Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (*secr@bologna2009benelux.org*) no later than

1 November 2008.

PART I

BOLOGNA PROCESS
TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	Portugal
Date	31-10-2008
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1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

1 -Legislative Reforms

In the period 2007-2008 the following legislation was promulgated:
-Ministerial Order 401/2007 of 5 April
 Regulation for program change, transfer and re-entry into Tertiary Education

-Law 38/2007 of 16 August
Legal framework for quality assurance of tertiary education (RJAES)

-Law 62/2007 of 10 September
Legal framework of Tertiary Education Institutions (RJIES)

-Decree-Law 239/2007 of 19 June
  Academic title of professor with aggregation.

-Decree-Law 341/2007 of 12 October
Legal arrangements for the recognition of foreign tertiary degrees

-Decree-Law 369/2007 of 5 November
Tertiary Education Evaluation and Accreditation Agency

-Ministerial Order 30/2008 of 10 January
Regulations regarding the use of the Supplement to the diploma, compulsary for all diplomas in HE.

-Decree-Law 107/2008 of 25 June
New mechanisms for monitoring theBologna process and simplification of procedures and flexibility in the access to tertiary education. Additional requirements for HEI to demonstrate the methods and practices employed in the design of their curricula, in assessing the ECTS system and in the cooperation with society.

This profound legal reform of tertiary education, which also reflects the current European movement to modernise tertiary education, has been driven by policies aimed to:

•Extend the recruitment base and the number of students in tertiary education;

•Reinforce the top of the system, by fostering the internationalization of research universities and their specialization;

•Promote the binary system, with polytechnic education concentrating upon professionally-oriented and vocational training. University education should be further concentrated on postgraduate education.

•	The essence of the reform considers greater openness to society and to new social groups of students, as well as greater quality and international recognition and mobility a more advanced, diversified and responsible system of autonomy and quality assurance.

2. Main developments:

By the end of 2008, in accordance with the New Legal Framework of Tertiary Education Institutions, all institutions have submitted their new statutes to the Ministry of Science, Technology and Tertiary Education, with most of them being approved with minor modifications. Consequently, the reform process is now entering a new phase of implementation within the various institutions, with most of them soon electing the members of their main governing board (i.e., the "General Council", as referred to in RJIES) and making the subsequent nominations. Also, after the approval of the new statutes for all the Universities and Polytechnics, the Government, through the Ministry of Science, Technology and Higher Education, will create the Co-ordinating Council of Higher Education (CCES). This should occur by the end of 2008.

It is noted that three institutions, the Universities of Porto and Aveiro and ISCTE in Lisbon, entered during 2008 a process of negotiating with the Government their transference to the regime of public foundation governed by private law, strengthening university autonomy under independent legal status. The terms of reference are now concluded and will be approved in the coming months. Other institutions have expressed the intention to submit a similar application after the implementation of the new statutes, in a way that allows the "first" General Council to take the institutional lead.

Following the concepts adopted in RJIES, the advantages university foundations can bring may be assessed from different perspectives: the institution and its constituency, the government, and the wider public, including the business sector. A university foundation has, potentially, the advantage of offering maximum autonomy to TEI's, namely to: borrow and raise funds; own building, equipment and other financial assets; full control of budgets to achieve objectives; set internal administrative and management procedures; set academic courses and evaluation procedures; employ and dismiss academic and other staff; and set salaries and other remuneration and reward systems. But the biggest advantage offered by the foundations is the release of leadership potential to plan strategically with all the dynamism and innovation and entrepreneurial skills institutional leadership can muster.

Concerning the reform of the quality assurance system, the establishment of the National Agency for Accreditation and Evaluation of Higher Education, approved by Decree-Law n. 369/2007, dated 5 November, was conducted and concluded during 2008. The Curators of the new National Agency for Accreditation and Evaluation of

Higher Education were nominated by the Government on the 23rd of May 2008 and the Board of Directors was then nominated in December 2008 by the council of curators. The formal process for the creation of the Agency is thus completed and the Agency was officially launched.

The progress achieved by Portugal in the implementation of this reform was highlighted by OECD in its 2008 report "Tertiary Education for the Knowledge Society" – thematic and comparative review of tertiary education policies in 24 countries. This report recognizes the important progress in (i) the reinforcement of the autonomy of TEI's, in particular regarding the option for the creation of public foundations governed by private law; (ii) the extension of the recruitment base of tertiary education, including the new system of loans to tertiary education students; (iii) the reinforcement of the internationalization of tertiary education institutions and its scientific community; (iv) the increased openness of tertiary education institutions to society and the labour market; (v) the reform of the evaluation and accreditation system; and (vi) the reinforcement of its scientific capacity.

Also, in December 2008, in the occasion Portugal submitted the Progress Report on the reform of higher education in Portugal, two years after the recommendations of the OCDE review panel, the OCDE commended Portugal for progress in implementing reforms in tertiary education. In the OECD's press release from December 2008, it could be read that:
"OECD countries have commended Portugal for progress made towards modernising its tertiary education system. Over the past three years, the Portuguese government has implemented reforms to encourage institutions to be more responsive to the needs of society and the economy. These give institutions more autonomy and room for manoeuvre but require them, in return, to be more clearly accountable to society."

OECD Deputy Secretary-General Aart de Geus said OECD applauds the scope and the wide-ranging nature of the reform, and the speed with which it has been introduced. "OECD is pleased it could contribute, through its Review of Tertiary Education in Portugal, to the reform process in Portuguese tertiary education." he said. Action has been taken in almost all areas of the Review's recommendations. "Portugal's success with these reforms will help other countries understand better how to tackle the challenges of policy implementation, thereby helping OECD to become more effective".

3- Some significant results

•In the 2007-2008 academic year, about 90% of initial training programmes were already organized in accordance with the Bologna process principles (including public and private tertiary education). This figure reached about 98% in the current academic year of 2008/09, and the process of adapting tertiary education to the Bologna reform will be completed before the end of 2009.

•Overall, the success of the reform is accounted for by a significant increase in the number of students enrolled in tertiary education. In fact, the declining trend in new

students in tertiary education was reversed in the academic year 2006-2007 (95 431 in 2006-2007, compared to 84 363 in 2004-2005 and 82 720 in 2005-2006). This trend accelerated in 2007-2008 with an increase in the access to public tertiary education(114.114) with particular impact on polytechnic education.

•The number of graduates per year increased about 19% over the period 2005-2007, with graduates in science and technology rising in recent years to a figure of 18.1 per thousand of population aged 20-29 years (clearly above EU average). At the same time, the number of new PhDs in science and engineering per thousand of population aged 25-34 increased to 0.42 in 2007, compared to only about 0.3 in 2001.

•The opening of tertiary education to new publics through the new access regime for students aged over 23 years, resulted in the number of adults entering tertiary education by this means rising to roughly 11 775 in the 2007-2008 academic year, up from around just 900 adults that started tertiary education in the 2005-06 academic year.

•In 2008, over 170 Technological Specialization Courses (i.e., post-secondary education) were provided in institutions of tertiary education, mostly in Polytechnic Institutes, involving more than 4 800 students (compared to around 1 000 students in 2005).

•The introduction in the Autumn 2007 of an innovative system of student loans with mutual guarantee underwritten by the State, which complements the system of public grants, thereby improving access to tertiary education for all students. About 4000 loans have already been contracted through the banking system until the end of 2008, which represents an important new achievement for Portugal and the Portuguese families, which follows current practices in modern societies at the OECD level.

4. Active participation in organizing events of the Bologna Process

In this period Portugal took the presidency of the BFUG and chaired the BFUG meeting of 3-4 October 2007, in Lisbon, where the programme for 2007-2009 was approved in line with the Communiqué of the Ministerial Conference of 18 May 2007 in London.

Also, on June 19-20, 2008, Portugal co-organized an Official Bologna Seminar on "Development of a Common Understanding of Learning Outcomes and ECTS", in co-operation with ESU, EURASHE and the University of Porto.

Finally, within the activity of the Portuguese Bologna Experts a set of four Seminars were organized at national level, with the presence of foreign experts, in order to promote good practices of Bologna issues. Such seminars took place between April and June 2008 and addressed issues of the cycle system and academic degrees, of quality assurance and of recognition of qualifications.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

(i) The implementation of the Bologna Process is overseen by Directorate General 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. These academic representatives are appointed following consultation of the Rectors Council, of the Polytechnic Institutions Council and of the Private Universities Council.

(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.

a) Does your country have a national working group for Bologna follow-up [1]

Yes ☒   No ☐

b) Does your national Bologna follow-up group include representatives of

Ministry	Yes ☐	No ☒
Rectors' conference	Yes ☐	No ☒
Academic staff	Yes ☒	No ☐
Students	Yes ☒	No ☐
Staff trade unions	Yes ☐	No ☒
National Quality Assurance Agency	Yes ☐	No ☒
Employers	Yes ☐	No ☒

Other (please specify) <u>Professors from public and private higher education institutions</u>

c) Does your country have a Bologna promoters' group[2]   Yes ☒   No ☐

d) Does your national Bologna promoters' group include representatives of

Ministry	Yes ☐	No ☒
Rectors' conference	Yes ☐	No ☒

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[1] A group that develops policy proposals for implementing the Bologna Process
[2] A group that supports/advises HEIs on implementation of the Bologna Process

Academic staff   Yes ☒   No ☐
Students   Yes ☒   No ☐
Staff trade unions   Yes ☐   No ☒
National Quality Assurance Agency   Yes ☐   No ☒
Employers   Yes ☐   No ☒
Other (please specify) <u>Representatives of public and private higher education subsystems</u>

*Please add any additional comments if necessary***:**

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

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

(ii) 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, according to the following data:

2006 - 1562 proposals;

2007 - 2790 proposals;

2008 -1592 proposals

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

iv) The number of study programmes offered according to the new degree was as follows, for different academic years:

	1st cycle	2nd cycle	TOTAL
2006/07 -	723	367	1.090
2007/08 -	1.370	1.146	2.516

v) In 2007-2008 about 88% of all study programmes were offered according to the new degree system.

vi) In 2008-2009 academic year, about 98% of the initial training courses that opened places were already organized in accordance with the Bologna Process.

b) Please give the percentage of the total number of all[3] students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09[4]	% of all students enrolled in the two cycle degree system in 2008/09
Data not yet available for 2008/09	Data not yet available for 2008/09	Data not yet available for 2008/09

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

By the end of 2008/2009 the two cycle system will be 100% implemented.

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[3] "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

[4] If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:
- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements[5] apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

(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 2007-2008, 3,1% of higher education students were following a structured doctoral programme (11.344).

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

(v) An increasing number of doctoral study programmes include taught courses, with the remaining including only independent research under the supervision of a professor appointed by the university.

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

(vii) Doctoral studies integrate interdisciplinary training and the development of transferable skills, but it is very variable.

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[5] E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

The process of tertiary education reform has also been accompanied by an unprecedented movement to reinforce the scientific and technological development of the country. Following the political priority given to Science and Technology, the Portuguese Government launched in 2006 the "Commitment to Science" initiative, defining the goals and a set of policy instruments to achieve them.

In 2008, for the first time in Portugal's history, the Science and Technology Budget exceeded 1% of GDP, confirming the Government's commitment to confer priority to national scientific and technological development (compared to 0.83% in 2005).

Scientific output in Portugal increased by 45% over the last three years when measured in terms of the number of scientific publications internationally referenced, achieving a figure of 6 655 publications (around 630 per million population).

This growth is currently based on over 11 600 Ph.D. researchers working in academic R&D centres (measured in FTE terms), corresponding to an increase of 25% in the last two years and a doubling of the number of Ph.D. researchers since 2000. This strong growth has had clear results in terms of the impact and visibility of the Portuguese scientific community internationally.

Around 20% of the new PhDs awarded since 1990 were awarded or recognised in Portugal in the last two years, and by 2007 Portugal achieved the target of 1500 new PhDs a year. The percentage of new PhDs awarded to women recently passed 50%. It should also be noted that the number of new PhDs in the science and technology areas currently accounts for nearly half (47.3%) of all new PhDs, when at the beginning of the 1990s they accounted for only around a third of all the doctorates awarded at that time (31% in 1991).

To foster scientific employment, the "Commitment to Science" initiative comprises a main programme for the recruitment of 1 000 new Ph.D.s until 2009, with public support. So far, the Portuguese Science and Technology Foundation (FCT) signed and supported around 720 new contracts. This programme is also being recognised by tertiary education institutions as support to renew their faculty and a key element in the modernization of academic research.

As part of the "Commitment to Science" initiative, FCT also launched, in April 2008, a new programme for co-supporting the creation of Invited Research Chairs with private funding, aimed at the recruitment of leading international researchers to support tertiary education institutions in their internationalization and partnership efforts. By October 2008, six Chairs had been created in

Portuguese Universities, with the companies Martifer (energy), Nokia-Siemens (information systems), Delta (biodiversity), Alcatel-Lucent (telecommunications), Microsoft (software engineering), and Toshiba Portugal (digital media). Other companies will join the programme in the coming months.

To promote tertiary education students' integration in R&D activities from the early stages of their academic life, FCT also launched a new programme for the integration of tertiary education students in research, with the aim of awarding up to 5 000 grants in 2008. This type of grant is designed to foster scientific activity and the development of critical thinking skills, creativity and autonomy in students by integrating them into R&D project teams.

Turning to institutional development in science and technology, it should be noted that over the last decade, science policies in Portugal have been based particularly on two main pillars, namely: i) strengthening and restructuring the network of research centres throughout the country (namely in universities and related private, not-for-profit institutions) through their systematic international evaluation every three years, with direct impact on their funding levels, which has consistently been implemented in Portugal since 1996; and ii) promoting critical mass across all scientific disciplines by establishing a network of selected "Associated Laboratories" in the form of relatively large research consortia oriented towards thematic networks in a number of selected institutions following their international assessment. By 2008, the network of scientific institutions includes 510 research centres (against 257 after the evaluation of 1996) and 25 Associated Laboratories (with the first three Laboratories launched in 2001), with an overall level of institutional funding of about 75 million euros in 2008 (compared to 25 million euros in 1999).

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:
- percentage of GDP spent on research
  - from public funds
  - from private funds
- total annual national research expenditure (expressed in national currency)
  - from public funds
  - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

R&D expenditure in 2007 on the total amount of 1.920M€, moved from a increase of 0,81% of GDP in 2005 to 1,18% of GDP in 2007. For the first time in Portugal, in 2007, the private sector R&D expenditure reached the major investment: 0,61% of the GDP. The HE sector is the second biggest investor with an investment, in 2007, of 574 M€, representing 0,35% of the GDP.

The increase in national investment in R&D in recent years in Portugal is matched by a steep rise in companies' investment in R&D. The business share of the Gross Expenditure on R&D (GERD) grew 71% from 1995 to 2005, in a way that has been associated to a structural reform of the GERD allocation of a magnitude unique in Europe.

These changes occurred together with revisiting the tax system for corporate R&D in 2005, in a way that has fostered business expenditure on R&D, as well the employment of research personnel in private corporations.

The Government's Commitment to Science contributed to the funding mechanisms for doctoral students, namely as a consequence of increased support by the Fundação para a Ciência e a Tecnologia (Foundation for Science and Technology, FCT) to promote competitively the Portuguese science base.

The total number of research grants increased steadily in recent years, rising to approximately 5820 grants in 2007, of which 4301 are PhD grants and 1190 are post-doctoral grants.

In addition, FCT is currently funding 4940 R&D projects in all fields of science, which provide funding for additional R&D personnel. All R&D projects are awarded by internationalevaluation panels.

It is in this context that a revisited approach to institutional development has been launched together with the "Commitment to Science" initiative, with particular emphasis on R&D consortia and, above all, on institutional cooperation at national and international levels, as a way of encouraging scientific activity in networks that promote institutional inter-relations. While helping to overcome the effects of the limited size of some research units, developing such science-based networks is intended to encourage the creation and dissemination of new knowledge and stimulate scientific development in a climate of constant change and growing internationalization of the scientific base.

The approach has included the reform of the network of State Laboratories, concerning their mission, structure and activities, as well as the creation of Research Consortia involving scientific and tertiary education institutions. Six main Consortia are under development, namely in areas of physics and computing, marine sciences, natural risks, biotechnology, space and security.

In this respect, one critically important and emerging institutional issue that has driven all the new policies refers to the need to continuously foster the training of students and young scientists in order to provide them with core competencies that help them to become successful researchers and prepare them with the adequate "transferable skills" for the job market outside research and academia.

In addition, recognizing scientific knowledge as a "public good" introduces the need to consider new policy dimensions in science and technology policy that are

designed and implemented in a way that fosters independent scientific institutions, among which the way in which transnational institutions are organized may provide a useful framework. It is also in this context that major efforts have been undertaken to promote the internationalisation of the Portuguese scientific community.

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Under the broad scope described above, the following actions deserve special mention regarding the strengthening of scientific institutions and their internationalization:

The Iberian International Nanotechnology Laboratory, INL, created by international treaty between Portugal and Spain signed at the end of 2006, is currently under construction in Braga (northern Portugal). This is the first International Research Laboratory set up in the Iberian Peninsula, which will be a major driving force to strengthen academic and applied research in Portugal. It is expected to achieve a reputation as an international institution of excellence with around 200 researchers from all over the world and an annual operating budget of around 30 million euros matched by a similar investment budget funded in

equal shares by the two countries. In the meantime, a joint recruitment plan with leading institutions worldwide is under preparation, to help attracting senior and junior researchers to INL, which will involve main academic research groups in Portugal working in nanosciences and related technical applications.

The GRID National Initiative for advanced network computing (INGRID) was launched in 2007 and the IBEROGRID Iberian platform was created to share resources between Spain and Portugal. Again, this has been an important driving force to strengthen academic research in Portugal.

A strategic programme of international partnerships in science, technology and tertiary education was initiated in 2006 and by September 2007 the first doctoral and advanced study programmes were officially launched, bringing together several Portuguese universities and leading universities worldwide, including, the Massachusetts Institute of technology (MIT), Carnegie Mellon University (CMU) and the University of Texas at Austin (UTAustin). Unprecedented in Portugal, these programmes facilitated the creation in 2007 of effective research-based networks involving a large set of Portuguese university and science groups with the objective of stimulating their internationalisation through advanced studies projects and sustainable schemes to stimulate new knowledge and exploit new ideas in collaboration with companies and internationally renowned institutions, as follows:

The MIT-Portugal Programme (http://www.mitportugal.org/) was launched in October 2006 in the field of "engineering systems", attributing special emphasis to the complex processes associated with industrial production systems, sustainable energy systems, bio-engineering systems and transport systems, in which Portuguese and MIT faculty and researchers identified over 30 priority areas for research and development in close cooperation with an industrial affiliation programme.

The CMU-Portugal Programme (http://www.cmuportugal.org/) was launched in October 2006 with emphasis on information and communication technologies and involving dual professional masters and PhD programmes by Portuguese institutions and Carnegie Mellon University (namely in software engineering, information networking, information security, human computer interaction, entrepreneurship and technological change, mathematics and language technology.

The University of Texas in Austin - Portugal Programme (http://www.utaustinportugal.org/) was launched in March 2007 covering the following areas: i) digital content and multimedia production and distribution; ii) advanced computing; and iii) science and technology commercialization, including establishing a "university technology enterprise network".

A study has also been launched on the potential for collaboration between Portuguese Universities and research laboratories and Harvard University, which is expected to enable a new collaborative framework to be launched before the

end of 2008 including a new infrastructure for delivering medical information to the general public.

Co-operation with the Fraunhofer Gesellschaft for the establishment in Portugal of the first Fraunhofer Institute in Europe outside Germany. This is an ambitious project focusing on emerging information and communication technologies, such as "Ambient Assisted Living", to be complemented by the establishment of R&D consortia and co-operative projects involving several Portuguese institutions and Fraunhofer institutes in Germany in other four areas: i) logistics; ii) biotechnology; iii) advanced production systems applied to the automotive industry; and iv) nanotechnologies.

c) Is there any tracking system to follow the further career of doctoral graduates?
                                Yes ⊠   No ☐   If Yes, please specify:

Measures were implemented 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. This requirement for higher education institutions was included in the new legal status of higher education institutions - Law 62/2007 of 10 September.

6. Access[6] and admission to the next cycle
Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:
a) the percentage of first cycle qualifications that give access to the second cycle

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.

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

> Therefore all the first cycle qualifications give access to the second cycle.

b) any first cycle qualifications that do not give access to the second cycle (please specify)

None

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must*:

sit entrance exam	Yes ☐	No ☒	In some cases ☐
complete additional courses	Yes ☐	No ☒	In some cases ☐
have work experience	Yes ☐	No ☒	In some cases ☐

If the answer to the last point is *yes*, please specify what type of work experience is required:

-

d) any further special requirements for access to a second cycle programme in the same field of studies

No.

e) to which students the above special requirements apply *(please tick):*

all students	Yes ☐	No ☐
holders of particular first cycle qualifications	Yes ☐	No ☐
students of the same field coming from other HEIs	Yes ☐	No ☐

f) which of the requirements apply to students coming from other fields of studies *(please tick)*:

entrance exam	Yes ☐	No ☐	In some cases ☐
additional courses	Yes ☐	No ☐	In some cases ☐
work experience	Yes ☐	No ☐	In some cases ☐

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

> 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.

Therefore all the second cycle qualifications give access to the third cycle.

b) any second cycle qualifications that do not give access to the third cycle (please specify)

No.

c) any measures planned to remove obstacles between cycles

-

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

(i) Legislation defined for the submission of proposals of new programmes or of reorganization of existing programmes to the new structure, namely in the case of Polytechnics education subsistem programmes, demands that the cycle of studies that leads to the 1st cycle (licenciado) must value particularly training actions targeted at the practice of a professional activity, ensuring a component of application of the knowledge acquired to the actual activities of the respective professional profile

(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.

(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. This requirement for higher education institutions was included in the new legal status of higher education institutions - Law 62/2007 of 10 September.

(iv) Measures have been taken to collect more detailed information about the qualification of unemployed people with an higher education degree. A statistical report is being issued twice a year by the statistics office of the Ministry including information about unemployed people registered in employment centres holding a higher education degree, with education areas, programmes and institutions.

(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.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:
- curriculum design, work placements and international experience
  Significant ☐   Some ☒   A little ☐   None ☐

- accreditation/quality assurance
  Significant ☐   Some ☒   A little ☐   None ☐

- university governance
  Significant ☐   Some ☐   A little ☒   None ☐

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes ☒   No ☐   In some cases ☐

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes ☐   No ☐   In some cases ☒

If no, or in some cases only, please explain the current situation:

Changes are being introduced where necessary.

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared[7]?

Yes ☒ No ☐

Comment 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).

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes ☒ No ☐

Comment 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.

c) Does it include ECTS credit ranges for the first and second cycle?

Yes ☒ No ☐

Comment First cycles are mostly composed of 180 ECTS, but may range between 180 and 240 ECTS and second cycles range between 90 and 120 ECTS. Exceptionally there may exist second cyces with 60 ECTS

d) Has the NQF been nationally discussed with all stakeholders?

Yes ☒ No ☐

Comment There was a public consultation prior to the publication of the Decree-Law No. 74/2006.

If the answer to d) is No, please answer question e):
e) has a timetable been agreed for consultations with all stakeholders?

Yes ☐ No ☐

Comment

If the answer to d) is Yes, please answer the following questions:

---

[7] A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

f) Are all formal arrangementsdecisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes ☒   No ☐

Comment The legislative process was concluded.

g) How far has the implementation of the national qualifications framework progressed *(please tick one)*

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation) ☐

- There is significant progress on implementing the framework ☒

- The work of describing all qualifications in terms of learning outcomes and competencies has been completed ☐

- There is a timetable for implementation and the work has started ☐

- Work on implementing the framework has not yet started but a timetable for implementation has been agreed ☐

- Work on implementing the framework has not yet started and there is no timetable for implementation ☐

Comment

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed ☐   Started, but not yet completed ☐   Not yet started ☒

Comment

i) Has the self-certification report been published?

Yes ☐   No ☒

Comment

*Please add any additional comments if necessary***:**

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)[8]

9. Reviewing the QA system against the ESG[9] and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes ☒   No ☐   ☐ Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

> The reform of the quality assurance system followed the OECD recommendations, in that it was comprehensive and deep, and also well founded. It considered several Government initiatives focused on the evaluation of the whole higher education system, taking into account its complexity, in spite of the opportunity to reform the system. Consequently, two main actions should be mentioned beyond the OECD's assessment, namely:
>
> • A specific assessment exercise carried out by ENQA - European Network for Quality Assessment - on the quality assurance system, which defined specific guidelines for reforming the entire Portuguese quality assurance system of higher education .
>
> • Consecutive annual series of institutional evaluations developed by EUA - European University Association – since 2006, which have contributed to strengthen the reform capacity of many institutions. Some 20 institutions (universities and polytechnics) were assessed during the last two years and the exercise will continue through 2009.
>
> Two distinct legal documents frame the new legal regime for quality assurance in Portugal, as prepared by the Government in 2007 following the OECD and ENQA reviews, namely:
>
> • The new Legal Regime of the Evaluation of Higher Education ("RJAES", the acronym in Portuguese), approved by Law n. 38/2007, dated 16 August; and
>
> • The establishment of the National Agency for Accreditation and Evaluation of Higher Education, approved by Decree-Law n. 369/2007, dated 5 November.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes ☒   No ☐

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes ☒   No ☐

---

[8] http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf

[9] ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

> **If Yes,** please give details of these incentives: There is a formal financing programme for supporting self-evaluation of at least 10 HEI per year in cooperation with EUA.

- Other measures

Yes ☒   No ☐

> **If Yes**, please outline these measures The National Agency for Quality Assurance is in the process of starting up: the Board of Trustees and the Executive Board have been appointed and started their work.

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes ☐   No ☒

> **If Yes,** please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates Although the answer is NO, It should be pointed out that some HEI already evaluated through EUA are starting follow-up evaluation exercices.

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

> Some HEIs are adopting self-assessment procedures in accordance with the ESG. Up to the end of 2008 33 institutions were selected for the co-financing of their self-assessment process. Final reports are available in the HEI websites and in the Directorate General for Higher Education website (www.dges.mctes.pt)

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs ☐   Most HEIs ☐   Some HEIs ☒   No HEIs ☐

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs ☐   Most HEIs ☒   Some HEIs ☐   No HEIs ☐

Please describe what kind of arrangements are in place

> Following and in the terms of the new legal framework for quality assurance of tertiary education (RJAES), Law 38/2007 of 16 August, higher education institutions should:
>
> a) Adopt, according to their mission, a quality assurance policy for their study cycles as well as appropriate procedures for their continuation;
>
> b) Strive to develop, through specific measures, a culture of quality and quality assurance in their activities;
>
> c) Develop and put into practice a strategy for the continuous improvement of quality.
>
> The strategy, policy and procedures stated in the previous paragraph should:
>
> a) Be formally approved by the legally and officially authorised body of the higher education institution and be made public;
>
> b) Ensure the participation of students and others who are interested in the process.
>
> As part of their self-assessment, higher education institutions should:
>
> a) Define formal procedures for the approval, monitoring and periodic evaluation of their study cycles, which must include:
>
> i) The participation of educational councils and assessment by students, specifically through those councils and student union associations;
>
> ii) The participation of research centres that collaborate in the organisation and implementation of study cycles;
>
> iii) The participation of external advisory agencies that collaborate with the institution;
>
> b) Adopt adequate procedures to ensure that the teaching staff has the necessary qualifications and skills to perform its duties. These procedures should be made available to those responsible for the external evaluation process and should be subject to evaluation in the assessment reports;

c) Be certain that the available teaching resources are adequate and appropriate for each one of the study cycles that are offered;

d) Be certain that they collate, analyse and use the relevant information to effectively manage their study cycles and other activities;

e) Regularly publish quantitative, qualitative, up-to-date, impartial and objective information regarding:

i) The study cycles that they offer and the degrees and diplomas that they confer;

ii) Monitoring the progression of their graduates for a reasonable period of time with the aim of analysing their employability.

With the publication of Decree Law 107/2008 of 25 June, HEI have to demonstrate the methods and practices employed in the design and running of their courses, in assessing the ECTS system and the demonstration of stakeholders involvement. Currently most HEI are putting in place arrangements within such guidelines.

c) How many HEIs have described their programmes in terms of learning outcomes?
　　　　　All HEIs ☐　　　Most HEIs ☒　　　Some HEIs ☐　　　No HEIs ☐

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?
　　　　　All HEIs ☐　　　Most HEIs ☒　　　Some HEIs ☐　　　No HEIs ☐
Please describe how the above is achieved.

Schools publish the syllabus of their modules, where expected outcomes are described, together with contents and methods of evaluation.

Inquiries to students are carried out on several different issues of the learning system, including questions on the relation between the objectives of each module, the type of teaching/learning and the assessment.

In this way the School learns how to self-correct their procedures.

(see also answer to question b)

This whole procedure is now legally reinforced, after the publication of Decree Law 107/2008 of 25 June, that brings additional requirements for HEI to demonstrate the methods and practices employed in the design and running of their courses, in assessing the ECTS system and the demonstration of stakeholders involvement..

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?
　　　　　All HEIs ☒　　　Most HEIs ☐　　　Some HEIs ☐　　　No HEIs ☐

Additional information if necessary
According to the Legal framework of Tertiary Education Institutions, institutions must provide on their website all the information required for a full understanding of the study cycles offered, degrees awarded, research undertaken and services provided by the institution.

The information made available must compulsorily include self-evaluation and external evaluation reports on the institution and its organisational units and on study cycles.

Higher education establishments must refer to the exact contents of the official State recognition, authorisation for study cycles and recognition of degrees in any information material designated for the public and any related publication.

Accurate and adequate information must be provided on the following:

a) The mission and objectives of the institution;

b) Statutes and regulations;

c) Organisational units;

d) Current study cycles, degrees awarded and curriculum structure;

e) The teaching body, employment status within the institution and provision of services;

f) The system of academic assessment;

e) The results of accreditation and assessment of the institutions and their study cycles;

h) The rights and duties of students, including the tuition fees and charges they must pay;

l) Student social services;

j) Records of student passes and failures, together with employability resulting from study cycles administered;

l) Any other elements prescribed under the law or in the statutes.

Also, starting in 2008/2009, all HEI will have to publish anually detailed information about their offer and the progress on the reforms: legislation has been published recently (Decree Law 107/2008 of 25 June) that makes compulsory that all HEI publish report on the offer, actions taken and progress achieved by institutions on the main objectives of the Bologna Process, namely on the academic objectives of changing learning paradigms.

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:
a) the stage of implementation of your external quality assurance system

The external quality assurance system operating since 1995 was replaced in 2007 by a new system in line with the Standards and Guidelines for QA in the EHEA.

The reform of the quality assurance system followed the OECD recommendations, in that it was comprehensive and deep, and also well founded. It considered several Government initiatives focused on the evaluation of the whole higher education system, taking into account its complexity, in spite of the opportunity to reform the system. Consequently, two main actions should be mentioned beyond the OECD's assessment, namely:

A specific assessment exercise carried out by ENQA - European Network for Quality Assessment - on the quality assurance system, which defined specific guidelines for reforming the entire Portuguese quality assurance system of higher education .

Consecutive annual series of institutional evaluations developed by EUA - European University Association – since 2006, which have contributed to strengthen the reform capacity of many institutions. Some 20 institutions (universities and polytechnics) were assessed during the last two years and the exercise will continue through 2009.

Two distinct legal documents frame the new legal regime for quality assurance in Portugal, as prepared by the Government in 2007 following the OECD and ENQA reviews, namely:

•   The new Legal Regime of the Evaluation of Higher Education, approved by Law n. 38/2007, dated 16 August; and

•   The establishment of the National Agency for Accreditation and Evaluation of Higher Education, approved by Decree-Law n. 369/2007, dated 5 November.

The quality assurance system covers: (i) accreditation rules for courses; (ii) legal arrangements for quality assurance of tertiary education, creating an evaluation system compatible with the best international practices in which independent external evaluation is mandatory and serves as the basis for the accreditation of institutions and their courses; (iii) the creation of the National Agency for Accreditation and Evaluation of Higher Education, which will assume responsibility for the process of quality assurance of tertiary education institutions and their courses – namely evaluation and accreditation procedures – and for Portugal's inclusion in the European tertiary education quality assurance system.

Under the principles above, the National Agency for Accreditation and Evaluation of Higher Education was conducted and concluded during 2008. The Curators of the new National Agency for Accreditation and Evaluation of Higher Education were nominated by the Government on the 23rd of May 2008 and the Board of Directors was then nominated in December 2008 by the council of curators. The

formal process for the creation of the Agency is thus completed and the Agency was officially launched.

b) does your external quality assurance system operate at a national level;

Yes ☒   No ☐

If **No**, please specify:

c) does your external quality assurance system cover all higher education[10]

Yes ☒   No ☐

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- self-assessment report   Yes ☒   No ☐
- external review   Yes ☒   No ☐
- publication of results   Yes ☒   No ☐
- follow-up procedures   Yes ☒   No ☐

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes ☐   No ☒

If **No** is there a date set for the review? ☒ Yes (please specify date 2009) No ☐

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[10] 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.

11. Level of student participation
From the following, please indicate all aspects of quality assurance in which students are involved:

a) in governance of national agencies for QA.

Yes ☒　　No ☐　　In some cases ☐

b) as full members in external review teams

Yes ☐　　No ☒　　In some cases ☐

c) as observers in external review teams

Yes ☐　　No ☒　　In some cases ☐

d) as part of the decision making process for external reviews

Yes ☐　　No ☒　　In some cases ☐

e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)

Yes ☒　　No ☐　　In some cases ☐

f) in internal quality assurance (e.g. periodic review of programmes)

Yes ☒　　No ☐　　In some cases ☐

g) in preparation of self-assessment reports.

Yes ☒　　No ☐　　In some cases ☐

h) in follow-up procedures:

Yes ☐　　No ☒　　In some cases ☐

*Please add any additional comments, especially if students are **not** involved in any of the aspects***:**

12. Level of international participation
In which of the following is there international participation in quality assurance
a) the governance of national agencies for quality assurance

Yes ☐　　No ☒　　In some cases ☐

b) the external evaluation of national quality assurance agencies

Yes ☒　　No ☐　　In some cases ☐

c) teams for external review of institutions or programmes, either as members or observers

Yes ☒　　No ☐　　In some cases ☐

d) membership of ENQA

Yes ☒　　No ☐　　In some cases ☐

e) membership of any other international network

Yes ☒　　　　No ☐　　　　If **Yes**, please specify:

EQAR

*Please add any additional comments, especially if there is no international involvement in any of the aspects***:**

All is programed and on the process of being set-up

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

The Diploma Suppplement is legaly implemented in portugal and is regulated by Ministerial Order 30/2008 of 10th January.

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes   Yes ☒   No ☐
- 2nd cycle programmes   Yes ☒   No ☐
- 3rd cycle programmes   Yes ☒   No ☐
- remaining "old type" programmes   Yes ☒   No ☐   Not applicable ☐
- short higher education programmes   Yes ☒   No ☐   Not applicable ☐

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language   Yes ☒   No ☐
  - *please specify the language* <u>English</u>
- issued   free of charge ☒   for a fee ☐
- issued   automatically ☒   on request ☐
- corresponds to the EU/CoE/UNESCO Diploma Supplement format   ☒

- a national Diploma Supplement is used that is
  different from the EU/CoE/UNESCO Diploma Supplement format   ☐

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

                                 Yes ☐   No ☒

> ***Comment*** The DS does not replace the diploma, but it is a very important tool that helps for a fair recognition and provides useful additional information to the evaluator and/ or employer

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

                                 Yes ☒   No ☐

> ***Comment*** Providing that the DS is issued in a widely spoken language, namely English

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the

qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

<div align="right">Yes ☐   No ☒</div>

> ***Comment*** The Diploma Supplement can be presented in a widely spoken language, but the formal degree diploma is always required.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

<div align="right">Yes ☒   No ☐</div>

> ***Comment*** At national level, workshops were organized and leaflets were elaborated to disseminate this tool among HEIs and other stakeholdes. information sessions within the scope of the NARIC activities information sessions are foreseen on this issue, among others,with the view to update information on the DS.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents[11] of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

<div align="right">Yes ☒   No ☐</div>

> **If Yes**, please demonstrate how it is achieved: All general relevant legislation is in line with the principles laid down in the LRC.Recently, the approval of the Decree-Law nº 341/07, of 12 October on the recognition of foreign higher education degrees introduced a new mechanism based on the principle of mutual trust, which is in fact a procedure that complies with the aformentioned Convention and may be seen as an example of good practice.

b) Does appropriate legislation comply with the later Supplementary Documents:
    i) Recommendation on the Criteria and Procedures for Recognition

<div align="right">Yes ☒   No ☐</div>

> **If Yes**, please demonstrate how it is achieved: see a)

    ii) Recommendation on the Recognition of Joint Degrees

<div align="right">Yes ☒   No ☐</div>

> **If Yes**, please demonstrate how it is achieved: see a).

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[11] 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)

iii) Code of Good Practice in the Provision of Transnational Education

Yes ☒   No ☐

If **Yes**, please demonstrate how it is achieved: see a).

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes ☒   No ☐

If **Yes,** please describe how it is ensured at national and institutional level Decree Law 341/2007 clearly regulates the procedure for automatic recognition of degrees.

ii) recognition if no substantial differences can be proven

Yes ☒   No ☐

If **Yes,** please describe how it is ensured at national and institutional level see c) i) .

Iii) demonstration of substantial differences, where recognition is not granted

Yes ☒   No ☐

If **Yes,** please describe how it is ensured at national and institutional level see c) i).

iv) provision of information about your country's HE programmes and institutions

Yes ☒   No ☐

If **Yes**, please describe how it is done in practice In the website of the Direcção Geral do Ensino Superior (Directorate General for Higher Education) relevant information is provided and widely publicised to the target public.

v) do you have a fully operational ENIC

Yes ☒   No ☐

If **Yes**, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally **a) The NARIC established and maintains its own website and provides extensive information in both electronic and print format regarding recognition issues. It is an important source of information for HEIs, students and graduates. At national level it acts as advisory and guidance service for both national and foreign individuals and organizations in matters related to academic and professional recogntion. The NARIC is responsible for gathering data on different aspects of national higher education as well as on foreign higher education systems and qualfications, for assisting national entities on recognition issues, for elaborating guides and leaflets and organizing working sessions with main stakeholders. Moreover it is responsible for keeping a database with all requests of recognition submitted to HEIs and is currently active in providing information on the new system of recognition.**

b) At international level it is responsible for the updating of the World Education Data Base (IAU) and it volunteered to update the website of the Latin Amercan Countries. It organizes study visits within the activities of the ENIC /NARIC networks and collaborates with the National Eurydice Unit on the elaboration of texts in English and Portuguese for specific purposes (Focus, National Report on Higher Education System).

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

It is foreseen to organize working sessions for the stakeholders, that will support the implementation of the LRC.

15. Stage of implementation of ECTS[12]

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes[13] in which all programme components are linked with ECTS credits

<p align="center">100% ☒   75-99% ☐   50-75% ☐   <50% ☐</p>

b) Are ECTS credits linked with learning outcomes[14] in your country? Please tick one:

<p align="center">No ☐   In some programmes ☐   In the majority of programmes ☒
In all programmes ☐</p>

c) If you use credit system other than ECTS, please give details of your national credit system:

Only ECTS system is used

    i) is it compatible with ECTS?   Yes ☐   No ☐

    ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

<p align="right">Yes ☒   No ☐</p>

---

[12] Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

[13] Except doctoral studies

[14] Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

> **If Yes,** please explain:
> Through Bolonha Experts Seminars and through legislation that promotes the use of student inquiries to calibrate ECTS (see next answer e)) .

e) Are you taking any actions to improve measurement and checking of student workload?

Yes ☒   No ☐

> **If Yes,** please explain:
> According to the recent published legislation (Decree- Law nº 107/2008, of 25 June-article 66-A), higher education institutions have to elaborate a annual report about the progress achieved within the Bologna process, including objective indicators on the evolution of the teaching learning process as well as on changes at pedagogical level namley on the development of the learning outcomes and on students' workload.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes ☒   No ☐

> **If Yes,** please explain: see d).

LIFELONG LEARNING

16. Recognition of prior learning
Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes ☒   No ☐

> **If Yes,** please specify:
>
> 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 and not holding the standard requirements (non-traditional students). The HEI have now the capacity to organize the access procedures for these students, to allocate credits to prior formal, non-formal and informal learning outcomes and to validate them in the context of the formal learning.
>
> According to the legal system of tertiary education degrees and diplomas, those who meet the following conditions may apply to the cycle of studies leading to a Masters degree and Doctorate degree: holders of academic, scientific or professional curriculum vitae that is recognized as demonstrating the capacity to

carry out this cycle of studies by the officially authorised scientific body of the higher education institute to which they wish to be admitted.

With a view to pursuing studies to obtain an academic degree or a diploma, the higher education institutions:

a) Credit in their own cycles of studies the training carried out under the scope of other cycles of higher education studies in national or foreign higher education institutions, whether within the framework of the organization which derived from the Bologna Process or were obtained before that process;

b) Credit in their cycles of studies the training carried out under the auspices of technological specialization courses pursuant to their respective diploma;

c) Recognize, through the granting of credits, professional experience and post-secondary training.

Procedures for assigning credits has to take into consideration the level of the credits and the scientific area in which they were obtained.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes ☒   No ☐

| If Yes, please specify: see previous answer |

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes ☒   No ☐

| If Yes, please specify: see previous answer |

d) To what extent are any such procedures applied in practice?

Comprehensively ☒   Some ☐   A little ☐   None ☐

Please describe the current situation: Within their scientific autonomy and with the legal requirements established, schools are steadily including such recognition legal tools in their procedures

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

New legal measures were taken in place during this period regarding flexible learning paths, namely for the support of adults participation and new publics in HE. In particular, Decree Law 74/2006; Decree 64/2006; Decree Law 88/2006 and Decree Law 107/2008).

These measures include (i) The already mentioned legislation concerning over 23 year-old students; (ii) Post secondary short term courses (CET) offering bridges to 1st cycle courses, namely allocating credits; (iii) The possibility of part-time studies, including the attendance of individual curricular units, further open higher education to new publics; iv) the recognition of priorlearning outcomes aplicable to the three cycles of studies including professional skills.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes ☐   No ☒

Please add appropriate comments to describe the current situation

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes ☐   No ☒

Please add appropriate comments to describe the current situation - HE staff can easily create flexible systems and paths, if and when they find it appropriate within HE Institutions' autonomy.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes ☒   No ☐

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles - (i) The already mentioned legislation concerning over 23 year-old students and the legislation concerning recognition greatly widens participation; (ii) additionally post secondary short term courses (CET) offer bridges to higher education courses, namely allocation credits to a 1st cycle programme; (iii) the possibility of part-time studies, including the attendance of individual curricular units, further open higher education to new publics; iv) the recognition of priorlearning outcomes aplicable to the three cycles of studies including professional skills.

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes ☐   No ☒

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

e) Are there modular structures of programmes to facilitate greater participation?

Yes ☐   No ☒

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle -

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

JOINT DEGREES

18. Establishment and recognition of joint degrees[15]
a) Describe the legislative position on joint degrees in your country.
   Are joint degrees specifically mentioned in legislation?

| | Yes ⊠ | No ☐ |

   Does the legislation fully allow:
      i) establishing joint programmes?   Yes ⊠   No ☐

   If No please explain what are the obstacles

      ii) awarding joint degrees?   Yes ⊠   No ☐

   If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in
   i) joint degrees
      75-100% ☐   50-75% ☐   25-50%☐   1-25% ⊠   0%☐

   ii) joint programmes
      75-100% ☐   50-75% ☐   25-50%☐   1-25% ⊠   0%☐

c) What is the level of joint degree/ programme cooperation in your country
      In the first cycle?   None ☐   Little ⊠   Widespread ☐
      In the second cycle?   None ☐   Little ⊠   Widespread ☐
      In the third cycle?   None ☐   Little ⊠   Widespread ☐

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

There is no specific trend. Joint degrees are spread through the different scientific areas.

e) Estimate the number of joint programmes in your country

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

i) Among Portuguese Institutions, between 2007 and 2008, 29 joint degrees were created in the three cycles.

ii) Internationally, Portuguese Higher Education Institutions participate in 25 Erasmus Mundus Master courses; there are also the partnerships established with MIT, CMU, Harvard and Austin-Texas and various other joint programmes established between higher educations institutions agreements between institutions.

f) Describe any actions being taken to encourage or allow joint programmes.

Decree-law 74/2006, in its chapter IV regulates the atribution of degrees and diplomas in association. The establishement of joint programmes has been actively promoted as well as the participation in european programmes such as the Erasmus Mundus. There has been a huge national investment in partnerships with MIT, CMU, Harvard, Austin/Texas and Fraunhofer Society.

g) Are there any specific support systems for students to encourage joint degree cooperation?

There are specific funding schemes (grants) for some of the international joint programmes.

MOBILITY
.
19. Removing obstacles to student and staff mobility
a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

Mobility is a priority issue for the portuguese government.Some concrete measures have been taken top overcome the main obstacles and to create better conditions to foster the national and international mobility of students, researchers and staff:

i) Ministerial Order 401/2007 which seeks to facilitate the entry of students in HEI to continue their studies, namely through transfer between HEI; ii)Decree law nº341/2007, a new a simplified legal framework for the recognition of foreign degrees in Portugal;iii)Law 23/2007,and Ministerial Order 208/2008, regulates visas permits, allowing and regulating 3rd country students and researchers visa and also the mandatoty reply to visas requests to be given in a period of 30 days;iv) Decree-Law 309-A/2007, establishes a new system that allows the granting of loans at special funding conditions for students of HEI, including short term courses (CET), 1st, 2nd, 3rd cycle and post graduations; v)Language courses are being taught and promoted in HEI to foreign students;vi)International Relations Offices were created in HEI also with the aim to promote and facilitate the mobility of students, researchers and staff.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes ☒   No ☐

> **Please add** appropriate comments to describe the current situation:
> Law 23/2007, of the 4th of July, regulates this issue. In this law two European directives were transposed to national legislation, regulating third country students and researchers visas (Directives 2004/114/CE and 2005/71/CE). The law, along with the Ministerial Order 208/2008 of 27 February, establishes that the reply to visa requests should be given in a period of 30 days.

c) Is there financial support for national and foreign mobile students and staff?

Yes ☒   No ☐

> **Please add** appropriate comments to describe the current situation: (i) There is financial support through grants for national students and staff through European programmes; (ii) there are grants for some specific international joint programmes; (iii) loans are available for national students .

d) Are study periods taken abroad recognised?

Yes ☒   No ☐

> **Please add** appropriate comments to describe the current situation: Decree Law 74/2006, Chapter VII, regulates such recognition

e) Is there accommodation for mobile students and staff?

Yes ☒   No ☐

> **Please add** appropriate comments to describe the current situation: Most HEIs reserve a specific number of beds for mobile students, and additionally through the International Relations Offices they help students and young researchers to find accommodation.

f) Have any measures been taken to increase outward student and staff mobility?

Yes ☒   No ☐

> **Please add** appropriate comments to describe the current situation:
> Globally, all recent legislation takes in full consideration the relevance of institutional cooperation and mobility.

20. Portability of loans and grants
a) Are portable grants available in your country?

Yes ☒   No ☐

> **If No**, describe any measures being taken to increase the portability of grants. (i)
>
> At 1st and 2nd cycle level there are portable grants.
>
> At 3rd cycle and post-doc level a significant percentage of grants are awarded to students enrolled in foreign universities or in joint research programmes.

b) Are portable loans available in your country?

Yes ☒   No ☐

> **If No**, describe any measures being taken to increase the portability of loans.

THE ATTRACTIVENESS OF THE EHEA
AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

> i) Participation in the executive board of ALCUE- Latin America and Caribbeen countries cooperation, in the field of HE; ii) participation in the activies developed under OEI - Iberoamerican Organization; iii) as a member of the Community of Portuguese Speaking Countries there is a strong cooperation with Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, São Tomé and Príncipe and East-Timor; iv) participacition in the ASEM - Forum to strenghen the dialogue with Asian countries .

b) What has your country done to:
i) improve information on the EHEA outside Europe?

> Promote mobility for students, researchers and staff; promote articipation in Higher Education Fairs, promoting national participation in Erasmus Mundus Action 4, as well as other relevant european programmes.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

> See i).

iii) strengthen cooperation based on partnership in higher education?

> Protocols were celebrated with MIT, Carnegie Mellon, Austin-Texas, Fraunhofer Society and Harvard.

iv) intensify policy dialogue with partners from other world regions?

> See a).

v) improve recognition of qualifications with other world regions?

> Decree Law No. 341/2007, of 12 October, establishes a new simplified regime of recognition of foreign diplomas with similar nature, level and objectives as the ones given in the portuguese and European HEIs.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

> Portugal is fully implementing the European Standards and Guidelines for Quality Assurance in the EHEA.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes ☐   No ☐

> **If Yes** please explain in what ways the guidelines are applied

ii) incoming higher education provision?

Yes ☐   No ☐

> **If Yes** please explain in what ways the guidelines are applied

FUTURE CHALLENGES

22. Main challenges for higher education
Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

> A thorough legal reform of the Portuguese tertiary education system was completed about two years since the OECD's Education Policy Committee met in Lisbon to review Portugal's tertiary education policy in December 2006. It has made a number of steps that have modernised the Portuguese tertiary education system.
>
> The essence of the reform has been in line with the current European movement to modernise universities and polytechnics to support the development of knowledge societies and economies. It has been driven by policies aimed to: i) extend the recruitment base and the number of students in tertiary education; ii) reinforce the top of the system, by fostering the internationalization of research universities and their specialization; and iii) promote the binary system, with polytechnic education concentrating upon professionally-oriented and vocational training and with university education to be further concentrated on postgraduate education.

It considers greater quality, greater relevance, greater international recognition, a more advanced, diversified and responsible system of autonomy, and greater openness to society and to new social groups of students.

The achievement of the ambitious goals of the Portuguese reform agenda requires a broad and active networking of dispersed actors, and the joint efforts of students, teachers, Polytechnics, Universities, research groups, scientific institutions, industry and civil society. Within this perspective, our analysis calls for policies that consider long term approaches of dynamic environments, which require to be continuously monitored and evaluated. Emphasis has been given to the need to foster advanced human resources and knowledge integrated communities as drivers of a modern society, as well as to broaden the social basis of tertiary education. This requires a continuous public effort, but also a better understanding of the effectiveness of the mix of public support mechanisms and private incentives for the development of knowledge networks and a knowledge-driven society.

PART II

TEMPLATE for NATIONAL STRATEGIES
on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

I. Definition of the Social Dimension in the London Communiqué

"We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity."

II. AS IS SITUATION (Current state of affairs)

1.   Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

Non traditional students (adults).

2.   Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

• The opening of tertiary education to new publics through the new access regime for students aged over 23 years, resulted in the number of adults entering tertiary education by this means rising to roughly 11 775 in the 2007-2008 academic year (compared to 10 850 in 2006-07), up from around just 900 adults that started tertiary education in 2005.

• In 2008, more than 170 post-secondary education programmes (i.e., Technological Specialization Courses, CETs) were offered in Institutions of tertiary education, focused on Polytechnic Institutes.

The simplification of procedures and flexibility to access tertiary education, including: the possibility for anyone interested to attend isolated disciplines/courses, with guarantee of certification in case of approval, as well as

its accreditation, if and when he/she enters a programme which comprises those courses and the possibility of attending a tertiary education programme in partial time regime.

3.   Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report ion the Social Dimension and Mobility (see Annexes A and B to this document).   Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

Concerning student support mechanisms, two main lines of action have guided policy initiatives to improve access, foster equity and help accelerating the reform of tertiary education, namely:
The guarantee of an annual increase of the overall public budget devoted to student grants and social support to students; and
The introduction of a new innovative student loan system, which was implemented through a mutual guarantee underwritten by the State.

The Public Budget for social support to students through grants increased about 3% per year since 2006, covering about 21% of the total number of students in 2008.

About 3 150 loans have been contracted in the first academic year through the new loan system. In the course of the current academic year of 2008/09, some additional 2.350 loans were established through the new system (by the end of December 2008).

4.   Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

Yes.The National Statistics Institute with the ministry's Planning Office, GPEARI, takes care of all statistics concerning HE, namely the adult' s enrolments.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5.   How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

To attract new publics in a context of lifelong learning and improving educational welfare benefits.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

Improvement of the measures indicated in nº 2.

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

No.

d) is there a timeline for action? If yes, please provide details.

The improvement of the process is continuos.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

See II, 4.

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a)contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

ANNEX A
Actions mentioned by the Bologna countries in the 2007 national reports
Financial
• scholarships - means tested
• scholarships - merit based
• research grants
• grants for studying abroad
• grants or loans for (nearly) every student
• unspecified social support system
• free education (at least 1st cycle)
• reimbursement of tuition fees for certain groups
• financial assistance for certain groups/areas
• improved funding systems
Structural
• new /expanded routes of access
• broader teaching or learning strategies
• information and preparation at secondary schools
• increase student places
• indirect aid schemes (tax relief, family allowance)
• subsidised residences/meals/transport/books
• provision of student welfare services (health care, day care centres)
• counselling/guidance services
Certain groups
• measures for ethnic minorities (not financial)
• measures for disabled (not financial)
• measures for disadvantaged groups (not financial)
• allocation of study places to certain groups
• promote access from all national areas
Policy and practice
• explicit widening access policy (devoted funds/units/laws)
• carry out surveys (study & work, disabled students,...)
• evaluations/research of policies and practices
• monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion
• Anti-discrimination legislation covering higher education
• Admission rules that are simple, fair and transparent
Measures to widen access to and participation in higher education
• Outreach programs for underrepresented groups as defined nationally
• Flexible delivery of higher education
• Flexible learning paths into and within higher education
• Transparency of qualifications and recognition of prior learning
• Incentives for higher education institutions to take action to widen access
and participation
Study environment that enhances the quality of the student experience
A, Provision of academic services
• Guidance (academic and careers) and tutoring
• Retention measures (modification of curricula, flexibility of delivery,
tracking academic success etc.)
• Working tools and environment (well functioning libraries, lecture halls and
seminar rooms, internet access, access to scientific data bases etc.)
B, Provision of social services
• Counselling
• Targeted support for students with special needs and students with children
• Appropriate housing conditions for all students
• Provision of healthcare
• Provision of transportation, student canteens etc.
Student participation in the governance and organisation of higher education
• Legislation or other measures to ensure student participation in higher
education governance
• Provisions for the existence of and exercise of influence by student
organisations
• Student evaluations of courses, programmes and institutions, including
action plans and follow-up of actions taken
Finances in order to start and complete studies
• Financial and legal advice for students
• Appropriate and coordinated national financial support systems
that are transparent
• Targeted support for disadvantaged groups as defined nationally
• Support measures for students with children

ANNEX C
Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

• Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

• Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

• Study environment that enhances the quality of the student experience

A, Provision of academic services
B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

• Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding
financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not ableto finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?