

# National Strategy Portugal

**International Peer Learning Activity**

**Perspectives on national strategies to promote learning and teaching**

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## Higher Education organisational framework

	Universities / University Institutes		Polytechnics	
	Public	Private	Public	Private
<b>Legal basis</b>	Higher Education Institutions Legal Framework			
<b>Focus</b>	Solid scientific training		Vocational and advanced technical training	
<b>Legal status</b>	Legal persons governed by public law / Public foundations governed by private law	(Founding entities) Legal persons governed by private law	Legal persons governed by public law / Public foundations governed by private law	(Founding entities) Legal persons governed by private law
<b>Degree of autonomy</b>	statutory, pedagogical, scientific, cultural, administrative, financial, patrimonial and disciplinary autonomy	pedagogical, scientific, cultural, autonomy	statutory, pedagogical, scientific, cultural, administrative, financial, patrimonial and disciplinary autonomy	pedagogical, scientific, cultural, autonomy
<b>Supervision</b>	Government supervision	Recognition of public interest Government monitoring	Government supervision	Recognition of public interest Government monitoring
<b>Funding</b>	Mainly funded by the state	May benefit from public support	Mainly funded by the state	May benefit from public support
<b>Current number</b>	15	21	27	51
<b>Representative associations / bodies</b>	CRUP – Council of Rectors of Portuguese Universities	APESP – Portuguese Association of Private Higher Education	CCISP - Portuguese Polytechnics Coordinating Council	APESP – Portuguese Association of Private Higher Education

## National strategy / sets of strategic measures

- National Strategy for Higher Education, Research and Innovation
- Portuguese Recovery and Resilience Plan – emphasis on reskilling and upskilling and LLL
- Funding programmes to promote innovation in teaching and research (e.g. DEMOLA network)
- More scientific employment and bigger parity between teaching and research careers
- Skills 4 post-Covid – skills for the future

## Implementation

- National Strategy for Higher Education, Research and Innovation (OECD Review and Recommendations)
  - Strengthening the National Digital Competences Initiative (INcoDe2030)
  - Legal framework to reinforce the link between Education and Research and companies
  - Legal framework to promote the international recruitment of students to reinforce the internationalisation of Portuguese HE
  - Approval of Distance Learning Legal Regime and its institutional framework
  - Funding the modernisation of teaching and learning in the context of the Portuguese Recovery and Resilience Plan dedicated to HE
  - Specific grants for PhD students of HEIs involved in the EU Initiative
- Skills 4 post-Covid – skills for the future > public discussion with HEI

## How are stakeholders and their organisations involved?

- Targeted consultations
- Public consultations
- In the framework of the Portuguese Recovery and Resilience Plan, more involvement of stakeholders and their organisations is envisaged in the definition and co-design of study programmes, specially in the STEAM areas and LLL

## How is the implementation perceived by HEI/what is the impact at HEIs?

### 1. Strong impact

- All Portuguese HEIs (and their programmes) use Bologna tools, like ECTS and Diploma Supplement, follow EQF/NQF, are evaluated and accredited by a national QA Agency and have internal QA systems, where pedagogical innovation has a relevant role
- Fair (in many cases automatic) recognition of student mobility and prior learning, more flexibility in study programmes, increasing practices of interdisciplinary studies
- All institutions have implemented rules for recognition of prior learning
- The majority of institutions have defined policies for enhancement of Teaching and Learning (T&L)
- Some institutions have implemented programs for rewarding pedagogical innovation
- In the context of the national recovery plan, HEI have deepened connections with external stakeholders, namely employers, companies and cultural entities, involving them in the design of study programs and LLL

## How is the implementation perceived by HEI/what is the impact at HEIs?

### 2. Student Centred learning:

- The number of HEI implementing project-based learning and challenge-based approaches in T&L is increasing
- A growing number of institutions are developing peer mentoring initiatives (at University of Porto, last academic year, there were more than 3,000 students involved)
- The majority of master programmes include internships, under agreements with the stakeholders (companies, schools, etc.)
- In several institutions, students are effective promoters of pedagogic innovation
- All institutions apply student surveys on the quality of T&L
- The majority of HEIs are promoting and rewarding soft and transversal skills of students

## How is the implementation monitored? Challenges and obstacles

- **Monitoring**

- Through regular follow-up, data collecting and reporting
- Targets achieved within the Portuguese RRP are regularly updated on its website
- Follow-up of the compliance of HEI with the Legislature Agreement 2020-2023
- The Agency for Assessment and Accreditation of Higher Education - A3ES conducts:
  - . Institutional evaluation processes
  - . Assessment/accreditation of study cycles
  - . Auditing of Internal Systems of Quality Assurance

- **Challenges and obstacles**

- The pandemic situation over the last 1.5 years
- Ageing faculty in some HEIs
- Difficulties in implementing learning and teaching practices evaluation and regular monitoring