The Bologna Process in Portugal
Where do we stand?
Facts & Figures
Some personal views on the Process

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To say what I am going to say...

1. The reform in Portugal - Structural Issues and main consequences
2. The reform in Portugal - More Facts and Figures
3. Some personal views of the Bologna Process for... 2020
Efforts and structure for promotion and implementation of the Bologna Process
I - November 2003 - February 2005

- Appointment of a National Coordinator of the Bologna Process
- National discussion
  - With public and private universities and polytechnic institutions
  - Identified 23 areas of knowledge, with appointment of discussion committees to prepare branch proposals
  - Very conservative proposals, resulting from total lack of understanding of the Process and from several cultural barriers
- Appointment of a (stable) Portuguese Delegate to the BFUG - Bologna Follow-Up Group
- Approval of the first group of Decree-Laws concerning Bologna

Efforts and structure for promotion and implementation of the Bologna Process
II - 2006 - July 2010

- National Bologna Follow-up Group
- National Bologna Experts
- National Delegate - BFUG Meetings
- Directorate General of Higher Education
- BFUG Working Groups
  - National Qualifications Frameworks
  - Quality Assurance
  - Social Dimension
  - Mobility
  - Employability
- Formal adapting of Study Cycles
  - DL no. 74/2006

Source: DGES
### Legal Reforms - I

- Regulatory principles and instruments for the creation of the European Higher Education Area - ECTS and Diploma Supplement (Decree-Law no. 42/2005 of 22nd February)
- Portuguese participation in the Erasmus Mundus Programme (Decree-Law no. 67/2005 of 15th March)
- Amendment of the Basic Law on the Educational System (Law no. 49/2005, of 30th August);
- Access of new publics (older than 23) to higher education (Decree-Law no. 64/2006 of 21st March)
- the new Legal Framework for Degrees and Diplomas (Decree-Law no. 74/2006, of 24th March, subsequently amended by Decree-Law no. 107/2008, of 25th June)
- the new Legal Framework for Technological Specialisation Courses (CETs) (Decree-Law no. 88/2006, of 23rd May)

### Legal Reforms - II

- Legal framework for quality assurance of higher education (Law no. 38/2007 of 16th August)
- The new Agency for Quality Assurance and Accreditation of higher education (Decree-Law no. 369/2007 of 5th November)
- the new Legal Framework for Higher Education Institutions (Law no. 62/2007, of 10th September);
- the new Legal Framework for the Mobility of Students and Graduates (Decree-Law no.40/2007, of 20th February)
- Student loans in higher education (Decree-Law no. 309-A/2007 of 7th September
- Recognition of foreign degrees (Decree-Law no. 341/2007 of 12th October)
The Bologna Reforms in Portugal, September 2010

Academic Degrees in Higher Education as a consequence of the application of Decree Law nº. 74/2006

Organogram of the Portuguese System of Higher Education after the Bologna Process

Source: DGES

The Bologna Process in Portugal - Figures & Facts
Figures - Total of programmes approved within the new legal framework

<table>
<thead>
<tr>
<th></th>
<th>First Cycles</th>
<th>Integrated Masters</th>
<th>Second Cycles</th>
<th>Third Cycles</th>
<th>Sum Total</th>
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<td></td>
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<td>Univ</td>
<td>Univ Polyt</td>
<td>Univ</td>
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<tr>
<td>Public</td>
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<td>566</td>
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<td>693</td>
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<td>474</td>
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<tr>
<td>Military</td>
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<td>21</td>
<td>0</td>
<td>0</td>
<td>43</td>
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<tr>
<td>Catholic University</td>
<td>97</td>
<td>10</td>
<td>198</td>
<td>47</td>
<td>352</td>
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<tr>
<td>Sum Total</td>
<td>1.888</td>
<td>147</td>
<td>2.257</td>
<td>578</td>
<td>4.870</td>
</tr>
</tbody>
</table>
## National higher education qualifications and corresponding cycles of the Bologna Framework and levels of the European Union EQF-LLL

<table>
<thead>
<tr>
<th>Higher Education Qualifications of the FHEQ-Portugal</th>
<th>Corresponding Bologna Framework Cycles</th>
<th>Corresponding European Union EQF levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degrees</td>
<td>Third cycle qualifications</td>
<td>8</td>
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<tr>
<td>Doctoral course diplomas</td>
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<td>Master’s degrees</td>
<td>Second cycle qualifications</td>
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<tr>
<td>Integrated Master’s degrees</td>
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<td></td>
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<tr>
<td>Master’s course diplomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licenciatura degrees</td>
<td>First cycle qualifications</td>
<td>6</td>
</tr>
<tr>
<td>Higher education short cycle diplomas / Technological Specialisation Diplomas</td>
<td>Short cycle qualifications (within or linked to the first cycle)</td>
<td>5</td>
</tr>
</tbody>
</table>

### Decree-Law no. 107/2008 Relevant amendments to Decree-Law no. 74/2006

- **Promotion of Lifelong Learning**
  - Authorization for registration in individual Units
  - Part-time studies

- **Definition of study programmes in terms of learning outcomes**

- **Requirement of annual reports by institutions on all developments and progress in Bologna issues**
The Bologna Reforms in Portugal, September 2010

Law no. 62/2007, of 10th September
the new Legal Framework
for Higher Education Institutions

- Promotion of new management concepts
- Three Universities became foundations in 2010
  - University of Porto
  - University of Aveiro
  - ISCTE - University Business School
- Challenge to university culture

SFA, F. CYD /CRUE, Santander, 10 September 2010
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Summarizing main changes...
and how changes took place...
I - Positive aspects(I)

- Main focus on first cycle studies with 180 ECTS
- Clearer picture for the binary system
  - First cycles in universities and polytechnics
  - Second cycles mainly (but not exclusively) in universities
- Positive solution in most areas of the regulated professions
  - health area, architecture, engineering, where first cycles are of 180 ECTS and second cycles are required for the profession
  - Exception are degrees in nursing and other technical degrees in the health area, where first cycles of 240 ECTS are the entry route for the professions
- Consolidation of Third Cycle programmes

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Summarizing main changes... and how changes took place...

I - Positive aspects (II)

- Reasonably smooth transition from the students’ point of view
- Major steps for positive changes in the management culture
- Improved mechanisms for recognition of foreign qualifications
- Globally, improved scenario for promotion of mobility and cooperation
- Higher Education institutions have understood that times are changing and are actively adapting their structures

II - … Not so positive aspects...

- Negative influence of economical issues in the original reforms
- Conservative positioning of academics in the reforms
  - Special difficulties with the professional association in the area of Law, where first cycles with 240 ECTS were implemented
- So far, limited changes in the substance - methods and curricula
- Limited success in launching the essential short courses with vocational profiles
- Limited progress in the implementation of quality assurance policies
To say what I am going to say...

1. The reform in Portugal - Structural Issues and main consequences
2. The reform in Portugal - More Facts and Figures

Democratization of Higher Education

No. of Students along the Years

Source: DGES
National Access to Higher Education
Candidates, Places available, Admitted

10 ‘Most Wanted’ degree programmes
(1ª Option)

<table>
<thead>
<tr>
<th>Curso</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>3.964</td>
<td>3.143</td>
<td>3.170</td>
</tr>
<tr>
<td>Nursing</td>
<td>3.376</td>
<td>2.724</td>
<td>2.579</td>
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<tr>
<td>Management</td>
<td>2.477</td>
<td>2.940</td>
<td>2.336</td>
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<tr>
<td>Law</td>
<td>1.855</td>
<td>2.362</td>
<td>2.530</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>1.363</td>
<td>1.704</td>
<td>1.341</td>
</tr>
<tr>
<td>Informatics Engineering</td>
<td>1.114</td>
<td>1.714</td>
<td>1.397</td>
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<tr>
<td>Economics</td>
<td>1.303</td>
<td>1.597</td>
<td>1.298</td>
</tr>
<tr>
<td>Psychology</td>
<td>1.343</td>
<td>1.117</td>
<td>1.417</td>
</tr>
<tr>
<td>Basic Education</td>
<td>1.210</td>
<td>0.998</td>
<td>1.196</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>849</td>
<td>1.286</td>
<td>1.206</td>
</tr>
</tbody>
</table>

Source: DGES
Registered students by scientific area and gender 2007-2008

Source: DGES

Regionalization of Higher Education (Regional Development)

Need for rationalization of the network of institutions

13 Public Universities + Open University

15 Public Polytechnic Institutes

Source: DGES
The Bologna Reforms in Portugal, September 2010

Private Institutions
8 large universities and 60 small institutions

Geographical distribution of CET (short courses)

Source: DGES
The Bologna Reforms in Portugal, September 2010

Internationalization
Foreign students, 2007-2008

Source: DGES

ERASMUS Mobility - 1987/2009

Source: DGES

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PT Erasmus outgoing

Source: DGES
ERASMUS Mobility
10+ Destination of Portuguese Students (2000-2009)

Recognition of Foreign Degrees

Source: DGES

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From Bologna to Leuven/Louvain-La-Neuve... and beyond

References for analysis

Characterizing the Process Today

- Policy areas
- Structural organization and issues
- The Substance
From Bologna to Leuven/Louvain-La-Neuve... and beyond

Policy Areas - Political objectives and concerns

- Mobility
- Social dimension
- Employability
- Lifelong Learning
- Attractiveness or the Process in a global dimension
- Challenges posed by Global Competition - 'Borderless Higher Education Market'
- Need for International Cooperation - recognition
- The demographic challenge - new publics
- New leading roles and responsibilities
- Monitoring quality within diversity with multidimensional transparency tools
- Accessing diverse sources of funding

From Bologna to Leuven/Louvain-La-Neuve... and beyond

The Structure - action lines and instruments for action

- A Degree Structure -
  - Based on recognised QUALIFICATIONS FRAMEWORKS
- A System to measure work and OUTCOMES
  - The ECTS credit and accumulation system
- A way of documenting qualifications
  - The DIPLOMA SUPPLEMENT
- A System to guarantee transparency
  - Building accepted QUALITY ASSURANCE procedures
- A System for recognition of qualifications
  - OVERCOMING DIFFICULTIES posed by the diversity of ‘recognition cultures’
From Bologna to Leuven/Louvain-La-Neuve... and beyond
The Substance - the latecomer in the Bologna Process...

- Changes to a large extent still to occur
  - New contents... closer to more immediate Societal concerns
  - New programme structures, linked to a concept of lifelong Learning
  - New Methods - change from
    - Teacher-Centred to Student-Centred methodologies
    - Teaching based on Teacher Inputs to Learning Centred in well defined objectives - Learning Outcomes
    - Teaching Times to Student Workloads required to achieve desired Learning Outcomes

The Core of the Bologna Reforms
Keywords characterizing Structural and Political Objectives

- MOBILITY, COOPERATION, TRUST, ACCREDITATION
- MOBILITY AND COOPERATION require both academic and professional recognition
- Academic and Professional recognition require TRUST
- TRUST requires transparency and readability of structures and professional qualifications
- All is achieved through:
  - COMPARABLE QUALIFICATIONS FRAMEWORKS
  - And
  - RECOGNISED QUALITY ASSURANCE PROCEDURES
### The Core of the Bologna Reforms

**The Substance - The Latecomer or the Ugly Duck?**

**Use of key terms in the Bologna Communiques**

<table>
<thead>
<tr>
<th></th>
<th>Learning Outcomes</th>
<th>Student Centred...</th>
<th>Frameworks</th>
</tr>
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<tbody>
<tr>
<td><strong>Bologna, 1999</strong></td>
<td>0</td>
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<tr>
<td><strong>Prague, 2001</strong></td>
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</tr>
<tr>
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<td><strong>Bergen, 2005</strong></td>
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<td><strong>London, 2007</strong></td>
<td>4</td>
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<td>15</td>
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<td><strong>Leuven/Louvain-La-Neuve, 2009</strong></td>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

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### The Bologna Process in Portugal - Figures & Facts

**Facts in short**

- **We fully share the European views concerning Policy Areas**
- **The legal structure is in place**, but in all the five issues identified below we have a long way to go in bringing effectively the law into practice:
  - Build or adopt in clear terms sectoral qualifications frameworks
  - Improve the understanding of the concept of ECTS
  - Generalize the issuing of the Diploma Supplement
  - Put in place QA procedures with consequences in the offer of higher Education
  - Put in place effective procedures for recognition of qualifications
- **The issues concerning the Substance**, identified above, are in their first steps.
The Bologna Process, 10 Years on…
The European Area of… Knowledge… still under construction
till … 2020 !!!…. 

European Area of Knowledge

European R&D&I Area

European Area of Education

European Higher Education Area

European Area of Lifelong Learning

The Bologna Process
What indeed needs to be understood

Understand the Bologna Process as one of the dimensions of the prevailing strategy for European development and competition in a Global World

The Bologna Process is the response to global integration, massification of HE and the accompanying financial resource challenge.

In what it contributes for the increase of cooperation and mutual cultural understanding

Bologna is indeed a MUST for the future of Europe…
The author gratefully acknowledges the information directly received from the Director-General of Higher Education of Portugal, dully mentioned in the relevant slides presented.