.	X																		X			
5.2.	X																		X			
5.3.	X					X																
<b>6. Planning</b>																						
6.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.3.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>7. Support</b>																						
7.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.2.	X			X	X	X																
7.3.	X					X													X			
7.4.										X						X	X	X	X			
7.5.										X				X		X						
<b>8. Operationalization</b>																						
8.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.3.	X	X		X	X																	
8.4.							X		X	X	X	X			X	X				X		
8.5.		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
8.6.		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
8.7.		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
<b>9. Performance Evaluation</b>																						
9.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.3.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>10. Improvement</b>																						
10.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.3.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



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**Table Appendix A III.3 - Correspondence Matrix of NP 4469:2019 Requirements and Processes of the MS-IPVC**

REQUIREMENTS NP 4469:2019	SG-IPVC PROCESSES																					
	STRATEGIC MANAGEMENT AND PLANNING (PGE)	COURSE CREATION AND RESTRUCTURING (CRC)	INTERNATIONAL COOPERATION (CIN)	TEACHING AND LEARNING (FOR)	RESEARCH MANAGEMENT (GIN)	HUMAN RESOURCES (RHU)	HEALTH (SAU)	ACADEMIC SERVICES (ACA)	SOCIAL SERVICES (ALI, ALO, BOL, DES, CUL, EMP)	LIBRARY AND ARCHIVE (BIB, EAR)	LABORATORIES (LAB)	SUBCONTRACTORS AND INFRASTRUCTURE MANAGEMENT (GEI)	ENVIRONMENT (AMB)	DOCUMENTAL MANAGEMENT (GDO)	ECONOMIC-FINANCIAL MANAGEMENT (APR, CTE, PAT)	INFORMATION SYSTEMS MANAGEMENT (GSI)	PROMOTION AND IMAGE (PIM)	OBSERVATORY (OBS)	SYSTEM MANAGEMENT AND IMPROVEMENT (GMS)	SUSTAINABLE MOBILITY (MSU)	SENIOR ACADEMY (ASE)	INCLUSIVE SCHOOL (EIN)
<b>4. Organization Context</b>																						
4.1.	X																	X	X			
4.2.	X																	X	X			
4.3.	X																		X			
4.4.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>5. Leadership</b>																						
5.1.	X																		X			
5.2.	X																		X			
5.3.	X					X																
<b>6. Planning</b>																						
6.1.1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.1.2	X																		X			
6.1.3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>7. Support</b>																						
7.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.2.				X	X	X																
7.3.	X					X													X			
7.4.																	X		X			
7.5.										X				X		X			X			
<b>8. Operationalization</b>																						
8.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.2.	X					X	X		X			X	X						X			
<b>9. Performance Evaluation</b>																						
9.1.1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.1.2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.3.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>10. Improvement</b>																						
10.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



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**Table Appendix A III.3 - Correspondence Matrix of NP 4552:2016 Requirements and Processes of the MS-IPVC**

SG-IPVC PROCESSES																						
REQUIREMENTS NP 4469:2019	STRATEGIC MANAGEMENT AND PLANNING (PGE)	COURSE CREATION AND RESTRUCTURING (CRC)	INTERNATIONAL COOPERATION (CIN)	TEACHING AND LEARNING (FOR)	RESEARCH MANAGEMENT (GIN)	HUMAN RESOURCES (RHU)	HEALTH (S AU)	ACADEMIC SERVICES (ACA)	SOCIAL SERVICES (ALI, ALO, BOL, DES, CUL, EMP)	LIBRARY AND ARCHIVE (BIB, EAR)	LABORATORIES (LAB)	SUBCONTRACTORS AND INFRASTRUCTURE MANAGEMENT (GEI)	ENVIRONMENT (AMB)	DOCUMENTAL MANAGEMENT (GDO)	ECONOMIC-FINANCIAL MANAGEMENT (APR, CTE, PAT)	INFORMATION SYSTEMS MANAGEMENT (GSI)	PROMOTION AND IMAGE (PIM)	OBSERVATORY (OBS)	SYSTEM MANAGEMENT AND IMPROVEMENT (GMS)	SUSTAINABLE MOBILITY (MSU)	SENIOR ACADEMY (ASE)	INCLUSIVE SCHOOL (EIN)
4. Organization Context																						
4.1.	X																	X	X			
4.2.	X																	X	X			
4.3.	X																		X			
4.4.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Leadership																						
5.1.	X																		X			
5.2.	X																		X			
5.3.	X																		X			
5.4.	X					X																
6. Planning																						
6.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.2.	X																		X			
6.3.	X																		X			
6.4.	X	X	X	X	X	X	X		X			X		X		X	X	X	X	X	X	
7. Support																						
7.1.	X					X	X		X							X						
7.2.	X					X																
7.3.	X					X													X			
7.4.						X											X		X			
7.5.										X				X		X			X			
8. Operationalization																						
8.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.2.	X																		X			
8.3.	X																		X			
8.4.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9. Performance Evaluation																						
9.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.3.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.4.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10. Improvement																						
10.1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.3.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



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