A INOVAÇÃO PEDAGÓGICA NO ENSINO SUPERIOR
CONTRIBUTOS PARA O SETOR E PARA AS INSTITUIÇÕES

Missões CNIPES: recomendações e orientações

CNIPES

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A intenção deste documento é dar a conhecer as missões internacionais realizadas no âmbito do Conselho Nacional para a Inovação Pedagógica no Ensino Superior (CNIPES), entre novembro de 2025 e maio de 2026 e apresentar orientações decorrentes das mesmas para o sistema e para as instituições nacionais. O documento referencia, em concreto, as missões realizadas, os critérios que estiveram na sua origem, a constituição e coordenação das equipas e as recomendações elaboradas em cada missão.

As missões procuraram observar e analisar, fora do contexto português e em entidades de referência, formas inovadoras de abordar os desafios atuais da inovação pedagógica no ensino superior, tanto numa perspetiva sistémica como no plano institucional. Com base na sistematização da análise da informação recolhida, cada missão formulou recomendações para o setor e para as Instituições, no respetivo domínio de intervenção.

De acordo com objetivos precisos e com os temas eleitos como prioritários pelo CNIPES, foram identificadas e selecionadas entidades e instituições concretas no Reino Unido, Irlanda e Suécia. As interações realizadas permitiram contextualizar e analisar as principais temáticas que orientaram a atividade do Conselho no seu primeiro ano e meio de funcionamento, nomeadamente: a integração da inteligência artificial no ensino superior; o bem-estar, a inclusão e o sucesso académico; as estruturas transversais de apoio ao desenvolvimento de inovação pedagógica nas instituições de ensino superior (IES); o desenvolvimento profissional dos docentes e a criação de ambientes institucionais promotores de valorização e de paridade de estima entre o ensino e a investigação.

Relembra-se que, no âmbito do trabalho do CNIPES, foram também elaboradas publicações temáticas em torno dos temas acima referidos.

Deverá ainda ser sublinhado que a realização das missões do CNIPES contou com o importante contributo dos seus conselheiros estrangeiros, que, além de facilitarem o acesso às suas instituições e a outras entidades dos respetivos países, aconselharam o CNIPES quanto às pessoas a contactar e às experiências que não deveria deixar de conhecer. À Terry Maguire, Luke Millard e Arnold Pears estamos profundamente gratos pela abertura, generosidade e empenho com que nos acompanharam neste desafio.

Nas sete missões realizadas, registaram-se 105 participações, envolvendo 80 participantes distintos. Estas missões contaram com a presença de membros do CNIPES, representantes dos consórcios, estudantes e técnicos superiores de entidades relevantes do setor, nomeadamente do Instituto de Ensino Superior e da Agência de Avaliação e Acreditação do Ensino Superior (A3ES), refletindo uma participação diversificada e representativa.

Cada missão foi organizada em função de um objetivo específico e procurou, simultaneamente, potenciar interações entre diferentes membros da comunidade nacional que desenvolvem atividades nas áreas em análise.



Neste sentido, as comitivas foram constituídas com base num princípio de diversidade, partindo-se do pressuposto de que a inovação constitui uma responsabilidade partilhada e resulta do contributo de todos. A participação de colegas e representantes da comunidade nacional foi incentivada através de convites divulgados por cada um dos sete consorcios nacionais, interinstitucionais, para a inovação pedagógica. Foram também endereçados convites diretamente pelo CNIPES, na expetativa de promover a integração, no sistema nacional, de experiências reconhecidas pelas suas boas práticas e pelo trabalho desenvolvido nas áreas em causa.

Cada uma das missões foi planeada de modo a incluir, como resultado material, a elaboração de um relatório disponível em www.cnipes.org, de acordo com uma estrutura previamente discutida e aprovada pelo Conselho. Para cada missão, foi designado um responsável pela coordenação e redação desse documento, procurando-se que este refletisse, de forma tão representativa quanto possível, a realidade observada, as atividades desenvolvidas e as aprendizagens resultantes da visita. Foi igualmente prevista a inclusão, em cada relatório, de recomendações dirigidas tanto ao sistema nacional, como às instituições. Estas recomendações deveriam ser elaboradas de forma participada, com base na troca de ideias entre os intervenientes, e formuladas de modo a contribuir para o debate e para a definição de possíveis medidas de intervenção. As orientações apresentadas neste documento resultam da análise de conteúdo realizada a posteriori por um grupo de trabalho constituído para o efeito, tendo por base o conjunto desses relatórios.

Importa sublinhar a relevância atribuída à realização de missões criteriosamente focadas, concebidas e desenvolvidas em colaboração com instituições de referência no espaço europeu. Para além dos conhecimentos e das aprendizagens proporcionados, as próprias missões assumiram um caráter inovador, na forma como foram planeadas, organizadas e concretizadas, sendo essa dimensão reconhecida pelos interlocutores internacionais.

A leitura das orientações contidas neste documento deverá, contudo, ser realizada tendo presente que estas resultam de uma amostragem necessariamente limitada de uma realidade europeia diversificada, na qual coexistem diferentes modelos institucionais, contextos e práticas. Não se pretende, por isso, propor a transposição direta de soluções, nem ignorar a existência de outras experiências igualmente relevantes. O valor destas missões reside, sobretudo, na possibilidade de conhecer, de forma situada, experiências de entidades de referência que demonstraram eficácia nos contextos em que foram implementadas e de delas retirar ideias, princípios e possibilidades de adaptação que, de outro modo, dificilmente estariam acessíveis.

Neste sentido, a inovação constrói-se também através do conhecimento crítico de experiências concretas, da comparação entre diferentes realidades e da capacidade de adaptar aprendizagens a contextos específicos. Num mundo particularmente volátil e marcado por uma evolução acelerada do ensino superior, o CNIPES considera que este contacto direto com práticas e instituições de referência constitui uma condição essencial para fundamentar recomendações informadas, promover a reflexão estratégica e apoiar a transformação do sistema de ensino superior em Portugal.

Autores
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NOTA METODOLÓGICA



As orientações apresentadas resultam de um processo de análise, em várias etapas, dos relatórios das missões realizadas no âmbito do CNIPES.

Numa primeira fase, foram identificados os objetivos gerais e os objetivos específicos de cada missão e identificadas todas as recomendações (a nível nacional e institucional) constantes em cada relatório.

De seguida, as recomendações de cada missão foram sujeitas a uma codificação indutiva, que permitiu identificar temas transversais e comuns. Com base nesses temas, todas as recomendações foram agrupadas num único documento.

Este documento foi depois analisado em duas rondas com o objetivo de organizar, consolidar e sintetizar toda a informação. O resultado foi comparado com o documento original, que reunia todas as recomendações extraídas dos relatórios.

Por fim, o texto foi revisto e analisado por membros do CNIPES responsáveis pelos relatórios, para garantir que as orientações finais refletissem, com a maior fidelidade possível, a seleção, o conteúdo e a intenção das recomendações presentes nos relatórios de cada missão.

O resultado deste processo é o conjunto de orientações aqui apresentado. Para detalhes e especificações sugere-se a leitura dos relatórios referentes a cada missão e aos objetivos específicos que as nortearam, disponíveis em www.cnipes.org.

As orientações encontram-se organizadas em dois blocos, à semelhança dos relatórios. O primeiro bloco abarca orientações para todo o setor e o segundo inclui orientações a nível institucional. Sem pretender assumir um caráter normativo ou prescritivo, as sugestões que se seguem destinam-se a contribuir para a reflexão sobre a definição e o alinhamento de políticas, de medidas e de práticas, na área da inovação pedagógica no Ensino Superior.

ORIENTAÇÕES A NÍVEL DO SETOR

ORIENTAÇÃO 1

Fomentar a valorização e o reconhecimento no domínio da Inovação Pedagógica

Estabelecer um **referencial nacional** que oriente as Instituições do sistema no sentido da **valorização e reconhecimento** do investimento em inovação pedagógica, nas carreiras académicas.

Coordenar a nível nacional, nomeadamente com o apoio do CNIPES, o **alinhamento de prioridades, a partilha de boas práticas e a consolidação de atividades de valorização docente**, promovendo sinergias e potenciando o uso eficiente de energias e recursos.

Estabelecer um **referencial nacional** que defina **sucesso dos estudantes** como conceito holístico, abrangendo desempenho académico, bem-estar, inclusão, sentimento de pertença, empregabilidade e desenvolvimento pessoal.

Incentivar o estabelecimento de orientações nacionais, sustentadas em evidência e baseadas em princípios de universalidade, flexibilidade e excelência pedagógica, que promovam a implementação de **políticas de desenvolvimento profissional do corpo docente, nas áreas do ensino e da aprendizagem** nas instituições de ensino superior.

ORIENTAÇÃO 2

Apoiar o desenvolvimento de uma cultura de paridade de estima entre mérito pedagógico e mérito científico

Aconselhar e apoiar a criação de mecanismos nacionais e institucionais de reconhecimento, recrutamento e progressão na carreira que **valorizem, de forma equivalente, o mérito científico, o mérito pedagógico**, a inovação educativa e o desenvolvimento profissional, incluindo o reconhecimento nacional da Scholarship of Teaching and Learning e a celebração pública do mérito pedagógico, enquanto fatores de motivação e envolvimento da comunidade académica.

ORIENTAÇÃO 3

Assegurar financiamento a nível nacional para projetos de inovação pedagógica

Criar, a nível central, mecanismos de **financiamento de apoio a iniciativas de melhoria do ensino e das aprendizagens** e que permitam às IES, em modelos diversificados de parcerias, responder aos desafios da inovação, com propostas de abordagens baseadas em evidência.

ORIENTAÇÃO 4

Apoiar as Instituições de Ensino Superior no desenvolvimento de estruturas de apoio ao desenvolvimento de Inovação Pedagógica

Apoiar o desenvolvimento, a nível institucional, de **unidades/equipas/centros** de formatos e composições diversos e adequados às necessidades (institucionais, regionais), **dedicadas à inovação pedagógica**, com uma ligação clara e alinhada entre as estruturas centrais e as IES.

ORIENTAÇÃO 5

Monitorizar anualmente o envolvimento e a participação estudantil na vida institucional

Desenvolver um **inquérito anual nacional sobre a participação estudantil** nas instituições, como instrumento regular de melhoria baseada em evidências.

Assegurar que a sua conceção reflita as prioridades nacionais e a diversidade dos contextos institucionais e estudantis. Utilizar os resultados para reforçar o ensino, a aprendizagem, a inclusão, o apoio aos estudantes e as estratégias institucionais.

Reforçar que as instituições analisem os resultados com os estudantes e publiquem as medidas adotadas em resposta aos mesmos. Estabelecer mecanismos seguros de governação, divulgação transparente e análise longitudinal para monitorizar os progressos.

ORIENTAÇÕES A NÍVEL DAS INSTITUIÇÕES

ORIENTAÇÃO 6

Estabelecer uma estratégia pedagógica institucional clara e operacional

Institucionalizar a prática, por parte das lideranças institucionais, da **definição de uma visão e de uma estratégia institucional nas áreas do ensino, da aprendizagem e da inovação pedagógica**, construídas a partir de um processo de construção colaborativa.

Esta estratégia deve prever responsabilidades pela monitorização, sendo essencial estabelecer quem recolhe, analisa e valida os dados. Deverão ser previstos indicadores capazes de evidenciar efeitos duradouros nas práticas pedagógicas e na cultura institucional.

ORIENTAÇÃO 7

Alinhar a estratégia institucional em torno do sucesso dos estudantes

Consagrar uma **estratégia institucional participada** que mobilize e oriente docentes, estudantes e pessoal técnico e administrativo para a promoção do sucesso académico, da equidade, da diversidade e da inclusão, assente nos princípios do Desenho Universal para a Aprendizagem e suportada por mecanismos que assegurem a participação e o sucesso de todos os estudantes. Integrar o sucesso académico dos estudantes e a inovação pedagógica na missão, estratégia e indicadores da instituição.



ORIENTAÇÕES A NÍVEL DAS INSTITUIÇÕES

ORIENTAÇÃO 8

Desenvolver mecanismos de apoio específicos nos momentos de transição da vida estudantil

Promover o **apoio estruturado aos estudantes nos principais momentos de transição**, com especial enfoque na entrada no ensino superior/primeiro ano, na progressão entre ciclos de estudo e na inserção no mercado de trabalho, bem como atender às necessidades de diferentes perfis de estudantes, nomeadamente adultos, estudantes com necessidades educativas específicas, trabalhadores-estudantes, incluindo apoio por pares e intervenções direcionadas.



ORIENTAÇÃO 9

Integrar transversalmente nos currículos o desenvolvimento de competências relevantes, nomeadamente nas áreas da inteligência artificial e dos Objetivos de Desenvolvimento Sustentável (ODS)

Integrar transversalmente nos currículos o desenvolvimento de **competências digitais, de literacia em inteligência artificial (IA) e de sustentabilidade (ODS)**, promovendo a sua aplicação crítica, ética e pedagogicamente responsável, em articulação com os objetivos formativos e o perfil de competências dos seus diplomados.

Em paralelo, definir uma política institucional de governança da IA, com orientações claras para a sua utilização no ensino, na aprendizagem e na avaliação, acompanhada de programas de formação e capacitação dirigidos a docentes, estudantes, pessoal técnico e administrativo e lideranças académicas.

Estas iniciativas deverão promover a identificação, documentação e disseminação de boas práticas, orientando o desenvolvimento institucional para a adaptação de princípios transferíveis aos diferentes contextos, e não da replicação direta de soluções isoladas.



ORIENTAÇÃO 10

Reforçar o apoio científico e técnico ao corpo docente promovendo a formação e a partilha de experiências

Instituir estruturas de apoio profissionais com os recursos humanos adequados que permitam o apoio à inovação pedagógica e à promoção da qualidade dos processos de ensino, complementadas por programas de formação pedagógica relevantes e acessíveis a todos os que exercem funções de ensino na instituição.

Promover, de forma regular e sistemática, iniciativas informais de partilha de experiências e de aprendizagem apoiando redes de **centros de inovação pedagógica**, comunidades de prática, intercâmbios de docentes e grupos de trabalho conjuntos, incluindo no âmbito de alianças de cooperação internacional.

CONCLUSÃO

O Valor Estratégico das Missões

As missões realizadas no âmbito das atividades do CNIPES permitiram conhecer, discutir e analisar, no espaço europeu, políticas e medidas inovadoras implementadas por instituições de referência.

O conhecimento adquirido e as reflexões desenvolvidas contribuíram para fundamentar as orientações apresentadas neste documento, algumas das quais propõem perspetivas inovadoras para o setor e para as instituições nacionais.

A abertura das entidades que acolheram cada missão favoreceu a partilha franca de experiências, o diálogo sobre desafios comuns e a identificação de oportunidades de cooperação. As interações estabelecidas evidenciaram a relevância da articulação internacional da inovação pedagógica desenvolvida em Portugal e do reforço da articulação entre instituições e entre sistemas de ensino superior.

As missões promoveram ainda a circulação de conhecimento e contribuíram para superar lógicas institucionais de isolamento e fragmentação.

Recomenda-se, por isso, a continuidade e o reforço das missões do CNIPES, enquanto instrumento estratégico de diálogo, análise, aprendizagem institucional e transformação do ensino superior.

Recomenda-se igualmente a divulgação e a reflexão sistemáticas sobre os seus resultados, contribuindo para a sua tradução em ações concretas e reforçando a capacidade das instituições de ensino superior para responder aos desafios atuais e futuros.



GALERIA DAS MISSÕES

MISSÂO: CENTROS DE INOVAÇÂO PEDAGÓGICA (IRLANDA) *3–7 nov. 2025*



Trinity College Dublin



Dublin City University



University College Dublin



Dundalk Institute of Technology



Higher Education Authority



Technological University Dublin



CCT College

MISSÃO: INCLUSÃO E SUCESSO, ABERTAY UNIVERSITY (ESCÓCIA) *1-5 dez. 2025*



Dundee, Escócia

MISSÃO: TECNOLOGIA E EDUCAÇÃO (INGLATERRA) *20–24 jan. 2026*



Centre for Online and Distance Education (CODE), University of London



City St George's, University of London



BETT

GALERIA DAS MISSÕES

MISSÂO: LIDERANÇA DO SETOR IRLANDÊS (IRLANDA)

23–27 fev. 2026



HEA - Higher Education Authority



QQI - Quality and Qualifications Ireland



IUA - The Irish Universities Association



TUA - Technological Universities Association



HECA - Higher Education Colleges Association



AHEAD - Association for Higher Education Access and Disability



NStEP - National Student Engagement Programme

MISSÃO: SUCESSO E ENVOLVIMENTO DOS ESTUDANTES (IRLANDA) *27–30 abr. 2026*



Munster Technological University



University College Cork

MISSÃO: INTELIGÊNCIA ARTIFICIAL (SUÉCIA) *27–30 abr. 2026*



KTH Royal Institute of Technology & Uppsala University

MISSÃO: VALORIZAÇÃO DA DOCÊNCIA, LUND UNIVERSITY (SUÉCIA) *11–14 mai. 2026*





Lund University, Suécia

MISSION: PEDAGOGICAL INNOVATION CENTRES | DATE: NOVEMBER 2025 | COUNTRY: IRELAND

FOCUS: Professional Development and establishing Centres of Excellence of Teaching and Learning.

VISITING INSTITUTIONS: IPPorto (INOV-NORTE); UNL (SAPIEN); Associação Jardins Escola João de Deus; ESEnfermagem S. José Cluny (PEDAGOGIA XXI); IPPortalegre (SAPIEN); CNIPES

HOSTING INSTITUTIONS: Trinity College Dublin; Dublin City University; University College Dublin; Dundalk Institute of Technology; Higher Education Authority; Technological University Dublin; CCT College

CNIPES COORDINATOR(S): António Marques and Luís Castro

OVERALL OBJECTIVES	SPECIFIC OBJECTIVES	THINGS LEARNT TO SUPPORT NATIONAL DEVELOPMENT
To gather evidence and identify examples of good practice developed by Irish higher education institutions, with the aim of informing the development of a national framework for academic staff professional development and defining guidelines for the organisation of Centres for Excellence in Pedagogical Innovation in Portugal.	Understand how Centres for Excellence are structured, governed, and sustained within Irish higher education institutions.	**1.** The development of teaching and learning requires effective alignment between national policies and the strategic plans of higher education institutions, ensuring coherence, continuity, and impact across the educational system. **2.** The design and implementation of policies aimed at promoting pedagogical innovation, academic success, and well-being must be grounded in robust scientific evidence and developed through widely participatory co-creation processes involving all relevant actors from the academic community and external stakeholders. **3.** Students should be active partners in defining and evaluating pedagogical practices and curricula. Their contribution must be acknowledged and compensated, ensuring the sustainability and meaningfulness of their participation. **4.** Funding must be stable and diversified, combining institutional and governmental support to ensure the continuity of pedagogical innovation initiatives beyond individual project cycles. **5.** Promoting pedagogical excellence requires a culture of accountability, transparency, and collective commitment, engaging all actors - teachers, students, leaders, alumni, and external partners - in a shared process of responsibility and continuous development.
	Analyse the missions of the Centres for Excellence, their objectives, and key areas of competence, particularly in relation to the promotion of quality and pedagogical innovation.	**1.** Active engagement of institutional and national leadership is essential to consolidate pedagogical innovation as a strategic priority, ensuring coherence, continuity, and influence in academic and policy decision-making.
	Examine the resources, organisational models, and institutional frameworks that support the operation and sustainability of these Centres.	**1.** Building a culture of pedagogical innovation, academic success, and the well-being of students and staff depends on the existence of dedicated technical structures, both at the national and institutional levels, that provide technical, scientific, and organizational support to teaching enhancement initiatives. **2.** The creation of national and international networks of centres, communities of practice, and joint working groups enhances the dissemination of good practices and supports the development of a continuous improvement culture based on collaboration and co-creation.
	Explore the role of the Centres in academic staff professional development, as well as the mechanisms used to recognise and evaluate teaching excellence.	**1.** The implementation of national and institutional mechanisms for recognition and career progression should equally value pedagogical merit, educational innovation, and professional development, ensuring parity between teaching and research in line with the mission and strategic objectives of each institution.
	Review how initial and continuing pedagogical training is organised, including requirements for new academic staff and ongoing professional development opportunities at both national and institutional levels.	**1.** The creation of national frameworks to guide the professional development of academic staff, supported by scientific evidence and based on principles of universality, flexibility, and pedagogical excellence, constitutes a strategic instrument for strengthening quality, equity, and continuous improvement in higher education. **2.** Defining strategic pillars aligned with the Sustainable Development Goals (SDGs), inclusion and equity, as well as with digital transformation and Artificial Intelligence, is a central element of continuous improvement programmes for teaching and learning, as well as of policies for faculty development and training.
	Identify quality indicators that may contribute to the assessment of the pedagogical dimension within the academic career framework.	-
	Gather insights on how international good practices can be adapted and transferred to the Portuguese higher education context.	-

ANEXO



MISSION: INCLUSION AND SUCCESS | **DATE:** DECEMBER 2025 | **COUNTRY:** SCOTLAND, UK

FOCUS: Professional development and establishing Centres of Excellence of Teaching and Learning, with a particular focus on student adjustment, engagement and success.

VISITING INSTITUTIONS: IPTomar (INOV3P); ULusíada (PEDAGOGIA XXI); ESEducação Paula Frassinetti (PEDAGOGIA XXI); ISCE Douro (PEDAGOGIA XXI); ISCE (PEDAGOGIA XXI); ESSNorteCVP (PEDAGOGIA XXI); UPorto (INOV-NORTE); UCP (INOV-NORTE); UTAD (INOV--NORTE); UCoimbra (CRUP); Egas Moniz (SAPIEN); UMinho (EPIC); INOV@U

HOSTING INSTITUTIONS: Abertay University

CNIPES COORDINATOR(S): Manuel João Costa (CNIPES Vice President)

OVERALL OBJECTIVES	SPECIFIC OBJECTIVES	THINGS LEARNT TO SUPPORT NATIONAL DEVELOPMENT
Strengthen collaboration between Abertay University and CNIPES by sharing best practices and innovative approaches to student success.	Examine Abertay's Student Success Strategy and its strategic imperatives. Assess and monitor Student Success through data. Understand practical approaches to student success, including micro-credentials, community building, and mentoring. Learn from Abertay's professional services (Learner Development Centre, Technology Enhanced Learning, Student Services). Engage with student voices and learn how to support students in need.	**1.** Establishing comprehensive frameworks that focus on enhancing the student experience is essential for fostering supportive environments. **2.** Well-informed and well-connected student representatives can play a key role in supporting students and ensuring they feel valued at each institution. **3.** Engaging with the student voice is essential in shaping educational policies and practices.
Understand institutional strategies that enhance student engagement, diversity, and inclusion across different educational contexts.	Identify strategies to support students across Equality, Diversity, Inclusion (EDI) dimensions (disability, neurodiversity, disadvantaged groups).	**1.** National policies should prioritize inclusive education to accommodate diverse learning needs. **2.** Integrating digital tools, online platforms, and AI into the curriculum enhances learning experiences and accessibility.
Develop actionable insights for improving curriculum design, staff development, and evaluation processes in HE.	Explore methods for evaluating and demonstrating impact internally and externally. Discuss staff development initiatives (e.g., PgCert in Academic Practice) and recognition of excellence.	**1.** Ongoing professional development for educators is vital for enhancing teaching quality. **2.** Establishing clear performance metrics helps measure the effectiveness of educational initiatives. **3.** Fostering a culture of research and innovation within educational institutions is key to national development. **4.** The alignment of higher education with labour market demands is critical for student success and national growth. **5.** Sustainability should be integrated into the national curriculum not only as environmental education but as a comprehensive framework encompassing environmental, social, and economic dimensions. **6.** Recognizing and celebrating educational successes contributes to a motivated and engaged academic community.
Understand the role and contribution of students and third space professionals.	-	**1.** Collaboration between academic and non-academic staff is essential for cohesive national educational strategies. **2.** Strategies must involve both academic and non-academic staff in their development and implementation.
Foster mutual learning between Scottish and Portuguese HE systems and institutions in the arena of student success.	Enable networking, knowledge exchange, establishing a foundation for future collaborative opportunities.	-

ANEXO

	THINGS LEARNT TO SUPPORT INSTITUTIONAL DEVELOPMENT
	1. Supporting student success should be embedded into the ethos and policies of the institution. **2.** A collaborative and communicative culture within the institution enhances the effectiveness of student support services. **3.** The reference and starting point for supporting student success should be a strategy developed with collaboration from all stakeholders. **4.** The fast pace of change dictates that strategies be revisited within short periods (perhaps every five years). **5.** Strategies need to foresee how all stakeholders come together in the mission, actions, and KPIs. **6.** It is important that students find and experience support across the university as effective, accessible, and concerned with their individual success. **7.** Flexible and student-centred models of education can enhance engagement and support student success more effectively. **8.** Student representation is a demanding job, and it is necessary that student reps have training and time available to fully fulfil their mission. **9.** Celebrate, recognize, and incentivize student success and those who contribute to making it happen.
	1. Universities must prepare to provide successful experiences for diverse student populations (e.g., adults, neurodivergent students). **2.** Institutional physical and digital spaces should be equally inclusive.
	1. Institutions should incorporate essential skills development, AI tools, and sustainability practices within their curriculum and support services. **2.** Developing the intellectual capital of both academic and administrative staff within higher education institutions should be a priority of the institutions.
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MISSION: TECHNOLOGY AND EDUCATION | DATE: JANUARY 2026 | COUNTRY: ENGLAND, UK

FOCUS: Professional development and the establishment of Centres of Excellence for Teaching and Learning, with a focus on digital transformation, AI governance, technology-enhanced learning spaces, student engagement, inclusion and success, drawing on UK institutional practices and the educational technology ecosystem to inform future developments in Portugal.

VISITING INSTITUTIONS: IPTomar (INOV3P); ISCE Douro (PEDAGOGIA XXI); Escola Superior de Saúde de Santa Maria (PEDAGOGIA XXI); IPBragança (INOV-NORTE); UCatólica (INOV-NORTE); UTAD (INOV-NORTE); IPPorto (INOV-NORTE); ISEC Lisboa; UAb; NOVA de Lisboa

HOSTING INSTITUTIONS: Centre for Online and Distance Education (CODE), University of London; City St George's, University of London

CNIPES COORDINATOR(S): Diogo Casanova (CNIPES)

OVERALL OBJECTIVES	SPECIFIC OBJECTIVES	THINGS LEARNT TO SUPPORT NATIONAL DEVELOPMENT
To gather evidence and identify examples of good practice developed by UK higher education institutions and the educational technology ecosystem, with the aim of informing the development of a national framework for academic staff professional development and defining guidelines for the organisation of Centres of Excellence for Teaching and Learning in Portugal, particularly in relation to digital transformation, Artificial Intelligence governance, technology-enhanced learning spaces, student engagement, inclusion and success.	Understand how UK higher education institutions govern digital education, pedagogical innovation and AI as part of institutional transformation.	-
	Understand how AI is challenging assessment, academic integrity and the reliability of certification in higher education.	**1.** Develop a national reference framework for the use of AI in higher education institutions, including assessment, academic integrity, certification reliability, data protection, transparency and responsible use. **2.** Define a national strategy to strengthen AI-related competences across HEIs, including academic staff, technical staff and institutional leaders. **3.** Establish mechanisms to ensure data protection, security and responsible use of digital platforms in HEIs. **4.** Promote AI literacy as part of broader digital competence development in higher education.
	Explore the role of learning enhancement, academic development and digital education support structures in promoting teaching quality and pedagogical innovation.	**1.** Recommend that all HEIs establish a dedicated pedagogical innovation structure, replacing the current diversity of informal concepts such as nucleus, office, commission or working group. **2.** Ensure that these structures include teachers, technicians and students. **3.** Link pedagogical innovation structures to national priorities for teaching quality, digital transformation and academic development.
	Analyse the conditions required to sustain blended, hybrid and technology-enhanced teaching and learning.	**1.** Validate terminology related to teaching modalities, including face-to-face, distance, blended and hybrid learning. 2. Recognise technical-pedagogical support as a necessary condition for sustainable hybrid and blended teaching.
	Understand how learning spaces and educational technologies can support active, collaborative and professionally relevant pedagogical practices.	**1.** Create a funding measure for the renovation of learning spaces in higher education institutions. **2.** Treat learning-space design as a strategic component of pedagogical innovation, not only as an infrastructure or facilities issue. **3.** Promote the evidence-informed adoption of educational technologies based on pedagogical value, accessibility, scalability and institutional coherence.
	Identify how institutional practices can support student engagement, inclusion, wellbeing and success, and how these lessons may be transferred to the Portuguese higher education context.	**1.** Consult relevant external stakeholders on the skills expected from future graduates. **2.** Establish policy mechanisms to strengthen inclusion, accessibility and student success across HEIs. **3.** Use international examples to inform national development, adapting transferable principles rather than directly replicating isolated solutions.

ANEXO

	THINGS LEARNT TO SUPPORT INSTITUTIONAL DEVELOPMENT
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	1. Develop institutional guidelines on the use and governance of AI for teachers, staff and students, including assessment, feedback, authorship and academic integrity. **2.** Promote AI within the institution through structured support mechanisms. **3.** Redesign assessment practices towards authentic tasks, formative feedback, iterative submissions, oral assessment, portfolios and multimodal evidence of learning. **4.** Invest in institutional research on how AI use affects learning processes, assessment practices and student engagement.
	1. Appoint academic ambassadors in each faculty or school to liaise between teaching staff and the central pedagogical innovation structure. **2.** Strengthen institutional structures dedicated to learning enhancement, academic development, digital education, instructional design and teaching support. **3.** Develop participatory mechanisms involving academic staff, students and professional services in educational transformation processes.
	1. Recruit, train and integrate technical-pedagogical assistants to support teachers during hybrid classes. **2.** Use these co-pilots to help manage online participation, allowing teachers to focus on interaction with both in-person and remote students. **3.** Integrate technical, pedagogical and student support services into the design and delivery of hybrid and blended teaching.
	1. Adopt a holistic view of learning-space design, considering furniture, technology, acoustics, lighting, accessibility, flexibility and student wellbeing. **2.** Use learning spaces as drivers of pedagogical innovation, including professional simulation spaces. **3.** Select and implement educational technologies according to pedagogical purpose, ensuring they support active, collaborative and professionally relevant learning.
	1. Create student-centred Communities of Practice to inform institutional guidance on AI use, based on students' real practices, opportunities and challenges. **2.** Make student wellbeing visible across campus, ensuring that the physical environment supports positive, inclusive and engaging learning experiences.

MISSION: LEADERSHIP IN THE IRISH SECTOR | DATE: FEBRUARY 2026 | COUNTRY: IRELAND

FOCUS: Institutional and policy framework through which multiple national bodies coordinate, advocate and support improvement across the sector, highlighting practices providing valuable insights that can inform future developments in Portugal.

VISITING INSTITUTIONS: CNIPES; UMinho (EPIC); UAveiro (EPIC); UÉvora (SAPIEN); IES; A3ES

HOSTING INSTITUTIONS: TUA - Technological Universities Association; **NStEP** - National Student Engagement Programme; **IUA** - The Irish Universities Association; **HECA** - Higher Education Colleges Association; **HEA** - Higher Education Authority; **QQI** - Quality and Qualifications Ireland; **AHEAD** - Association for Higher Education Access and Disability

CNIPES COORDINATOR(S): Manuel João Costa (CNIPES Vice President)

OVERALL OBJECTIVES	SPECIFIC OBJECTIVES	THINGS LEARNT
Understand how the bodies of the Irish higher education system align and articulate to enhance learning and teaching across the sector.	Examine the IUA's role in shaping sector--wide policies related to teaching, learning, and student success. **(IUA)** Examine national policy approaches designed to enhance teaching and learning in higher education. **(HEA)**	**1.** National frameworks that complement efforts to enhance learning and teaching are powerful enablers when developed through intentional collaboration between trusted sector bodies. a. Enhancement of learning and teaching depends on trust between sector bodies and among the constituents of each body. **2.** Developing a sector that works for all requires capacity building for all stakeholders - academic staff, professional staff and students - and institutional support for that capacity building. **3.** Clear and effective communication is needed between leaders of the decisive bodies that shape sectoral developments and external stakeholders, notably government officials. **4**. Appointing leaders of the entities from outside academia can effectively enhance trust in governing bodies among constituents and external partners, and guarantee continuity and sustainability of the entity (not depending on who oversees the HEIs). **5.** There are major advantages in resourcing bodies with research expertise to tackle challenges with an evidence-based approach.
Identify relevant policies and institutional frameworks supporting teaching and learning and student success.	Understand TUA strategies for promoting innovation in teaching and learning across technological universities. Examine the impact of these approaches on student engagement and student success. **(TUA)** Understand the contribution of private higher education colleges to student success. **(HECA)**	**1.** Enhancing learning and teaching in the digital era requires strategic use of online environments; national professional teams and shared digital hubs/courses may be more efficient than duplicated institutional resources. **2.** There are major advantages in establishing mechanisms that bring inter/ cross-institutional expertise together to address pressing enhancement challenges. **3.** Funding initiatives to support enhancement work best when institutions are encouraged to experiment collaboratively rather than compete, with clear goals and KPIs. **4.** Recognising and celebrating achievements across institutions contributes to a motivated and engaged sector. **5.** Precise, shared definitions (semantics) for terms such as "student partnership" are important; developing collective understanding of key concepts is essential.
Explore with key organisations promoting student success how student agency and participation is collectively promoted.	Understand national initiatives aimed at strengthening student engagement in higher education. Explore methods used to evaluate the impact of student engagement on the student experience. **(NStEP)** Understand strategies used to support students with disabilities in higher education. Explore approaches to embedding Universal Design for Learning **(UDL)** across institutions. **(AHEAD)**	**1.** Policies to foster student success and engagement are best developed with student constituents, particularly with bodies specifically focused on that mission.
Explore how cooperation between sector bodies is organised to support partnership building and coordinating action.	Explore how the IUA supports coordination and engagement among individual institutions. **(IUA)**	**1.** Cross-sector continuing collaboration is essential to achieve cohesive national developments. a. Collaborating only to solve new challenges is less powerful. **2.** Each sector body should agree on a clear vision and mission that brings all constituents together and projects a single, coherent voice. **3.** Devising a strategy that is comfortably owned by a body's constituents is a lengthy process that requires time and transparent collaboration.
Examine mechanisms for continuous quality improvement in higher education to inform policy development in Portugal.	Explore quality enhancement practices implemented by private institutions to ensure high-quality education. **(HECA)** Explore mechanisms used to monitor policy implementation and sector engagement. **(HEA)** Understand quality assurance processes applied to programmes and qualifications. Explore how QQI collaborates with institutions and sector bodies to support continuous improvement in teaching and learning. **(QQI)**	-

ANEXO

	RECOMMENDATIONS
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	Recommend that CNIPES recognise enhancement of learning & teaching as a specialised field and invest in sustained expert capacitation and collaborative mechanisms insulated from short political cycles. **Recommend that CNIPES** prioritise sector-wide capacity building for academics, professional staff and students to advance student and academic actors' engagement and collective agency. **Recommend that CNIPES** support the development of institutional policies for digital and open teaching and learning, making materials and resources widely accessible wherever feasible. **Recommend that CNIPES** advocate for protected, non-competitive funding lines that enable institutions the freedom to pilot exploratory initiatives. **Recommend consolidating and coordinate teacher enhancement** activities across institutions to avoid duplication, strengthen interinstitutional partnerships, and prioritise collaboration with students. **Recommend promoting staff mobility and exchanges** between teacher enhancement structures to broaden experience and impact. **Recommend ensuring teacher enhancement** structures actively contribute to national frameworks and action plans when requested.
	Recommend that Higher Education Institutions enhance Universal Design approaches rather than relying primarily on the creation of specialised support offices. **Recommend that Higher Education Institutions** engage students as active partners – not merely consultees – in shaping institutional policies on pedagogical innovation. **Recommend implementing a coordinated national approach to student engagement**, systematic feedback collection, meaningful student participation in governance, and inclusive policies/supports to ensure accessibility and equal opportunities.
	Recommend that CNIPES promote or stimulate competitive funding streams for experimental institutional projects, coupled with professional support, to drive innovation and build national trust. **Recommend that IES (Institute of Higher Education)** strengthen and deepen its partnership with CNIPES by acting as an active administrative, communication, and funding partner. These measures must guarantee swift, coordinated action, foster innovation and resilience across engagements, and streamline organizational procedures for effective operation.
	Recommend that CNIPES support the development of institutional policies focused on the development of transferable skills, AI literacy and sustainability across curricula and institutional practice. **Recommend that Higher Education institutions** actively explore digital and online environments to develop flexible lifelong learning offerings (reskilling and upskilling) designed in close collaboration with employers and the labour market, including microcredentials, and ensure they meet evolving workforce needs. **Recommend that A3ES** further develop a common organisational quality assurance culture that balances accountability with enhancement, moving progressively from a compliance-focused approach towards an enhancement-oriented one, while applying the principle that "one size does not fit all" and recognising institutional diversity and autonomy. **Recommend that Higher Education Institutions** provide professional development for all staff – faculty, technicians, and specialist personnel – ensuring every member of the community benefits from skills updates and contributes to a positive, institution-wide culture of continuous improvement.

MISSION: STUDENT SUCCESS AND ENGAGEMENT | DATE: APRIL 2026 | COUNTRY: IRELAND

FOCUS: Student Success: Well-being, inclusion and equity.

VISITING INSTITUTIONS: CNIPES; Universidade do Minho (EPIC); Universidade Católica Portuguesa; ESEPF – Escola Superior de Educação de Paula Frassinetti (PEDAGOGIA XXI); Universidade Lusíada (PEDAGOGIA XXI); Universidade do Porto (INOV-NORTE); Universidade de Coimbra (INOV3P); Instituto Politécnico de Leiria (EPIC); Universidade Portucalense; IPViana do Castelo (EPIC); IPCávado e do Ave (EPIC); Politécnico do Porto; Universidade de Trás-os-Montes e Alto Douro; Instituto Politécnico de Coimbra; FNAEESP; FAL – Federação Académica de Lisboa

HOSTING INSTITUTIONS: Munster Technological University; University College Cork

CNIPES COORDINATOR(S): Manuel João Costa (CNIPES Vice President)

OVERALL OBJECTIVES	SPECIFIC OBJECTIVES	THINGS LEARNT TO SUPPORT NATIONAL DEVELOPMENT
To connect with Irish higher education colleagues and learn from evidence-informed models of best practice in supporting student success across the student lifecycle.	Understand how Irish higher education institutions and sector bodies promote student success through policies and coordinated strategies focused on well-being, inclusion, and equity.	-
	Identify evidence-informed practices and institutional frameworks that support inclusive student experiences across the student lifecycle.	**1.** Promote Universal Design for Learning (UDL) across the sector. **2.** Develop a national agenda for Equity, Diversity and Inclusion. **3.** Promote evidence-informed approaches to retention and early intervention.
	Explore how student voice, agency, and participation are embedded in approaches to student success.	**1.** Encourage student partnership and peer-led initiatives.
	Examine how support services (academic, psychological, social, and financial) are integrated to enhance student well-being and retention.	**1.** Prioritise investment in student well-being and mental health support.
	Analyse collaborative approaches between institutions and sector organisations in fostering equitable access and outcomes.	-
	Inform the development of policies and practices in Portugal that strengthen student success through inclusive and holistic approaches.	**1.** Develop a shared national strategic framework that defines student success as a holistic concept encompassing academic achievement, well-being, inclusion, belonging, employability and personal development, providing shared priorities and guidance for the sector. **2.** Encourage HEIs to use whole-institution integrated approaches to student success. **3.** Support structured first-year transition and engagement programmes. **4.** Support the development of inclusive physical and digital learning environments. **5.** Strengthen national coordination for pedagogical innovation and student success.



ANEXO

	THINGS LEARNT TO SUPPORT INSTITUTIONAL DEVELOPMENT
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	1. Universal Design for Learning should be presented as an institutional commitment. **2.** Develop institutional strategies for Equity, Diversity and Inclusion. **3.** Support all students' experience in higher education.
	1. Student voice is systematically integrated through focus groups and surveys, generating data that informs teaching and learning practices.
	1. Create a structure that offers a comprehensive range of academic support for students.
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	1. Student success should be a strategic aim of the university, and it should be conceptualized as a holistic, relational and student-centered process. **2.** HEIs should adopt a holistic approach to student success promotion, recognizing that higher education extends beyond academic achievement to include a strong sense of belonging and the development of transversal competences thus enhancing motivation, confidence and ownership of the learning journey. **3.** Implement a student-centered approach, reinforcing the message: "you matter, we care, we want you here". **4.** Invest in early connection and transition support. **5.** The institutional environment, including both physical and digital spaces, is an enabler of success. Students should be encouraged to remain, interact and engage beyond formal teaching activities.



MISSION: ARTIFICIAL INTELLIGENCE | **DATE:** APRIL 2026 | **COUNTRY:** SWEDEN

FOCUS: Visit to KTH Royal Institute of Technology and Uppsala University to explore research-informed approaches to higher education development, including discipline-based education research, pedagogical innovation in engineering and science education, internationalisation strategies, and initiatives aimed at broadening participation and enhancing student success.

VISITING INSTITUTIONS: IPTomar (INOV3P); IPLeiria (EPIC); Associação Jardins Escola João de Deus; UAveiro (EPIC); UCatólica (INOV-NORTE); UTAD (INOV-NORTE); Instituto Piaget (PEDAGOGIA XXI); ISEC Lisboa (CECAM); IPLisboa (INOV@U)

HOSTING INSTITUTIONS: KTH Royal Institute of Technology; Uppsala University

CNIPES COORDINATOR(S): Sandra Soares (CNIPES Lead for AI)

OVERALL OBJECTIVES	SPECIFIC OBJECTIVES	THINGS LEARNT TO SUPPORT NATIONAL DEVELOPMENT
To strengthen the capacity of Portuguese higher education institutions to design, implement, and sustain evidence-informed pedagogical innovation by observing, discussing, and critically reflecting on how leading Swedish universities integrate research, policy, and practice in teaching and learning.	Benchmark institutional practice by engaging with KTH and Uppsala University to understand approaches to higher education research, academic development, and pedagogical innovation.	**1.** Develop a national framework to connect pedagogical innovation, quality assurance, governance, and higher education research.
	Examine discipline-based education research by exploring how different subject areas integrate research into teaching practice.	**1.** Create national support for Discipline-Based Education Research as a bridge between scientific areas and teaching practice.
	Analyse institutional strategies for educational development, including structures supporting teaching excellence and innovation.	**1.** Recommend that all HEIs develop structured academic development programmes for teaching staff. **2.** Define national recognition of Scholarship of Teaching and Learning as a relevant component of higher education quality.
	Explore internationalisation and collaboration frameworks, as well as their implications for curriculum design, mobility, and joint educational initiatives.	**1.** Make strategic use of European alliances and international collaboration to support curriculum innovation, mobility, and joint educational initiatives.
	Understand approaches to widening participation and student support, including policies, services, and practices aimed at inclusion, equity, and student success.	**1.** Establish policy mechanisms to strengthen widening participation, inclusion, and student success across HEIs.
	Observe governance and organisational models related to education, including the roles of faculty councils, leadership structures, and research-informed decision-making.	-
	Identify transferable practices and frameworks that could inform pedagogical innovation, academic development, and institutional strategy within Portuguese higher education.	**1.** Develop a national guidance for the creation of coherent institutional frameworks that align strategy, pedagogy, research, and organisational practice.
	Strengthen networks and collaboration opportunities by establishing contacts with researchers, academic leaders, and educational developers, and by identifying potential areas for future cooperation and joint initiatives.	-

ANEXO

	THINGS LEARNT TO SUPPORT INSTITUTIONAL DEVELOPMENT
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	1. Create discipline-based communities of practice focused on teaching, learning, and curriculum development.
	1. Develop formal academic staff training in higher education pedagogy, preferably connected to career development. 2. Promote Scholarship of Teaching and Learning through institutional support for research-informed teaching practices.
	1. Make use of international collaboration frameworks, such as European university alliances, to support curriculum renewal and institutional learning.
	1. Establish a stronger connection between student services, widening participation, inclusion, and institutional teaching strategy.
	1. Integrate quality assurance into educational governance as a tool for improvement, not only evaluation. **2.** Develop participatory mechanisms to involve academic staff and students in educational transformation processes.
	1. Develop an institutional framework for pedagogical innovation based on clear principles, long-term objectives, and shared decision-making. **2.** Strengthen dedicated pedagogical innovation structures involving teachers, researchers, students, and technical staff. **3.** Organise structured spaces for reflection, evaluation, and institutional learning to ensure that innovation is sustainable and scalable.
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MISSION: VALUING TEACHING, LUND UNIVERSITY | DATE: MAY 2026 | COUNTRY: SWEDEN

FOCUS: Academic Staff Professional Development and Operational Models of Centres for Teaching and Learning Excellence in Higher Education.

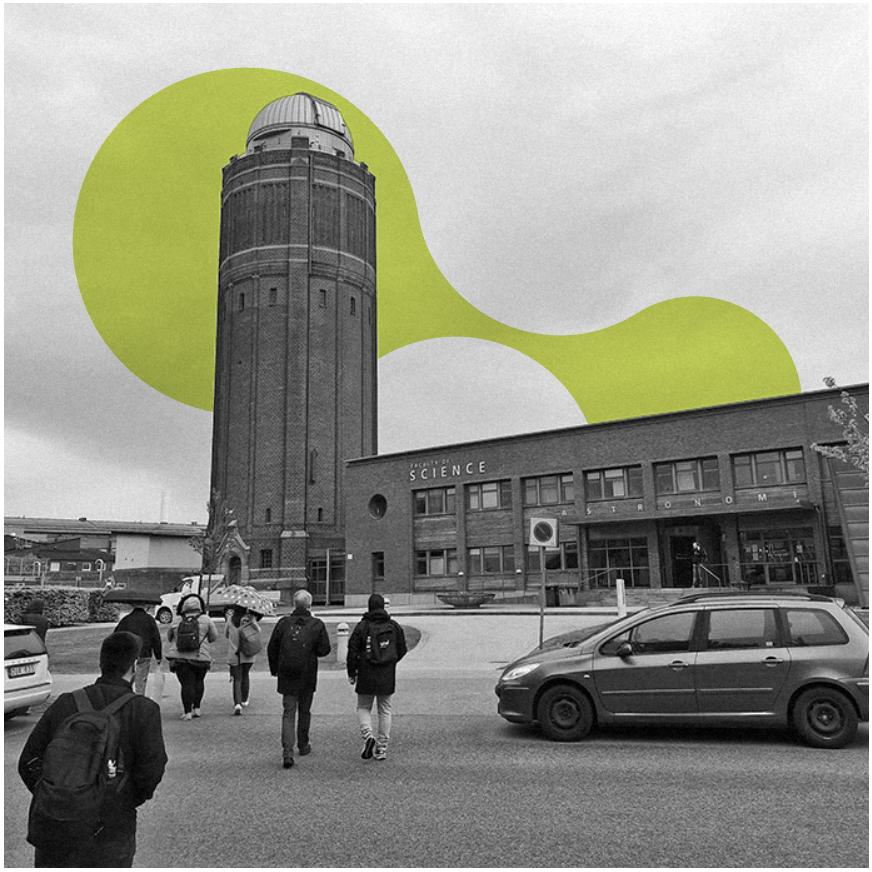
VISITING INSTITUTIONS: Associação Jardins Escola João de Deus; IPPorto (INOV-NORTE); CNIPES; IPViana do Castelo (EPIC); IPCávado e do Ave (EPIC); UAlg (SAPIEN); IPPortalegre (SAPIEN); UTAD (INOV-NORTE); UCatólica (INOV-NORTE); IPLeiria (EPIC); UNL (SAPIEN); UPortucalense; IES

HOSTING INSTITUTIONS: Lund University

CNIPES COORDINATOR(S): Manuel João Costa (CNIPES Vice President) & Luís Castro

OVERALL OBJECTIVES	SPECIFIC OBJECTIVES	THINGS LEARNT TO SUPPORT NATIONAL DEVELOPMENT
To analyse the institutional model for educational development, including its operationalisation and strategic integration within university governance.	To explore practices and approaches relating to pedagogical professional development, the enhancement of educational quality, and the role of Centres for Teaching and Learning Excellence in higher education.	-
	To gain an understanding of the Swedish and Lund University contexts with regard to educational development, the enhancement of teaching quality, institutional support for academic staff, and the organisation of structures dedicated to teaching and learning.	-
	To analyse how the pedagogical development of higher education academic staff is designed, implemented and sustained, including initial pedagogical training, continuous professional development, mentoring, and the ongoing enhancement of teaching competences throughout the academic career.	**1.** Implement within the institutions a mandatory initial Pedagogical Training. **2.** Provide dedicated development programmes for senior academic leaders.
	To explore how the policies and practices of Centres for Teaching and Learning Excellence can support academic staff development, educational change and teaching quality, taking into account their mission, mandate, institutional positioning, leadership, staffing, resources and long-term sustainability.	**1.** Strategically position centres for teaching and learning as institutional hubs that connect researchers, academic staff, and leadership—delivering staff development while advancing educational research and SoTL and providing evidence-informed support for leaders' educational decision-making. **2.** Embed the Scholarship of Teaching and Learning by recognising teaching as a scholarly, evidence-informed activity.
To examine systems for the recognition of teaching excellence and their relationship with academic career development.	To examine mechanisms for recognising and rewarding high-quality teaching, including the recognition of pedagogical excellence for recruitment and academic career progression purposes.	**1.** Establish a structured framework for the recognition of pedagogical merit. **2.** Recognise and reward teaching excellence.
To identify educational leadership mechanisms that foster the continuous enhancement of teaching and learning quality through the recognition and promotion of academic teaching	To identify indicators and forms of evidence that may be used to characterise, recognise and evaluate the pedagogical dimension of the academic career in a fair, transparent and development-oriented manner.	**1.** Strengthen the role of the teaching portfolio by evaluating academic staff's pedagogical practice through qualitative, reflective portfolios rather than quantitative metrics alone.
	To understand how educational change can be led and sustained at both institutional and national levels, exploring the roles of university leadership, educational development specialists, Centres for Teaching and Learning Excellence, communities of practice, and nationally coordinated initiatives.	**1.** Promote collegiality and a culture of sharing. **2.** Engage students and their unions as central partners in student-centred teaching and quality enhancement.
	To identify insights that may contribute to CNIPES recommendations on pedagogical development frameworks, teaching quality indicators, and the role and long-term sustainability of Centres for Teaching and Learning Excellence in promoting pedagogical innovation within Portuguese higher education.	**1.** Promote national coordination and mutual recognition.

ANEXO


SCIENCE


SoTL in Action
Edited by
Nancy L. Chick
Foreword by
James Rhem
Influencing teaching and learning microcultures
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We would like to thank Terry, Luke, and Arnold. Helping us to carry out the CNIPES missions and the doors they opened for us made all the difference.

Beyond their immense professional value, these experiences enabled us to build a bond of mutual understanding and friendship that will remain in our hearts.



CNIPES expresses its sincere gratitude to the institutions and to everyone whose generosity made each mission possible.

Ireland

AHEAD - Association for Higher Education Access and Disability
CCT College
Dublin City University
Dundalk Institute of Technology
HEA - Higher Education Authority
HECA - Higher Education Colleges Association
IUA - The Irish Universities Association
Munster Technological University
NStEP - National Student Engagement Programme
QQI - Quality and Qualifications Ireland
Technological University Dublin
Trinity College Dublin
TUA - Technological Universities Association
University College Cork
University College Dublin

United Kingdom

Abertay University (Scotland)
Centre for Online and Distance Education (CODE), University of London
City St George's, University of London

Sweden

KTH Royal Institute of Technology
Lund University
Uppsala University

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