



ESCOLA PROFISSIONAL DE AVEIRO

# REGULAMENTO INTERNO

---

**2025-26**

■ SEDE | PÓLO ■

**[epa.edu.pt](http://epa.edu.pt)**

## ÍNDICE

<b>PREAMBLE</b> .....	<b>7</b>
<b>Chapter I</b> .....	<b>8</b>
<b>General Provisions</b> .....	<b>8</b>
Article 1 – Scope .....	8
Article 2 – Mission and Legal Nature .....	8
Article 3 – Objectives and Responsibilities .....	9
Article 4 – Guiding Principles .....	10
Article 5 – Application of the Internal Regulations .....	10
<b>Chapter II</b> .....	<b>11</b>
<b>Top-Level Technical and Pedagogical Management Structure</b> .....	<b>11</b>
Article 6 – Bodies .....	11
<b>Section I</b> .....	<b>11</b>
<b>Technical and Pedagogical Board</b> .....	<b>11</b>
Article 7 – Nature .....	11
Article 8 – Composition .....	11
Article 9 – Competence of the Technical and Pedagogical Board .....	12
Article 10 – Specific Powers of the President and the Vice-President of the Pedagogical Directorate .....	14
Article 11 – Specific Powers of the Pedagogical Director .....	17
Article 12 – Specific Powers of the Technical and Pedagogical Coordinator .....	18
Article 13 – Functioning .....	20
<b>Section II</b> .....	<b>21</b>
<b>Pedagogical Council</b> .....	<b>21</b>
Article 14 – Nature .....	21
Article 15 – Composition .....	21
Article 16 – Powers .....	23
Article 17 – Functioning .....	24
<b>Section III</b> .....	<b>27</b>

<b>Advisory Council for Opinion and Quality .....</b>	<b>27</b>
Article 18 – Nature .....	27
Article 19 – Composition .....	27
Article 20 – Powers .....	28
Article 21 – Functioning .....	28
<b>Chapter III .....</b>	<b>29</b>
<b>Intermediate Structure of Technical and Pedagogical Management – HEAD OFFICE... 29</b>	<b>29</b>
Article 22 – Bodies .....	29
<b>Section I .....</b>	<b>30</b>
<b>Area for Learning, Autonomy and Curricular Flexibility .....</b>	<b>30</b>
Article 23 – Nature .....	30
Article 24 – Composition .....	30
Article 25 – Powers and Functioning .....	30
<b>Section II .....</b>	<b>32</b>
<b>Course Directorates .....</b>	<b>32</b>
Article 26 – Nature .....	32
Article 27 – Composition .....	32
Article 28 – Powers and Functioning .....	32
<b>Section III .....</b>	<b>34</b>
<b>Technical and Pedagogical Support Areas .....</b>	<b>34</b>
Article 29 – Nature .....	34
Article 30 – Composition .....	34
Article 31 – Powers and Functioning .....	34
<b>Chapter IV .....</b>	<b>36</b>
Other Support Structures for Education and Training – HEAD OFFICE .....	36
Article 32 – Bodies .....	36
<b>Section I .....</b>	<b>36</b>
<b>Team Mentors .....</b>	<b>36</b>
Article 33 – Nature .....	36
Article 34 – Composition .....	36
Article 35 – Competence and Operation .....	37
<b>Section II .....</b>	<b>38</b>

<b>Team Captains and Deputy Captains .....</b>	<b>38</b>
Article 36 – Nature .....	38
Article 37 – Composition, Competence and Operation.....	38
<b>Section III.....</b>	<b>39</b>
<b>Team Councils .....</b>	<b>39</b>
Article 38 – Nature .....	39
Article 39 – Composition.....	39
Article 40 – Competence.....	39
Article 41 – Operation .....	40
<b>Section IV .....</b>	<b>41</b>
<b>Disciplinary Councils.....</b>	<b>41</b>
Article 42 – Nature .....	41
Article 43 – Composition.....	41
Article 44 – Competence.....	42
Article 45 – Operation .....	42
<b>Section V Learning Support Centre .....</b>	<b>43</b>
Article 46 – Nature .....	43
Article 47 – Composition.....	43
Article 48 – Competence.....	43
Article 49 – Operation .....	44
<b>Section VI Multidisciplinary Team for Support to Inclusive Education .....</b>	<b>45</b>
Article 50 – Nature .....	45
Article 51 – Composition.....	45
Article 52 – Competence.....	45
Article 53 – Operation .....	46
<b>Chapter V Educational Management – BRANCH CAMPUS .....</b>	<b>47</b>
Article 54 – Bodies.....	47
<b>Section I Educational Management .....</b>	<b>47</b>
Article 55 – Nature .....	47
Article 56 – Composition.....	47
Article 57 – Competence and Operation .....	47
<b>Educational Management Structure – BRANCH CAMPUS .....</b>	<b>48</b>

Article 58 – Bodies .....	48
<b>Section I Curricular Learning Areas .....</b>	<b>48</b>
Article 59 – Nature .....	48
Article 60 – Composition .....	48
Article 61 – Competence and Operation .....	49
<b>Section II Educational Support Areas.....</b>	<b>50</b>
Article 62 – Nature .....	50
Article 63 – Composition .....	50
Article 64 – Competence and Operation .....	50
<b>Chapter VI Other Support Structures for Education and Training – BRANCH CAMPUS .....</b>	<b>51</b>
Article 65 – Bodies.....	51
<b>Section I Team Directorates .....</b>	<b>51</b>
Article 66 – Nature .....	51
Article 67 – Composition .....	51
Article 68 – Competence and Operation .....	52
<b>Section II Team Mentorships.....</b>	<b>53</b>
Article 69 – Nature .....	53
Article 70 – Composition .....	53
Article 71 – Competence and Operation .....	53
<b>Section III Team Captains and Deputy Team Captains.....</b>	<b>54</b>
Article 72 – Nature .....	54
Article 73 – Composition, Competence and Operation.....	54
<b>Section IV Team Councils .....</b>	<b>55</b>
Article 74 – Nature .....	55
Article 75 – Composition .....	55
Article 76 – Competence.....	55
Article 77 – Operation .....	56
<b>Section V Disciplinary Councils.....</b>	<b>57</b>
Article 78 – Nature .....	57
Article 79 – Composition .....	57
Article 80 – Competence.....	57
Article 81 – Operation .....	58
<b>Section VI Learning Support Centre.....</b>	<b>59</b>

Article 82 – Nature .....	59
Article 83 – Composition .....	59
Article 84 – Competence.....	59
Article 85 – Operation .....	60
<b>Chapter VII Rights and Duties of the School Community .....</b>	<b>61</b>
Article 78 – Structure of the School Community .....	61
<b>Section I Rights and Duties of the Teaching Staff, Technical Staff and Auxiliary Non-Teaching Staff .....</b>	<b>62</b>
Article 79 – Rights of the Teaching Staff, Technical Staff and Auxiliary Non-Teaching Staff .	62
Article 80 – Duties of the Teaching Staff, Technical Staff and Auxiliary Non-Teaching Staff .	62
<b>Section II Rights and Duties of the Student Body .....</b>	<b>64</b>
Article 81 – Rights of the Student Body.....	64
Article 82 – Duties of the Student Body.....	64
<b>Section III Rights and Duties of Education Supporters.....</b>	<b>66</b>
Article 83 – Rights of Education Supporters.....	66
Article 84 – Duties of Education Supporters.....	66
<b>Chapter VIII Operation of the School.....</b>	<b>68</b>
Article 85 – Responsibilities and Operation.....	68
Article 86 – Annexes to the Internal Regulations.....	68
Article 87 – Annexes of Physical Management Matters – HEAD OFFICE .....	68
Article 88 – Annexes of Administrative Matters – HEAD OFFICE .....	68
Article 89 – Annexes of Pedagogical Matters – HEAD OFFICE .....	69
Article 90 – Annexes of Physical Management Matters – BRANCH CAMPUS.....	70
Article 91 – Annexes of Administrative Matters – BRANCH CAMPUS .....	70
Article 92 – Annexes of Pedagogical Matters – BRANCH CAMPUS .....	70
<b>Chapter IX Final and Transitional Provisions .....</b>	<b>72</b>
Article 93 – Revision of the Internal Regulations.....	72
Article 94 – Final Provisions.....	72

## PREAMBLE

These Internal Regulations are adopted with the primary purpose of contributing to the effectiveness of the educational action of the Escola Profissional de Aveiro.

They are grounded in the founding statutes of the Escola Profissional de Aveiro and are aligned with the applicable legislation, standards and regulations, as well as with any subsequent external or internal amendments that may have arisen.

These Internal Regulations are intended to ensure that, in the exercise of their respective roles and responsibilities, all those who constitute the School Community of the Escola Profissional de Aveiro — respected in their diversity — actively contribute to the development of a sound and healthy educational environment.

The rules herein established derive from the specific characteristics of the school to which they apply and from the dialogue maintained with the members of the School Community.

Through the organization and regulation of concrete procedures that form an integral part of school life, these Internal Regulations aim to pursue the overarching objectives to which the Escola Profissional de Aveiro is committed, as set out in its Educational Commitment and in the present Regulations.

All those involved in the educational process must remain aware of the high expectations placed upon the role of the school and upon each of its members. As occurs in other sectors of society, it is essential to strengthen the understanding that everyone — by virtue of the legitimate functions they perform — constitutes an important vehicle for the transmission of values and attitudes. Such values and attitudes must not exist as optional elements, but rather as inherent and indispensable foundations of the entire educational process. It is incumbent upon the school and its various agents to transmit them, to promote their discovery and to encourage critical reflection upon them.

## Chapter I

### General Provisions

#### Article 1 – Scope

1. These Internal Regulations establish the rules governing the functioning of the Escola Profissional de Aveiro, hereinafter referred to as EPA.
2. Within the framework of the applicable legal provisions, and inspired by them, as well as by the founding statutes of EPA, these Regulations define the functioning of the School, of each of its top-level and intermediate technical and pedagogical management and administrative bodies, of its various services and operational units, and of other support structures for vocational education and qualification, as well as the rights and duties of the members of its School Community.

#### Article 2 – Mission and Legal Nature

- a. EPA is a private vocational education institution owned by the Associação para a Educação e Valorização da Região de Aveiro, hereinafter referred to as AEVA, a non-profit organisation.
- b. EPA enjoys cultural, scientific, technological, pedagogical, administrative and financial autonomy, pursuing objectives related to education and the development of human resources.

### Article 3 – Objectives and Responsibilities

1. EPA aims to promote activities related to teaching, research and the dissemination of knowledge, as a space dedicated to technical and vocational education and training. It is responsible for ensuring appropriate academic and professional preparation for the exercise of qualified professional activities, while also contributing to the enhancement of the cultural and educational level of the population and to the development and valorization of the region in which it operates.
  - a. In pursuing its objectives, EPA shall:
    - b. Provide technical-vocational or professionally oriented education and training, issue certificates and award diplomas, in accordance with the authorizations granted or to be granted by the Ministry of Education or other competent authorities.
    - c. Promote and develop human formation in its cultural, scientific, technical and professional dimensions.
    - d. Contribute to the holistic education of young people and adults — juveniles/juniors — providing them with adequate preparation for the exercise of qualified professional activity.
    - e. Develop mechanisms to strengthen the link between the school and economic, professional, associative, social and cultural institutions, valuing the territories and their respective socio-economic fabrics.
    - f. Provide juveniles/juniors with contact with the world of work and professional experience, preparing them for appropriate socio-professional integration.
    - g. Promote, jointly with other local, regional, national and international entities, projects for education and human resource development that respond to evolving needs.
    - h. Provide juveniles/juniors with solid general, scientific and technological education capable of preparing them both for professional integration and for the continuation of studies.
    - i. Provide services to surrounding communities within the scientific and technological areas in which EPA operates, in a perspective of mutual development.

- j. Promote and foster pedagogical, technical, scientific and cultural contacts with national and international institutions.
- k. Organize or cooperate in educational, cultural, scientific and technical outreach activities.
- l. Monitor, in cooperation with the relevant institutions, the situation of juveniles/juniors following their integration into the labor market.
- m. For the fulfilment of its objectives, EPA may establish forms of collaboration, association or participation, or enter into cooperation agreements or protocols with public or private entities, national or international, that pursue similar purposes.
- n. In carrying out its activities, EPA shall ensure the necessary conditions for appropriate pedagogical, scientific and technological innovation and shall support and promote actions that enable the effective integration of its graduates into the labor market.
- o. EPA shall encourage, through all means consistent with its Educational Commitment, the involvement of the entire Educational Community in its activities.

#### **Article 4 – Guiding Principles**

EPA shall be governed, among others, by the following guiding principles:

- a. Respect for pluralism and for freedom of expression, guidance and opinion.
- b. Democratic governance and participation of all stakeholders in the educational process, in accordance with these Internal Regulations and applicable law.
- c. Primacy of pedagogical and scientific criteria over technical and administrative criteria.

#### **Article 5 – Application of the Internal Regulations**

These Internal Regulations shall apply in full to the entire Escola Profissional de Aveiro, namely to its Head Office in Aveiro and to its Branch Campus in Sever do Vouga.

## Chapter II

### Top-Level Technical and Pedagogical Management Structure

#### Article 6 – Bodies

The organizational structure of EPA's Technical and Pedagogical Management, designated as top-level management, comprises the following bodies:

- a. The Technical and Pedagogical Board.
- b. The Pedagogical Council.
- c. The Advisory Council for Opinion and Quality.

### Section I

#### Technical and Pedagogical Board

##### Article 7 – Nature

The Technical and Pedagogical Board is the body responsible for the overall technical and pedagogical management of the Escola Profissional de Aveiro.

It ensures compliance with the School's Educational Commitment and guarantees the implementation of these Internal Regulations and of the applicable legislation in force.

##### Article 8 – Composition

The Technical and Pedagogical Board is composed of:

- a. The President of the Pedagogical Directorate, who presides.

- b. The Administrative and Financial Director, who assumes vice-presidency of the Pedagogical Directorate.
- c. The Pedagogical Director.
- d. The Technical and Pedagogical Coordinator.

### **Article 9 – Competence of the Technical and Pedagogical Board**

Without prejudice to the powers conferred by applicable legislation, the Technical and Pedagogical Board shall:

- a. Collaborate with the Directorate of AEVA in defining the educational, training and qualification offer to be promoted in each academic year.
- b. Adopt the techniques and methods necessary for the implementation of the School's Educational Commitment, carrying out, ensuring and monitoring the assessment of the knowledge of juveniles/juniors, and implementing practices of pedagogical innovation.
- c. Ensure the execution, coordination and harmonization of the technical and pedagogical activities of EPA.
- d. Ensure compliance with study plans and programmes.
- e. Guarantee, within the scope of its competences, the quality of the education provided.
- f. Draw up and, after hearing the Pedagogical Council, submit to the Directorate of AEVA for consideration the annual plan of activities.
- g. Draw up the annual report on the implementation of EPA's Plan of Activities and submit it to the Directorate of AEVA for consideration.
- h. Draw up the annual report concerning the admission of juveniles/juniors, their attendance and their academic success, and submit it to the Directorate of AEVA for consideration.
- i. Ensure compliance with the rights and duties of coaches, technical staff and juveniles/juniors.
- j. Ensure compliance with the legal regime applicable to EPA, with these Internal Regulations and with all other regulations in force.

- k. Propose to the Directorate of AEVA the school calendar and the allocation of teaching and non-teaching service.
- l. Draw up and submit for approval to the Directorate of AEVA the timetables of coaches and technical staff.
- m. Permanently coordinate and supervise the allocation of teaching and technical service, as well as the preparation of the respective timetables.
- n. Propose to the Directorate of AEVA the recruitment of staff to integrate the teaching and technical bodies of EPA, as well as their dismissal.
- o. Ensure the personal, professional and employment discipline of teaching and non-teaching staff in service at EPA.
- p. Actively participate in the evaluation process of teaching and technical staff in service at EPA, in accordance with the defined performance evaluation rules.
- q. Collaborate in the promotion and implementation of protocols, agreements or other cooperation arrangements between EPA and other similar institutions, whether public or private, national or foreign.
- r. Draw up reasoned proposals for special support to be granted to juveniles/juniors.
- s. Propose to the Directorate of AEVA the establishment of school prizes or other distinctions.
- t. Collaborate, within the scope of its competences and in accordance with applicable regulations, in the conduct of electoral processes.
- u. Ensure the execution of all acts issued by the other bodies of EPA in the exercise of their own or delegated competences.
- v. Exercise any other powers conferred by law or regulations, as well as by other regulations in force at EPA.

## Article 10 – Specific Powers of the President and the Vice-President of the Pedagogical Directorate

Given the specific nature and responsibility of certain technical and pedagogical as well as administrative and financial matters, specific powers are conferred upon the President and the Vice-President of the Pedagogical Directorate, which they shall exercise jointly and in shared responsibility.

1. The following are the powers of the President and the Vice-President of the Pedagogical Directorate in technical and pedagogical matters:

- a. Define the broad strategic guidelines to which the technical and pedagogical activities of EPA must adhere.
- b. Conceive and formulate, under the guidance of the Advisory Council for Opinion and Quality, the Educational Commitment of EPA.
- c. Draw up the Internal Regulations of EPA and submit them for approval to the owning entity, considering all opinions issued by the different representative bodies and structures, namely the technical and pedagogical and the administrative and financial structures.
- d. Organize and offer courses and other training activities, after consulting the Pedagogical Council and the Technical and Pedagogical Board.
- e. Guarantee the quality of the education provided.
- f. Sign diplomas, certificates and other specific documents of a technical and pedagogical nature.
- g. Submit the annual plan of activities to the owning Association – AEVA – for consideration.
- h. Submit the Annual Report of Activities to the owning Association of the School for consideration.
- i. Ensure compliance with the rights and duties of the entire School Community.
- j. Ensure compliance with the legal regime applicable to EPA, with these Internal Regulations and with all other regulations in force.
- k. Establish the school calendar.

- l. After consulting the remaining members of the Technical and Pedagogical Board, appoint and dismiss those responsible for departments, teams and other services that constitute the intermediate management structure of EPA.
  - m. Recruit, promote and dismiss teaching and non-teaching staff of EPA, after consulting the Technical and Pedagogical Board.
  - n. Promote the establishment of protocols, agreements or other cooperation arrangements between EPA and other similar institutions, whether public or private, national or foreign.
  - o. Establish school prizes or other distinctions.
  - p. Ensure the conduct of electoral acts provided for in the Regulations and Statutes of EPA and verify their regularity.
  - q. Create and extinguish teams, departments, services and/or support units, and draw up the regulatory rules governing their operation, after consulting the Technical and Pedagogical Board.
  - r. Ensure the proper execution of all acts issued by the other bodies of EPA in the exercise of their own or delegated powers.
  - s. Decide, with reasoned justification and in law, what at any given time is deemed to be in the best interest of EPA, always in compliance with applicable laws and regulations.
  - t. Exercise any other powers conferred by law and by the other applicable regulations.
2. The following are the powers of the President and the Vice-President of the Pedagogical Directorate in administrative and financial matters:
- a. Ensure liaison with the Directorate of the owning Association – AEVA – in administrative and financial matters.
  - b. Promote the sound administrative management of EPA.
  - c. Draw up the budget plan and the accounts of EPA and submit them for approval to AEVA.
  - d. Determine the amounts to be paid in tuition fees, enrolment fees, registration fees and other payments due by juveniles/juniors in consideration for the education provided and for services rendered.

- e. Authorize the procurement of goods or services, the undertaking of expenditures and the respective payments, and ensure the collection of EPA's own revenues.
  - f. Direct the accounting of EPA and other administrative matters, supervising their proper recording.
  - g. Periodically verify funds held on deposit and in cash and supervise treasury records.
  - h. Draw up the annual report on administrative, financial and asset management and submit it to the owning Association AEVA for consideration.
  - i. After consulting the remaining members of the Technical and Pedagogical Board, determine working schedules and holiday plans of teaching and non-teaching staff.
  - j. Verify compliance with the employment obligations of teaching and non-teaching staff.
  - k. Issue opinions on any administrative or financial matter submitted by the Technical and Pedagogical Board.
  - l. Exercise the other powers delegated by the governing bodies of the owning Association of EPA.
  - m. Decide, with reasoned justification and in law, what at any given time is deemed to be in the best interest of EPA, always in compliance with applicable laws and regulations.
  - n. Exercise any other powers conferred by law and by other applicable regulations.
3. Without prejudice to the technically and professionally more qualified exercise by each member in each respective matter, the President and the Vice-President of the Pedagogical Directorate shall exercise the specific powers listed above in solidarity and complementarity.
- a. The President of the Pedagogical Directorate, in that capacity, directs and represents the Escola Profissional de Aveiro in accordance with the applicable regulations and legislation.
  - b. In the event of unavailability or incapacity of the President, the Vice-President of the Pedagogical Directorate shall fully assume the direction and representation of the Escola Profissional de Aveiro.

### Article 11 – Specific Powers of the Pedagogical Director

In solidarity, coordination and complementarity with the remaining members of the Technical and Pedagogical Board, the Pedagogical Director shall:

- c. Organize the educational and training offer in each academic year, as well as other qualification activities, validating the knowledge acquired by juveniles/juniors.
- d. Adopt the methods necessary for the implementation of the School's Educational Commitment, in coordination with the School Community.
- e. Draw up the EPA Plan of Activities and the respective report, ensuring its execution.
- f. Ensure and monitor the assessment of the knowledge of juveniles/juniors.
- g. Promote the implementation of pedagogical innovation practices.
- h. Plan, guide and monitor curricular activities and other pedagogical activities.
- i. Promote and verify compliance with study programmes and plans, as well as compliance with training contents, namely through the recording of lesson summaries.
- j. Ensure the enforcement of disciplinary sanctions determined and/or provided for in the applicable laws and regulations.
- k. Collaborate with the continuing training and/or human resources structures of the owning entity of EPA in identifying training needs for coaches and other members of staff of the school.
- l. Represent the School, or ensure representation thereof, at meetings where curricular changes are discussed.
- m. Guarantee the quality of the education provided.
- n. Ensure compliance with the rights and duties of coaches, technical staff and students at the school.
- o. Supervise the means, techniques and methodologies adopted, in accordance with the specific nature of the Training Units delivered.

- p. Ensure the sound administrative management of EPA, namely by maintaining records of students' enrolment and registration acts, ensuring the preservation of assessment records and minutes, promoting and controlling the issuance of certificates and diplomas of achievement and qualifications, and ensuring the quality of processes and their respective outcomes.
- q. Ensure the proper preservation and overall improvement of EPA's facilities and equipment.
- r. Promote the organization and permanent updating of the inventory of EPA's assets.
- s. Propose the calendar of the school's teaching activities.
- t. Convene and chair meetings with the various pedagogical teams of the school, as well as other pedagogical working groups.
- u. Meet with students or their representatives whenever deemed appropriate.
- v. Develop other technical and pedagogical competences that may be delegated by the President or Vice-President of the Pedagogical Directorate.

### **Article 12 – Specific Powers of the Technical and Pedagogical Coordinator**

In solidarity, coordination and complementarity with the remaining members of the Technical and Pedagogical Board, the Technical and Pedagogical Coordinator specifically:

- a. Advise the Pedagogical Director, collaborating actively and proactively with his or her guidelines.
- b. Actively collaborate in the management of school working time, to ensure full compliance with the training plans.
- c. Promote the exchange of experiences and cooperation among members of the School Community.
- d. Collaborate in the coordination between the different bodies and other services of EPA and AEVA.

- e. Ensure the participation of all those involved in interpretation, development and compliance with the School's Educational Commitment, as well as with its Plan of Activities and its Internal Regulations.
- f. Promote the planning, implementation and evaluation of the School's Plan of Activities.
- g. Collaborate with other schools regarding the sharing of resources and the promotion of pedagogical innovation projects.
- h. Collaborate in promoting and articulating initial training and continuing training of coaches.
- i. Promote the establishment of cooperation protocols with companies and institutions, public and private, that foster dynamics arising from the diversification of activities, namely for the provision of work-based training and internships.
- j. Promote cultural and research initiatives involving the teaching, non-teaching and student bodies of the school.
- k. Convene and chair meetings with pedagogical teams and working groups within the scope of his or her competences.
- l. Meet with juveniles/juniors or their representatives whenever deemed appropriate.
- m. Plan, guide and monitor curricular activities and other pedagogical activities.
- n. Ensure the execution, coordination and harmonization of the technical and pedagogical activities of EPA.
- o. Collaborate in the preparation of the annual plan of activities.
- p. Collaborate in the preparation of the annual report on the implementation of EPA's Plan of Activities.

### Article 13 – Functioning

1. The Technical and Pedagogical Board shall meet ordinarily, under normal circumstances, once per week, on a day and at a time to be agreed, except during holiday periods or for reasons of service convenience, or, alternatively, and possibly in substitution thereof, whenever convened by the Directorate of AEVA.
2. Minutes shall be drawn up for all meetings of the Technical and Pedagogical Board.
3. The resolutions of the Technical and Pedagogical Board shall be adopted unanimously.
4. The President and the Vice-President of the Pedagogical Directorate may delegate to the other members of the Technical and Pedagogical Board such functions as they deem necessary for the better functioning of EPA.

## Section II

### Pedagogical Council

#### Article 14 – Nature

The Pedagogical Council is the body for support and consultation of the Technical and Pedagogical Board regarding the management of the technical and pedagogical affairs of EPA. It is also one of the bodies through which the Technical and Pedagogical Board communicates to the teaching staff, to other collaborators and partners of the school, and to juveniles/juniors, the directives it deems appropriate to adopt.

#### Article 15 – Composition

1. The Pedagogical Council of the Escola Profissional de Aveiro shall have the following composition:
  - a. The President of the Pedagogical Council, in the person of the Pedagogical Director of the Escola Profissional de Aveiro.
  - b. All remaining members of the Technical and Pedagogical Board.
  - c. Team Managers of the Area for Learning, Autonomy and Curricular Flexibility, of the Head Office.
  - d. Educational Management, of the Branch Campus.
  - e. Team Managers of the Technical and Pedagogical Support Areas, of the Head Office.
  - f. The Coordinator of the Multidisciplinary Team for Support to Inclusive Education, of the Head Office.
  - g. The Coordinator of the Multidisciplinary Team for Support to Inclusive Education, of the Branch Campus.
  - h. The Manager of the Learning Support Centre (CAA), of Head Office.
  - i. The Coordinator of the Learning Support Centre (CAA), of the Branch Campus.

- j. The Special Education Teacher.
- k. The Representative of the Team Coordinators of the Education and Training Courses, of Head Office.
- l. The Representative of the Team Coordinators of the Education and Training Courses, of the Branch Campus.
- m. The Representative of the Team Coordinators of the Professional Courses, of the Head Office.
- n. The Representative of the Team Coordinators of the Professional Courses, of the Branch Campus.
- o. The Representative of the Directors of the Education and Training Courses, of the Head Office.
- p. The Representative of the Team Directors of the Education and Training Courses, of the Branch Campus.
- q. The Representatives of the Course Directors of the Professional Courses, of the Head Office.
- r. Representatives of the Team Directors of the Professional Courses, of the Branch Campus.
- s. The Juvenile representative of the students of the Education and Training Courses, of the Head Office.
- t. The Juvenile representative of the students of the Education and Training Courses, of the Branch Campus.
- u. Two Junior representatives of the students, from the 1st year of the Professional Courses, of the Head Office and the Branch Campus.
- v. Two Junior representatives of the 2nd year of the Professional Courses, of the Head Office and the Branch Campus.
- w. Two Junior representatives of the 3rd year of the Professional Courses, of the Head Office and the Branch Campus.

- x. Representatives of former Supporters in Education.
  - y. A Junior graduate of the Escola Profissional de Aveiro.
  - z. A Supporter in Education, representing all Supporters in Education of the School.
  - aa. The Liaison Officer with partner entities.
  - bb. Three partner entities, representing the established partnerships, namely in the tertiary sector and in technology, designated annually by the Technical and Pedagogical Board.
  - cc. Whenever the matters included in the agenda are of a confidential nature and concern only certain members of the Pedagogical Council, the President shall exempt from the convocation or from the meeting those members he or she deems appropriate.
  - dd. Other members of the School and Educational Communities may participate in meetings of the Pedagogical Council, without voting rights, whenever matters included in the agenda justify such participation and provided, they are convened by its President.
2. The Pedagogical Council have a term of office of one year, corresponding to the respective academic year.
  3. The various Councilors shall be appointed, where applicable, by the Technical and Pedagogical Board.
  4. The representatives of the juveniles/juniors (continuing representatives) shall remain in office in the following year, unless duly justified reasons prevent their reappointment.
  5. The following councilors shall be elected annually by their peers: the representative of the Team Coordinators of the Education and Training Courses; the representatives of the Team Coordinators of the Professional Courses; the representative of the Team Directors of the Education and Training Courses; the representatives of the Team Directors/Course Directors of the Professional Courses; one representative of the juveniles; two Juniors from the 1st year of the Professional Courses.

### Article 16 – Powers

The Pedagogical Council shall:

- a. Ensure the implementation of the instructions and guidelines issued by the Technical and Pedagogical Board.

- b. Take note of the allocation of teaching and non-teaching service, participating and collaborating in its implementation.
- c. Ensure the regular functioning of the school's educational and training offer.
- d. Propose the acquisition of technical, didactic, scientific or bibliographic equipment and issue opinions on proposals relating to this matter.
- e. Submit proposals concerning the preparation of the School's Plan of Activities and budget.
- f. Issue opinions on the school calendar and timetables for each academic year.
- g. Approve all technical and pedagogical documents submitted to it, namely those relating to compliance with the legislation in force.
- h. Define and approve the rules and procedures to be adopted within the scope of the teaching and learning provided.
- i. Issue opinions on the structural curricular options to be implemented in the school.
- j. Submit proposals aimed at improving the technical and pedagogical and administrative and financial conditions of the school.
- k. Make suggestions and issue opinions regarding the school's educational and training offer.
- l. Cooperate in the preparation and implementation of the Educational Project.
- m. Implement initiatives of a cultural, scientific, technical, pedagogical or dissemination nature that are of interest to the school.
- n. Issue opinions on all matters which, within its competences, are submitted to it for consideration by the governing bodies.

### Article 17 – Functioning

The Pedagogical Council shall have its own Rules of Procedure, annexed to these Internal Regulations, which shall be approved annually at its first meeting. Notwithstanding this, the following points highlight certain elements concerning its functioning:

- a. The Pedagogical Council shall meet ordinarily (cf. calendar to be published), and extraordinarily whenever deemed necessary and appropriate for the proper functioning of the school. Meetings shall be held without prejudice to the normal school activities of the school.
- b. The Pedagogical Council shall meet provided that the presence of more than half of its members in effective office is ensured.
- c. Meetings shall be convened by its President with a minimum notice of 48 hours. Ordinary meetings shall always be convened on his or her own initiative and extraordinary meetings at the request of the Technical and Pedagogical Board of the School.
- d. Extraordinary meetings may be convened with a minimum notice of 24 hours, provided that all members are individually notified and that the agenda includes only the matters that gave rise to such meetings.
- e. The notice of meeting shall state the time of the meeting and the respective agenda.
- f. In determining the agenda, it shall be considered that ordinary meetings should not exceed two hours in duration.
- g. Councilors shall inform the Secretary of the Pedagogical Council of the items, in addition to those already defined by the Pedagogical Director, that they wish to consider at each meeting.
- h. The inclusion of new matters not included in the notice of meeting shall only be permitted at ordinary meetings, as a preliminary item, provided it is authorized by the Pedagogical Council.
- i. The notice of any meeting of the Pedagogical Council, in addition to being published on the school's official digital platforms, shall be sent by electronic mail to each of its members.
- j. In the event of inability to attend meetings of the Pedagogical Council, the President shall be informed, whenever possible on the preceding day or on the same day.
- k. As a rule, the Pedagogical Council shall meet in plenary session, and its resolutions shall be adopted by majority vote, with the President having a casting vote.

- I. The President of the Pedagogical Council may, whenever justified, delegate his or her competences to another member of the Technical and Pedagogical Board. Such delegation of competences must be expressly recorded in the minutes.
- m. All meetings of the Pedagogical Council shall be minuted by the representative of the Area for Development, Optimization, Innovation and Transversality.
- n. The Secretary shall verify attendance, record absences, confirm the quorum and record the votes.
- o. Members of the Pedagogical Council shall sign the attendance sheet at each meeting, which shall remain in the custody of the President.
- p. Minutes shall be drawn up for all meetings of the Pedagogical Council, and reasoned statements of vote shall be admissible.
- q. The minutes prepared by the Secretary shall be sent electronically to all members within eight working days following the meeting, so that they may comment thereon within five working days, after which the requested amendments shall be made, and the final version of the minutes shall be sent to all members.
- r. The minutes shall be signed by the President and by the Secretary of the meeting.

## Section III

### Advisory Council for Opinion and Quality

#### Article 18 – Nature

The Advisory Council for Opinion and Quality of EPA is the body which, by virtue of the representativeness of its members, debates and considers EPA's Educational Commitment, its policy of affirmation, development and quality, seeking to ensure and deepen the school's ongoing connection with the social dynamics of the territory to which it must lay claim.

#### Article 19 – Composition

The Advisory Council for Opinion and Quality shall comprise:

- a. The President of the Board of Directors of the owning Association AEVA, who shall preside.
- b. The Technical and Pedagogical Board of EPA.
- c. A juvenile or junior of EPA, in active office, invited by the Technical and Pedagogical Board of the School.
- d. A former student of EPA, invited by the Technical and Pedagogical Board of the School.
- e. A Supporter in Education of EPA's juveniles/juniors, invited by the Technical and Pedagogical Board of the School.
- f. A coach of EPA in effective office, invited by the Technical and Pedagogical Board of the School.
- g. A technical staff member of EPA in effective office, invited by the Technical and Pedagogical Board of the School.
- h. A staff member in service at AEVA, not belonging to EPA, invited by the Board of Directors of AEVA.

- i. After consulting the governing bodies of EPA, the President of the Board of Directors of the owning Association AEVA shall designate, to integrate the Advisory Council for Opinion and Quality, other individuals representing municipalities, business, professional, cultural, recreational and/or other relevant institutions, at regional, national or international level, related to EPA's activities, in a number not exceeding the total number of the remaining members of the Council.

### **Article 20 – Powers**

The Advisory Council for Opinion and Quality shall:

- a. Issue an opinion on the relevance and timeliness of the qualification training offer, as well as of other education and training activities proposed annually by the Board of Directors of EPA.
- b. Foster the strengthening of the relationship and cooperation between EPA and the community, among internal and external stakeholders, by formulating suggestions and presenting proposals.
- c. Issue an opinion on matters submitted to it by those responsible for EPA's Integrated Quality Management System.
- d. Issue an opinion on matters submitted to it by the governing bodies of EPA.

### **Article 21 – Functioning**

- a. The Advisory Council for Opinion and Quality shall meet ordinarily four times per academic year and extraordinarily whenever convened by its President, either on his or her own initiative or at the request of its members.
- b. The resolutions of the Advisory Council for Opinion and Quality shall be adopted by simple majority, and its President shall have a casting vote.
- c. Minutes shall be drawn up for each meeting of the Advisory Council for Opinion and Quality.

## Chapter III

# Intermediate Structure of Technical and Pedagogical Management – HEAD OFFICE

### Article 22 – Bodies

The Intermediate Structure of Technical and Pedagogical Management of EPA's Head Office, hereinafter referred to as EI, comprises the following bodies:

- a. The Area for Learning, Autonomy and Curricular Flexibility (A2FC).
- b. The Course Directorates (DC).
- c. The Technical and Pedagogical Support Areas (ASTP).

## Section I

### Area for Learning, Autonomy and Curricular Flexibility

#### Article 23 – Nature

The Area for Learning, Autonomy and Curricular Flexibility organises, develops and evaluates the curricula implemented within the different types of qualification offers existing at EPA.

#### Article 24 – Composition

- a. The Area for Learning, Autonomy and Curricular Flexibility is composed of the respective coaches and other trainers who teach education and training units belonging to the respective curricular component, thereby forming the designated Team of the Area for Learning, Autonomy and Curricular Flexibility.
- b. The Area for Learning, Autonomy and Curricular Flexibility is led by two people in charge, designated as Team Managers, who are appointed annually by the Technical and Pedagogical Board from among the coaches and other trainers constituting the team.

#### Article 25 – Powers and Functioning

1. The Team Managers of the Area shall be responsible for pedagogical supervision and for the organization, development and evaluation of the different curricula implemented within the respective components, and for each modality or type of education and training existing at EPA.
2. It is the responsibility of the Team Managers to lead, with autonomy and under the guidance of the School's Technical and Pedagogical Board, the coaches and other trainers belonging to the Area for Learning, Autonomy and Curricular Flexibility.
3. Each Team Manager, in the practical development of his or her action, shall report directly to the Pedagogical Director.

4. The Area shall meet ordinarily four times per academic year and extraordinarily whenever deemed convenient for its proper functioning.
5. Meetings shall be arranged by the Team Manager. Ordinary meetings shall always be convened on his or her own initiative and extraordinary meetings may also be convened at the request of any other member constituting the Area.
6. Minutes shall be drawn up for each meeting of the Area.

## Section II

### Course Directorates

#### Article 26 – Nature

The teams existing at EPA, together with their respective directors, within the different modalities and types of education and training, pursue the same methodology in their development and in the pursuit of results that serve juveniles/juniors, families and companies, being primarily oriented towards the employability of trained juveniles/juniors as well as towards the continuation of studies.

#### Article 27 – Composition

1. Each Course developed by EPA shall have a person in charge appointed annually by the Technical and Pedagogical Board of EPA, who shall be designated as Course Director (CD).
2. All appointed Course Directors shall annually elect a representative who shall form part of a single Course Directorate Council, which shall be chaired by the Pedagogical Director.

#### Article 28 – Powers and Functioning

1. Each Director shall, by virtue of his or her technical and pedagogical competence, be autonomous in directing the resources and means made available by the Technical and Pedagogical Board of EPA for the development of the respective Course.
2. The Pedagogical Director chairs the Course Directorates Council and shall be responsible for defining and guiding the overall work strategy to which all courses are subject within the framework of the curricular development culture of the courses at EPA's Head Office.
3. The Course Directorates Council shall meet ordinarily twice per academic year and extraordinarily whenever deemed convenient for its proper functioning.

4. Minutes shall be drawn up for each meeting of the Course Directorates Council, and the representative shall report the relevant information directly to the Pedagogical Director.

## Section III

### Technical and Pedagogical Support Areas

#### Article 29 – Nature

Technical and pedagogical support at EPA is carried out by a Technical and Pedagogical Team.

This Team is organized into different areas that serve the organizational structure of both top-level and intermediate management of EPA, carrying out work of a specific nature that supports all technical and pedagogical activities of EPA.

#### Article 30 – Composition

The Technical and Pedagogical Team shall comprise the following specific areas of technical and pedagogical work of the school:

- a. The Area for Development, Optimization, Innovation and Transversality, hereinafter referred to as DO IT.
- b. The Area for Tutoring, Guidance and Transformation, hereinafter referred to as ATOR.

#### Article 31 – Powers and Functioning

- a. The Technical and Pedagogical Support Areas shall be led by a person in charge, designated as Team Manager, appointed annually by the Technical and Pedagogical Board from among the technical staff constituting the team.
- b. . Each Area shall be vested with its own competences which, by virtue of their specificity, have been subject to appropriate regulation annexed to these Internal Regulations and forming an integral part thereof.
- c. Each Area shall meet ordinarily four times per academic year and extraordinarily whenever deemed convenient for its proper functioning.

- d. Meetings shall be arranged by the Team Manager. Ordinary meetings shall always be convened on his or her own initiative and extraordinary meetings may also be convened at the request of any other member constituting the Area.
- e. Minutes shall be drawn up for each meeting of the Area.

## Chapter IV

### Other Support Structures for Education and Training – HEAD OFFICE

#### Article 32 – Bodies

The other Support Structures for Education and Training of EPA comprise the following bodies:

- a. Team Mentors.
- b. Team Captains and Deputy Captains.
- c. Team Councils.
- d. Disciplinary Councils.
- e. Learning Support Centre.
- f. Multidisciplinary Team for Support to Inclusive Education.

### Section I

#### Team Mentors

#### Article 33 – Nature

All teams existing within EPA, corresponding to the different courses in the various modalities and typologies, have a person responsible designated as Team Mentor, who provides support to the juveniles/juniors of the team and to their respective families, as well as to other entities.

#### Article 34 – Composition

1. Each team is composed of all the coaches belonging to it and is chaired by a Team Mentor.

2. Team Mentor is designated annually by the Technical and Pedagogical Board of EPA.

### **Article 35 – Competence and Operation**

1. Each Team Mentor, by virtue of their technical and pedagogical competence, is autonomous in the guidance and support provided to their team, complying with and ensuring compliance with the regulated and established rules, as well as with the general demands communicated to them by the different management structures of EPA.
2. The Team Mentor shall comply with the guidelines issued by the Pedagogical Director, which are grounded in the applicable regulations and legislation.
3. Attached to these Regulations, a framework of competences and operating procedures relating to the functions of the Team Mentor is published.

## Section II

### Team Captains and Deputy Captains

#### Article 36 – Nature

All teams existing within EPA, corresponding to the different courses and in the different modalities and typologies, have a Team Captain and a Deputy Team Captain who assists the Team Mentor and, in general, support, whenever requested, the various coaches and technical staff serving the Team.

#### Article 37 – Composition, Competence and Operation

1. Under the guidance of the Team Mentor, a Team Captain and a Deputy Team Captain shall be elected annually, at the beginning of the school year, in each team.
2. The Team Captain, or, in their absence, the Deputy Team Captain, shall have the right and the duty to represent their team in all situations for which they are mandated by it.
3. The Team Captain, or, in their absence, the Deputy Team Captain, shall have the right and the duty to act as the transmitter and/or executor, within the class, of the guidelines and/or actions that the Team Mentor may assign to them.
4. The Team Captain, or, in their absence, the Deputy Team Captain, shall have the right and the duty, within the scope of their responsibility as representatives mandated by the team, to collaborate actively with all coaches and technical staff serving the class.
5. The Team Captain, or, in their absence, the Deputy Team Captain, shall have the right and the duty, on behalf of the class and when duly justified, to be heard by the various bodies that constitute the Top-Level Technical and Pedagogical Management Structure of EPA.
6. Attached to these Regulations is a Code of Conduct concerning the proper exercise of the role of Team Captain and Deputy Team Captain.

## Section III

### Team Councils

#### Article 38 – Nature

The Team Council is the educational guidance body that monitors the teaching-learning process of the team as a group and in the specificity of each of its members.

#### Article 39 – Composition

The Team Council shall have the following composition:

- a. The Team Mentor, who shall preside.
- b. All coaches and technical staff serving the team.
- c. The Technical and Pedagogical Board.
- d. The Team Captain or the Deputy Team Captain.
- e. Other members of the EPA Educational Community may participate in the Team Council, without the right to vote, whenever the matters included in the agenda concern them and if they are invited to do so by its President.

#### Article 40 – Competence

Without prejudice to the other functions provided for in specific legislation, the **Team Council** shall be responsible for:

- a. Analyzing, in collaboration with the Technical and Pedagogical Board, the integration problems of the juveniles/juniors and their relationship with the coaches and technical staff of the team.

- b. Identifying learning difficulties, learning rhythms and other needs of juveniles/juniors, in collaboration with the Intermediate Management Structure, as well as with the other Support Structures for Education and Training.
- c. Suggesting actions that encourage the involvement of the Education Supporters in the educational pathway of the juveniles/juniors.
- d. Analyzing situations of educational underachievement among the juveniles/juniors of the team and collaborating in the establishment of the support measures considered most appropriate.
- e. Analyzing and promoting the resolution of issues of a disciplinary nature.

#### Article 41 – Operation

- a. Without prejudice to what is defined in specific legislation, the Team Council shall meet ordinarily at the beginning and at the end of the school year and, additionally, extraordinarily whenever convened by the Team Mentor, either on their own initiative, at the request of the Technical and Pedagogical Board, or upon request of at least three members of the Council.
- b. The Team Council shall meet in plenary session, and its decisions shall be taken by simple majority, with the President holding a casting vote.
- c. Minutes shall be taken of each meeting of the Team Council by a Secretary elected by its members; once approved, these minutes shall be duly signed by all participants.
- d. Attached to these Regulations is a set of rules governing the activity of this educational guidance body.

## Section IV

### Disciplinary Councils

#### Article 42 – Nature

The Disciplinary Council is the consultative body which, within the scope of the disciplinary authority provided for in the applicable legal regulations, shall ensure the proper exercise of disciplinary authority over the student body of EPA.

#### Article 43 – Composition

The Disciplinary Council of EPA shall be composed of:

- a. The Technical and Pedagogical Board, chaired by the Pedagogical Director.
- b. The coach(es) with Educational Guidance functions directly or indirectly involved in the matter to be addressed, duly convened by the President of this Council.
- c. The Team Captain(s) and Deputy Team Captain(s) directly or indirectly involved in the matter to be addressed, duly convened by the President of this Council.
- d. The technical staff member(s) of the Technical and Pedagogical Support Area(s) considered necessary for the meeting and duly convened by the President of this Council.
- e. Other members of the EPA School and/or Educational Community may also participate in the meetings of the Disciplinary Council, upon convocation by its President, whenever the matters included in the agenda require such participation or whenever it is considered advisable.

#### **Article 44 – Competence**

Without prejudice to the exercise of disciplinary authority provided for in specific legal regulations, the Disciplinary Council, as a consultative body, shall contribute to the proper functioning of EPA in matters concerning the discipline of juveniles/juniors, namely:

- a. Collaborating in the drafting of a general disciplinary regulation applicable to the juveniles/juniors of EPA, which shall be included as an annex to these Regulations.
- b. Analyzing and evaluating, and issuing an opinion on, disciplinary offences attributed to members of the EPA student body.

#### **Article 45 – Operation**

- a. The Disciplinary Council shall meet in plenary session, and its decisions shall be taken by simple majority, with the President holding a casting vote.
- b. Minutes shall be taken of each meeting of the Disciplinary Council which, once approved, shall be duly signed by all participants.

## Section V

### Learning Support Centre

#### Article 46 – Nature

The Learning Support Centre, hereinafter referred to as CAA, is a support structure that brings together the human and material resources, as well as the knowledge and competences, of EPA.

#### Article 47 – Composition

The CAA has various human and material resources, namely all permanent members of the EMAEI, to mobilize inclusion and the knowledge and competences existing in the school, thereby valuing the experiences of all.

#### Article 48 – Competence

Without prejudice to the other functions provided for in specific legislation, the Learning Support Centre shall be responsible for:

- a. Supporting the inclusion of children and young people in the group/team in the routines and activities of the school, namely through the diversification of strategies for access to the curriculum.
- b. Promoting and supporting access to training, higher education and integration into post-school life.
- c. Promoting and supporting access to leisure, social participation and autonomous living.
- d. Promoting the quality of participation of juveniles/juniors in the activities of the team to which they belong and in other learning contexts.
- e. Supporting the coaches of the group or team to which the juveniles/juniors belong.
- f. Supporting the creation of learning resources and diversified assessment instruments.

- g. Developing interdisciplinary intervention methodologies that facilitate learning processes, autonomy and adaptation to the school context.
- h. Promoting the creation of structured environments rich in communication and interaction that foster learning.
- i. Supporting the organization of the transition process to post-school life.
- j. For juveniles/juniors attending compulsory schooling whose additional learning support measures include significant curricular adaptations, the development of structured teaching methodologies and strategies, and the development of personal and social autonomy competences, the Learning Support Centre shall guarantee a response that complements the work carried out in workspaces or other educational contexts, with a view to their inclusion.

#### **Article 49 – Operation**

- a. The CAA shall operate within EPA by designation of the Pedagogical Director.
- b. The CAA is based at EPA and may have extensions in all spaces where its activity proves necessary.
- c. The physical spaces in which the CAA operates are variable and shall be defined annually according to the type of work, the type of resources and the scientific areas involved.
- d. The operating schedule shall coincide with the timetable during which teaching activities take place.

## Section VI

### Multidisciplinary Team for Support to Inclusive Education

#### Article 50 – Nature

The Multidisciplinary Team for Support to Inclusive Education (EMAEI) integrates the other support areas serving the organizational structure of EPA, collaborating with both top-level management and intermediate management. It develops specialized work in support of the school's technical and pedagogical processes.

#### Article 51 – Composition

- a. The EMAEI is constituted in accordance with Article 12 of Decree-Law No. 54/2018 of 6 July. According to the appointment made by the Technical and Pedagogical Board, the permanent members of the team are: the Pedagogical Director of the Escola Profissional de Aveiro; the Technical and Pedagogical Coordinator of the Escola Profissional de Aveiro; the Team Managers of the Area for Learning, Autonomy and Curricular Flexibility; the Team Manager of the Area for Tutoring, Guidance and Transformation; the Team Manager of the Area for Development, Optimization, Innovation and Transversality; the Coordinator of the Multidisciplinary Team for Support to Inclusive Education; the Special Education Teacher; the Quality Assurance Technician; the Representative of the Course Directors; the Representative of the Team Mentors; the Manager of the CAA; and the Liaison Officer with Partner Entities.
- b. The variable members are identified and convened by the coordinator of the team, according to the specific needs of each situation.

#### Article 52 – Competence

- a. Raising awareness within the educational community regarding the principles of inclusive education.

- b. Proposing support measures for learning.
- c. Monitoring and following the implementation of these measures, in coordination with the internal evaluation team and the Quality Observatory.
- d. Supporting coaches in the adoption of inclusive pedagogical practices.
- e. Monitoring the preparation of the documents provided for in Decree-Law No. 54/2018 (Articles 21, 24 and 25), based on the proposals of the variable members.
- f. Mobilizing the necessary support for the entire school community.
- g. Monitoring the functioning of the Learning Support Centre (CAA).

### **Article 53 – Operation**

- a. Regular meetings of the EMAEI are held in accordance with the deadlines established in Decree-Law No. 54/2018 of 6 July.
- b. The EMAEI meets ordinarily four times per school year.
- c. Extraordinary meetings may be convened by the coordinator of the team, by the President of the Pedagogical Board, or at the request of at least one third of its members. Ordinary meetings shall be convened with a minimum notice period of forty-eight hours.

## Chapter V

### Educational Management – BRANCH CAMPUS

#### Article 54 – Bodies

The Educational Management structure of the EPA Branch Campus comprises the following bodies:

- a. Educational Management.
- b. Curricular Learning Areas.
- c. Educational Support Areas.

#### Section I

#### Educational Management

#### Article 55 – Nature

Educational Management aims to ensure the organization, coordination and supervision of the pedagogical, administrative and training activities of EPA – Branch Campus.

#### Article 56 – Composition

1. The Educational Management of EPA – Branch Campus is composed of the Educational Manager and Educational Advisors.

#### Article 57 – Competence and Operation

2. It is the responsibility of the Educational Manager to direct, with autonomy and with the support of the Educational Advisors, the Curricular Areas, the Coordination and Team Directorates, and the Educational Support Areas, always under the guidance of the Technical and Pedagogical Board of the School.

3. The Educational Manager and the Educational Advisors are responsible for coordinating with the different educational agents, with the aim of implementing the School's Educational Commitment.
4. The Educational Manager and the Educational Advisors are responsible for promoting inclusion, academic success and links with the business community.
5. The Educational Manager and the Educational Advisors of EPA – Branch Campus are responsible for the technical and pedagogical supervision of the different curricula implemented for each modality or typology of education and training existing in the school.

## **Educational Management Structure – BRANCH CAMPUS**

### **Article 58 – Bodies**

The Educational Management structure of the EPA Branch Campus comprises the following bodies:

- a. Curricular Learning Areas.
- b. Educational Support Areas.

### **Section I**

### **Curricular Learning Areas**

#### **Article 59 – Nature**

The Curricular Learning Areas organize, develop and evaluate the curricula implemented within the different typologies of qualifying education and training offered by EPA – Branch Campus.

#### **Article 60 – Composition**

1. Three Curricular Learning Areas exist within EPA, each corresponding to one of the areas that compose the curriculum, namely: Sociocultural Curricular Learning Area; Scientific Curricular Learning Area; Technological Curricular Learning Area.

2. Each Curricular Learning Area is composed of the respective coaches and other trainers who teach education and training units belonging to the corresponding curricular component, thereby forming the so-called Curricular Learning Area Team.
3. Each Curricular Development Area is directed by a responsible person, who is appointed annually by the Technical and Pedagogical Board from among the coaches and other trainers who are members of the team.

### **Article 61 – Competence and Operation**

1. The person responsible for the respective Area shall be responsible for pedagogical supervision and for the organization, development and evaluation of the different curricula implemented within its component, for each modality or typology of education and training existing at EPA – Branch Campus.
2. It is the responsibility of the person in charge to direct, with autonomy and under the guidance of the Technical and Pedagogical Board of the School, the coaches and other trainers belonging to the respective Curricular Learning Area.
3. Each person responsible, in the practical development of their work, reports directly to the Pedagogical Director.
4. Each Area meets ordinarily four times per school year and extraordinarily whenever deemed convenient for its proper functioning.
5. Meetings shall be convened by the person responsible for the curricular area. Ordinary meetings are convened on their own initiative, while extraordinary meetings may also be convened at the request of any other member of the Area.
6. Minutes shall be taken of each Area meeting.

## Section II

### Educational Support Areas

#### Article 62 – Nature

Technical and pedagogical support at EPA – Branch Campus is provided by a Technical and Pedagogical Team.

This Team is organized into different areas that serve the organizational structure of both the top-level management and the Educational Management of EPA – Branch Campus, developing specialized work that supports all the technical and pedagogical activities of EPA.

#### Article 63 – Composition

The Technical and Pedagogical Team is composed of the following specific areas of technical and pedagogical work of the school:

1. Area for Planning, Results and Optimization, hereinafter referred to as PRO.
2. Multidisciplinary Team for Support to Inclusive Education, hereinafter referred to as EMAEI.

#### Article 64 – Competence and Operation

1. By virtue of their nature and technical and pedagogical specificity, the Teams operate under the direct management of the Technical and Pedagogical Board, which shall appoint the members responsible for the close monitoring of these teams.
2. Each Team is endowed with its own competences which, due to their specificity, have determined the adoption of appropriate regulations annexed to these Regulations and forming an integral part thereof.

## Chapter VI

### Other Support Structures for Education and Training – BRANCH CAMPUS

#### Article 65 – Bodies

The other Support Structures for Education and Training of EPA comprise the following bodies:

- a. Team Directorates.
- b. Team Mentorships.
- c. Team Captains and Deputy Team Captains.
- d. Team Councils.
- e. Disciplinary Councils.
- f. Learning Support Centre.

#### Section I

#### Team Directorates

#### Article 66 – Nature

The teams existing within EPA – Branch Campus, with their respective directors, in the different modalities and typologies, pursue the same methodology in their development and in the search for results that serve the juveniles/juniors, families and companies, focusing particularly on the employability of the juveniles/juniors trained as well as on the continuation of studies.

#### Article 67 – Composition

1. Each team developed by EPA – Branch Campus has a person responsible appointed annually by the Technical and Pedagogical Board of EPA, who is designated as Team Director.

2. All appointed Team Directors elect representatives annually who form a single Council of Team Directorates, which is chaired by the Pedagogical Director.

### **Article 68 – Competence and Operation**

1. Each Director, by virtue of their technical and pedagogical competence, is autonomous in directing the resources and means made available by the Technical and Pedagogical Board of EPA for the development of the respective Course.
2. The Pedagogical Director is responsible for directing the Council of Team Directorates, being entrusted with defining and guiding the general work strategy to which all courses are subject within the framework of the curricular development culture of the courses at EPA – Branch Campus.
3. The Council of Team Directorates meets ordinarily three times per school year and extraordinarily whenever considered convenient for its proper functioning.
4. Meetings shall be convened by the Pedagogical Director. Ordinary meetings are convened on their own initiative, and extraordinary meetings may also be convened on the initiative of any other member forming part of this Council.
5. Minutes shall be taken of each meeting of the Council of Team Directorates.

## Section II

### Team Mentorships

#### Article 69 – Nature

All teams existing within EPA – Branch Campus, corresponding to the different courses in the different modalities and typologies, have a person responsible designated as Team Mentor who provides support to the juveniles/juniors of the team and to their respective families, as well as to other entities.

#### Article 70 – Composition

1. Each team is composed of all the coaches belonging to it and is chaired by a Team Mentor.
2. The Team Mentor is appointed annually by the Technical and Pedagogical Board of EPA.

#### Article 71 – Competence and Operation

Each Team Mentor, by virtue of their technical and pedagogical competence, is autonomous in the guidance and support provided to their team, complying with and ensuring compliance with the established regulatory rules, as well as with the general demands conveyed by the different management structures of EPA.

The Team Mentor shall comply with the guidelines issued by the Pedagogical Director, which are grounded in the applicable regulations and legislation.

Attached to these Regulations is a framework governing the competences and functioning relating to the duties of the Team Mentor.

### Section III

## Team Captains and Deputy Team Captains

### Article 72 – Nature

All teams existing within EPA – Branch Campus, corresponding to the different courses in the different modalities and typologies, have a Team Captain and a Deputy Team Captain who assist the Team Mentor and, in general, support, whenever requested, the various coaches and technical staff serving the Team.

### Article 73 – Composition, Competence and Operation

1. Under the guidance of the Team Mentor, a Team Captain and a Deputy Team Captain shall be elected annually, at the beginning of the school year, in each team.
2. The Team Captain, or, in their absence, the Deputy Team Captain, shall have the right and the duty to represent their team in all situations for which they are mandated by it.
3. The Team Captain, or, in their absence, the Deputy Team Captain, shall have the right and the duty to act as the transmitter and/or executor, within the class, of the guidelines and/or actions that the Team Mentor may assign to them.
4. The Team Captain, or, in their absence, the Deputy Team Captain, shall have the right and the duty, within the scope of their responsibility as representatives mandated by the team, to collaborate actively with all coaches and technical staff serving the class.
5. The Team Captain, or, in their absence, the Deputy Team Captain, shall have the right and the duty, on behalf of the class and when duly justified, to be heard by the various bodies that constitute the Top-Level Technical and Pedagogical Management Structure of EPA.
6. Attached to these Regulations is a code of conduct concerning the proper exercise of the role of Team Captain and Deputy Team Captain.

## Section IV Team Councils

### Article 74 – Nature

The Team Council is the educational guidance body that monitors the teaching-learning process of the team as a group and in the specificity of each of its members.

### Article 75 – Composition

The Team Council has the following composition:

- a. The Team Mentor, who shall preside.
- b. All coaches and technical staff serving the team.
- c. The Technical and Pedagogical Board.
- d. The Team Captain or the Deputy Team Captain.
- e. Other members of the EPA – Branch Campus Educational Community may participate in the Team Council, without the right to vote, whenever the matters included in the agenda concern them and if they are invited to do so by its President.

### Article 76 – Competence

Without prejudice to the other functions provided for in specific legislation, the Team Council shall be responsible for:

- a. Analyzing, in collaboration with the Technical and Pedagogical Board, the integration problems of the juveniles/juniors and their relationship with the coaches and technical staff of the team.

- b. Identifying learning difficulties, learning rhythms and other needs of juveniles/juniors, in collaboration with the Educational Management Structure of EPA – Branch Campus, as well as with the other Support Structures for Education and Training.
- c. Suggesting actions that encourage the involvement of Education Supporters in the educational pathway of the juveniles/juniors.
- d. Analyzing situations of educational underachievement among the juveniles/juniors of the team and collaborating in establishing the support measures considered most appropriate.
- e. Analyzing and promoting the resolution of issues of a disciplinary nature.

#### **Article 77 – Operation**

- a. Without prejudice to what is defined in specific legislation, the Team Council shall meet ordinarily at the beginning of the school year and at the end of the school year and, additionally, extraordinarily whenever convened by the Team Mentor, either on their own initiative, at the request of the Technical and Pedagogical Board, or upon request of at least three members of the Council.
- b. The Team Council shall meet in plenary session, and its decisions shall be taken by simple majority, with the President holding a casting vote.
- c. Minutes shall be taken of each meeting of the Team Council by a Secretary elected by its members which, once approved, shall be duly signed by all participants.
- d. Attached to these Regulations is a set of rules governing the activity of this educational guidance body.

## Section V Disciplinary Councils

### Article 78 – Nature

The Disciplinary Council is the consultative body which, within the scope of the disciplinary authority provided for in the applicable legal regulations, shall ensure the proper exercise of disciplinary authority over the student body of EPA.

### Article 79 – Composition

The Disciplinary Council of EPA shall be composed of:

- a. The Technical and Pedagogical Board, chaired by the Pedagogical Director.
- b. The coach(es) with Educational Guidance functions directly or indirectly involved in the matter to be addressed, duly convened by the President of this Council.
- c. The Team Captain(s) and Deputy Team Captain(s) directly or indirectly involved in the matter to be addressed, duly convened by the President of this Council.
- d. The technical staff member(s) of the Educational Support Area(s) considered necessary for the meeting and duly convened by the President of this Council.
- e. Other members of the EPA – Branch Campus School and/or Educational Community may also participate in the meetings of the Disciplinary Council, upon convocation by its President, whenever the matters included in the agenda require such participation or whenever it is considered advisable.

### Article 80 – Competence

Without prejudice to the exercise of disciplinary authority provided for in specific legal regulations, the Disciplinary Council, as a consultative body, shall contribute to the proper functioning of EPA – Branch Campus in matters concerning the discipline of juveniles/juniors, namely:

- a. Collaborating in the drafting of a general disciplinary regulation applicable to the juveniles/juniors of EPA, which shall be included as an annex to these Regulations.
- b. Analyzing and evaluating, and issuing an opinion on, disciplinary offences attributed to members of the EPA student body.

### **Article 81 – Operation**

1. The Disciplinary Council shall meet in plenary session, and its decisions shall be taken by simple majority, with the President holding a casting vote.
2. Minutes shall be taken of each meeting of the Disciplinary Council which, once approved, shall be duly signed by all participants.

## Section VI

### Learning Support Centre

#### Article 82 – Nature

The Learning Support Centre, hereinafter referred to as CAA, is a support structure that brings together the human and material resources, as well as the knowledge and competences, of EPA.

#### Article 83 – Composition

The CAA has various human and material resources, namely all permanent members of the EMAEI, to mobilize inclusion and the knowledge and competences existing in the school, thereby valuing the experiences of all.

#### Article 84 – Competence

Without prejudice to the other functions provided for in specific legislation, the Learning Support Centre shall be responsible for:

- a. Supporting the inclusion of children and young people in the group/team within the routines and activities of the school, namely through the diversification of strategies for access to the curriculum.
- b. Promoting and supporting access to training, higher education and integration into post-school life.
- c. Promoting and supporting access to leisure, social participation and autonomous living.
- d. Promoting the quality of participation of juveniles/juniors in the activities of the team to which they belong and in other learning contexts.
- e. Supporting the coaches of the group or team to which the juveniles/juniors belong.
- f. Supporting the creation of learning resources and diversified assessment instruments.
- g. Developing interdisciplinary intervention methodologies that facilitate learning processes, autonomy and adaptation to the school context.

- h. Promoting the creation of structured environments rich in communication and interaction that foster learning.
- i. Supporting the organization of the transition process to post-school life.
- j. For juveniles/juniors attending compulsory schooling whose additional learning support measures include significant curricular adaptations, the development of structured teaching methodologies and strategies, and the development of personal and social autonomy competences, the Learning Support Centre shall guarantee a response that complements the work carried out in workspaces or other educational contexts, with a view to their inclusion.

#### **Article 85 – Operation**

1. The CAA shall operate within EPA by designation of the Pedagogical Director.
2. The CAA is based at EPA and may have extensions in all spaces where its activity proves necessary.
3. The physical spaces in which the CAA operates are variable and shall be defined annually according to the type of work, the type of resources and the scientific areas involved.
4. The operating schedule shall coincide with the timetable during which teaching activities take place.

## Chapter VII

### Rights and Duties of the School Community

#### Article 78 – Structure of the School Community

1. The School Community of EPA has the following structure:
  - a. Teaching Staff and Technical Staff.
  - b. Auxiliary Non-Teaching Staff.
  - c. Student Body.
  - d. Education Supporters.
2. The Teaching Staff, Technical Staff, Auxiliary Non-Teaching Staff and Student Body are distributed across the educational and training activities carried out at the Head Office and at the Branch Campus respectively, in accordance with the specificity of the educational and training provision and the service needs.
3. The Teaching, Technical and Auxiliary Non-Teaching Staff are organized considering their qualifications and functional areas, according to a culture of polyvalence of functions and in accordance with service needs, thereby ensuring, within the scope of their competences, the proper functioning of the School in general.
4. Those commonly referred to as parents or guardians assume, at the Escola Profissional de Aveiro, a very specific role and function. In this sense, they are considered within this School as Education Supporters, it being defined that, even beyond the age of 18, all juveniles/juniors must identify a person, an Ally, who is also responsible for their education and training within the School.
5. Education Supporters are involved in the active participation in the education and training activities of their students, namely by being represented in the Pedagogical Council and through specific guidelines and regulations annexed to these Regulations.

## Section I

### Rights and Duties of the Teaching Staff, Technical Staff and Auxiliary Non-Teaching Staff

#### Article 79 – Rights of the Teaching Staff, Technical Staff and Auxiliary Non-Teaching Staff

In addition to what is provided for in specific legal regulations and/or annexed to these Regulations, the rights of EPA coaches, technicians and auxiliary non-teaching staff are:

- a. To be heard and respected by all members of the School Community.
- b. To be informed of all legislation and rules concerning the rights, duties and specific functions of the other members of the School Community and of school life in general.
- c. To submit proposals or suggestions to the Technical and Pedagogical Directorate deemed appropriate for the proper functioning of the school.
- d. To participate in training activities, professional development and knowledge updating in accordance with internal regulations and standards, as well as with the legislation in force.
- e. To require respect and the active participation of juveniles/juniors in the teaching-learning process.
- f. To use all available resources necessary for the proper performance of their duties.
- g. To be convened for any activities with the necessary prior notice.
- h. To benefit from all entitlements to which they are entitled in accordance with the regulations and legislation in force.
- i. To know, comply with and ensure compliance with the rules established in these Regulations.

#### Article 80 – Duties of the Teaching Staff, Technical Staff and Auxiliary Non-Teaching Staff

In addition to what is provided for in specific legal regulations and/or annexed to these Regulations, the duties of EPA coaches, technicians and auxiliary non-teaching staff are:

- a. To always conduct their actions according to the principles of respect, justice, attentiveness, understanding and responsibility.
- b. Not to entertain opinions expressed by juveniles/juniors regarding the conduct of other members of the School and Educational Communities, directing those expressing such opinions to the respective Team Leader and/or the Technical and Pedagogical Directorate.
- c. To maintain discipline, a good working environment and proper relations with juveniles/juniors in all places they attend.
- d. To promote educational and pedagogical measures that encourage the harmonious development of the education and training of young people, both in activities within workspaces and in other School activities.
- e. To use diversified educational and learning strategies appropriate to juveniles/juniors.
- f. To intervene whenever necessary, not relinquish their role as educators.
- g. Communicating, in accordance with established procedures, to the competent bodies and positions all occurrences considered abnormal and likely to cause harm to the regular functioning of the school.
- h. To maintain professional confidentiality in all situations where it is required.
- i. To know, comply with and ensure compliance with the rules established in these Regulations.

## Section II

### Rights and Duties of the Student Body

#### Article 81 – Rights of the Student Body

In addition to what is provided for in specific legal regulations and/or annexed to these Regulations, the rights of EPA juveniles/juniors are:

- a. To be treated with respect and courtesy by any member of the School Community.
- b. To have their safety safeguarded while attending the school and their physical integrity respected.
- c. To receive prompt and appropriate assistance in the event of an accident or sudden illness occurring within the scope of school activities.
- d. To use, in accordance with the applicable rules, the facilities intended for them.
- e. To present criticisms, commendations and suggestions regarding the functioning of the school.
- f. To have the implementation of the study plan of their course ensured as defined.
- g. To organize and participate in initiatives that promote their training and the use of their free time.
- h. To be informed about matters concerning the school and themselves through notices and information published in the appropriate places and platforms.
- i. To benefit from all rights permitted and recognized as applicable to them under these Internal Regulations.

#### Article 82 – Duties of the Student Body

In addition to what is provided for in specific legal regulations and/or annexed to these Regulations, the duties of EPA juveniles/juniors are:

- a. To treat all members of the School Community with respect and courtesy, always using appropriate language consistent with EPA's culture.
- b. To follow the guidelines of the different governing bodies and other technical and pedagogical support structures of EPA regarding their education and learning process.
- c. To bring the materials and equipment necessary for the development of their education and training activities.
- d. To inform their Education Supporters of the results of their education and learning.
- e. To take responsibility for their personal belongings and respect and preserve the property assigned and/or entrusted to them.
- f. To contribute to the preservation, conservation and cleanliness of the School.
- g. To respect the property of all members of the Educational Community, not appropriating or damaging the belongings of others.
- h. To comply with all deadlines and procedures defined by the competent authorities and published in the appropriate places and platforms.
- i. To know and comply with the rules established in these Regulations and in other specific regulations.

### Section III

## Rights and Duties of Education Supporters

### Article 83 – Rights of Education Supporters

In addition to what is provided for in specific legal regulations and/or annexed to these Regulations, the rights of Education Supporters are:

- a. To be treated with respect and courtesy by the entire School Community.
- b. To be informed about all matters relevant to the educational and learning process of their students.
- c. To participate actively in the life of the school, namely in extra-school activities.
- d. To have access to the facilities and places within the school where they need to deal with matters of interest.
- e. To participate actively in the education and training of their students, namely through the actions defined in specific regulations annexed to these Regulations.
- f. To be familiar with EPA's Educational Commitment, the School's Internal Regulations and other specific regulations.

### Article 84 – Duties of Education Supporters

In addition to what is provided for in specific legal regulations and/or annexed to these Regulations, the duties of Education Supporters are:

- a. To treat any member of the School and Educational Communities with respect and courtesy.
- b. To inform themselves and inform the School Community about matters relevant to the educational process of their students and to attend the school on their own initiative and whenever requested.

- c. To collaborate with the School Community within the scope of the education and learning process of their students, namely by participating in meetings convened by the school through its various bodies.
- d. To participate actively in the education and training of their students, namely through the actions defined in specific regulations annexed to these Regulations.
- e. To identify with the school or the Educational Community, voluntarily or whenever requested by a responsible person, to be directed according to the intended purpose.
- f. To be familiar with EPA's Educational Commitment, the School's Internal Regulations and other specific regulations.

## Chapter VIII

### Operation of the School

#### Article 85 – Responsibilities and Operation

1. In its overall operation, EPA is managed by the different bodies that constitute the Organic Structure of the School's Top-Level Technical and Pedagogical Management, which are responsible for applying the applicable laws and regulations.
2. For the proper functioning of EPA, not only the body of these Internal Regulations applies, but also the various annexes that form an integral part thereof.

#### Article 86 – Annexes to the Internal Regulations

1. The Annexes to the Internal Regulations, intended to organize closely the proper functioning of EPA, are structured into Matters, which complement each other.
2. The Matters are the following:
  - a. Physical Management Matters.
  - b. Administrative Matters.
  - c. Pedagogical Matters.

#### Article 87 – Annexes of Physical Management Matters – HEAD OFFICE

- a. Regulation for Basic Compliance in Common Use Spaces.
- b. Regulation for Basic Compliance in Workspaces.
- c. Regulation for the Acquisition and Use of Lockers.

#### Article 88 – Annexes of Administrative Matters – HEAD OFFICE

- a. Rules of Procedure of the Pedagogical Council.

- b. Rules of Procedure of the Team Councils.
- c. Rules of Procedure of the Team for Tutoring, Guidance and Transformation.
- d. Rules of Procedure of the Multidisciplinary Team for Support to Inclusive Education.
- e. Rules of Procedure of the Learning Support Centre.
- f. Rules of Procedure of the Area for Development, Optimisation, Innovation and Transversality.
- g. Regulation for the Proper Management of Information and Communication.
- h. Regulation for the Acquisition and Use of Work Clothing and Equipment.
- i. Regulation for Admission and Attendance.
- j. Regulation on Subsidies and Other Support.

#### **Article 89 – Annexes of Pedagogical Matters – HEAD OFFICE**

- a. Disciplinary Regulation.
- b. Regulation for the Assessment and Recovery of Learning.
- c. Regulation for Attendance and Recovery Modalities.
- d. Regulation of the Course Director.
- e. Regulation of the Team Leader.
- f. Regulation of Team Captains and Vice-Captains.
- g. Regulation of Work-Based Learning.
- h. Regulation of Practical Training in a Work Context.
- i. Regulation of the Professional Aptitude Project.
- j. Regulation of the AE2EP Period.
- k. Regulation of the Final Assessment Examination.

### **Article 90 – Annexes of Physical Management Matters – BRANCH CAMPUS**

- a. Regulation for Basic Compliance in Common Use Spaces.
- b. Regulation for Basic Compliance in Workspaces.
- c. Regulation for the Use and Operation of Work and Training Laboratories.
- d. Regulation for the Acquisition and Use of Lockers.

### **Article 91 – Annexes of Administrative Matters – BRANCH CAMPUS**

- a. Rules of Procedure of the Pedagogical Council.
- b. Rules of Procedure of the Team Councils.
- c. Rules of Procedure of the Area for Monitoring, Tutoring, Support and Relations.
- d. Rules of Procedure of the Multidisciplinary Team for Support to Inclusive Education.
- e. Rules of Procedure of the Learning Support Centre.
- f. Rules of Procedure of the Area for Planning, Results and Optimization.
- g. Regulation for the Proper Management of Information and Communication.
- h. Regulation for the Acquisition and Use of Work Clothing and Equipment.
- i. Regulation for Admission and Attendance.
- j. Regulation on Subsidies and Other Support.

### **Article 92 – Annexes of Pedagogical Matters – BRANCH CAMPUS**

- a. Disciplinary Regulation.
- b. Regulation for the Assessment and Recovery of Learning.
- c. Regulation for Attendance and Recovery Modalities.

- d. Regulation of the Team Director.
- e. Regulation of the Team Leader.
- f.Regulation of Team Captains and Vice-Captains.
- g. Regulation of Work-Based Learning.
- h. Regulation of Practical Training in a Work Context.
- i.Regulation of the Professional Aptitude Project.
- j.Regulation of the AE2EP Period.

## Chapter IX

### Final and Transitional Provisions

#### Article 93 – Revision of the Internal Regulations

- a. In each school year, the conformity of the Internal Regulations with the School's Educational Commitment, as well as with the needs inherent to the school reality, shall be verified, and the amendments deemed appropriate may be introduced.
- b. The initiative to propose and introduce amendments to the Internal Regulations, as well as their approval, lies with the Technical and Pedagogical Directorate, which may, for this purpose, consult the Pedagogical Council or other bodies of the School.



#### Article 94 – Final Provisions

- a. It is always positive to include suggestions aimed at improving the school environment.
- b. At the end of each school year, the work carried out shall be evaluated, in accordance with the School's Educational Project and the School Activity Plan, through, among other measures, the application of a survey to all members of the School and Educational Communities.
- c. When a complaint is submitted in writing, it must be duly justified and signed and will then be forwarded to the competent bodies within the AEVA Integrated Quality Management System.
- d. Whatever the matter is to be addressed, it must be channeled through the established hierarchical levels, as well as through the procedures determined and in compliance with the legally prescribed form.
- e. Failure to comply with the rules governing school life in general and with these Regulations in particular shall result in sanctions in accordance with these Regulations and the applicable legal provisions.

- f. Any situation omitted from these Regulations and their annexes shall, whenever necessary, be resolved by the Technical and Pedagogical Directorate of EPA, in due time and in accordance with its competences, and the AEVA Directorate may also be involved.
- g. These Internal Regulations, upon proposal of the Technical and Pedagogical Directorate of the Escola Profissional de Aveiro, were ratified and approved by the Pedagogical Council on 9 January 2026, and were also approved and ordered to be published by the AEVA Directorate on the same date, entering immediately into force and binding all members of the School and Educational Communities of the Escola Profissional de Aveiro.

AEVA, Aveiro, 9 January 2026

The AEVA Board of Directors



(Jorge de Almeida Castro) (Cláudia Garcia de Matos)

**Note:** This translation was prepared with the assistance of artificial intelligence, namely ChatGPT (GPT-5.4 Thinking), and subsequently reviewed for terminological, formal and normative consistency.