

## REGULATION | Evaluation of the Achievement of 1st Cycle (Bachelor's Degree) Students

### Preamble

Under the provisions of article 105(e) of Law 62/2007 of 10 September, which establishes the legal regime of higher education institutions, this document is prepared with the general regulation on the assessment of the performance of Egas Moniz School of Health (ESSEM). 1<sup>st</sup> study cycle (Bachelor's Degree) students.

The rules in these Regulations aim to promote the efficiency and quality of scientific-educational and cultural training and to respect the principles of equity and transparency in face-to-face teaching and the acquisition of competencies.

These Regulations aim to ensure the possibility of integrating adaptations in how teaching-learning is monitored, and the student is continuously evaluated in a student-centred scenario.

The teaching-learning and evaluation platforms approved and instituted in ESSEM are *Moodle*, *Examsoft* and *DreamShaper*.

*Moodle* is the digital platform of the *Learning Management System* used by ESSEM to manage the contents of the courses and the group communication between teachers and students.

The *ExamSoft* platform is a digital assessment tool that provides secure assessments and standardised statistical data to improve the teaching/learning interface, as immediate feedback to the student on their performance.

The *DreamShaper* platform is a digital project-based teaching/learning tool that guides the student through practical and motivating learning experiences, based on the construction of projects, in an autonomous and protagonist way, but with the full support and guidance of the teachers.

### Article 1 (Subject matter and scope)

1. These Regulations aim to condense the possible rules of knowledge assessment into a single document and apply to all students attending the 1<sup>st</sup> study cycle (SC) course units taught in ESSEM.

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2. It is a reference document for teachers and students in which the different assessment models to be adopted in the curricular units of the other courses should be framed.
3. The school/class activities within the scope of Teaching respect the curricular plan published in Diário da República for each SC and are based on classes and training and assessment components, in a theoretical and practical context, in a continuous and summative way, as well as other teaching modalities, where the necessary and adequate adjustments to the teaching/learning processes are considered.
4. The school/class and/or curricular enrichment activities are part of our students' education, so it is intended that the bodies may, under the institutional mission, develop and promote favourable environments for the students' learning and development in the field of good practices and higher education in interpersonal skills, social responsibility, interaction with the community, among others.
5. It is intended that these Regulations promote an innovative approach to the teaching and learning process by valuing the student's autonomous work, in a perspective of proximity and of a continuous and summative nature, favouring, in the assessment system, diversified forms of assessment distributed throughout the academic period.

### Article 2 (Acronyms and abbreviations)

1. The following acronyms and abbreviations are used in this document:
  - SC - Study Cycle;
  - ECTS - European Credit Transfer and Accumulation System;
  - ESSEM - Egas Moniz Higher School of Health;
  - PCU - Programme of the Curricular Unit;
  - Type of lessons: Theoretical (T), Theoretical-Practical (TP), Practical and Laboratory (PL), Fieldwork (FW), Tutorial Guidance (TG), Seminars (S) and Internships (I) and Other (O);
  - CU - Curricular Unit(s).
2. Reference cases referred to in this Regulation that change their designation or are extinguished will be replaced by a new acronym/acronym or deleted, respectively.

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### Article 3 (Concepts)

For this Regulation, the following definitions shall apply:

"Academic year": official period, in each year, in which the school activities are developed and which is divided into two school terms, according to what is defined in the school calendar in force;

"Academic calendar" or "school calendar": ESSEM's organisation instrument that establishes, in each academic year, the periods corresponding to activities related to the development of the SC, such as the beginning of a school term, the end of a school term, evaluation periods, school breaks, school curricular and enrichment activities, among others;

"Face-to-face teaching": didactic situations in which the student and the teacher meet in the same physical space and engage in the process of direct and synchronous communication;

"Assessment component": information for assessing the acquisition of knowledge, skills and competencies of theoretical scope (theoretical component) and practical scope (practical component) and that constitute an identified portion of the formula for calculating the final classification of the CU. The assessment components identify with the types of classes of the CU defined in the SC's curricular plan: theoretical component (T classes), practical component (P, PL, TP, FW, S, I, TG and O classes). Thus, besides the coexistence of the two assessment components, there may be CU with only theoretical or practical components;

"Limitative practical component": the practice of a CU with a minimum weighting of 60%, whose classification below nine points and five-tenths (9.5) limits the access to the periods of resource, special and students in Special Regime;

"Element of assessment": any form of gathering relevant information, in written, oral or another form, to assess learning outcomes;

"Written exam": a written test of knowledge, as a rule, with a minimum duration of 30 minutes and a maximum of 120 minutes, which occurs in one of the following evaluation periods: Appeal, Special and season for Special Regime Students.

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"Contact hours": the time used in collective teaching sessions, namely in classrooms, laboratories or field works, and in personal tutorial sessions, synchronously. The contact hours are taught with the following typologies: T (Theoretical Teaching), TP (Theoretical-Practical Teaching), PL (Practical and Laboratory Teaching), FW (Field Work), S (Seminar), I (Internship), TG (Tutorial Guidance) and O (Other);

"Mini-test": a written test containing a reduced number of questions and generally lasting no longer than 30 minutes;

"Grades": document to record the marks obtained by the student in a specific CU, composed of the following fields: number and name of the student, frequency regime in which the student was enrolled and the mark obtained in the CU, being foreseen, as a minimum, the following types of grade: grade of the practical component and final grade of the CU; the results of the mid-term tests can be communicated to the students through the institutional platform of teaching/learning (Moodle) and must be registered in the corresponding grade filed in the Academic Services.

"Precedence": condition of enrolment in one or more CU of the study cycle or course to the achievement of prior success in other CU of the same study cycle or course;

"Curriculum Unit Programme": a document that provides relevant information about the objectives, competencies, programmatic contents and assessment methods of each curricular unit;

"Oral test": oral presentation, discussion of work or knowledge assessment test through a set of questions verbally stated by the teacher and answered in the same way by the student, usually lasting a minimum of 10 minutes and a maximum of 30 minutes ;

"Practical test": test of assessment of knowledge and skills acquired by the student, through the execution of techniques and/or procedures and answer to questions verbally posed by the teacher, usually lasting a minimum of 10 minutes and a maximum of 30 minutes;

"Intermediate test": a written test to assess knowledge, usually lasting a minimum of 30 minutes and a maximum of 60 minutes.

"Course unit": fraction of the study plan with its own teaching and training objectives (regardless of the language in which it is taught), which is subject to registration and assessment, which translates into a final classification to be entered in a grade;

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### Article 4

#### (General principles)

1. To obtain the degree, the student must attend and pass all the CU foreseen in the SC plan, each granting a specific number of ECTS necessary to get the degree.
2. To attend the CU, the student must be regularly enrolled.
3. The school timetable is published on *SecOnline* up to one week before classes start, as the school calendar is set out. The compatibility of timetable between the CUs of the curricular year is ensured.
4. For each CU, there is a PCU that contains, among other items, the syllabus and the assessment methodology (number and nature of the assessment elements and respective weighting). In the case of translation of the PCU, the CU Chairperson should ensure that, in this way, there is no change in the evaluation methodology to be applied.
5. The student's assessment is continuous and takes place exclusively and entirely during the teaching period.
6. All assessment elements are subject to a quantitative classification, expressed on a numerical scale from zero (0) to twenty (20) points.
7. The assessment of student learning is an individual process, even if some of the assessment elements include group work.
8. The *ExamSoft* platform will be progressively implemented for knowledge assessment, in articulation with the Moodle platform, following the following chronology:
  - 2022/2023: *ExamSoft* applied to 1st year of curricular SC; other curricular years: *Moodle*;
  - 2023/2024: *ExamSoft* applied to 1st and 2nd curricular years; other curricular years: *Moodle*;
  - 2024/2025: *ExamSoft* applied to 1st, 2nd and 3rd curricular years; 4th curricular year: *Moodle*;
  - 2025/2026: *ExamSoft* applied to all curriculum years.
9. According to the calendar and curricular years chronology described in the previous point, when the *ExamSoft* platform is mentioned, it will be the only form of knowledge assessment of the students, in the theoretical component, not having the same access to other knowledge assessment platforms.

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10. Students enrolled in overdue CU of the curricular years described in point 8 can take the exam(s) on paper.
11. Students need their own computer with an internet connection to participate in the teaching/learning and evaluation processes for *ExamSoft*, *DreamShaper* and *Moodle*.
12. Students must download the *Examplify* software to take the assessments through the *ExamSoft* platform.
13. The student's computer must have the Minimum System Requirements that are described in the following link: <https://examsoft.com/resources/examplify-minimum-system-requirements/>
14. The *Moodle* and *DreamShaper* platforms are web browser based.
15. The *ExamSoft* platform implies consent to collecting and processing personal data as a method of accreditation on the platform and access to the assessment.
16. The assessment of each CU is the joint responsibility of the respective teaching staff under the scientific and pedagogical coordination of the CU head professor.
17. The Coordinator, in conjunction with the Presidents of the Pedagogical and Scientific-Technical Councils, may propose to the ESSEM Board changes to the evaluation system defined for a CU after hearing the respective head professor, taking into account their assessment of the effort expected for the student's work, in each of the evaluation components, or other aspects he considers relevant.
18. According to the General Regulation of the 1st study cycle courses ([R-EM-DE-8](#)), a student who has a justified absence to an evaluation moment cannot be prejudiced by their absence.
19. Notwithstanding the provisions of the previous number, the student shall agree with the teacher on an alternative solution and, if deemed necessary, may be subject to a substitute assessment moment with the same difficulty.
20. To access the alternative solution referred to in the previous number, the student must request it to the ESSEM's Board of Directors, within the period stipulated in the General Regulation of the 1st study cycle courses ([R-EM-DE-8](#)), through a specific form.
21. In the case of working students ([R-EM-DE-1](#)), they should follow the continuous assessment regime. If it is impossible to comply with the continuous assessment moments, the student should agree on dates for alternative assessment moments with the CU's head professor, up to fifteen (15) days after the beginning of each term.

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22. Once the deadline indicated in the previous number has passed, the working student shall be subject to the calendar of assessment moments adopted by the teacher in charge for all the other students.
23. Substitute lessons cannot be registered in the student's attendance record.

### Article 5

#### (Assessment regime)

The assessment regime contemplates:

- a) Continuous assessment in the regular season;
- b) Assessment by examination in appeal season and other seasons defined by regulation.

### Article 6

#### (Assessment periods)

The following assessment periods are defined:

- a) Regular Season, held exclusively during class time, by continuous assessment;
- b) Appeal Period, which takes place after the end of the school term, according to what is stipulated in the calendar for each term, in which the recovery assessment and/or classification improvement examination is carried out;
- c) Special Season, held before the beginning of classes in the following academic year, intended for cases provided by law and under ESSEM internal regulations;
- d) Term for Special Regime Students, destined to the cases foreseen in the legislation and according to the ESSEM internal regulations ([R-EM-DE-1](#)).

### Article 7

#### (Regular Season Assessment)

1. The Regular Season evaluation occurs exclusively during the term, as defined in the school calendar.
2. The student has to carry out continuous work, tutored by the CU teaching staff and from which they will receive feedback on their performance.
3. The minimum weighting value of the component with the lowest weight in the formula for calculating the final classification of each CU shall not be less than the proportion of the weekly workload of the classes of the types defined therein.

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4. In the practical component, regardless of the type of classes, it is required, as a requirement for validation of the continuous and summative assessment, to attend a minimum of 75% of the contact hours.

### Article 8

#### (Implementation of the Regular Season Assessment)

1. All assessment components must be identified in the PCU, weighed in the final classification, and carried out during the teaching period defined in the school calendar.
2. In the CUs with only theoretical component (type of T classes), two (2) mid-term and/or oral tests or three (3) to four (4) mini-tests or one (1) mid-term and two (2) mini-tests are performed.
3. In the CU that has only a practical component, the assessment is summative and can occur according to the following:
  - a) In the CU with only PL, FW, S, TG, and O type classes, practical tests and/or mini-tests and/or written assignments and/or reports and/or oral examinations and/or equivalent, in a minimum of two (2) and a maximum of four (4) moments of continuous assessment, except pre-clinical/clinical classes;
  - b) In the CUs with classes only of TP type or only TP and PL, the assessment of the TP component may be subdivided into moments for evaluation of theoretical and practical nature; for this purpose, the respective moments of assessment should be specified in the PCU in the fields of assessment of the theoretical component and the assessment of the practical component, obeying the stipulated in point 4 of this article. In these CUs, classes equivalent to the theoretical component should not be subject to registration of student absences.
  - c) In type I units, the assessment methodology obeys the stipulations of the respective PCU concerning the moments of assessment and weighting.
4. In the CUs that have a theoretical and practical component, a maximum of eight (8) assessment components are carried out cumulatively, distributed as follows:
  - a) In the theoretical component, two (2) mid-term tests and/or oral examinations, or from three (3) to four (4) mini-tests or one (1) mid-term test and two (2) mini-tests;
  - b) Exceptions to the previous paragraph are SCs with pedagogical models based on active learning methodologies (equal to or greater than 20% of the teaching), in which

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the CUs are modular and which, given that their duration is variable and may be insufficient to make a minimum of four (4) moments of continuous theoretical assessment, the minimum is two (2) moments of continuous theoretical assessment, whenever the short duration of the theoretical module justifies it;

- c) In the practical component, a minimum of two (2) and a maximum of four (4) elements of assessment (practical tests, oral tests, mini-tests, assignments, reports or equivalent), except pre-clinical/clinical classes. This assessment is continuous and summative.
- 5. In each assessment component, only those subjects not covered in the previous moment(s) may be assessed.
- 6. The maximum evaluation time of the theoretical component cannot exceed 120 minutes per CU (sum of time of all evaluation moments).
- 7. No assessment elements referred to in numbers 2, 3 and 4 of this article may have a weight greater than 60% in classifying the respective component (theoretical or practical), except the practical training units.
- 8. In addition to the assessment elements referred to in numbers 2, 3 and 4 of this article, self-assessment or formative assessment elements may be considered.
- 9. The assessment elements of the theoretical component should be scheduled in an articulated manner among all the CU of the curricular year, on noncoincident dates, in a preparatory term meeting promoted by the SC Coordinator to consult the CU head professors. In assessing the practical component, marking these elements should occur at the beginning of the term and the dates published in the Moodle area of the respective CU (within 15 days after the beginning of the academic period). To minimise possible overlapping of assessments between CU of the same curricular year, the teacher should schedule these assessments, ensuring coordination with the student representative.
- 10. The schedule defined in the previous point regarding the assessment elements of the theoretical component shall be published on *SecOnline* at the beginning of the term. It can only be changed for duly justified reasons after validation by the President of the Pedagogical Council and ratification by the SC Coordinator.
- 11. No more than one mid-term test or oral assessment of a different CU belonging to the same curricular year can be scheduled for the same day in the theoretical component of the CU. Additionally, there must be a minimum of twenty-four (24) hours between two

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consecutive assessments.

12. The moments of practical evaluation, preferably, are carried out during the scheduled school hours for the CU; The same applies to the evaluation of the theoretical component. However, exceptionally and in the case of mid-term tests, these may take place on dates, at times and places that do not affect the normal functioning of the classes of the other CU of the curricular year.
13. Continuous assessment may not depend on obtaining a minimum classification in any of the parts of the assessment.
14. If the student misses one or more parts of the assessment or withdraws from them, the classification in these situations will be of zero (0) values.
15. The official time of mainland Portugal should be considered for any evaluation.
16. To calculate the final mark of the CU, the assessment of the practical component is valid for a minimum of one (1) and a maximum of three (3) consecutive academic years after the approval of this component.
17. In the CUs with a limited practical component, the classification of the practical component is only valid in the academic year in which it is performed.
18. The validation of the evaluation model, contained in the PCU, shall be carried out until five (5) working days before the beginning of the academic term by the President of the Pedagogical Council, in articulation with the SC Coordinator.

### Article 9 (Appeal Period Assessment)

1. The Appeal Period evaluation, exceptional in nature since the ESSEM pedagogical model is based on continuous assessment throughout the academic period (Regular Season), consists of a written and/or oral test to be held during the period provided in the school calendar, covering the overall contents of the theoretical component of the CU, notwithstanding the provisions of number 6 of this article.
2. If a student fails a practical training course, they may enrol in the course in the appeal season only after being authorised by the ESSEM's Board of Directors and if an internship is available for that season. In all other situations, all students who fail the regular season will have access to the enrolment in the course in the Appeal Season, except

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- a) Those who have obtained a classification below 10 points in the limitative practical component (list of CU to be defined in a specific document and approved, in each academic year, by the Board of Directors of the ESSEM, after hearing the SC Coordinators);
- b) Those who have not fulfilled the attendance and assiduity regime of the practical component of the UC.
3. Students who have passed the CU in the previous season and wish to improve their classification will also have access to enrolment in the CU in the appeal season.
4. In the Appeal Period, in all circumstances, any result of the assessment of the theoretical component of the Regular Season will not be weighted.
5. Exceptions to the above are courses with pedagogical models based on active learning methodologies (equal to or greater than 20% of the teaching). The CUs are modular, and the theoretical modular component is taught and assessed before the practical modular component. In these SCs, the evaluation of the theoretical component will be weighted to obtain the final mark of the CU in the following academic year, as long as it is higher than 10 points. Outside the academic year in which it was obtained, if the student has not yet obtained approval from the CU, the classification of the theoretical component shall expire.
6. In the Appeal Period, regardless of being intended for approval in a CU or for classification improvement, in CU with a practical component (limitative or not limitative), the classification of this practical component, obtained by the student in the Normal Period, remains valid and is considered the same weighting for getting the final classification of the CU.
7. In case of failing this Season, the provisions of article 8(16) in CU with any practical classes will be maintained.

### Article 10 (Special Season Assessment)

1. In the school calendar, there is a Special Season, in which students enrolled in the last curricular year have access to take exams for a maximum of two (2) CU to complete the SC or, in other cases, contemplated by law.
2. The tests must have the same type (oral, written or activity), the same model and

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syllabus contents, of the identical degree of difficulty, as those taken in an appeal season of the same school year.

3. In SCs with pedagogical models based on active learning methodologies (equal to or greater than 20% of the teaching), in which the CU are modular, and the theoretical modular component is taught and assessed before the practical modular component, the result of the assessment of the theoretical component will be weighted to obtain the final mark of the CU, in the subsequent Seasons of the academic year in which it was obtained, provided it is greater than 10 points. Outside the academic year in which it was obtained, if the student has not yet obtained approval from the CU, the classification of the theoretical component shall expire.
4. The classification of the practical component obtained by the student in the Normal Season remains valid and is considered the same weighting for getting the final classification of the CU.

### Article 11 (Assessment of Students in Special Regime)

1. There are special conditions for taking exams outside the periods mentioned above, which are included in the Regulation for Students in Special Regime ([R-EM-DE-1](#)).
2. The tests must have a similar type (written, oral or activity), model and degree of difficulty, focusing on the same syllabus as those taken in an appeal season of the same school year.
3. In SCs with pedagogical models based on active learning methodologies (equal to or greater than 20% of the teaching), in which the CU are modular, and the theoretical modular component is taught and assessed before the practical modular component, the result of the assessment of the theoretical component will be weighted to obtain the final mark of the CU, in the subsequent Seasons of the academic year in which it was obtained, provided it is greater than 10 points. Outside the academic year in which it was obtained, if the student has not yet obtained approval from the CU, the classification of the theoretical component shall expire.
4. The classification of the practical component obtained by the student in the Normal Season remains valid and is considered the same weighting for getting the final classification of the CU.

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### Article 12

#### (Assessment by examination - Written Tests)

1. The written tests shall focus exclusively on the syllabus contained in the PCU.
2. The date of the exams cannot be changed except in exceptional circumstances, and the proposed changes have previously been approved by the Pedagogical Council and the Board of Directors of ESSEM.
3. A student's non-attendance up to a quarter of the written exam duration, counted after its beginning, is considered an absence. During this period, no student will be allowed to leave the exam.
4. As a general rule, the written tests have a maximum duration of 120 minutes.
5. The exams are individual. Knowledge-sharing is not allowed or resources not authorised by the CU head professor. Failure to comply with this rule will result in the test being cancelled.
6. Any student who, during the course of the test, wishes to withdraw from the test must declare this in writing on the test field (if it exists) or on paper.

### Article 13

#### (Assessment by examination - Oral examinations)

1. The oral tests focus exclusively on the syllabus contained in the PCU.
2. The date of the exams cannot be changed except in exceptional circumstances, and the proposed changes have previously been approved by the Pedagogical Council and the Board of Directors of ESSEM.
3. Oral examinations shall be public and held before a jury composed of at least two (2) professors from the same or related scientific area.
4. If the PCU so contemplates, in the assessment in Appeal Period, Special Season or Student under Special Regime, the realisation of written and oral tests, the latter must be carried out until forty-eight (48) working hours after the end of the written test, and be duly scheduled.
5. The CU head professor shall ensure that the student taking the oral examination has prior knowledge of the classification obtained in the written exam at least twenty-four (24) hours before the oral examination.

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6. If the oral examinations are intended for the defence of classification, the student undergoing them cannot be awarded a classification lower than the minimum classification stipulated in the PCU for access.
7. The agenda, disclosed to students at least twenty-four (24) hours in advance of the oral test, shall list the students' names, divided into groups and by periods with a maximum of two (2) hours. The respective call is made at the beginning of each of these periods.
8. The absence of the student at the place where the oral examination will take place at the scheduled time will be considered a failure to appear.

### Article 14 (Examination Schedule)

1. The scheduling of the exams for the Appeals Period, Special Season and Students under the Special Regime is the responsibility of the Pedagogic Council in coordination with the SC Coordinators.
2. In the scheduling of examinations in the Appeal Period, it must be ensured, for each CU, that there is a minimum of three (3) days interval between the date of the last part of assessment made in the Regular Season and the subsequent examination in the Appeal Period, so it is recommended that exams be scheduled in the same order in both seasons.
3. Examinations are timed to ensure that examinations of CUs from the same SC are not held simultaneously on the same day.
4. The provisions of the previous number shall not apply to CUs with precedence.
5. In the case of unavoidable overlapping, the written tests shall have priority over the oral examinations.
6. If a student has to take two examinations on the same day, at the same time, they should contact the Pedagogical Council to find an alternative within five (5) working days after the Exams Schedule has been released.

### Article 15 (Final mark of the CU)

1. The assessment of learning in each CU culminates with the award of a final classification, the result of the assessment of knowledge, skills and competencies, expressed on a numerical scale, integer, from zero (0) to twenty (20) values.

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2. The final classification of the CU is calculated by weighting the marks obtained in all the assessment elements defined in the respective PCU.
3. No assessment component foreseen in the PCU can have a null weighting in the final classification of the CU.
4. The formula for calculating the final classification should reflect the assessment components present in the CU, with weighting factors appropriate to its structure and objectives.
5. A student whose final classification is equal to or higher than ten (10) points when rounded to the nearest unit will be approved in a CU.
6. For the approval referred to in the previous number, a minimum classification not exceeding 10 points, rounded up to the nearest unit, may be required in any of the components included in the formula for calculating the final classification, provided that such is provided for in the PCU.
7. In the Normal Season, without prejudice to what is stipulated in number 2 of article 14 of these Regulations, the final classification of the UC should be made public, within the deadline stipulated in the Exam Calendar map and/or Academic Calendar of the corresponding academic year. It shall also be ensured that the partial classifications of each assessment element of theoretical teaching are published, preferably not more than 5 working days after completing each of them.
8. In the Appeal period, the final classification of the CU shall be made public no later than the deadline stipulated in the Exam Calendar map and/or Academic Calendar of the corresponding academic year.
9. The final classification of the CU becomes definitive thirty (30) days after its publication, and no complaints can be lodged after this period.
10. The student can, within five (5) days after the publication of the results (excluding breaks and school holidays), ask the head professor of the respective CU to consult the respective exam. After this deadline, the student has forty-eight (48) hours to request a revision of the exam in the Academic Services. The student can access the proof revision answer, made available through the Academic Services on a specific form ([IMP-EM-GAE-2](#)).
11. Excluded from the provisions of the previous number are the tests whose evaluation is the responsibility of a jury.

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12. In the case of tests before a jury, the improvement of classification presupposes the repetition/revision of all the test components (e.g. monograph, public discussion of the work, etc.).
13. In either case, the Diploma Supplement can only be issued after the end of the academic year in which the last classification was obtained, whether or not it is an improvement.
14. The student approved in the CU has the right to request classification improvement, by examination, in two (2) unique times, in any year of the SC, in the Season of Appeal or in the season of Special Regime Student (if they benefit from the respective statute):
  - a) The classification obtained in the examination, in case of improvement, is used in calculating the final classification of the CU.
  - b) In calculating the number of attempts at improvement, failures at the examination are excluded.
  - c) The right to request the improvement of classification ceases at the moment when the end-of-course Certificate/Diploma is requested.

### Article 16 (Re-enrolment to unsuccessful CU)

1. A student who has not complied with the attendance regime in a CU with a practical component should re-enrol in the CU regularly and attend it.
2. In the case of CU with limitative practice, a student not approved in the CU, for not obtaining the minimum classification described in the PCU in the practical component, even having fulfilled the regime of attendance and assiduity, must re-enrol in the CU regularly to obtain the required classification.
3. In the case of CU with non-limitation practice, the student who has not passed the CU and who has complied with the attendance and assiduity regime may choose to attend the practical classes again and be assessed in the practical component in the academic year in which they enrol, in which case the classification of the practical assessment obtained in that year shall prevail; should they choose not to attend the practical classes, the previously obtained assessment shall prevail, provided that it is valid, and the student shall only be assessed in the theoretical component of the CU.
4. In the case of institutional re-entry in an ESSEM SC, namely where there is clinical teaching, and if the student has interrupted their studies for more than two (2)

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consecutive years, their re-entry must be analysed by the SC Coordination, in articulation with the Credit Committee, to issue a reasoned opinion on his curricular and extracurricular improvement training. In these circumstances, the student may be asked to carry out an assessment (written, oral, and practical) to verify the knowledge and competencies acquired in the CU attended and in which they succeeded.

5. Add to the previous point that if there has been a change in the curricular plan of the SC, the student is obliged to follow the study plan in force.
6. The student must register for all the CUs they did not pass.

### Article 17

#### (Plagiarism and unauthorised use of electronic media)

1. If plagiarism is detected at any assessment moment, the corresponding component of the evaluation or examination will be preliminarily and entirely cancelled in any lesson and assessment period.
2. If plagiarism is detected in the dissertation, project or internship report, it will be preliminarily cancelled, and the CU can only be repeated the following academic year.
3. It is the CU head professor's responsibility to mention in the PCU which materials and electronic means are allowed during the course of the CU, including assessment moments. If the use of unauthorised electronic means is detected and proven during any evaluation period, the evaluation will be cancelled.
4. The rules of good conduct of Academic Ethics must be complied with, namely the prohibition, during assessment moments, including exams, of communication between students and other individuals external to the CU through electronic means with sharing of messages, photographs, recordings and screen grabs.

### Article 18

#### (Transition of the year)

1. The student may carry over a year with a maximum of thirty (30) ECTS in arrears, and no requests or appeals may be made.
2. Exceptions to the previous point are study cycles with pedagogical models based on PBL methodologies (equal or superior to 20% of the teaching), in which the maximum number

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of ECTS to be transferred is twenty (20) ECTS in arrears, except cycle transitions, in which this number will be zero (0) ECTS.

### Article 19 (Final classification of the study cycle)

In calculating the final course classification, the weighting by ECTS is used for each of the CUs included in the respective SC study plan, as defined in the general regulations for 1st study cycle courses ([R-EM-DE-8](#)).

### Article 20 (Cases of omission)

Any omitted cases not contemplated in the applicable legislation or this document are analysed individually by the Director of ESSEM after consultation with the Institution.

### Article 21 (Entry into force)

This document will come into force from the school year 2023/2024 (inclusive) immediately after its publication and revokes any other internal rules concerning this matter.