

**BOLOGNA PROCESS
NATIONAL REPORT FROM PORTUGAL: 2005-2007**

A. Background information on your Higher Education system

Details

Country	Portugal
Date	15-12-2006
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Main achievements since Bergen

1. Describe the important developments relating to the Bologna Process, including legislative reforms, since Bergen.

(i) Law No. 49/2005, of 30 August, introduced changes in the Comprehensive Law of the Education System (Law 48/86, of 14 October: *Lei de Bases do Sistema Educativo*) in order to allow for the changes in the legal framework leading to the implementation of the Bologna process.

(ii) Decree-Law No. 74/2006, of 24 March, approved the three-cycle degree system, adopting the Bologna generic descriptors for each cycle based on learning outcomes and competences, and credit ranges for the first and second cycles.

It also approved rules on joint degrees, and recognition of prior learning, including non-formal and informal learning.

According to the available data at the moment of the elaboration of this report, in 2007 the large majority of the study programmes will comply with the framework for qualifications approved by this decree-law.

(iii) Decree-Law No. 64/2006, of 21 March, approved a new path to higher education for students older than 23 years not holding the standard requirements to access higher education. This decree-law confers higher education institutions the capacity to organize the entrance examinations of these students as well as the capacity for creditation of the professional experience and non-formal and informal learning periods of the candidates.

In 2006, about 14 500 students were approved on these examinations and were able to apply for the enrolment at a HEI (through the standard path, the number of applicants was about 48 600).

(iv) Decree-Law No. 88/2006, of 23 May, completely reorganized the level IV professional qualification programmes named *cursos de especialização tecnológica* (CETs: Technological Specialisation Programmes).

These short first cycle vocational programmes are offered to students that have completed or almost completed upper secondary education or that have a level III professional qualification.

These programmes, with 60 to 90 credits, have a component of practical training in close relationship with the labour market and give students full possibility to pursue their studies in HEIs with creditation of this learning period.

Higher Education Institutions can offer CETs, alone or in partnership, being expected that mainly the polytechnics will offer these courses.

In 2007, about 120 new CETs will offer nearly 3000 places.

(v) The Portuguese Government invited the European Association for Quality Assurance in Higher Education (ENQA) to appoint a panel of international experts:

(a) To review the existing Portuguese quality assurance practices;

(b) To provide recommendations to the Portuguese government on the organisation, processes and methods of establishment of a national accreditation system that would meet the European Standards and Guidelines for Quality Assurance in the European Higher Education Area.

The report was presented in December 2006.

The creation of the Portuguese accreditation and evaluation agency, in line with the Standards and Guidelines for QA in the EHEA, will take place in 2007 first semester.

(vi) The Portuguese Government invited the Organisation for Economic Co-operation and Development (OECD) to undertake a review of tertiary education, to evaluate the performance of the sector and to recommend how it can better meet Portugal's strategic objectives for the sector.

The review was organised within the framework of the OECD's education policy reviews.

Following preparation of a Background Report by the Portuguese authorities, a team of OECD examiners visited Portugal and prepared a report approved, with some minor changes, by the OECD Education Committee, the 13 December 2006.

This report will be used as a guidance instrument for the reorganisation and rationalisation of the sector. This work will be conducted during 2007.

(vii) It was launched an international independent and voluntary review of some Portuguese HEIs (universities and polytechnics, public and private) under the coordination of European University Association (EUA).

National organisation

2. Describe any changes since Bergen in the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their roles.

Please include:

- whether higher education institutions (HEIs) report to /are overseen by different ministries
- How funds are allocated to HEIs
- Areas for which HEIs are autonomous and self governing.

(i) HEIs report to the *Ministério da Ciência, Tecnologia e Ensino Superior* (Ministry of Science, Technology and Higher Education).

Only in special cases, such as army and police, do HEIs report to other ministries.

(ii) Public funding for higher education, including teaching and research activities, is based on the following mechanisms:

(a) Public funding of higher education institutions:

Direct basic funding of public institutions (through a funding formula);

Contractual funding of institutions (through contracts for specific issues);

Direct funding of social support services (through funding formula since 2006) for: a) direct funding to students (i.e., social support of individual grants); and b) indirect funding to students (i.e., meals, accommodation, sports, healthcare);

(b) Public funding for science and technology:

Direct funding of institutions through R&D units based on their periodic evaluation and number of PhD researchers [through the *Fundação para a Ciência e a Tecnologia* (FCT: Science and Technology Foundation)] defined upon evaluations every 3 years;

Contractual funding of institutions (e.g., Associate Laboratories);

Competitive funding for R&D activities (through R&D projects);

Competitive funding for people (through individual grants for research students and contracts for researchers);

(c) Public funding for infrastructures (i.e., buildings and equipment);

(d) Public funding for the diffusion of information and communication technologies.

(iii) Public HEIs are collective persons under public law. They benefit from statutory, academic, pedagogical, administrative, financial, patrimonial and disciplinary autonomy.

(iv) Private HEIs have academic, pedagogical and cultural autonomy.

(v) Pedagogic autonomy has different expression and extension on public universities, public polytechnics, private HEIs and Catholic University: (a) public universities have the right to create, suspend and cancel degree programmes although the decision on financing them belongs to the Government; (b) public polytechnics and private HEIs must submit their decisions of creation of new degree programmes to the Government's approval; (c) Catholic University has the right to create degree programmes without Government's intervention.

(vi) The number of new admissions in 1st cycle degree programmes (*numeri clausi*) is decided annually by the Minister, under HEIs proposal.

(vii) Portuguese Catholic University benefits from a special legal regime, having the right to create degree programmes and to fix the number of new students without Government's intervention.

(viii) Army and Police HEIs have a special legal regime.

3. Describe any changes since Bergen to the institutional structure.

Please include:

- the number of public/private HEIs
- are there different types of institutions delivering higher education (i.e. academic/professional, university/non-university etc.)
- the number/percentage of students admitted in academic session 2006-2007 to each type of institution
- the extent to which different types institutions are covered by the same regulations.

(i) Since Bergen there were no major changes to the institutional structure.

(ii) There are two major lines of institutional differentiation:

(a) A binary distinction, between university and polytechnic

- University education, provided through universities and university schools not integrated in universities;
- Polytechnic education, provided through specialised higher education schools in the fields of technology, management, education and arts, among others. The polytechnic schools are usually associated on a regional base in polytechnic institutes, but they can also be integrated in universities, or not integrated.

(b) An ownership distinction, between public and private HEIs.

(iii) Universities may be constituted by different schools, institutes or faculties and or by departments or other units and may also include polytechnic schools.

(iv) Number of university and polytechnic institutions, 2006

	University education		Polytechnic education	
	Universities	University schools not integrated in universities	Polytechnic institutes	Polytechnic schools not integrated in polytechnic institutes
Public	14	5	15	15
Private	14	33	2	54
TOTAL	28	38	17	69

(v) Number and percentage of students enrolled (2005-2006)

Public higher education	275 961	75%
University education	171 575	47%
Polytechnic education	104 386	28%
Private higher education	91 973	25%
University education	61 754	17%
Polytechnic education	30 219	8%
TOTAL	367 934	-

Note: This data refers to 2005-2006 as statistical data on higher education is collected only in the month of January of each year.

(vi) The higher education legislation contains provisions:

- That apply to the whole system (e.g. degree structure, access, recognition);
- That apply specially to public institutions (e.g. financing rules);
- That apply only to public universities or polytechnics (laws on autonomy, laws on academic careers);
- That apply only to private institutions (law on private higher education).

Partnership

4. Describe the structure which oversees the implementation of the Bologna Process in your country.

Please include:

- the membership and role of any national Bologna group (for example policy committee, promoters' group)
- the membership and role of students, staff trade unions, business and social partners in any national Bologna Group.

(i) The implementation of the Bologna Process is overseen by Direcção-Geral do Ensino Superior (DGES: General Directorate for Higher Education).

(ii) DGES is assisted by a Commission appointed by the Minister for Science, Technology and Higher Education.

(iii) The Commission has six members including academics from the different sectors of the higher education system (universities and polytechnics, public and private) and one student.

(iv) The Commission:

- (a) follows the process of implementing the new degree structure;
- (b) gives advice to the Minister and to the General Directorate for Higher Education;
- (c) produces annual reports on the implementation of the process.

5. Describe the arrangements for involving students and staff trade union/representative bodies in the governance of HEIs.

Please include:

- precise references (preferably with web links) to any legislation (or equivalent) in place to ensure students and staff are represented on HEI governing bodies
- the role of students in the governance of HEIs
- the role of staff trade union/representative bodies in the governance of HEIs.

These aspects have recently been particularly discussed under the context of the national evaluation conducted by OECD and should be subject of major revision before summer 2007. Current legislation considers the following aspects:

- (a) Student and staff (academic and non-academic) participation in the governance of HEIs is regulated by the autonomy laws of public universities and polytechnics, and by the law on the private higher education institutions.
- (b) In public HEIs, (a) elected representatives of students and staff participate in all the major governance bodies and in the election of Rectors, Presidents and Deans; (b) professors with PhD degrees (and Master degrees in polytechnics) are full members of the scientific body of their institution.
- (c) The *Senado* (senate) of public universities may have representatives of cultural, social and economic groups within the community, as designated by the statutes, that do not exceed 15% of the total senate membership (Each university has the right to create its own statutes, in observance of the terms of the law on universities autonomy).
- (d) The *Conselho Geral* (general council) of public polytechnic institutes has representatives of the community and of activities and professional sectors linked to the teaching areas of the institute. The number of such representatives can not exceed those of the institute's schools. (Each polytechnic institute has the right to create its own statutes, in observance of the terms of the law on polytechnics autonomy).
- (e) In private HEIs: (a) academic staff representatives are entitled to participate on the scientific and pedagogical bodies; (b) student representatives are entitled to participate on the pedagogical body.

6. Describe the measures in place to ensure the co-operation of business and social partners within the Bologna Process.

(i) The legislation aiming to implement the Bologna Process (§ 1) has been opened to public discussion with a wide participation of representatives from business, professional associations and other social partners.

(ii) The technical rules defined by the General Directorate for Higher Education for the submission of proposals of new programmes or of adaptation of existing programmes to the new structure, namely in the case of vocational programmes, require interaction between the higher education institution and the social partners. This interaction is for instance necessary: (a) when analysing the employability of graduates with short first cycle diplomas or first cycle degrees; (b) when defining the key competences for entering the labour market; (c) when periods of professional experience are integrated in the curriculum.

B. Main stocktaking questions, including scorecard elements

Degree system

(Scorecard and Eurydice)

Stage of implementation of the first and second cycle

7. Describe the progress made towards introducing the first and second cycle.

Please include:

- the percentage of the total number of students below doctoral level enrolled in the two cycle degree system in 2006/07.

(i) The legal structure for the implementation of the Bologna degree structure was completed in March 2006.

(ii) Before the summer term, higher education institutions submitted to the General Directorate for Higher Education (DGES) a very significant number of proposals for the reorganisation of their programmes into the new structure, most of them approved for the academic year 2006-2007.

(iii) The establishment of a task force in DGES and good cooperation with HEIs accounted for the success of this process.

(iv) In November, the institutions presented another set of proposals for the reorganisation of their programmes into the new structure for the academic year 2007-2008.

(v) In 2006-2007 about 38% of 1st and 2nd cycle study programmes were offered according to the new degree system and about 50% will be ready for 2007-2008, leaving some 12% to be reorganized in 2008-2009.

Stage of implementation of the third cycle

8. Describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of 3rd cycle students following structured doctoral programmes
- the normal length of full-time doctoral studies
- the elements that are included in doctoral study programmes, e.g. do they include taught courses or independent research only
- the supervisory and assessment procedures for doctoral studies
- are doctoral studies included in your country's qualifications framework and are they linked to learning outcomes
- are interdisciplinary training and the development of transferable skills integrated in doctoral studies
- are credit points used in measuring workload in doctoral studies?

(i) Structured doctoral programmes in line with the generic descriptors already existed before the implementation of the Bologna Process.

(ii) Decree-Law No. 74/2006, of 24 March, integrated the existing structured doctoral programmes in the three-cycle degree system. It also approved rules on joint degrees.

(iii) In 2005-2006, 2,3% of higher education students were following a structured doctoral programme (8505 out of 367 312).

(iv) The full time doctoral study programmes have a normal length of 3 to 4 years.

(v) The majority of the present doctoral study programmes include only independent research under the supervision of a professor appointed by the university.

(vi) Some doctoral programmes include also taught courses. As the traditional masters programmes (pre-Bologna) will be progressively discontinued there will be an increasing tendency to include taught courses in doctoral programmes.

(vii) The doctoral degree is conferred after the approval of a thesis by a panel of experts in a public session.

(viii) When the programme also includes taught courses, candidates need to previously attend lectures and to pass examinations.

(ix) Doctoral studies integrate interdisciplinary training and the development of transferable skills.

Access¹ to the next cycle

9. Describe the arrangements for access between the first and second cycles and second and third cycles.

Please include:

- the percentage of first cycle qualifications that give access to the second cycle
- if appropriate, the percentage of first cycle qualifications that give access to the third cycle
- the percentage of first cycle qualifications that give access to both the second and third cycles
- the percentage of second cycle qualifications that give access to the third cycle
- specify any first cycle qualifications that do not give access to the second cycle
- specify any second cycle qualifications that do not give access to the third cycle.
- specify any examples where bridging courses are necessary to transfer between cycles in the same subject area
- any measures planned to remove obstacles between cycles.

(i) Those who meet any of the following conditions may apply to a second cycle:

- (a) Holders of a national first cycle degree;
- (b) Holders of a foreign first cycle degree conferred following a 1st cycle of studies organized according to the principles of the Bologna Process by a State that has adhered to this Process;
- (c) Holders of a foreign higher education academic degree that is recognized as meeting the objectives of the first cycle degree by the statutorily competent scientific body of the higher education institution where they wish to be admitted.

(ii) Those who meet any of the following conditions may apply to a third cycle:

- (a) Holders of a second cycle degree;
- (b) Holders of a first cycle degree who have a particularly relevant academic or scientific curriculum vitae that is recognized as attesting the capacity to carry out this cycle of studies by the statutorily competent scientific body of the higher education institution to which they wish to be admitted;
- (c) Holders of an academic, scientific or professional curriculum vitae that is recognized as attesting the capacity to carry out this cycle of studies by the statutorily competent scientific body of the higher education institution to which they wish to be admitted.

(iii) Therefore:

- (a) All the first cycle qualifications give access to the second cycle;
- (b) All the second cycle qualifications give access to the third cycle;

¹ Access as defined in the Lisbon Recognition Convention. Access: the right of qualified candidates to apply and be considered for admission to higher education.

- (c) No bridging courses are necessary to transfer between cycles in the same subject area;
- (d) A first cycle qualification can give access to the third cycle if the applicant has particularly relevant academic or scientific curriculum vitae.

Implementation of national qualifications framework

10. Describe the stage of implementation of the national qualifications framework to align with the overarching Framework for Qualifications of the EHEA².

Please include:

- the stage of development of your national qualifications framework (for example: has your national QF been included in legislation or agreed between all relevant stakeholders; has a working group been established; have national outcomes-based descriptors of the main types of qualifications been prepared; has a timetable for implementation been agreed?)
- the extent to which your national qualifications framework is in line with the Framework for Qualifications of the EHEA
- the role of stakeholders in the development of your national qualifications framework.

(i) Portuguese qualifications framework is aligned with the overarching framework for qualifications of the EHEA (Law 49/2005, of 30 August, and Decree Law 74/2006, of 24 March);

(ii) Decree-Law No. 74/2006, of 24 March, approved the three-cycle degree system, adopting the Bologna generic descriptors for each cycle based on learning outcomes and competences, and credit ranges for the first and second cycles.
It also approved rules on joint degrees, and recognition of prior learning, including non-formal and informal learning.

(iii) According to the available data at the moment of the elaboration of this report, in 2007 the large majority of the study programmes will comply with the framework for qualifications approved by this decree-law (§ 7 and 8).

² A Framework for Qualifications of the EHEA: <http://www.bologna-bergen2005.no/>

11. What measures are being taken to increase the employability of graduates with bachelor qualifications?

Please include where possible:

- the percentage of first cycle graduates who found employment after graduating in 2005/06
- the percentage of first cycle graduates who continued into the second or third cycles in 2005/06
- the extent to which this is expected to change in 2006/2007.

(i) The technical rules defined by the General Directorate for Higher Education for the submission of proposals of new programmes or of reorganization of existing programmes to the new structure, namely in the case of vocational programmes, demand an interaction between the higher education institution and the social partners. This interaction is for instance necessary (a) when analysing the employability of graduates with short first cycle diplomas or first cycle degrees; (b) when defining the key competencies for entering the labour market; (c) when periods of professional experience are integrated in the curriculum.

(ii) As the new Bologna type structure programmes have enrolled the first students in 2006-2007 there is yet no statistical data on the employability of the 1st cycle graduates from the Bologna process, as there is no statistical data on the percentage of 1st cycle graduates who continued into the 2nd and 3rd cycles in 2006/07.

(iii) Measures are being taken to analyse the employability of graduates, following them for a period of five years after graduation and publishing information about the levels of employability of each programme of each HEI.

(iv) Measures have been taken to collect more detailed information about the qualification of unemployed people with an higher education degree (HEI and programme).

(v) In the Portuguese traditional degree structure (pre-Bologna) polytechnics conferred degrees after a period of 3 years of studies with a high level of employability. Therefore no particular difficulties are foreseen in the access of the new 1st cycle graduates to the labour market, at least in those areas.

(vi) There has been a consistent increase of the percentage of new employees with a higher education degree (from 2.1% in 1992, to 10.7% in 2002) but the value is still quite low.

(vii) The unemployment of graduates is lower than the national unemployment values.

(viii) Despite the strong expansion of higher education in recent decades, the rates of return of higher education degrees in Portugal have been persistently high, at the highest level for the 15 EU countries. For example, in 2002, 81.2% of the relative earnings of new employees with a higher education degree laid in the highest quintile, which compares against only 16.1% for non-graduates.

Quality assurance

(Scorecard and Eurydice)

National implementation of the Standards and Guidelines for QA in the EHEA³

12. To what extent is your national system of QA already in line with the Standards and Guidelines for QA in the EHEA?

Please include:

- the stage of implementation of the national quality assurance system in line with the Standards and Guidelines for QA in the EHEA
- any action that has been taken to ensure that the national quality assurance system is in line with the Standards and Guidelines for QA in the EHEA
- any deadlines set for taking action to ensure that the national quality assurance system is in line with the Standards and Guidelines for QA in the EHEA
- any action planned to ensure that the national quality assurance system is in line with the standards and guidelines for QA in the EHEA.

(i) The Portuguese Government invited the European Association for Quality Assurance in Higher Education (ENQA) to appoint a panel of international experts:

- (a) To review the existing Portuguese quality assurance practices;
- (b) To provide recommendations to the Portuguese Government on the organisation, processes and methods of establishment of a national accreditation system that would meet the European Standards and Guidelines for Quality Assurance in the European Higher Education Area.

(ii) The report was presented in December 2006.

(iii) The creation of the Portuguese accreditation and evaluation agency in line with the Standards and Guidelines for QA in the EHEA will take place in 2007 first semester.

³ <http://www.enqa.net/files/BergenReport210205.pdf>

Stage of development of external quality assurance system

13. Describe the quality assurance system operating in your country.

Please include:

- the stage of implementation of your external quality assurance system
- the scope of your external quality assurance system: does it operate at a national level; does it cover all higher education⁴
- which of the following elements are included in your external quality assurance system:
 - internal assessment
 - external review
 - publication of results
- whether procedures have been established for the peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA.

(i) The external quality assurance system operating since 1995, will be replaced in 2007 by a new system in line with the Standards and Guidelines for QA in the EHEA.

(ii) The former system:

- (a) Operated at the level of programmes evaluation;
- (b) Had as scope all higher education (public and private, university and polytechnic education);
- (c) Included internal assessment, external review and publication of results.

(iii) However, the former system had a very low level of internationalization, and no procedures had been established for the peer review of the national agency according to the Standards and Guidelines for QA in the EHEA.

⁴ higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

Level of student participation

14. Describe the level of student participation in your national quality assurance system.

Please include:

- whether students are included in the following aspects of quality assurance:
 - the governance of national agencies for QA
 - as full members or observers in external review teams
 - as part of the decision making process for external reviews
 - in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)
 - in internal evaluations.

In the frame of the external quality assurance system that is operating since 1995, and that will be replaced in 2007 by a new system in line with the Standards and Guidelines for QA in the EHEA, the students:

- (a) Are included at the governance at the national level;
- (b) Participate in the internal assessment process;
- (c) Are neither members nor observers in the external review teams;
- (d) Have to be consulted by external reviewers;
- (e) Aren't part of the decision making process for external reviews.

Level of international participation

15. Describe the level of international participation in your national quality assurance system.

Please include:

- whether there is international participation in the following aspects of quality assurance
 - the governance of national agencies for quality assurance
 - the external evaluation of national quality assurance agencies
 - teams for external review, either as members or observers
 - membership of ENQA
 - membership of any other international network.

(i) With the external quality assurance system that is operating since 1995, and that will be replaced in 2007 by a new system in line with the Standards and Guidelines for QA in the EHEA, there was international participation through:

- (a) The membership of ENQA;
- (b) The external evaluation of the system by ENQA (§ 1, (v)).

(ii) For a short period, some foreign experts were members of the coordinating body of the evaluation system.

(iii) Some foreign experts have been members of a small number of external review teams.

Recognition of degrees and study periods

(Scorecard and Eurydice)

Stage of implementation of Diploma Supplement

16. Describe the stage of implementation of the Diploma Supplement in your country.

Please include:

- the percentage of students graduating in 2007 who will receive a Diploma Supplement
- which of the following apply to Diploma Supplements issued in your country:
 - issued in a widely spoken European language
 - free of charge
 - automatically
 - correspond to the EU/CoE/UNESCO Diploma Supplement format.

All the students graduating in 2007 will receive a Diploma Supplement:

- (a) Issued in Portuguese and English;
- (b) Free of charge;
- (c) Automatically;
- (d) Corresponding to the EU/CoE/UNESCO Diploma Supplement format.

National implementation of the principles of the Lisbon Recognition Convention

17. Describe the stage of implementation of the main principles and later supplementary documents⁵ of the Lisbon Recognition Convention.

Please include:

- whether your country has ratified the convention (including depositing ratification instrument at either CoE or UNESCO)
- whether all appropriate legislation complies with the legal framework of the Convention and the later Supplementary Documents
- which of the following principles are applied in practice
 - applicants' right to fair assessment
 - recognition if no substantial differences can be proven
 - demonstration of substantial differences, where recognition is not granted
 - provision of information about your country's HE programmes and institutions
- whether you have a fully operational ENIC
- any action being taken to ratify or fully implement the Convention and the later Supplementary Documents.

(i) Portugal has ratified the Lisbon Convention in 2001.

(ii) The legislation in force on this field is the following:

- (a) Decree-Law No. 283/83, of 21 June, on the equivalence of foreign degrees and diplomas;
- (b) Decree-Law No. 93/96, of 16 July, on the automatic full recognition of PhD granted by European University Institute (Firenze);
- (c) Decree-Law No. 216/97, of 18 August, on the automatic full recognition of PhD granted by foreign universities;
- (d) Decree-Law No. 67/2005, of 15 March, on the award and recognition of joint 2nd cycle degrees on the context of *Erasmus Mundus* masters;
- (e) Decree-Law No 74/2006, of 24 March, approving new rules on access between cycles, joint degrees, and recognition of national and foreign prior learning, including non-formal and informal learning.

(iii) The national legislation complies with the legal framework of Lisbon Convention of 2001 and the later Supplementary Documents, namely:

- (a) Applicants have right to fair assessment;
- (b) Recognition is conferred if no substantial differences can be proven;
- (c) If recognition is not granted substantial differences must be demonstrated;
- (d) Information about HE programmes and institutions is fully assured by Ministry and HEIs.

⁵ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

(iv) Legal framework on recognition is being changed in order to extend automatic full recognition of PhD to 1st and 2nd cycle degrees. In a first stage, it will be granted full equivalence to 1st and 2nd cycle degrees conferred by HEIs of Bologna Process participating countries that comply with the Bologna Process generic descriptors for each cycle, and credit ranges for the first and second cycles.

(v) The Portuguese NARIC is fully operational.

(vi) The Portuguese NARIC has organised, in due time, several workshops to disseminate the main principles of the Lisbon Convention to those directly linked with the recognition process.

Stage of implementation of ECTS

18. Describe the credit and accumulation system operating in your country.

Please include:

- the stage of implementation of ECTS in academic year 2006/2007
- the percentage of first and second cycle programmes using ECTS in academic year 2006/2007
- how any other credit or accumulation system in use relates to ECTS: is it compatible with ECTS; what is the ratio between national and ECTS credits.

(i) Decree Law No. 42/2005, of 22 February, made mandatory the use of ECTS credit and accumulation system:

- (a) To new programmes, created after June 2005;
- (b) To the remaining programmes, from the academic year of their reorganisation under the Bologna Process, or before, if the HEI decides so.

(ii) In 2007, the percentage of study programmes applying ECTS will be about 70% in public universities, 60% in public polytechnics. In the private sector the percentage is about 99% of study programmes in universities and about 70% in polytechnics.

19. Has your country produced a national plan to improve the quality of the process associated with the recognition of foreign qualifications⁶? If so, give a brief description of the plan and attach a copy.

Answered in § 17.

⁶ ENIC/NARIC has produced guidelines for National Action Plans for Recognition.

Lifelong Learning

(Scorecard)

Recognition of prior learning

20. Describe the measures in place to recognise prior learning, including non-formal and informal learning.

Please include:

- the stage of development of any procedures or national guidelines to recognise prior learning
- a description of any procedures or national guidelines for assessing prior learning as a basis for access to HE
- a description of any procedures or national guidelines for allocating credits as a basis of exemption from some programme requirements.

(i) Decree-Law No. 64/2006, of 21 March, that increased the flexibility of access to higher education through a new path for students older than 23 years and not holding the standard requirements (§ 1 (iii)), confers HEIs the capacity to organize the entrance examinations of these students as well as the capacity to recognize, through the attribution of credits, the professional experience and formal and informal learning periods of the candidates.

(ii) In order to pursuing studies to obtain an academic degree or diploma, Decree-Law No. 74/2006, of 24 March, that reorganized the degrees framework [§ 1 (ii)], confers HEIs the capacity to:

- (a) credit the formal learning periods carried out under the scope of other cycles of higher education studies;
- (b) credit the formal learning periods carried out under the scope of technological specialization programmes (§ 1 (iv)) and other post-secondary training;
- (c) recognize, through the attribution of credits, the professional experience and informal learning periods.

(iii) Decree Law No. 88/2006, of 23 May, that reorganized the level IV professional qualification programmes, denominated *cursos de especialização tecnológica (CETs: technological specialisation programmes)* (§ 1 (iv)):

- (a) Altered the conditions of admission in order to open them up to new publics;
- (b) Conferred the HEIs the capacity to recognize, through the attribution of credits the professional experience and formal and informal learning periods;
- (c) Conferred the HEIs the capacity to grant the corresponding diploma based on an evaluation of professional competences.
- (d) Gave possibility to students to pursue their studies in HEIs with full creditation of this learning period;

21. Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education.

Please include:

- any flexibility in entry requirements
- any flexible delivery methods
- any modular structures of programmes.

(i) Decree-Law No. 64/2006, of 21 March, increased the flexibility of access to higher education through a new path for students older than 23 years and not holding the standard requirements (§ 1 (iii)), conferring HEIs the capacity to organize the entrance examinations of these students.

(ii) Decree-Law No. 74/2006, of 24 March, that reorganized the degrees framework (§ 1 (ii)):

(a) Conferred to the HEIs a large capacity for crediting the professional experience and formal and informal experience (§20), creating the conditions for more flexible learning paths in higher education;

(b) Introduced more flexible paths between cycles (§ 9).

(iii) Legal framework on internal and external mobility is being changed in order to make easier the mobility inside the Portuguese higher education system and from foreign higher education systems.

Joint degrees

(Scorecard and Eurydice)

Establishment and recognition of joint degrees

22. Describe the legislative position on joint degrees in your country.

Please include:

- the stage of implementation of any legislation to establish joint programmes
- whether joint⁷ degrees are allowed and encouraged in legislation
- whether joint degrees are allowed and encouraged in all three cycles
- an indication of the percentage of HEIs that have established joint programmes and are awarding nationally recognised degrees jointly with HEIs of other countries
- any action being taken to encourage or allow joint programmes.

(i) Decree-Law No. 67/2005, of 15 March, authorized and regulated the awarding of joint degrees on the context of *Erasmus Mundus* masters.

(ii) Decree-Law No. 74/2006, of 24 March, regulates the awarding of joint degrees. This Decree-Law allows Portuguese higher education institutions:

- (a) To associate with other national or foreign higher education institutions for the realization of cycles of studies that lead to academic degrees;
- (b) To confer joint degrees.

(iii) Foundation for Science and Technology encourages the establishment of joint degrees by awarding grants.

(iv) The agreements recently signed between Portuguese Government and Carnegie Mellon University and between this university and several Portuguese HEIs, include joint degree programs at second and third cycle levels, starting in the fall of 2007.

⁷ A joint degree is a single degree certificate awarded by two or more institutions, and where the single degree certificate is valid without being supplemented by any additional national degree certificate.

C. Current issues in Higher Education

Higher education and research

23. Describe the relationship between higher education and research in your country - what percentage of research is carried out in HEIs; are any steps being taken to improve the synergy between HE and other research sectors.

(i) The Portuguese research system is clearly dominated by research performed in higher education institutions as shown in the next Table. It should be noted that about 57% of the overall number of researchers (FTE: full time equivalent) work at higher education institutions and related R&D centres. In addition, 17% of the overall number of researchers working at private non-profit institutions are very much linked to higher education centres. Overall, these two groups represented in 2003 about 74% of Portuguese researchers (FTE). One of the problems of the Portuguese R&D system is the low number of researchers with a PhD working in industry.

Distribution of researchers per type of institution in Portugal, 2003

	Companies	Government	Higher Education	Private, non-profit	Total
Researchers					
Head count	6 102	5 027	19 906	4 820	35 855
FTE	3 793.9	3 439.6	10 062.4	2 946.1	20 242.0
% (FTE)	21	19	57	17	100
FTE/Work force (0/00)	0.7	0.6	1.9	0.5	3.7
Total I&D personnel					
Head count	9 882	7 273	21 488	5 393	44 036
FTE	6 123.7	4 917.0	11 146.9	3 341.9	25 529.4
% (FTE)	27	21	49	15	100
FTE/Work force (0/00)	1.1	0.9	2.1	0.6	4.7

Source, OCES, IPCTN 2003

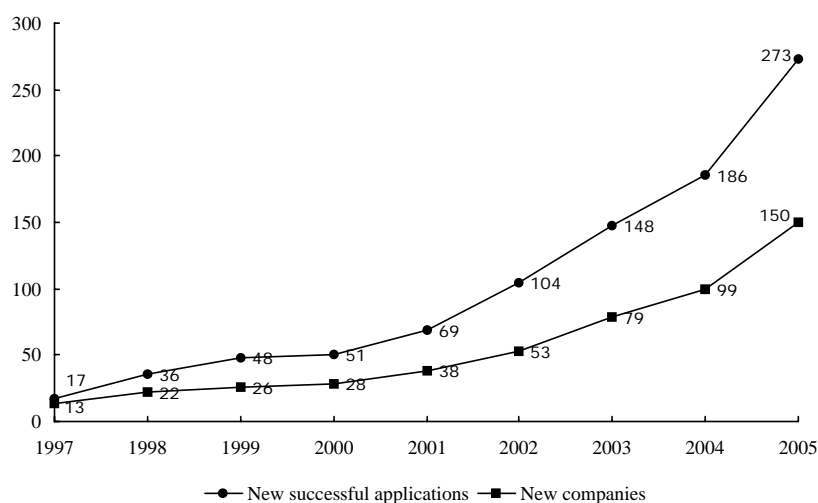
(ii) The Government has a number of programmes seeking to develop university-industry links including:

- (a) Financial support to Doctors and Masters in Companies and Technology Centres, aiming at encouraging firms to recruit human resources holding a doctoral or a master degree, in order to strengthen company's R&D, technological innovation and competitiveness;
- (b) IDEIA - Applied R&D in Companies, aimed at supporting cooperative R&D projects involving companies and S&T organisations, in order to develop new products, processes or services. The programme is specially focused on product innovation;
- (c) Centres of Excellence – Competence building making use of ICT – is a programme aimed at supporting networking of companies, research centres, Universities, Polytechnic Institutes, Public bodies and business associations. The main goals are the following:

- Encouraging the linkages between companies, research centres, high education and universities to develop networks;
 - Promoting the development of new and better services and new technologies;
 - Orienting sector and regional S&T development toward key areas;
 - Contributing to improve education curricula;
- (d) NEST - New Technology Based Companies, to provide financial support to the creation, launching and development of technology-based firms that have a close relationship with domestic S&T organisations and/or are expected to reach a high level of technological capacity;
- (e) The NEOTEC Initiative is concerned with the provision of seed capital for the creation of new technology-based firms, by supporting them in the different stages, from the identification of market potential to the commercialisation. Its aims include encouraging the carrying out of research activities and the exploitation of its results and stimulating entrepreneurship and an innovation culture.

(iii) The next Figure presents the results (accumulated values) of the programme «Doctors and Masters in Companies and Technology Centres» which is contributing to increase the number of people with a postgraduate degree in industry.

Number of successful applications and of new companies in the programme «Doctors and masters in Companies and Technological Centres»



(iv) Many Review Teams of the research units have mentioned the need to promote the linkages between university R&D units and society and with companies in particular. Although these aspects are particularly applicable to the areas of Exact Sciences, Engineering/Technology Sciences, Natural Sciences and Health Sciences, it has been systematically mentioned the need to promote scientific-based cooperation and national and international mobility, within the European area, as one of the processes to get past difficulties imposed by the way of relationships with the hosting institutions.

(v) It is also imperative to refer that many of the Review Teams that visited Portugal over the last years concluded that the direct funding by industry, reduced as it is, has not had a significant impact on the quality of the research and has been, almost exclusively, used for short term purposes and at the level of technological development. Actually, analysis shows that the current situation is primarily due to the absence, in the past, of integrating science

and technology policies, and it requires the priority promotion of collaboration forms between research centres and the entrepreneurial reality.

24. What percentage of doctoral candidates take up research careers; are any measures being taken to increase the number of doctoral candidates taking up research careers?

It is estimated that more than 75% of doctoral candidates take up research careers.

The social dimension

25. Describe any measures being taken in your country to widen access to quality higher education.

Please include:

- any financial or other measures to widen access in higher education amongst socially disadvantaged groups
- any measures in place to monitor the impact of policies to widen access to higher education, including results if possible
- any further measures planned, following evaluation of the widening access measures already in place.

(i) The State budget for 2007 considered a 10% increase in the social support schemes for students.

(ii) In parallel, the Portuguese Government is designing a scheme of student loans, which will be launched in early 2007.

(iii) In addition, a new legal framework has been implemented, as follows:

- (a) Decree-Law No. 64/2006, of 21 March, approved a new access to higher education path for students older than 23 years and not holding the standard requirements to access higher education. As mentioned above, about 14 500 students were approved in 2006 on these examinations and were able to apply for the enrolment at a HEI (through the standard path the number of applicants was about 48 600);
- (b) Decree-Law No. 88/2006, of 23 May, completely reorganized the level IV professional qualification programmes, denominated *cursos de especialização tecnológica* (CETs: Technological Specialisation Programmes). In 2007, about 120 new CETs will offer nearly 3000 places.

See also § 26.

26. Describe any measures to help students complete their studies without obstacles related to their social or economic background.

Please include:

- any guidance or counselling services and any other measures to improve retention
- any measures in place to monitor the impact of policies to improve retention, including results if possible
- any further measures planned, following evaluation of the retention measures already in place.

(i) The Portuguese higher education student support system includes direct and indirect support mechanisms.

(ii) The direct support consists of grants and emergency assistance.

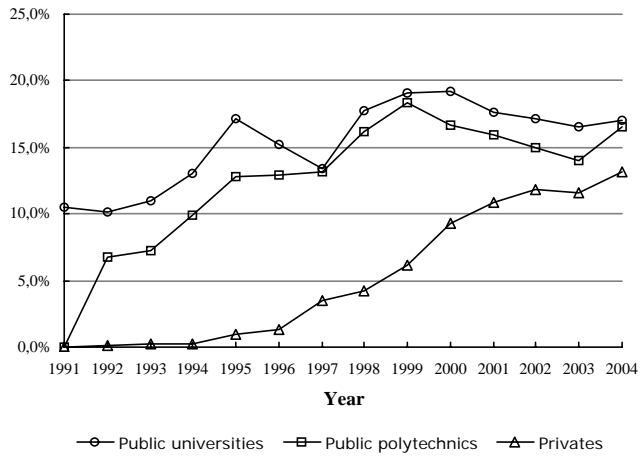
(iii) The grants are awarded to socially disadvantaged students from public or private sub-sectors that demonstrate academic merit. The value of grants depends on the per capita income of the student's family (or their own, in the case of independent students).

(iv) The indirect support consists of housing in halls of residence (with priority being given to displaced students with grants), subsidised meals in canteens, and other services related to health, culture and sports, mainly oriented to the public sector.

(v) The expenditure in students' social support increased faster than the expenditure in higher education, the latter increasing also faster than the expenditure in education (in 2001 higher education represented about 20% of the public expenditure with education). Public expenditure in education increased from 1.5 % of the GDP in 1974 to 5.5% of the GDP in 2001. From 1988 to 2001, public expenditure in education and higher education increased from 4.0% to 5.5% of the GDP and from 0.46% to 1.13% of the GDP, respectively. Within HE the expenditure in students' social support increased from 9.5% of HE total expenditure in 1990 to 11% in 2003.

(vi) The next figure indicates the fraction of students with public grants in the two sub-systems.

Percentage of students with grants in public universities, public polytechnics and private institutions



Source: DEPGEF, FAE, DGESup and OCES

(vii) A tender was launched for the financing of projects aiming to promote success and fight against abandonment and failure in higher education. In 2007, the Government will finance diagnostic and intervention projects with that purpose.

Mobility

27. Describe any measures being taken to remove obstacles to student mobility and promote the full use of mobility programmes.

Please include:

- any measures to increase inward student mobility
- any measures to increase outward student mobility.

(i) The EU mobility programmes have been the main lever for internationalisation of education used by Portuguese HEIs so far. As higher education institutions have considerable autonomy, student mobility and the use of mobility programmes are mainly seen as an institutional responsibility. The attitude of the schools towards internationalisation challenges is not homogeneous, and it varies according to the traditions and academic cultures of the different disciplines.

(ii) Existing legal obstacles to student mobility were removed through the approval of Decree-Law No. 42/2005, of 22 February, which introduced in the Portuguese higher education system:

- (a) The European Credit Transfer and Accumulation System;
- (b) The diploma supplement;
- (c) The European scale for comparability of qualifications;
- (d) The learning agreement;
- (e) The transcript of records;
- (f) The information package.

(iii) Decree-Law No. 74/2006, of 24 March, which approved the three-cycle degree system:

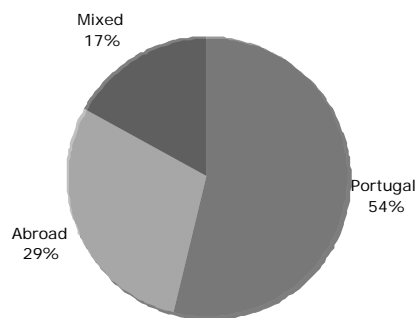
- (a) Simplified the creditation of foreign higher education qualifications for the purpose of pursuing studies;
- (b) Authorized the use of foreign languages in classes and in the elaboration and discussion of dissertations and theses.

(iv) Portuguese language courses are provided for incoming students in several HEIs.

28. Are portable loans and grants available in your country? If not, describe any measures being taken to increase the portability of grants and loans.

(i) At 1st and 2nd cycle level there are no portable loans and grants.

(ii) At 3rd cycle and post-doc level a significant percentage of grants awarded by the Foundation for Science and Technology (and some private institutions such as the Gulbenkian Foundation) is being given to students enrolled in foreign universities or in joint research programmes.



Grants for advanced training (Masters, PhD and post-doctoral)

29. Describe any measures being taken to remove obstacles to staff mobility and promote the full use of mobility programmes.

Please include:

- any measures to increase inward staff mobility
- any measures to increase outward staff mobility.

(i) The SOCRATES programme has been the main driving force of the mobility of Portuguese higher education teachers, and the total enrolment has been rising since 1997/98. The majority of the teachers have chosen Spain, France, Germany, the United Kingdom and Italy as preferred countries of destination.

(ii) The Portuguese internationalisation policies for the scientific research and technological system tend to foster the development and management of internationalisation activities of researchers integrated in research centres and associated laboratories, recognised, evaluated and funded by the Foundation for Science and Technology (FCT), most of them being associated to higher education institutions. This means that funding allocated to research centres and laboratories on a competitive basis includes funds for the mobility of researchers. FCT awards grants to post-graduation and post-doctoral studies in Portugal or abroad, being the main source of the mobility of young researchers. As this programme is partly financed through the framework programme, Portugal is considered both a host country for incoming students and the country of origin of outgoing Portuguese researchers.

(iii) Other contributions to staff mobility are given by the Portuguese participation in the EU science and technology programmes, namely in the framework programmes; the development of scientific and technological or cultural relationships in the framework of bi-lateral agreements, with special emphasis in bi-lateral co-operation with Portuguese speaking countries; the participation of the Portuguese scientific community in big laboratories and international organisations (this includes CERN, EMBC, EMBL, ESA, ESO, ESRF, ESF, COST, CYTED, CGIAR and INNOVATION Commission) with confirmed relevance for science and technology, and the participation in international or multi-lateral scientific programmes and networks besides those of the EU.

(iv) The recent agreements celebrated with MIT and Carnegie Mellon University (CMU) will represent a major contribution to the internationalisation of the Portuguese academic and research community.

The attractiveness of the EHEA and cooperation with other parts of the world

30. Describe any measures being taken in your country to promote the attractiveness of the EHEA.

(i) The national policies aiming at contributing to increase the attractiveness of the EHEA include increasing the quality and internationalisation of the Portuguese HE system and promoting the implementation of the Bologna process.

(ii) At present the main measures to promote the attractiveness of the EHEA aim at the full implementation of the Bologna process, including the establishment of an accreditation agency following the Standards and Guidelines in the EHEA (§ 12).

(iii) The initiatives of the government to commission to OECD an overall evaluation of the higher education system, to commission to ENQA an evaluation of the national quality assessment system, and to finance HEIs willing to volunteer for the EUA programme of institutional quality are also important internationalization tools of the system.

(iv) Another relevant measure to increase the attractiveness of the Portuguese HE system has been the promotion of agreements with some outstanding American universities [§ 29 (iv)].

(v) The agreements on cooperation in the fields of HE and Research between Portugal and Portuguese speaking countries, promote the mobility of students at the graduate and post-graduate levels, enhancing the attractiveness of the EHEA.

Future challenges

31. Give an indication of the main challenges ahead for your country.

(i) Some of the major challenges for Portugal include improving access to tertiary education and creating the conditions for enabling every citizen to gain access to life-long learning, and developing the role of the institutions of higher education in this process. In this context, the main objectives of the Government are to broaden the basis, by enlarging access to higher education, and to strengthen the top of the system, by reinforcing the role of science and technology. Main goals for the 2005-2009 period include:

- (a) Implementing the Bologna European process for the reform of tertiary education, which is an opportunity to strengthen the binary divide among universities and polytechnics, stimulate entry into higher education, improve the quality and relevance of the training provided, and encourage mobility and internationalisation;
- (b) Reinforcing a binary system of tertiary education with autonomous institutions, facilitating the reform of the way these institutions are governed in order to develop a culture of accountability and to make forms of organisation and management more flexible, promoting the de-governmentalisation of the system and valuing partnerships between national and foreign institutions;
- (c) Promoting the quality of the system, valuing the need to work with various types of public, which would require the structuring of an internationally recognized quality assurance system, developing the present model of assessment and financing and developing a national system of accreditation;
- (d) Promoting equal opportunities for access to tertiary education, improving attendance and completion of courses in higher education, attracting new types of public, in a logic of life-long learning and the improvement of social action in schools.

(ii) For these objectives to be achieved, it will be necessary to:

- (a) Give priority to the consolidation and re-organization of the system of tertiary education, strengthening the binary divide among universities and polytechnics and avoiding further expansion of infrastructures without a serious critical review of the capacity installed;
- (b) Create and develop a system of accreditation for all of tertiary education according to international standards which, together with the progressive internationalization of the present system of assessment, may contribute to internationalizing our education system and improving the regulation of the system to benefit public interest, clarifying the role of the State in relation to the institutions;
- (c) Clarify the public funding system of the institutions of higher education, guaranteeing the necessary stability in the institutions and elements of trust between the institutions and the State;
- (d) Review both the laws regulating the autonomy of the universities and polytechnics and those regulating academic careers, in order to adapt the objectives of higher education to the European space.