

1 - Introdução

O Relatório de Estágio que apresentamos, realizado na Escola Superior de Enfermagem São João de Deus, no âmbito do Ramo Profissionalizante do Curso de Mestrado em Línguas Aplicadas e Tradução oferecido pelo Departamento de Linguística e Literaturas desta Universidade, incide sobre o exercício de tradução aí levado a cabo. Trata-se de um conjunto de regulamentação que nos foi proposto pelo Diretor daquela Escola, que, desde 2004, se constitui como uma unidade orgânica de ensino politécnico da Universidade de Évora. Tendo aceitado tal proposta, o *corpus* alvo de tradução é constituído por sete Regulamentos emanados da Escola - os considerados como prioritários, tendo em conta a crescente internacionalização e acolhimento de alunos ao abrigo do Programa Erasmus - compreendendo, também, o Regulamento Escolar Interno da Universidade (Ordem de Serviço nº 18/2012):

O domínio específico dos textos a traduzir, os quais apresentamos em formato CD anexo a este Relatório (e que mantêm a sua paginação individual), não se revelou fácil, apesar de o treino desenvolvido em seminários de tradução especializada realizados na parte curricular deste curso de mestrado nos ter sido de grande utilidade na aquisição e desenvolvimento de competências tradutórias em domínios vários. Apresentamos, pois, algumas das questões suscitadas pela tradução dos textos-fonte, bem como as respetivas tomadas-de-decisão, em parte deste Relatório que imediatamente precede a apresentação das várias traduções realizadas. Salientamos que, por razões de maior clareza, as questões ilustradas se apresentam em quadros, a par de enunciados dos textos-fonte, ambos identificados por fonte, página e linha respetivas. Os espaços em branco que poderão existir nestas mesmas páginas devem-se a tal procedimento.

Sendo a Tradução uma prática milenar assente em vários paradigmas que frequentemente concorrem entre si. Pareceu-nos importante registar alguma informação, ainda que de forma muito breve e em passos temporais muito alargados, sobre este processo, em parte inicial deste Relatório. Foi à luz de alguns daqueles muitos paradigmas – cuja interpretação crítica, naturalmente, não caberá num Trabalho desta natureza - que equacionámos e avaliámos decisões tomadas.

2 - Considerações breves sobre o processo de tradução

Não sendo nossa intenção apresentar em detalhe os caminhos que o processo de Tradução tem percorrido ao longo da História, consideramos, todavia, em seguida e de forma breve, alguns marcos significativos que influenciaram o pensamento e a sua prática milenar.

Com efeito, os primeiros documentos traduzidos pertencem ao século XVIII antes de Cristo. Numa fase inicial, o tradutor atuava como intérprete, sendo esta a sua faceta dominante, dada a frequente interação essencialmente oral das primeiras tribos e civilizações da História. Já o autor grego Heródoto relata a importância dos intérpretes no Egito dos Faraós. Contudo, a reflexão teórica no Ocidente sobre Tradução só teve verdadeiramente o seu início no Império Romano com o eminente filósofo, orador e, ele próprio, tradutor, Cícero.

Na obra *De Optimo Genere Oratorum*, Cícero declara que não se deve apenas traduzir palavra por palavra – *verbum pro verbo* – dando assim início à questão - que ainda nos dias de hoje é debatida - Tradução literal vs. Tradução livre. O autor afirma (Albir, 2013; cf. Vega, 1994):

Y no los traduje como intérprete, sino como orador, con la misma presentación de las ideas y de las figuras, si bien adaptando las palabras a nuestros costumbres. En los cuales no me fue preciso traducir palabra por palabra, sino que conserve el género entero de las palabras y la fuerza de las mismas. No considere oportuno el dárselas al lector en su número, sino en su peso. (p. 105) [sublinhado nosso]

Esta reflexão de Cícero teve algum eco nomeadamente na obra *Ars Poetica* do poeta Horácio e também em S. Jerónimo, autor de várias reflexões e traduções - em particular da primeira tradução da Bíblia - e considerado o padroeiro dos tradutores.

Se Horácio acrescentou à discussão a questão da fidelidade da tradução (que se tornaria recorrente), S. Jerónimo foi o primeiro autor a considerar a importância a dar ao sentido, isto é, ao cuidado em atender ao ‘espírito’ da mensagem veiculada por palavras no texto. Foram, de resto, a Bíblia e os textos de carácter religioso, assim como os textos de carácter mais profano, os grandes impulsionadores dos primeiros debates e reflexões sobre tradução que marcaram toda a Idade Média, nomeadamente entre a forma de traduzir os textos religiosos e a dos textos profanos. Os partidários da primeira

modalidade defendiam a tradução literal dos textos religiosos, argumentando que o respeito à Palavra do Senhor obrigava inquestionavelmente a que o texto nunca pudesse conter uma linguagem ‘normal’, pois que a Bíblia era inspirada por Deus. Por seu turno, os defensores da segunda advogavam que a tradução livre era a mais adequada para os textos profanos, uma vez que nesses casos não haveria o risco de que o tradutor pudesse ser considerado herege. Tal dicotomia teve continuidade durante o Renascimento, pois como nos diz Susan Bassnett (2002):

Translation came to be used as a weapon in both dogmatic and political conflicts as nation states began to emerge and the centralization of the church started to weaken, evidenced in linguistic terms by the decline of Latin as a universal language. (p. 53)

Durante este período, como é sabido, aconteceram algumas mudanças sócio-culturais significativas. Refira-se a título de exemplo as traduções em Latim de textos gregos que foram estudadas e analisadas direta e aturadamente através da comparação com os respetivos originais por parte dos Humanistas com o objetivo de nelas se corrigir erros e discrepâncias em virtude de o Latim ensinado nas Universidades não ser já o da Antiguidade. A ascensão e valorização das línguas vernáculas em relação ao Latim, a invenção da imprensa por Gutenberg e a consequente difusão em larga escala dos livros, até então circunscritos ao Clero e à Nobreza letrada, bem como o ressurgimento ou revivalismo da cultura Greco-Romana, em boa parte devido a uma vaga migratória muito forte de refugiados gregos Ortodoxos para Itália após a queda do Império Romano do Oriente em 1453 às mãos dos Turcos Otomanos, refugiados esses que consigo transportaram vários manuscritos gregos de Platão e Aristóteles e também dos Evangelhos Cristãos, o que contribuiu para que muitos dos textos clássicos voltassem a estar disponíveis através de traduções para as línguas vernáculas. Todos estes fatores tiveram como consequência que a tradução fosse um *agente transformador de la cultura de la Antigüedad* (Albir, 2013, p. 107). No que diz respeito à defesa da língua vernácula, Lutero foi dos que mais se bateu pela tradução da Bíblia adaptando o texto escrito em latim à sua Língua de Chegada, o alemão. Será importante aqui referir também as traduções da Bíblia para língua inglesa feitas nomeadamente por John Wycliffe, no séc. XIV (do Novo Testamento), e, mais tarde, no séc. XVI, por Tyndale (procedimentos estes que resultariam em perseguição, acusações de heresia e fogueira).

Nos sécs. XVII e XVIII, destacamos o pensamento de autores ingleses como Cowley, Dryden e Tytler, ainda que expressos de uma forma prescritiva. Cowley pretendia

contrariar *the inevitable loss of beauty in translation by using 'our wit or invention' to create new beauty*' (Munday, 2008, p. 25; cf. Cowley, 1640), advogando um método de tradução livre a que chamou de imitação, em que o Texto-Fonte podia ser abandonado mas no qual o seu 'espírito' seria, assim, reproduzido melhor. Dryden reage ao método de Cowley e, no prefácio à sua tradução das *Epístolas* de Ovídio, aponta três categorias de tradução: metáfrase, paráfrase e imitação. Dryden rejeita a primeira e a última, preferindo a segunda, na qual o autor *is kept in view by the translator, so as never to be lost, but his words are not so strictly followed as his sense*. (Munday, 2008, p. 26; cf. Dryden, 1680). Dryden segue, assim, a abordagem sentido-pelo-sentido, iniciada por Cícero e continuada por S. Jerónimo, e coloca o foco da tradução literária no autor do Texto-Fonte como se tivesse escrito na Língua de Chegada, caso a conhecesse.

São da autoria de Tytler três princípios ou regras gerais da tradução, presentes na sua obra *Essay on the Principles of Translation* de 1790:

The translation should give a complete transcript of the ideas of the original work.

The style and manner of writing should be of the same character with that of the original.

The translation should have all the ease of the original composition (Munday, 2008, p. 27; cf. Tytler, 1797)

Com Marmontel, faz-se a distinção entre Versão (a tradução literal de uma língua para outra) e Tradução (quando se adapta o texto da Língua de Partida para a Língua de Chegada).

Chegados, em passos muito largos, ao séc. XIX, nele realçamos o contributo de Schleiermacher, que se interessou sobre a forma de aproximar o autor do Texto-Fonte e o leitor do Texto de Chegada (Munday, 2008, p. 263). Nesse sentido, afirma existirem dois caminhos para o que entende como o 'verdadeiro' tradutor:

Either the translator leaves the writer in peace as much as possible and moves the reader toward him, or he leaves the reader in peace as much as possible and moves the writer toward him. (Munday, 2008, p. 29; cf. Schleiermacher, 1813)

Estas são as opções possíveis que se apresentam ao tradutor.

Schleiermacher prefere um método de tradução em que pretende aproximar o autor do leitor, de forma a que o leitor (e falante) da Língua de Chegada sinta que a obra traduzida foi escrita na sua língua, dado que a mesma estaria de acordo com a gramática

e sintaxe da sua língua respetiva. Este método é intitulado de Transparência e opõe-se ao conceito de Fidelidade. Assim, como afirma Munday (2008):

This entails not writing as the author would have done had he written in German but rather 'giv[ing] the reader, through the translation, the impression he would have received as a German reading the work in the original language'. To achieve this, the translator must adopt an 'alienating' (...) method of translation, orienting himself or herself by the language and content of the ST [source text]. He or she must valorize the foreign and transfer that into the TL [target language]. (p. 29)

O século XX é testemunha do interesse crescente que os Estudos de Tradução suscitam em vários domínios e em várias Academias. Consequência do progresso tecnológico e do incremento nas relações internacionais, particularmente após a Segunda Guerra Mundial, e do alargamento da tradução a todas as áreas do saber, passou, pois, a haver uma grande necessidade de tradução especializada. A partir dos anos 20 sucedem-se dois caminhos de reflexão que viriam a fixar a base das teorias modernas de tradução, o literário e o linguístico. Estes caminhos tiveram início na então recém-formada União Soviética, com teóricos como Chukovsky ou Fedorov que publicaram alguns dos primeiros livros específicos sobre Tradução como *A Arte da Tradução* [tradução nossa do título a partir de Albir, 2013] pelo primeiro (1930) ou *Métodos e Objetivos da Tradução Literária* (1930) [tradução nossa do título a partir de Albir, 2013] pelo segundo.

A primeira metade deste século é marcada por uma visão hermenêutica da Tradução, isto é, uma visão assente numa conceção filosófica da linguagem, na qual a Tradução era vista como uma condição de projeção numa linguagem universal ideal. Walter Benjamin e Ortega y Gasset são dois dos teóricos mais importantes deste período. Benjamin defende:

La verdadera traducción es transparente, no cubre el original, no le hace sombra, sino que deja caer en toda su plenitud sobre este el lenguaje puro, como fortalecido por su mediación. Esto puede lograrlo sobre todo la fidelidade en la transposición de la sintaxis y ella es precisamente la que señala la palabra, y no la frase, como elemento promordial del traductor. (Albir, 2013, p. 119; cf. Vega, 1994)

Por seu turno, Ortega y Gasset, afirma:

Es cosa clara que el público de un país no agradece una traducción hecha en el estilo de su propia lengua. Para esto tiene de sobra com la producción de los autores indígenas. Lo que agradece es lo inverso: que llevando al extremo de lo inteligible las posibilidades de su lengua transparenzan en ella los modos de hablar propios al autor traducido. (Albir, 2013, p. 119; cf. Ortega y Gasset, 1937).

Nos anos 50 e 60 surgem os primeiros estudos teóricos com análises descritivas e sistemáticas da Tradução. Autores Estruturalistas como Jakobson defendiam uma visão da Tradução de base Linguística, incidindo na descrição e comparação entre as Línguas de Partida e de Chegada nos seus elementos lexicais, morfológicos e sintáticos. Jakobson define três tipos de tradução (Jakobson, 1959):

- *Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language.*

- *Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language.*

- *Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems.*

Nos anos 70 começam a valorizar-se outros aspetos na Tradução como a importância do contexto ou a análise do próprio processo de Tradução. Isto é, uma *reivindicación de la traducción como operación textual (y no centrada en el plano de la lengua)*. (Albir, 2013, p. 127). Alguns dos autores que defendiam esta posição são Coseriu, Ladamir ou Reiss.

Nos anos 80 e 90, a alteração do paradigma linguístico dos Estudos de Tradução para o paradigma textual é uma constante, com a incorporação de noções da linguística do texto. As abordagens são várias nomeadamente nas relações entre o texto original e a sua tradução e em análises textuais de carácter mais descritivo. Alguns autores, como Hartmann, Baker ou Wilss, centram mais a sua atenção nos aspetos intratextuais que intervêm na Tradução; outros incidem mais nos aspetos extratextuais como Vermeer, Mason ou Hatim.

Atualmente, as Teorias de Tradução subdividem-se consoante os seus objetos de análise, existindo teorias com enfoque linguístico, textual, cognitivo, comunicativo e sociocultural, filosófico e hermenêutico.

De entre as várias abordagens teóricas, salientamos o enfoque textual, no qual se destacam as propostas de Vinay e Darbelnet, usadas, nomeadamente, por Newmark ou Ballard. No campo filosófico-hermenêutico destacamos, de entre outros autores, Steiner e Venuti. Na sua obra, *The Translator's Invisibility: A History of Translation* (1995), Venuti centra-se na defesa de uma estratégia de tradução baseada na estrangeirização ao invés de uma estratégia de domesticação que, a seu ver, contribui para que o tradutor

permaneça 'invisível', afirmando também que a prática corrente de tradução que visa essencialmente a fácil compreensão do texto traduzido por parte do público-alvo, tem dado azo à eliminação de uma multiplicidade de aspetos não só linguísticos, como também culturais do texto-fonte, uniformizando-o com a Língua de Chegada através do processo de tradução.

Em *After Babel: Aspects of Language & Translation*, Steiner (1998) considera a tradução como um movimento hermenêutico composto por várias fases:

There is initiative trust, an investment of belief, underwritten by previous experience but epistemologically exposed and psychologically hazardous, in the meaningfulness, in the 'seriousness' of the facing, or, strictly speaking, adverse text. We venture a leap: we grant (...) that there is 'something there' to be understood, that the transfer will not be void. (...) the demonstrative statement of understanding which is translation starts with an act of trust. (...) After trust comes aggression. The second move of the translator is incursive and extractive. (...) The third movement is incorporative. (...) The translator invades, extracts, and brings home. (pp. 312-313-314)

Das notas breves apresentadas acima verifica-se que ao longo de milénios a prática de tradução tem sido norteadada por noções e polarizações várias. Com efeito, a Tradução Literal vs. Tradução Livre é uma das principais, senão mesmo a principal oposição, relevante de Cícero e S. Jerónimo à atualidade, como vimos no princípio da nossa exposição ou, nas palavras de Steiner (1998), *between 'letter' and 'spirit', 'word' and 'sense'*. (p. 275)

A noção de fidelidade na tradução perpassa todas as épocas, continuando a não ser consensual. Existem três aspetos que caracterizam e condicionam a fidelidade na tradução: a intervenção necessária do tradutor no texto que traduz, o contexto e a funcionalidade. Ainda que numa posição desigual, inferior relativamente ao autor, no caso da Tradução Literária, e invisível, o tradutor é, na realidade, bastante visível na tradução, na medida em que tem sempre de intervir no texto. Isso nota-se através das tomadas de decisão e das concessões que tem de fazer no decorrer do processo de tradução, de modo a que, no confronto entre estruturas linguísticas forçosamente diferentes, o significado expresso na Língua de Origem não se perca na Língua de Chegada. O contexto é um fator da maior importância na Tradução, pois uma palavra ou uma expressão num determinado contexto possui um determinado significado, mas a mesma palavra ou expressão colocadas num outro contexto adquirem um significado totalmente diferente. Considerando o carácter polissémico de palavras, o tradutor deverá, pois, ter em atenção não só os cotextos, como também o contexto geral e específico em

que as mesmas se atualizam. Por último, a funcionalidade, aspecto que tem merecido a atenção de autores como Reiss e Nord. De acordo com Pym (2010), para Reiss, *the way we translate depends on the function of the text we are translating, the way it is to be used by people* (p. 47); Já Nord *recognizes that translations can have functions different from their source texts, yet the main weight of her actual analyses has tended to fall on the source side.* (Pym, 2010, p. 48).

Equivalência é outra das noções fundamentais em Tradução, discutida por muitos autores. Partindo da definição dada por Anthony Pym (2010): *Equivalence is a relation of “equal value” between a source-text segment and a target-text segment* (p. 7), destacamos as propostas de Roman Jakobson e a reflexão de Eugene Nida. Jakobson defendeu várias formas de equivalência: dinâmica, formal, funcional, de conteúdo ou estilística. Se das palavras de Pym poderá sobressair a oposição entre equivalência formal e equivalência dinâmica, uma vez que equivalência formal consiste numa tradução muito próxima das palavras e dos padrões textuais do Texto-Fonte, sendo a equivalência dinâmica definida como a tentativa de *recreate the function the words might have had in their original situation* (Pym, 2010, p. 31), a argumentação de Eugene Nida, centrada na tradução da Bíblia, consubstancia-se na possibilidade de a mesma ser traduzida no sentido de atingir uma equivalência formal ou dinâmica. Com efeito, Jakobson argumenta que nunca se consegue obter uma equivalência total através da tradução, uma vez que cada unidade discursiva contém em si mesma um conjunto de ligações e de conotações que inevitavelmente se perdem na tradução. Uma vez que não é possível obter uma equivalência total dos termos da Língua de Partida na Língua de Chegada, Jakobson é perentório ao afirmar que toda a Poesia é tecnicamente intraduzível, alegando que só é possível transposição criativa, de uma forma poética para outra ou de uma Língua para outra ou ainda transposição intersemiótica (de um sistema de signos para outro). Como nos diz Steiner (1998), *Jakobson concludes by saying that poetry (...) is ‘by definition’ untranslatable. Only ‘creative transposition’ is possible: from one poetic form into another, from one tongue into another (...)* (p. 275).

Remetendo para os três tipos de tradução referidos Jakobson (*Intralingual, Interlingual, Intersemiotic*), Susan Bassnett (2002) define o processo de Tradução como *a series of operations of which the starting point and the end product are significations and function within a given culture* (p. 24).

A relação entre o método de tradução, a finalidade e o contexto histórico-social são também muito importantes, na medida em que na tradução as opções do tradutor podem refletir um cunho ideológico, deixando, por exemplo, que, caso a cultura a que pertence seja uma cultura majoritária, esse facto condicione as suas tomadas de decisão ao traduzir para uma cultura minoritária, podendo dar azo a um comportamento etnocêntrico.

Regressamos a Steiner (1998), e terminamos com o que pensamos ser a essência do que foi anteriormente discutido:

It can be argued that all theories of translation – formal, pragmatic, chronological – are only variants of a simple, inescapable question. In what ways can or ought fidelity to be achieved? What is the optimal correlation between the A text in the source-language and the B text in the receptor-language? (p. 275)

Foi, pois, à luz destas questões e na diversidade de conceitos apreendidos que procurámos colmatar dificuldades impostas pelos textos a traduzir, algumas das quais ilustramos adiante.

3 - Problematização de questões suscitadas pelas traduções

As dificuldades e as questões que surgem a um tradutor são sempre de vária ordem, fazendo-se sentir desde logo pela maior ou menor familiaridade que o mesmo tem com o domínio versado no texto-fonte. Sendo certo que, para além do conhecimento aprofundado das estruturas linguísticas em confronto que é imperioso o tradutor deter, e que o trabalho de pesquisa a várias fontes sempre subjaz ao exercício de tradução, ainda assim, o tradutor tem consciência de que nem sempre conseguirá encontrar solução ou soluções perfeitas naquele mesmo confronto em que se esforça por mediar.

No empreendimento que aceitámos levar a efeito, no âmbito do ramo profissionalizante deste curso de mestrado por que optámos - a tradução para língua inglesa de Regulamentos vários, identificados já na Introdução a este Relatório - foram vários os desafios a ultrapassar. Na verdade, constituindo-se a Regulamentação como uma vertente do discurso jurídico, a especificidade que lhe é própria, no elevado grau de formalidade que o assiste, implicou, num primeiro momento, a apreensão do significado de termos ou expressões dela constantes, por meio da consulta a alguns dicionários e glossários da especialidade publicados em português europeu, sobretudo *on-line*.

Tratando-se de Regulamentação, o registo linguístico utilizado possui força legal, preceituando atitudes e comportamentos a ter em face do disposto nos respetivos articulados, enquadrados frequentemente em Decretos-Lei ou em Despachos. Nesta medida, foi, pois, necessário atender a aspetos lexicais sem esquecer a estrutura sintática e outros aspetos formais que normalmente caracterizam este tipo de discurso.

Nas páginas que se seguem ilustramos alguns dos problemas sentidos, bem como as respetivas decisões tomadas e sua justificação. Por razão de maior clareza, apresentamos quadros com identificação do regulamento e as questões suscitadas, acompanhadas de número de linha e de página dos textos em confronto. Realçamos, contudo, que, por aquela mesma razão, agrupámos ocorrências idênticas às que desta forma se ilustram também presentes em outros Regulamentos

Começamos por ilustrar aspetos relacionados com indicação de articulado. Veja-se em particular as seguintes ocorrências:

Regulamento	Tradução
Ordem de Serviço nº 10/2013, Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem, pág. 1: “Considerando a especificidade da formação ministrada e no cumprimento do disposto no nº 1 do artigo 6º e do artigo 44º [...] da Ordem de Serviço nº 18/2012, de 23 de agosto [...]	Pág. 96, ll 7, 8, 9 e 10: “Considering the specificity of the subjects taught and in compliance with Article 6(1) and Article 44 [...] issued by Service Order No. 18/2012 of 23 rd August” [...]
<i>Idem</i> , pág. 1: “[...] Artigo 5º (Regime de Precedências) De acordo com o nº 2, do artigo 13º, da Ordem de Serviço 18/2012 [...]”	Pág. 98, ll 16, 17 e 18: “[...] Article 5 (Precedence Mode) In accordance with Article 13(2) of Service Order No. 18/2012 [...]”
Despacho ESESJD.UÉ nº 09/2013, Regulamento do Laboratório, pág. 1: “[...] No cumprimento do disposto no nº 4 do artigo 30 dos Estatutos [...] publicados no Despacho nº 1884/2010, de 27 de janeiro [...]	Pág. 134, ll 7 e 9: “[...] In compliance with Article 30(4) of the Statutes [...] issued by Order 1884/2010 of 27th January [...]
Regulamento de Funcionamento do Mestrado de Enfermagem, pág. 9, Artigo 9º, 8): “[...] 8. Cada IES concederá bolsas no máximo a dois estudantes oriundos das respetivas Escolas as quais será deduzidas aos 30% de receitas referidas no nº 4 do artº 9.”	Pág. 117, ll 10, 11 e 12: “[...] Each Institution will award grants to a maximum number of two students coming from their Schools which will be deducted from the 30% of revenue referred to in Article 9(4). [...]”
Ordem de Serviço nº 18/2012, Regulamento Escolar Interno, pág. 10, Artigo 15º, 3): “[...] O disposto no nº 2 e no nº 4 do artº 14º aplica-se igualmente para Unidades Curriculares [...]”	Pág. 48, ll 1: “[...] Article 14(2)(4) also applies to Curricular Units [...]”
<i>Idem</i> , pág. 11, Artigo 16º, 2): “[...] O disposto no nº 2 e no nº 4 do artº 14º aplica-se igualmente para Unidades extra-curriculares. [...]”	Pág. 48, ll 19: “[...] Article 14 (2)(4) also applies to extracurricular units [...]”
<i>Idem</i> , pág. 12, Artigo 17º, nº 4, c): “[...] A opção pela avaliação final pode implicar [...] de acordo com o estabelecido no nº 2 do Artigo 6º.”	Pág. 50, ll 10 e 11: “[...] The choice of final assessment may entail [...] in accordance with the established in Article 6(2).”
<i>Idem</i> , pág. 14, Artigo 18º, 3): “[...] A aprovação está dependente da classificação obtida [...] devidamente divulgadas nos termos do nº 13 do artigo 17º.”	Pág. 52, ll 30, 31 e 32: “[...] The approval depends on the classification obtained [...] made known under the terms of Article 17(13).”
<i>Idem</i> , pág. 14, Artigo 18º, 4): “[...] Na época de recurso cada aluno pode prestar [...] devidamente divulgadas nos termos do nº 13 do artigo 17º.”	Pág. 53, ll 1, 5 e 6: “[...] In the second call period students may sit [...] made known under the terms of Article 17(13).”

<i>Idem</i> , pág. 19, Artigo 30º, 4): “[...] Não se realizam exames para melhoria de nota na época especial [...] tal como é indicado no ponto 3 do artigo 29º.”	Pág. 60, ll 34 e 35 e pág. 61, ll 1: “[...] Exams for improvement of classification do not take place in the special exam period [...] in accordance with Article 29(3).”
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Quadro 1 (Indicação de articulado)

Tendo como suporte Diretivas, Regulamentos e Decisões de expressão inglesa publicadas no *Official Journal of the European Union*¹, no que diz respeito à forma de referência aos artigos – neste Regulamento como em todos os outros alvo de tradução – indicámos os números do artigo em causa dentro de parêntesis, assim como não fizemos uso do espaço entre *Article* e os respetivos números, nem, neles, de numeração ordinal. Não recorremos, assim, à abreviatura de ‘número’, que, contudo, mantivemos na tradução de ‘Ordens de Serviço’ (*Vide* exemplo acima). Neste aspeto, seguimos igualmente o constante em Regulamentos e Decisões oriundos da União Europeia, quando se trata de casos em que a referência ao número do artigo não é feita no próprio artigo mas noutro.² Importa referir que optámos por esta mesma indicação na tradução de ‘ponto 3’, presente no número 4 do Artigo 30º do Regulamento Escolar Interno, uma vez que se refere ao número 3. Nos casos em que o número de um artigo é mencionado no artigo propriamente dito, a indicação faz-se apenas inserindo o numeral seguido de ponto. Acresce ainda que, baseados ainda em tais documentos, as ocorrências de *Article*, mesmo que não constantes de título, se iniciam com maiúscula.

No que diz respeito à ocorrência de datas, como ilustramos no quadro abaixo, seguimos a forma recomendada pelo *English Style Guide*, da Direção-Geral de Tradução da Comissão Europeia, como é o caso do Artigo 6º do Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem³.

¹ *Vide EUR-Lex* <<http://eur-lex.europa.eu/oj/direct-access.html>> Acedido no dia 25 de maio de 2015 às 15:15

² *Vide Interinstitutional Style Guide* <<http://publications.europa.eu/code/en/en-120700.htm>> Acedido no dia 27 de maio de 2015 às 17:30

³ *Vide Directorate-General for Translation’s English Style Guide* <http://ec.europa.eu/translation/english/guidelines/documents/styleguide_english_dgt_en.pdf>, p. 28, *Dates as qualifiers. Dates and time spans precede the expression they qualify.* Acedido no dia 29 de maio de 2015 às 02:00

Regulamento	Tradução
Ordem de Serviço nº 10/2013, Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem, pág. 3, Artigo 6º, nº 1: [...] “Este Regulamento entra em vigor no ano letivo 2013-2014 para os estudantes [...]”	Pág. 99, ll 20 e 21: “[...] This Regulation enters into force in the 2013-2014 Academic Year for students [...]”
<i>Idem</i> , pág. 3, Artigo 6º, nº 2: [...] “No ano letivo 2014-2015 [...]”	Pág. 99, ll 25 e 26: “[...] in the 2014-2015 Academic Year [...]”
<i>Idem</i> , pág. 3, Artigo 6º, nº 3: [...] “A partir do ano letivo 2015-2016 [...]”	Pág. 100, ll 2 e 3: “[...] from the 2015-2016 Academic Year onwards [...]”

Quadro 2 (Datas)

Um outro aspeto prendeu-se com o uso de siglas. No primeiro parágrafo do Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem) (Ordem de Serviço Nº 10/2013) identifica-se a Escola, sendo que no Artigo 5º a ela se faz menção simplesmente por meio de sigla. De modo a evitar alguma estranheza ou incompreensão por parte do público-alvo, optámos por, no primeiro parágrafo, acrescentar a sigla logo após a identificação da Escola no primeiro parágrafo, pois que nos pareceu que esta explicitação intratextual permitiria, desde logo, uma mais fácil e rápida associação ao referente ao longo do texto.

Procedemos de igual forma noutros Regulamentos desta Escola, sendo que, por motivo de coerência, o contrário também se verificou. Por outras palavras, em alguns Regulamentos, as ocorrências da sigla da Escola sem identificação prévia levaram a que primeiro introduzíssemos tal identificação, só depois seguida da sigla correspondente. Veja-se, a título de exemplo, que no Regulamento da Comissão de Curso, a sigla da Universidade de Évora surge sem identificação prévia. Assim, na sua primeira de várias ocorrências, introduzimos a explicação da sigla.

De realçar que no caso do Regulamento Escolar Interno da Universidade, a sigla do Sistema de Informação Integrado da Universidade de Évora (SIIUE) surge no número 1 do Artigo 9º sem identificação em qualquer dos artigos que o precedem. Também neste documento introduzimos tal identificação, apresentando, naturalmente, a sigla traduzida. A respeito deste Sistema, refira-se que no Regulamento da Comissão de Curso do

Departamento de Enfermagem existe, contudo, uma ocorrência da sigla e respetiva identificação, mas da identificação não consta a palavra ‘Integrado’, e, sim, apenas ‘Sistema de Informação da Universidade de Évora’, apesar do segundo ‘I’ correspondente a ‘Integrado’ surgir na sigla. Foi necessário, pois, por motivo de coerência, e tendo em vista a boa compreensão do público-alvo, introduzir e traduzir a palavra ‘Integrado’.

Ilustramos abaixo alguns dos casos referidos.

Regulamento	Tradução
Ordem de Serviço nº 10/2013, Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem, pág. 2, Artigo 5º: “[...] o Regime de Precedências da ESESJDUÉ [...]”	Pág. 98, ll 18, 19 e 20: “[...] the Precedence Mode of the HSNSJDUÉ (Higher School of Nursing São João de Deus of the University of Évora) [...]”
Ordem de Serviço ESESJD.UÉ nº 02/2011, Regulamento das Comissões de Curso da ESESJD.UÉ, pág. 1: “ORDEM DE SERVIÇO ESESJD.UÉ nº02/2011 [...]”	Pág. 72, ll 3: “SERVICE ORDER HSNSJD.UÉ No. 02/2011 [...]”
<i>Idem</i> , pág. 5, Artigo 3º, nº 2, a): “Elaborar o Relatório Anual [...] utilizando o Sistema de Informação da Universidade de Évora (SIIE) [...]”	Pág. 78, ll 26 e 27: “Draw up the Annual Evaluation Report [...] using the Integrated Information System of the University of Évora (IISUE) [...]”
<i>Idem</i> , pág. 5, Artigo 3º, nº 2, d): “Analisar os pedidos de equivalência [...] de cursos estrangeiros submetidos na UÉ. [...]”	Pág. 79, ll 1 e 2: “Analyse equivalence requests [...] of foreign courses submitted to the UÉ (University of Évora) [...]”
Despacho ESESJD.UÉ Nº 10/2013, Regulamento de Fardamento, pág. 1: “DESPACHO ESESJD.UÉ Nº10/2013 [...]”	Pág. 83, ll 5: “ORDER HSNSJD.UÉ 10/2013 [...]”
Ordem de Serviço ESESJD.UÉ nº 03/2011, Regulamento do Departamento de Enfermagem, pág. 1: “ORDEM DE SERVIÇO ESESJD.UÉ nº03/2011 [...]”	Pág. 89, ll 3: “SERVICE ORDER HSNSJD.UÉ No. 03/2011 [...]”
Despacho ESESJD.UÉ nº 09/2013, Regulamento do Laboratório, pág. 1: “DESPACHO ESESJD.UÉ nº09/2013 [...]”	Pág. 134, ll 3: “ORDER HSNSJD.UÉ No. 09/2013 [...]”
Ordem de Serviço ESESJD.UÉ nº	Pág. 142, ll 3: “SERVICE ORDER

02/2014, Regulamento dos Ensinos Clínicos do Curso de Licenciatura em Enfermagem, pág. 1: “ORDEM DE SERVIÇO ESESJD.UÉ nº02/2014 [...]”	HSNSJD.UÉ No. 02/2014 [...]”
Ordem de Serviço Nº 18/2012, Regulamento Escolar Interno, pág. 8, Artigo 8º, nº 1: “[...] Para cada unidade curricular deve existir [...] no <i>site</i> da UE [...]”	Pág. 43, ll 19 e 20: “ [...]The syllabus of each curricular unit, to be made public on the UE (University of Évora) website [...]”
<i>Idem</i> , pág. 9, Artigo 9º, nº 1: “Cada docente deve elaborar, no SIIUE, um sumário descritivo e preciso da matéria [...]”	Pág. 44, ll 11, 12 e 13: “The teachers shall elaborate a descriptive and accurate summary of the matters taught on IISUE (Integrated Information System of the University of Évora) [...]”

Quadro 3 (Siglas I)

Assinalamos que a apresentação da sigla da Escola Superior de Enfermagem São João de Deus nos Regulamentos não é uniforme. De facto, em alguns esta mesma sigla contém um ponto. Pretendendo ser fiel ao texto original, o referido ponto também consta na tradução. A este respeito, mencionamos também que a nossa tradução das siglas foi fiel ao texto-fonte, inclusive em alguns casos nos quais o ‘E’ de Évora surge acentuado na sigla da Escola e também em casos em que não o é.

Já no Regulamento das Comissões de Curso da Escola Superior de Enfermagem de São João de Deus (Ordem de Serviço ESESJD.UÉ nº 02/2011) as ocorrências de ‘Conselho Técnico Científico’, ‘Conselho Pedagógico’, e ‘Departamentos da Escola’ são seguidas de sigla, as quais também traduzimos. De referir que, no conjunto de Regulamentos, este foi o único caso em que os dois últimos órgãos são também identificados por sigla, com uma única exceção, a sigla de ‘Conselho Técnico Científico’, que surge no número 3 do Artigo 11º do Regulamento de Funcionamento do Mestrado de Enfermagem, sem identificação prévia, e também no número 2 do Artigo 14º do mesmo Regulamento. Inserimos, pois, a identificação da sigla na primeira ocorrência deste Regulamento (alínea e do número 4 do Artigo 8º), sendo que na segunda ocorrência optou-se por não o fazer, da mesma forma que não o fizemos nas segundas ocorrências de siglas não identificadas noutros Regulamentos, uma vez que foram identificadas por nós nas suas primeiras ocorrências.

Indicamos abaixo alguns dos casos atrás mencionados.

Regulamento	Tradução
Ordem de Serviço ESESJD.UÉ nº 02/2011, Regulamento das Comissões de Curso da Escola Superior de Enfermagem de São João de Deus, pág. 3, Artigo 1º, nº 1: “[...] A Comissão de Curso é o órgão [...] do Conselho Técnico Científico (CTC) [...]”	Pág. 74, ll 20, 21 e 22: “[...] The Course Committee is both the coordination Body [...] of the Technical and Scientific Board (TSB) [...]”
<i>Idem</i> , pág. 3, Artigo 1º, nº 1: “[...] do Conselho Pedagógico (CP) [...]”	Pág. 74, ll 22: “[...] of the Pedagogical Board (PB) [...]”
<i>Idem</i> , pág. 3, Artigo 1º, nº 1: “[...] e dos Departamentos da Escola (DE) [...]”	Pág. 74, ll 22 e 23: “[...] and of the Departments of the School (DS) [...]”
Regulamento de Funcionamento do Mestrado de Enfermagem, pág. 7, Artigo 8º, nº 4, e): “[...] Propor ao CTC [...]”	Pág. 114, ll 29 e 30: “[...] To propose [...] to the TSB (Technical-Scientific Board) [...]”
<i>Idem</i> , pág. 12, Artigo 14º, nº 2: “[...] O Diretor de Mestrado proporá ao CTC a aprovação [...]”	Pág. 121, ll 23: “[...] The Director of the Master’s course shall propose to the TSB the approval [...]”

Quadro 4 (Siglas II)

No Artigo 3º, nº 2, alínea d) do Regulamento das Comissões de Curso da Escola Superior de Enfermagem (Ordem de Serviço ESESJD.UÉ nº 02/2011, a sigla da Universidade de Évora surge sem identificação prévia. Assim, na sua primeira de várias ocorrências, introduzimos a explicação da sigla.

Existe igualmente uma ocorrência da sigla da Universidade no nº 1 do Artigo 8º do Regulamento Escolar Interno e que não se encontra precedida de explicação. Pelos motivos atrás mencionados, a mesma foi inserida na tradução. Foi, igualmente, retirado o itálico da palavra ‘site’, dada a Língua de Chegada na tradução ser o Inglês, tendo sido substituída por ‘website’, sem itálico pelo motivo atrás referido.

As ocorrências descritas são referidas no quadro seguinte.

Regulamento	Tradução
Ordem de Serviço ESESJD.UÉ nº 02/2011, Regulamento das Comissões de Curso da ESESJD.UÉ, pág. 5, Artigo 3º, nº 2, d): “[...] Analisar os pedidos de equivalência [...] submetidos na UÉ [...]”	Pág. 79, ll 1 e 2: “[...] Analyze equivalence requests [...] submitted to the UÉ (University of Évora) [...]”
Ordem de Serviço Nº 18/2012, Regulamento Escolar Interno, pág. 8, Artigo 8º, nº 1: “[...] Para cada unidade curricular deve existir [...] no <i>site</i> da EU [...]”	Pág 43, ll 19 e 20: ”The syllabus of each curricular unit, to be made public on the UE (University of Évora) website [...]”

Quadro 5 (Siglas III)

No nº 2 do Artigo 2º do Regulamento do Funcionamento do Mestrado de Enfermagem, surge a sigla ‘A3ES’. Não existindo identificação da mesma no texto, e existindo a necessidade de a traduzir no sentido de poder ser compreendida pelo público-alvo, optou-se por primeiro introduzir a identificação da sigla na Língua de Chegada. No mesmo número surge igualmente uma outra: a da Direção-Geral do Ensino Superior. Carecendo a mesma de identificação, efetuou-se o procedimento anterior.

Regulamento	Tradução
Regulamento de Funcionamento do Mestrado de Enfermagem, pág. 4, Artigo 2º, nº 2: “[...] A Universidade de Évora assume-se como a instituição proponente [...] cabendo-lhe a submissão da candidatura à A3ES [...]”	Pág. 108, ll 25 e 26: “[...] The University of Évora is the tenderer institution [...] incumbent on submitting the application to the A3ES (Assessment and Accreditation Agency for Higher Education [...]”
<i>Idem</i> , pág. 4, Artigo 2º, nº 2: “[...] o respetivo registo na DGES [...]”	Pág. 108, ll 27 e pág. 109, ll 1: “[...] its register with the DGHE (Directorate-General for Higher Education)[...]”

Quadro 6 (Siglas IV)

Na alínea e) do nº 4 do Artigo 8º do mesmo Regulamento consta a sigla ‘CTC’, tal como no Regulamento das Comissões de Curso da Escola Superior de Enfermagem, sem qualquer identificação anterior. Neste caso, com a diferença de que o primeiro ‘C’ corresponde a ‘Comissão’ e não a ‘Conselho’. Efetuou-se o mesmo procedimento dos dois casos anteriores.

Ainda no Regulamento do Funcionamento do Mestrado de Enfermagem, assinalamos que no nº 1 do Artigo 9º e seguintes indica-se a sigla ‘IES’ sem qualquer identificação anterior. Não tendo no texto informação sobre o seu significado, inquirimos o Dr. Nuno Antunes, Secretário da Escola de Enfermagem, sobre o mesmo, que é o de ‘Instituição de Ensino Superior’, tendo optado por inserir a identificação da sigla após a tradução da mesma: ‘HEI’ – Higher Education Institution – no nº 1 do Artigo 9º, por se tratar da primeira vez que ela ocorre. Nas ocorrências seguintes da sigla, apresentamo-la simplesmente enquanto tal.

Regulamento	Tradução
Regulamento de Funcionamento do Mestrado de Enfermagem, pág. 8, Artigo 8º, nº 4, e): “[...] Propor ao CTC, das instituições envolvidas [...]”	Pág. 114, ll 29, 30 e 31: “[...] To propose the appointment [...] to the TSB (Technical-Scientific Board) of the Institutions involved [...]”
<i>Idem</i> , pág. 8, Artigo 9º, nº 1: “[...] A gestão financeira ficará [...] da IES de acolhimento [...]”	Pág. 116, ll 3 e 4: “[...] the financial management will be [...] of the host Institution [...]”

Quadro 7 (Siglas V)

No nº 5 do Artigo 5º faz-se uso da sigla ‘ESP’. Confirmado o que nos parecia ser referente a ‘Ensino Superior Politécnico’, procurámos solução em várias fontes do sistema educativo alvo. Não havendo homogeneidade nos sistemas educativos em confronto, decidimos simplesmente inserir a sigla ‘PE’ em Inglês, seguida de explicitação intratextual, sabendo, contudo, que muitas das instituições de Ensino Politécnico perderam, no Reino Unido, este nome para Universidades.

Regulamento	Tradução
Regulamento de Funcionamento do Mestrado de Enfermagem, pág. 6, Artigo 5º, nº 5: “[...] A leção das unidades curriculares [...] especialistas do ESP [...]”	Pág. 111, ll 10, 11 e 12: “[...] The teaching of the curricular units [...] specialists from Polytechnic Institutions [...]”

Quadro 8 (Siglas VI)

No que diz respeito à pontuação, sentimos a necessidade de, em alguns casos, adicionar uma vírgula (a chamada *Oxford comma*⁴ ou *serial comma*) antes da conjunção coordenativa aditiva *and* – nos casos em que existem enumerações, como no nº 3 do *Article 2* do Regulamento das Comissões de Curso da Escola de Enfermagem. No quadro que se segue estão indicados alguns dos casos referidos.

Regulamento	Tradução
Ordem de Serviço ESESJD.UÉ nº 02/2011, Regulamento das Comissões de Curso da ESESJD.UÉ, pág. 4, Artigo 2º, nº 3: “[...] Colaborar em estudos e pareceres sobre a estrutura, conteúdo curricular e funcionamento dos respetivos cursos [...]”	Pág. 76, ll 18 e 19: “[...] To collaborate in studies and opinions about the structure, the curricular content, and the functioning of the respective courses; [...]”
Regulamento de Funcionamento do Mestrado de Enfermagem, pág. 18, Artigo 29º, nº 2: “[...] Cada elemento do Júri atribui uma classificação na escala inteira de 0 a 20 às componentes A, B e C. [...]”	Pág. 130, ll 1 e 2: “[...] Each member of the Jury awards a classification from the scale from 0 to 20 to the components A, B, and C. [...]”
Ordem de Serviço Nº 18/2012, Regulamento Escolar Interno, pág. 15, Artigo 20º, nº 2: “[...] Junto com os resultados da avaliação, o docente responsável [...] podem consultar as provas, trabalhos ou elementos avaliados, [...]”	Pág. 54, ll 23, 24 e 25: “[...] Together with the assessment results, the teacher of the curricular unit shall make public a period during which the students may consult their tests / exams, essays, or any other assessment elements [...]”

Quadro 9 (Pontuação)

A respeito de pontuação, ilustra-se ainda a decisão tomada relativamente à ocorrência do verbo ‘haver’ na forma de gerúndio neste mesmo texto fonte. Não existindo tal forma deste verbo em Inglês, por um lado, e considerando o uso do Futuro do verbo ‘prevalecer’ na frase anterior, por outro, procedemos à divisão da mesma em duas frases separadas por meio de ponto final. Pareceu-nos esta, na verdade, a melhor forma de traduzir o efeito perlocutório preceituado.

Ilustra-se abaixo este como outro procedimento semelhante ocorrido noutra Regulamento.

⁴ Vide *Oxford Dictionaries Blog* <<http://blog.oxforddictionaries.com/2011/06/oxford-comma/>> Acedido no dia 8 de junho de 2015 às 14:00

Regulamento	Tradução
Ordem de Serviço N° 10/2013, Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem, pág. 2, Artigo 4º, n° 3 (indicado como ‘5’): “[...] No Ensino Clínico prevalecerá sempre a avaliação contínua, não havendo lugar a exames finais e/ou épocas especiais [...]”	Pág. 98, ll 11 e 12: “[...] Continuous assessment will always prevail in Clinical Teaching. There will be no final examinations and/or Special Assessment Periods [...]”
Ordem de Serviço ESESJD.UÉ n° 02/2011, Regulamento das Comissões de Curso da ESESJD.UÉ, pág. 3, Artigo 1º, n° 2, b): “[...] É composta por três a quatro professores docentes efetivos do curso e por um representante dos estudantes do curso, devendo ser devidamente fundamentadas situações excepcionais que recomendem uma composição diferente [...]”	Pág. 75, ll 4, 5 e 6: “[...] It is composed of three to four teachers of the course and one representative of the students of the course. Exceptional situations recommending a different composition shall be duly justified [...]”

Quadro 10 (Pontuação II)

No Artigo 3º do Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem (Ordem de Serviço N° 10/2013), uma vez que não existe a forma do verbo ‘poder’ no gerúndio, optou-se por fazer uso de ponto final após a tradução de *pessoa alvo dos cuidados*. Para evitar ambiguidade e manter a ideia de gerúndio do texto original, introduziu-se um advérbio de consequência – *Consequently* -, criando, assim, uma articulação direta com o enunciado anterior e substituindo o gerúndio ‘podendo’ por *may*. No n° 4 do Artigo 20º do Regulamento Escolar Interno, dado não existir a forma do verbo ‘poder’ no gerúndio, optou-se por fazer uso de ponto final e criar uma frase especificamente relacionada com a *cópia da prova* – *A copy of the test may be requested*, sempre com a preocupação da nossa parte em manter o mesmo sentido do texto original. Foram encontrados outros casos de formas no gerúndio nos verbos ‘dever’ e ‘fazer’ no Artigo 21º do mesmo Regulamento. Optou-se, então, por traduzir *devendo estes, quando solicitados, exibir documento identificativo e cartão de estudante* da seguinte forma, precedida da inclusão de ponto final, *They* (os estudantes – ‘students’ – mencionados anteriormente) *should display an identity document and student card, when requested*. Inseriu-se novo ponto final e traduziu-se

sob pena de, não o fazendo, a prestação da prova lhes ficar interdita por If not, they will be forbidden of carrying out the exam.

Estes exemplos de alterações efetuadas na estrutura frásica decorrente do uso de formas de gerúndio em alguns verbos ilustram-se em seguida.

Regulamento	Tradução
Ordem de Serviço Nº 10/2013, Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem, pág. 2, Artigo 3º: “[...] O Ensino Clínico, pela sua natureza, [...] bem como a situação de saúde da pessoa alvo dos cuidados, podendo ultrapassar as 4 horas previstas no Regulamento Escolar Interno [...]”	Pág. 97, ll 22, 24, 25 e 26: “[...] Clinical Teaching, by its very nature, [...] as well as the patient’s condition. Consequently, it may exceed the 4 hours set in the Internal Regulation of the University [...]”
Ordem de Serviço Nº 18/2012, Regulamento Escolar Interno, pág. 15, Artigo 20º, nº 4: “[...] O aluno que não concorde com a classificação atribuída poderá solicitar ao presidente do júri da unidade curricular em causa, no prazo máximo de 15 dias subsequentes à data da afixação pública do resultado objeto de reclamação, que a classificação lhe seja revista, para o que deverá fundamentar devidamente a sua pretensão, podendo solicitar cópia da prova. [...]”	Pág. 54, ll 32 e 33 e pág. 55, ll 1, 2 e 3: “[...] In case the student does not agree with the attributed grade, they may request the grade be reviewed before the president of the jury of the curricular unit within 15 days after the posting date of the result. In such case, the student has to justify their argument, being allowed to request a copy of the assessed element. [...]”
<i>Idem</i> , pág. 16, Artigo 21º: “[...] Os docentes encarregados da vigilância de provas de avaliação poderão verificar a identidade dos estudantes, devendo estes, quando solicitados, exibir documento identificativo e cartão de estudante, sob pena de, não o fazendo, a prestação da prova lhes ficar interdita. [...]”	Pág. 55, ll 11, 12, 13 e 14: “[...] The teachers in charge of watching over the assessment tests/exams may verify the identity of the students. When requested, the students shall show their Identity and Student cards. If they refuse to do so, they shall not be allowed to sit the assessment test/exam. [...]”

Quadro 11 (Questões sintáticas)

No nº 2 do Artigo 5º do Regulamento de Funcionamento do Mestrado em Enfermagem, decidimos alterar a primeira parte da frase, dado que, em Inglês, é impossível iniciar-se uma frase por *it will be – Será* – sem existir um Sujeito mencionado anteriormente. Assim, sabendo que o que *será fixado* é o *número mínimo de inscrições que viabilize o funcionamento de cada edição e de cada área de especialização*, optámos por iniciar a

tradução do nº 2 acima referido por *The minimum number of enrolments [...] will be set by the competent Bodies of the Schools [...]*, inserindo, desta forma, a marca de Futuro a meio de frase.

Esta ocorrência encontra-se ilustrada no quadro seguinte.

Regulamento	Tradução
Regulamento de Funcionamento do Mestrado de Enfermagem, pág. 5, Artigo 5º, nº 2: “[...] Será fixado pelos órgãos competentes das Escolas que integram a AESES, sob proposta do Diretor do Mestrado, ouvida a Comissão Científica, o número mínimo de inscrições que viabilize o funcionamento de cada edição e de cada área de especialização, e que será publicitado no respetivo Edital de abertura de cada edição. [...]”	Pág. 110, ll 30, 31, 32: “[...] The minimum number of enrolments that render viable the operation of each edition and area of specialization will be set by the competent Bodies of the Schools that comprise the AHSNH, upon a proposal from the Director of the Master’s, after the Scientific Board has been heard, and it will be posted in the public notice of each edition. [...]”

Quadro 12 (Questões sintáticas II)

Para além do mencionado acima, refira-se que algum do léxico atualizado neste tipo de discurso nos ofereceu alguma dificuldade na sua tradução. Apresentamos em seguida alguns exemplos de tomadas de decisão a que procedemos ao nível lexical. No título do Despacho ESESJD.UÉ Nº 10/2013 (Regulamento de Fardamento para os Estudantes do Curso de Licenciatura em Enfermagem), o termo ‘fardamento’ foi particularmente difícil de traduzir. Optou-se por traduzir por ‘set of clothing’ em algumas ocorrências de ‘fardamento’, sendo que noutras traduzimos por ‘uniform’. Tratando-se de uma opção englobadora, uma vez que ‘set of clothing’ se refere às peças de roupa ilustradas nas fotografias que constituem a farda propriamente dita e que estão ilustradas nas fotografias, esta pareceu-nos uma opção satisfatória.

No quadro seguinte indicamos alguns exemplos deste Regulamento em que traduzimos ‘regulamento’ quer por ‘set of clothing’, quer por ‘uniform’.

Regulamento	Tradução
Despacho ESESJD.UÉ Nº 10/2013, Regulamento de Fardamento para os Estudantes do Curso de Licenciatura em Enfermagem, pág. 1: “[...] REGULAMENTO DE FARDAMENTO PARA OS ESTUDANTES [...]”	Pág. 83, ll 7 e 8: “[...] REGULATION ON THE SET OF CLOTHING FOR STUDENTS [...]”
Despacho ESESJD.UÉ Nº 10/2013, Regulamento de Fardamento para os Estudantes do Curso de Licenciatura em Enfermagem, pág. 2: “[...] A farda constitui o conjunto padronizado de peças de roupa [...]”	Pág. 84, ll 7: “[...] The uniform constitutes the standard set of clothing [...]”
Despacho ESESJD.UÉ Nº 10/2013, Regulamento de Fardamento para os Estudantes do Curso de Licenciatura em Enfermagem, pág. 2: “[...] O fardamento é o ato de usar a farda [...]”	Pág. 84, ll 9 e 10: “[...] Clothing is the act of wearing the uniform [...]”
Despacho ESESJD.UÉ Nº 10/2013, Regulamento de Fardamento para os Estudantes do Curso de Licenciatura em Enfermagem, pág. 2, Artigo 1º, nº 1: “[...] O fardamento é obrigatório nos ensinos clínicos [...]”	Pág. 84, ll 20: “[...] The uniform is mandatory in clinical teachings [...]”
Despacho ESESJD.UÉ Nº 10/2013, Regulamento de Fardamento para os Estudantes do Curso de Licenciatura em Enfermagem, pág. 4, Artigo 6º: “[...] Composição do Fardamento 1. São elementos constituintes do fardamento as seguintes peças [...]”	Pág. 86, ll 20 e 22: “[...] Set of clothing 1. The uniform is composed of the following set of clothing [...]”

Quadro 13 (Questões lexicais)

Outra dificuldade sentida neste mesmo documento prendeu-se com o termo ‘Bata’ (de enfermeiro), termo que acompanha a fotografia que o integra e que surge também no Artigo 6º, nº 1, alínea e).. Inicialmente, a dificuldade consistiu numa indecisão entre optar por *white coat* (bata utilizada pelos médicos) ou *lab coat* (bata utilizada em laboratório). Não encontrando assim uma resposta clara, recorreremos então ao grupo *on-line* ‘Tradutores Com Vida’. Uma colega tradutora disponibilizou-se para auxiliar,

tendo, para o efeito, questionado uma amiga Enfermeira em Londres. A resposta obtida é que existem duas formas possíveis e igualmente válidas, tratando-se de uma bata fechada com botões ou por meio de fecho *éclair*: *nurse's coat* e *nurse's dress*. Optámos por *nurse's coat*, como se pode verificar no quadro seguinte.

Regulamento	Tradução
Despacho ESESJD.UÉ N° 10/2013, Regulamento de Fardamento para os Estudantes do Curso de Licenciatura em Enfermagem, pág. 4, Artigo 6º, n° 1, e): “[...] Bata branca aberta à frente [...]”	Pág. 87, ll 6: “[...] White coat opened in the front [...]”
<i>Idem</i> , pág. 4, Artigo 6º, n° 1, e): “Imagem da Bata”	Pág. 87, ll 12: “Nurse’s coat”

Quadro 14 (Questões lexicais)

Por último, mencionamos a omissão da nossa parte de alguma informação contida neste Regulamento por motivo de redundância. É exemplo disso o n° 1 do Artigo 1º no excerto *Assume-se* [o fardamento] *como uma condição necessária para a frequência dos mesmos* [os ensinos clínicos]. Na língua inglesa, esta informação torna-se redundante face à linha anterior *O fardamento é obrigatório nos ensinos clínicos*. Desta forma, seguimos imediatamente para a tradução de *Está adequado aos diferentes contextos dos ensinos clínicos*.

Mostramos este caso no quadro que se segue.

Regulamento	Tradução
Despacho ESESJD.UÉ N° 10/2013, Regulamento de Fardamento para os Estudantes do Curso de Licenciatura em Enfermagem, pág. 2, Artigo 1º, n° 1: “[...] O fardamento é obrigatório nos ensinos clínicos. Assume-se como uma condição necessária para a frequência dos mesmos. [...]”	Pág. 84, ll 20 e 21: “[...] The uniform is mandatory in clinical teachings. It is adequate to the different contexts of clinical teachings. [...]”

Quadro 15 (Omissão)

O termo ‘licenciatura’ surge na Ordem de Serviço N° 10/2013 (Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem) e noutros Regulamentos. Este termo deu igualmente origem a dificuldades na sua

tradução, uma vez que não é um termo consensual na língua inglesa. Existe o termo ‘degree’, sendo também perfeitamente possível traduzir por ‘undergraduate degree’ ou ‘bachelor (honours) degree’. Ainda assim, optámos por ‘degree’, por nos parecer a forma mais neutra, ainda que em ‘1º Ciclo’, tivéssemos optado por traduzir por ‘First Cycle’.

No quadro seguinte, indicamos alguns casos em que traduzimos ‘licenciatura’ por ‘degree’.

Regulamento	Tradução
Ordem de Serviço Nº 10/2013, Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem, pág. 1, Artigo 1º: “[...] O presente Regulamento [...] da Licenciatura em Enfermagem [...]”	Pág. 96, ll 21 e 23: “[...] This Regulation [...] of the Degree in Nursing [...]”
Ordem de Serviço Nº 18/2012, Regulamento Escolar Interno, pág. 14, Artigo 18º, nº 5: “[...] Na época especial [...] à conclusão da componente letiva da licenciatura [...]”	Pág. 53, ll 8, 12 e 13: “[...] In the special exam period [...] the necessary condition to conclude the academic component of the 1 st Cycle [...]”

Quadro 16 (Tradução de Licenciatura)

Um dos termos mais frequentes em todos os textos-fonte é a palavra ‘Regulamento’ e a forma ‘Regulamento de’. Sabemos que existem as formas em Inglês ‘Regulation of’, ‘Regulation for’ e ‘Regulation on’, tendo optado sempre por ‘Regulation of’, exceto na Ordem de Serviço nº 10/2013 (Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem), cujo título traduzimos por *Regulation on* [...] e no Despacho ESESJD.UÉ nº 10/2013 (Regulamento de Fardamento para os Estudantes do Curso de Licenciatura em Enfermagem), cujo título traduzimos também por *Regulation on* [...]. ‘Regulamento’ aparece grafado de várias formas, quer no EUR-Lex⁵ quer no EuroParl⁶, aos quais acedemos a partir do Linguee⁷ ora ‘regulation’, ora ‘provision’. Optámos por ‘regulation’.

Relativamente à tradução da Ordem de Serviço Nº 10/2013 (Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem), referimos que

⁵ Vide <http://eur-lex.europa.eu/homepage.html> . Consultado no dia 20 de setembro de 2015 às 20:15

⁶ Vide <http://www.europarl.europa.eu/> . Consultado no dia 20 de setembro de 2015 às 20:20

⁷ Vide <http://www.linguee.pt/> . Consultado no dia 20 de setembro de 2015 às 20:24

decidimos alterar a sintaxe nos números 1, 2 e 4 do Artigo 2º, tendo iniciado estes enunciados por sintagma nominal.

Estas ocorrências são ilustradas abaixo.

Regulamento	Tradução
Ordem de Serviço Nº 10/2013, Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem, pág. 1, Artigo 2º, nº 1: “[...] Para as sessões de natureza coletiva teórica e teórico-prática é obrigatória a assistência a um mínimo de 75% das sessões letivas;”	Pág. 97, Il 4 e 5: “[...] Students must attend 75% of both collective theoretical and theoretical - practical sessions.”
<i>Idem</i> , pág. 1, Artigo 2º, nº 2: “[...] Para as sessões de natureza coletiva prática é obrigatória a assistência a um mínimo de 85% das sessões letivas”	Pág. 97, Il 7 e 8: “[...] Students must attend a minimum of 85% of practical collective sessions.”
<i>Idem</i> , pág. 1, Artigo 2º, nº 4: “[...] No Ensino Clínico é obrigatória a presença do estudante em 85% das horas previstas para os mesmos”	Pág. 97, Il 15 e 16: “[...] Students must attend 85% of the time allocated to Clinical Teaching.”

Quadro 17 (Questões sintáticas)

A tradução do termo ‘regime’ diferiu bastante consoante vários contextos. Servem como exemplos as ocorrências de ‘regime de frequência’ no Artigo 2º deste Regulamento, de ‘regimes especiais de frequência’ no Artigo 4º e ainda de ‘regime de precedências’ no Artigo 5º, ambos do mesmo Regulamento, e também uma segunda ocorrência de ‘regime de precedências’ no Artigo 2º do Regulamento dos Ensinos Clínicos do Curso de Licenciatura em Enfermagem (Ordem de Serviço ESESJD.UÉ nº 02/2014). No Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem, traduzimos ‘regime de frequência’ de formas diferentes no mesmo Regulamento. Optámos no Artigo 1º por ‘attendance norms’ e no Artigo 2º por ‘attendance’. No segundo caso a nossa opção recaiu em ‘precedence mode’ e no último por ‘special attendance arrangements’, termo que surge no EUR-Lex e no EuroParl. ‘attendance’ foi também a nossa opção na tradução de ‘regime de faltas’ no Artigo 4º da Ordem de Serviço ESESJD.UÉ nº 02/2014 (Regulamento dos Ensinos Clínicos do Curso de Licenciatura em Enfermagem).

O quadro seguinte ilustra algumas destas ocorrências.

Regulamento	Tradução
Ordem de Serviço Nº 10/2013, Regulamento das Situações de Ensino-Aprendizagem Específicas da Formação em Enfermagem, pág. 1, Artigo 1º: “[...] O presente Regulamento define o regime de frequência, [...]”	Pág. 96, Il 21: “[...] This Regulation sets the attendance norms”
<i>Idem</i> , pág. 1, Artigo 2º: “[...] (Regime de frequência) [...]”	Pág. 97, Il 2: “[...] (Attendance)”
<i>Idem</i> , pág. 2, Artigo 5º: “[...] (Regime de Precedências) [...]”	Pág. 98, Il 17: “[...] (Precedence Mode) [...]”
<i>Idem</i> , pág. 2, Artigo 4º. “[...] (Regimes Especiais de Frequência) [...]”	Pág. 97, Il 30: “[...] (Special Attendance Arrangements) [...]”
Ordem de Serviço ESESJD.UÉ nº02/2014, Regulamento dos Ensinos Clínicos do Curso de Licenciatura em Enfermagem, pág. 3, Artigo 4º: “[...] Regime de Faltas [...]”	Pág. 144, Il 16: “[...] Attendance [...]”

Quadro 18 (Tradução de ‘regime’)

Outra questão a referir diz respeito à omissão de alguma informação constante de textos-fonte. Ilustramos este aspeto com o Regulamento das Comissões de Curso da ESESJD.UÉ (Ordem de Serviço ESESJD.UÉ nº 02/2011), no qual não considerámos pertinente toda a redação dada, por exemplo, ao primeiro parágrafo do mesmo. Com efeito, pareceu-nos que a qualquer leitor de língua inglesa não interessasse o enunciado *Tendo-me sido enviado pela Senhora Presidente de Assembleia de (...)*, razão pela qual o omitimos, tendo simplesmente mantido a referência à aprovação formal em órgão competente para tal, da qual resultou a sua entrada em vigor.

Em sentido inverso, neste mesmo Regulamento considerou-se oportuno acrescentar o termo ‘Integrado’ na sigla correspondente ao Sistema de Informação da Universidade. Embora, certamente por lapso, tal termo não conste da designação que lhe é dada no texto-fonte (Artigo 3º, nº 2, a), a designação oficial daquele sistema é: ‘Sistema de Informação Integrado da Universidade de Évora’, pelo que se justifica tal decisão.

Ainda neste Regulamento, referimos que na tradução do Artigo 3º, nº 2, e), e tendo em consideração o público-alvo, decidimos, por uma questão de conveniência, introduzir uma nota de rodapé em *International Information Package* contendo o *link* para o *site* do *Information Package* da Universidade de Évora.

Por último, no nº 9 do Artigo 2º, optámos por não traduzir a expressão *numeri clausi*, devido ao facto da mesma ser latina, grafando-se da mesma forma independentemente do texto ser escrito em Inglês ou em demais línguas.

No que diz respeito ao Regulamento dos Ensinos Clínicos do Curso de Licenciatura em Enfermagem (Ordem de Serviço ESESJD.UÉ nº 02/2014) omitimos alguma informação do texto-fonte por motivo de clareza. Os casos em que tal sucedeu foram o nº 2, a) do Artigo 6º e no nº 1 do mesmo Artigo. Noutros casos fizemos uma condensação.

Apresentamos um deles no quadro que se segue.

Regulamento	Tradução
Ordem de Serviço ESESJD.UÉ nº 02/2014, Regulamento dos Ensinos Clínicos do Curso de Licenciatura em Enfermagem, pág. 1: “[...] Tendo sido aprovado em reunião plenária do Conselho Técnico-Científico da Escola Superior de Enfermagem da Universidade de Évora [...]”	Pág. 142, ll 8 e 9: “[...] Approved by the Technical and Scientific Board of the Higher School of Nursing of the University of Évora [...]”

Quadro 19 (Omissão)

Salientamos aqui a dificuldade na tradução do termo ‘regente’ que surge pela primeira vez no nº 1 do Artigo 3º. Poderíamos ter considerado a hipótese de ‘co-ordinator’ mas optámos por ‘teacher’, dado o contexto específico de ensino em que o termo se insere. Este caso é indicado especificamente no quadro seguinte.

Regulamento	Tradução
Ordem de Serviço ESESJD.UÉ nº 02/2014, Regulamento dos Ensinos Clínicos do Curso de Licenciatura em Enfermagem, pág. 2, Artigo 3º, número 1: “[...] Cada Ensino Clínico tem um regente responsável por eleger [...]”	Pág. 144, ll 8 e 9: “[...] In each Clinical Teaching a teacher will have the responsibility to choose [...]”

Quadro 20 (Tradução de ‘regente’)

No Regulamento do Departamento de Enfermagem (Ordem de Serviço ESESJD.UÉ n° 03/2011) foi sentida dificuldade na tradução de ‘Pós-Licenciatura’, na qual a nossa escolha recaiu em ‘Postgraduate courses’. Outra dificuldade foi sentida relativamente aos cursos de Pós-licenciatura. Fazendo a Universidade de Évora uma distinção entre cursos de 1º Ciclo, cursos de Pós-Graduação e de Pós-Licenciatura, a dificuldade surgiu perante a necessidade de melhor traduzirmos a designação: ‘postgraduation’. Da consulta a vários *sites*, nomeadamente o EUR-Lex, verificámos que, também aqui, a designação mais frequente era de ‘postgraduation’ ou ‘postgraduate courses’. Assim sendo, e embora reconhecendo a distinção que é feita entre estes cursos, mantivemos esta opção de tradução.

Vejamos o quadro seguinte.

Regulamento	Tradução
Ordem de Serviço ESESJD.UÉ n° 03/2011, Regulamento do Departamento de Enfermagem, pág. 2, Artigo 3º, b): “[...] Coordenação dos ensinos de 1º e de 2º ciclos e Pós-licenciaturas [...]”	Pág. 91, ll 17 e 18: “[...] Management of 1 st and 2 nd Cycles of studies and of Postgraduate courses [...]”

Quadro 21 (Tradução de Pós-Licenciatura)

No Artigo 4º, h), i) e j), a atualização do verbo ‘pronunciar’ não se revelou de fácil solução. Com efeito, a atualização de tal verbo pode implicar uma decisão a tomar por votação, ou simplesmente comentário(s) acerca de matéria(s) levadas a Conselho. Em conformidade com os *sites* da União Europeia, tomámos a decisão de o traduzir por ‘to decide’, verbo que apresenta maior número de ocorrências em relação ao verbo ‘to pronounce’ (on something), o qual também encerra o significado de *to state your opinion on something, or give a decision about something*.

Por último, na Ordem de Serviço N° 18/2012 (Regulamento Escolar Interno), Artigo 3º, na tradução de ‘provas de avaliação’, optámos, não só por referi-las por ‘tests’ mas também por ‘exams’, abrindo a possibilidade para o conceito mais largo de ‘provas de avaliação’, uma vez que, por exemplo, os exames finais contêm prova oral e prova escrita.

O termo ‘trabalhos de fim de curso’ ofereceu algumas dificuldades, na medida em que se refere a qualquer tipo de trabalho final, mesmo em casos em que são requeridos trabalhos finais no final de Licenciaturas.

Houve dificuldades também na tradução da palavra ‘divulgação’. Pareceu-nos que ‘announcement’ seria a divulgação de algo, em vez de, por exemplo, ‘disclosure’.

Na tradução de ‘Regulamento Escolar Interno’, optámos por ‘Academic Internal Regulation’, apesar de também existirem as opções ‘Rules of Procedure’ e ‘Internal Procedure’. Contudo, de acordo com o Linguee e a frequências da palavra, optámos por ‘Internal Regulation’, precedida de ‘Academic’.

No Artigo 40º, a expressão ‘núcleos’ estudantis representou dificuldade na medida em que não nos pareceu que pudesse ser traduzida por ‘societies’, termo que é usado frequentemente com o significado de ‘república’ (compare-se com as realidades inglesa e norte-americana) ou ainda na denominação de ‘sociedades’ mais ou menos secretas. Outra possibilidade seria traduzi-la por ‘student branch’, mas o termo ‘branch’ implicaria poder tratar-se de uma filial de uma atividade específica, o que não nos pareceu ser aqui o caso. Assim sendo, a menção genérica que é dada neste título levou-nos a optar pelo termo ‘club’, o qual pressupõe um conjunto de pessoas que se reúnem para algum evento ou para a discussão de temas.

No que diz respeito ao Artigo 39º, salientamos a opção tomada na tradução do termo ‘tunas’. Com efeito, se num primeiro momento considerámos a opção ‘academic music groups’, na avaliação posterior dessa mesma decisão, julgámo-la demasiado genérica para a especificidade mencionada, pois que ‘musical group’ pode ser qualquer um que integre instrumentos musicais. Assim sendo, optámos por não traduzir o termo específico, indicando-o “simples”, o que permitirá ao leitor aperceber-se dessa mesma especificidade.

Por último, neste Regulamento todas as entradas no Artigo 1º encontram-se por ordem alfabética mas na tradução para língua inglesa esta mesma ordem deixa, necessariamente, de existir. Ainda assim, optámos por manter a ordem incluída no documento original para que não se perdesse a propositada ordem decrescente dos conceitos, mesmo existindo a necessidade de sacrificar a ordem alfabética que consta em português.

4 - Traduções



SERVICE ORDER No. 18/2012

Academic Internal Regulation

Considering the need to amend some aspects of the Academic Internal Regulation and after consulting the Pedagogical Boards of the Schools and their approval by the Senate on 15th June 2012, the new Academic Internal Regulation is hereby issued, entering into force from the date set out therein.

CHAPTER I

Scope

This Regulation lays down the set of procedures applicable to 1st and 2nd Cycle courses, Postgraduate courses, and to Integrated Masters taught at the University of Évora.

CHAPTER II

General Precepts

Article 1

(Concepts)

School year – the time period starting on 1st September of a calendar year and ending on 31st August of the following year;

Academic year – the time period in which classes and modes of assessment of that academic year take place;

Continuous assessment – a combination of several elements of assessment in a number to be set by the teacher of the curricular unit in the beginning of the semester;

Final assessment – a final exam of a limited duration taken in the exam period in accordance with the school calendar;

Mixed assessment – a combination of assessment components carried out during the school term and an assessment component carried out during the exam period;

School calendar – The sole organization tool for every organic unit which sets the plan of academic, assessment, and administrative activities of the courses or cycles of studies in a school year;

Accreditation – the awarding of credits to the training carried out within the framework of the Portuguese or of foreign Higher Education or outside of Higher Education in the contexts of formal or informal training or to professional experience;

Credit – The unit of measure of the student's work in all its forms, namely collective teaching sessions, tutorial sessions, internships, project work, field work, studies, and assessment;

Credit of a curricular unit – The numerical value that represents the work to be developed by the student in order to succeed in the curricular unit;

ECTS (European Credit Transfer System) – The unit of measure of the student's work in all its forms, namely class participation, tutorials, autonomous study and work and assessment;

Element or assessment tool – Any component of the teaching-learning process that can be assessed and that occurs either in in-classroom as student's autonomous work;

Clinical Teaching – aims at the development of clinical competences on diagnosis evaluation, planning, and therapeutic intervention. It is carried out under mandatory clinical supervision of an expert in the field and under the pedagogical supervision of a teacher;

Student undergoing mobility – a student enrolled and registered in a higher education institution and course, who carries out a period of studies or an internship at a national or foreign higher education institution or at a foreign entity, under institutional programmes and protocols with mandatory recognition by the institution of the country of origin. Such period of mobility is subject to the conclusion of a study contract or internship, previously agreed between the institution of origin and the host institution;

Fraud – the behaviour of the student in tests/exams or in other assessment elements which may alter the results, for his own benefit or that of others;

Enrolment – an action which, after the registration is done, allows the student to attend the curricular units of a course or cycle of studies;

Module – a part of a curricular unit with independent assessment that does not result in a final grade but which contributes to the final classification of the curricular unit;

Assessment time – any component of the teaching-learning process that may be assessed and that must be carried out in a scheduled time-space within a set time and in the presence of the teacher, namely written tests/exams, oral tests/exams, guided laboratory exercises, guided field work and submission and *viva voce* of project work;

School term – the period in which classes take place;

Plan of studies – The organised set of curricular units on whose success depends the award of an academic degree or the conclusion of a non-awarding-degree course.

First cycle – cycle of studies leading to the graduate degree:

Second cycle – cycle of studies leading to the Master's degree:

Semester – the time period that comprises the school term and the period of examinations;

Curricular unit – the unit of teaching with its own aims and contents which is subject to administrative enrolment and to assessment, which is expressed in a final classification;

Precedence – the conditioning of enrolment in one or more curricular units of the course or plan of studies to the approval obtained in one or more previous curricular units of the same plan of studies;

Prescription – impediment to proceed on to a new enrolment whenever the number of enrolments, due to negative results, exceeds a maximum limit according to the legislation in force;

Diploma Supplement – a document that supplements the diploma. This informative document does not replace the diploma nor does it prove the ownership of the qualification it refers to. It is issued in both Portuguese and in English, which: *(i)* describes the Portuguese higher education system and its context in the educational system as of the time the diploma is obtained; *(ii)* characterises the institution that provided the training and granted the diploma; *(iii)* characterises the training carried out (degree, field, access requirements, regular duration, level) and its purpose; *(iv)* provides detailed information about the training developed and its results; *(v)* includes supplementary information about duly certified extracurricular activities, to be added to the student's curriculum;

Extracurricular unit – a curricular unit attended by the student and not included in the plan of studies of the attended course;

Free curricular unit – a curricular unit which can be freely chosen by the student from among the curricular units offered by the courses taught at the University;

Mandatory curricular units – the curricular units included in the plan of studies that the student must attend and in which they must succeed, which cannot be replaced by other units;

Elective curricular units – the curricular units the student may choose from a limited set previously defined.

Article 2

(Learning-teaching situations)

- 1- Learning aims at the development of competences in the form of collective teaching sessions, tutorial sessions, internships, project work, final work / essays, field work, seminars, conferences, field trips, autonomous work, and assessment.

- 2- **Collective sessions** aim at a comprehensive learning of the facts, concepts, principles and of their practical application, whose time duration and number of students attending may vary according to the structure of the cycle of studies. Their dimension depends on:
 - a) the application of practical knowledge in a laboratory and in field work or in-class in the case of practical or performative exercises (recommended number: between 16 and 20 students);

 - b) theoretical-practical sessions (maximum number recommended : 25 students);

 - c) a predominantly theoretical approach of the topics covered in curricular unit.

- 3- **Tutorial sessions** comprise individual or collective sessions for groups of few students (maximum 20), with no defined syllabus, and which aim at clarifying parts of the content taught, study and curricular guidance, or other. Tutorial sessions may take place in a room reserved for that purpose or online. In the beginning of the semester the students and the teacher will agree on the way to conduct such sessions. The teacher will have to be available during that period.

- 4- **Seminars** aim at organising the work of students or of a group of students in the study of a topic or of a set of related topics in order to attain a thorough knowledge about them, through research, literature research, observation or experimentation and debate.
- 5- **Colloquia** consist in the participated analysis and discussion of one or various previously presented proposals about a topic or several related topics.
- 6- **Field trips** aim at the direct observation of one or of several selected objects of study, always entailing a previous definition of their aims and methodology.
- 7- **Field work** is a teaching-learning situation which usually takes place out of the classroom. This type of work requires careful planning, with an aim to efficiency (effort saving and time saving), a cost-benefit relation and its effective performance.
- 8- **Internships** aim at the learning of the functional content of a certain occupation/theoretical concept. They are developed, in general, under the supervision of both a teacher expert in the field and that of an experienced professional, a teacher or another individual.
- 9- The teaching-learning process of some **curricular units** may be carried out in concentrate periods, involving the situations referred to in the previous paragraphs, after the approval of the Director of the School.
- 10- Curricular units can be composed of **modules**.

CHAPTER III

School Calendar

Article 3

(Diffusion)

By Rector's Order, to be issued before the beginning of each academic year, the school calendar is approved and put into force, by means of which the set dates of the beginning and end of classes, of exams and other assessment modes, of registrations, enrolments and other registry procedures to be observed by the students, as well as of summer holidays are made public.

Article 4

(School year and academic year)

1 - The school year runs from 1st September to 31st August of the following year.

2 - The academic year starts between the second and the third week of September and ends on 15th July, being exceptionally extended until 31st July after a reasoned request, and encompasses two semesters:

- a) The first semester, which starts in the second or third week of September and ends on the last day of exams of the semester;
- b) The second semester, which starts after the end of the first semester and a one-week break;

3 - In the case of new students, the classes of the first semester will start immediately after their registration.

4 - The semester lasts 19 weeks.

5 - In-class sessions last 15 weeks except in cases duly justified.

6 - The Academic Week runs between 18th May and 7th June, according to the period set in the school calendar. Its final date, agreed with the Students Union, is set in January.

Article 5

(School holidays)

1 - Christmas Holidays last about eight working days. Easter holidays last 4 working days, and there are no classes on Monday just after Easter.

2 - Summer holidays run from 16th July to the second or third week of September.

CHAPTER IV

Teaching-Learning Situations

Article 6

(Participation in the development of competences)

1- The obligation to attend theoretical and theoretical-practical in-class sessions of 1st Cycle curricular units and of the three first years of the cycles of integrated studies is regulated by the Director of the School after consulting the Pedagogical and the Scientific Boards.

2- 1st Cycle students and those of the three first years of the integrated cycles of study have to attend at least 75% of the practical, laboratorial, and field work components of the curricular unit; otherwise they can only sit the second call exam.

3- The provision referred to in the preceding paragraph is not to be applied to those holding the status of working-students.

4- By decision of the teacher responsible for the curricular unit, any student that repeats a curricular unit can be exempted from attending classes of the practical, laboratorial and field work components in case they approved those components in the previous curricular year. In these cases, the grade obtained in the previous year remains the same.

5- The periods of autonomous work, although estimated in the calculation of the credits of the curricular unit, are periods to be managed by the students.

6- Assessment periods are set in each curricular unit, in connection with the Course Committee, and are also estimated in the credits of the curricular unit.

7- The justifications of absence shall be submitted to the teacher of the curricular unit within five days after the absence.

8- Justified absences are considered when caused by:

- a) Illness, hospital admission or outpatient treatment that may not be performed out of the school time;
- b) Maternity;
- c) Participation in association activities, duly justified and pursuant to law;
- d) Preparation or participation in top sporting competitions;
- e) Death of relatives, in accordance with the legislation in force;
- f) Fulfilment of legal obligations;
- g) Other cases ratified by the teacher.

9- The non-acceptance of the justification of absence is to be addressed in writing to the student within 3 days after its submission.

Article 7

(Contact hours)

- 1- The total number of learning hours that the student spends in the several components taught in a week shall not exceed an average of 41 hours.
- 2- In-class sessions have a continuous maximum limit of 4 hours, except in exceptional cases authorized by the Department and by the Direction of the School.
- 3- There will not be any teaching activities on Wednesday afternoon.

4- Except in authorized cases, the academic workload set in the cycle of studies for each curricular unit shall be distributed in a uniform way throughout the semester.

5- In-class sessions shall not exceed 22,5 weekly hours in any of the semesters. The exceptions to this provision can only be considered in exceptional cases and taking into account the specific teaching in certain areas. In this case, they shall be authorized by the Departments and by the Pedagogical Board.

6- First Cycle final work / essays, First Cycle internships and the 2nd Cycle final work are governed by their own regulation.

Article 8

(Syllabus of the curricular units)

1- The syllabus of each curricular unit, to be made public on the UE (University of Évora) website, within fifteen days after the beginning of the classes as in the School Calendar, shall include the aims and competences to be developed, its insertion in the plan of the respective cycle of studies, the contents, bibliography, modes of assessment, the minimum limit of in-class sessions leading to approval, as well as the precedence mode of such curricular unit, if the case may be.

2- The syllabi of the several curricular units are of the responsibility of their teachers, under the terms of the Statute of the University Teaching Career and of the Statute of the Polytechnic Higher Education Teaching Career, without prejudice of what is stated in the process of accreditation of the respective cycle of studies and of the global coordination of the competent bodies for that purpose.

3- The courses taught shall promote, whenever possible, the continuous and autonomous work of the students throughout the whole school term as well as the regular modes of assessment, diversified and distributed throughout the school term.

4- It is incumbent on the Pedagogical Board of each School to pronounce on the pedagogical orientation, methodology and assessment modes of the Curricular Units, when deemed necessary or whenever it is requested by teachers or students.

Article 9

(Summary of learning-teaching sessions)

1- The teachers shall elaborate a descriptive and accurate summary of the matters taught on IISUE (Integrated Information System of the University of Évora) and release it within the set time limits, preferably online.

2- Students are entitled to some support within a weekly timeframe set by the teacher of each curricular unit.

3- In the beginning of each semester, teachers shall make public their office hours which shall correspond to half of their weekly academic workload.

4- Office hours extend until the exam period.

Article 10

(Assessment survey of the curricular unit)

1- In each curricular unit students are provided with an online survey on the way that same unit is developed.

2- The conception, collecting, and treatment of the assessment surveys are coordinated by the Assessment and Quality Promotion Office. The findings shall be posted on the UE website.

3- Student who undergo assessment have the duty to participate in the assessment of the Curricular Units and of the teachers.

CHAPTER V

Enrolments

Article 11

(Enrolments)

1- Enrolment is the act that allows the student, with a valid registration at the University, to attend the several Curricular Units and Cycles of Study.

2- The First Cycle students who do not enrol for one academic year lose the status of University students not being able to regain it without a new registration. In the case of the 2nd Cycles, the students who do not conclude the curricular part within the set time length of the course, will have to apply for enrolment in a 3rd academic year, according to the regulation on tuition fees of the U.E., to be allowed to enrol in curricular units. Should they not succeed, after the term of the 3rd year they will have to apply for reentry.

3- No student can, by any means, attend or be assessed in a curricular unit without being enrolled in it. Therefore, no student can sit any assessment test/exam without appearing on the list of students enrolled in the curricular unit.

4- The right to enrolment ceases when approval in the unit is obtained.

Article 12

(Deadlines)

- 1- Enrolment is done annually and in accordance with the deadlines set by the School Calendar.
- 2- Enrolment is done online through the Integrated Information System of the University of Évora (IISUE).
- 3- Overdue curricular acts include penalties in accordance with the Table of Charges
- 4- After the enrolment deadline the process will be closed for its organisation and the issuing of the definitive registers.

Article 13

(Enrolment requirements)

- 1- The courses are organized in ECTS credits. The student shall complete 30 Credits per semester and can enrol up to a maximum of 36 credits. The enrolment in more ECTS entails paying extra ECTS.
- 2- The Course Committees can devise, in a balanced way, a table of Curricular Units whose enrolment is subject to approval in preceding Units. The set of such Curricular Units cannot correspond to more than 25 % of the credit units of the course. This table shall be submitted to the opinion of the Scientific and Pedagogical Boards and approved by the Director of the School, and it shall be made public before the beginning of the enrolment period of the academic year in which these preceding units are to be applied.
- 3- The limitations referred to in paragraph 2 of this Article can exceptionally be lifted, in justified cases, by initiative of the Course

Committee and after consulting and approval of the above-mentioned bodies.

Article 14

(Enrolment in elective curricular units)

- 1- The teaching of elective Curricular Units is generally dependent upon the possibility of their offer by the respective Department.
- 2- The range of elective Curricular Units in operation is available at the time of the enrolments, which is set in the School Calendar.
- 3- Students of 1st Cycle and of Integrated Masters shall pre-enrol in the year prior to the one they wish to attend a given elective unit and according to the dates set in the School Calendar.
- 4- The chosen pre-enrolments are automatically taken as enrolments, the student being allowed to change them within the set period.

Article 15

(Enrolment in free curricular units)

- 1- The students of the University can enrol in curricular units of plans of study other than the ones in which they are formally enrolled, up to the maximum number of credits set in the cycle of studies they attend.
- 2- Previous enrolment is accredited for the achievement of the degree provided that it is set in the plan of studies of the course they attend.

3- Article 14(2)(4) also applies to Curricular Units attended by external students.

4- In case a student attends and succeeds in curricular units or other research activities in other Higher Education institutions in accordance with the plan of studies of the course they attend, they can request accreditation of those units within in the deadlines set by the school calendar, by means of supporting evidence.

Article 16

(Enrolment in extracurricular units)

1- The students of the University may be allowed to enrol in **extracurricular units** not belonging to the plan of studies in which they are formally enrolled, the credits obtained being stated in the Diploma Supplement, in accordance with the legislation in force.

2- Article 14 (2)(4) also applies to extracurricular units.

CHAPTER VI

General Mode of Assessment

Article 17

(Assessment and learning achievement)

1- Assessment is considered as a pedagogical activity inextricably linked to teaching. Assessment aims at ascertaining the student's competences and knowledge acquired during their training, namely their

critical thought, the ability to present and solve problems, as well as their command of written and oral production.

2- The assessment of the learning outcomes is expressed in a synthetic classification called 'grade' in the numerical scale from zero to twenty. This classification may result from one of the following types of assessment:

- a) Continuous assessment;
- b) Final assessment;
- c) Mixed assessment;
- d) Other, to be agreed between the teacher and the students and ratified by the president of the jury of the curricular unit.

3- Continuous assessment shall comprise a minimum number of assessment components to be defined by the teacher at the start of the curricular semester according to the workload of the curricular unit. The successive results of the different components and the final results of that mode of assessment shall be made known to the students.

The written tests of the continuous assessment mode must occur within the school term.

Mixed assessment comprises at least one assessment component to be accomplished during the school term and one assessment component taking place during the exams period.

4- Final assessment is composed of a written/oral exam within a set time at the end of the curricular semester and takes place out of the school term. In the final exam assessment mode, the final classification may result from one of the following:

- a) A written exam, a practical exam, or an oral exam;
- b) Any combination of the exams mentioned in sub- paragraph (a);
- c) The combination of any kind of tests referred to in the sub paragraphs (a)(b) with the classification obtained throughout the semester or year, by means of the continuous assessment mode in mandatory practical components.

The choice of final assessment may entail a minimum of attendance in accordance with the established in Article 6(2).

5- Should the assessment criteria set forth in paragraph 3 be met, the required minimal pass mark is 10, being the final classifications expressed in integer numbers. An exception is made for those 2nd Cycle curricular units whose classification is qualitative, in which case the final classification is expressed through “Approved”.

6- In the cases where there is more than one mode of assessment, the student does not have to declare their option, but to undergo the assessment mode of their choice, complying with the provisions set in paragraph 13. Excepting special cases duly announced under the terms of paragraph 13, the following general rules are to be applied:

a) The recourse to the final exam assessment mode presupposes the non-appearance in at least one of the assessment components of the continuous assessment mode.

b) The student who undergoes all components of the continuous assessment mode cannot sit the final exam.

c) The student who fails in the continuous assessment mode may enrol in a second call final exam.

7- The learning achievement corresponds to the approval in Curricular Units that amount to at least 70% of the annual average of credit units of the course, except in the case of the first enrolments at the University whose percentage is reduced to 50%.

The curricular units obtained by accreditation are not accounted for in the calculation of the learning achievement.

Similarly, the calculation of learning achievement is not possible for the academic years that attribute more than 50% of the ECTS to a thesis, an internship report, or a project work. In these cases, the learning achievement is measured on the grounds of the submission of the thesis, report, or project work within the set deadline.

8- The average referred to in the previous paragraph is the quotient of the division of the total sum of the credits needed for the achievement of the degree by the number of years of regular duration of the course set in its curricular structure.

9- All the curricular units enable the student to sit a final exam without prejudice to other types of assessment in the curricular unit. In case the final exam may not take place, for scientific and pedagogical reasons, the Scientific Council and the Pedagogical Boards shall approve that exception status and announce it in the first two weeks of each academic year.

10- Taking into consideration the provisions laid down in the previous paragraphs, the teacher of the curricular unit, in connection with the Course Committee, and taking into account the adopted academic practices, the workload corresponding to the number of ECTS, and the number of enrolled students, shall define the possibility of applying both the continuous and the mixed assessment modes within the context of the curricular unit taught.

11- The continuous assessment mode shall, whenever possible, be the preferred option. The assessment mode of each curricular unit to be made known shall have to consider the special cases of those who hold the Working-Student status and of any other similar, the beneficiaries of special modes in accordance with this Regulation.

12- The curricular units operating as seminar or project, whose specificities, recognised by the Scientific Board of the School, so require, shall adopt the continuous assessment mode.

13- The teachers responsible for the curricular units shall inform the Course Committee, until the end of the second week of each semester, about the modes of assessment, the schedule of the assessment components agreed with the students, of those included in the continuous assessment mode as well as of those included in the final assessment mode. The Course Committee shall ensure that assessment dates do not overlap.

This assessment schedule shall be submitted to the Director of the School and made known until the end of the third week of each semester.

Article 18

(Periods of final exams)

1- In each academic year, for each curricular unit and in accordance with the information set in the school calendar, the following final exam periods take place:

- a) First Call period ;
- b) Second Call period;
- c) Special period.

2- The dates of these exams are to be set in different periods and separately.

3- In the first call period students may sit the final exam in all of the curricular units they legally can. The approval depends on the classification obtained throughout the semester in mandatory practical components made known under the terms of Article 17(13).

4- In the second call period students may sit exams provided that they did not undergo gave up or failed the continuous assessment mode or the final exam in the first call period. Approval in the second call period may, however, be dependent upon the classification obtained throughout the semester or the year in mandatory practical components made known under the terms of Article 17(13).

5- In the special exam period, students may sit final exams of the curricular units to whose final exam taking place in the fist call or in the second call period they were absent, gave up or failed up to a maximum of three curricular units, provided that, succeeding in the exams of those curricular units, the student meets the necessary condition to conclude the academic component of the 1st Cycle.

6- The students considered in the modes laid down in Articles 36, 37, 38, 39, 40, and 41 may enjoy this possibility under their respective terms.

7- 2nd Cycle students may sit final exams in the special period up to a maximum of 3 curricular units at the end of every academic year.

8- In all of the above-mentioned cases the student's assessment requires previous enrolment and no student is allowed to undergo any assessment mode of a curricular unit without being enrolled in it.

Article 19

(Assessment Dates)

1- Assessment dates, agreed between teachers and students, are set in the first two weeks of the school term, whenever the mode of assessment so justifies, and are to be reported to the Course Committee.

2- Assessment dates have to comply with the school calendar and two assessment tests of the same course cannot occur on the same day. The Course Committee of each course shall, therefore, coordinate this process.

Assessments dates set in accordance with the previous paragraphs shall be announced in proper places of the Departments involved and posted on the webpage of the University of Évora, at the end of the third week of classes.

Final exams take place in the last four weeks of the semester they refer to.

3- Saturdays are considered as working days for the purpose of assessment tests/exams

4- The final classifications of the assessment taking place in the first call period have to be posted at least two days prior to the second call date.

5- The special period of exams takes place in accordance with the school calendar.

Article 20

(Consultation of assessment components)

1- After public notice of the classification obtained, the student has the right to consult their tests/exams, essays, or any other assessment elements.

2- Together with the assessment results, the teacher of the curricular unit shall make public a period during which the students may consult their tests / exams, essays, or any other assessment elements, within 8 days after the posting of the results.

3- During the consultation, the teacher shall provide the student with information on the correction of the assessed elements, namely on the application of the adopted assessment grid.

4- In case the student does not agree with the attributed grade, they may request the grade be reviewed before the president of the jury of the

curricular unit within 15 days after the posting date of the result. In such case, the student has to justify their argument, being allowed to request a copy of the assessed element.

5- There will be no appeal from the jury's final decision, except if supported in the omission of legal formalities.

Article 21

(Identification in the act of assessment)

The teachers in charge of watching over the assessment tests/exams may verify the identity of the students. When requested, the students shall show their Identity and Student cards. If they refuse to do so, they shall not be allowed to sit the assessment test/exam.

Article 22

(Annulment of assessment)

Fraudulent conduct by students, to whom any attributed responsibility can be proven, entails the annulment of the assessment element, regardless of the disciplinary procedures that may be applied.

Article 23

(Code of conduct: fraud, plagiarism, and incompatibilities)

- 1- Fraud committed in any assessment element prevents the student from succeeding in the curricular unit in question in that academic year, and from improving the classification obtained in that curricular unit.
- 2- The fraud being confirmed, the teacher shall report it to the Director of the School, who, depending on the seriousness of such act, shall refer it to the Rector for disciplinary purposes.
- 3- The student has the right to contradictory procedure.
- 4- The fraud being proven, the student shall be subject to the disciplinary sanctions in force.
- 5- The assessment of the student cannot, in any case, be undertaken by a spouse, non-marital partner, relative or any similar, in direct line or until the 4th degree of the collateral line of the student.
- 6- Teachers who are in any of the cases mentioned in the previous paragraph shall declare in writing before the Director of the School the existence of incompatibility.
- 7- The Director of the School shall take adequate measures to ensure the right to assessment of the student who is in a situation of impediment or incompatibility.
- 8- In case of plagiarism detected in theses/project works/internship reports, the student shall not obtain approval, having to apply for reentry to submit new work and undergo *viva voce*.

Article 24

(Absence of teachers to assessment tests /exams)

1- The teacher who, by justified *force majeure* cannot be present at the written test/exam shall ensure that it takes place by means of substitution by another teacher.

2- If that impediment is due to reasons laid down in the law or to official duty, the competent services shall provide the replacement of the teacher.

Article 25

(Absence of students to assessment tests/exams)

1- Should a student miss an assessment test/exam on grounds of *force majeure*, they can request, within five working days, that it be done at a later date.

2- Reasons of *force majeure* are:

a) Death of a spouse or non-marital partner, of relative or any similar until the 2nd degree of the direct or collateral line;

b) Infectious and contagious diseases, hospital admission, or other cases duly proven;

c) Fulfilment of legal obligations;

d) Other reasons laid down in the Regulations of each School.

3- The justification of absences referred to in the previous paragraph shall be submitted in writing, with supporting documents, to the teacher of the curricular unit within 5 working days after the absence of the student.

4- It is incumbent on the president of the jury of the curricular unit to assess and to decide on the nature of the *force majeure* invoked by the

student in the cases mentioned in the second part of the previous paragraph. The president of the jury shall answer in writing within five days after receipt of the justification of absence.

Article 26

(Registers of the final results)

1- The president of the jury of the curricular unit must send the registers of the final classifications or other information media that may replace them to the Academic Services within fifteen days after the end of the period of final exams, with disciplinary sanctions for noncompliance.

2- The assessment will only be considered completed after the receipt of the registers, validated by the jury, in the Academic Services. The receipt in the services shall occur in the previously set period.

Article 27

(Composition of juries of assessment)

1- The assessment juries are appointed per curricular unit and are incumbent on determining and issuing all classifications.

2- The jury is composed of a minimum of three elements and a maximum of five. It must integrate at least one teacher, who presides over it.

3- Whenever the exam of a curricular unit includes an oral component, this will be public and can only take place in the presence of at least two elements of the jury.

4- The Department Boards organise the juries of the curricular units for which they are responsible. Their composition shall be submitted to ratification by the Director of the School and published on the information system of the UE.

Article 28

(Incompatibilities in the composition of juries of assessment)

1- Spouses of the students, relatives or any similar in direct line or until the 3rd degree of the collateral line as well as those who are or have been their legal guardians cannot be members of the juries.

2- The member of the jury who is in any of the cases above-mentioned shall declare in writing the existence of incompatibility.

3- The act in which a member of the jury intervenes in relation to whom any of the above-mentioned incompatibilities is observed is deemed null and void and of no effect.

CHAPTER VII

Improvement of Classification

Article 29

(Request)

1- Any student who has obtained approval in curricular units of their course and wants to improve their classification may request to sit an exam for such purpose, by means of a form available on the Student's area of the University website, even if the approval has not been obtained through final exam.

2- In the 1st Cycle the exams for improvement of classifications obtained shall take place within in the two years after achieving the assessment and are to be sat in the first or in the second call period.

3- In the 2nd Cycle the exams for improvement of classifications obtained can take place in the second call period of the respective semester of the same academic year or, alternatively, in the special assessment period of the academic year in which the students are enrolled.

4- Final year students may only request exams for improvement of classifications obtained in the special assessment period of their final year. The maximum number of such exams is three, depending on the number of exams the student wants to sit to conclude the plan of studies. In the special assessment period of September the student shall only be allowed to request a maximum of three exams regardless of their purpose, conclusion of the course or improvement of classification.

Article 30

(Restrictions)

1- Whatever the academic situation of the student may be, they can only sit an exam for improvement of the classification previously obtained once in each curricular unit.

2- The improvement of classification cannot take place after the application to a 2nd Cycle as a graduate, not even after the *viva voce* in the case of the Integrated Masters and 2nd Cycles.

3- Should the student miss the exam for improvement of classification, they are not allowed to sit that same exam again, unless their absence is justified by reasons of *force majeure*, in accordance with Article 25. In these cases the student shall justify his absence within 5 days.

4- Exams for improvement of classification do not take place in the special exam period, except in the case of students who may be able to conclude the First Cycle in that academic year and of the students of

Integrated Masters and of 2nd Cycle, in accordance with Article 29(3). Students are only allowed to sit the exams before the diploma or the degree certificate is issued.

Article 31

(Final classification)

If the student obtains approval in the exam for improvement of classification, the final classification is the better of the two; Should the student be absent, give up or fail, the classification already obtained remains the same.

Article 32

(Exam fee)

The improvement of classification is subject to a fee, approved by the Management Board, which appears in the Table of Charges established annually and to be paid in the act of enrolment.

CHAPTER VIII

(Operating Modes)

Article 33

(Operating Modes of studies)

The cycles of study may operate in day or evening classes, or as distance learning, in accordance with their public notice and the set of procedures to be observed.

Article 34

(Evening classes)

- 1- Evening classes of the cycles of study may be offered if the needs of the students so justify.
- 2- The students enrolled in evening classes may only be assessed during the schedule of the course, except in first and second call exams.

Article 35

(Distance learning)

- 1- The cycles of study taught through distance learning follow the same in-class set of procedures, except in what is laid down in the following paragraphs.
- 2- Each curricular unit shall define, at least, two assessment moments by semester.
- 3- Students must have their own necessary equipment to follow distance learning.

CHAPTER IX

(Special Modes of Attendance)

Article 36

(Students elected for governing bodies of the University)

1- The students elected to the General Board, the Academic Senate, the Assembly of Representatives of the Schools, the Pedagogical Board of the Schools, and the Course Committees are granted special conditions for the attendance of their courses under the terms of the following paragraphs.

2- During their mandates, the absences of the above-mentioned students to classes, when due to their participation in meetings of the bodies they integrate, are not to be recorded.

3- During their mandates, the students elected to the Academic Senate and to the Pedagogical Board still have the right to enjoy the special mode laid down for Association Leaders.

4- To enjoy the benefits referred to in paragraph 1, students cannot miss the meetings of the body they integrate more than twice at a time or more than three interpolated times.

5- For the purposes of the preceding paragraph, the students' attendance record shall be made by the secretariat of the respective body.

Article 37

(Athlete students)

1- The students of the University who are members of the Academic Federation of University Sport (AFUP) and members of a team of the University of Évora who compete in the university national championships are granted special conditions for the attendance of their courses, in accordance with the following paragraphs. To this end, in the beginning of each academic year they shall provide a declaration of membership duly signed and certified.

2- The absences of the above-mentioned students to classes, when due to their participation in matches or other types of sporting events, are not to be recorded, either on the day they occur or the day after, if such an event occurs at a distance of more than 200km. To this end, the students shall provide documentary evidence of their participation.

3- The students mentioned in paragraph 1 still have the right:

a) To request one exam in the special period, in addition to the ones they have the right to sit by the regulation in force;

b) To do or to submit any other assessment element that they could not carry out in due time, due to their participation in sporting events that could not be deferred, at a date to be agreed with the teacher, except in the case of submission of thesis/project work /internship report.

4- The exercise of the rights referred to in paragraph 3 is subject to compliance with the following requirements:

a) Participation in at least 75% of the games of the kind of sport in which the student is enrolled in the official competitions organised under the aegis of AFUP as well as in the competitions organised by the Student Union of the University of Évora;

b) Participation in at least 75 % of the trainings for the games referred to in (a);

c) Submission of documentary evidence as to the non-deferral of the sporting events referred to in paragraph 3(b);

d) To be included in the group of athletes that integrate the teams of the University of Évora, which cannot surpass the following number of athletes: handball – 16 athletes; basketball – 14 athletes; football – 22 athletes; five-a-side football – 12 athletes; volleyball – 14 athletes; rugby – 18 athletes; other kinds of individual sport – 15 athletes;

e) Recognition by the sports manager of the University of Évora, with approval of the Director of the proto-Department of Sports and Health of the University of Évora, of the quality of the team that the students integrates.

5- The inclusion of other kinds of sport and the changing of the number of athletes referred to in 4(d) requires the approval of the Rector.

6- The documentary evidence referred to in paragraph 2, as well as the compliance with the requirements referred to in paragraph 4 is to be issued by the sports manager of the University of Évora at the request of the interested parties.

Article 38

(Top-level athletes)

To top-level athletes the mode laid down in the law in force shall be applied.

Article 39

(Students integrating choirs, academic ‘tunas’, voluntary activities, and other groups of similar nature)

1- The students who integrate choirs, music groups, voluntary activities, and other cultural or recreational groups which the Rector considers do credit to the University of Évora, for more than a year, are granted special conditions for the attendance of their courses, in accordance with the following paragraphs. To this end, in the beginning of the academic year they shall provide documentary evidence duly signed.

2- During their mandates, the absences of the above-mentioned students to classes, when due to their participation in artistic performances or cultural events, are not to be recorded. To this end, they shall provide documentary evidence as to their participation in such events.

3- The students referred to in paragraph 1 still have the right:

a) To request one exam in the special assessment period, in addition to the ones they have the right to sit by the regulation in force;

b) To do or to submit any other assessment element that they could not carry out in due time, due to their participation in artistic or cultural events that could not be deferred, at a date to be agreed with the teacher.

4- The exercise of the rights laid down in paragraph 3 is dependent upon the cumulative participation of the student in at least 75% of the events in which the group has performed in the last six months and in an equal percentage of the rehearsals performed by the group in that same time period.

5- Documentary evidence referred to in paragraph 2, as well as compliance with the requirements set in paragraph 4 shall be issued by the person responsible for the cultural group recognised by the University Senate.

6- Voluntary work carried out by the students in the context of the University of Évora is understood as a set of activities of educational, social and community interest framed by projects, programmes, or other forms of intervention which aim at responding to individual, group and faculty needs in general, which are not developed for profit. Volunteers are the students who devote at least three hours a week, throughout one semester, to the aforementioned activities. Documentary evidence shall be provided by the entity or service responsible for those activities.

Article 40

(Students who preside over associations and student clubs)

1- The students of the University of Évora who preside over associations and student clubs enjoy a special mode laid down in Law 23/2006 of 23rd June for associations leaders.

2- To enjoy these rights, the associations and student clubs shall provide a certified copy of the minutes on their taking office of the bodies referred to in paragraph 1.

3- The students holding this status shall enjoy these rights while they exercise the positions to which they were elected. Student leaders who cease or suspend the exercise of their association activities lose the rights set in paragraph 1.

Article 41

(Students with special educational needs)

Students of the University of Évora with duly justified special educational needs are granted a special status for the attendance of their courses, under the terms of the Regulation on the Support of Students with Special Educational Needs.

Article 42

(Working-student)

1- The working-student status shall be requested annually at the Academic Services until 31st October for odd semesters and until 15th March for even semesters.

2- To request this status, students shall provide evidence on their capacity of working-student by means of one of the following ways:

a) Documentary evidence of their register with Social Security (for the Private Sector);

b) Declaration of the employer, signed and duly stamped or with a certified signature, indicating the Social Security number (private sector);

- c) Certified document issued by public institutions, which includes the Social Security number (for the public sector);
- d) In case the student is a self-employed worker, they shall provide a declaration on the beginning of their activity issued by the Tax Office.
- e) If the petitioner attends a course or a training programme, they shall provide an updated declaration issued by the sponsor of the course or programme, signed and duly stamped or with certified signature, which states a minimum duration of 6 months, for the students who are attending a full-time professional training course of a duration of 6 months or more.

3- The working-student status in a situation of involuntary unemployment shall be proven by means of a document issued by the Employment Office.

4- The working-student status has to be requested in each academic year, regardless of its concession in a previous academic year.

5- Considering that, under the terms of Law, working-students:

- a) are not subject to the attendance of a minimum number of curricular units of a given course;
- b) are not subject to prescription modes or to those that entail moving to another educational institution;
- c) are not subject to any legal precept that conditions the learning achievement to the attendance to a minimum number of collective sessions per curricular unit;

In the curricular units which focus on laboratorial practice or on any other that require indispensable activities for the approval in the respective curricular unit, whenever possible, other teaching-learning methods, agreed

with the teacher, have to be devised, so that the working-student may be able to achieve the aims of the curricular unit.

Documentary evidence must be provided in case the working-student's employer does not allow them to attend collective sessions.

6- Working-students have the right to request final exams to three curricular units in the special exam period.

7- The teachers of the curricular units offered in the evening shall schedule, whenever possible, the exams and other assessment components, as well as the minimum support activities for that same time period.

8- Working-students shall inform the teachers of the curricular units, within 15 days after obtaining that status, and, if applicable, agree on the provision set in paragraph 5(c); otherwise the special assessment mode may not apply.

Article 43

(Part-time student)

The students of the University of Évora who wish to enjoy the part-time mode are granted a special status for the attendance of their courses, under the terms of the Regulation on part-time student.

CHAPTER X

Final and Transitional Provisions

Article 44

(Specific training)

The training courses leading to professions subject to EU regulation apply their own set of procedures in any situation that is contrary to this regulation, under the terms of Law 9 of 5th March 2009 which transposes into the National Legal System the Directive 2005/36/EC, of the Parliament and the Council, of 7th September, regarding the recognition of professional qualifications and the Directive 2006/100/EC of the Council of 20th November.

Article 44

(Extension of the academic year)

Should exceptional calendar circumstances not guarantee the minimum duration of the exam periods and of pedagogical breaks, the Rector can determine, by Order, that the academic semester be extended for as many working days as necessary for the compliance with those minimum periods.

Article 45

(Entry into force)

The provisions set in this regulation enter into force in the 2012-2013 Academic Year.

Service Order No. 7/2008 of 2nd July is hereby revoked.

University of Évora, 23rd August 2012.

The Rector

Carlos Braumann



SERVICE ORDER HSNSJD.UÉ No. 02/2011

REGULATION OF THE COURSE COMMITTEES OF THE HSNSJD.UÉ

Following the approval of the Regulation of the Course Committees by the Assembly of Representatives of HSNSJD.UÉ, I hereby determine its immediate entry into force.

Higher School of Nursing S. João de Deus of the University of Évora

14th July 2011

The Director

Manuel José Lopes

Regulation of the Course Committees

Higher School of Nursing São João de Deus – University of Évora

Preamble

Following the approval by the Assembly of Representatives on 23rd February 2011, of the Regulation of the Course Committees of the Higher School of Nursing São João de Deus (HSNSJD.UÉ), advisory bodies referred to in Articles 28 and 29 of the Statutes of the School, annexed to Order 1884/2010 published in the Official Gazette of the Portuguese Republic, Series 2, of 27th January, the Regulation of the Course Committees of HSNSJD.UÉ enters into force.

Article 1

Nature and Composition of the Course Committee

1. The Course Committee is both the coordination Body of each course ministered and the advisory board of the Technical and Scientific Board (TSB), of the Pedagogical Board (PB), and of the Departments of the School (DS);
2. In accordance with Article 28 of the Statutes of the HSNSJD.UÉ:

- a) After consulting the DS, the TSB proposes the Course Committee;
 - b) It is composed of three to four teachers of the course and one representative of the students of the course. Exceptional situations recommending a different composition shall be duly justified;
 - c) The Committee elects its Director from among the teachers that constitute it.
 - d) In case of absence or of any impediment, the Director of the Committee will be replaced by a Deputy designated from among the teachers of the Committee ;
 - e) The representative of the students will be elected in accordance with the Electoral Regulation of the UÉ, participating in the meetings of the Committee and entitled to vote subject matters of pedagogical nature only, under the terms of the Regulation of the Committee;
3. The Director of the Committee can designate a teacher by each academic year;
 4. The Director of the Committee designates a teacher as its secretary;
 5. The Committee is appointed for a two-year term of office.

Article 2

Assignments and Competences

Competences of the Course Committee are:

1. To follow the functioning of the courses, to promote good practices and the compliance with the regulations, and with scientific, and pedagogical norms, as well as to provide the solution for problems that may arise from the teaching-learning process;
2. To take responsibility for the good articulation of syllabi and school activities and for the continuous curricular performance of the respective course, interacting with and requesting the intervention of the Departments when necessary;
3. To collaborate in studies and opinions about the structure, the curricular content, and the functioning of the respective courses;
4. To participate continuously and actively in the institutional evaluation process, leading the management of the self-evaluation of the respective course, as well as of its accreditation or external recognition, in cases where such is relevant;

5. To contribute to the promotion of the respective course as well as to promote its image and prestige;
6. To ensure the conclusion of protocols with foreign Universities involved in exchange programs between teachers and students of the respective course;
7. To promote, with the adequate frequency, meetings with the representatives of the students in order to listen to their opinions and to identify possible problems;
8. To offer a Welcome Reception to the new students and to ensure the contact between the School and its alumni;
9. To decide on the *numeri clausi* and on the conditions of admission of the candidates to the course;
10. To decide on any other subject matter presented to the Committee and to exercise the competences entrusted by the TCB, the PB, the DS or the Director of the School.

Article 3

Competences of the Director of the Course Committee

1. According to Article 29 of the Statutes of the HSNSJD.UÉ, it is incumbent on the Director of the Course Committee

- a) To manage and to represent the Course Committee;
- b) To call the meetings of the Committee by their own initiative or at the request of any of its members;
- c) To ensure the articulation between the Committee and the Director, the TSB and the PB of the School;
- d) To participate in any activity requested by the TSB and the PB of the School;
- e) To ensure the management and to decide on urgent matters, which will thereafter be submitted to ratification of the Course Committee;
- f) To decide on the requests of accreditation of training obtained and of equivalences;

2. According to the Rector's Order 63/2009, of 23rd March, the Director of the Course shall:

- a) Draw up the Annual Evaluation Report of the course, using the Integrated Information System of the University of Évora (IISUE) and considering all the available information, namely curricular units and teachers' reports summaries, students' surveys, the evolution of demand and of employability, to be sent to the TSB until 30th September;
- b) Promote the inclusion of the Course in national and international systems of mobility of students and teachers;
- c) Approve equivalence plans of the students involved in mobility programmes prior to their exit;

d) Analyse equivalence requests and the recognition of foreign courses submitted to the UÉ (University of Évora);

e) Provide the development and update of the contents of the Courses web pages on the UÉ website, ensuring that a clear presentation of the Course is given in its International Information Package;

f) Welcome the foreign students, in connection with the Mobility and International Relations Office of the Services of Science and Cooperation, providing them with the best conditions of integration;

a) The presentation of the Course is given in its International Information Package;

b) Welcome the foreign students, in connection with the Mobility and International Relations Office of the Services of Science and Cooperation, providing them with the best conditions of integration;

c) Collaborate with the Academic Services in the elaboration of Diploma-Supplements;

d) Collaborate with the Public Relations Office (PRO) in the promotion of the courses;

e) Put into practice the recommendations of the European Network for Quality Assurance in Higher Education (ENQA) and of the European University Association (EUA) regarding the ratification of the syllabi, namely by proposing the creation and the composition of external panels of ratification of the curricular units;

f) Devise the procedures related to the evaluation and accreditation of the course, either promoted internally or requested externally, in collaboration with the Pro- Rectory for Quality and Innovation, or with the central structures of support to the evaluation in the university and based on the international recommendations on quality;

g) Participate in training programmes for the promotion of students' academic success.

Article 4

Opinions and Resolutions

1. Before the TSB, the Course Committee issues opinion on:
 - a. Changes to the course plan of studies;
 - b. The number of vacancies for special competitions in each academic year;
 - c. The optional Curricular Units to be open in each academic year and their number of vacancies, after consulting the respective Department;
 - d. The number of vacancies for foreign students under mobility;
 - e. The number of vacancies for foreign students under mobility through exchanges and protocols with the HSNSJD.UÉ;

2. The Course Committee, before the Academic Services of the University of Évora (ACS), within the framework of Service Order No. 12/2009 of 26th September, proposes:
 - a. The accreditation of training obtained in other national or foreign institutions of Higher Education and the one obtained within the framework of Technological Specialization Courses (TSC) as well as the accreditation in a professional context;
 - b. The selection criteria and the ranking of the candidates who wish to transfer and changes of course with more than 60 ECTS;
 - c. The number of candidates to be admitted with more than 60 ECTS;

3. The decisions of the Course Committee will be taken through a simple majority of votes. In case of a tie, the Director of the Course Committee has casting vote.

Article 5

Meetings

1. The Course Committee will meet ordinarily four times a year, in the beginning and at the end of each academic year and exceptionally when convened by the Director of the Course or by request of two thirds of its members;

2. The presentation of the planning for the next academic year will be part of the agenda of the final meeting of the academic year;

3. The presentation of the report of the previous academic year will be part of the agenda of the first meeting of the academic year;

4. A minute of each meeting will be drawn and signed by the people present and uploaded to the server of the HSNSJD.UÉ;

5. The ordinary meetings will be held after a minimum 24-hour-span of their call.

6. 15 minutes after the scheduled time in the call, the meetings will take place with at least three of its members;

Article 6

General Precepts

1. The Course Committee has its own secretariat;

2. The Course Committee may propose amendment to this regulation in a meeting called for this purpose with a favourable opinion of at least 2/3 of its members;
3. The omitted cases in this Regulation will be solved by the Director of the Course Committee and submitted to the TSB;
4. This regulation comes into force on the day after its publication in the system of Document Management of the University of Évora (DOCMAN)

University of Évora – Higher School of Nursing S. João de Deus

Ana Maria Leitão Pinto Fonseca

(President of the Assembly of Representatives of HSNSJD.UÉ)

ORDER HSNSJD.UÉ 10/2013

REGULATION ON THE SET OF CLOTHING FOR STUDENTS OF THE FIRST CYCLE IN NURSING

In order to regulate the terms of use of the set of clothing of Nursing students in a clinical context, on a proposal from the Board of the Department of Nursing, the Regulation on Clothing for the students of the First Cycle in Nursing is hereby issued, entering into force from the present date.

HSNSJD.UÉ, 18th December 2013

The Director



Manuel José Lopes

REGULATION ON THE SET OF CLOTHING FOR STUDENTS OF THE FIRST CYCLE IN NURSING

The uniform constitutes the standard set of clothing and footwear worn by the students of the Higher School of Nursing São João de Deus of the University of Évora [HSNSJDUE]. Clothing is the act of wearing the uniform and the students in Clinical Teaching have to comply with it. The uniform serves as an identifying factor in the multidisciplinary team and it meets the duties of the student. It aims at individual and collective protection in the context of healthcare provision and it reduces the risks of infections. The set of clothing is approved by the Department Board.

The use of uniform is mandatory under the following terms:

Article 1 – Nature and Purpose of Clothing

1. The uniform is mandatory in clinical teachings. It is adequate to the different contexts of clinical teachings.
2. As an image of the HSNSJDUE, the uniform deserves the respect of the students.

Article 2 – Conditions of Use

1. The uniform is restricted to clinical contexts.
2. The uniform is to be well maintained
3. The uniform is part of the global image of the student and plays a part in both the interactions with the healthcare users and the assessment.
4. The use of uniform implies the absence of accessories and requires a sober and hygienic appearance.

Article 3 – Organisation and Functioning

1. The Course Committee ensures the student's compliance with the rules on the use of uniform.
2. The Course Committee, in cooperation with the Students Union has a set of uniforms that can be made available in the form of loan to all those interested.

Article 4 – Guidelines

1. Prior to the beginning of the first clinical teaching, students are informed about the rules on the use of uniform to be observed in the clinical context.
2. The teachers that supervise the students in clinical teachings also supervise the good use of the uniform.
3. The lack of uniform, its poor maintenance and/or an inappropriate appearance prevent students from remaining in the internship place.

Article 5 – Duties of the Student in the use of uniform

1. The student is responsible for his appearance, bearing in mind the impact that their image may cause before the healthcare user

1. During Clinical Teachings the Student complies with the following principles:

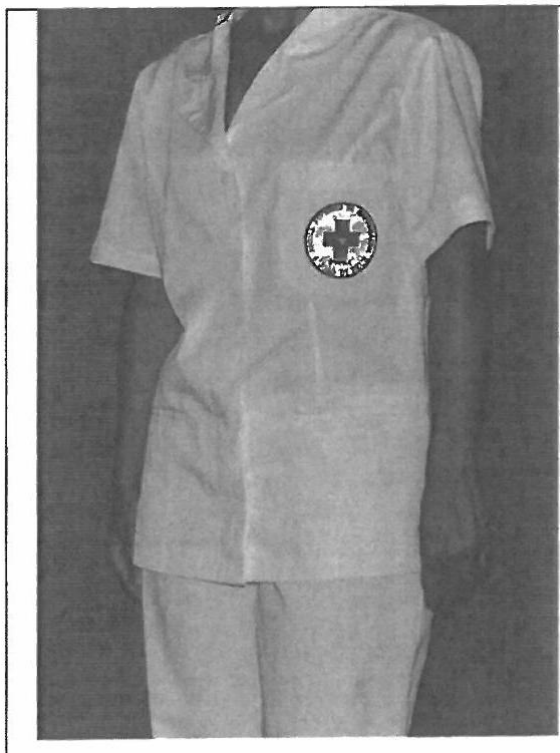
- a) Knows the rules on the use of the uniform;
- b) Knows the consequences that the inadequate use of the uniform have both in their personal image and in the institution's before the community
- c) Takes care of their personal image paying attention to attitude and hygiene when wearing the uniform.

Article 6 – Set of Clothing

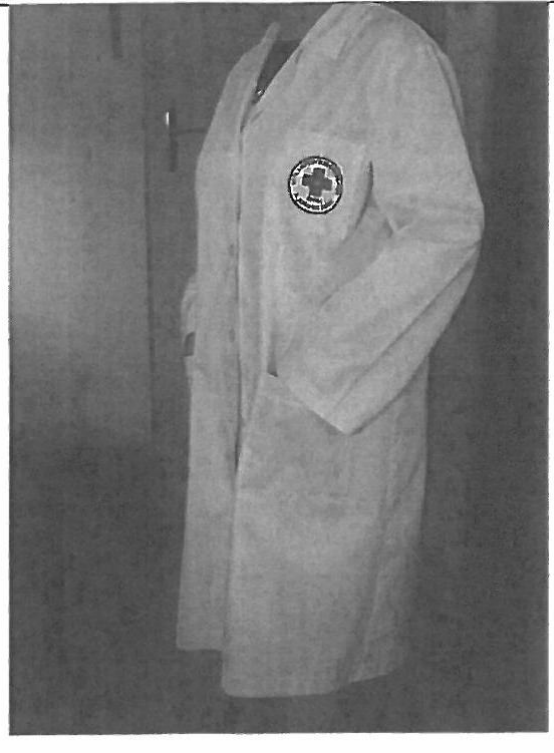
1. The uniform is composed of the following set of clothing, as shown in the pictures below:

- a) White tunic whose length extends to the hip, with the HSNSJD logo placed on its upper left pocket;
- b) White trousers;
- c) A polar cotton jacket, dark blue in colour with a central zip, and identified with the HSNSJD logo on the left sleeve at the level of the deltoid;
- d) Dark blue shoes, comfort model (*mocassin-like*);

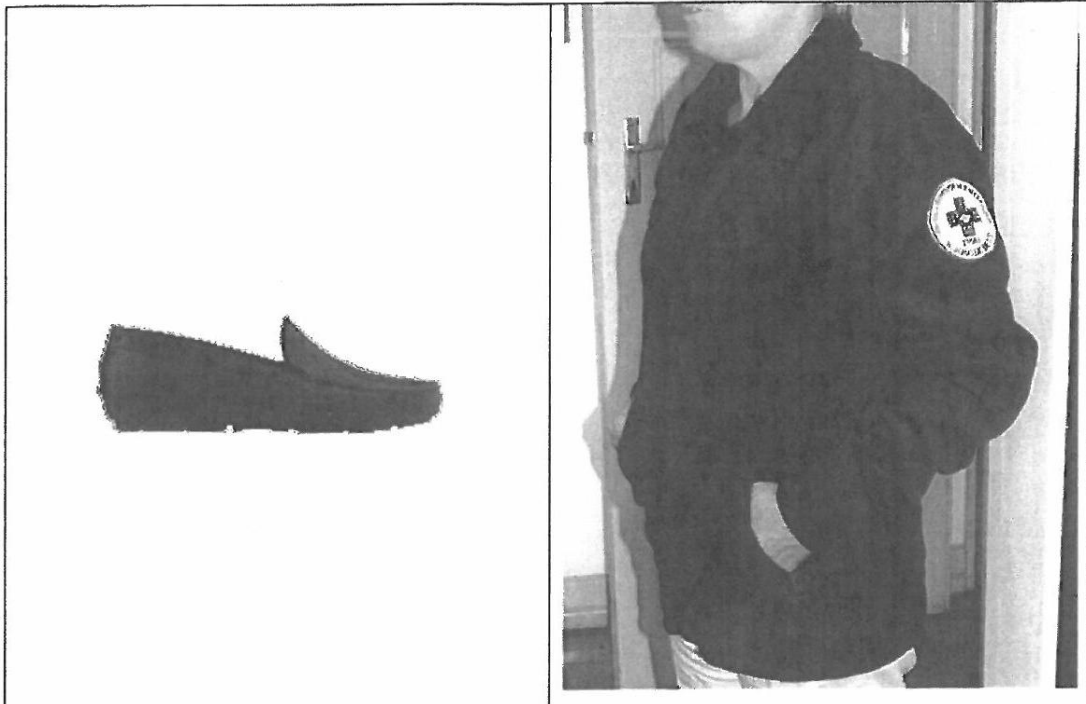
e) White coat opened in the front with side pockets and the HSNSJD logo placed on the upper pocket



Nurse's uniform



Nurse's coat



Footwear

Jacket

2. The Student's identification card is part of the uniform

Article 7 – Final Provisions

The cases omitted in this Regulation are referred to the competent statutory bodies.



SERVICE ORDER HSNSJD.UÉ No. 03/2011

REGULATION OF THE DEPARTMENT OF NURSING

Approved on 17th November 2010 in a plenary meeting of the Assembly of Representatives of the Higher School of Nursing São João de Deus of the University of Évora, the Regulation of the Department of Nursing is hereby annexed

Higher School of Nursing São João de Deus of the University of Évora

21st July 2011

The Director

Manuel José Lopes

REGULATION OF THE DEPARTMENT OF NURSING

Higher School of Nursing São João de Deus of the University of Évora

Preamble

Following the approval by the Assembly of Representatives in the meeting held on 17th November 2010 of the proposal of Regulation of the Department of Nursing, an organic subunit laid down in Article 26 of the Statutes of the Higher School of Nursing São João de Deus of the University of Évora (HSNSJD.UÉ), published annexed to Order 1884/2010, in the Official Gazette of the Portuguese Republic, 2nd Series, of 27th January, the Regulation of the Department of Nursing of the HSNSJD.UÉ. comes into force.

Article 1

Nature

The Department of Nursing is an organic subunit constituted according to Article 26 of the Statutes of the Higher School of Nursing São João de Deus of the University of Évora (cf. Order 1885/2010, Official Gazette of the Portuguese Republic, 2nd Series, n^o18, of 27th January 2010).

Article 2

Composition

The Department Board is constituted by representatives of the teaching staff, with a maximum number of 15 elected members, in accordance with the Electoral Regulation of the University of Évora.

Article 3

Functions

- a) Management of both teaching and technical staff assigned to its teachings as well as of other resources entrusted to the Department with the same purpose;
- b) Management of 1st and 2nd Cycles of studies and of Postgraduate courses according to the approved plans of studies;
- c) Organization of the system of general tutelage;
- d) Support and incentive to scientific research.

Article 4

Competences of the Department Board

- a) To draw up its own Regulation

- b) To elect the Director in accordance with the Statutes and the Electoral Regulation of the University of Évora and propose its resignation;

- c) To draw up proposals on the hiring of personnel and the acquisition of goods and services;

- d) To propose the conclusion of protocols of cooperation and contracts for the provision of services with other public and private entities;

- e) To manage the material and human resources available to the Department in order to ensure the accomplishment of its goals;

- f) To propose the distribution of the teaching workload of the department;

- g) To elaborate both teacher training and research programmes and to follow their activities;

- h) To decide on matters related to the subjects taught defined by the Technical and Scientific Board of the School;

- i) To decide on the accreditation of both national or international Higher Education cycles of studies and of competences acquired in a working context;
- j) To decide on all the issues presented by other bodies of the University.

Article 5

Competences of the Director of the Department

- a) To preside over the Board and to promote the accomplishment of its deliberations;
- b) To hold the power of decision, in urgent cases, thereafter submitting the decisions taken to the ratification of the Department Board;
- c) To designate 1 Deputy
- d) To propose the members of the course committee to the Technical and Scientific Board.

Article 6

Duties of the Deputy Director

- a) To assist the Director of the Department.
- b) To replace the Director of the Department when absent or with impediments.

Article 7

Operation of the Department Board

- a) Except for the reasons foreseen in 4.b), the Department Board assembles ordinarily every two months and extraordinarily whenever it is called by its Director, by his own initiative or at the request of at least a third of its members.
- b) Guests with no right to vote may participate in the meetings whenever the Department Board or its Director deem appropriate.
- c) The meetings are always called in written form with at least five days in advance, starting at the scheduled time or up to thirty minutes past should the majority of the legal number of its members with voting right be present.
- d) In case the first call does not have the quorum set in the previous paragraph, a new meeting is to be called, within a time frame of at least 24 hours, it establishing that the board will be able to deliberate with a third of its members with voting right there present, in a minimum number of three.
- e) The Department Board can only deliberate on the agenda items of the call, except in cases of attested urgency, and if at least two thirds of its members are present.
- f) The rules of procedure of the Board will define other rules of operation. The meetings are guided by what it is defined in the Decree-Law

442/91, *i.e.* Code of Administrative Procedure, with the changes introduced to it, the application of which being framed by its Subparagraph II, Article 14 *et seq.* .

g) The attendance at the meetings of the Board precedes all teaching activities, excepting the participation in evaluation panels or assessment tests.

h) Absence from the meetings is considered unjustified, except for reasons of service (including the cases of grant holders or similar, namely during the exemption of teaching duties in the preparation of Ph.D thesis, or due to sabbatical leave), or other justified reasons.

Article 8

(Entry into force)

This Regulation enters into force immediately after its approval by the Assembly of Representatives of the HSNSJD.UÉ.



SERVICE ORDER No. 10/2013

Regulation on the Teaching and Learning of Nursing

Considering the specificity of the subjects taught and in compliance with Article 6(1) and Article 44 (specific training) of the Internal Regulation of the University of Évora, issued by the Service Order No. 18/2012 of 23rd August, on proposal from the Higher School of Nursing São João de Deus of the University of Évora (HSNSJDUE), after consulting its Technical and Scientific Board, as well as the Pedagogical Board, under the powers vested in No. 7 of Order 1496/2013 of 24th January, it is approved and henceforth put into force the

Regulation on the Teaching and Learning of Nursing

Article 1

(Scope)

This Regulation sets the attendance norms, the maximum number of contact hours, the special attendance arrangements and the precedence modes of the several curricular units of the Degree in Nursing.

Article 2

(Attendance)

1. Students must attend 75% of both collective theoretical and theoretical - practical sessions.
2. Students must attend a minimum of 85% of practical collective sessions.
3. For the purposes of accounting described in the previous paragraphs, theoretical, theoretical-practical, or practical sessions shall be indicated as such in the timetable.
4. Students must attend 85% of the time allocated to **Clinical Teaching**.

Article 3

(Maximum number of contact hours)

Clinical Teaching by its very nature constitutes an exception regarding the continuous maximum number of contact hours. Thus, this number will be set considering the learning situation of the student as well as the patient's condition. Consequently, it may exceed the 4 hours set in the Internal Regulation of the University.

Article 4

(Special Attendance Arrangements)

1. The exception cases referred to in Chapter X of the Internal Regulation (**Special Attendance Arrangements**) are put into practice in theoretical, theoretical-practical and practical sessions.
2. The exceptions above-mentioned will each be analysed in the cases of **Clinical Teaching**. Such analysis will be based on the priority given to the mandatory acquisition of an appropriate level of competences set to each Clinical Teaching.
3. Continuous assessment will always prevail in **Clinical Teaching**. There will be no final examinations and/or Special Assessment Periods even in the above-mentioned exception cases.

Article 5

(Precedence Mode)

In accordance with Article 13(2) of Service Order No. 18/2012, the Precedence Mode of the HSNSJDUÉ (Higher School of Nursing São João de Deus of the University of Évora) lays down the set of curricular units (precedent) on whose achievement depends the enrolment in another group of curricular units (preceded). The principles that governed the definition of these two sets of curricular units are of a conceptual and ethic nature.

Thus, the Precedence Mode of the HSNSJDUÉ is shown in the following table:

Precedent Curricular Units	ECTS	Preceded Curricular Units	ECTS
Clinical Teaching I and Clinical Teaching II and Clinical Teaching III	10 10 10	Clinical Teaching IV and Clinical Teaching V and Clinical Teaching VI	10 10 10
Clinical Teaching IV and Clinical Teaching V and Clinical Teaching VI	10 10 10	Clinical Teaching VII, Clinical Teaching VIII, Clinical Teaching IX and Clinical Teaching X	9 9 15 15
Total of ECTS	60		78

Article 6

(Final Provisions)

1. This Regulation enters into force in the 2013-2014 Academic Year for students who enrol in both the 1st and the 2nd year of the Degree in Nursing (both First and Second Semesters).

2. This Regulation applies to all students enrolled in the 1st, 2nd, and 3rd year of the Degree in Nursing (both First and Second Semesters) in the 2014-2015 Academic Year.

3. This Regulation applies to all students enrolled in the Degree in Nursing (both First and Second Semesters), from the 2015-2016 Academic Year onwards.

Service Order No. 18/2012 of 23rd August is hereby revoked.

University of Évora, 2nd August 2013

The Vice-Rector

Manuel Cancela d'Abreu



SERVICE ORDER No. 10-R/2013

Regulation on the Teaching and Learning of Nursing

Corrigendum

An error in the Regulation on the Teaching and Learning of Nursing issued by the Service Order No. 10/2013 of 2nd August is hereby corrected.

Where it reads:

Service Order No. 18/2012 of 23rd August is hereby revoked.

It shall read:

Order SNSJD.UE 18/2012 of 10th October is hereby revoked.

University of Évora, 12th December 2013

The Rector

Carlos Braumann



ASSOCIATION OF HIGHER SCHOOLS OF NURSING AND HEALTH (AHSNH)

Higher School of Nursing São João de Deus of the University of Évora

Higher School of Health of the Polytechnic Institute of Portalegre

Higher School of Health of the Polytechnic Institute of Beja

Higher School of Health of the Polytechnic Institute of Setúbal

Higher School of Health Dr. Lopes Dias of the Polytechnic Institute of
Castelo Branco

REGULATION OF THE MASTER'S COURSE IN NURSING

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CHAPTER I

GENERAL Provisions

Article 1

Legal Context

This regulation aims to develop and supplement the legal regime of the degrees and diplomas of Higher Education Institutions laid down in the Decree-Law n° 74/2006 of 24th March amended by the Decrees-Law n° 107/2008 of 25th June, 230/2009 of 14th September, rectified by the Declaration of Rectification n° 81/2009 of 27th October and the Decree-Law n° 115/2013 of 7th August, with reissue and further applicable legislation, namely on the cycle of studies conducive to the Master's Degree in Nursing.

Article 2

Scope

1. This Regulation applies to the cycle of study conducive to the Degree of Master in Nursing, offered within the framework of the Association of Higher Schools of Nursing and Health (AHSNH), which is composed of the five Schools of Nursing and Health of Évora, Portalegre, Beja, Setúbal, and Castelo Branco.

2. The University of Évora is the tenderer institution, incumbent on submitting the application to the A3ES (Assessment and Accreditation Agency for Higher Education), its register with the DGHE (Directorate

General for Higher Education), the issuing in the Official Gazette of the Portuguese Republic and the submission of possible proposals for amendment .

CHAPTER II

Organization and Scientific -Pedagogical, Administrative, and Financial Management

Article 3

Objectives and competences

1. The Master's degree aims at fostering the students' acquisition of a professional specialisation , as well as in-depth scientific knowledge, both theoretical and practical, and its applications in the area of study, leading to the understanding and solving of problems in new situations and in broad and multidisciplinary contexts, providing them with a solid cultural and technical basis and lifelong learning.
2. The objectives of the cycle of studies are:
 - a) To develop knowledge and competences for specialised intervention in a field of Nursing, by means of high levels of clinical assessment and decision-making, taking into account human responses to life processes and health problems;
 - b) To foster the improvement of healthcare quality, by means of research, professional practice based on evidence, and of professional ethics and conduct.
 - c) To train students for clinical governance and the leadership of teams and projects in the various contexts of healthcare practice;

- d) To contribute to the development of the discipline and of specialised training.

Article 4

Organisation and duration

1. In compliance with Article 20 of the Decree-Law n° 115/2013 of 7th August the Master's course comprises two parts:
 - a) A specialisation course composed of an organized set of curricular units, named 2nd Cycle, which corresponds to 60 ECTS;
 - b) A final professional internship, object of a final report, which corresponds to 30 ECTS.
2. The Master's course lasts three academic semesters.

Article 5

Operation of the Course

1. One of the 5 Institutions that comprise this Association shall, in each of its editions and successively be the host Institution taking full responsibility for the administrative and academic procedures related to the course and informing the other Institutions and the members of the Course Committee about them
2. The minimum number of enrolments that enables the operation of each edition and the area of specialization will be set by the competent bodies of the Schools that comprise the AHSNH, upon a proposal by the Director of the Master's course, after consulting the Scientific Board, and advertised in the public notice of each edition.

- 3.** By decision of the competent bodies of the Schools that comprise the AHSNH and after consulting the Master's Scientific Committee, some additional vacancies may be set, advertised in the public notice of the course.
- 4.** The teaching of the Curricular Units shall always be ensured by the teachers who have the higher academic qualifications in the scientific field of the Master's course.

- 5.** The teaching of the curricular units is ensured mostly by their respective teachers, who will be assisted by doctors, specialists from Polytechnic Institutions or masters from either these or other institutions of higher education, or by specialists of recognised merit.

- 6.** In the context of this Association a rational use of the resources of the Schools involved will be favoured.

- 7.** Professional internships and their respective reports must be supervised by a PhD teacher or by a national or foreign higher education specialist of recognised merit.

- 8.** Professional internships and their respective reports may be co-supervised by a PhD teacher or a specialist under the terms of the previous paragraph.

- 9.** The teaching of elective curricular units set in the plan of studies depends on the enrolment of a minimum number of students, which will be defined in compliance with the regulations of the host Institution in each edition.

- 10.** The public notice for each edition shall be approved by the competent bodies of each institution and posted on the Internet by all the Institutions.

- 11.** The date of the beginning of each edition will be advertised in their public notice

12. Students who wish to undergo mobility are to request this possibility to the Director of the Course, the Scientific Committee being incumbent on the final decision.

Article 6

Scientific Committee

1. The Master's course in Nursing in Association of the AHSNH has a Scientific Committee.
2. The Scientific Committee comprises five to ten teachers, appointed by the competent bodies of the Institutions involved, in a maximum of two from each participating Institution.
3. The Scientific Committee is presided over by the Director of the Course.

Article 7

Competences of the Scientific Committee.

4. Competences of the Scientific Committee are:
 - a) To decide on possible amendments to the curricular statement of each curricular unit, in accordance with legal provisions;
 - b) To contribute to the national and international promotion of the course;
 - c) To collaborate in the drawing up of proposals on the number of vacancies and rules of admission to the course;

- d) To draw up and to submit proposals on the organisation or on the changing of plans of studies to the approval of the competent bodies of each of the Institutions involved. These proposals are to include the objectives of the curricular units and their contribution to the students' training
- e) To participate in the coordination of the several syllabi ensuring its good operation
- f) To collaborate in the coordination of the learning objectives of the various curricular units in accordance with the training objectives of the course;
- g) To guarantee that the learning objectives of the various curricular units converge around the training objectives set for the course;
- h) To coordinate the assessment methodologies, promoting the learning outcomes;
- i) To collaborate in the drawing up of the assessment reports of the course;
- j) To follow the pedagogical surveys to the students, to analyse their findings, and to collaborate in their diffusion;
- k) To promote frequent consultation with students and teachers of the course;
- l) To decide on any other proposal submitted by the Master's Director in compliance with their competences;
- m) To decide on accreditation requests.

Article 8

Course Committee

1. The coordination of the course is the responsibility of the Course Committee which integrates a representative of each of the Institutions comprising the AHSNH, appointed by them, and by a student elected by their peers.

2. The Course Committee elects the Director of the course from among the teachers that integrate it, who will be proposed to the competent bodies of the AHSNH for their appointment.

3. The Director shall appoint a deputy Director who is to substitute them in their absences and impediments.

4. It is incumbent on the Director the Master's course:
 - a) To guarantee the regular operation of the course and its quality, namely by ensuring its routine management;

 - b) To decide on relevant scientific and pedagogical matters of the course;

 - c) To preside over the Jury for the selection and ranking of the candidates to the course;

 - d) To draw up the Course Report.

 - e) To propose the appointment of a Jury for the selection and ranking of the candidates to the TSB (Technical-Scientific Board) of the Institutions involved;

f) To propose the approval of the themes to be developed in theses /projects/reports and their work plans before the Technical-Scientific Board;

g) To propose the appointment of supervisors of theses/projects/reports to the Technical-Scientific Board;

h) To propose the appointment of the Juries of theses /projects/reports.

5. It is still incumbent on the Director of the Master's course, and whenever deemed necessary, to promote meetings of the Technical-Scientific Board, which will occur, alternately in all the Institutions comprising the AHSNH.

6. It is incumbent on the Course Committee:

a) To assist the Director of the Course in the scientific-pedagogical, administrative, and financial management of the course.

b) To inform the competent services of their Institutions about the financial and administrative management of the course;

c) To decide on accreditation requests;

d) To elaborate the course planning and its report

e) To draw up the Plan of Activities and the Budget;

f) To select and rank the candidates.

g) To draw up and to propose the school calendar of the course.

Article 9 – Financial Management

1. In each edition, the financial management will be carried out by the legal and statutory competent body of the host Institution, which undertakes the following responsibilities:

- a) Collection of revenue;
- b) Payment of expenses;
- c) Allocation of monetary income.

2. The management of revenue is the responsibility of the Course Committee by means of the submission of the Plan of Activities and the Budget to the legal and competent body of the host Institution.

3. Revenue is generated from tuition fees.

4. 20% of the revenues will be allocated to the host institution annually as management costs. 30% will be fairly allocated to each of the host Institutions which make part of the Association.

5. The remaining 50% of the revenues will be managed by the Course Committee in accordance with the Plan of Activities and the Budget previously approved by the legal and competent body and will be used to cover expenditure, namely on:

- a) Logistics and IT;
- b) Teachers and experts from other national and foreign Institutions who are invited to teach, including accommodation, transport and honoraries;
- c) Field trips;
- d) Missions;
- e) Subsistence costs and travel costs incurred by teachers.

6. The amount to be paid per teaching hour and the payment of the respective teachers, as well as travel costs will have to be covered by the 50% to be used in the course management.

7. The remaining amount will be allocated to the partner Institutions, according to the following methodology:

a) Proportional distribution in accordance with the teaching hours and reports supervision. These amounts will be sent to each of the teachers' Institution of origin. Under no circumstances will direct payment be made to teachers.

8. Each Institution will award grants to a maximum number of two students coming from their Schools which will be deducted from the 30% of revenue referred to in Article 9(4).

9. The possible reduction of tuition fees resulting from equivalences and/or accreditation of competences will be proposed by the Course Committee to the legal and competent body of the host Institution.

10. The transfer of the amounts corresponding to the profits due to each Institution are to be carried out within 30 days after the payment of tuition fee within the period advertised in the public notice of the course.

Article 10 – Administrative Management

1. The administrative management is ensured by the host Institution. The Institution that is responsible of the administrative and financial management shall:

a) Draw up the public notice of the Masters' course to be posted on the websites of the Institutions involved;

b) Advertise and receive applications;

- c) Be responsible for the enrolments and the students' academic register, the students and the teachers of the Institutions involved making use of the Information System in force;
- d) Provide the other Institutions with a list of the enrolled students per course, the register of Reports and respective supervisors, as well as a copy of the Report;
- e) Travel and accommodation costs due to the discussion of Reports, as well as to the participation in classes and seminars are to be supported by each student and be carried out in accordance with the calendar established by the Course Committee;
- f) Certify every curricular proceeding. The diploma and/or Course Charter which grants the degree of Master is jointly awarded by the Institutions involved and is signed by the respective holders.
- g) The costs of Administrative Management activities are incumbent on the host Institution.

CHAPTER III

ACCESS AND SELECTION OF CANDIDATES

Article 11

(Access Criteria)

1. In accordance with Article 17 of the Decree-Law 115/2013 of 7th August, the Master's course is offered to:
 - a) Holders of a graduation or legal equivalent;
 - b) Holders of a graduation, holders of a relevant academic or scientific curriculum recognised by the competent scientific body of the

Higher Education Institution they wish to attend as attesting their capacity to carry out this cycle of studies;

c) Holders of an academic, scientific, or professional curriculum recognised by the competent scientific body of the Higher Education Institution they wish to attend as attesting their capacity to carry out this cycle of studies.

2. The recognition referred to in (b) and (c) only enables the access to the cycle of studies leading to a Master's Degree, and it does not grant its holder equivalence to the graduate degree or the recognition of that degree.

3. The recognition referred to in the previous paragraph is proposed to the TSB by a Jury appointed to that end.

4. Specific access conditions to this course: The candidates who wish to attain the necessary conditions for the award of the title of specialist nurse by the Nurses Association shall also meet the following requirements:

- a) To hold a graduate degree in Nursing or legal equivalent;
- b) To hold the professional title of nurse;
- c) To have at least two years of professional experience as a nurse, as of the date of enrolment in the course.

Article 12

Access Competition

1. The access to the Masters' course is by a competition, which is advertised through public notice approved by the competent bodies of the participating Institutions on proposal of the Course Committee. The public notice must advertise:

- a) The number of vacancies per course/field of specialisation;

- b) Places, mode of operation and beginning date of the course/field of specialization;
- c) How applications are to be made;
- d) The documentary evidence to submit;
- e) Criteria and respective weightings to be used in the selection and ranking of the candidates;
- f) The possibility to hold interviews with the admitted candidates;
- g) The deadlines for the submission of applications for the posting of results, for complaints, for enrolment/register, etc;
- h) Fees and tuition fees;

Article 13

Selection and ranking of candidates

1. The applications will be analysed by the Course Committee which will select and rank the candidates.
2. It is incumbent on the Course Committee:
 - a) To check the data submitted by the candidates, verifying if they meet the access requirements;
 - b) To classify and rank the candidates, considering the criteria defined and advertised in the public notice;
 - c) To draw up minutes for the ranking of candidates, referring to the list of the candidates admitted, including those who will not be placed and their final classification, as well as the list of the candidates excluded;
 - d) To post the list of the admitted candidates and their final classification within the deadline advertised in the public notice of each edition of the Course.
3. The minutes referred to in (c) of the previous paragraph can be provided, through a certificate, to any candidate who requests it.
4. When analysing the applications, the Course Committee may request additional documentation for the purpose of clarification of doubts.
5. After the posting of the list of results referred to in 4(d) of this Article, the candidates have the right to a preliminary audience under the

terms of the Code of Administrative Proceedings within the deadline advertised in the public notice for each edition of the Master's course.

6. After the deadline set for those interested in a preliminary audience, the Course Committee analyses, decides on the allegations made and draws up the definitive list of the placed and non-placed candidates.

7. Should justified complaints be accepted, additional vacancies will, if needed, be provided the decisions of the Course Committee on the selection and ranking of the candidates are subject to appeal under the legal terms and within the deadline advertised in the public notice of each edition of the Course, referred to in Article 10 of this Regulation.

Article 14

(Accreditation)

1. The requests of ECTS accreditation related to concluded curricular units shall be made within the deadlines set in the school calendar and under the terms laid down in the regulations of the host Institution, which will be analysed by the Course Committee.

2. The Director of the Master's course shall propose to the TSB the approval of the accreditations by means of attendance of curricular units.

3. The training carried out in other cycles of higher studies in national or foreign Institutions of Higher Education, either the one obtained within the framework of the Bologna Declaration, or the one obtained prior to the Bologna Declaration, may be accredited in the Master's cycle of studies.

4. The accreditation of professional experience and of other training which is not covered by the previous paragraph, in accordance with Article 45 of the Decree-Law 115/2014 of 7th August, will be awarded in compliance with the regulations of the host institution.

5. The Regulation of ECTS Accreditation adopted by this course is applied to the ECTS accreditation related to competences and knowledge previously obtained.

Article 15

Enrolment/Registration

1. Placed candidates have the right to enrolment and registration, according to what is set in the School Calendar and further regulations of the host Institution.
2. The enrolment in the Masters' Course shall be submitted and validated in compliance with the set of procedures in force in the host Institution of that edition.
3. Abandonment or cancellation of enrolment is subject to the consequences laid down in the tuition fees regulations of the host Institution.
4. The transition to the 2nd year is dependent upon the approval of 1st year curricular units which correspond to at least 55 ECTS.
5. Special statuses may be awarded to the students of the Master's course in Nursing under the terms of the regulations in force in the Institution they attend.
6. The candidates not admitted to the Master's course, as well as others who are interested in it, may request their register in separate curricular units in the Institution they wish to attend, under the terms of Article 46(a), of the Decree-Law n° 107/2008 of 25th June and under the terms and deadlines established by the host Institution.
7. The separate curricular units offered are all those that comprise the course common core, in the 1st semester.

Article 15

School calendar

1. The School Calendar of the host Institution will be set in each edition.

Article 16

Fees and tuition fees

1. The participating Institutions lay down an application fee, registration fees, and tuition fees which will be advertised in the public notice of each edition in each of the academic years that comprise the Master's course.
2. Fees and tuition fees are single and advertised in the public notice of each edition of the course, which is referred to in Article 10 of this Regulation.
3. Application fees are not refundable.
4. Enrolment and registration fees, school insurance and tuition fees are not refundable , except in case the Master's course does not open, as well as in the cases laid down in the Regulation of Tuition Fees of the host Institution.

CHAPTER IV

SPECIALISATION COURSE

Article 17

Mode of assessment

1. The assessment and classification modes of the curricular units that comprise the course will be set forth by the teachers in the beginning of of

the school term, in accordance with the proposed ones in the act of accreditation.

2. Prior to the beginning of each curricular unit integrating the plan of studies of the course, the teacher in charge may propose changes to the statement of the curricular unit, to be submitted to the Technical-Scientific Board of the course for approval, in accordance with Article 7 of this Regulation.

3. The teacher may set in whole or in part, the assessment criteria, in conjunction with the Technical-Scientific Board, namely:

- a) The drawing up of reports, project development, and assignments;
- b) A written test that focuses on the taught subject matters in each curricular unit.

4. A written test or an essay to be prepared individually and discussed orally is compulsory.

5. Assessment criteria require the definition of their weighting factors in the calculation of the assessment classification and the teacher may set a minimum grade required in the various elements of assessment for the approval in the curricular unit, regardless of the classification obtained in the other set criteria.

6. The final classifications of each curricular unit are expressed in a numerical scale from 0 to 20, failure corresponding to grades below 10.

Article 18

Learning achievement

1. For administrative purposes, students are considered as approved in the Masters' Specialization Course, with its respective specialisation, when they pass all curricular units of its course plan of studies, under the terms of the law.

2. Should the students fail in their Specialisation course, they can sit an exam to the curricular units he did not pass, in accordance with the regulation of the host Institution, by means of a fee in the set Table of Charges.

Article 19

Final classification

1. The final classification of the Specialization Course is the weighted average of the ECTS of the curricular units that comprise the Course Plan of Studies, rounded to the nearest unit, considering as unit.

Article 20

Diploma of the Specialisation Course

The approval in every curricular unit of the Plan of Studies of the Specialization Course, grants the award of a Specialization Diploma.

CHAPTER V

MASTER'S DEGREE

Article 21

To achieve the Degree

The awarding of the Master's Degree is dependent upon the approval of the curricular units that comprise the Plan of Studies of the Master's

Course and the elaboration of a final professional internship Report, its *viva voce*, and approval.

Article 22

Submission and acceptance of the internship plan

1. The preparation of the professional Internship Report will be supervised under the terms set in this Regulation.
2. Within 30 days after the beginning of the 2nd curricular year of the Master's course, the students must submit to the Academic Services of the host Institution, in accordance with the regulation in force in the host Institution, and afterwards sent to the Director of the Master's course for opinion, the following :
 - a) The plan of the professional internship Report;
 - b) The opinion and declaration of consent of the respective supervisor(s).
3. The plan and supervision referred to in the previous paragraph are considered as accepted after being approved by the competent bodies of the host Institution.
4. The plan of the professional internship Report referred to in paragraph 2 of this Regulation shall be drawn up based on the regulations of the host Institution.

Article 23

Internship Regulation

1. The internship is governed by its own a regulation.

2. The professional internship requires a supervisor of one of the Institutions where the Master's course is taught and a supervisor of the clinical context, both from the specialisation field.

Article 24

Submission of thesis/project/ internship report

1. The drawing up of the internship report is to be based on the regulation of the host Institution.
2. The submission of the final assignment, the professional internship Report, is dependent upon the approval of all the curricular units that comprise the Plan of Studies of the Master's course.
3. To be submitted to *viva voce* it shall be submitted after the end of the cycle of studies (after the 3 semesters) under the terms laid down in the regulation of the host Institution.
 - a) The request for admission is submitted to the competent bodies of the host Institution, brought to the knowledge of the Course Committee, which will propose the appointment of a jury including a declaration of responsibility for the academic integrity of the Report⁸.
 - b) The number of paper copies of the Internship Report, together with the number of copies of the student's Curriculum Vitae, in accordance with the regulation in force in the host Institution;
 - c) Opinion and declaration of consent of the respective supervisor(s) or declaration of untying of the respective supervisor(s).
4. The submission deadline referred to in paragraph 3 of this Article may, at the option of the student, be extended, which entails a fee, in accordance with the regulations of the host Institution.

⁸ "I declare that this Report of Project Work is the result of a supervised and independent research. Its content is original and every data source is duly mentioned in the text, notes, and bibliography". Or similar.

Article 25

Constitution and appointment of the Jury

1. The analysis and *viva voce* of the internship Report will be made by a jury comprised of 3 to 5 elements and which must integrate elements of two AHSNH Institutions which grant the Master's course.

2. The Jury will be appointed by the competent bodies of the host Institution on a proposal from the Course Committee after consulting the Scientific Board within the 20 working days after the submission.

The Jury shall integrate:

- a) The Director of the Master's course or the person to whom they delegate, who presides over it;
- b) The supervisor.
- c) 1 or 3 PhDs or holders of the title of specialist in the scientific field of Nursing from a national or international higher education Institution.

3. The inquiry of the Internship Report will be made by one of the elements referred to in 2(c).

4. The Order on the Jury's appointment shall be told to the student, in accordance with the regulation in force in the host institution.

Article 26

Legal proceedings

The proceedings shall be conducted in accordance with the regulation of the host Institution.

Article 27

Suspension of deadlines

The deadlines for the the submission and *viva voce* of the thesis may be suspended following a student's statement and after consulting the

Director of the Master's course in the cases laid down in the law and upon approval by the competent bodies of the host institution.

Article 28

Public Viva Voce

1. The public *viva voce* of the internship Report shall occur within 60 working days starting from:
 - a) The Order on acceptance issued by the Jury;
 - b) The submission date of the reformulated Report or of the declaration that it dispenses with the need for reformulation.
2. *Viva voce* of the Report is public.
3. It can only occur in the presence of at least three members of the Jury.
4. *Viva voce* cannot surpass ninety minutes and all the members of the Jury may take part in it. The candidate is given 15 to 20 minutes for the oral presentation of his work.
5. In the *viva voce* the candidate is given the same time as the one used by each member of the Jury.

Article 29

Assessment methodology

1. The assessment is made according to justified roll call vote. Abstentions are not allowed, in the scale from 0 to 20, regarding the following components:
 - A. Scientific/technical quality of the thesis or project work, or internship report, as a document;
 - B. Quality of the public presentation;
 - C. Quality of *viva voce*.

2. Each member of the Jury awards a classification from the scale from 0 to 20 to the components **A, B, and C**. The final classification of the components is the arithmetic average of the classification awarded by each member of the Jury rounded to tenths. The classification awarded to the thesis or project work or internship report is awarded by the weighted average rounded to the nearest unit of the classification awarded to the assessment components in accordance with the weighting factors to be determined by the Technical-Scientific Board of the Master's course.
3. The assessment process is recorded in the minutes.

Article 30

Decision of the Jury

1. Minutes are drawn up of all the Jury's meetings.
2. The classification and the votes of each of its members, as well as their justification, will be recorded in the *viva voce* minutes.
3. After carrying out the *viva voce* the approved candidates shall submit one digital copy and one paper copy of the Internship Report to the Academic Services, including the possible suggestions of the Jury.

Article 31

Final classification of the Master's Degree

1. The final classification of the Master's Degree will correspond to the weighted average according to the corresponding number of ECTS of all the curricular units that comprise its plan of studies.
2. The final classification of the Master's Degree is expressed in the interval of 10 to 20 of the numerical integer scale of 0 to 20 as well as in its equivalent in the European scale of comparability of classifications.

Article 32

Title of the Master's Degree

1. The Master's Degree is awarded through a diploma issued by the participating Institutions presupposing the approval in the curricular units of the course, including the drawing up of an internship report, written for this purpose, its public *viva voce* and approval
2. The host Institution issues the Course Charter upon request of the interested parties.
3. The issuing of the Course Charter, diploma, supplement to the diploma, and certificates will occur under the terms and requirements set by the host Institution and subscribed by the holders of the Institutions that comprise this Association.

CHAPTER VI

FINAL PROVISIONS

Article 33

Readmissions

1. The students who attended the Master's course without approval in the totality of its curricular units may enrol in a new edition.
2. The students who in were approved in the previous years, and did not submit their Report in the set deadlines, may be admitted to the following edition as supernumerary students.
3. The students who failed in the *viva voce* may apply to a new edition of the Master's course as supernumerary students.

Article 34

Amendments

The amendments to the present Regulation may be proposed by the Master's Technical-Scientific Board and approved by the competent bodies of the Institutions involved.

Article 35

Omissions

The omitted cases in this regulation will be decided according to the subject matter they are related to, by the competent management bodies, after consulting the Technical-Scientific Board

Article 36

Entry into force

This Regulation enters into force after being approved by the competent bodies of the Institutions involved and posted on their websites.

**The Rector of the
University of Évora**

—
Ana Costa Freitas

**The President of the
Polytechnic Institute of Portalegre**

—
Joaquim Mourato,

**The President of the
Polytechnic Institute of Beja**

—
Vito Carioca

**The President of the
Polytechnic Institute of Setúbal**

—
Pedro Miguel Dominginhos

**The President of the
Polytechnic Institute of Castelo Branco**

—
Carlos Maia

ORDER HSNSJD.UÉ n° 09/2013

Laboratory Regulation

In compliance with Article 30(4) of the Statutes of the Higher School of Nursing São João de Deus of the University of Évora (HSNSJD.UÉ), issued by Order 1884/2010 of 27th January, after consulting the Technical and Scientific Board and the approval by the Assembly of Representatives of the HSNSJD.UÉ on 16th October 2013, the Laboratory Regulation of the Higher School of Nursing São João de Deus of the University of Évora is hereby published, entering into force from the present date.

HSNSJD.UÉ, 5th November 2013

The Director



Manuel José Lopes

University of Évora

Laboratory Regulation

Higher School of Nursing of São João de Deus

Article 1

Mission and Purpose

- 1.** In accordance with Order 1884/2010 of 27th January which issues the Statutes of the Higher School of Nursing São João de Deus of the University of Évora, the laboratory is a scientific - pedagogical unit which aims at supporting teaching and research activities, the development and the rendering of services to the community.
- 2.** Teaching activities offered by the School, in their component of laboratory practices, shall be combined with the Centre for the Learning and Training of Practices of Nursing, also receiving the necessary contributions of the other Centres integrated in the Laboratory.
- 3.** Research work developed by the various Centres of the laboratory shall be combined with the Centre of Research and Health Technologies or with other research centres.

4. The rendering of services to the community by the various Centres integrating the Laboratory shall always be carried out in connection with the Director of the Laboratory.

Article 2

Composition

1. The Laboratory is composed of the following Centres: Centre for Learning and Training of Nursing Practices, Centre for Health Education, and Centre for Basic and Advanced Life Support.
2. New Centres can be created according to the development process of the School through its Director's Order.

Article 3

Management and human resources

1. The Laboratory is run by a teacher designated by the Director of the School, after consulting the Technical and Scientific Board and the Directors of the Departments, who will be its Director.
2. The Laboratory is part of a scientific-pedagogical committee, named Laboratory Committee, consisting of the Directors of the several Centres that integrate it, designated by the Director of the School, after consulting the Technical and Scientific Board and the Directors of the Departments, which will be presided over by the Director of the Laboratory.
3. To support the various activities of the Laboratory, the Director of the School, after consulting the Secretary of the School, will appoint the necessary technical and operational assistants from the Non-Teaching Staff attached to the Technical-Administrative Support Office, on a proposal from the Laboratory Committee.

4. The term of office of the Director is two years, extended once for an equal period of two years

Article 4

Competences of the Director of the Laboratory

1. To represent the Organic Unit;
2. To manage the laboratory spaces and its apparatus, ensuring the efficiency of its operation;
3. To supervise the organization, the packaging, the operation of apparatus and the management of stocks of usual laboratory apparatus.
4. To provide the repair of equipment;
5. To prepare, on an annual basis, a list of technical apparatus, specifying:
 - a) Equipment in good condition;
 - b) Equipment in need of repair /maintenance;
 - c) Equipment to eliminate;
 - d) Lost equipment.
6. To prepare the justified proposals of acquisition of new equipment and consumable items made by the directors of the several Centres, to be presented to the Director of the School until 30th June.
7. To propose measures before the Director of the School to enhance the operation of the Laboratory.

Article 5

Competences of the Laboratory Committee

1. To draw up the action plan of the Laboratory.
2. To propose the operational plan to the Director of the School
3. To elaborate the activities report.
4. To guarantee the adequate operation of the laboratory in its functions of teaching, research and service to the community, considering the activities planned by the various Centres.
5. To coordinate the activities of the Laboratory ensuring that the various Centres operate efficiently.

Article 6

Competences of the Directors of the Centres

1. To manage the activities of the Centre that they run.
2. To propose the action plan of the Centre to the Committee of the Laboratory.
3. To manage outreach activities to the community related to the Centre.
4. To manage research activities related to the Centre in collaboration with the Research Centre.

Article 7

Competences of the Non-Teaching Staff supporting the Laboratory

The Non-Teaching Staff supporting the Laboratory have administrative, technical and operational competence:

1. To ensure the functioning of the laboratory apparatus;
2. To prepare, in a timely manner, the necessary materials for teaching, research and outreach activities;
3. To inform the Director of the Laboratory, as soon as possible, about any malfunction of equipment and of the materials in common use, either detected or communicated by the directors of the various Centres, teachers or students
4. To ensure an adequate packaging and preservation of equipment, in its best working conditions,
5. To replace the usual laboratory consumables on a daily basis;
6. To organise and manage the stocks, notifying the Director of the Laboratory of the need to replace equipment and materials;
7. To eliminate the waste, according to the norms of waste triage;
8. To monitor material outputs, with prior permission of the Director of the Laboratory;
9. To verify the requested material in the act of delivery, notifying the Director of the Laboratory of its reception and of possible mistakes made against the requests;

10. To clean cabinets, materials and equipment, according to the adequate procedures;
11. To provide the necessary information for keeping the equipment inventory;
12. To collaborate with both the Director and the Committee of the Laboratory in every administrative process;
13. To collaborate with the various Centres in the activities performed;
14. To organise the statistical data related to every laboratory operation.

Article 8

Use of Laboratory spaces

1. The users of the laboratory are students and teachers of the School as well as other external ones when previously authorised by the Director of the Laboratory.
2. As a general rule, the Laboratory rooms have the following opening hours: from Monday to Friday, between 8:00 and 20:00 hours. This schedule may be subject to modification in accordance with the needs of the students and researchers, or with the rendering of services to the community.

Article 9

Final Provisions

1. The various Centres that comprise the Laboratory of the HSNSJDUE, shall draw up their own internal regulations, which will be approved by the Laboratory Committee and afterwards submitted to the Assembly of Representatives for approval.

2. The doubts and omissions raised by the application of this regulation are decided by the Director of the Laboratory, after consulting the Laboratory Committee.

SERVICE ORDER HSNSJD.UÉ No. 02/2014

REGULATION OF THE CLINICAL TEACHINGS OF THE FIRST CYCLE IN NURSING

Approved by the Technical and Scientific Board of the Higher School of Nursing of the University of Évora, on 19th June 2013, the Regulation of the Clinical Teachings of the First Cycle in Nursing is hereby published.

Higher School of Nursing S. João de Deus of the University of Évora

27th January 2014

The Director



Manuel José Lopes

Regulation of the Clinical Teachings of the First Cycle in Nursing

Clinical Teaching aims at the development of competences in diagnosis evaluation, planning, and therapeutic intervention. Its development occurs both under the mandatory pedagogical supervision of a teacher and the clinical supervision of an expert in the field, henceforth named “Clinical Teaching Supervisor”.

Clinical Teaching is grounded on a model that guides the clinical training of the Nursing students. Combining the development of the students’ clinical competences and their critical thought, its structure is underpinned by a close link between theoretical and practical knowledge. The Clinical Teaching Supervisor and the teacher guide the students throughout their learning activities in a way that what is experienced may constitute examples of good practices.

Article 1 – Nature and Purpose of Clinical Teachings

1. Clinical Teaching is vital in the teaching of Nursing and it has been the strong link between the various training contexts. It enables the students to participate in clinical situations which foster the development of knowledge and of competences. The entire learning process is based on collaborative, contextualized, and systematic work.
2. The plan of studies of the First Cycle in Nursing, approved by Order 13495/2008 of 11th May, published in the Official Gazette of the Portuguese Republic, 2nd Series, n^o 93, confers significant importance to Clinical Teaching.
3. Clinical Teaching comprises ten curricular units.

Article 2 – Access Conditions

Access to the curricular units of Clinical Teaching is dependent upon the Precedence Mode in force at the Higher School of Nursing São João de Deus of the University of Évora [HSNSJDUÉ].

Article 3 – Structure and Functioning

1. In each Clinical Teaching a teacher will have the responsibility to choose the clinical field(s), to select and propose the necessary resources, to plan and organize the curricular unit.
2. The teacher guarantees the functioning and the assessment of the processes and results.

Article 4 – Attendance

1. The student has to attend 85% of the total time allocated to Clinical Teaching.
2. Clinical Teaching, by its very nature, constitutes an exception regarding the continuous maximum number of contact hours. Thus, this number will be set considering the student's learning situation as well as the patient's condition. It may exceed the 4 hours set in the Internal Regulation of the University.
3. The exceptions referred to in Chapter IX of the Internal Regulation will each be analysed in the cases of Clinical Teaching. Such analysis will be based on the priority given to the mandatory acquisition of an appropriate level of competences set to each Clinical Teaching.

Article 5 – Supervision of Students

1. The Clinical Teaching Supervisor plays an important role in the integration of the student in the health care unit and in its team
2. It is incumbent on the Clinical Teaching Supervisor:
 - a) To facilitate the development of the student's clinical competences;
 - b) To guide the student in the identification of clinical data through various methods;
 - c) To discuss with the student the clinical situation through the information collected;
 - d) To inquire the student about the interpretation of the clinical data collected;
 - e) To discuss the student's opinions on the diagnosis, through the data collected;
 - f) To inquire the student about decisions to make in the interventions to undertake;
 - g) To discuss with the student the assessment of the interventions undertaken;
 - h) To help the student reflect upon health care;
 - i) To participate in the assessment of the students.
3. The teacher is responsible for mentoring in collaboration with the Clinical Teaching Supervisor.
4. The duties of the teacher are:
 - a) To provide scientific and pedagogical assistance within the framework of the clinical situation;
 - b) To meet with the Clinical Teaching Supervisor to assess the acquisition and the development of the student's clinical competences;
 - c) To meet with the students to assess the acquisition and the development of their competences;
 - d) To observe the student's clinical practice;
 - e) To foster the discussion of health care situations;
 - f) To devise pedagogical and scientific tools and guides for the process of global development of the students;
 - g) To assess the students.

Article 6 – Duties of the Student attending Clinical Teaching

1. The student is actively responsible for the acquisition of their competences.
2. During the Clinical Teaching, the student shall:
 - a) Know the Code of Ethics for Nurses;
 - b) Know the mission, the internal regulation, and the procedures in use in the host institution;
 - c) Undertake the activities in accordance with their stage of learning with dedication and accuracy
 - d) Pay attention to their appearance and respect the uniform regulations of the HSNSJDUE;
 - e) Accomplish the activities and interact with the members of the health team observing the principles of citizenship;
 - f) Make adequate use of goods and equipment in the execution of activities;
 - g) Make suggestions that contribute to the improvement of the teaching and learning processes as well as of nursing practices.

Article 7 – Assessment and Classification of the Student

1. In Clinical Teaching, continuous assessment prevails, in both formative and summative modes. There are no Final Examinations and/or Special Assessment Periods.
2. Assessment is made through its own tool, in accordance with the competences and pedagogical activities set for Clinical Teaching.
3. Assessment is eliminated at any moment of Clinical Teaching in cases of misconduct, execution of activities that affect the personal or psychological safety of the patient or of their family and/or that are contrary to the good functioning of the institutions or services.
4. Assessment is eliminated when the student does not reveal any evolution in the acquisition and development of the expected competences within a set period of time.

5. Eliminary assessment requires written justification in the assessment form.
6. Should the assessment lack unanimity, the teacher so informs in writing the president of the jury.
7. The Jury, in case of lack of unanimity, and after listening to the participants, decides within 72 hours.
8. The final classification obtained in Clinical Teaching, after the Jury's decision, is not liable to appeal.
9. The assessment tool is signed by both the Clinical Teaching Supervisor and the teacher.
10. The final mark is the teacher's responsibility.

Article 8 – Selection of Clinical Teaching Supervisors

1. The teachers choose the Clinical Teaching Supervisors in accordance with the criteria defined in a proper regulation approved by the Director of the HSNSJDUÉ.
2. The designation of the Clinical Teaching Supervisor is presented by the Director of the Department on a proposal from the teacher.
3. The teacher provides the Clinical Teaching Supervisor with the “Curricular Unit Sheet- Clinical Teaching Supervisor”
4. The assessment made by both the teacher and the students are taken into consideration for the continuity of the Clinical Teaching Supervisors.

Article 9 – Assessment of the Clinical Teaching

Clinical Area and Participants

1. The assessment is made in accordance with Article 10 of the Internal Regulation of the University of Évora.
2. The assessment of the Clinical Area and of the Clinical Teaching Supervisor is made using a standard form provided.

Article 10 – Final Provisions

The cases omitted in this Regulation are referred to the Internal Regulation of the University of Évora and to the statutory bodies.

5 – Conclusão

No exercício de tradução a que nos propusemos foram vários os desafios a ultrapassar. Desafios estes impostos pelo confronto entre duas línguas-culturas que nos obrigaram, como sempre obrigam, a um esforço de negociação entre as estruturas linguísticas de cada uma e entre os contextos psicossociais em que cada uma delas opera. Apesar da proficiência linguística que é necessário o tradutor deter, assim como da investigação temática aturada a que deve proceder, consideramos que as propostas de tradução que se apresentam, ainda que seriamente ponderadas e avaliadas no âmbito da especificidade discursiva que lhes subjaz, e no dos conceitos teóricos apreendidos, encerram, à semelhança do que acontece em todos os nossos atos de fala e de discurso, algum grau de subjetividade. Cientes de que não há traduções perfeitas, consideramos, pois, que este nosso trabalho, destinado a suprir lacunas no universo de estudantes ou professores estrangeiros que frequentam / lecionam ou venham a frequentar / lecionar o curso de Enfermagem, se constitui como uma oportunidade para outros discursos se construírem. E isso reforça o nosso ânimo em vir a exercer a profissão de Tradutor.

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