iscte INSTITUTO UNIVERSITÁRIO DE LISBOA

Pedagogical Council

Conselho Pedagógico



October 2026

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Pedagogical Council

1. What is the Pedagogical Council ?

2. Class delegates: mandate, competencies and benefits
3. Pedagogical Monitoring, what to do?

4. Final Pedagogical Monitoring

5. PC Important Regulations: CCA+RDD, REEE, RGACC

6. Student groups
   Library
   Transversal Skills Laboratory
   Academic Services (SGE)

01

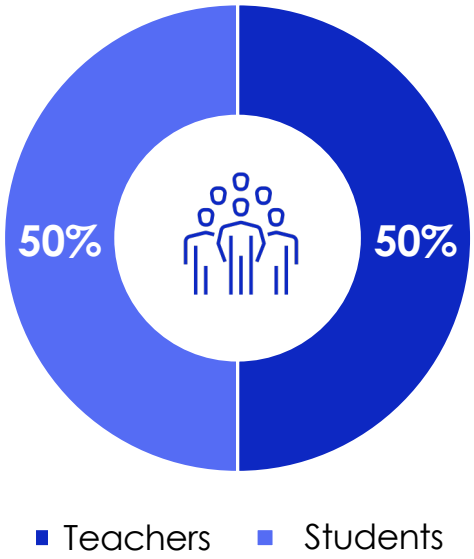
Pedagogical Council

What is it?

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Pedagogical Council

What is it?



The Pedagogical Council is a central coordinating body for Iscte's pedagogical activities and serves as a forum for consultation between teachers and students.

Composition

The Council is composed of an equal number of teachers and students, representing the various Schools of Iscte. It includes a President and two Vice-Presidents, elected in Plenary — one by the teachers and the other by the students.

Operation

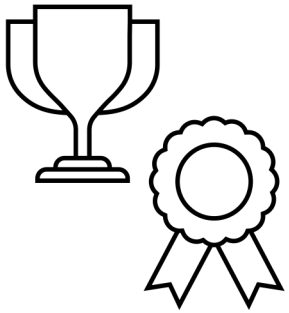
Standing Committee

Plenary Sessions

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Pedagogical Council

Key Areas of Action



Promoting academic success and educational quality

1.1



Promotion of academic integrity

1.2



Supporting students in all their diversity

1.3

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Promotion of school success and quality of education

1.1

Pedagogical monitoring of the curricular units

Midterm Monitoring:
Emphasising the role of class delegates in identifying and addressing issues early.

Final Pedagogical Monitoring Survey:
A tool to gather feedback and assess teaching practices.

Objectives:
Identify good pedagogical practices and highlight teachers who demonstrate excellence.
Detect areas where improvement or intervention is needed.

Coordination and Engagement

Articulation with

Schools and Pedagogical Committees
Student-related entities, including:

Social Action Services
Student Counselling Office
Education Managemen Services
Student Association
Other relevant organisational units

Awards and Merit Scholarships

Awards :

- Silva Leal Prize
- Beatriz Lebre Prize

Merit Scholarships:

- DGES Merit-Based Study Grants

1.2

Promotion of academic integrity



The quality of teaching and academic success cannot be separated from high ethical standards of behaviour.

The promotion of academic integrity is one of the guiding principles of the Pedagogical Council's work.

Relevant documents:
Academic Code of Conduct
Student Disciplinary Regulation

Supporting Student Integration and Embracing Diversity

1.3

The integration of students, with respect for the diversity of profiles, is one of the key challenges addressed by the Pedagogical Council.

There is close coordination with various services and bodies to ensure appropriate conditions for welcoming and supporting students throughout their academic journey.

Regulation of Students with Special Status
This regulation provides for different statuses and tailored responses to the diverse needs identified.



There are other institutional documents that support the welcoming and integration of Iscte students.

Student Office
Espaço Estudante

Student Officie



Espaço Estudante

A New Approach to Student Support

- One-stop support service for students
- More integrated and personalised assistance
- Greater accessibility and inclusion
- Support throughout the academic journey
- Promoting student success and well-being

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02

Class Representatives: Rights & Benefits

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Class Representative

Rector's Resolution N.º 56/2016
Appointment and attribution of competences, mandate and benefits of class delegates
Booklet 2025

Rules for the Election of Class Representatives

- The Class Delegate and Sub-Delegate are elected by all students in the class of the respective curricular year who are present at the time of the election.
- The election must take place by the end of the third week following the start of classes in the first semester.
- The result of the election must be communicated to the School's Secretariat in a document signed by the students present. The Secretariat will forward it to the Year Coordinator and Course Director.
- The mandates of Class Delegates and Sub-Delegates are annual. Delegates and Sub-Delegates from previous years may be reappointed.

Recognition of the Role of Class Representatives



The exercise of the role is formally recognised through the **Diploma Supplement**, provided there is empirical evidence of the student's performance as a delegate, and following consultation with the Year Coordinator.

Special Rights for Class Delegates as outlined in Chapter X, Article 41 of the Regulation of Students with Special Status (*Regulamento n.º 456/2017*):

- **Justified Absences** for activities related to class representation
- **Postponement of Assignment Deadlines** when they coincide with representation duties
- **Access to One Exam or Up to 6 ECTS** in the special examination period, subject to authorisation by the Year Coordinator

03

Midterm Monitoring: How to proceed?

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Mid-term Pedagogical Monitoring

Its objective is to detect anomalies in the functioning of CUs (any condition that disturbs their normal functioning), so that changes can be made in a time minimizing the negative consequences of irregular functioning

Procedure

- Collection of information between the 4th and 5th week of classes of each semester.
- A teacher may grant the final part of his class, upon request of the Delegate.
- Submission, up to 48 hours before the Year Council, of the results of the Mid-Term Monitoring on the I-MERITUS platform, ensuring that the information submitted reflects the points of view of the students in the class in a reliable and responsible manner, safeguarding the respect due to the teachers concerned.
- Participation in the year Council meetings, clarifying aspects of the mid-term monitoring and, if applicable, contributing to the definition of the dates of the evaluation instruments (carried out throughout the semester).

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Midterm monitoring: Results

1. **Immediate Resolution**:
   Some issues can be addressed directly during the Year Council meeting.
2. **Follow-up by Year Coordinator or Programme Coordinator**
   The Year Coordinator may subsequently liaise with relevant services to resolve outstanding matters.
3. **School-Level Analysis**
   The School's Pedagogical Committee reviews the minutes submitted by Year Coordinators, identifies recurring areas for improvement, and prepares a report.
4. **Institutional Action**

The Pedagogical Council analyses the reports from the Pedagogical Committees, identifies areas for improvement, and works with institutional bodies and services to minimise future occurrences.



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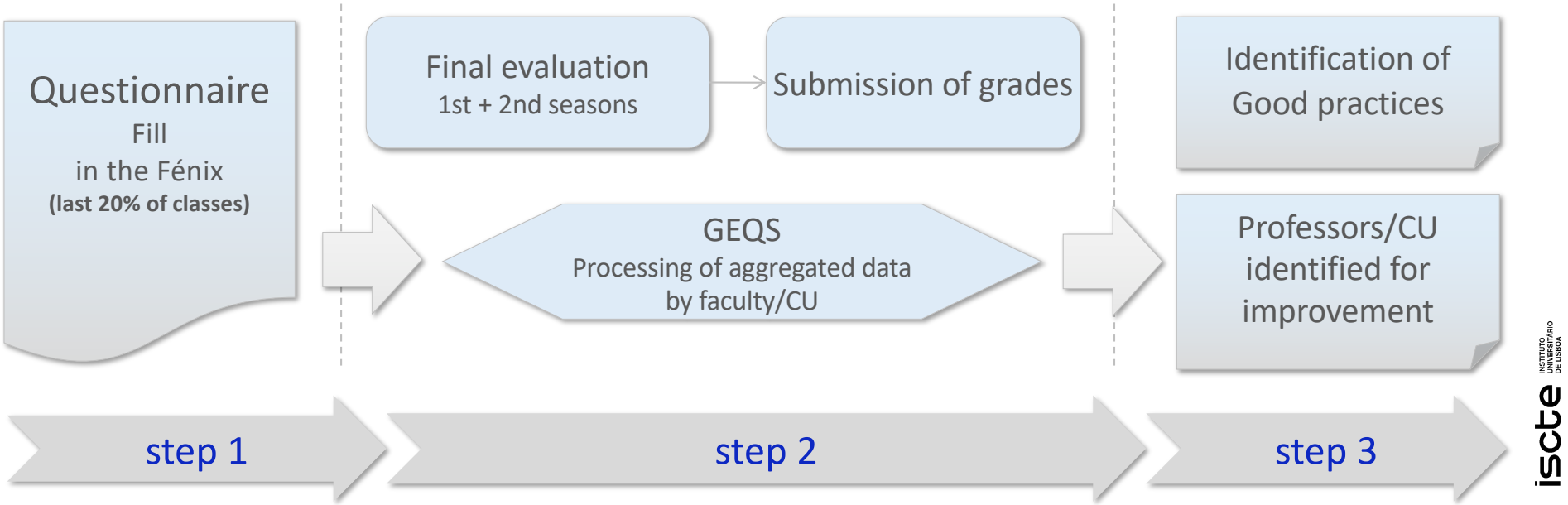
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Final Pedagogical Monitoring

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Final Pedagogical Monitoring: Satisfaction Surveys

It allows to collect feedback from students about the course, teachers and Curricular Units and act accordingly



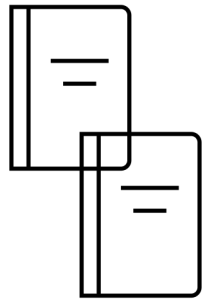
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Important CP Regulations:

- CCA,
- RDD,
- REEE,
- RGACC

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Reference Documents



- Code of Academic Conduct
- Disciplinary Regulation of Students
- Regulation of Students with Status Special (REEE)
- General Regulation for the Evaluation of Knowledge and Skills
- Pedagogical Guidelines
- Available on the Iscte website: O Iscte > Organização > Órgãos de Coordenação > Conselho Pedagógico > Regulamentos > Regulamentos e Informações

CCA: Code of Academic Conduct- General Principles Guiding the Academic Community

All actions and conduct within the academic community must be guided by the following **values and principles**:

- **Autonomy and Individual Freedom** In the production of knowledge, free from constraints, interference, or restrictions.
- **Individual and Collective Responsibility** As the ability to take ownership of actions and accept their consequences.
- **Tolerance and Respect** For the diversity of opinions, perspectives, and ways of thinking.
- **Honesty, Rigour, and Academic Integrity** In all aspects whether in teaching and learning processes or in scientific activity.
- **Active Citizenship and Social Responsibility** Promoting the principles of freedom, justice, dignity, and solidarity.

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CCA: Code of Academic Conduct. Standards of good conduct of the...

Students :

- Responsibilities and Conduct
- Be diligent and respectful in all academic and institutional interactions
- Ensure punctuality and regular attendance at classes and scheduled activities
- Collaborate actively in surveys and feedback initiatives promoted by Iscte
- Avoid plagiarism and self-plagiarism, maintaining academic integrity at all times

Teachers, Researchers, and Non-Teaching Staff:

- Perform duties in accordance with the law, institutional rules
- Ensure ongoing professional development and training
- Be responsible, loyal, and committed
- Maintain a professional attitude
- Act with impartiality and objectivity
- Avoid derogatory or defamatory remarks
- Encourage collaborative work and adopt proactive approaches
- Report any violations of this code to the Rector

REEE: Regulation of Students with Special Status - Who Is Eligible for Special Status Benefits?

Benefits are granted to students who hold specific statuses, including:

- Youth Association Leaders
- Iscte Student Athletes and High-Performance Athletes
- Working Students
- Pregnant Students, New Mothers, and Breastfeeding Students, Also includes student parents with children up to 3 years old
- Students with Special Educational Needs
- Military Personnel and Firefighters
- Students practising a religion whose day of rest or worship is not Sunday
- Other Situations, such as: Death of a spouse or close relative, Appearance before police, judicial or military authorities, Temporary incapacity, Class Delegates and Sub-Delegates, Members of the Pedagogical Council and School Pedagogical Committees, Members of the General Council, Student Association and Student Groups, Students in mobility programmes, Students admitted through special access schemes organised by DGES.

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REEE: Regulation of Students with Special Status

What Types of Benefits Are Granted?

The benefits depend on the special status granted to the student.

Examples of Benefits:

- Justified Absences for activities related to the student's status
- Access to Special Examination Periods
- Postponement of Assignment Deadlines or Test Dates when they coincide with status-related activities
- Additional Time for completing assessments
- Adaptation of Materials and Assessment Methods to meet specific needs
- …

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REEE: Regulation of Students with Special Status

Scope of Application

- Applies to 1st and 2nd cycle programmes.
- For Integrated Master's programmes, the rules applicable to 1st cycle programmes apply, except in matters related to the dissertation, project work, or internship, which are governed by their own specific regulations.
- 3rd cycle programmes and non-degree courses are subject to specific regulations. In the absence of such regulations, the general rules apply in a supplementary manner, with the necessary adaptations.

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RGACC: General Regulation for the Assessment of Knowledge and Competences

Some Guiding Principles

- The scheduling of assessment instruments (carried out throughout the semester), the review and discussion of the functioning of curricular units (CUs) based on midterm monitoring results, and the definition of potential measures to improve efficiency during the semester are addressed in Year Council meetings.

- In 2nd cycle programmes where, due to their specific nature, it is not feasible to constitute a Year Council, these tasks are carried out by the Course Director, following consultation with the CU Coordinators..

- Any changes to previously established assessment dates and/or times may only be made with the consent of the CU Coordinator, the class delegates involved, and the Year Coordinator — or the Course Director.



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RGACC: General Regulation for the Assessment of Knowledge and Competences -

Assessment Process: General Rules

- The assessment process of a curricular unit (CU) must include **at least one individual assessment component**, such as a report (work/internship/seminar), research project, written test, or oral presentation.

- Student participation and attendance may contribute to the final grade, as specified in the Course Unit Sheet (FUC.

- The **assessment** of a CU **must be fully completed**, across all components, **by the end of the curricular period**.

- All assessment methods and instruments must be **clearly stated in the Course Unit Sheet** (FUC): .

RGACC: General Regulation for the Assessment of Knowledge and Competences - Assessment Methods

Continuous Assessment - Conducted throughout the semester. May require a minimum attendance at classes actually taught, with attendance potentially considered as participation.

Assessment by Exam - Takes place exclusively during the official evaluation period at the end of the semester. Covers the full content taught in the curricular unit (CU).

All curricular units must include assessment by exam, except those with a predominantly practical nature, for which an alternative assessment method has been previously approved by the School's Pedagogical Committee.

Special Cases: Project, Internship, or Seminar Units - These follow their own specific evaluation rules and methods.

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RGACC: General Regulation for the Assessment of Knowledge and Competences

Publication and Submission of Grades

- **Grades must be publ**ished through the **Iscte academic platform** or any other official digital system in use at the institution.

- It is the **responsibility of teachers to communicate**, throughout the academic period and within each class, **the results of the various assessment instruments**.

- **Access to final grades must be ensured for all students, within the scope of each curricular unit** or course.

- If the result of an assessment instruments affects performance in subsequent tests, **it must be disclosed at least 48 hours before** the date of those tests.

RGACC: General Regulation for the Assessment of Knowledge and Competences

Exam Review

- Students have the right to review their written assessments and receive clarification on the marking criteria used.
- The review must take place in the presence of the lecturer responsible for the assessment, or the Course Unit Coordinator acting on their behalf.
- The date, time and venue of the review must be communicated at least **24 hours in advance**.
- The review must take place within **five working days** of the publication of the assessment results.

Grade Appeal

- After reviewing the assessment, students may submit an appeal against the grade awarded in a written assessment.
- Appeals must be **properly reasoned and justified**.
- The appeal must be submitted via **Fénix** and addressed to the **President of the Pedagogical Council**.
- The deadline for submission is **two working days** after the grade has been submited in Fénix.
- The applicable administrative fee must be paid.

An appeal should clearly explain why the student believes the assessment or grading process was incorrect.

How to proceed in a situation of potential pedagogical conflict?

Who Should I Contact First?

1. Teacher
2. Course Unit Coordinator
3. Year Coordinator
4. Programme Director
5. School Pedagogical Committee
6. Pedagogical Council
7. Student Ombudsperson

Please follow this order when seeking support or raising an academic concern.
Most issues can be resolved more quickly at the appropriate level before being escalated.

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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:

- myFenix → Services → Requests, selecting "Create" and then "Social Name Request".
- The social name is not restricted to the name(s) appearing on oficial identification documents;
- As part of the same request, it is also possible to indicate preferred pronoun(s)
- and request a new institutional email address.

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06

Services and Other Key Entities Supporting Students at Iscte

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