

# Collaborative models for interinstitutional staff development

impact and lessons learned from the EPIC consortium in Portugal

Manuel João Costa, Rogério Costa, Raquel Moreira, Ana Teresa Oliveira, Cristiana Silva, Sandra Soares

22nd february 2026

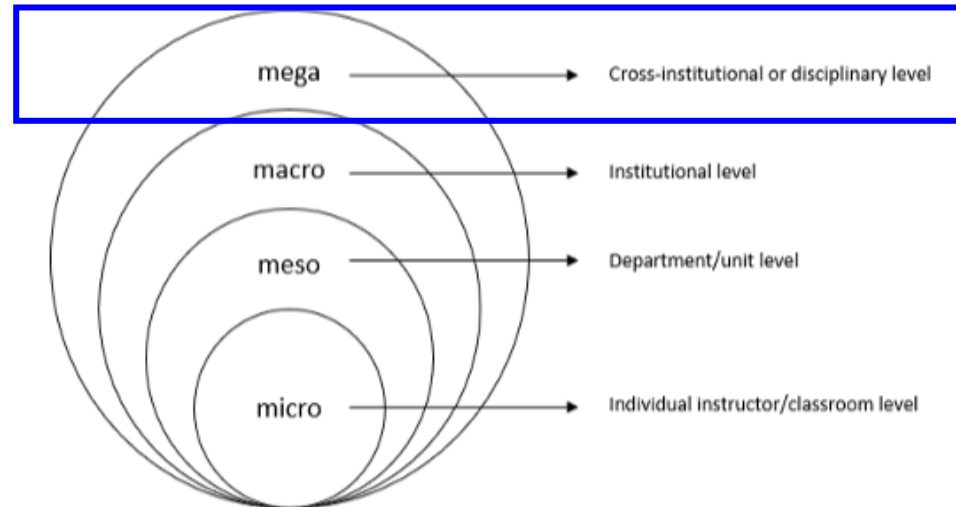
EUA L&T Forum

# Menu

## context



## interinstitutional



## EPIC way

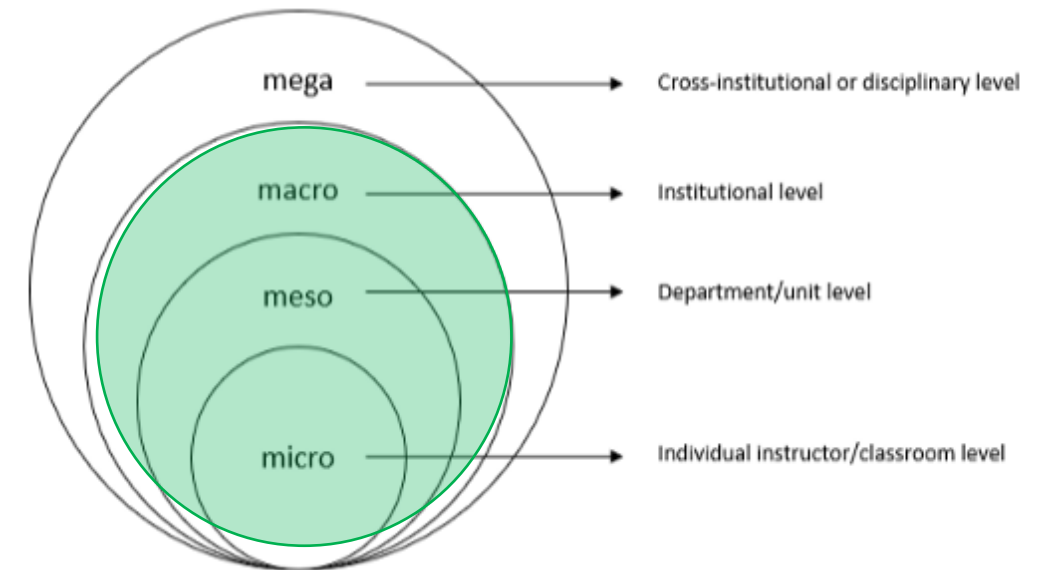


# Staff Development : 4M framework

HEIs across the EHEA increasingly pay attention to their learning and teaching strategies, while strategy implementation, capacity building **and the need for increased inter-institutional cooperation are ongoing issues for discussion and peer learning.**

Zhang, T. (2025). Staff development in learning and teaching at European universities.  
Brussels: European University Association.

typical



# Europe (Zhang, T. 2025) & Portugal, 2023

- ☹️ *Staff development is in place at the vast majority of HEIs*
- ☹️ *Most institutions have L&T strategies in place,*
- ☹️ *.... staff development is visible*
- ☹️ *... HEIs also have support structures such as learning and teaching centres in place.*
- ... Faculties and departments ... important role, especially for 😊*  
*discipline-related content*
- ☹️ *Teachers' engagement in staff development .... is accounted for in*  
*their academic assessment and career progression*



# Portugal, 2024!!!



## Post-pandemic Recovery & Resilience Plan

7 inter-institutional centers, 49 institutions: 20 M €



&...



**CNIPES:**  
National Council for  
innovations in L&T in  
HE (since feb 2025)



Cofinanciado por:



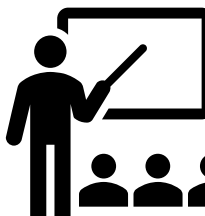
# The EPIC Consortium



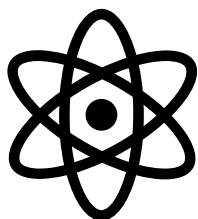
**6**  
Institutions



**72.000**  
Students



**6000**  
Academics



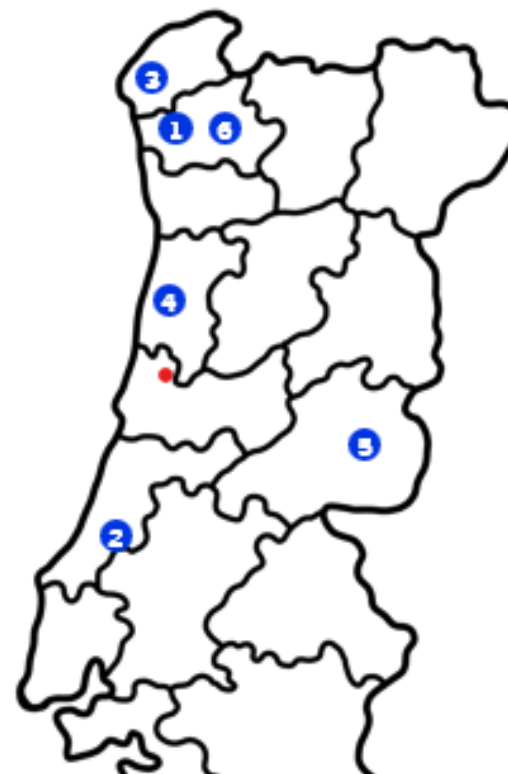
**5**  
S&T parks



**25**  
Campi



**89**  
Research  
Centers



**Our aim** is to **transform**  
**We are** strongly  
committed to  
**interinstitutional** L&T,  
Co-creation & Student  
partnerships  
**We are** transparent about  
our differences and are  
conscious that peer  
learning takes time

# What we envisioned

## Before EPIC (2023)



## EPIC goals



1. Impact across **ALL** partners combining **local & EPIC** programs.
2. **Interinstitutional** capacity development and communities
3. **Cooperative interinstitutional** capacity, expertise, supportive communities.
4. Examples of co-creation with students and staff at **ALL** partners.
5. Existing interinstitutional co-created capacity development (**EPIC**).
6. **EPIC DXP** platform & shared digital resources.
7. Training offer based on **CONSOLIDATED TRACKS & FOR ALL**
8. **EPIC**-professional framework to support recognition
9. **EPIC & Local** Celebration of impact & success.

## On Staff Dev

1. Capacitation
2. Collaboration
3. Institutional assimilation
4. Community
5. Flexibility

# Institutional & Student leadership



## Partnerships with student unions



Cofinanciado por:



## Decision level

### STRUCTURES

**EPIC Council,  
Institution Leads (Executive Director),  
Student reps**

global strategic direction and high-level  
policies and decisions

Executive Committee: Institutional  
Representatives, Student Representatives,  
Executive Director + Finance Director

Strategy implementation; operational  
activities; organizational norms;  
budgetary allocations.

**5 workpackages:** shared leadership, activities  
coordination

decision-making power related to the area  
of specialization.

**Executive  
governance**  
Coordinator  
+ Finance  
Director

## Vision

**Empowering the student experience** by fostering excellence in inter-institutional development of digitally enhanced L&T capacity among all those who teach.

## Objectives

### Staff Dev Co-creation for TRANSFORMATION

- 4 thematic staff development programs
- 3 entry levels: new, fundamental, advanced
- Interinstitutional communities: L&T centers , Support staff

### Shared infrastructure

- The EPIC digital platform
- Active learning physical infrastructure.

### Recognition of T&L

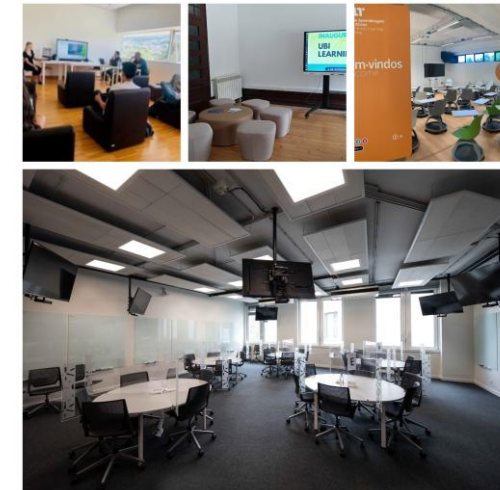
- EPIC framework
- Impact through initiatives in the community

**D**  
+DIGITAL

**P**  
+PLURAL

**R**  
+REDE

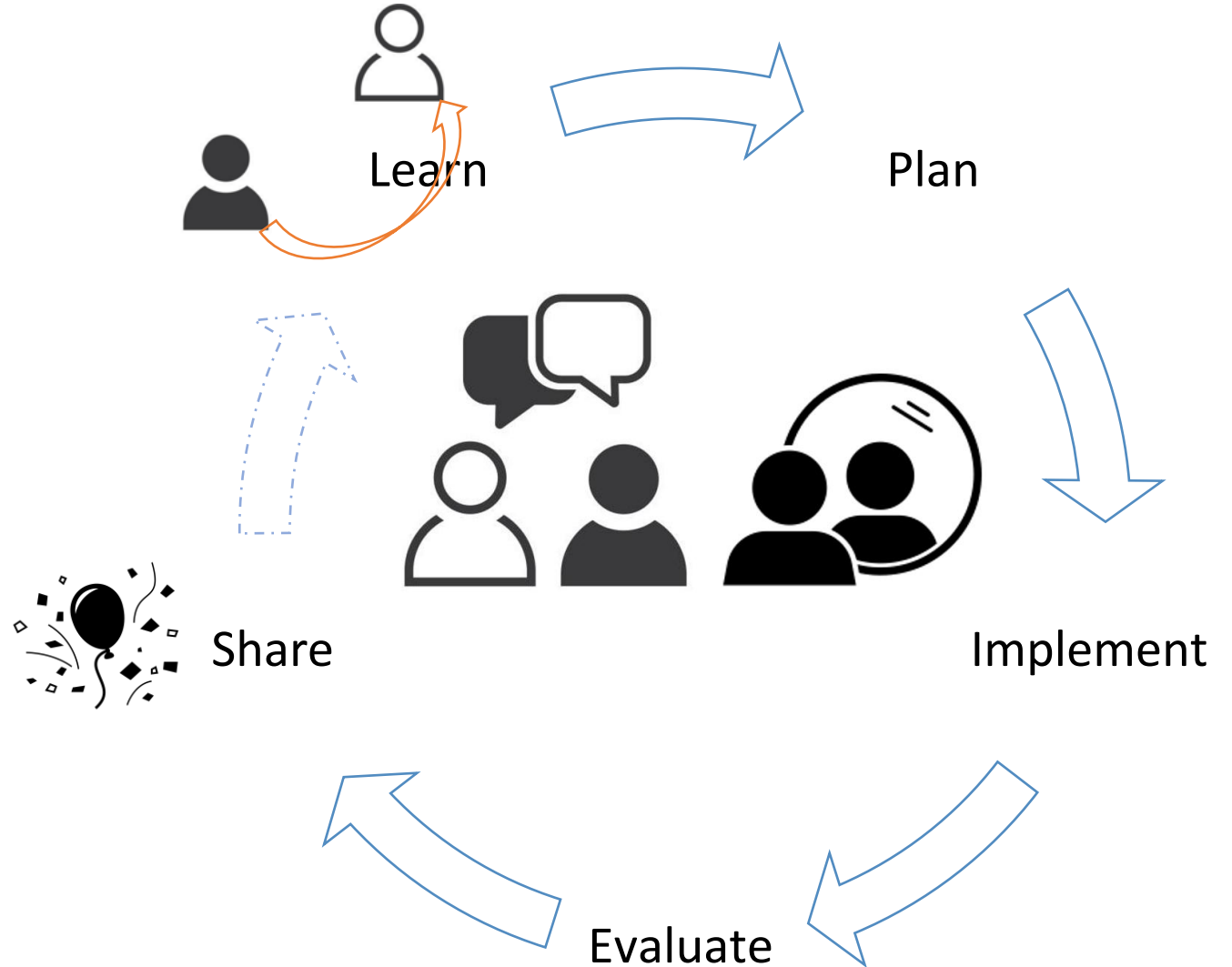
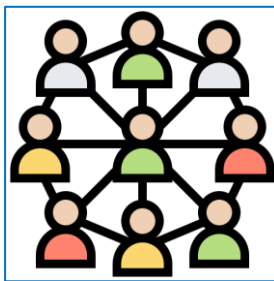
**E**  
+ESTUDANTE



# Staff Development for transformation

## 3 levels:

- 1:** entry ; bi-annual program of short sessions: “jornadas”
- 2:** Fundamental: full cycle: “percursos”
- 3:** Advanced, Scholarship aims: “avançado”





**EPIC** EXCELÊNCIA PEDAGÓGICA E INOVAÇÃO EM COCRIAÇÃO

 INSTITUTO POLITÉCNICO DE COVILHÃO

 Instituto Politécnico de Viana do Castelo
 Universidade de Aveiro



Cofinanciado por:

 PRR



 +DIGITAL
  +PLURAL
  +REDE
  +ESTUDANTE

Fórum

Hackathon

Jornadas

Nível Intermédio

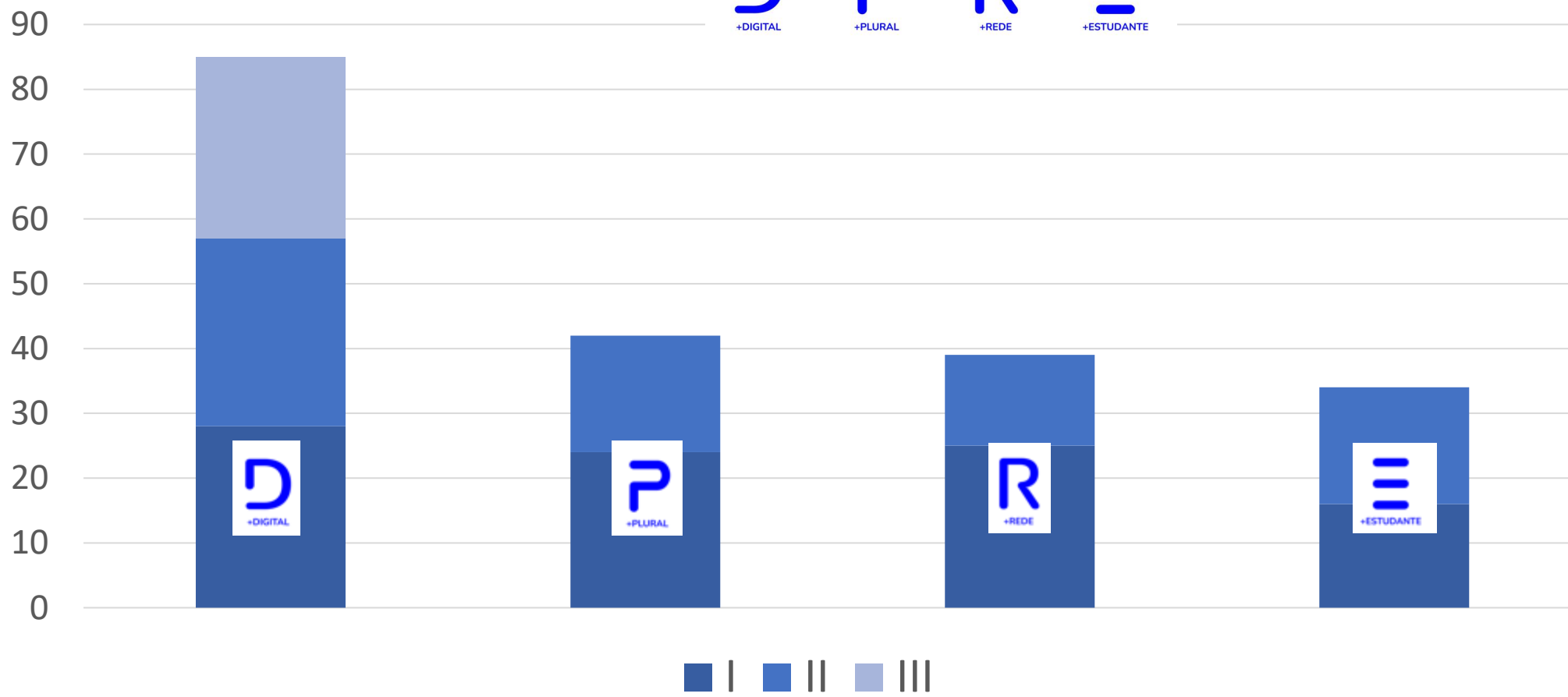
# Participants: Level 2: Total: 252 (average= 21/Ed)



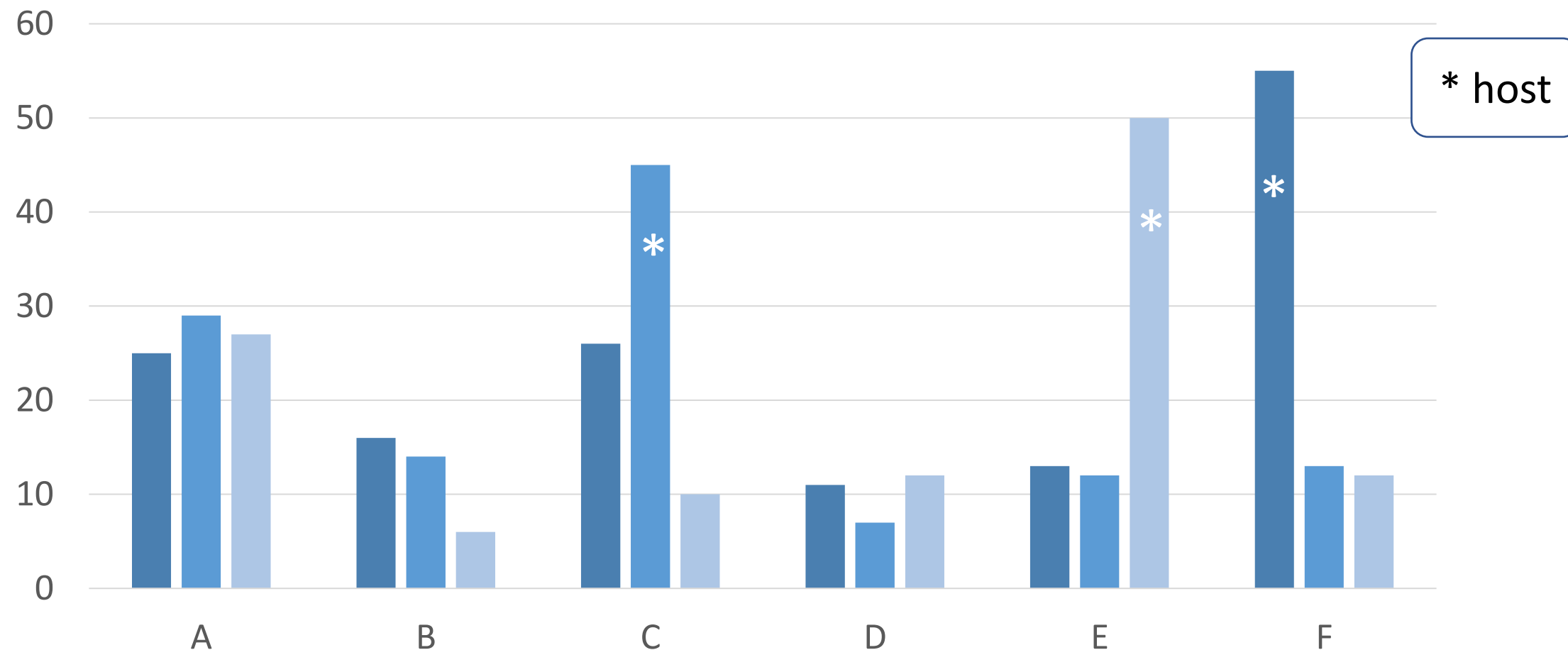
6000

Professors and researchers

**D** +DIGITAL    **P** +PLURAL    **R** +REDE    **E** +ESTUDANTE



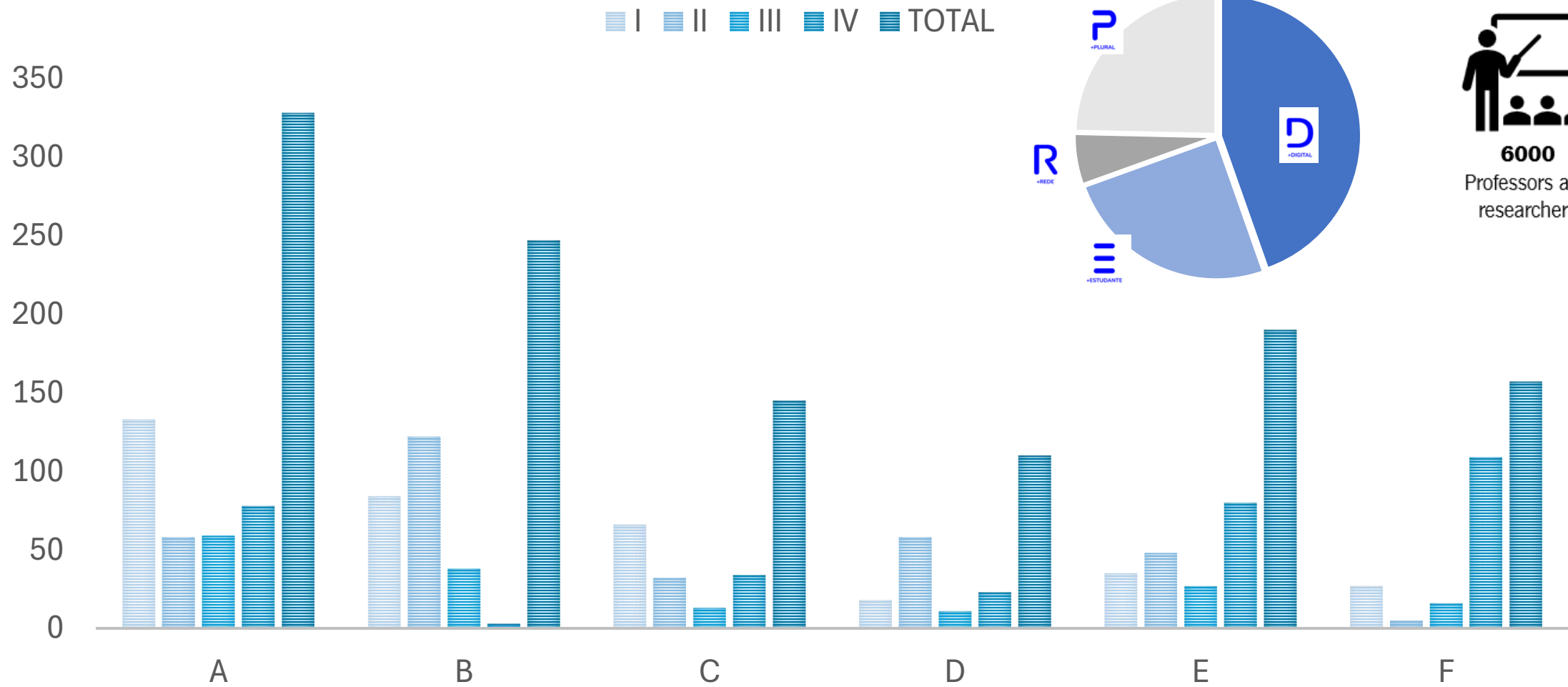
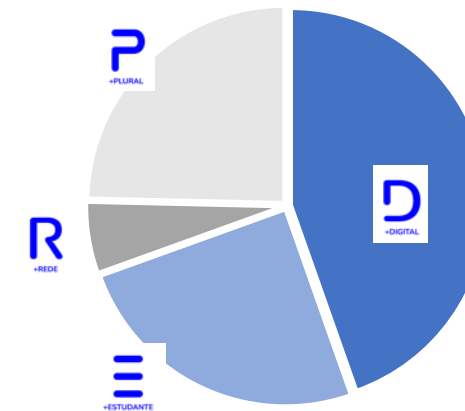
# Participants: forum (3Ed) Total: 383 (128±16/Ed)



# Participants level 1 (4ED): total: 1177 (294±89/Ed)



**6000**  
Professors and researchers



# Participants | level 2| : transformed?

*... a significant impact by **enabling contact with colleagues from other institutions in the same scientific field**. This disciplinary proximity proved especially valuable, as it revealed that, in higher-education Mathematics teaching, **we face similar challenges regardless of institutional context**. Sharing experiences with peers in the same field was particularly enriching, fostering joint reflection on teaching strategies, discussion of common difficulties,*

...

*Participant 9,+ digital*

Please reflect on any **impact of participating** on your activity at your institution

# Participants | level 2| : transformed?

1. Student-centered: active, practical learning; less lecturing.
2. Intentional digital use (tools, AI) to boost engagement and autonomy.
3. Real-world projects with community partners.
4. Interinstitutional networking and shared practice.
5. Structural change & professional development (UDL, formative assessment).

Please describe any **changes in** your teaching activity

Frequent references to participant's **disciplinary field**

# Facilitators | level 2| lessons learned (on transformation)

(“permissions”

Emilie Malcourant opening lecture)

*The existence of **safe spaces to experiment** with pedagogical innovation initiatives, as well as the **sharing of experiences, uncertainties and constraints**, legitimizes the changes intended for implementation and reduces the fear often associated with the transformation of teaching practices by faculty.*

How did your participation change your vision of how institutions should promote pedagogical innovation?

Facilitator 7,+ estudante

# Facilitators | level 2| lessons learned (on transformation)

1. Pedagogical innovation **needs strong institutional leadership and clear supportive policies.**
2. Innovation **works better through networks:** interdepartmental/interinstitutional collaboration.
3. Create safe **spaces to experiment**, share practices, learn from failure, and reflect.

How did your participation change your **vision of how institutions should promote pedagogical innovation?**

(ongoing work, feb 2026)

# EPIC: organic growth



IPCA POLITÉCNICO DO CAVADO E DO AVE  
POLITÉCNICO DE LEIRIA  
ipvc Instituto Politécnico de Viana do Castelo  
universidade de aveiro theoria poiesis praxis  
UNIVERSIDADE BEIRA INTERIOR  
UNIVERSIDADE DE LISBOA

## PEDAGOGICAL INNOVATIONS IN BIOSCIENCES

SHARING PRACTICES,  
EMBRACING INNOVATION

FRIDAY, 24<sup>TH</sup> OCTOBER  
ON-LINE 14:30 – 18:30

Organising Committee  
Rui Oliveira, UMinho  
Margarida Fardilha, UA  
Ana Gouveia e Mafalda Fonseca, UBI  
Carolina Vila-Chã, IPCA  
Susana Bernardino, IPLeiria  
Conceição Freitas, IPVC  
Renato M. Rodrigues, UA - Visual Design

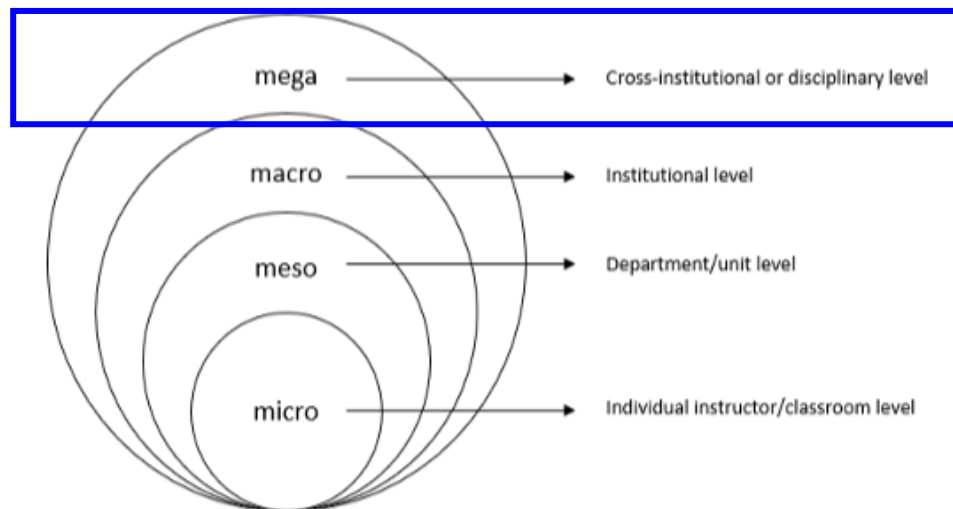
**EPIIC** EXCELÊNCIA PEDAGÓGICA E INOVAÇÃO EM COCRIAÇÃO

# Takehomes

context



interinstitutional



EPIIC way



€  
leadership  
nat.momentum

safe space  
institutional  
commitment

informal  
safe  
flexible

# Why thei prsentation?

“While staff development is mostly organised by HEIs, national initiatives are acknowledged as useful and needed, notably for initiating changes and providing directions for future developments in learning and teaching”

Zhang, T. (2025). Staff development in learning and teaching at European universities. Brussels: European University Association.



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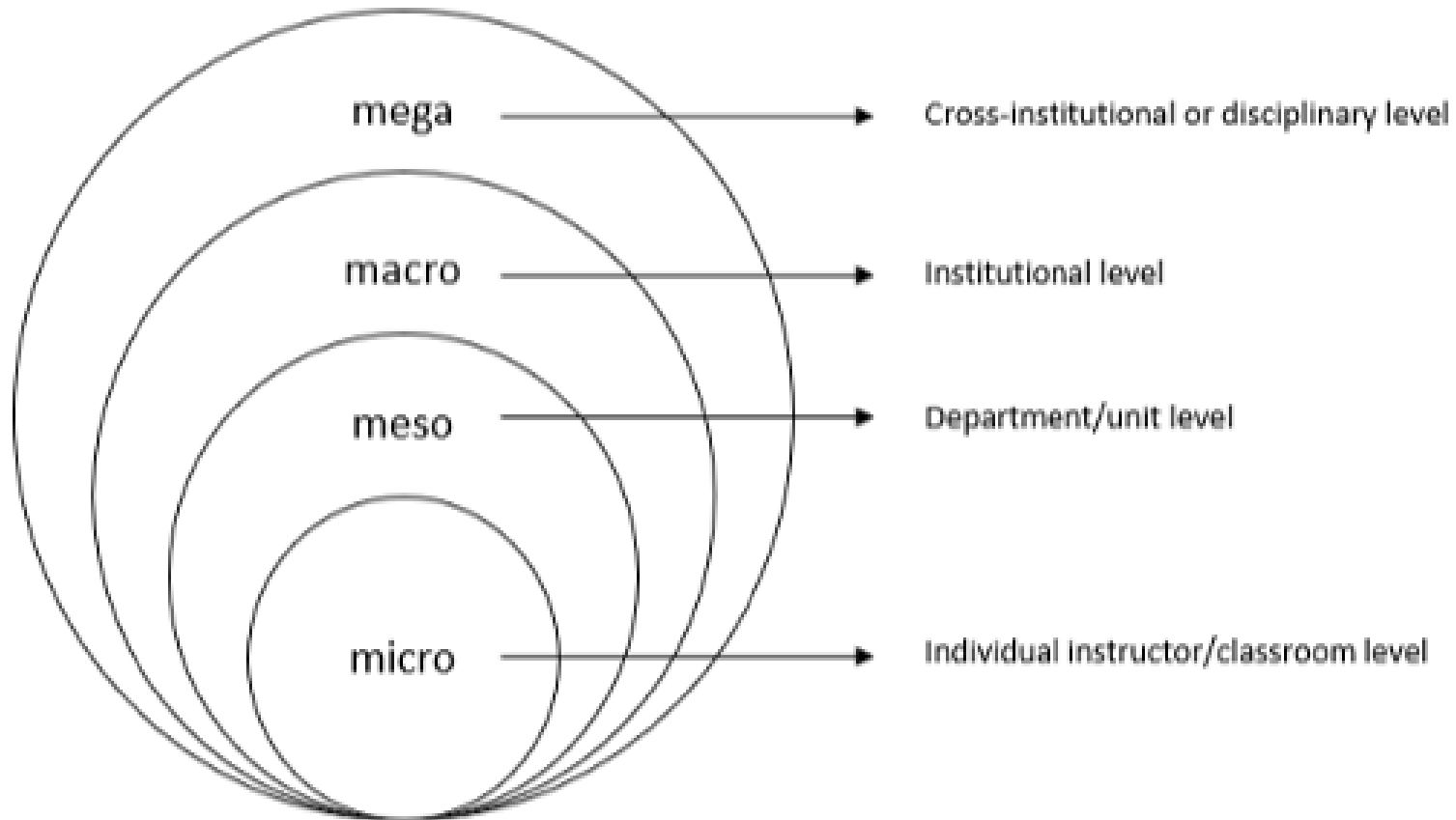
22nd february 2026

EUA L&T Forum

# EPIC: challenges & successes

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# Transformável?



Frake-Mistak, et al. "Reimagining the 4M Framework in Educational Development for SoTL" (2023).

# E ainda... (um mini-buffet)

1. Modernização e Digitalização dos Espaços de Ensino e Aprendizagem
2. Mapeamento de práticas aprendizagem ativa
3. Prémio de reconhecimento EPIC
4. Avaliação da experiencia dos estudantes
5. Avaliação da transformação
6. Capacitação para a avaliação a transformação
7. Dinamização de comunidades EPIC e Mobilidade

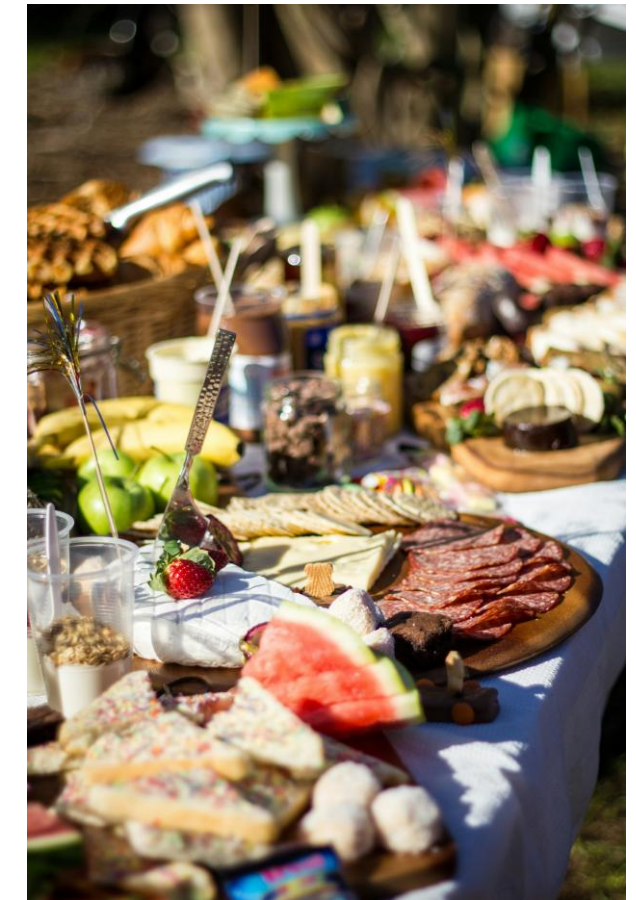


Foto de [Tim Cooper](#) na [Unsplash](#)

# Desafios atuais na concretização do projeto

1. Dinâmicas financeiras institucionais, de regras de financiamento
2. “Foco na meta ou no processo?”: histórico e alinhamento em aspetos estruturais
3. Estudantes
4. Tempo de qualidade para reflexão
5. Demonstrar transformação, SOTL
6. Staff: estrutura interinstitucional, *knowhow*
7. Nivel de penetração



# A need for inter-institutional cooperation

At the same time, HEIs across the EHEA increasingly pay attention to their learning and teaching strategies, while strategy implementation, capacity building and the need for increased inter-institutional cooperation are ongoing issues for discussion and peer learning.

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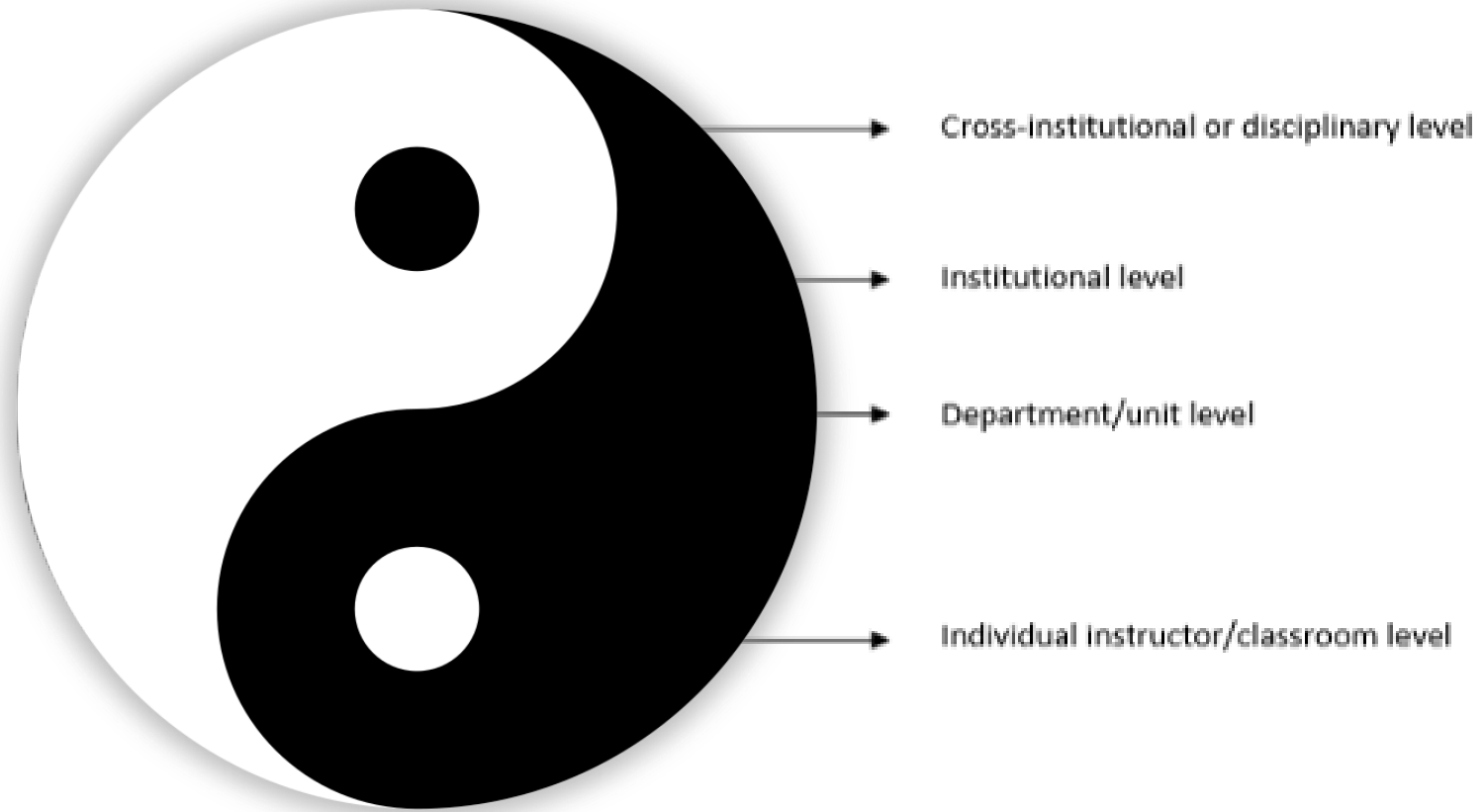
# Futuro? Apoio da tutela



**Conselho Nacional  
para a Inovação Pedagógica  
no Ensino Superior**

A ação social deve ser revista numa perspetiva integrada que visa o sucesso e o bem-estar dos estudantes. As estratégias para o sucesso e para o bem-estar devem estar associadas às estratégias de inovação pedagógica, tal como preconizado pelo recentemente criado Conselho Nacional para a Inovação Pedagógica no Ensino Superior. As residências de estudantes são instrumentos essenciais para a integração,

- Promover a qualidade e adaptação aos novos desafios:
  - Continuar a desenvolver instrumentos que incentivem as Instituições do Ensino Superior a desenvolver uma cultura de mérito em todas as suas atividades de educação, investigação e inovação;
  - Continuar a apoiar o Conselho Nacional para a Inovação Pedagógica no Ensino Superior para que este promova a inovação pedagógica



# Portugal, 2024!!!



## Post-pandemic Recovery & Resilience Plan

### 7 inter-institutional centers, 49 institutions: 20 M €

Inovação e Modernização Pedagógica no Ensino Superior | Criação de Centros de Excelência de Inovação Pedagógica:

Criação de 7 Centros de Excelência para a Inovação Pedagógica, com destaque para as áreas não tecnológicas (ciências sociais, ciências humanas e artes); participação na criação do Conselho Nacional de Inovação Pedagógica no Ensino Superior;



Cofinanciado por:



# Recursos e infraestruturas

dedicadas aos Centro de Excelência EPIC



## EPIC DXP – Plataforma de Experiência Digital

Plataforma digital que dá suporte e visibilidade às atividades de desenvolvimento pedagógico do EPIC, promovendo a partilha de capacidades, experiências e recursos entre membros para acelerar a qualidade e o impacto institucional.



### Principais Recursos e Funcionalidades

**Catálogos de Formação:** Catálogos EPIC, de membros e unidades, com sistema de pesquisa e inscrição integrada

**Sistema de Recomendação:** Chatbot inteligente que identifica necessidades e recomenda formações e recursos adequados

**Repositório de Recursos:** Recursos pedagógicos alinhados com percursos formativos e acessíveis através de LMS

**Comunidades de Prática:** Espaços para networking e partilha de experiências entre docentes

**Perfil Individual:** Perfil pedagógico com histórico, certificados, infográficos de progresso e integração ORCID

**Projetos Inspiradores:** Montra de projetos premiados e práticas pedagógicas inovadoras com curadoria

**Gamificação:** Sistema de badges associado a ações dos utilizadores e frequência de formações

**Integração LMS:** Interoperabilidade com Moodle para gestão de ações e automatização de certificação