



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Portugal

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Portugal

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Contributors to the report

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Employer representatives =

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Student representatives =

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Academic and other staff representatives =

Contributors to the report

Other (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

No

2. How do these projections affect higher education policy planning?

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

Public: 40 (19 academically oriented, 21 professionally oriented) Private: 94 (39 academically oriented, 52 professionally oriented)

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 88

240 ECTS = 11

Other number of ECTS = 1

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 84

240 ECTS = 15

Other number of ECTS = 1

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Architecture, Medicine, Dentistry Medicine, Veterinary Medicine, Pharmaceutical Sciences, Psychology, Engineering, Military Sciences

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

300 ECTS (83%), 360 ECTS (12%), 330 ECTS (5%)

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

20%

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 2

90 ECTS = 11

120 ECTS = 83

Other = 4

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 1

90 ECTS = 11

120 ECTS = 81

Other = 7

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

6.1.1. Please provide a source for this information.

Decree Law 74/2006, 24th March, article 17

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>50-75 %

6.2.1. Please provide the source for this information.

Data from Cabinet for Planning, Strategy, Evaluation and International Relations (GPEARl)

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

Depends on the selection criteria specified by the institutions

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Decree Law 74/2006, 24th March, article 30

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

No data available

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

6.6.1. Under which criteria is this possible?

Holders of a first cycle degree who possess a particularly relevant academic or scientific curriculum, which demonstrates an ability to carry out a third cycle of studies and which is recognized by the officially authorised scientific body of the higher education institution to which they wish to be admitted

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

No data available

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for some graduates of these programmes

7.3.1. Please specify for which graduates.

Holders of a «licenciado» degree who possess a particularly relevant academic or scientific curriculum, which demonstrates an ability to carry out a third cycle of studies and which is recognized by the officially authorised scientific body of the higher education institution to which they wish to be admitted

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

The most common is the existence of doctoral course in the third cycle, but some cycles involve only the completion of the thesis

8.2. Do doctoral and/or graduate schools exist in your higher education system?

No

8.2.1. What are the main features of these schools and how many doctoral schools are there?

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

No

8.3.1. Please specify the number of years.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

8.5. Are ECTS credits used in doctoral programmes?

Yes

In a few programmes ECTS are used for taught elements only

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of tertiary education, but not part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

The amount of credit gained always depends on the agreement between the institution providing the short cycle programme and the institution where the first cycle is taught

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

Articles 41 to 43 of the Decree-Law 74/2006, 24th March

10.2. Does higher education legislation allow:

- Establishing joint programmes
- Yes
 - No
 - Legislation not clear
 - Legislation doesn't mention joint degrees
 - No answer

Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No
answer

from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No
answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

10.5.1. Please explain briefly.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

The student plays a central role in the organization of the curricular units, in which contact hours adopt a variety of forms and methodologies in education and training as well as in the assessment and creditation that will take into account the global education and training of the student, including contact hours, project work, field work, individual study, activities related to assessment in addition to complementary activities with proved artistic, sociocultural or sportsmanship value

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

No

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

Decree Law 42/2005, 22nd February

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Learning outcomes illustrate the typical abilities and achievements associated with qualifications that signify the completion of each cycle

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In some (5-50 %) programmes

Since 2007, an annual, public report for each higher education institution is drawn up. The report should include information relating to the scheme for qualifications adopted in the organisation of courses as well as the methodologies and indicators adopted for gauging the relationship, in each curricular unit, between the fixed credits and competences to be reached and the work methods adopted for both the integration of learning and the assessment of knowledge. However, not all institutions focus on the learning outcomes yet. Recommendations have been made in this regard.

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

4.3.1. Does your country provide specific support measures on the national level?

The law defines the objectives and the competences that must be acquired in each cycle, but it is up to the institutions to ensure its implementation

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

Specific statements regarding the intended learning outcomes of higher education qualifications should be provided by institutions when submitting their application for initial accreditation to the Agency for Assessment and Accreditation of Higher Education (A3ES - www.a3es.pt)

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of student workload and teacher-student contact hours

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

Each credit corresponds to 25 to 28 hours of student workload, including all types of work. Teacher-student contact hours, while contributing to the establishment of credits, do not count on a defined manner

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

In all fields of study

6.1.2. Please specify to which students.

All graduates from 1st, 2nd and 3rd cycle

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

Portuguese and english

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

On question 31, the percentage in Portugal is in fact over 75% for all students

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

10. The Framework has self-certified its compatibility with the European Framework for Higher Education

7.2.1 Please provide the date when the step was completed.

02.06.2011

7.2.2. Please provide a reference for the decision to start developing a NQF.

Approval of the Decree Law 396/2007, 31st December

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

The Framework for Higher Education Qualifications in Portugal - Report of the International Committee on the Verification of Compatibility with the Qualifications Framework of the European Higher Education Area

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

<http://www.dges.mctes.pt/DGES/pt/AssuntosDiversos/FHEQ/>

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer
- Recognition for professional employment
- Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

Recognition for academic study can be made either by higher education institutions or by the ministry

8.1.2. Please specify.

Recognition for professional employment can be made either by social partner organisations or by individual employers

8.2. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

All three are relevant. The principle of fair assessment is present in main national reforms that ensure transparency of the systems and recognition procedures

8.2.1. Please provide a reference to the relevant legislation.

Decree Law 283/83, 21st June Decree Law 341/2007, 12th October

8.3. What measures exist to ensure that these legal statements are implemented in practice?

Training and monitoring sessions

8.4. Do higher education institutions typically:

make recognition decisions at central level

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Yes

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Training and monitoring sessions, and additionally, case by case analysis, when required by higher education institutions

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Since 2007 with the approval of Decree Law 314/2007, a new approach was introduced in the framework of recognition of foreign degrees/diplomas. This new regime is based on mutual trust and aims at facilitate recognition procedures and mobility.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

Agency established by Decree-Law 39/2007, 5 November

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

1.4.1. Please specify the normal impact of an external review.

A negative decision means that less students will be enrolled which reflects on the available funding

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

Reports and decisions are made available in the INTERNET site of the Agency, of the Ministry and of the Institution (Law 38/2007 of 16 August)

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

Reports and decisions are made available in the INTERNET site of the Agency, of the Ministry and of the Institution (Law 38/2007 of 16 August)

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- | | |
|--|-----------------------------------|
| <input checked="" type="checkbox"/> Teaching | Law 38/2007, 16 August |
| <input checked="" type="checkbox"/> Student support services | ibid |
| <input checked="" type="checkbox"/> Lifelong Learning provision | ibid |
| <input checked="" type="checkbox"/> Research | ibid |
| <input checked="" type="checkbox"/> Employability | ibid |
| <input checked="" type="checkbox"/> Internal Quality Assurance/Management system | ibid |
| <input checked="" type="checkbox"/> Other (please specify) | article 4, Law 38/2007, 16 August |

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

The methodology is standard: self-evaluation report, visit by review commission, external evaluation report and final decision by the Agency's Council of Administration

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

Institutions may appeal for the Revision Council (Article 23, Law 38/2007 16 August)

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, some institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

See Article 13, Law 38/2007, 16 August and Article 11 of the Agency's statutes defined in Decree-Law 39/2007, 5 November. The Agency decides which results of foreign agencies will be accepted

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

The Agency decides which results of foreign agencies will be accepted

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

The Agency will progressively establish protocols of agreement with other agencies

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

The Agency was established quite recently and the first full round of evaluations will start 2012. So far only a preliminary evaluation was conducted. The Agency will ask for an evaluation as soon as all relevant activities are being conducted.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies Article 12, Law 38/2007, 16 August; students are members of the Agency Advisory Board
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify The Agency is preparing an experimental exercise for participation of students in external review teams

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

No

Employers and Professional Associations are represented by their organisations in the Advisory Board of the Agency and they are consulted when relevant (Article 19, Law 38/2007, 16 August9

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

It is a legal obligation and is taken into consideration in the evaluation processes . Articles 17 and 19, Law 38/2007, 16 August

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

No

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

No

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

0-25%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

Answering the last two questions is not easy. Portugal has more than 150 institutions, some of them very small. Major institutions have produced documents on quality enhancement, programme review, internal QA systems. However a general picture is difficult to establish as the Agency only started to operate in 2009 and no complete round of evaluations has been completed. The given answers are only an estimation that may differ from reality.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

More than 75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

All

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

Legislation imposes that all evaluation results are made public, including the INTERNET sites of HEIs (Article 16 Law 38/2007, 16 August)

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

The Quality Agency is helping institutions to implement their internal QA systems and is creating a system for their certification. The certification exercise is being implemented on an experimental basis this year

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No

2. How do your steering documents define lifelong learning?

3. What is the common understanding of lifelong learning in your country?

Learning activities intentionally through lifelong both in formal, non-formal or informal contexts aiming at acquiring, developing or improving knowledge, skills and competences within a personal, civic, social and/or professional perspective.

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

- Special regime to access higher education for students older than 23; - Part-time attendance; - Prior learning accreditation (formal, non-formal and informal professional experience) - Provision of LLL is already part of some HEI and programmes, namely, Universidade Aberta.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

It is a measure of obtaining qualifications through flexible learning paths including part-time students as well as work based paths, with the aim to improve knowledge skills and competences.

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

Law 62/2007, 10th September (HEI are largely autonomous regarding their mission as well as fund raising)

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens

- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

The budget is directly linked with the number of students enrolled in Higher Education Institutions.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a general policy approach to increase and widen participation and to overcome obstacles to access. Measures are not targeted at particular societal groups.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Please choose..

4.4.1. Please specify.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Please choose..

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Please choose..

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Please choose..

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Please choose..

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

A – Normative and regulatory measures have been taken by the government and further regulatory by higher education institutions in different contexts: 1. Lifelong learning context: Specific admission rules aimed at students who, regardless of their education level, have specific qualifications: Includes students who hold a special examination diploma assessing their capacity to access higher education courses for over 23 years, holders of higher education degrees and holders of post secondary short term diplomas Law No. 46/86 dated 14 October; amended by Law No. 115/97 dated 19 September and Law No. 49/2005 dated 30 August, adopting the law of the Education System Decree-Law 393-B/99 dated 2 October, which regulates the procurement of special access and enrollment in higher education; Ordinance No. 854-A/99 dated 4 October, which approves the Regulations of the competitions special access to higher education; Decree-Law No. 64/2006 dated 21 March, which regulates the special entrance examinations to assess the ability to enter higher education for over 23 years; Decree-Law No. 40/2007 dated 20 February, which establishes and regulates a special competition for the access to medical school by holders of a degree. 2. Decree-Law No. 88/2006 dated 23 May, which regulates the short-term post secondary courses. 3. Accreditation of skills The system provides enrollment in courses for anyone interested, whether in the assessment system or not. The modules which the student signs up under evaluation and gets approval are credited if the student has or acquires the status of student in a higher education studies cycle and are included in the diploma supplement that may be issued. Decree-Law No. 74/2006 dated 24 March, amended and republished by Decree-Law No. 107/2008 dated 25 June, which approves the legal system of degrees and diplomas of higher education. 4. Access to higher education through special quota for people with physical or sensory disability Each year is created a special quota in Public Higher Education for people with physical disabilities or sensory impairments, in the fulfillment of national policies for social integration. Decree-Law No. 296-A/98 dated 25 September, as amended by Decree-Law No. 99/99 dated 30 March, Decree-Law No. 26/2003 dated 7 February, Decree-Law No. 76/2004 dated 27 March, Decree-Law No. 158/2004 dated 30 June, Decree-Law No. 147-A/2006 dated 31 July, Decree-Law No. 40/2007 dated 20 February, Decree-Law No. 45/2007 dated 23 February and Decree-Law No. 90/2008 dated 30 May; Rectification No. 32-C/2008 dated 16 June, correcting the Decree-Law No. 90/2008 dated 30 May, making the eighth amendment to Decree-Law No. 296 - A/98, dated 25 September. Decree No. 258/2011 dated 14 July, which approves the Regulations of the National Competition and Access in Higher Education Admission to and enrollment in the academic year 2011-2012; Rectification No. 26/2011 dated 16 August. B - Concerning student support mechanisms, two main lines of action have guided policy initiatives to improve access and foster equity, 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.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

The obstacles are identified through the monitoring of higher education socio-economic statistic data.

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

Number of students who entered in HEI by specific different ways

5.4. In your country, is the composition of the student body monitored according to certain criteria?

No

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

Are used by policy makers in new policies developing.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

Access route specially created for over 23-years-old and the Re-entry into Higher Education. - People older than 23: Decree-Law No. 64/2006 dated 21 March, Regulates the special entrance examinations to assess the ability to enter higher education for over 23 years - Re-Entry: Ordinance No. 401/2007, dated 5 April, Approves the Regulation of Course Change schemes, Transfer and Re-entry into Higher Education

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

Are used by policy makers in new policies developing.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

No

7.3.1. Please specify the nature of these incentives.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

Incentives for e-learning courses and post-employment courses

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

It depends on HEI, some examples: Academic guidance services: This information service is provided all students matters relating about the courses and the University Career guidance services: Personalized service-oriented job search; Career counseling and disclosure of job / internship offers and others, by sending emails to candidates on the database; Psychological counselling services: The Psychology Department is responsible for promoting the psychological and relational well-being of students, teachers and staff. Thus the Office provides brief psychotherapy and / or counseling in order to maximize the personal resources to overcome the inter and intra personal difficulties that may arise. Student support services - The support provided by social services are direct support – grants - and indirect support - housing, health, food, sports and cultural activities.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

State budget and university budget

8.4. What are the main tasks of the services?

See question 49

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Decree-Law No. 107/2008, dated 25 June, provides the enrollment and attendance on part-time cycles, and they regulate the appropriate conditions of registration, payment of tuition and progression in the curriculum. On the other hand, the guidelines given by the Ministry for the establishment of vacancies in public higher education have encouraged distance learning and after work studies. There is, moreover, a public institution of higher education - Open University - especially suited for that type of education.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

A - 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. (Decree-Law No. 129/93 dated 22 April, as amended by Law No. 113/97 dated 16 September and Law No. 62/2007 dated 10 September and Law No. 37/2003 dated August 22, as amended by Law No. 49/2005 dated 30 August and Law No. 62/2007 dated 10 September) B - Special quota for candidates holders physical or sensory disability (Decree-law No. 258/2011, dated 14 July)

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = National admission process for public Higher Education and institutional competition for private education, reflect the ways mainly used by students holders of scientific-humanistic secondary courses (68%)

Route 2: = National admission process for public Higher Education and institutional competition for private education for students holder of vocational education certificate (16%)

Route 3: = Nontraditional route for adults, over 23 years-old, as a way of promoting lifelong learning, focusing on the experience of these candidates (12%)

Route 4: = Nontraditional route for post-secondary diploma (EQF Level 5) holders (2%)

Route 5: = Regime for students holders of foreign secondary diploma (2%)

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

Measures are based on decree-law, ordinances or regulations according to access routes to higher education Regime for over 23-years-old: Decree-Law No. 393-B/99, dated 2 October - Regulates special contests for access and entry to higher education; Ordinance No. 854-A/99, dated 4 October - Approves the Regulation of competitions special access to higher education; Decree-Law No. 64/2006 dated 21 March - Regulates the special entrance examinations to assess the ability to enter higher education for over 23 years and HEI regulations. Short term courses: Decree-Law 393-B/99, dated 2 October - Regulates special contests for access and entry to higher education; Ordinance No. 854-A/99, dated 4 October - Approves the Regulation of competitions special access to higher education; Decree-Law No. 88/2006 of May 23, the legal regime of Short term courses.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

Part time studies

16.1.2. How do you define it?

Part-time studies are associated with the number of ECTS that a student is enrolled and the limit is defined by each HEI Regulation.

16.1.3. What are the reasons for offering a different student status?

Measures were taken, which are of most importance to ensure greater flexibility in access to higher education. (Decree-Law No. 107/2008, dated 25 June)

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

Fees for part time attends are defined by each HEI, in the scope of their authority. Grants for part-time attendants are ensured by the grants regulation (Decree-Law 129/93, dated 22 April as amended by Law No. 113/97, dated 16 de September and Law No. 67/2007, dated 10 September)

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

It depends on HEI regulation (Decree-Law No. 107/2008, dated 25 June)

16.3. Which one of the following statements best describes the current situation in your country?

All higher education institutions are required to offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

Training obtained in other higher education cycles, national or foreign, in the current or the previous organization

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly obliges higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Please choose..

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

Yes

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

There are no general rules on the recognition of prior learning, which is carried out within the autonomous scientific competence of HEI, varying therefore from one to the other.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

€

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

There are no exemptions.

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 700

Maximum amount = 1000

Most common amount = 1000

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The amount of fees is defined by Higher Education Institutions, from a pre- defined minimum and maximum by the Ministry.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

In 1st cycle public HEI establishes the fee-paying amount between a range which is defined by central authority. However Private HEI do not have limits. Exception: Only 2nd cycles in public HEI that are required for the exercise of a profession have the same limits of 1st cycle defined by the central authority.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 750

Maximum amount = 1250

Most common amount = 1250

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

In 2nd cycle, both public and private HEI define the fee-paying amount for all courses, and they do not have limits. Exception: Only 2nd cycles in public HEI that are required for the exercise of a profession have the same limits of 1st cycle defined by the central authority. 2nd cycle: no information is available

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

In 2nd cycle, both public and private HEI define the fee-paying amount for all courses, and they do not have limits. Exception: Only 2nd cycles in public HEI that are required for the exercise of a profession have the same limits of 1st cycle defined by the central authority.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

1st cycle: 15% in the lower and 40% in the higher paying categories 2nd cycle: no information is available

8. Concerning fees, are international students treated differently in your country from home students?

No

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

Any student that has no portuguese nationality.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority By the Ministry.
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

Exception: Only 2nd cycles in public HEI that are required for the exercise of a profession have the same limits of 1st cycle defined by the central authority.

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students and of tax benefits for parents

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

Only first and second cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

All students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

21

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 98,7€

Maximum = 500€

Most common = 230€

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

All students

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

20

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

equal to the first cycle

13.5. What percentage of all students receives a grant and/or scholarship?

20

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

Yes

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = 0

Most common first cycle = 11.000

Maximum first cycle = 25.000

14.2.3. Are all second cycle students eligible to receive loans?

Yes

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = 0

Most common second cycle = 11.000

Maximum second cycle = 25.000

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 2.7

In the second cycle = 2.7

Of all students = 2.7

14.5. Are student loans publicly subsidised or guaranteed?

No

14.5.1. Please explain the form of this guarantee/subsidy.

In Portugal the state is guarantee to the loan.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death

- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

All

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

No

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

The students that had received a grant they have access to subsidised accommodation.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

We apply the same criteria to the two cycles.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
 - They hold an employment contract with a HEI
- They hold employment

28.1. Please explain why you selected multiple options?

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Loans or tuition on salaries.

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

P. Friedrich BECHINA, Department for international relations in HE

B.1.b Stakeholder representatives

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			
No target			

C.2.a Please provide a reference for the target.

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

At the moment we do not have a clear overview as we are operating in many different countries and legislations all over the world. there is a lot of initiatives fostering "mobility" as in our system some specific subjects can only be studied in one or two places worldwide. So the greater part in these institutions are mobile - but we have till now no exact data about it.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students		
Loans for outgoing students		
Grants/scholarships for outgoing students		
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

At the moment we do not have a clear overview as we are operating in many different countries and legislations all over the world. there is a lot of initiatives fostering "mobility" as in our system some specific subjects can only be studied in one or two places worldwide. So the greater part in these institutions are mobile - but we have till now no exact data about it.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		
Recognition		
Language		
Curriculum/Study organisation		
Legal issues		
Motivating and informing students		
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students			
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: