

PEDAGOGICAL COUNCIL

PEDAGOGICAL GUIDELINES 2026/2027

General Information

In accordance with the legal provisions concerning the right to self-determination of gender identity and gender expression, and as part of Iscte's commitment to promoting an inclusive academic environment that respects each person's identity, Iscte is implementing a new feature in Fénix to support the use of a social name.

Students, academic staff, researchers, technical, specialist and management staff may request the creation or amendment of a social name by completing a short form available in Fénix via myFenix → Services → Requests, selecting "Create" and then "Social Name Request". The social name is not restricted to the name(s) appearing on official identification documents; however, it must contain at least two letters and no numbers or symbols

As part of the same request, it is also possible to indicate preferred pronoun(s) and request a new institutional email address.

Following validation of the request, in the case of students, the information will be visible to the lecturers of the course units in which they are enrolled. It will also, in the near future, be available to those who, in the course of their duties, have authorised access to the student's data within Fénix.

In the case of academic staff, researchers, and technical, specialist and management staff, the social name will be displayed on Iscte's institutional platforms.

The allocation of a new institutional email address is subject to technical and operational constraints, particularly the need to ensure the uniqueness of the requested address. The username used for authentication and access to Iscte platforms will remain unchanged.

Students

The Pedagogical Council of Iscte, within the scope of its responsibilities as defined by the Statutes of Iscte – University Institute of Lisbon and within the scope of quality certification processes, prepares Pedagogical Guidelines for each academic year.

This document presents pedagogical guidelines for students for the academic year 2026/2027, which will be included in a document made available on the Iscte website under the title Pedagogical Guidelines for Iscte Students.

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1. Pedagogical Calendar

1.1. Pedagogical Calendar - Dates

Within the scope of the academic calendar defined for the academic year 2026/2027, the following deadlines and activities for each semester should be considered:

1st SEMESTER

Maximum period of classes	01/09/2026 to 19/12/2026
Election of class representatives	By the 3rd week of classes ¹⁾
Midterm monitoring	Between the 4th and 5th week of classes ²⁾
Year Council Meeting	In the 6th week of classes ³⁾
Final pedagogical monitoring	Period corresponding to the last 20% of classes of each course unit
Class break (Christmas)	21/12/2026 to 02/01/2027 no class in all period
Assessments	04/01/2027 to 30/01/2027
Submission of grades	Until 06/02/2027

2nd SEMESTER

Maximum period of classes	01/02/2027 to 29/05/2027	
Class break (Carnival) ⁴⁾	8/02/2027 to 13/02/2027	No classes between 8 and 10 February
		Can occur classes 11/2 to 13/2/27
Midterm monitoring	Between the 4th and 5th week of classes ²⁾	
Year Council Meeting	In the 6th week of classes ³⁾	
Class break (Easter)	22/03/2027 to 03/04/2027	No classes between 22 and 29 March
		Can occur classes 30/3 to 3/4/27
Final pedagogical monitoring	Period corresponding to the last 20% of classes of each course unit	
Assessments	01/06/2027 to 26/06/2027	
Submission of grades	Until 03/07/2027	
Special Exam Period	05/07/2027 to 10/07/2027	
Submission of grades	Until 17/07/2027	

¹⁾ Or at the beginning of the semester in the case of courses with a more concentrated academic schedule. The election of class representatives is the responsibility of the students and should be publicized by year coordinators, particularly in 1st-year classes during this time of year. The Schools and year/course coordinators should be informed of the election results (according to Circular No. 6/2016 of the Pedagogical Council of Iscte).

²⁾ Or the week prior to the middle of the academic period. The midterm monitoring requires special explanation by the year coordinators in 1st-year classes during this time of year.

³⁾ Or the week in the middle of the academic period.

1.2. Pedagogical Calendar - Notes

The term "**class break**" refers exclusively to the suspension of regular teaching activities and does not, in itself, imply the suspension of other academic activities.

During class break periods, academic activities provided for in the course unit outlines and permitted under the applicable regulations may still take place, namely assessment activities, assignment submissions, tutorial supervision, dissertation, project or internship supervision, as well as other learning support activities.

During the **Christmas class break**, no classes may take place. However, academic activities compatible with the applicable regulations may be carried out, including assessment activities, assignment submissions and tutorial supervision.

During the **Carnival** and **Easter class breaks**, the days identified in the academic calendar as mandatory non-teaching days correspond to periods during which no classes may take place. This does not prevent other academic activities provided for in the course unit outlines from being carried out, including assessment activities, assignment submissions and tutorial supervision. On the remaining days, the delivery of classes is subject to the rules established by each School and may vary between study cycles, programmes and years of study.

Academic activities may be scheduled on any day within the periods defined in the academic calendar, including cases where the final day of a deadline falls on a Saturday. The advance booking of travel, holidays or other personal commitments does not constitute grounds for changing the dates of classes, assessments or other duly scheduled academic activities. Students should therefore ensure their availability throughout the relevant teaching and assessment periods.

2. Schedules

In the operation of classes between two teaching periods of 1h30m (of the same course unit or two different course units), there should always be a break of at least 10 minutes. Therefore, the class should have a maximum duration of 1h20m. Considering this principle, classes during the day should adhere to the following schedule:

Campus Lisboa		
Morning Shift	Afternoon Shift	Evening Shift
8h00m-9h20m	13h00m-14h20m	18h00m-19h20m
9h40m-11h00m	14h30m-15h50m	19h40m-21h00m
11h10m-12h30m	16h10m-17h30m	21h10m-22h30m

Campus Sintra		
Morning Shift	Afternoon Shift	Evening Shift
8h30m-13h30m	14h00m-18h00m	18h30m-20h30m
A break should be provided during each shift. Note: For Sintra students who have classes in Lisbon during the afternoon shift, classes start at 13:00		

In cases of 2-hour classes (e.g., for 2nd and 3rd cycles), necessary adjustments should be made so that there is always a 10-minute break between teaching periods.

3. Teaching and Learning Methods

3.1. Pedagogical Practices

Pedagogical practices should be adjusted to the specificities of each course unit, considering a set of variables related to the teaching-learning process, which include the objectives and content of the course unit, the teaching models and methods used (as provided in the Iscte Pedagogical Model), as well as organizational issues (such as time management and the number of students).

3.2. Learning

The teaching-learning process should consider the profile of students and different types of learning. In the case of students with specific educational needs, adjustments are

analyzed annually by the Student Support Office (GAA) and discussed with the faculty of the respective semester.

The different types of contact hours are also an important element in the teaching-learning process.

According to Order No. 7287-C/2006 (2nd series) of March 31:

- The total number of work hours for each student includes all forms of work provided, namely contact hours and hours dedicated to internships, projects, fieldwork, study, and evaluation;
- Contact hours are the time used in collective teaching sessions, namely in classrooms, laboratories, or fieldwork, and in personal guidance sessions of a tutorial nature;
- The total number of contact hours is distributed according to the methodology adopted (whose description can be found in the Iscte Pedagogical Model):
 - o Theoretical Teaching (T)
 - o Theoretical-Practical Teaching (TP)
 - o Practical and Laboratory Teaching (PL)
 - o Fieldwork (TC)
 - o Seminar (S)
 - o Internship (E)
 - o Tutorial Guidance (OT)
 - o Other (O)

4. Students with Special Status

Students who meet the eligibility requirements for the Special Statuses set out in Iscte's Special Student Status Regulations (REEE), and who wish to benefit from the corresponding rights, benefits and provisions during the current academic year, must apply for the relevant status in accordance with the procedures and deadlines established in those Regulations.

5. Learning Assessment

5.1. Assessment Process

The assessment process defined for the course unit must comply with the provisions of the Iscte RGACC (General Regulation for the Assessment of Knowledge and Competences).

The FUC (Course Unit Sheet) must specify the possible assessment regimes, the admission requirements for each, all assessment instruments used and their weighting in the final

grade, as well as the requirement for obtaining a minimum grade when applicable for any component of the assessment.

In cases where it is foreseen that certain course units do not include a final exam in their assessment system, this information must be included in the respective FUC.

It is not possible to change the assessment process of a course unit after its definition in the FUC and its approval.

5.2. Assessment Methods

The assessment process of each course unit may include one or both assessment methods provided in the RGACC: continuous assessment throughout the semester, or assessment by exam (the description can be found in Articles 7 and 10 of the RGACC). The methods and assessment instruments of each course unit, as well as the weightings of each assessment instrument, must be included in the respective FUC.

If a course unit only includes continuous assessment throughout the semester, the coordinator of that course unit must ensure that students covered by the Special Statuses who are not subject to attendance requirements can be assessed.

5.3. Assessment Instruments

Conducting Assessment Tests

The conduct of an assessment test (such as a test or exam) must be ensured by at least one faculty member of the respective course unit, with the responsibility to:

- Ensure the attendance register of students taking the test.
- Start the test at the scheduled time.
- Present the test instructions with the duration of the test and the maximum score for each question.
- Allow the test to be taken by a student who arrives in the room up to 20 minutes after the test's official start time.
- Allow the student to withdraw from the test (which results in a grade of zero) through a written declaration by the student on the test itself, and the student may leave the room 30 minutes after the start of the test.
- Ensure that students do not communicate with each other, do not use communication devices, and do not consult any materials unless expressly authorized.

5.4. Assessment Periods

Course units that include assessment by exam (according to Decree No. 886/83 of September 22) must provide three assessment periods: 1st period, 2nd period, and special period (described in Articles 11, 12, 13, and 14 of the RGACC).

In cases where a specific course unit does not include a final exam in its assessment system, this should be mentioned in the respective FUC and approved by the Pedagogical Committee of the respective School (as provided in Article 7 of the RGACC).

Access by students to the special period is provided for in Article 14 of the RGACC and the REEE. Thus, in addition to the situations provided for in the RGACC, students who are regularly enrolled and under the REEE or exceptional situations duly authorized by the Pedagogical Council or the Rector, are also entitled to the special period upon request to the Teaching Management Services.

5.5. Publication and Submission of Grades

According to the provisions of the Iscte RGACC, in the process of publishing assessment results during the curricular period, it should be considered that:

- Students should be informed throughout the academic period, within each class, of the results of the different assessment instruments.
- If the result of an assessment instrument has implications for subsequent tests, this result must be disclosed at least 48 hours before the date of those tests. Final assessments are considered valid when submitted in the Fenix+ system.
- The grade sheets of each course unit should only include the number and name of each student along with the corresponding grade. Access to the grade sheet should be restricted to students enrolled in the respective course unit, and it is recommended that it be kept available for 6 months, after which each student should have access only to their grades.

5.6. Review of Assessments and Grade Appeals

The review of assessments, as provided for in the RGACC, shall take place within five working days following the publication of the assessment results. The date, time and venue of the review session must be announced at least 24 hours in advance.

A grade appeal, also provided for in the RGACC, may only be submitted after the assessment review has taken place and must be made through a duly substantiated application submitted via Fénix within two working days of the grade being published in Fénix. The submission of an appeal is subject to the payment of the applicable fees, which will be refunded if the appeal is wholly or partially upheld.

The grounds for appeal must clearly identify the specific elements of the assessment whose grading is being challenged, the reasons for the disagreement with the evaluation awarded, and the grade that the student considers should be assigned to each of those elements.

5.7. Attendance and Absence Justification

The attendance recording system based on scanning the student card in classrooms continues to experience operational issues in certain situations and may not correctly record the attendance of all students. Therefore, whenever necessary, lecturers may use alternative methods to record attendance.

Students have 10 working days to submit a request for the justification of an absence and must provide supporting documentation evidencing the reason for the absence. Absence justification is subject to the conditions established in the applicable regulations, including the Special Student Status Regulations (REEE).

In accordance with the Special Student Status Regulations (REEE), attendance at a medical appointment or the undertaking of any outpatient treatment does not constitute valid grounds for the justification of an absence.

The REEE currently in force at Iscte also provides for a number of health-related situations that may confer specific rights on students with special status, including prenatal medical appointments, illness, care of dependent children and situations of temporary incapacity.

The Special Student Status Regulations (REEE) further provide that situations involving temporary incapacity due to illness cannot be substantiated through the submission of a self-declaration of illness.

5.8. Academic Integrity and Conduct in Assessment

Iscte places the highest importance on the principles of academic integrity, intellectual honesty and equality of opportunity among students. Accordingly, all students are required to comply fully with the academic conduct standards in force.

During assessments, the use of unauthorised materials or devices is not permitted, nor is any form of improper communication between students or between students and third parties. Likewise, academic misconduct includes plagiarism, self-plagiarism, and any other form of unauthorised acquisition, use or transmission of information.

Particular attention is drawn to the prohibition on possessing any unauthorised electronic devices or materials during assessments, including calculators, mobile phones, smartwatches, smart glasses and equivalent devices, as well as notes, formula sheets or any other materials that have not been expressly authorised by the lecturer responsible for the course unit.

Under the terms of Iscte's Academic Code of Conduct, the identification of such conduct may have serious consequences, including **the annulment of the assessment or assignment and failure of the course unit in the relevant academic year**, without

prejudice to the application of other measures provided for in the Student Disciplinary Regulations.

Students are therefore encouraged to familiarise themselves with and comply with the applicable institutional regulations, thereby contributing to the preservation of an academic culture founded on integrity, responsibility and academic rigour.

5.9. Audio and Images Recording in the Classroom

Please note that the recording, capture, transmission or dissemination of images and/or audio in a classroom setting, whether in person or online, by lecturers, students or any other persons present, is not permitted without the prior and explicit consent of the lecturer responsible for the class and of the individuals whose image or voice may be recorded.

Whenever any form of image or audio recording is intended, its purpose must be clearly identified and communicated in advance. Such recording may only take place once all the necessary authorisations have been obtained.

This requirement applies regardless of the equipment used, including mobile phones, laptops, tablets, cameras, audio recorders, smartwatches, smart glasses, or any other devices capable of recording images or sound.

These provisions apply equally to students, lecturers and any other persons participating in or attending teaching activities. Failure to comply with these requirements may constitute a breach of image rights, personal data protection legislation and other applicable legal provisions, and may lead to disciplinary proceedings, without prejudice to any other legal consequences that may apply.

Respect for the privacy of those present, for academic freedom and for the proper conduct of teaching/learning activities is a shared responsibility of the entire academic community.

5.10. Where to Seek Academic Support

Whenever students have questions, concerns or difficulties relating to a course unit, they should seek assistance from the appropriate Iscte bodies, following the order set out below:

1. Course Unit Lecturer;
2. Course Unit Coordinator;
3. Year Coordinator;
4. Programme Director;
5. School Dean / Chair of the School Pedagogical Committee;
6. Iscte Pedagogical Council;
7. Student Ombudsperson.

This sequence ensures that each matter is first considered by the academic body closest to the course unit and the student's academic pathway, thereby promoting a more appropriate and informed assessment of the issues raised. Where necessary, matters may subsequently be referred to the next level in the sequence.

6. Pedagogical Monitoring

6.1. Midterm Monitoring

The midterm monitoring process is initiated by the year coordinator and carried out by the group of students in the class under the coordination of the class representative. The midterm evaluation should be conducted before the middle of the academic period (e.g., between the 4th and 5th weeks of classes in courses with 12 weeks of classes scheduled) so that if any anomalies in the operation of the course units are detected, timely adjustments can be made to minimize or eliminate the negative consequences of irregular operation.

During this period, the class representative should meet with classmates to gather information, reflect, and discuss each course unit and its operation. An anomaly is considered any condition that disrupts the normal operation of a course unit. The monitoring process should be a moment of collective reflection in which the performance of the class should also be evaluated.

The information resulting from the midterm evaluation should be presented concisely and reflect the majority opinion of the students, avoiding sporadic and individual opinions. The midterm evaluation report should be completed by the class representative on the I-meritus platform (<https://i-meritus.iscte-iul.pt>) up to 48 hours before the Year Council meeting.

Year Council

The Year Council should meet during the week in the middle of the academic period (e.g., during the 6th week of classes in courses with 12 weeks of classes scheduled). The Year Council meeting is convened by the year coordinator, with the knowledge of the course director, and is addressed to all faculty and class representatives of the year and course.

The Year Council meetings aim to:

- Analyze and discuss the operation of the course units based on the evaluation resulting from the midterm monitoring;
- Establish efficient improvement measures during the semester;
- Plan the scheduling of partial assessments.

The dates of the final assessments (1st, 2nd period, and special period) are defined during the preparation of the academic year.

The minutes of each Year Council meeting should be sent to all faculty and students of the respective year, to each course director, and to the Pedagogical Committee of the respective School and archived in the secretariat of each School.

The year coordinator should also upload the minutes (or corresponding file) to the support module for the midterm pedagogical monitoring process: <https://i-meritus.iscte-iul.pt>

6.2. Final Monitoring

Student Survey

At the end of the operation of each course unit, Iscte students should respond online (on Fenix+) to the Final Pedagogical Monitoring Survey.

The data collected is processed anonymously and aggregated by the Studies, Accreditations, and Quality Services - Quality Unit. Faculty members receive information with the results also aggregated and anonymized. For each question, information is provided regarding the number of students who responded, the minimum, maximum, median, average, and standard deviation values, and comments. This information is provided to each faculty member after the final evaluation of the course units is completed.

The Pedagogical Council analyzes cases of faculty-course unit pairs flagged for improvement to outline a plan for improving the pedagogical activity of the course unit in question.

7. Use of Artificial Intelligence (AI) and Academic Ethics

Artificial Intelligence (AI) is a field of computer science that enables the creation of systems capable of performing tasks that include learning, reasoning, problem-solving, perception, and language comprehension. In the case of generative AI, Machine Learning (ML) algorithms are used to analyze and interpret data, make predictions, and generate new content that can be written, visual, or auditory. Examples like ChatGPT promote interaction between computers and humans using natural language processing.

7.1. The Importance of Critical Thinking

Today, society as a whole recognizes the transformative power of AI in all economic and social sectors, including education. AI has become a powerful tool in the academic environment, facilitating access to information and supporting the organization of ideas. However, its use must always align with the principles of ethics and academic integrity that promote the development of critical thinking and autonomous learning.

Indeed, one of the main objectives of higher education is to foster critical thinking, an essential component for analyzing and developing solutions independently. Thus, AI should be used as a support, not as a substitute for individual work. It is crucial that the work reflects the analyses and reflections of the students themselves, based on what they have learned.

7.2. Advantages and Limitations of AI

The following advantages of using AI can be highlighted:

- Quick access to large volumes of information;
- Organization and structuring of texts more efficiently;
- Suggestion of new ideas or approaches to problems.

Limitations include:

- AI sources are not always valid or reliable, which can compromise the quality of the work;
- Excessive reliance on AI can hinder the development of critical thinking, which is vital for solid academic training.

7.3. Transparency in the Use of AI

AI is a tool that can facilitate the learning process, but its use must be ethical and responsible.

Therefore, the use of Artificial Intelligence tools should be clearly mentioned in academic work results. Just as articles, books, and other sources used in a work are referenced, the

use of AI should also be referenced. Whenever AI is employed for a specific task, this contribution should be mentioned, ensuring that originality and academic integrity are maintained. For example, each student may include a brief statement at the end of a work explaining the role of AI in the process developed for the work.

AI tools should not be used to generate entire works or plagiarize content. In case of doubt about the permitted use of AI in a specific course unit, it is recommended to contact the responsible teacher directly.

Students are therefore strongly encouraged to read the *Guide for the Responsible Use of Artificial Intelligence in Academic Work* carefully.

8. Reference Documents

[Academic Code of Conduct \(PT\)](#)

[General Regulation for Assessment of Knowledge and Skills \(RGACC\) of Iscte](#)

[Regulation of Students with Special Status \(REEE\) of Iscte](#)

[Disciplinary Regulation for Students \(PT\)](#)

[Guide for the Responsible Use of Artificial Intelligence in Academic Work](#)

9. Contacts of the Pedagogical Council

Pedagogical Council Secretariat

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Extension: 291 106

Presidency of the Pedagogical Council

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