



EUROPEAN  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Portugal**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Portugal

### Name(s) of the responsible BFUG member(s)

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### Contributors to the report:

• Government representatives "x"

### Contributors to the report:

• Employer representatives ""

### Contributors to the report:

• Student representatives ""

### Contributors to the report:

• Academic and other staff representatives ""

### Contributors to the report:

• Other representatives (please specify) "Diretorate General for Higher Education, National Agency for Evaluation and Accreditation ( A3ES), Directorate General for Statistics on Education and Science"

## Data entry: (I\_Degrees\_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

No

I.1.1. How do these projections affect higher education policy planning?

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Universities, university institutes and other university education institutions; polytechnic institutes and other polytechnic education institutions.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
  - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
  - None of the above

I.3.1. What is the number of institutions in the categories identified?

Public HEI= 34  
Private HEI = 92  
Military and Police HEI = 5

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "87"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "2"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "11"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "83"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "1"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "16"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)  
In order to ensure access to a regulated profession, training is mandatory in some polytechnic programmes and a common practice in the remaining.

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I.9.1. In which study fields do these study programmes exist?

**L9.2. What is the typical duration of these degree programmes outside the Bologna model?**

**L9.3. What percentage of first cycle students is enrolled in these programmes?**

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

60-75 ECTS "1"

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

90 ECTS "11"

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

120 ECTS "83"

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

Other duration "5"

**L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?**

From 91 to 100 ECTS

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

60-75 ECTS "1"

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

90 ECTS "10"

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

120 ECTS "78"

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

Other duration "11"

**L11.1. Please specify**

Data not Available

**L12. Do integrated/long programmes leading to a second cycle degree exist?**

**L12.1. Is the duration of the above programmes calculated in...**

ECTS credits (or other credits)

**L12.2. What is the typical duration of these degree programmes?**

10 semesters/300 ECTS (85%), 12 semesters/360 ECTS (11%), 11 semesters/330 ECTS (4%).

**L12.3. In which study fields do these study programmes exist?**

Medicine, Dental Medicine, Veterinary, Pharmaceutical Sciences, Architecture, Psychology, Engineering, Military Sciences.

**L12.4. What percentage of first cycle students is enrolled in these programmes?**

21 %

**L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

**L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?**

**L13.2. What percentage of second cycle students is enrolled in these programmes?**

**L13.3. In which study fields do these study programmes exist?**

**L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?**

**L14.1. What is the minimum duration of the Bachelor & Master together?**

Bachelor & Master together = 240 ECTS

**L15. Comments**

**L16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

100%

**L16.1. Please provide a source for this information.**

Access conditions set by Decree-Law 74/2006, 24th of March, amended by Decree-Law 115/2013, 7th of August, article 17.

**L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?**

51-75%

**L17.1. Please provide a source for this information.**

**L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

**L18.1. All students...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:**

Teacher training – to have previously completed a minimum number of credits in the area

**L18.3. Holders of a first cycle degree from a different study field...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

Teacher training – to have previously completed a minimum number of credits in the area

**L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

Teacher training – to have previously completed a minimum number of credits in the area

**L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**

**L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

100%

**L19.1. Please provide a source for this information.**

Access conditions set by Decree-Law 74/2006, 24th of March, amended by Decree-Law 115/2013, 7th of August, article 30.

**L20. What percentage of second cycle graduates eventually enter into a third cycle programme?**

0.000000000

**L20.1. Please provide a source for this information.**

NO Data A available

**L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

Yes, for some graduates

**L21.1. Please specify the criteria**

To possess particularly relevant academic or scientific curriculum vitae, recognized by the scientific body of the higher education institution to which they wish to be admitted.

**L21.2. What percentage of third cycle students enter without a second cycle qualification?**

16-25%

**L22. If you would like to make any additional comments on the progression between cycles, please provide them here**

**L23. Do higher education steering documents mention doctoral education/training?**

No

**L23.1. Please provide a reference to the relevant steering document(s):**

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "9"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "88"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes "3"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes ▼

L25.1. What are the main features of these schools and how many doctoral schools are there?

There are six schools that only provide postgraduate teaching. These schools are mainly oriented to research.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

1-25%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "0"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "3"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes ▼

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

Technological Specialization Diploma.

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

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

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments

Recently there have been created short cycle higher education courses linked to a first cycle with 120 credits, to be provided only by polytechnic higher education institutions.

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

Student plays a central role in the organization of courses and allocation of credits to each course unit. This allocation is based in the estimated amount of student work, including all of its forms (contact hours, training, projects, field work, study, assessment).

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- |                                       |                                    |                         |                         |                                    |                                    |                                    |                                 |
|---------------------------------------|------------------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning                  | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Other                                 | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- |                                       |                         |                         |                         |                         |                         |                         |  |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

Decree-Law 42/2005, 22nd of February.

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- |   |  |                               |                               |                              |                           |                                 |
|---|--|-------------------------------|-------------------------------|------------------------------|---------------------------|---------------------------------|
| Percentage of higher education institutions | <input checked="" type="radio"/> 100 % | <input type="radio"/> 76-99 % | <input type="radio"/> 51-75 % | <input type="radio"/> 1-50 % | <input type="radio"/> 0 % | <input type="radio"/> No answer |
| Percentage of programmes                    | <input checked="" type="radio"/> 100 % | <input type="radio"/> 76-99 % | <input type="radio"/> 51-75 % | <input type="radio"/> 1-50 % | <input type="radio"/> 0 % | <input type="radio"/> No answer |

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

**L40.1. Please specify**

**L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?**

Yes

**L41.1. What is the number of hours per credit?**

25 to 28

**L42. 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.)**

Yes, in the majority (50-99%) of programmes

**L43. 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.)

**L43.1. Does your country take specific support measures on the national level?**

Decree-Law 74/2006, 24th of March, amended by Decree-Law 115/2013, 7th of August, defines the learning outcomes in terms of objectives and competences that must be acquired in each cycle, but it is up to the institutions to ensure its implementation and to the Agency for Assessment and Accreditation of Higher Education to assess whether they are successfully implemented.

**L44. Does national policy steer student assessment procedures to focus on learning outcomes?**

No

**L45. 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

**L45.1. Please indicate the approximate percentage that participate**

Training is promoted by some institutions for their own staff.

**L45.2. Please specify for which members of academic staff training programmes are offered**

**L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?**

Yes

**L46.1. 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 accreditation by the Agency for Assessment and Accreditation of Higher Education (A3ES – www.a3es.pt).

**L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here**

**L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?**

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs



- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

Portuguese and English

L53. The Diploma Supplement is issued...

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Decree-Law 74/2006, 24th of March, amended by Decree-Law 115/2013, 7th of August, articles 41 to 43.

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer
- Awarding joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer
- Recognition of QA decisions on joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer
- Participate in joint programmes  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...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

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "1"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "55"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "44"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

**L60.1. Please explain briefly and mention/link to the source of this information**

**L61. Comments**

**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. 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

**L62.1. Please provide the date when the step was completed.**

03-06-2011

**L62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

Yes

**L62.3. Please provide the link to the website:**

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

[www.anqep.gov.pt](http://www.anqep.gov.pt)

**L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

Other (please specify)

EQF level 3

**L64. Have you referenced your higher education qualifications against EQF levels?**

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

**L64.1. Please provide a reference to official documents**

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

**L65. Have you referenced your short-cycle higher education qualifications against EQF levels?**

Yes: short-cycle qualifications have been referenced against EQF level 5

**L65.1. Please provide a reference to official documents**

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

**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Other (please specify)

1) In Portugal academic recognition of foreign higher education qualifications are regulated by two legal diplomas, Decree-Law 283/83, 21st of June and Decree-Law 341/07, 12th of October base on different procedure:

(i)The system of equivalence /recognition (Decree-Law 283/83) is based on the scientific re-evaluation of the work carried out by the applicant with the view to obtaining the foreign qualification and on a case by case basis assessment of the syllabus, duration and merit of the study programme presented by the applicant. According to this diploma only higher education institutions are incumbent to decide upon the awarding of the equivalence /recognition.

(ii)The regime set up by Decree-Law 341/07 is based on the principle of mutual trust for the registration of the diploma and establishes a system of automatic recognition of foreign academic degrees of a level and nature identical to the Portuguese degrees of licenciado, mestre and doutor.

Under this regime both public higher education institutions and the Directorate General for Higher Education are entitled to recognise the foreign degree to the corresponding Portuguese of licenciado, mestre and doutor.

1.1) - Good Practice

The approval in 2007 of a new legal diploma allowing the recognition of degrees by means of a simplified process was considered an innovative measure and thus considered a good practice case of recognition fostering the free mobility of graduates that obtained their degrees abroad enable them to develop further studies as well as research or professional activities.

**L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?**

Other (please specify)

2) This is an area that really needs a greater involvement of the higher education sector in order to overcome remaining obstacles considering the importance of the free movement of highly qualified professionals. Directive 2013/55/EU of 20 November came to modernize Directive 2005/36/EC and reaffirm the philosophy of mutual recognition and trust between Member states.

**L68. Which of the following statements is specified in national legislation?**

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

**L68.1. Please provide a reference to the relevant legislation**

Decree-Law 283/83 21st of June

Decree-Law 341/07 12th of October

**L68.2. What measures exist to ensure that these legal statements are implemented in practice?**

There are available online public and transparent tools with updated information and data on this subject.

<http://www.dges.mctes.pt/DGES/pt/Reconhecimento/NARICENC/Reconhecimento+Académico/DRMCI/>

**L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L69.1. Please specify**

Students holding a qualification from another country must hold a certificate equivalent to the Portuguese secondary school leaving certificate. Foreign secondary exams must be equivalent to Portuguese national exams. Students coming from foreign secondary education systems that are equivalent to the Portuguese secondary system can replace national exams by exams of the home country.

**L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L70.1. Please specify**

According to Decree-Law 341/2007 the recognition of a foreign academic degree of a level and nature and with objectives identical to the degrees of Licenciado may apply to the 2nd cycle.

**L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L71.1. Please specify**

According to Decree-Law 341/2007 the recognition of a foreign academic degree of a level and nature and with objectives identical to the degrees of Licenciado may apply to the 2nd cycle.

**L72. Do higher education institutions typically:**

Other

**L72.1. Please explain**

In Portugal there are two different regimes for the recognition of foreign higher education degrees (Decree-Law 341/07 and Decree-Law 283/83 according to which the competences fall exclusively under the responsibility of the academic bodies of the Portuguese higher education institutions and another regime that enables not only public higher education institutions but also the Directorate General for higher education to grant recognition.

According to the legislation in force it is important to explain that under the Decree Law 341/07 12th of October both academic bodies of the public higher education institutions and the Directorate General for Higher Education have competences to award Portuguese degrees based on General Decisions that list the foreign academic degrees of a level and nature and with objectives identical to the degrees of licenciado, mestre and doutor awarded by Portuguese higher education institutions granting their holders entitlement to all the rights resulting from these academic degrees.

As far as Decree-Law 283/83 is concerned only the competent academic bodies of the higher education institutions have competences to decide upon recognition of academic qualifications by means of casuistically assess merit.

**L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level****L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

Decree-law 42/2005, 22nd of February, with the changes introduced by Decree-law 107/2008, 25th of June (<http://www.dges.mctes.pt/NR/rdonlyres/2A5E978A-0D63-4D4E-9812-46C28BA831BB/1131/DL422005.pdf>), specifies, in its Chapter IV the conditions for mobility periods, namely the necessity to celebrate a learning agreement before the mobility is initiated. This learning agreement should contain information such as how which curricular units will be replaced the units realized during the mobility period and the criteria used for the grade conversion.

Decree-law 74/2006, 24th of March, approving new rules on access between cycles, joint degrees and recognition of national and foreign prior learning, including non-formal and informal learning, with the changes introduced by Decree-Law 107/2008, 25th of June, Decree-Law 230/2009, 14th of September and Decree-Law 115/2013, 7th of August, refers to national and international mobility, namely on its Chapter VII, article 44 which relates to the mobility of students ensured through the European credit transfer and accumulation system based on the principle of mutual recognition of the value of training and the acquired competences. (<http://dre.pt/pdfs/dip/2013/08/15100/0474904772.pdf>).

**L74. Comments**

## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

#### II.1.1. Please specify

### II.2. 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

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

#### II.3.1. Please specify the normal impact of an external review

### II.4. Does the agency cover:

All higher education institutions

#### II.4.1. Considered together, do the agencies cover:

### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

Yes

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |  |                                      |                          |                                     |                                 |
|--|--------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| Teaching                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision                    | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes                           | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice                | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

<http://www.a3es.pt/cn/accreditation-and-audit/guidelines>  
<http://www.a3es.pt/en/accreditation-and-audit/normative-framework>

#### II.8.3. Additional comments

**II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?**

Yes, some institutions are able to choose

**II.9.1. Please explain the differences**

**II.9.2. Please specify which institutions are able to choose**

Depends on the previous agreement of the national agency. The Executive Board may accept, within the framework of the national system of assessment and accreditation, the results of assessment or accreditation procedures requested by the higher education institutions from other national or foreign quality assurance bodies

**II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?**

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

**II.10.1. How many higher education institutions have used this opportunity?**

It is a case by case decision. For instance the Agency has accepted ABET accreditations, or the results of EQUIS.

**II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?**

No, QA agency decisions are not recognised.  
National accreditation is mandatory. However the agency has participated in the JOQAR project of ECA and would support this development.

**II.11.2. Please specify**

**II.12. Additional comments**

**II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:**

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
  - Yes, for an application to EQAR
  - Yes, for the purpose of ENQA membership
  - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
  - No

**II.15. Is there a formal requirement that students are involved**

- In governance structures of national QA agencies**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the preparation of self evaluation reports**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.15.1. Please specify**

**II.16. Is there a formal requirement that international peers/experts are involved?**

- In governance structures of national QA agencies?**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As full members in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As observers in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In the decision making process for external reviews**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In follow-up procedures**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

**II.16.1. Please specify**

**II.17. Is there a formal requirement that academic staff are involved**

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.17.1. Please specify**

**II.18. Is there a formal requirement that employers are involved**

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**

Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer  
In the decision making process for external reviews  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer  
In follow-up procedures  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.18.1. Please specify**

**II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

**II.20.1. Please specify these requirements and the relevant source**

[http://www.a3es.pt/sites/default/files/Law\\_38-2007.pdf](http://www.a3es.pt/sites/default/files/Law_38-2007.pdf)

**II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?**

Higher education institutions

**II.21.1. Please specify**

**II.22. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes

**II.22.1. Please specify**

**II.23. is there a requirement for students to be involved in the preparation of self evaluation reports?**

- Yes  
 No  
 In some cases

**II.23.1. Please specify**

**II.24. is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

Yes

**II.24.1. Please specify**

**II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

0%  
No data Available

**II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?**

0%  
No Data Available

**II.26.1. Please describe what kind of arrangements are in place.**

**II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

0%  
No Data Available

**II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**

0%  
No Data Available.  
It is a legal obligation although institutions do not frequently comply. However all reports are available at the Agency's site.  
<http://www.a3es.pt/acreditacao-e-auditoria/resultados-dos-processos-de-acreditacao>  
[http://www.a3es.pt/sites/default/files/Law\\_38-2007.pdf](http://www.a3es.pt/sites/default/files/Law_38-2007.pdf)  
Examples: <http://www.a3es.pt/pt/resultados-acreditacao/psicologia-37>  
<http://www.a3es.pt/pt/resultados-acreditacao/educacao-4>  
<http://www.a3es.pt/pt/resultados-acreditacao/educacao-fisica-e-desporto-escolar-0>

**II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?**

Yes

**II.29.1. Please explain**

## Data entry: (III\_Social\_dimension)

**III. Policy background:** In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

#### III.1.1. Please indicate these measures in the form of bullet points:

- Scholarships;
- Special quota for the disabled people;
- Access to those aged over 23;

### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

#### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE  
 student population participating in HE  
 student population completing HE  
 graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

#### III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

#### III.2.4. Comments

### III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

#### III.3.1. Please provide a short description of the mechanisms in place:

There is an annual statistical inquiry, called RAIDES, endorsed to all higher education institutions about the students enrolled in higher education and graduates. The annual results of such inquiry are published in [www.dgeec.mec.pt/](http://www.dgeec.mec.pt/).

#### III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE

Disability:During HE studies

Disability:At graduation

Disability:After graduation

Labour market status prior to the entry to HE:At entry to HE

Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="1"/>
Age:During HE studies	<input type="text" value="1"/>
Age:At graduation	<input type="text" value="1"/>
Age:After graduation	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="1"/>
Socio-economic background:At entry to HE	<input type="text" value="0"/>
Socio-economic background:During HE studies	<input type="text" value="0"/>
Socio-economic background:At graduation	<input type="text" value="0"/>
Socio-economic background:After graduation	<input type="text" value="0"/>
Gender:At entry to HE	<input type="text" value="1"/>
Gender:During HE studies	<input type="text" value="1"/>
Gender:At graduation	<input type="text" value="1"/>
Gender:After graduation	<input type="text" value="1"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="0"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to HE	<input type="text" value="1"/>
Other characteristics:During HE studies	<input type="text" value="1"/>
Other characteristics:At graduation	<input type="text" value="1"/>
Other characteristics:After graduation	<input type="text" value="1"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

Nationality

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="1"/>



- agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

**III.5.1. Please specify which other organisation monitors the composition of the student body**

**III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:**

**III.5.3. Comments**

**III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?**

- ...collect data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer
- ...publish data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

**III.6.1. Please specify which data cannot be collected or published and why.**

Personal data can be collected but can not be published.

**III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?**

**III.7.1. How are these results published?**

Information is aggregated

**III.7.2. Please provide details on where the results of the monitoring activities can be consulted.**

The results of the annual monitoring activities focus on different stages. They are available and can be consulted in the following website: [www.dgeec.mec.pt/](http://www.dgeec.mec.pt/)

**III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?**

- The main changes in the composition of the student body during the last ten years (from 2002/2003 to 2012/2013 for the enrolled students and from 2001/2002 to 2011/2012 for the graduates) have been:
  - The number of students enrolled in public education increased by 4.5%.
  - The number of students enrolled in private education decreased 39.0%.
  - From 2004/2005 were offered courses of ISCED 4 level, representing the students of the CET 2.0% of the total in 2011/2012.
  - In the area of Education the number of students decreased by 59%, while the number of students enrolled in the area of Health and Social Protection has increased 26%.
  - The number of male students enrolled decreased 0.1% while the number of female students is decreasing 13%.
  - In 2012/2013 99% of students attended education suited to the Bologna process.
  - The number of students enrolled in international mobility programs increased by 25% between 2011/2012 and 2012/2013.
  - The number of graduates in public education increased by 73%.
  - The number of graduates in the private education decreases 4%.
  - Since 2005/2006 there are graduates of the ISCED 4 level courses, representing 4.3% of all degrees in 2011/2012.
  - In the area of Education the number of diplomas decreased 31% and in Agriculture the number of diplomas decreased 11% while in Engineering, Manufacturing and Construction and Industries the number of diplomas has increased 101%.
  - The number of male students, who obtained a diploma of higher education, increased 76.9% between 2001/2002 and 2011/2012, and the number of female students increased

**III.9. Please choose the statement that best describes your country-specific situation:**

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities  ▼
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities  ▼
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities  ▼
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities  ▼
- no guaranteed right to higher education:Universities  ▼
- no guaranteed right to higher education:HEIs other than universities  ▼

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities  ▼
- Level of achievement in standard entry requirements:HEIs other than universities  ▼
- Entry examinations for all programmes:Universities  ▼
- Entry examinations for all programmes:HEIs other than universities  ▼
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities  ▼
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities  ▼
- Other:Universities  ▼
- Other:HEIs other than universities  ▼

III.10.1. Please specify which other criteria apply:

To access higher education, students are selected through a combination of grades obtained in secondary education and in specific exams.

III.10.2. Comments

III.11. 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).

Route 1 "Secondary Education"

III.11. 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).

Route 2 "Vocational Education and Training"

III.11. 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).

Route 3 "Without Formal Certification"

III.11. 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).

Route 4 ""

III.11. 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).

Route 5 ""

III.12. The different routes are opening access to...

- {III\_11\_SQ001}  all HEIs /HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ002}  all HEIs /HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ003}  all HEIs /HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ004}  all HEIs /HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ005}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III\_11\_SQ001};% of students entering HE through this access route  
 {III\_11\_SQ001};Official data based on central level monitoring, including surveys  
 {III\_11\_SQ001};Estimates  
 {III\_11\_SQ001};Impossible to say (no official data and impossible to estimate) x  
 {III\_11\_SQ002};% of students entering HE through this access route  
 {III\_11\_SQ002};Official data based on central level monitoring, including surveys

{III\_11\_SQ002}:Estimates  
{III\_11\_SQ002}:Impossible to say (no official data and impossible to estimate) x  
{III\_11\_SQ003}:% of students entering HE through this access route  
{III\_11\_SQ003}:Official data based on central level monitoring, including surveys  
{III\_11\_SQ003}:Estimates  
{III\_11\_SQ003}:Impossible to say (no official data and impossible to estimate) x  
{III\_11\_SQ004}:% of students entering HE through this access route  
{III\_11\_SQ004}:Official data based on central level monitoring, including surveys  
{III\_11\_SQ004}:Estimates  
{III\_11\_SQ004}:Impossible to say (no official data and impossible to estimate)  
{III\_11\_SQ005}:% of students entering HE through this access route  
{III\_11\_SQ005}:Official data based on central level monitoring, including surveys  
{III\_11\_SQ005}:Estimates  
{III\_11\_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.  
 Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.  
 No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

Technological specialization courses that lead to a technological specialization diploma which, according to National Qualification Framework, correspond to level 5 of qualification.

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in all higher education institutions/programmes.

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

Access to the first cycle by those aged over 23 (Decree-Law 64/2006, 21st of March).

Access conditions to the second and third cycles by non holders of a degree diploma (Decree-Law 74/2006, 24th of March, amended by Decree-Law 115/2013, 7th of August, articles 17 and 30).

III.19. Please choose the statement that best applies to your country-specific situation:

Access to the recognition procedures is a legal right for candidates and all/some HEIs (as indicated above) must provide relevant procedures.

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements  
 Yes, steering documents refer to requirements related to the duration of prior professional experience  
 Yes, steering documents refer to other requirements  
 No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

To be over 23 years old.

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

Decree-Law 64/2006, 21st of March.

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Information impossible to provide (no official data available and impossible to estimate)

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

There is an ongoing program "Retomar" that aims at reducing school dropout and at the same time attract students to the Portuguese higher education system through a specific non refundable line. The recent creation of short cycle courses in higher Education, with a strong professional basis, will be an important instrument for the attraction of students who left the education system and that were not oriented to the traditional courses offer.

III.23.2. Please also provide the full reference(s) to all relevant document(s):

Plan Options (<http://app.parlamento.pt/webutils/docs/doc.pdf?path=6148523063446f764c3246795a5868774d546f334e7a67774c336470626d6e7561574e7059585270646d467a4c31684a535339305a58683062334d76634842734d5463334c56684a5353356b62324d3d&fich=pp1177-XII.doc&Inline=true>).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s):

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Yes, underrepresented groups of students are targeted

III.25.1. Please specify the groups of students that are targeted:

The main target is to increase higher education enrollment and attract students from low income and underrepresented groups, in particular disadvantaged students.

III.25.2. Please also provide the full reference(s) to all relevant document(s):

lan Options (<http://app.parlamento.pt/webutils/docs/doc.pdf?path=6148523063446f764c3246795a5868774d546f334e7a67774c336470626d6e7561574e7059585270646d467a4c31684a535339305a58683062334d76634842734d5463334c56684a5353356b62324d3d&fich=pp1177-XII.doc&Inline=true>).

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

In order to guarantee the eligibility to scholarships and bank loans there should be progression in studies.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Rules for the attribution of scholarships to students in higher education (Order 8442-A/2012, 22nd of June, amended by Order 627/2014, 14th of January).

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

Yes

III.29.1. Please provide details:

A few studies have been carried out by higher education institutions in order to analyse the reasons for dropout and to promote best practices for student completion. According to the Resolution of the Parliament 60/2013, 18th of April, the Government shall prepare an annual report on dropout in higher education. The National Education Council has recommended to the institutions and the Government the adoption of measures to prevent dropout, promote reentry and conclusion of studies for students in higher education and develop ways of attracting new students.

III.29.2. Please also provide the full reference(s) to all relevant document(s):

[http://www.cies.iscte.pt/np4/?newsId=453&fileName=CIES\\_WP157\\_Estevao\\_e\\_Alvaes.pdf](http://www.cies.iscte.pt/np4/?newsId=453&fileName=CIES_WP157_Estevao_e_Alvaes.pdf)  
<http://www.opest.uip.pt/pdf/RELATORIOIFPUL.pdf>  
[http://etes.cies.iscte.pt/Ficheiros/relatorio\\_ETES\\_III.pdf](http://etes.cies.iscte.pt/Ficheiros/relatorio_ETES_III.pdf)  
<http://www.dre.pt/pdfs/2013/04/07600/0226502265.pdf>  
<http://dre.pt/pdfs/dip/2013/07/13400000/2211422116.pdf>

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle  
 Yes, at the end of the 2nd cycle  
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

### III.31.2. Comments

#### Comments:

Since 2011-2012, in the annual statistical inquiry to higher education institutions about the students enrolled in higher education and graduates, the registration of students is individual, so currently it is possible to calculate dropout rates using the so-called "true cohort methods". According to this approach, all enrollees in the first cycle for the first time in each institution/course are considered, and individually following the students, it is possible to determine what percentage got the diploma and what percentage has dropped out after a given number of years. The dropout indicators calculated by the "true cohort methods" are more accurate and allow obtaining dropout rates for each institution/course, besides the overall rates for the higher education system.

Please also provide the full reference(s) to relevant document(s).

### III.32. In your country, are completion rates calculated for underrepresented groups of students?

Please choose.. ▼

#### III.32.1. Please specify for which underrepresented groups data is calculated:

#### III.32.2. Please also provide the full reference(s) to relevant document(s):

### III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not available

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available

Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent available year:Year

Completion rate of programmes not divided into two cycles, most recent available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not available

### III.34. Comments

### III.35. Are student drop-out rates systematically measured in your country?

No, drop-out is not measured

#### III.35.1. Please also provide the full reference(s) to relevant document(s):

### III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Please choose.. ▼

#### III.36.1. Please specify for which groups data is calculated:

#### III.36.2. Please also provide the full reference(s) to relevant document(s):

### III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

#### III.37.1. Please specify

### III.38. Are data on drop-out rates publicly available in your country?

No ▼

#### III.38.1. Please specify by which organisation and how frequently:

#### III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

- Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in first year of 1st cycle programmes, most recent available year:Year
- Drop-out in first year of 1st cycle programmes, most recent available year:not available
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available
- Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in 1st cycle programmes, most recent available year:Year
- Drop-out in 1st cycle programmes, most recent available year:not available
- Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring
- Drop-out in 1st cycle programmes 5 years earlier:Year
- Drop-out in 1st cycle programmes 5 years earlier:not available
- Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in 2nd cycle programmes, most recent available year:Year
- Drop-out in 2nd cycle programmes, most recent available year:not available
- Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring
- Drop-out in 2nd cycle programmes 5 years earlier:Year
- Drop-out in 2nd cycle programmes 5 years earlier:not available
- Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring
- Drop-out in programmes not divided into two cycles, most recent available year:Year
- Drop-out in programmes not divided into two cycles, most recent available year:not available
- Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring
- Drop-out in programmes not divided into two cycles 5 years earlier :Year
- Drop-out in programmes not divided into two cycles 5 years earlier :not available

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

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

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

### III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

NO

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

No

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

### III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

## Data entry: (IV\_Fees\_support\_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. 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.

IV.1. 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!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 1037,20 (2012/2013); 1065,72 (2013/2014)  
1st cycle:Minimum amount 630,50  
1st cycle:Maximum amount 1037,20 (2012/2013); 1065,72 (2013/2014)  
2nd cycle:Most common amount no data  
2nd cycle:Minimum amount no data  
2nd cycle:Maximum amount no data

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount  
1st cycle:Minimum amount  
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount  
2nd cycle:Minimum amount  
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

All students pay fees

IV.5. Concerning fees, are international students treated differently in your country from home students?

No ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount  
1st cycle international students:Minimum amount  
1st cycle international students:Maximum amount  
2nd cycle international students:Most common amount  
2nd cycle international students:Minimum amount  
2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

1st cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.



IV.10. Please shortly describe what kinds of student financial support are offered in your country.

It is offered, as a financial support to HE students, public grants and loans.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

All public financial support is portable.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 25

% of students receiving grants:Second cycle 20

IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

No

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

**IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).**

About 3% of the total HE students.

**IV.19. Can students use loans for studying abroad?**

All loans are portable

**IV.20. Are there any additional requirements for using the loan abroad?**

No

**IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.**

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

**IV.21.1. If there is more than one type of loan, please specify:**

**IV.21.2. Which other requirements exist?**

**IV.22. Additional comments on public grants and loans**

**IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.**

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

**IV.24. Is there any additional public financial support for studying abroad?**

Yes

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle credit mobility:Travel costs	<input type="text" value="1"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="1"/>
1st cycle credit mobility:Language courses	<input type="text" value="0"/>
1st cycle credit mobility:Other	<input type="text" value="0"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="1"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle degree mobility:Travel costs	<input type="text" value="1"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="1"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="1"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
1st cycle credit mobility:Travel costs	<input type="text" value="1"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="1"/>
1st cycle credit mobility:Language courses	<input type="text" value="1"/>
1st cycle credit mobility:Other	<input type="text" value="0"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="1"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle credit mobility:Language courses	<input type="text" value="1"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
1st cycle degree mobility:Travel costs	<input type="text" value="1"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="1"/>
1st cycle degree mobility:Language courses	<input type="text" value="1"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="1"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle degree mobility:Language courses	<input type="text" value="1"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

Erasmus Grants and Adicional Erasmus Grants for students benefiting from a social public support

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

**IV.29.1. If there is more than one type of grant or loan, please specify:**

**IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:**

**IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:**

<http://www.dges.mctes.pt/NR/rdonlyres/9D51C8C7-F4D2-4AA8-83BC-E4CFBD7BF48D/7694/egm2014.pdf>

**IV.31. Additional comments**

**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

Student

**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

**IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

<http://www.fct.pt/apoios/bolsas/>  
<http://www.fct.pt/apoios/programasdoutoramento/>

**IV.34. Please explain any differences in the fees that third cycle candidates 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.**

Fees arwe set by HEL.

**IV.35. Additional comments on doctoral education**

## Data entry: (V\_Employability)

**V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?**

Yes ▼

**V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).**

Law 62/2007 (Legal framework of HEI) states:

Article 24 (HEI must support the integration of their students into the labour market) - Nr. 1 a) and b) by taking steps to make it possible for students to attend a HEI while working (for instance allowing for proportioned tuition fees for students enrolled in less curricular units; c) by supporting students in their efforts to enter the labour market. Nr. 2 HEI must gather and provide data on employment of their graduates, as well as on their careers.

Article 29, g) the Ministry of Education and Science must have a database on the employability of graduates.

Note: the Directorate-General for Higher Education has information available, at their website, on courses available at each HEI, either public or private, as well as unemployment rates for the respective professional field. However, there is a gap between official unemployment (registered) and the real situation, since several students do not register or do internship after internship, especially in the current severe economic crisis.

Article 159, h) HEI must produce an Annual Report mentioning, among other features, the employability rates of their graduates.

Article 162, j) HEI must publicise employability rates per course.

Yearly an Order is issued containing guidelines on the quota for HEI 1st cycles. These guidelines consider the number of graduates registered at the Employment Centres, which have obtained their degree in the previous 6 years, per HEI/course, according to the following formula:  $ICEp/Dp * 100$  (ICEp relates to the number of graduates registered in the Employment Centres and Dp refers to the number of graduates).

**V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?**

No ▼

**V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).**

**V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?**

No ▼

**V.2.1. Are there initiatives in labour market/skills forecasting on national level?**

Please choose.. ▼

**V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?**

Please choose.. ▼

**V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).**

**V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Please choose.. ▼

**V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).**

**V.3. In your country, are employers involved in higher education planning and management?**

Yes ▼

**V.3.1. How are they involved?**

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| Curriculum development in higher education   | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching   | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs  | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

**V.3.2. Please provide the details and the source of evidence here.**

<http://www.dges.mctes.pt/NR/rdonlyres/2A5E978A-0D63-4D4E-9812-46C28BA831BB/1129/L622007.pdf>, namely article 81

**V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.**

Due to the autonomy of HEI, either from a business, academic or scientific management point of view, it is up to each HEI to involve employers or professional associations in curriculum development, teaching and other aspects.

However, the new short-cycle 2 year courses decree-law (43/2014) beginning next school year implies the mandatory submission, within the registry process, of reports/opinions by employers and professional associations.

**V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?**

Yes

**V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).**

Some HEI institutions submit projects to EU funding (QREN, for instance).

**V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?**

Yes

**V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).**

Some HEI, either private or public, work closely with employers (sometimes industrial clusters) in order to develop viable business projects that add to a course's visibility and therefore to an increase in employability rates of graduates. Some of these projects may even result in spin-offs.

Other HEI associate with businesses in order to provide specialised settings for students in I&D projects (PhD, for instance). One such case is the Business Doctorate Programme in Refining, Petrochemical and Chemical Engineering, promoted by 5 public universities and Galp Energia (<http://www.galpennergia.com/EN/sustainability/innovation-and-technology/scientific-and-university-partnerships/Paginas/cngiq-business-doctorate-programme.aspx>).

Some programmes (especially regarding regulated professions) are also designed to offer a minimum number of years /ECTS and/or supervised practical classes and internships, sometimes in rotation, usually resulting from negotiations with professional associations.

**V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).**

**In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?**

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

**V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).**

The regulatory framework is scattered, usually by professional area – e.g. Nursing.

**V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.**

1st cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer

**V.4.2.1. Please provide the source information here.**

**V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?**

Yes, in some higher education institutions/programmes

**V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

**V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

Within the short-cycle programme internships are mandatory (curricular) and therefore partially public funded (students still pay a tuition fee). Moreover, all internships and supervised practical classes within professional contexts, if curricular, are also funded.

**V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?**

No

**V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).**

**V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?**

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

**V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).**

**V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?**

No

**V.6.1. Are there tracer studies conducted on national level?**

Please choose..

**V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.6.1.2. Are there tracer studies conducted on regional level?**

Please choose.. ▾

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Please choose.. ▾

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Please choose.. ▾

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

## Data entry: (VI\_Lifelong\_learning)

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

No ▼

**VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):**

**VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:**

Lifelong Learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong Learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life.

**VI.2. Is lifelong learning a recognised mission of higher education institutions?**

Yes, all institutions

**VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:**

It is a way 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. According to the autonomy of the HEI that can establish their own requirements within the terms defined by the Decree-Law 64/2006 and Decree-Law 393-B/99 in order to guarantee to their students crediting of prior learning, non-formal and informal professional experience.

**VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:**

**VI.2.3. If necessary, please provide comments here:**

**VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.**

**Formal HE programmes provided under flexible arrangements**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Non-formal courses open to all (e.g. languages)**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Preparatory courses for HE entrance examinations**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Professionally-oriented upgrading of already achieved qualifications**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Tailor-made provision for industry**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?**

No ▼

**VI.3.2. Please specify which forms and provide % of HE institutions involved.**

**VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.**

**VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

Yes ▼



**VL4.1. Please explain these restrictions.**

Decree-Law 115/2013 that amends Decree-Law 74/2006 limited the crediting of prior learning and professional experience.

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "100"

**VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

**Comments:**

The budget is directly linked with the number of students enrolled in Higher Education Institutions regardless if they are students in Lifelong Learning or not.

**VL5.2. If you have any further comments regarding this section, please provide them here:**

**VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

**VL6.1. Please provide a short description of specific policy measures that exist in your country.**

There are flexibility measures, for instance for part-time students, working students, distance learning students, Top-Level Athlete Student, Association Leader Student and they there is more flexible study programmes.

**VL7. Which of the statements on student statuses best describes the situation in your country?**

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

**VL7.1. Please explain what student statuses exist in your country and how you define them.**

Full-time Student; Worker Student; Top-level Athlete Student; Association Leader Student.

**VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.**

**VL7.3. Please indicate which fees apply to students studying part-time.**

Students studying part-time pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements

**VL7.4. Please indicate which fees apply to de facto part-time students.**

**VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

Students studying part-time are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements. To be eligible to the grant Part-time Students should be enrolled at least in 30 ECTS according to the Article 5th, point d) of the Order 8442-A/2012.

**VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

**VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

No ▼

**VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

**VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study. It depends on HEI Regulation (Article 11º, nº 1 and 4 of the Law 62/2007, 10th of September and Article 46º-C, nº2, Decree-Law 115/2013, 7th of August).

**VL9.1. If you have any further comments regarding this section, please provide them here:**

**VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

Yes  
Decree-Law 74/2006 subsequently amended by the Decree-Law 115/2013 assures the recognition of formal and non-formal education.

**VL10.1. Please choose the statement that best applies to your country-specific situation.**

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures. Legislation expressly obliges HEI to implement procedures for validation of non-formal and informal learning.

**VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits). By the Portuguese law, (Decree-Law 115/2013) only one third of the total amount of credits regarding non-formal and informal learning can be taken into account/accredited towards fulfilment of a higher education study programme.

**VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

**Please also specify whether this possibility is commonly used in practice.**

**VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.**

Decree-Law 74/2006 subsequently amended by Decree-Laws 107/2008, 230/2009 and Decree-Law 115/2013.

**VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?**

Yes

**VL10.4.1. Please specify these requirements.**

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

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.

**VI.10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?**

There are no official data and it is impossible to provide estimates

**VI.10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).**

**VI.10.5.2. Please indicate the source and the reference year.**

**VI.10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?**

There are no official data and it is impossible to provide estimates

**VI.10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.**

**VI.10.6.2. Please indicate the source and the reference year.**

**VI.10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.**

**VI.10.6.3. If you have any further comments regarding this section, please provide them here:**

**VI.11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?**

No ▼

**VI.11.1. Please specify what they are.**

## Data entry: (VII\_Internationalisation\_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

The program of the XIX Constitutional Government  
National Reform Plan 2014

Strategic Guiding Lines for Higher Education (doc under public consultation : <http://www.portugal.gov.pt/pt/os-ministerios/ministerio-da-educacao-e-ciencia/documentos-oficiais/20140510-mec-estrategia-ens sup.aspx>)

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

0%

7.3.3.1. Please provide a source for this information:

No Data Available

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

0%

7.3.4.1. Please provide a source for this information:

No Data Available

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility 20%

Credit mobility:Incoming mobility

Degree mobility:Outgoing  
mobility

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No ▼

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

No ▼

7.5.1. Please specify:

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No ▼

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "0.8"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "1"

7.11. Does your country have main regions of operation for international student mobility?

No

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

No

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically

- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

No ▾

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No ▾

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

**7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:**

Specific study cycles  Yes  No  No answer

Specific fields of studies  Yes  No  No answer

Credit mobility  Yes  No  No answer

Degree mobility  Yes  No  No answer

**7.14.1. Please specify:**

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

Several measures have been introduced to increase the attractiveness of Portuguese higher education. Within this context, a global strategy for internationalisation is being developed, as previously mentioned and therefore in the near future further mechanisms will be implemented in order to overcome some of the obstacles already referred to. At present, and regarding incoming mobility, a special regime regulating the access of international students (outside the EU) has been approved with the view to facilitate the access to our institutions of students from all around the world. It should be mentioned that despite the financial cuts, the government has maintained supplementary support for Erasmus students, namely those with socioeconomic disadvantages. Incoming students also benefit from the same conditions as national students in terms recognition of grades previously obtained while applying to course change and/or transfer.

**7.16. Has your country monitored the effects of these measures/programmes?**

No

**7.16.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.16.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.16.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.17. Comments:**

**7.18. Do you have a central website which provides information about all mobility schemes for national and international students?**

Yes

**7.18.1. Please provide a link to the website:**

[http://www.dges.mec.pt/en/pages/dmci\\_pages/mobility/mobility.html](http://www.dges.mec.pt/en/pages/dmci_pages/mobility/mobility.html)

**7.18.2. Is the website linked to Bologna website?**

Yes

**7.19. Do your national institutions/agencies responsible for internationalisation:**

Provide information exclusively on national programmes and higher education institutions

At the moment we don't have an institution or agency responsible for the internationalisation, but the Portuguese Directorate General for Higher Education has been deeply committed in providing information on national and international programmes. Additionally, many Portuguese Higher Education Institutions have also specific sections/offices that provide information and assistance to outgoing and incoming students.

**7.19.1. Please provide a link to such information:**

**7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?**

Yes

**7.20.1. Do students have to pay additional fees?**

Please choose..

**7.20.2. Are there any other differences? Please specify:**

**7.21. Comments:**

**7.22. Since 2012, has your higher education minister participated in:**

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

**7.22.1. Please specify with which countries:**

Both the Director-General for Higher Education and a representative of the Office of the Secretary of State for Higher Education represented Portugal in the 2012 Bologna Policy Forum on behalf of the Minister of Education and Science and the Secretary of State for Higher Education.

**7.22.2. What were the main higher education issues addressed in these events?**

**7.23. Comments:**

**7.25. Are there national policy goals regarding staff mobility in higher education?**

No

**7.25.1. Please specify and provide reference:**

7.26. Are there any national mobility programmes for higher education staff?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.26.1. Please provide details and a link for further information on relevant programmes

<http://www.fct.pt/index.phtml.en>

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.27.1.1. Please specify any targets that exist:

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.27.2.1. Please specify any targets that exist:

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

[http://www.dgecc.mcc.pt/np4/Estat\\_Doutoramentos/%7BSeletServlctPath%7D/?newsId=134&fileName=Destaque\\_Doutoramentos.pdf](http://www.dgecc.mcc.pt/np4/Estat_Doutoramentos/%7BSeletServlctPath%7D/?newsId=134&fileName=Destaque_Doutoramentos.pdf)

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages  Yes  No  No answer
- Financial benefits  Yes  No  No answer
- Non-financial benefits  Yes  No  No answer
- Other  Yes  No  No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

7.30. Is there a website which provides information about all international mobility schemes for staff?



No

**7.30.1. Please provide a link:**

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Immigration restrictions "7"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Recognition issues "5"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Language issues "4"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of funding "3"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Administrative burden "2"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of personal motivation and interest "8"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Incompatibility of pension and/or social security systems "6"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Legal issues "1"

**7.31.1.1. Additional comments:**

Regarding the administrative burden we would highlight the difficulty to replace or assure the same performance of tasks of staff due to the shortage of Human Resources. On the Legal issues there is no legal framework for this mobility experience and also these periods are not recognised or valued in terms of career development.

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Immigration restrictions "7"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Recognition issues "3"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Language issues "4"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of funding "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Administrative burden "7"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of personal motivation and interest "6"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Incompatibility of pension and/or social security systems "5"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Legal issues "2"

**7.31.2.1. Additional comments:**

On the Legal issues there is no legal framework for this mobility experience and also these periods are not recognised or valued in terms of career development.

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

**7.33. Has your country monitored the effects of these measures/programmes?**

No

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**