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# UK – Portugal transnational education

A report prepared for the  
British Council in Portugal by  
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# Foreword

The history of peaceful relations between Portugal and the UK is both deep-rooted and unprecedented in terms of duration. In trade, diplomacy, military and cultural exchange and tourism, both countries have gained much from this relationship of mutual trust and respect. In Higher education, the UK has traditionally been the destination of choice for thousands of Portuguese students wishing to study abroad, with, until 2020/21, steadily increasing numbers of Portuguese students looking to a UK higher education experience as the pinnacle of quality in their pursuit of both rewarding study experiences and successful lives and careers.

At an institutional and academic level, the years leading up to the EU referendum saw increasing levels of collaboration, with several partnerships and collaboration initiatives established between and among institutions, as well as increasing levels of high-quality 'bottom-up' research collaboration between academics across the spectrum of disciplines.

While both of those trends were undoubtedly negatively affected by the UK leaving the EU and the subsequent change in status for EU students and academics wishing to study and work in the UK, and vice versa, we perceive on the ground in Portugal a buoyant base of interest in UK higher education at the level of both students wishing to study in the UK, and academics and institutions wishing to collaborate.

As Portugal's attractiveness has increased as a place to do business, work and study, and as the Portuguese

education system has itself progressed enormously in quality and breadth, we have started to see increased interest from the UK sector in Portugal as a potential market for investment and collaboration.

Based on these insights from our British Council team on the ground, and in light of increasing interest in transnational education from across the sector, we were delighted to launch this study, which aims to provide not only a robust summary of Portugal's Higher education infrastructure, legislation and appetite for internationalisation, but also concrete examples of existing models of UK-Portugal TNE which have proved resilient or have emerged successfully in recent years. We truly hope it will support institutions of both countries in their thinking around how best to maximise the huge potential of UK/Portugal Transnational Education.

We would like to thank the research team – Dr Que Anh Dang from Coventry University and Dr Amelia Veiga from the University of Porto, who have worked with diligence, know-how and academic rigour on the report – itself a wonderful example of a successful and productive collaboration between talented academics from our two countries. We would also like to thank all the representatives of universities and other organisations who kindly gave their time and expertise to contribute to the report.

**Richard Fleming**  
Country Director, British Council Portugal

# Summary and recommendations

## Overview

With a population of 10.5 million (2022) – similar in size to Greece – Portugal’s higher education (HE) system currently comprises 34 universities (14 public, 20 private) and 69 polytechnics (27 public, 42 private), offering over 5,000 study programmes. The total number of students enrolled in 2022/23 was approximately 446,000, with 81 per cent in public HEIs and 19 per cent in private HEIs. International students accounted for 17 per cent of the total enrolment (about 75,000), primarily from Portuguese-speaking countries.

## Key findings

In the past two decades, there has been a noticeable surge in internationalisation efforts within the Portuguese HE system, with a strong emphasis on pan-Europe mobility and EU-funded TNE partnerships. The country underwent two major HE reforms in 2005 and 2007, aimed at aligning with the Bologna Process’s three-cycle degree structure (bachelor, master, doctorate) and reforming governance practices. Portuguese HEIs are actively participating in 56 Erasmus Mundus Joint Master’s programmes and 26 European University Alliances, all of which provide EU-sponsored TNE programmes at the master’s and doctoral levels. The EU-funded Erasmus+ programme has been the primary funding source for transnational mobility of Portuguese students, academics and professional staff, with the UK being a favourable study destination for Portuguese students.

Between 2018 and 2023, Portugal ranked among the top ten EU countries sending students to the UK. However, the number of inbound Portuguese students

decreased by nearly 30 per cent in 2022/23, while the number of Portuguese students enrolled in UK TNE programmes has steadily increased, reaching 620 students in 2022/23.

Although the UK and Portugal have a long history of cooperation in science and higher education, TNE collaborations have only emerged in recent years, likely spurred by the Covid-19 pandemic and the repercussions of Brexit. Master’s students make up the largest group of TNE students, followed by undergraduates. Social sciences, humanities and the arts are the most popular subjects in current UK–Portugal TNE programmes. Most TNE students are enrolled in distance learning or dual award programmes (with a physical mobility period).

These partnership models, governed by complex regulatory frameworks, encompass various structures and significantly influence the future scope and nature of UK–Portugal TNE collaborations. Additionally, the presence of international students and providers in Portugal adds further complexity to bilateral UK–Portugal TNE partnerships. In this context, the British Council can play a pivotal role in facilitating dialogue, providing intelligence and consultancy, and fostering partnerships between the two countries.

Finally, this report analyses the opportunities and challenges inherent in the Portugal–UK higher education relationship, focusing on TNE in the current context using a SWOT framework (strengths, weaknesses, opportunities and threats). The practical implications of the SWOT analysis can be significant for the decision-making process at the institutional level.

**SWOT analysis:** Strengths, weaknesses, opportunities and threats

### STRENGTHS

1. Long lasting bilateral cooperation
2. Reputation and credibility of HEIs
3. English proficiency of Portuguese students
4. Quality assurance
5. Access to networks and research opportunities
6. Mutual recognition of qualifications

### WEAKNESSES

1. Complex and inflexible regulations
2. Resource constraints
3. Limited access to central database and information on TNE opportunities
4. Small student population
5. Pricing policies

## SWOT

### OPPORTUNITIES

1. Networks and collaborative opportunities
2. Linking research partnerships and TNE
3. Academic innovation, Bilingual TNE and Dual Award programmes, Co-developing curricula
4. Covid-19 and digital advancement
5. Flexible and reciprocal student mobility

### THREATS

1. Competition
2. Restrictions on franchised provision
3. Reputational and financial risks
4. Logistical challenges

## Recommendations

Based on case studies, interviews, document reviews, statistical and SWOT analyses, the following recommendations are proposed to guide future initiatives in designing mutually beneficial and sustainable UK–Portugal TNE partnerships.

### *For Portuguese partners*

1. **Streamline regulatory framework:** Clarify and streamline the regulatory processes for international higher education institutions seeking collaboration in Portugal. The British Council could play a pivotal role in facilitating dialogue between UK and Portuguese authorities and interested TNE partners.
2. **Enhance information accessibility:** Establish a centralised platform where HEIs can easily access relevant information and contacts.
3. **Promote flexibility:** Provide flexibility within the regulatory framework to accommodate the unique characteristics and standards of international higher education institutions, while ensuring quality assurance and compliance with Portuguese regulations.
4. **Financial support:** Provide financial support or incentives for Portuguese HEIs to pursue internationalisation, particularly for those unable to secure Erasmus+ funding.
5. **Facilitate partnership establishment:** Produce a handbook on establishing TNE partnerships. Simplify and expedite the process of creating collaborative agreements.

### *For UK partners*

6. **Improve understanding of Portuguese regulatory requirements:** With the support of the British Council and/or qualified consultants, engage with Portuguese authorities to ensure

compliance with all regulations and standards, and secure access to relevant and reliable data and guidance.

7. **Target investment and coordinate the approval process:** In the medium term, a dual award TNE model would be highly relevant. Map out domestic and international programmes in similar subject areas.
8. **Build consortia:** Form thematic / disciplinary consortia with recognised Portuguese higher education institutions to leverage their networks and credibility.
9. **Mitigate financial risks:** Conduct early financial due diligence, devise appropriate pricing policies, ensure close monitoring, and establish an exit strategy to manage financial risks.

### *For both UK and Portuguese partners and the British Council*

10. **Link research projects and TNE programmes:** Create synergies between research partnerships established under the Horizon Europe scheme or other schemes (e.g. UKRI) and TNE partnerships where feasible.
11. **Establish a Portugal–UK TNE expert network:** The British Council could consider bringing together a group of researchers and practitioners focused on Portugal–UK TNE models to regularly share knowledge and inform best practices. This group could explore opportunities such as offering bilingual TNE programmes, leveraging the network of lusophone universities to broaden the student base.
12. **Academic diaspora:** Strengthen the network of the Portuguese academic diaspora in the UK and the UK academic diaspora in Portugal within the framework of the CONNECTS-UK initiative.

# Chapter one: Introduction

## 1.1 Research aims

This study was conducted in 2024 with the aim to provide the British Council with updated information and analysis of collaborations between Portugal and the UK in higher education, with a special focus on transnational education (TNE). In this report, TNE is understood as UK

higher education programmes offered in Portugal in conjunction with Portuguese partners in five different models classified by the British Council and Universities UK International (UUKI) in the 2022 report on 'The Scale of UK transnational higher education'.<sup>1</sup>

**Figure one:** Five UK TNE partnership models

**Table 1:** Types of TNE provision

Type of provision terminology in AOR	Terminology in this report	Example of provision	
Students registered at the reporting provider	Studying overseas for UK HEP award at overseas campus of reporting provider	Overseas campus	Overseas standalone or joint campus
	Distance, flexible or distributed learning for UH HEP award where the location of the student is known to be overseas	Distance, flexible or distributed learning	Joint and dual degrees, franchised provision
	Other arrangements including collaborative provision	Collaborative provision	Validation and other models where the majority of teaching is delivered in-country
Students studying for an award of the reporting provider	Registered at overseas partner organisation	Registered at overseas partner organisation	Validation and other models where the majority of teaching is delivered in-country 6,200 USD per year (international only)
	Any other student studying overseas for an award of the reporting provider	Other arrangement	Multiple UK or international partners delivering a combination of other types of provision

**Source:** The scale of UK higher education transnational education 2020–21: Trend analysis and regional highlights (UUKI/British Council, 2022, p.6).

<sup>1</sup> <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2022-11/UUKi%20Scale%20of%20UK%20HE%20TNE%202020-21%20updated.pdf> (Page 6, last accessed in September 2024)

## 1.2 Research questions

The study addressed the following main questions:

1. *What is the current situation regarding TNE partnerships offering international degrees (e.g. UK or non-UK) in Portugal?*
2. *How does the regulatory situation in Portugal help or/and hinder collaboration?*
3. *What are the opportunities for new TNE partnerships and in which TNE model?*
4. *What are the main challenges in developing Portuguese–UK TNE partnerships?*
5. *How can the British Council add value and provide support to partner institutions?*

## 1.3 Research methods

The authors used a mixed method approach, including desk research and analysis of reports, websites and policy documents in English and Portuguese languages and quantitative data from reliable sources such as the UK Higher Education Statistics Agency (HESA), the British Council's TNE data tools, the Portuguese national authorities, the Organisation for Economic Co-operation and Development (OECD), and the European Union (EU). Semi-structured interviews were also conducted with representatives from TNE partners in both the UK and Portugal.

# Chapter two: Portugal – UK relations in higher education

## 2.1 Portugal–UK political and economic relations

The deep historical connections between the UK and Portugal can be traced back to the Anglo–Portuguese Treaty signed at Tagilde, Portugal in 1372, which laid the first legal foundation of the Treaty of London in 1373, known as the Treaty of Peace, Friendship and Alliance. In 2023 the two countries celebrated the [650th anniversary of the Anglo–Portuguese Alliance](#)<sup>2</sup> – the oldest diplomatic alliance in the world, which still underpins diplomatic relations between the two countries today.<sup>3</sup>

The British Council was officially inaugurated in Lisbon in 1938, making it the oldest continuously operating British Council office in the world. The organisation began teaching English in Coimbra in 1936.<sup>4</sup> The British Council now operates in five locations – Lisbon, Porto, Coimbra, Parede, and Miraflores – fostering cultural relations and educational opportunities.

Similar to the British Council, the Camões Institute (Camões – Instituto da Cooperação e da Língua) operates as a public institution under the auspices of the Portuguese Ministry of Foreign Affairs. Its mission is to promote Portuguese culture and language, and to develop educational networks abroad. Currently, the Camões Institute has a presence in 16 UK universities across England, Scotland, Wales, and Northern Ireland.<sup>5</sup> There are some 400,000 Portuguese in the UK, making it the sixth largest immigrant community.<sup>6</sup>

The total trade in goods and services (exports plus imports) between the UK and Portugal was £12 billion in the four quarters to the end of quarter one of 2024. Portugal was the UK’s 26th largest trading partner in the same period, accounting for 0.7 per cent of total UK trade.<sup>7</sup>

In 2022, the two countries signed a joint declaration

on bilateral cooperation, which, among other provisions, includes clauses on science, innovation, technology, research and people-to-people links. These clauses are particularly pertinent to fostering transnational education and research partnerships between higher education institutions:

- I. Science, innovation, technology and research
  - a) Facilitate engagement between Portuguese and UK research institutions and the wider science and innovation community to tackle shared global challenges, collaborating across themes including emerging technologies, climate and ocean, renewable energies, life sciences and global health (namely healthy ageing, cancer research, and health emergency preparedness and response) and Space (including traffic management).
  - b) Explore opportunities for collaboration through multilateral projects or joint applications to research and innovation programmes, including at the European level.
  - c) Explore opportunities to work bilaterally and multilaterally to bring together Atlantic countries to pool research, share data and advance the Sustainable Development agenda through the AIR Centre and similar organisations.
  - d) Establish a policy dialogue on research culture, to share best practices and promote collaborations on ethics in emerging technologies, science advice for policymaking and science diplomacy.
  - e) Position science as a driver of growth and jobs, through co-operation on the translation of research into the market and the pursuit of commercial objectives.

2 Portugal-UK 650 is based at the University of Oxford <https://portugal-uk650.com/en/portugal-uk-650/> (last accessed in September 2024)

3 <https://www.gov.uk/government/news/uk-and-portugal-celebrate-the-worlds-longest-diplomatic-alliance> (last accessed in September 2024)

4 [https://www.britishcouncil.pt/en/about/history#:~:text=23%20November%201938,\(Bairro%20Alto\)%2C%20Lisbon.](https://www.britishcouncil.pt/en/about/history#:~:text=23%20November%201938,(Bairro%20Alto)%2C%20Lisbon.) (last accessed in September 2024)

5 <https://www.instituto-camoes.pt/en/institutional/where-we-are/united-kingdom> (last accessed in September 2024)

6 <https://www.gov.uk/government/publications/uk-science-and-innovation-network-country-snapshot-portugal/uk-science-and-innovation-network-summary-portugal> (last accessed in September 2024)

7 <https://assets.publishing.service.gov.uk/media/66e94891f8082e9740881be9/portugal-trade-and-investment-factsheet-2024-09-20.pdf> (last accessed in September 2024)

## II. People-to-people links

- a) Encourage closer educational and vocational training cooperation between the UK and Portugal, for example by exploring how we can apply best practices to raise standards in the UK and Portugal in policy areas of mutual interest such as recognition of professional qualifications, in compliance with the EU–UK Trade and Cooperation Agreement.
- b) Promote international mobility, exchange and cooperation in the education (including in secondary, further, and higher education between students, teachers, trainees and trainers), science, cultural and creative sectors.
- c) Support and promote bilingual education, recognising the British Council’s continued role in the development of the state school bilingual programme in Portugal, and the mission of the Camões, I.P. in promoting language and cultural cooperation in the UK.
- d) Ensure regular bilateral contact on culture and tourism.

The joint declaration is considered the UK’s post-Brexit strategy to maintain ties with Portugal and chart a way forward for higher education cooperation between the two countries.

## 2.2 The Portuguese and UK higher education systems

### 2.2.1 The European and Portuguese HE reforms

This section outlines the recent major reforms in the Portuguese HE system, which have various implications for UK TNE partnerships. In 1999, Portugal was among the first 29 European countries to sign the Bologna declaration, affirming its commitment to the creation of the European Higher Education Area (EHEA) by 2010. This Europe-wide higher education reform, widely known as the Bologna Process, had the key objective of achieving comparable and compatible higher education systems throughout Europe in order to promote European cohesion through the knowledge, academic mobility and employability of its graduates. Subsequently, in 2005, the Portuguese government approved the Decree-Law 42/2005 to introduce principles and instruments for the EHEA creation. This law applied to all HEIs and introduced three study cycles in higher education, the European Credit Transfer System (ECTS), mobility mechanisms,

and the diploma supplement, among others. The study cycle structure leads to academic degrees at three levels:

- Bachelor’s degree (*Licenciatura*) – first cycle degree;
- Master’s degree (*Mestrado*) – second cycle degree;
- Doctorate (*Doutoramento*) – third cycle degree.

This EHEA degree structure was introduced in 2006 and fully implemented in Portugal from the 2009/10 academic year. Since 2006, both polytechnics and universities of Portugal have been legally permitted to provide the first cycle (*Licenciatura*) and second-cycle programmes (*Mestrado*). The polytechnic institutions started to offer the first- and second-cycle programmes after complying with the necessary requirements, including a larger budget, proper research activities and a much larger number of doctorates among their teaching staff. The third-cycle degree (*Doutoramento*) and extensive independent fundamental research work are largely still exclusive competences of the universities.

Nevertheless, under the new law, Law No. 16/2023, 10 April, which amends the Education Act and the HEI legal framework (Law No 62/2007), Portuguese Polytechnics are now permitted to deliver doctoral programmes and award doctoral degrees in areas where they have Research Units rated as ‘Very Good’ or ‘Excellent’ by the Portuguese Foundation for Science and Technology (FCT). For example, the Instituto Superior de Engenharia do Porto (ISEP) is the first school within the Polytechnic of Porto to offer a doctoral programme approved by the Portuguese Agency for Assessment and Accreditation of Higher Education (A3ES).<sup>8</sup> Additionally, the Polytechnic of Leiria began offering several PhD programmes in the 2024/25 academic year.<sup>9</sup>

*Professional technical course (short cycle within the first cycle)*

In 2014, a non-academic higher education cycle was created, called a professional higher technical course, which corresponds to the short cycle of studies linked to the first cycle provided for in the Qualifications Framework of the European Higher Education Area. Refer to the Portuguese education system in diagram one below for more details.

Integrated master’s degree (*mestrado integrado*). Traditionally, Portuguese universities can also award an integrated master’s degree (*mestrado integrado*) which comprises between 300 and 360 ECTS credits and typically lasts from ten to 12 semesters (five or six years). This duration is required for access to certain professions by EU legal standards or results from established practice within the European Union.

<sup>8</sup> <https://isep.ipp.pt/New/ViewNew/7090> (last accessed in September 2024)

<sup>9</sup> <https://www.ipleiria.pt/en/study/courses/phd/> (last accessed in September 2024)

Those who have completed the first 180 ECTS corresponding to the initial six semesters, are awarded a bachelor's (licenciado) degree, which must be designated clearly to avoid confusion with a master's degree.

A master's degree is only awarded to those who have obtained the required number of credits, passed all courses in the study cycle, and successfully defended their dissertation, project work or internship. This integrated master's degree corresponds to level seven of the National Qualifications Framework and the European Qualifications Framework. Refer to the Portuguese education system in diagram one below for more details.

The range of integrated master's degrees has decreased since 2018. Following the legislative amendment to the legal framework for degrees and diplomas in higher education by Decree-Law No 65/2018, dated 16 August, integrated master's degrees previously offered in the areas of engineering, psychology, theology, and military and security services were required to be phased out by the 2020/21 academic year. These programmes will only continue to operate to allow currently enrolled students to complete their education within the agreed period of time.

In 2021, the [Directorate-General for Higher Education \(DGES\)](#) registered 166 integrated master's programmes across 55 higher education institutions. As a Community Directive advises against implementing this study cycle because it lasts longer than other cycles and restricts student mobility, *mestrados integrados* are now limited to the following areas: architecture and urban planning (20), medicine (11), dentistry (eight), pharmaceutical sciences (ten) and veterinary medicine (nine).

## 2.2.2 Recommendations for UK–Portugal TNE partnerships

Portugal aligns its higher education degree structure with the European Higher education Area. This alignment, particularly through the adoption of the ECTS credit system and the Diploma Supplement, was formalised in Portugal with the passage of Decree-Law No. 42/2005 on 22 February 2005, and later amended by Decree-Law No. 107/2008 on 25 June 2008.

According to this legislation, a study cycle can be organised into academic years, semesters, terms or other formats. A full-time academic year comprises

between 1,500 and 1,680 hours, equivalent to 36 to 40 weeks, to achieve 60 ECTS credits annually. For a bachelor's degree, this typically amounts to a minimum of 180 ECTS (or three years), or a minimum of 120 ECTS (or two years) for a master's degree. HEIs have the autonomy to set their own teaching schedules and holiday periods.

**TNE partners may need to carefully consider this regulatory framework and the required duration for each study cycle when designing their programmes, especially those offering accelerated programmes, to ensure their final TNE degree qualifications are recognised in Portugal for further education or employment opportunities.**

The next section presents **diagrams of the Portuguese education system and the education systems of the four nations within the UK** offering simplified summaries and pathways for further reference.

## 2.3 The Portuguese higher education system and size

### 2.3.1 The degree structures

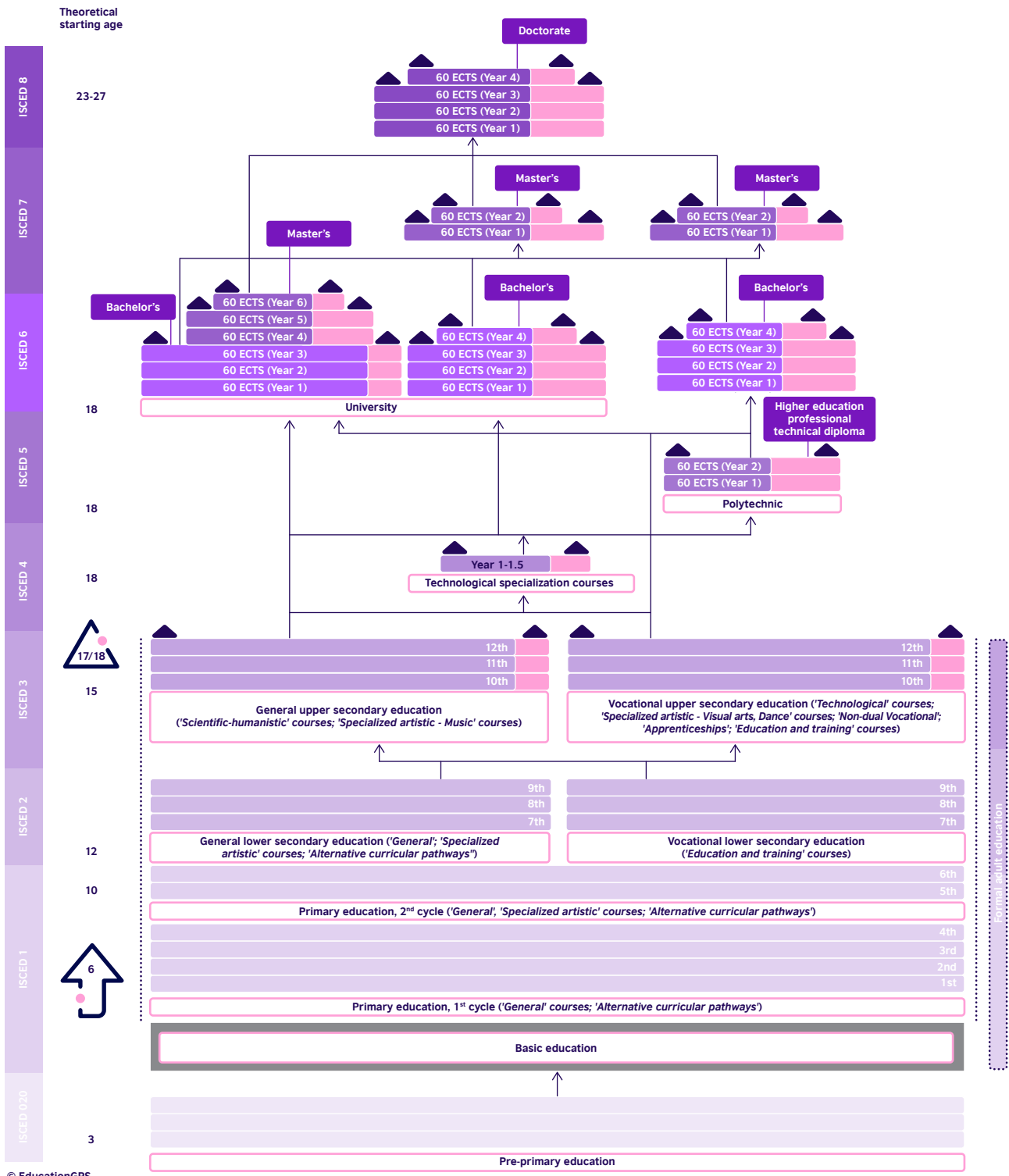
In Portugal, higher education is provided by a binary education system comprising universities and polytechnics. University programmes are offered by universities, university institutes and other university teaching institutions. Polytechnic education comprises polytechnic institutes and other polytechnic teaching institutions.

Currently, Portugal has 34 universities (14 public and 20 private universities) and 69 polytechnics (27 public and 42 private polytechnics) offering over 5000 programmes according to the Directorate General for Higher education (Direção-Geral do Ensino Superior). Please see [Appendix four](#) for the list of all universities and polytechnics.

The Portuguese National Qualifications Framework was implemented in January 2008 by Decree-Law no. 396/2007, 31 December, to cover educational qualifications at all eight levels. To assist UK TNE interested partners, diagram one below shows the Portuguese education system and different durations and pathways leading to various higher education qualifications whereas diagrams two, three, four and five illustrate the education systems in four nations of the UK.

Diagram one: The Portuguese education system, 2023

PORTUGAL 2023



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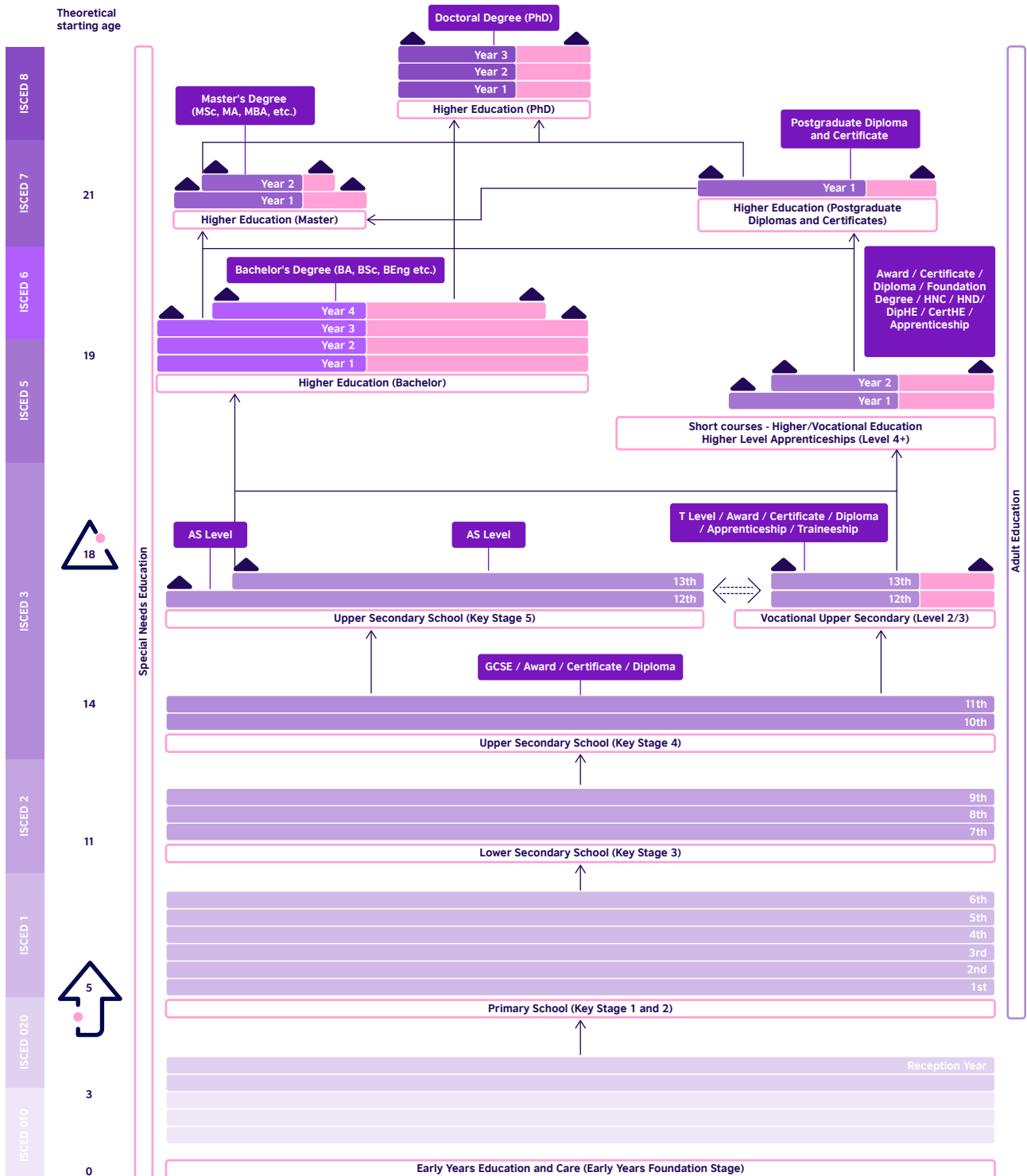
▲ : Recognised exit point of the education qualification. ■ : Programme designed for part-time attendance.

Source: OECD (2023), OECD Education GPS.<sup>10</sup>

10 [http://gpseducation.oecd.org/Content/MapOfEducationSystem/PRT/PRT\\_2011\\_EN.pdf](http://gpseducation.oecd.org/Content/MapOfEducationSystem/PRT/PRT_2011_EN.pdf) (last accessed in September 2024)

Diagram two: The education system in England, 2023.

UK: ENGLAND 2023



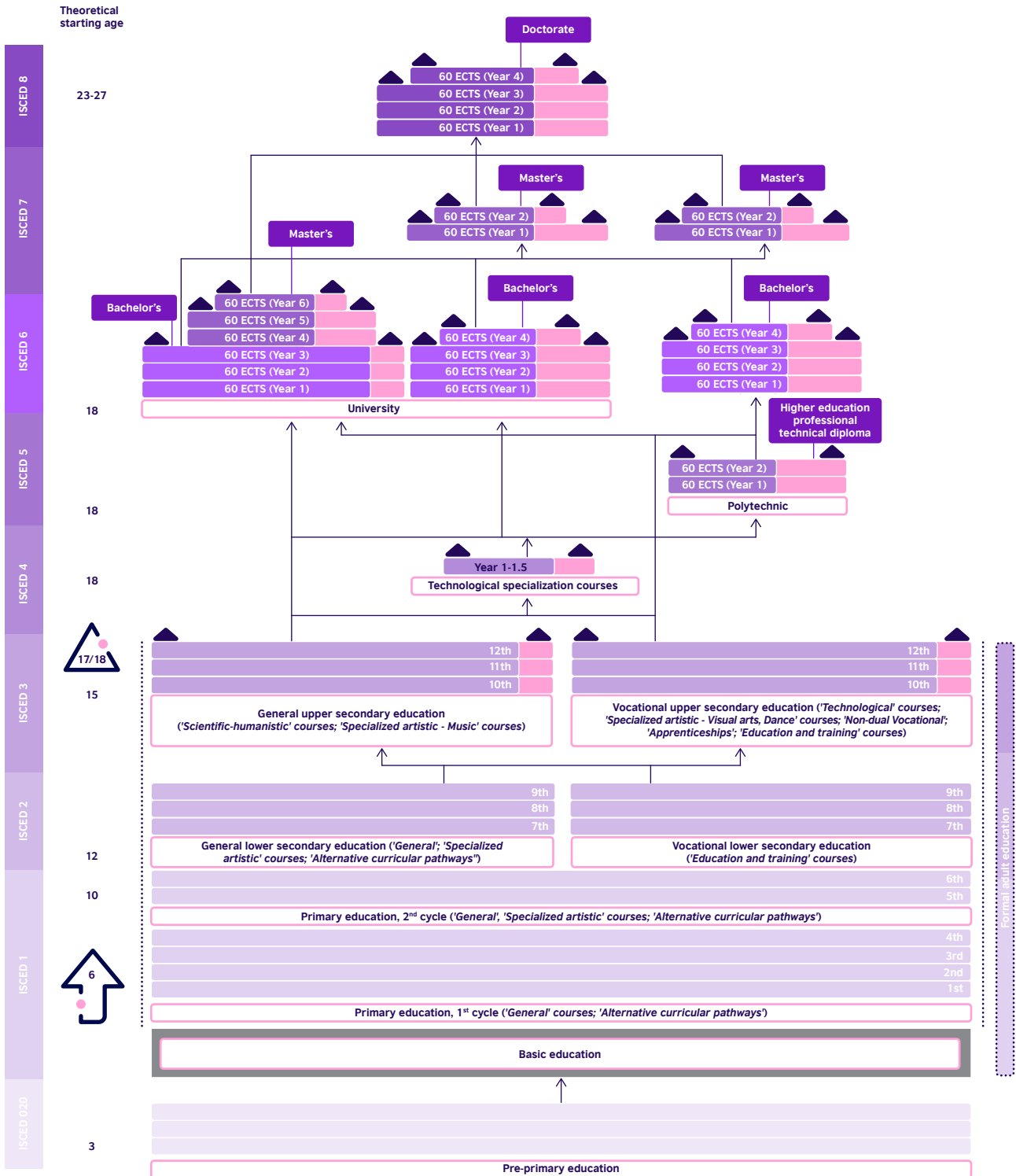
© EducationGPS

Source: OECD (2023), OECD Education GPS.<sup>11</sup>

11 Education at a Glance, 2023 [https://gpseducation.oecd.org/Content/EAGCountryNotes/EAG2023\\_CN\\_GBR\\_pdf.pdf](https://gpseducation.oecd.org/Content/EAGCountryNotes/EAG2023_CN_GBR_pdf.pdf) (last accessed in September 2024)

Diagram one: The Portuguese education system, 2023

PORTUGAL 2023



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▲: Recognised exit point of the education qualification. ■: Programme designed for part-time attendance.

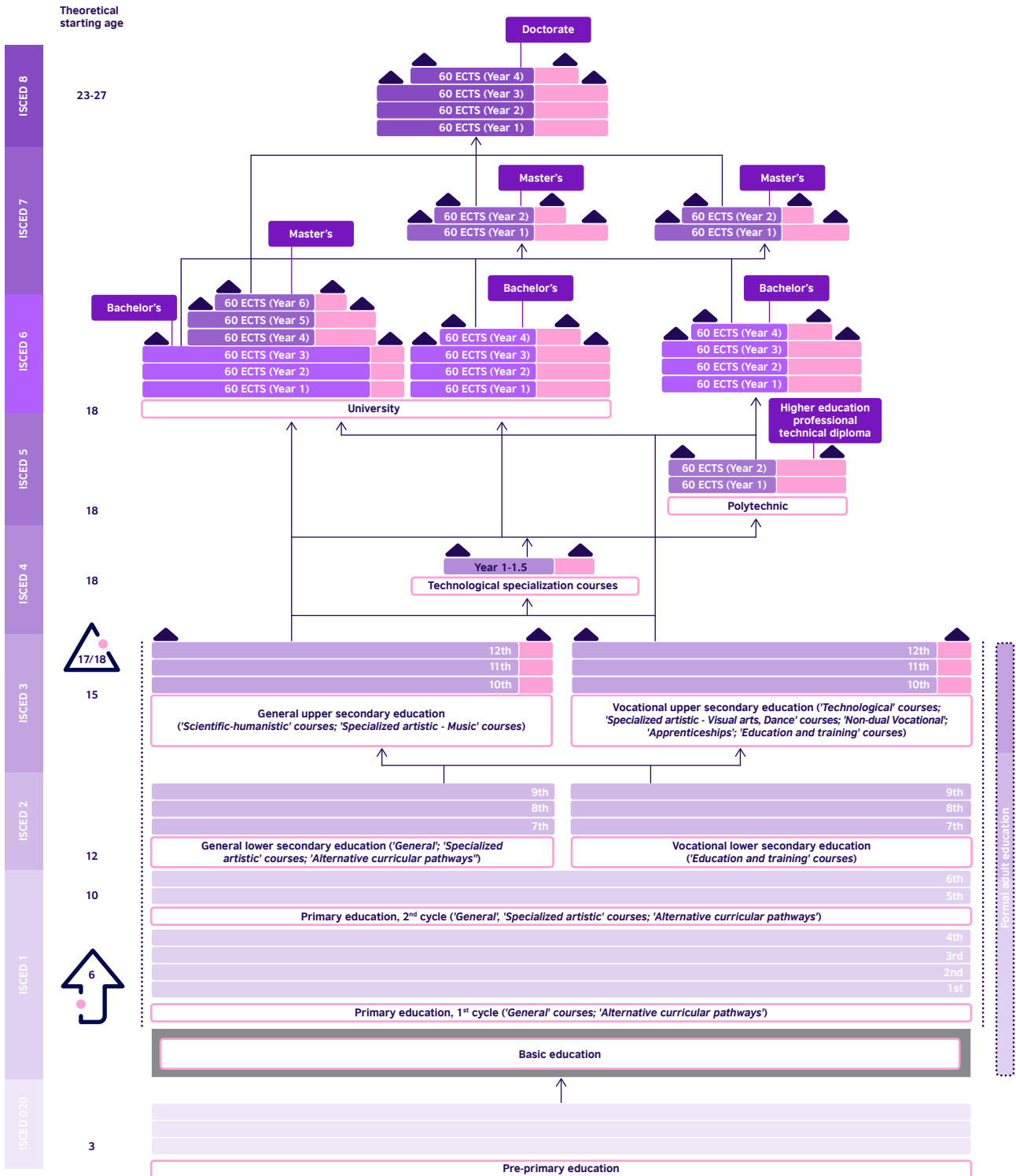
Source: OECD (2023), OECD Education GPS.<sup>10</sup>

10 [http://gpseducation.oecd.org/Content/MapOfEducationSystem/PRT/PRT\\_2011\\_EN.pdf](http://gpseducation.oecd.org/Content/MapOfEducationSystem/PRT/PRT_2011_EN.pdf) (last accessed in September 2024)



Diagram one: The Portuguese education system, 2023

PORTUGAL 2023



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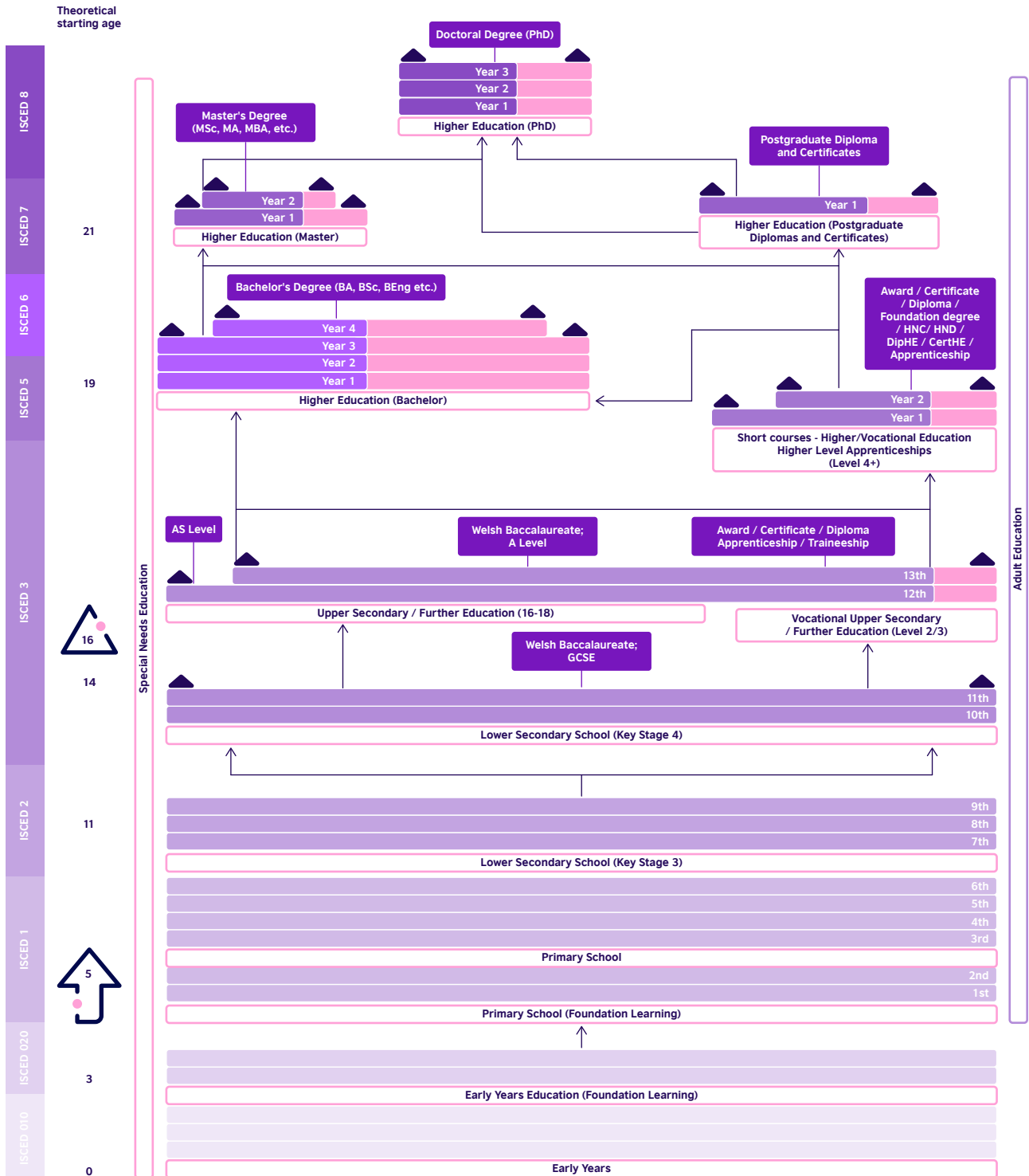
▲: Recognised exit point of the education qualification. ■: Programme designed for part-time attendance.

Source: OECD (2023), OECD Education GPS.<sup>10</sup>

10 [http://gpseducation.oecd.org/Content/MapOfEducationSystem/PRT/PRT\\_2011\\_EN.pdf](http://gpseducation.oecd.org/Content/MapOfEducationSystem/PRT/PRT_2011_EN.pdf) (last accessed in September 2024)

Diagram four: The education system in Wales, 2023

UK: WALES 2023



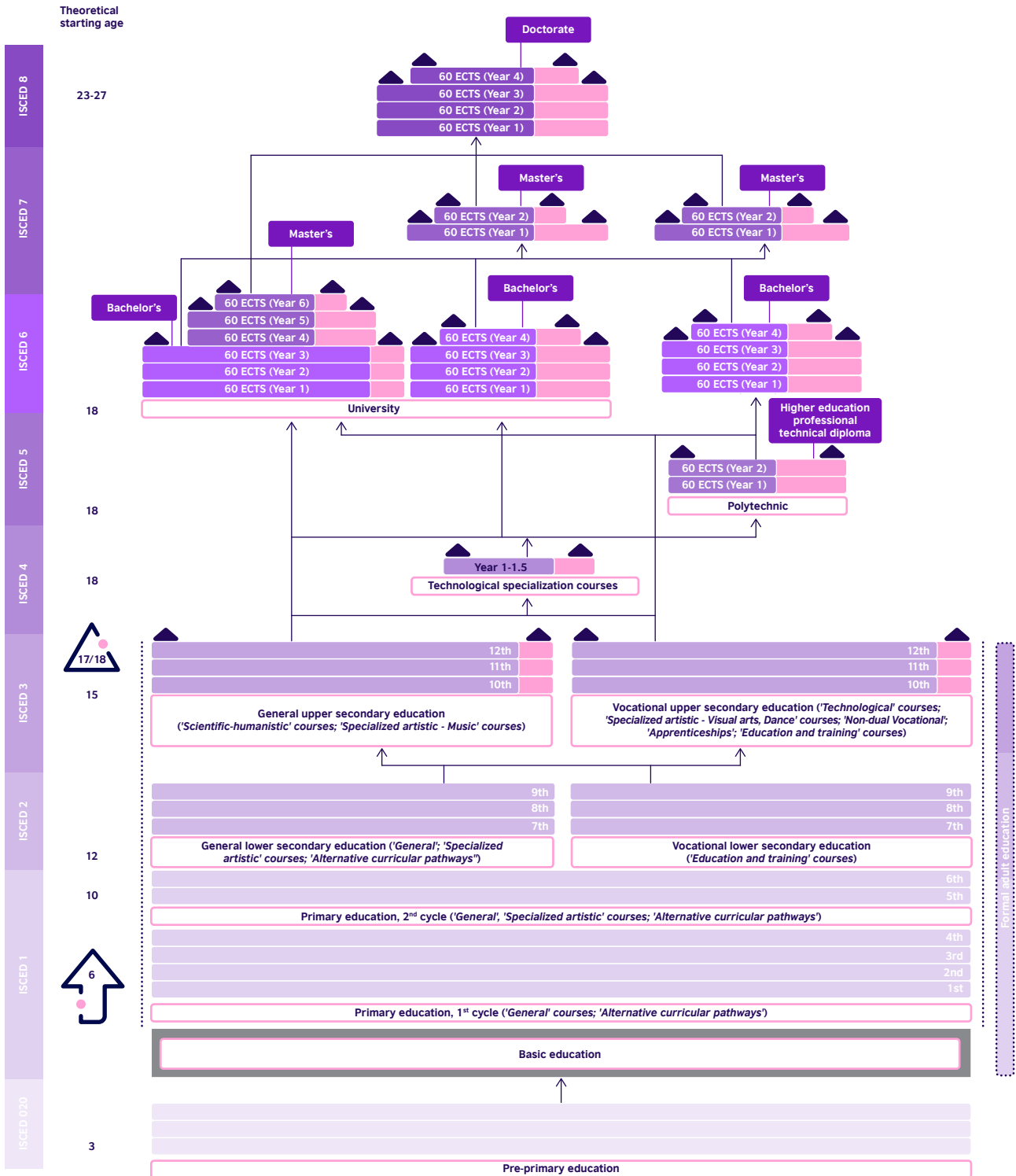
© EducationGPS

Source: OECD (2023), OECD Education GPS<sup>12</sup>

12 Education at a Glance, 2023 [https://gpseducation.oecd.org/Content/EAGCountryNotes/EAG2023\\_CN\\_GBR\\_pdf.pdf](https://gpseducation.oecd.org/Content/EAGCountryNotes/EAG2023_CN_GBR_pdf.pdf) (last accessed in September 2024)

Diagram one: The Portuguese education system, 2023

PORTUGAL 2023



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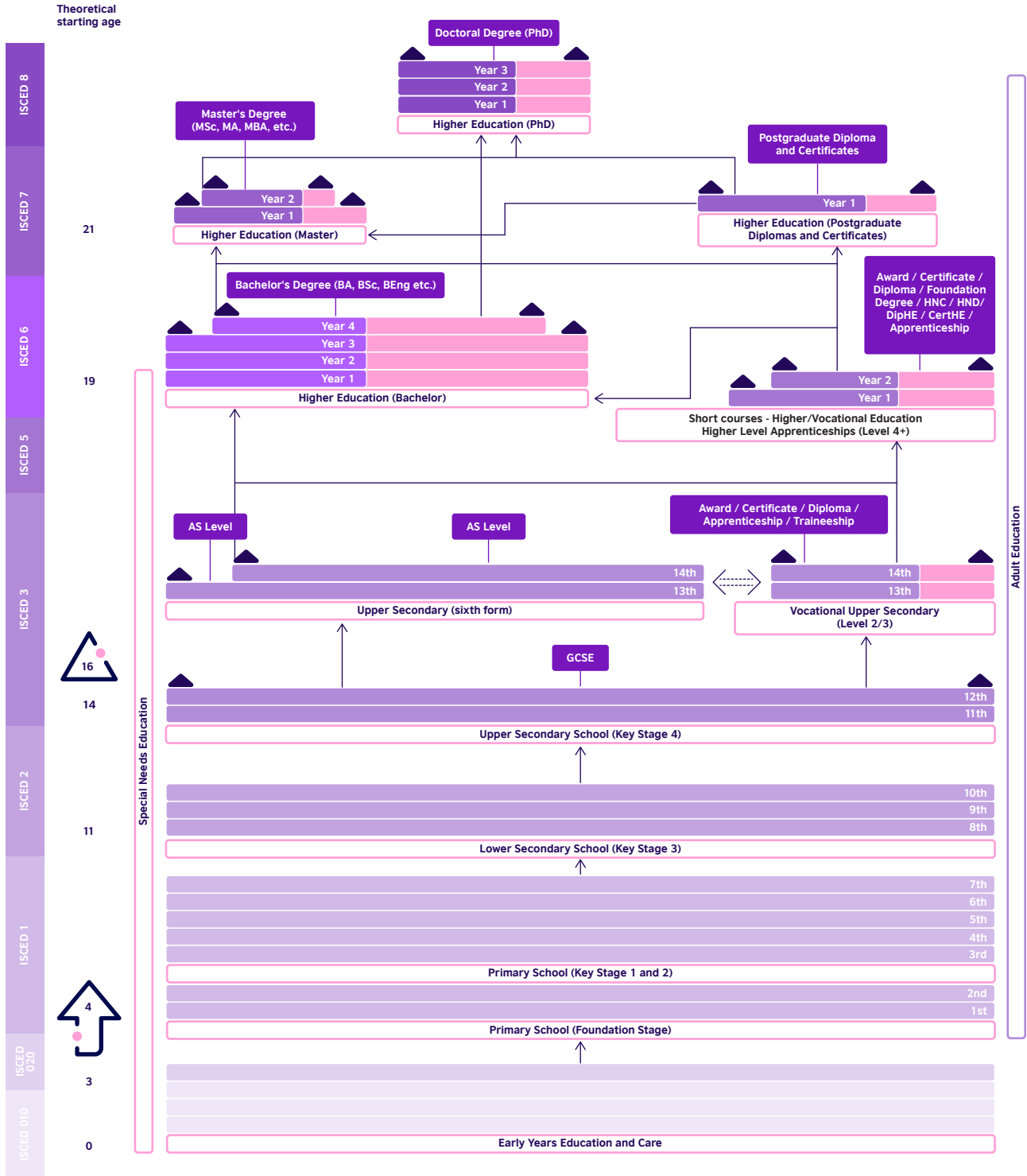
▲ : Recognised exit point of the education qualification. ■ : Programme designed for part-time attendance.

Source: OECD (2023), OECD Education GPS.<sup>10</sup>

10 [http://gpseducation.oecd.org/Content/MapOfEducationSystem/PRT/PRT\\_2011\\_EN.pdf](http://gpseducation.oecd.org/Content/MapOfEducationSystem/PRT/PRT_2011_EN.pdf) (last accessed in September 2024)

Diagram five: The education system in Northern Ireland, 2023

UK: NORTHERN IRELAND 2023



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Source: OECD (2023), OECD Education GPS<sup>13</sup>

13 Education at a Glance, 2023 [https://gpseducation.oecd.org/Content/EAGCountryNotes/EAG2023\\_CN\\_GBR\\_pdf.pdf](https://gpseducation.oecd.org/Content/EAGCountryNotes/EAG2023_CN_GBR_pdf.pdf) (last accessed in September 2024)

In 2020, OECD countries spent on average 5.1 per cent of their gross domestic product (GDP) on primary to tertiary educational institutions. Portugal also invested 5.1 per cent of GDP in education, of which 30 per cent was dedicated to primary education, 22 per cent to lower secondary education, 23 per cent to upper secondary and post-secondary education combined, one per cent to short-cycle higher programmes and **24 per cent to bachelor's, master's and doctoral or equivalent programmes**. In Portugal, **the share devoted to higher education is lower than the average (25 per cent compared to 29 per cent)**, whereas the share devoted to primary education is similar to the OECD average, and the share devoted to secondary education is above the average (45 per cent compared to 41 per cent).<sup>14</sup> In the United Kingdom in 2020, the corresponding share was 6.3 per cent of GDP, of which 30 per cent was dedicated to primary education, 16 per cent to lower secondary education, 21 per cent to upper secondary education, two per cent to short-cycle tertiary programmes and 30 per cent to bachelor's, master's and doctoral or equivalent programmes.

According to the latest data released by the Directorate-General for Education and Science Statistics, the number of students enrolled in higher education reached a record high for the 2022/2023 academic year, totalling 446,028 students.<sup>15</sup> This increase is viewed as a positive step toward achieving the country's long-term qualification targets set for 2030, aiming to align with other EU and OECD advanced countries. These targets encompass an average higher education attendance rate of 60 per cent among 20-year-olds and a 50 per cent attainment rate of degree holders (across all three cycles) aged between 30 and 34. **UK–Portuguese TNE partners should actively consider contributing to these targets when establishing their TNE programmes.**

The breakdown figures for enrolment in the 2022/2023 academic year include:

- 446,028 students enrolled in higher education institutions at all levels in the 2022/23 academic year, of which 359,397 in public HEIs (80.5 per cent) and 86,631 in private HEIs (19.5 per cent);
- In public higher education institutions, 223,564 students were enrolled in universities (62 per cent) and 135,833 in polytechnics (38 per cent);
- 75 per cent of the total enrollers were enrolled in initial training courses (at different years of study within the first cycle), 21,263 in vocational-technical courses, 277,206 in undergraduate degrees, and 37,201 in integrated master's degrees. Please see explanations of each degree type in the first cycle in the section below;

- There was growth in the second and third cycles with 82,610 enrolled at master's and 25,202 at doctorate levels;
- The fields of 'Corporate Science, Administration and Law', 'Engineering, Transformative Industries and Construction', and 'Health and Social Protection' had the highest enrolments, with 98,723 (22 per cent), 88,550 (20 per cent) and 68,941 (16 per cent) students, respectively;
- Of the total 446,028 enrollers, 155,082 were new enrollers (enrolling in their first year for the first time).

### 2.3.2 Recommendations for UK–Portugal TNE partnerships

The majority of students, accounting for 75 per cent, are enrolled in undergraduate programmes, predominantly at public universities and polytechnics, which together attract 80 per cent of the total enrollers. Here, the annual tuition fees for domestic and EU students are approximately €700 for undergraduate programmes. For master's programmes, annual fees range between €700 and €1,500, while doctoral programmes cost between €1,500 and €2,750. These low fees might pose challenges for UK–Portugal partnerships in determining the pricing for their TNE programmes within Portuguese public universities and polytechnics.

In terms of enrolment numbers, there were 277,206 students in undergraduate programmes. However, only 82,610 students, roughly 30 per cent of the undergraduate population, are enrolled in master's programmes. This suggests potential for improving the conversion rate from undergraduate to master's level, possibly aiming for a target of 45–50 per cent. Further research into this segment is required to better advise UK–Portugal partners.

#### 2.1 Quality assurance agencies in Portugal

In Portugal, two main public agencies are responsible for the quality assurance of educational programmes relevant to UK–Portugal TNE partnerships: the Agency for Assessment and Accreditation of Higher education (**A3ES**) and the National Agency for Qualification and Vocational Education and Training (**ANQEP**). A3ES was established in 2007 by the state through Decree-Law No 369/2007, 5 November, with the primary objective of promoting, assessing and ensuring the quality of higher education. It operates independently within the framework of the law and its statutes. A3ES's mission is to ensure the quality of higher education in Portugal and to fulfil the country's obligations within the European quality assurance system.

14 Portugal: Education at a Glance, 2023 <https://www.oecd-ilibrary.org/sites/8ada32f6-en/index.html?itemId=/content/component/8ada32f6-en> (last accessed in September 2024)

15 (DIREÇÃO-GERAL DE ESTATÍSTICAS DA EDUCAÇÃO E CIÊNCIA- DGEEC) <https://www.portugal.gov.pt/en/gc23/communication/news-item?i=portugal-beats-records-of-students-in-higher-education#:~:text=The%20number%20of%20students%20enrolled,%2C%20which%20represents%203%25%20growth>. (last accessed in September 2024)

The A3ES activities encompass the following duties:

- Defining and ensuring quality standards for the Portuguese higher education system.
- Evaluating and accrediting study programmes and higher education institutions.
- Publicly disseminating evaluation and accreditation results.
- Promoting the internationalisation of the Portuguese higher education system.
- Advising the government on matters related to quality assurance in higher education.
- Conducting studies and providing opinions, either on its own initiative or at the State's request.
- Participating in the European Quality Assurance Register for Higher education (EQAR).
- Coordinating assessment and accreditation in Portugal with international assessment institutions and mechanisms.

A3ES's quality assurance approach is based on an 'external quality assurance' model, combining an internal quality assurance system, self-assessment and external evaluation, in which the HEI's internal monitoring and evaluation processes are analysed and used in the external quality audit and accreditation process. A3ES adheres to standards outlined in the European Standards and Guidelines (ESG), which have been transposed into national legislation. This framework establishes educational institutions as primarily responsible for ensuring the quality of the education they provide.

Each HEI is responsible for defining the internal evaluation model. HEIs must adopt a quality assurance policy for their study programmes in all cycles, ensuring appropriate procedures are in place, promoting a culture of quality and quality assurance, and developing and implementing a continuous quality improvement strategy.

According to Article 16 of Law No 37/2007, 16 August, evaluation results are public and must be published on both the A3ES website and the respective HEI's website for the study cycle evaluated. Additionally, if there is any response (contradiction) to the external evaluation reports, it must be published alongside the final version of the reports. Furthermore, the applicable legislation (Article 16(2) of Law No. 38/2007, dated 16 August) requires that higher education institutions publish both the self-evaluation and external evaluation reports.

If a study programme is not accredited, the HEI is prohibited from accepting new students but may continue to operate for up to two years to allow current students to complete their studies. In the case of institutional non-accreditation, a proposal is made to the Government for the institution's closure.

The National Agency for Qualification and Vocational Education and Training (Agência Nacional para a Qualificação e o Ensino Profissional – ANQEP) is a public institute operating within the indirect

administration of the State, with administrative, financial, and pedagogical autonomy.

ANQEP is jointly overseen by the Ministries of Education and Labour, Solidarity, and Social Security, in coordination with the Ministry of Economy and Maritime Affairs.

The agency's mission is to assure and enhance the quality of professional qualifications at the non-tertiary level for youth and adults. Additionally, it aims to provide high-quality, attractive, and relevant initial and lifelong training aligned with the needs of the labour market (Decree-Law No. 36/2012, of 15th February).

### 2.3.3 Legal framework in Portugal

Decree-Law No 369/2007, 5 November approves the statutes of the Agency for Assessment and Accreditation of Higher education (A3ES).

Evaluation criteria are defined in [Law No 38/2007, 16h August](#), amended by [Law No 79/2019, 4 September](#) and include:

- 1) scientific level of teaching.
- 2) teaching and learning methodologies.
- 3) student evaluation processes.
- 4) teaching staff qualification and appropriacy to study cycles analysed.
- 5) the efficiency of the internal quality assurance system.
- 6) the institution's scientific, technological and artistic activity.
- 7) facilities and didactic/scientific equipment.
- 8) social support mechanisms.

[Ordinance No. 168/2019, of 30 May](#), approves the statutes of the *Agência Nacional para a Qualificação e o Ensino Profissional* (National Agency for Qualification and Vocational Education and Training)

[Order No. 5964/2019, of 28 June](#), which establishes the flexible organic units essential for the proper functioning of ANQEP, as well as establishes their competencies.

## 2.4 Inbound and outbound student mobility in Portugal

### 2.4.1 The Erasmus+ programme

The Portuguese government firmly believes that student mobility presents significant opportunities. Therefore, its objective is to provide most students with access to at least a short period of mobility. This initiative aims not only to offer students exposure to different education systems but also to help them acquire valuable soft skills. To facilitate this, deliberate steps have been taken to eliminate barriers to mobility, enhance the internationalisation of higher education institutions, reinforce the implementation of the Bologna Process, and establish quality assurance through an evaluation and accreditation system.

Given the importance attached to this goal, numerous programmes and initiatives have been introduced and promoted both domestically and internationally.

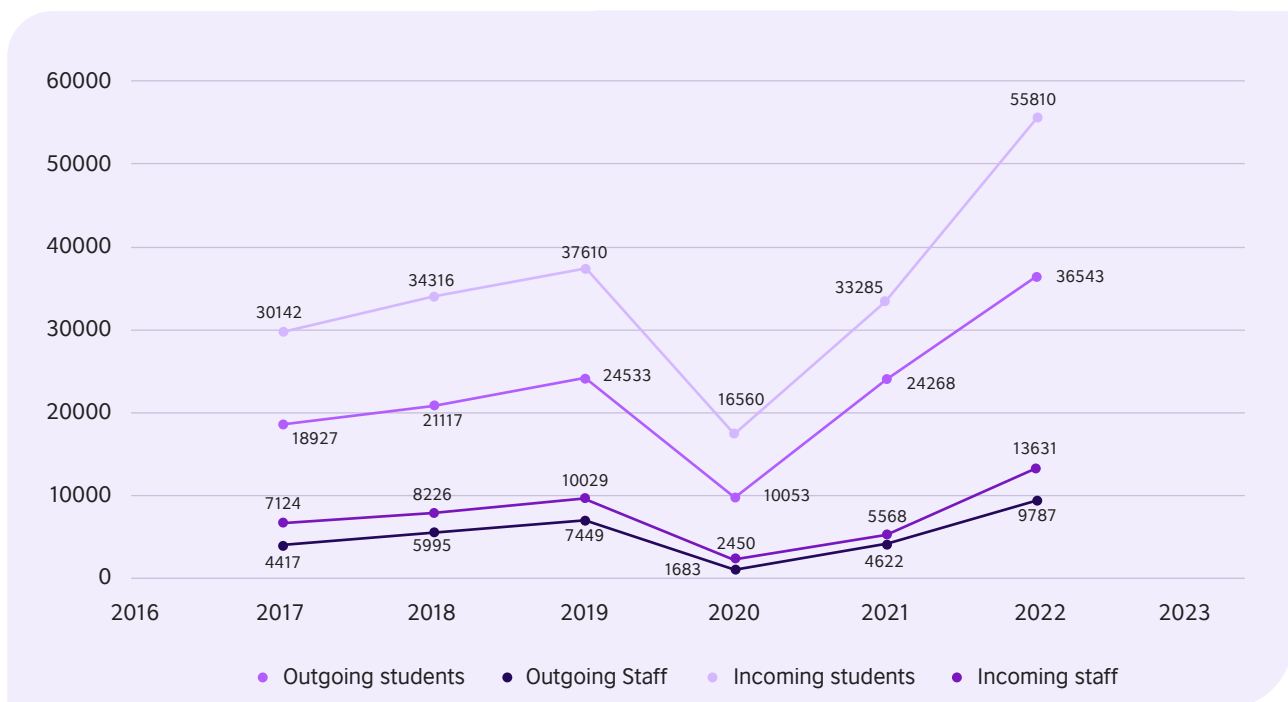
The EU-funded Erasmus+ programme has experienced a surge in participation from higher education students, becoming the primary funding source for the transnational mobility of Portuguese students, teachers, and academic staff. This trend aligns with the broader goal of internationalising HEIs.

Portugal adopted the [European Quality Charter for](#)

[Mobility](#) (Erasmus Student Charter), reinforcing the Erasmus Charter for Higher Education – (ECHE). As such, Erasmus+ student mobility for studies (SMS) and/or traineeship (SMT), core components of the Erasmus+ programme in higher education, provides additional quality assurance.

The two figures below show the most updated data available as of August 2024 and indicate that there was a greater number of incoming Erasmus+ students and staff into Portugal than outgoing students and staff from Portugal between 2017 and 2022.

**Figure two: Erasmus+ participants leaving and travelling to Portugal (2017–2022)**



**Source:** Data from the Erasmus+ programme report on Portugal and graph by the authors.

## 2.4.2 Recommendations for UK–Portugal TNE partnerships

The figure above illustrates the number of inbound mobile students and staff into Portugal from 2017 to 2022 within the Erasmus+ programme. With the UK's withdrawal from the Erasmus+ programme, UK–Portugal TNE partners face both challenges and opportunities. TNE programmes could be appealing to domestic students if they can study together with Erasmus+ international students. UK–Portuguese partners must strategise on designing their TNE programmes to enhance the appeal of educational offerings in Portugal and ensure the sustainability of these programmes, both pedagogically and financially.

Under the Erasmus+ scheme, a long-term study period abroad can last a minimum of two months (or

one academic term or trimester) and a maximum of 12 months in one study cycle.

Despatch no. 10973-D/2014 (second series), issued on 27 August 2014, created a mobility supplement for scholarship students who are beneficiaries of the Erasmus programme. The primary aim of this measure is to facilitate access to the programme, particularly by supporting mobility in higher education for study, traineeships, or placements for students facing financial constraints.

In the third cycle and at the post-doctoral level, a notable portion of scholarships is allocated to students enrolled in foreign universities or joint research programmes.

This includes scientific research grants and other funding provided by the Portuguese [Science and Technology Foundation](#).

UK–Portugal partners looking to align their research and TNE plans should consider implementing dual award doctoral programmes by using existing funding schemes for mobility, such as grants from the Portuguese Science and Technology Foundation and the UKRI's [New Deal for postgraduate research](#).<sup>16</sup> The Turing scheme also provides mobility opportunities for UK-based doctoral students to study and conduct research at their partner institutions from a minimum of four weeks to a maximum of 12 months. However, grant applications from transnational education (TNE) campuses are not eligible and the Turing scheme

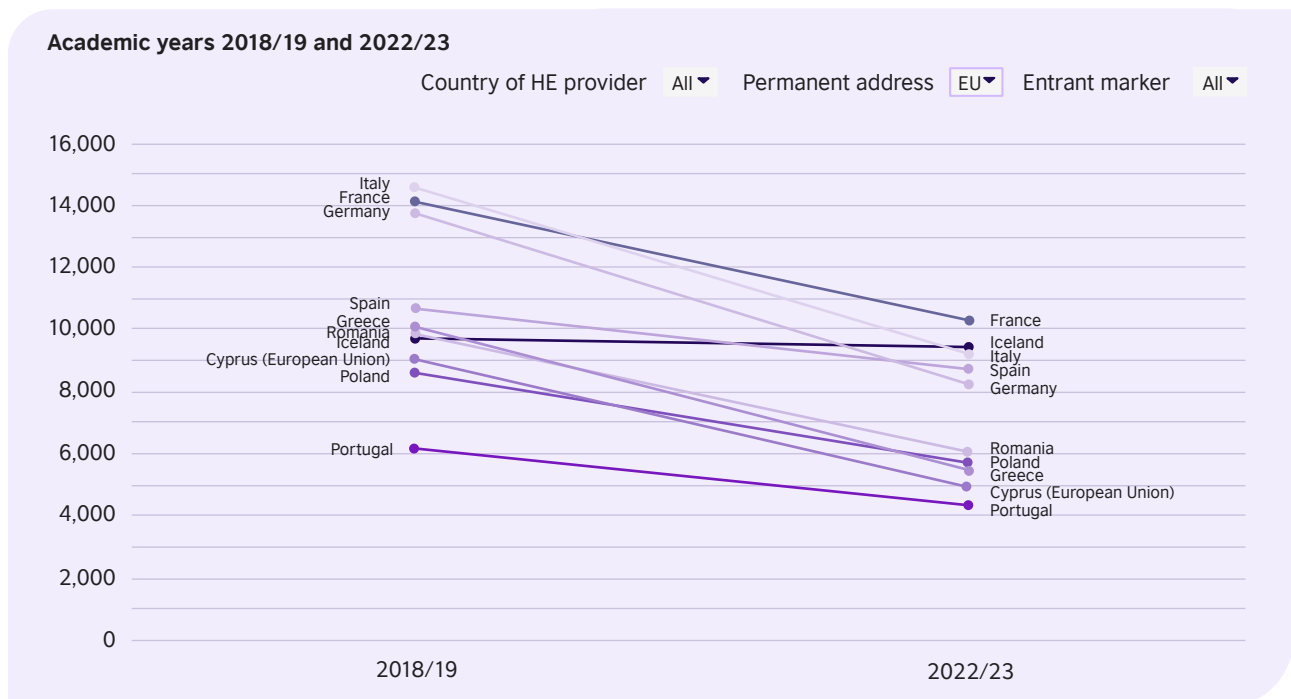
funds cannot be used to travel from a UK-based higher education provider to its own overseas campuses.<sup>17</sup>

## 2.5 Student mobility from Portugal to the UK

### 2.5.1 Inbound UK-based and TNE students from Portugal

According to the latest data released in August 2024 by the UK HESA, Portugal is still among the top ten EU sending countries for HE student enrolments in the UK from 2018/19 to 2022/23.

**Figure three:** Portugal in the top ten EU sending countries (2018–2023)



**Source:** UK HESA figure 11, updated on 29 August 2024.<sup>18</sup>

The table below shows the concrete changes in the top ten EU-sending countries, all of which saw a decrease in total student numbers – including Ireland, which was not directly affected by

post-Brexit changes to visa policy and student finance. The total number of Portuguese students decreased by 29.2 per cent, second only to Romania (32.5 per cent).

<sup>16</sup> <https://www.ukri.org/what-we-do/developing-people-and-skills/new-deal-for-postgraduate-research/> (last accessed in September 2024)

<sup>17</sup> <https://www.turing-scheme.org.uk/funding-opportunities/higher-education-funding/> (last accessed in September 2024)

<sup>18</sup> <https://www.hesa.ac.uk/data-and-analysis/sb269/figure-11> (last accessed in September 2024).

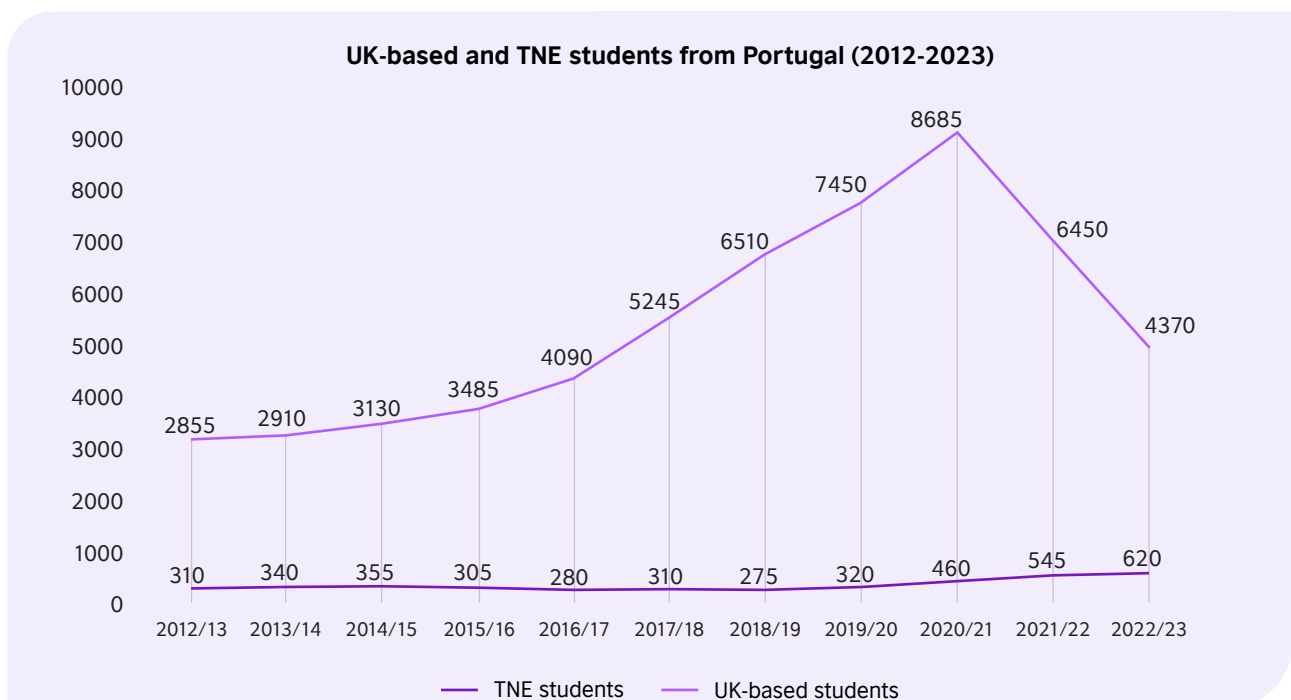
**Table one:** Inbound UK-based students from the top ten EU sending countries

Nr	EU sending countries	Total students		New students only	
		2022/2023	Change vs 2021/22	2022/2023	Change vs 2021/22
1	France	10,305	-13.20%	4,110	-5.60%
2	Ireland	9,410	-4.40%	3,915	-11.10%
3	Italy	9,220	-18.60%	2,895	-6.90%
4	Spain	8,730	-15.50%	2,540	-6.80%
5	Germany	8,240	-16.90%	3,355	-9.20%
6	Romania	6,020	-32.50%	[Not available]	
7	Poland	5,710	-27.80%	1,040	2.50%
8	Greece	5,455	-23.20%	1,615	-9.30%
9	Cyprus (European Union)	4,870	-23.10%	1,395	-7.60%
10	<b>Portugal</b>	<b>4,370</b>	<b>-29.20%</b>	<b>855</b>	<b>-10.50%</b>

**Source:** The HESA data released in August 2024

The orange line in the figure below provides a detailed annual breakdown of all Portuguese students studying in the UK from 2012/13 to 2021/22, showing a trend of steady increase to the peak in 2020/21. The decrease in 2021/22 may be attributed to the introduction of

international fees and study visas for all EU students in the UK in September 2021. Between 2019/20 and 2021/22, there was an increase in the number of Portuguese students enrolled in UK TNE programmes, as illustrated by the blue line in the figure below.

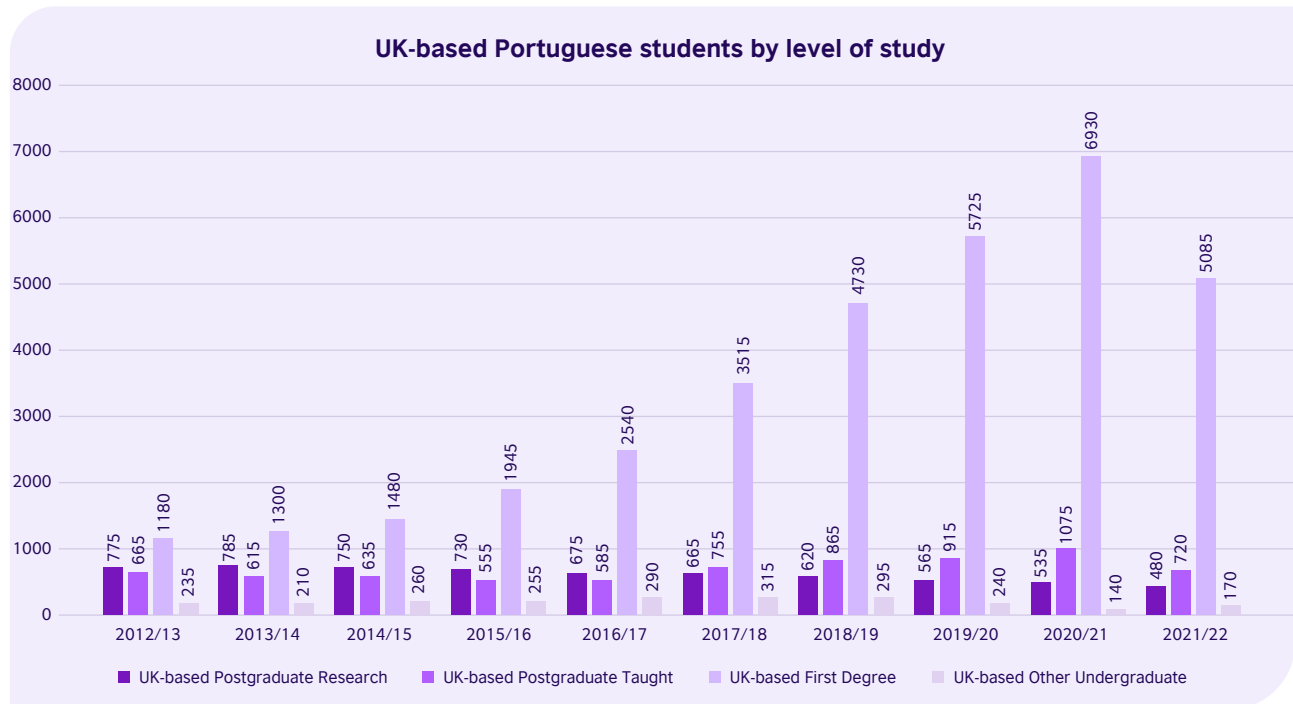
**Figure four:** UK-based and TNE students from Portugal 2012/13–2022/23.

**Source:** UK HESA data updated in August 2024 and graphs by the authors.

Figure five (below, the latest data available) shows that the majority of UK-based Portuguese students were enrolled at the undergraduate level and the number increased steadily from 2012/13 to 2020/21, but there was a sharp decrease in 2021/22 (green column). Meanwhile, the count of postgraduate research/doctoral students (blue

column) experienced a slight decline over the same period. In contrast, the number of taught master's students rose steadily, surpassing doctoral students since 2017/18 to become the second largest group (orange column). The detailed data of 2022/23 inbound students per level of study per sending country had not been released in September 2024.

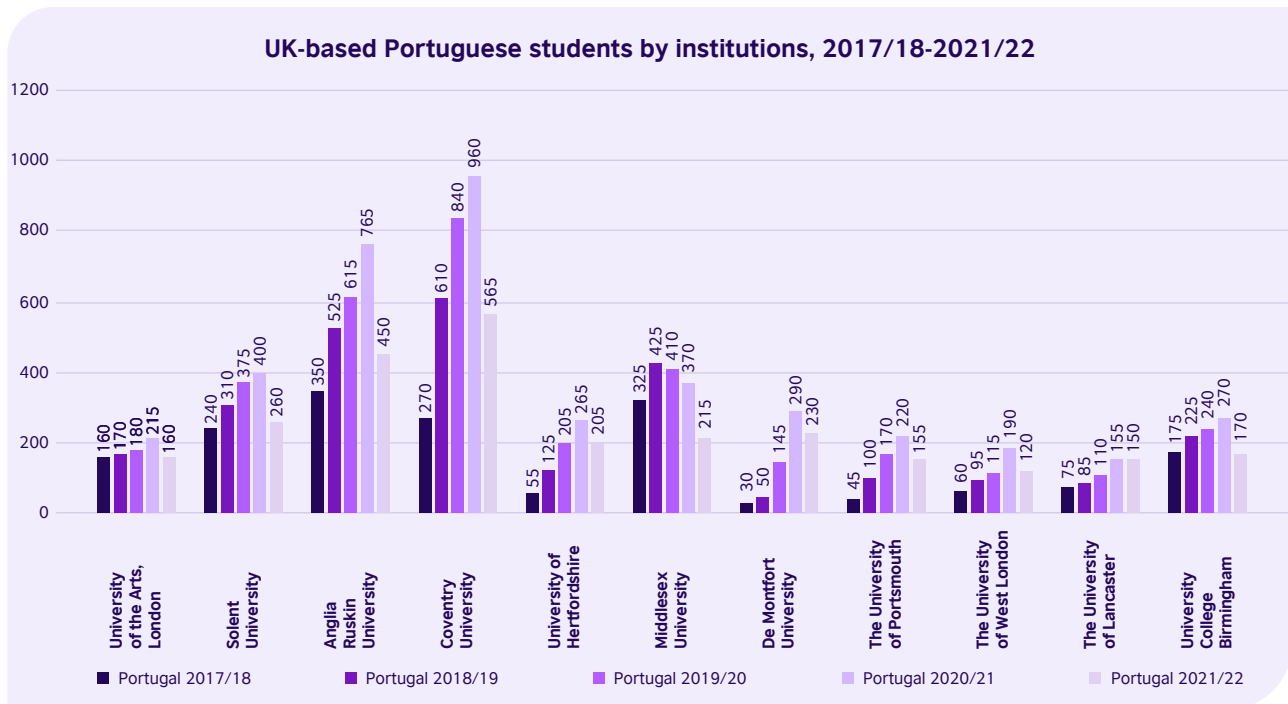
**Figure five:** UK-based Portuguese student by level of study, 2012/13– 2021/22



**Source:** UK HESA data 2023 and graphs by the authors.

The figure below shows 11 UK higher education institutions (HEIs) that had the highest number of Portuguese students enrolled at their UK campuses between 2017/18 and 2021/22. Across all these

institutions, there was a notable decline in the number of students in 2021/22. This decline coincided with the introduction of international fees and study visas for all EU students in the UK.

**Figure six:** UK-based Portuguese students by institutions from 2017/18 to 2021/22

**Source:** UK HESA data 2023 and graphs by the authors

## 2.5.2 Recommendations for UK–Portugal TNE partnerships

According to our interviews with some of the universities mentioned in the figure above, the impact of Brexit, particularly the introduction of international fees and study visas for EU students, has significantly affected the UK's student recruitment from EU countries. In response, UK universities have increasingly turned to TNE delivered abroad as both a development and, in some cases, a survival strategy. They are looking to those EU countries, including Portugal, that historically sent numerous students to their specific programmes (e.g. hospitality and tourism, arts and design) to establish new or expand existing TNE programmes in the same subjects. By offering TNE in Portugal, UK universities aim to maintain their connections with EU partners and continue attracting students from this region.

Some interviewees highlighted emerging models of TNE, which blur the boundaries between the five traditional TNE models categorised in the British Council's report 2022 (see [Chapter one](#)). The **new TNE features may include a broader use of the local language for teaching and learning, as well as opportunities for students to move between TNE partner institutions in EU countries** offering similar TNE programmes that lead to degrees of the same UK university or a consortium of UK universities. For a detailed example, see the case study on TNE programmes offered by the Federation of London

University and Forward College based in Lisbon, Berlin and Paris in the following section.

However, **perspectives on TNE models vary significantly among UK universities and across disciplines**. An interviewee strongly emphasised the value of a study period in the UK and the exclusive use of English in a hospitality and tourism TNE programme with a Portuguese university. Despite developing a similar programme with a partner in Greece, currently, student mobility between Portugal and Greece is not a feasible and desirable option for many UK HEIs.

## 2.6 Transnational education in Portugal

### 2.6.1 Brief history of TNE in Portugal

TNE has been on Portugal's policy agenda for over 20 years. The majority of partnerships have been established between Portugal and other EU countries. Back in 2000, the Portuguese EU presidency identified the main goal for the annual Conference of the Directors General of Higher education and the Chairpersons of the Rectors' Conferences of the European Union as advancing discussions on TNE. The aim was to explore regulatory frameworks for this type of higher education provision. The conference addressed TNE as the explosion of new 'non-official education providers', such as remote

branch campuses, distance education platforms, virtual universities, for-profit networks of providers, educational brokers, and corporate universities. Reflecting on this, a former rector of a Portuguese university noted that the three main challenges, identified in the early days of TNE expansion, remain pertinent today:

1. Regulation: to regulate the various legal, cultural, and linguistic consequences of TNE partnerships;
2. Quality assurance: to assure quality and standards of both the study programmes provided and degrees awarded through TNE partnerships;
3. Recognition: to recognise qualifications awarded through TNE partnerships.

By participating in various EU programmes, student and staff mobility has been facilitated with the revision of the Portuguese legislation regarding the recognition of foreign higher education degrees and diplomas ([Decree-Law No 66/2018](#), 16 August).<sup>19</sup> The new Decree-Law standardises procedures for recognising foreign qualifications, rendering them more transparent, equitable, and straightforward. It introduced changes to previous legal frameworks by clarifying concepts and expanding recognition to short-cycle higher education diplomas that share identical levels, objectives, and characteristics with Portuguese professional higher education technical courses. This recognition process is cost effective and typically finalised within a maximum of 30 days. Comprehensive guidelines are readily available for reference at <https://www.dges.gov.pt/en/pagina/degree-and-diploma-recognition>.

The current situation of TNE provision in Portugal is mainly characterised by EU-funded joint programmes.

### 2.6.2 Erasmus Mundus Joint Master's (EMJM)

Portugal has been extremely active in the EU's flagship Erasmus Mundus scheme since the implementation of the first phase (2004–2008). Essentially, Erasmus Mundus Joint Master's programmes are delivered by multiple higher education institutions and span across different countries (inside and outside Europe). These joint courses require mobility periods between the participant HEIs, as well as intensification of cooperation between them.

As per the latest Erasmus Mundus Catalogue as of September 2024, Portugal is involved in 56 joint master's programmes approved annually from 2018 to 2023 (see [Appendix two](#)). Some UK universities were involved in these programmes too. This

catalogue, updated annually, compiles the Master's programmes currently financed by the European Union. While most of them offer Erasmus Mundus scholarships, some may not, either due to nearing the end of their funding period or being temporarily permitted to use the Erasmus Mundus name post-funding expiration. These initiatives promoting mobility and cooperation with countries outside Europe are part of the Erasmus+ programme, of which the post-Brexit UK is no longer a member.

The Erasmus Mundus Joint Master's (EMJM) programmes are, in essence, a model of transnational education (TNE), offering either:

- a joint degree (i.e. a single degree certificate issued on behalf of at least two higher education institutions) or
- multiple degrees (i.e. at least two-degree certificates issued by two higher education institutions within the consortium)

These programmes are designed and delivered by an international partnership of higher education institutions (HEIs). An EMJM involves at least three HEIs from three different countries, with at least two being EU Member States and third countries associated with the Erasmus+ programme.

The EU provides funding to university consortia both for running these programmes and offering competitive scholarships to the best students worldwide. The current rates are as follows:

**Duration:** six academic years, covering at least four editions of the master's programme

**Grant per project/consortium:** up to €5 million

**EU scholarship for individuals:** €1,400 per month (max. 24 months).

These joint degree programmes have led to the introduction of, and been regulated by, a series of Portuguese policies (Decree Law no. 67/2005, 25 March, and Decree Law no. 74/2006, 24 March, amended by Decree-Law no. 107/2008, 25 June, [No 230/2009, 14 September](#), and [no. 115/2013, 7 August](#)) which aimed to implement the Bologna Process and to internationalise Portuguese higher education, through transnational partnerships.

[Appendix two](#) details the 56 programmes including Portuguese HEIs either coordinating or participating as members of the consortia. These active programmes were approved for funding in the past six years, with the oldest approved in 2018 and the most recent in 2023. Each funding cycle lasts six years; for example, a programme approved in 2023 will run until 2029.

<sup>19</sup> <https://files.diariodarepublica.pt/1s/2018/08/15700/0418204188.pdf> (last accessed in September 2024)

### 2.6.3 The European Universities Initiative

Launched in 2018, the European Universities initiative is an ambitious EU policy aimed at establishing alliances between higher education institutions from all across Europe. There are currently 64 alliances involving over 560 institutions, of which 28 Portuguese universities and polytechnics (see [Appendix three](#)).<sup>20</sup> It is implemented primarily through Erasmus+ funding and each alliance receives around €14.4 million over a period of four years. The deeper institutional cooperation within the European Universities Alliances allows students, doctoral candidates and staff to benefit from seamless mobility opportunities in so-called **European inter-university campuses**.

Individuals have the opportunity to engage in various activities within any of the partner institutions, including studying, training, teaching, conducting research, working, or sharing services. This engagement can occur in person, online or through blended learning approaches. The alliances strive to facilitate such mobility at all academic levels: bachelor's, master's and doctoral, with the goal of ensuring that at least 50 per cent of students within the alliance benefit from these opportunities.

The curricula are joint, flexible and innovative, incorporating interdisciplinary and cross-sectoral approaches which pave the way for **joint European degrees at all levels**, based on co-created European criteria, delivered at national, regional or institutional

levels, aligning with the National Qualifications Frameworks.<sup>21</sup>

The European Commission has adopted an ambitious blueprint for Europe's higher education sector, aiming to establish a European degree.<sup>22</sup>

**This degree, awarded upon completion of transnational bachelor's, master's or doctoral programmes**, will be universally recognised throughout the EU. It will be jointly conferred by a consortium of European universities and will be based on a common set of criteria agreed upon at the European level.

### 2.6.4 Recommendations for UK–Portugal TNE partnerships

While Portuguese HEIs have other opportunities to engage in European TNE programmes that result in pan-EU single joint degrees and are largely funded by the Erasmus+ programme, the UK representatives we interviewed expressed interest in fee-paying TNE programmes that lead to 1) a UK degree only in cases where their Portuguese partners do not possess degree-awarding authority, or 2) a dual degree (two separate diplomas). The UK partners indicated a lack of interest in the joint degree model (single diploma) citing its feasibility challenges for most UK HEIs. This competitive situation is not in the favour of most UK TNE providers.

20 [https://ec.europa.eu/commission/presscorner/detail/en/ip\\_24\\_3542](https://ec.europa.eu/commission/presscorner/detail/en/ip_24_3542) (last accessed in September 2024)

21 <https://education.ec.europa.eu/education-levels/higher-education/european-universities-initiative/about> (last accessed in September 2024)

22 <https://education.ec.europa.eu/news/commission-presents-a-blueprint-for-a-european-degree> (last accessed in September 2024)

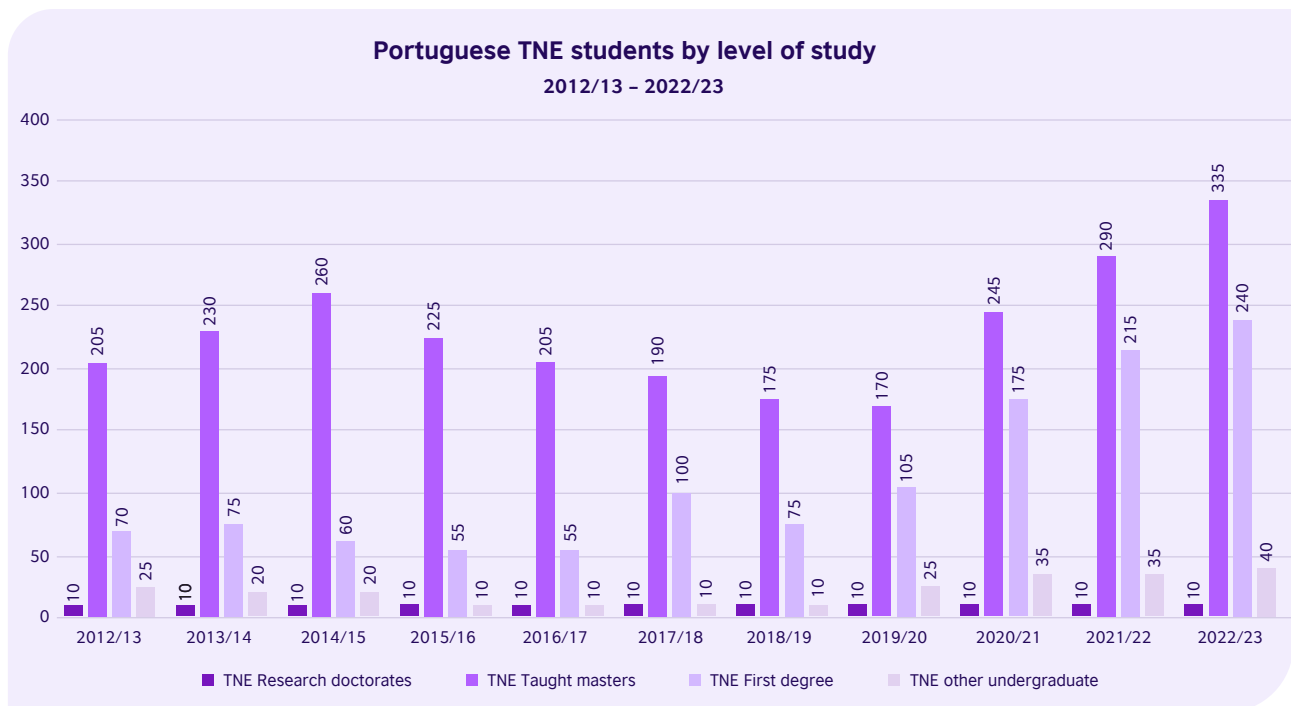
# Chapter three: Mapping UK–Portugal TNE partnerships

## 3.1 UK–Portugal TNE landscape

Following the broad overview of TNE development in Portugal over the past two decades, this section focuses specifically on UK–Portugal TNE partnerships and relevant regulatory frameworks, the sources of students for TNE, including international students in Portugal, and the impact of Brexit and Covid-19 on TNE offerings.

Between 2012 and 2023, the largest number of TNE students was at the taught master's level, followed by the undergraduate level. The figure below also shows a trend of steady increase at both levels over the last four years, according to the latest HESA data released in August 2024.

**Figure seven:** Portuguese TNE student by level of study (2012–2023).



**Source:** UK HESA data released in August 2024 and graphs by the authors.

The UK HESA data in the below table also shows the UK HEIs active in offering TNE to Portuguese students from 2012/13 to 2022/23, especially in the last four or five years, except that Heriot-Watt and Solent universities saw a decrease in 2022/23.

**Table two:** Inbound UK-based students from the top ten EU sending countries

Academic year	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal
	The Open University	University of London (Institutes and activities)	Heriot-Watt University	University for the Creative Arts	The University of Oxford	Solent University	King's College London	The University of Reading	The University of Edinburgh	The University of Salford	The University of Aberdeen	Arden University
<b>Total</b>	595	535	425	260	135	115	100	100	80	65	50	50
2012/13	60	55	15	0	10	0	5	5	5	0	0	0
2013/14	65	60	45	0	10	0	5	5	5	5	0	0
2014/15	45	65	75	0	10	0	0	0	5	0	0	0
2015/16	35	50	70	0	10	0	0	0	5	5	0	0
2016/17	30	45	55	0	5	0	10	0	5	0	5	0
2017/18	35	35	50	5	5	35	5	0	15	15	5	0
2018/19	40	40	40	5	5	10	10	0	10	5	5	0
2019/20	50	30	35	5	15	30	10	0	10	5	5	5
2020/21	70	45	20	50	25	15	15	5	5	10	5	10
2021/22	80	50	15	90	20	20	20	30	5	10	10	15
2022/23	85	60	5	105	20	5	20	55	10	10	15	20

Source: UK HESA data August 2024

The table below presents a list of UK HEIs that have been actively offering TNE programmes to Portuguese students over the past decade. However, their student

numbers have experienced a decline or remained modest in the last four or five years.

**Table three:** Portuguese TNE student by institution, declines in 2012/13–2022/23

Academic year	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal	Portugal
	The University of Liverpool	Royal Holloway and Bedford New College	The University of York	University of Nottingham	The University of Leicester	The University of Manchester	SOAS University of London	Falmouth University	The University of Sussex	
<b>Total</b>	110	95	85	75	70	60	50	20	20	
2012/13	25	45	10	5	15	10	0	0	0	
2013/14	15	35	10	5	10	10	0	0	0	
2014/15	20	15	10	10	5	5	5	0	0	
2015/16	20	0	5	10	5	5	5	0	0	
2016/17	10	0	5	5	5	5	5	0	0	
2017/18	5	0	10	5	5	5	5	0	0	
2018/19	5	0	5	10	5	0	5	0	0	
2019/20	0	0	5	5	5	0	5	0	0	
2020/21	0	0	10	10	5	5	5	5	5	
2021/22	0	0	5	5	5	5	5	5	5	
2022/23	10	0	10	5	5	10	10	10	10	

Source: UK HESA data released in August 2024

## 3.2 TNE case examples and the Portuguese regulatory framework

In continuation of the mapping exercise above, this section presents some examples of TNE partnerships under the five models defined by the British Council in [Chapter one](#) of this report. The details provided in this section are sourced from the interviews with institutional representatives and publicly available information, where institutional names are accessible. Therefore, this report presents their institutional names.

### 3.2.1 Overseas branch campus

This study has not found any examples of UK university branch campuses in Portugal that meet the criteria in the definition which states that ‘*an overseas branch campus is an entity that is owned, at least in part, by a foreign education provider; operated in the name of the foreign education provider; engages in at least some face-to-face teaching; and provides access to an entire academic programme that leads to a credential awarded by the foreign education provider*’ (Lane, 2011, p.5).<sup>23</sup> What sets an overseas branch campus apart from other types of TNE is that these entities operate under their own names in the host countries and are intended to closely replicate the learning experience that occurs on the home campus and students can earn a degree offered in the name of the home campus. The latest HESA TNE data also shows no record of students registered at UK reporting providers, studying overseas for the UK HE award at the overseas campus of reporting providers.

There are several small-scale international campuses in Portugal. For example, the [Geneva Business School Lisbon campus](#) operates under the name of the Swiss degree-awarding private institution. It offers undergraduate, master’s and doctoral programmes in business administration and finance on different physical campuses in Geneva, Madrid, Barcelona and Lisbon<sup>24</sup>.

### The legal framework in Portugal:

[Law no. 62/2007, 10 September](#), establishes the legal framework for the creation of higher education institutions in Portugal, regulates their duties and organisation, the operation and responsibilities of their different bodies, and the recognition and supervision by the state, as part of the sovereignty.<sup>25</sup>

### 3.2.2 Distance and flexible learning with online delivery of UK programmes

This TNE model is offered by most UK HEIs, including The Open University, King’s College London, University of London (institutes and activities), the University of Oxford, the University of Reading, the University of Edinburgh, Arden University, and the University of Salford. Students are normally registered at UK providers for distance, flexible and distributed learning programmes leading to a UK award where the location of the student is known to be overseas. This TNE model normally does not require a local partner in Portugal.

See [Appendix one](#) for more details on distance learning TNE case examples.

### 3.2.3 The Covid-19 pandemic and distance learning TNE programmes

Traditionally, the Open University of Portugal serves as the paradigmatic example of flexible and distance learning. However, following the Covid-19 pandemic, there has been a noticeable trend towards offering distance education, particularly by private higher education institutions (21 programmes). Table four below shows the number of new study programmes by distance learning being put forward for approval in 2022.

<sup>23</sup> Lane, Jason E. “Global expansion of international branch campuses: Managerial and leadership challenges.” *New Directions for Higher Education* 2011, no. 155 (2011): 5-17.

<sup>24</sup> <https://gbsge.com/> (last access August 2024)

<sup>25</sup> <https://www.ulisboa.pt/wp-content/uploads/Law-62-2007.pdf> (last access 26 March 2024)

**Table four:** Proposals of new study programmes for approval, submitted in 2022

2022/23	Modes of teaching and learning	Number of study programmes		
		Public Institutions	Private Institutions	Total
First-cycle degree programmes	Traditional	36	35	71
	<b>Distance education</b>	<b>4</b>	<b>8</b>	<b>12</b>
	Total	40	43	83
Second-cycle degree programmes	Traditional	124	66	190
	<b>Distance education</b>	<b>4</b>	<b>13</b>	<b>17</b>
	Total	128	79	207
PhD	Traditional	10	15	25
	<b>Distance education</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Total	10	15	25
<b>Total</b>	Traditional	170	116	286
	<b>Distance education</b>	<b>8</b>	<b>21</b>	<b>29</b>
	Total	178	137	315

**Source:** National Agency for Accreditation and Quality Assurance (A3ES).<sup>26</sup>

#### The legal framework in Portugal:

- Law no. 46/86, of 14 October – Basic Law of the Education System (amended by Law no. 115/97, of 19 September, Law no. 49/2005, of 30th August and Law no. 85/2009, of 27 August), Article 21 regulates Distance learning.
- Decree-Law no. 133/2019, of 3 September – Approves the legal framework for distance higher education. Article 5 – Provision of distance learning programmes
- A3ES Order 16/2022 – Non-face-to-face teaching.
- Law 38/2007 – Legal framework for the evaluation of higher education.

According to the provisions of Article 3 of Decree-Law 133/2019, a ‘distance learning study’ is a study conferring an academic degree in which the curricular units taught in the distance learning modality correspond to a minimum of 75 per cent of the total credits of the respective study plan.’ Following this decree, A3ES defined, in 2021, a differentiated process for the Prior Accreditation of a New Cycle of Studies taught at a distance. During the Covid-19 pandemic and post-Covid period, possibly due to the expansion of this mode of teaching, A3ES changed their regulations in 2022 and set up a single accreditation process independent of the mode of teaching.

#### 3.2.4 Recommendations for UK–Portugal TNE Partnerships

UK universities that are interested in recruiting Portuguese students for their TNE programmes through distance learning may need to keep abreast of the range of new distance learning programmes offered by Portuguese HE institutions. Such updated knowledge may enable UK HEIs to improve the attractiveness of their programmes and enhance their competitiveness and explore opportunities to partner with Portuguese providers.

#### 3.2.5 Collaborative provision: Joint/dual award degree

**Case example: Double award master programme between Porto Business School and Stirling University Management School.**

##### Partnership model, education programmes and final degrees

The TNE partnership between the University of Stirling Management School and Porto Business School started to offer a dual award master programme in International Business in 2021.

26 <https://www.a3es.pt/pt/o-que-e-a3es/plano-de-atividades> (last accessed in September 2024)

Due to the Covid-19 pandemic, Stirling Management School welcomed the first students on its postgraduate dual degrees to campus in January 2023.

This TNE programme combines the two existing master's programmes at both institutions. The Porto Business School designs its programme '[Executive Master in International Business](#)' for working professionals and offers them an opportunity to transfer to the University of Stirling, Scotland towards an MSc in Business and Management or an MSc in International Business after they have completed the one-year course at Porto with 60 ECTS.<sup>27</sup>

The TNE partnership enables participants to achieve two degrees in a semester in a shorter time than usual, and to experience different styles of business teaching, as well as life in Scotland and Portugal. Lecturers can also teach across both institutions, enhancing teaching and research collaboration.

### Quality assurance and accreditation

Like most business schools, the partners in this TNE partnership adhere to the accreditation standards of international professional bodies rather than the national quality assurance agencies. Accreditation can be for programmes or institutions. Accreditation is the establishment or restatement of the status, legitimacy or appropriateness of an institution, programme (i.e. composite of modules) or module of study (Harvey, 2004).<sup>28</sup>

In terms of institutional accreditation, both the Porto Business School and Stirling Management School are established education providers.

In terms of programme accreditation, the Stirling Management School receives accreditation from the Association of MBAs (AMBA) for both its **MBA and MSc Business and Management degrees**.<sup>29</sup> The latter degree is offered as part of the TNE dual award arrangement.

In 2024 Porto Business School received a five-year AMBA (Association of MBAs) re-accreditation and the Business Graduates Association (BGA) accreditation, which are two of the world's leading authorities on business education. Porto Business School holds triple international accreditation: AMBA, AACSB, and EFMD. Only two per cent of the over 16,000 business schools worldwide achieve this triple accreditation for their MBA programmes.

### Enabling factors and challenges

Both business schools have established international reputations. The Porto Business School is part of the University of Porto which was founded in 1911. The University of Porto has the largest student population among Portugal's universities, currently with approximately 35,000 students, of which around 14 per cent are international students representing over 100 nationalities.<sup>30</sup> The University of Stirling's Management School (SMS) was formally established in 2008 and is one of five faculties forming the University of Stirling, which was founded in 1967. The university has more than 18,500 students from over 140 nationalities, including 6,000 students in its growing postgraduate community.

Despite the enabling factors, the TNE programme faces several challenges. As the mobility period and dual award are optional and costly, not all students (who are working professionals) have taken up the opportunity. In order to create a diverse student cohort and a viable business model, the Stirling Management School also established a similar TNE programme with Budapest Business School and brought students from both Porto and Budapest to the Stirling campus in their second year. They study Stirling's MSc International Business and MSc Business and Management to achieve Master's qualifications from both Stirling and their home institutions.

### 3.2.6 Top-up year (2+1 model)

This model refers to 'students registered at an overseas partner, where the majority of teaching is delivered in Portugal, but obtain a UK degree' (Articulation, Progression)

#### Case example: Solent University (UK) and Escola de Tecnologias Inovação e Criação (ETIC)

[ETIC](#) is a group of Portuguese schools offering vocational and technical education in fields such as animation, video production, sound design, music, media production, communication and journalism, graphic design, interior design, photography, multimedia, and acting. ETIC has extensive experience in international collaborations. Since 2000, the ETIC group has supported over 300 students in gaining work experience abroad through the Leonardo Da Vinci and Erasmus+ mobility programmes.

27 Executive master's in international business, Porto Business School, <https://www.pbs.up.pt/en/programmes/postgraduate-programmes-and-executive-masters/international-business/> (last accessed in September 2024)

28 Harvey, L. (2004). The power of accreditation: Views of academics. In *Journal of Higher Education Policy and Management* (Vol. 26, Issue 2, pp. 207–223). <https://doi.org/10.1080/1360080042000218267>

29 <https://www.stir.ac.uk/about/faculties/stirling-management-school/about-us/rankings-and-accreditations/aacsb-international-accreditation/> (last accessed in September 2024)

30 <https://www.up.pt/portal/en/explore/about-uporto/facts-and-figures/> (last accessed in September 2024)

In 2015, ETIC was accredited with the Erasmus+ VET Mobility Charter, a certification that recognises its operational capacity to manage mobility projects.

[Solent University](#) in Southampton and ETIC offer a [range of TNE programmes](#) leading to Solent's undergraduate degrees, such as a BA in [Graphic Design](#), BA in [Film and Television](#), [BA in Music production](#), BA in [Fashion design](#), BA in [Digital and Game Art](#).<sup>31</sup> ETIC students have the opportunity to enter either the second or third year of Solent's undergraduate courses to obtain Solent degrees. Both Solent University and ETIC are jointly responsible for quality, with Solent being responsible for the academic standards.

ETIC has been offering HND (Higher National Diploma) courses level five, a UK certificate and its TNE partnership with Solent University offers a 2+1 or 2+2 TNE model, with two-year Pearson [BTEC](#) (Business Technology and Education Council) level five qualification and one-year (or two-year) top-up course.

ETIC does not possess academic degree awarding authority and is not a higher education institution but a vocational school operating under certification from [DGERT](#) – Direção-Geral do Emprego e das Relações de Trabalho, part of the Ministry of Labour, Solidarity and Social Security (Portuguese: Ministério do Trabalho, Solidariedade e Segurança Social or MTSS). This certification covers professional training activities: 'Certification as a training entity by DGERT can be requested by any entity that carries out professional training activities and has a training structure, in accordance with the certification requirements'.<sup>32</sup> As a certified training institution, ETIC adheres to a specific quality assurance framework in its procedures and practices.

#### **Case example: Teesside University and ETIC in Algarve**

The TNE partnership between [ETIC in Algarve](#) and Teesside University offers a similar 2+1 (or 2+2) programme in Video Games.

After completing the [two-year video games technical course](#) at ETIC in Algarve, students can apply for a third year at [Teesside University](#), in Middlesbrough, UK leading to one of the two undergraduate programmes:

- BA (Hons) Indie Games Development
- BSc (Hons) Technical Game Development.

#### **The legal framework in Portugal:**

Decree-Law no. 74/2006, of 24 March – Approves the legal framework for higher education degrees and diplomas (amended by Decree-Laws no. 107/2008, of 25 June, 230/2009, of 14 September, 115/2013, of 7 August, 63/2016, of 13 September, 65/2018, of 16 August and 27/2021, of 16 April).

#### **3.2.7 Other arrangements**

This model refers to 'multiple UK or international partners delivering a combination of other types of provision'.

#### **Case example: London University and Forward College in Lisbon**

##### **Partnership model**

TNE partnerships have developed into diverse models that blur the boundaries between the categories defined by the British Council and UUKI at the outset of this report. An example is the TNE partnership between two members of the University of London (the London School of Economics and Political Science – LSE, and King's College London – KCL) and Forward College which has teaching facilities in Lisbon, Berlin, and Paris. However, this TNE partnership is not a branch campus in Portugal according to the definition which states 'an overseas branch campus is an entity that is owned, at least in part, by a foreign education provider; *operated in the name of the foreign education provider*; engages in at least some face-to-face teaching; and provides access to an entire academic programme that leads to a credential awarded by the foreign education provider' (Lane, 2011, p.5).

In this partnership, students are registered at the University of London as 'distance learning' enrollers because they study outside the UK. However, they attend full-time, in-person classes at Forward College. At present, Forward College only provides degree programmes of the University of London. In terms of legal status, Forward College is registered as a social enterprise in France and operates in Lisbon, Paris and Berlin.<sup>33</sup> The concept of social enterprise in France refers to private organisations whose main objective is not to maximise profit but to address unmet societal needs and whose governance is democratic (following the 'one person, one vote' principle) in accordance with the law on social and solidarity economy (SSE) in France.<sup>34</sup>

31 <https://etic.pt/tipo-de-curso/bachelor-degrees/> (last accessed in September 2024)

32 <https://certifica.dgert.gov.pt/certificacao-de-qualidade/acesso-a-certificacao.aspx> (last accessed in September 2024)

33 [https://fabmove.eu/country\\_report/social-enterprises-in-france/](https://fabmove.eu/country_report/social-enterprises-in-france/) (last accessed in September 2024)

34 <https://www.taylorfrancis.com/chapters/oa-edit/10.4324/9780429055140-4-6/social-enterprise-france-francesca-petrella-nadine-richez-battesti-laurent-fraisie-jean-louis-laville-laurent-gardin> (last accessed in September 2024). More information about The Law on the Social and Solidarity Economy (SSE), France can be found at the OECD publication <https://www.oecd-ilibrary.org/docserver/9789264268500-10-en.pdf?expires=1712864971&id=id&accname=guest&checksum=2EC67A7EFB892F1788BFBE1427E27BCD>

In Portugal, Forward College provides private education, although it is not listed in the Portuguese Ministry of Science, Technology and Higher Education's list of private higher education institutions (see [appendix four](#) for further details).<sup>35</sup>

### Quality assurance

Since September 2021, Forward College has been a Recognised Teaching Centre for the University of London delivering face-to-face classes. The current six TNE bachelor programmes are offered in three cities: students spend their first year in Lisbon, the second in Paris and the third in Berlin. Five programmes lead to bachelor's degrees from LSE and one programme leads to a bachelor's degree from KCL. The students have full access to the curriculum and learning materials designed by LSE and KCL.

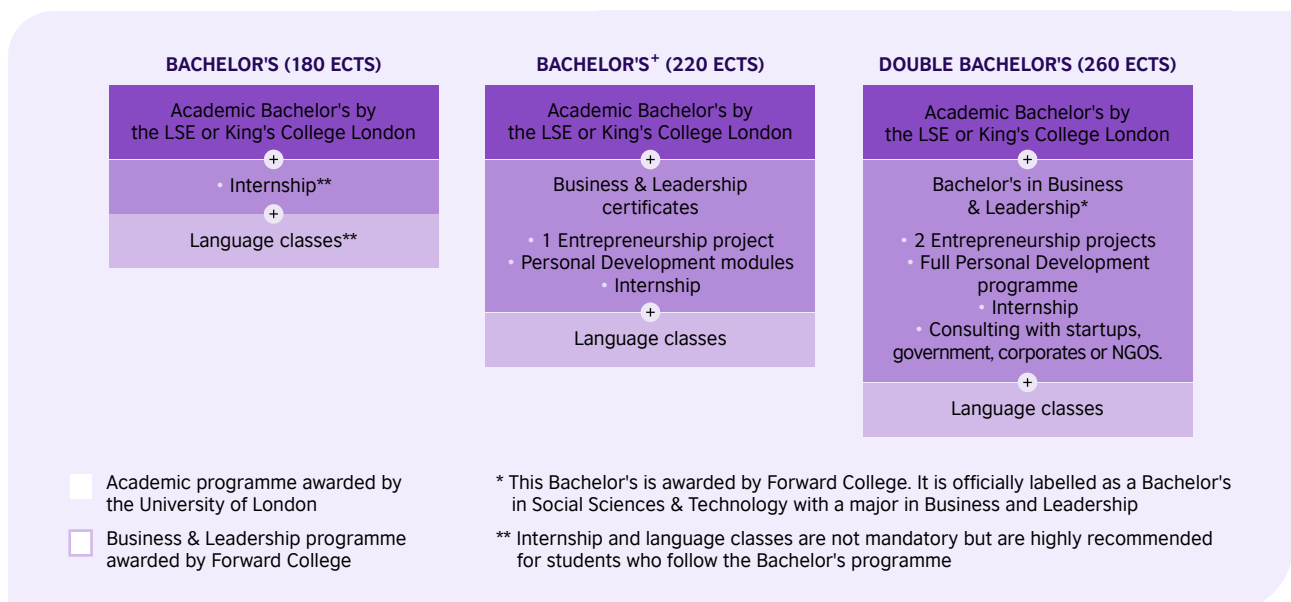
According to a senior representative from Forward College, negotiations between Forward College and the University of London started in 2020 and were finalised in June 2021 with a document of over 100 pages demonstrating that the College meets the criteria set by London University.<sup>36</sup> These criteria include: compliance, academic management and administration, facilities, staffing, teaching and learning, student experience, quality assurance; recruitment, marketing and publishing materials. The first cohort of 25 students, selected from 450 applications, started at Forward College Lisbon in September 2021. While Forward College's qualified

academic staff handle course delivery and one-to-one tutorials, LSE and KCL are responsible for providing, assessing and grading exam papers. In this sense, the collaboration partly resembles the franchise model, in which students study the entire programme outside the UK. These TNE programmes and Forward College itself are not currently listed in the registry of the Portuguese Agency for Assessment and Accreditation of Higher Education (A3ES).<sup>37</sup>

### Education programmes and final degrees

The TNE partnership currently offers three-year undergraduate programmes in six different subject areas, including business and management, economics and politics, politics and international relations, economics, data science and business analytics, leading to bachelor's degrees from LSE and a psychology degree from KCL. All programmes follow the Bologna Process degree structure requiring a minimum of 180 ECTS achieved over three years. Additionally, each programme offers three options which students must select at the beginning of their enrolment in the first year: single bachelor's (180 ECTS), bachelor's + (220 ECTS), and double bachelor's (260 ECTS) as shown in the figure below. According to a senior representative from Forward College, the double bachelor's option includes a diploma that will be awarded by Forward College. The college is currently seeking degree-awarding permission from the French authorities, with the outcome of this application process expected in 2024.

**Figure eight:** Degree structures and options at Forward College (2023–24)



**Source:** Forward College's website (<https://forward-college.eu/overview/>).

35 [https://www.dges.gov.pt/simges/public/www/cursos\\_instituicoes?plid=372](https://www.dges.gov.pt/simges/public/www/cursos_instituicoes?plid=372) (last accessed in September 2024)

36 <https://www.london.ac.uk/study/where-study/teaching-centre/teaching-centre-recognition-framework> (last accessed in September 2024)

37 <https://www.a3es.pt/pt/acreditacao-e-auditoria/resultados-dos-processos-de-acreditacao> (last accessed in September 2024)

### Tuition fees

The annual tuition fees for 2023/24 are as follows:

- Bachelor's (180 ECTS): €18,500 for EU/EEA/Swiss students (€22,500 for other international students)
- Bachelor's+ (220 ECTS): €21,000 for EU/EEA/Swiss students (€25,000 for other international students)
- Double bachelor's (260 ECTS): €25,000 for EU/EEA/Swiss students (€29,000 for other international students).

There are no additional administrative fees. The tuition fees are split between the University of London and Forward College.

Since its launch, Forward College has committed to financially supporting 30 per cent of its student cohort. The College offers two forms of financial support: scholarships covering up to 20 per cent of tuition fees for three years, and interest-free student loans that must be repaid within seven years of graduation.

### Student population

As of Spring 2024, 185 students are studying for LSE and KCL degrees at Forward College. The majority are from Europe (85 per cent), with the remaining (15 per cent) from outside Europe. The first two Portuguese students may be enrolled in the upcoming academic year (September 2024). The number of students has increased steadily over the last three years: 25 students started in the first cohort in 2021, 60 students in the second cohort in 2022, and in September 2023, Forward College welcomed 100 students to its Lisbon campus as the third cohort, selected from over 1,500 applicants. These students represent 33 nationalities, and 30 per cent of them benefit from Forward College's scholarships or student loans.

### Staffing

Forward College independently recruits qualified academic staff for each location without interference from the University of London. Most academic staff are employed full-time and teach in-person classes in English at their respective locations, without rotating or moving to other sites.<sup>38</sup>

### Enabling factors and challenges

The following enabling factors have been drawn from our desk research and interview data:

- The TNE partnership offers a unique opportunity that meets the diverse needs of students and parents, who value the worldwide reputation of the

UK degree-awarding universities and the experience of studying in three European capital cities;

- Small class sizes (on average 15 students) and individual tutorials offered by qualified academics;
- A number of academic staff of Forward College are UK alumni including those who graduated from LSE and KCL;
- Forward College's tuition fees are lower than those at LSE and KCL in London (ranging from £27,000 to £33,000 per annual for international undergraduate students);
- A close working relationship with the British Council in Lisbon, including the use of British Council premises for some academic activities.

*The TNE partnership also faces several challenges.*

- As a new private institution without degree-awarding permissions, Forward College may need more time to build trust with students and parents.
- There are attractive study options offered by other competitors, such as the three-year Bachelor of International Management provided in Lisbon by Geneva Business School.<sup>39</sup>
- The annual tuition fees for bachelor's degrees at Portuguese universities for domestic students are set below €700 (2023–2024). Portuguese universities also provide mobility opportunities under the Erasmus+ (mentioned earlier in this report).
- Additionally, the complexity of obtaining study visas for non-EU students presents challenges for their mobility across three countries of the TNE programmes.

### 3.2.8 International students in Portugal

Drawing on the above-mentioned case of the TNE partnership between LSE, King's College London and Forward College, it is important for UK HEIs to understand the current situation of international students in Portugal, which institutions attract them and whether there are opportunities to offer UK TNE programmes to them in Portugal.

In 2022/23, 74,597 international students were either enrolled as full-degree-seeking students or as transfer/exchange mobile students in Portugal.

- International students represent 17 per cent of the total enrollers of 446,028;
- 17,822 students were enrolled in higher education institutions under international mobility programmes, such as the European Union's Erasmus+, especially from Spain, Italy, and Germany, which confirms the trend of growth seen in the post-pandemic years;

38 <https://forward-college.eu/profiles/faculty/> (last accessed in September 2024)

39 <https://gbsge.com/programs/bachelor-of-international-management/> (last access 31 May 2024)

- Among the international students enrolled on full degree courses in Portugal, the majority come from Brazil (17,028), Guinea-Bissau (6,910), Cape Verde (6,449), Angola (5,292) – all Portuguese-speaking countries, and France (3,406).

**Table five:** Non-lusophone students in Portuguese public and private higher education institutions

	Public institutions			Private institutions		
	2011/12	2015/16	2019/20	2011/12	2015/16	2019/20
<b>Universities</b>	4394	5029	6870	<b>850</b>	<b>1422</b>	<b>3123</b>
<b>Polytechnics</b>	1120	1137	2116	<b>325</b>	<b>583</b>	<b>1080</b>
<b>Total</b>	5514	6166	8986	<b>1175</b>	<b>2005</b>	<b>4203</b>
<b>Top five countries of origin</b>	France (478)	China (594)	Italy (1080)	<b>Spain (330)</b>	<b>Spain (660)</b>	<b>France (1753)</b>
	Ukraine (467)	Spain (544)	China (974)	<b>France (90)</b>	<b>France (248)</b>	<b>Spain (657)</b>
	Spain (418)	Italy (516)	Germany (638)	<b>Ukraine (71)</b>	<b>Italy (197)</b>	<b>Italy (521)</b>
	Germany (340)	Germany (437)	Spain (552)	<b>Italy (60)</b>	<b>Germany (108)</b>	<b>Germany (235)</b>
	Italy (319)	Ukraine (415)	Guinea (546)	<b>Netherlands (56)</b>	<b>China (104)</b>	<b>China (145)</b>

**Source:** Adapted from Sin et al. (2022).<sup>40</sup>

### 3.2.9 Entry visa for international students

To facilitate the visa application process for students from outside the European Union (EU), Portugal adopted a new immigration law in 2007 (Law No 23/2007, 4 July, later amended, with the latest version being Law No 28/2019, 29 March). This law transposed several EU directives into national legislation, particularly policies regarding visas for students and researchers from non-EU countries (2004/114/EC and 2005/71/EC). These changes streamlined and accelerated the visa issuance process for these categories. Additionally, Ordinance No 208/2008, 27 February, established a fast-track procedure for issuing visas to students

from non-EU countries participating in European programmes (e.g. Erasmus+) or the Community of Portuguese-Speaking Countries (CPLP).

In 2022, further changes to the Portuguese Immigration Law were introduced to simplify procedures for obtaining visas, as well as for granting and renewing residence permits for nationals of Portuguese-speaking member states (known as CPLP Visa applicants). These amendments also extended the validity of residence permits for research, study, professional internships, or voluntary work.

<sup>40</sup> Sin, C., Tavares, O., Aguiar, J., & Amaral, A. (2022). More students and more diverse: new trends in international mobility to Portugal. *Tertiary Education and Management*, 28(2), 135–153. <https://doi.org/10.1007/s11233-022-09090-y>

# Chapter four: Opportunities and challenges

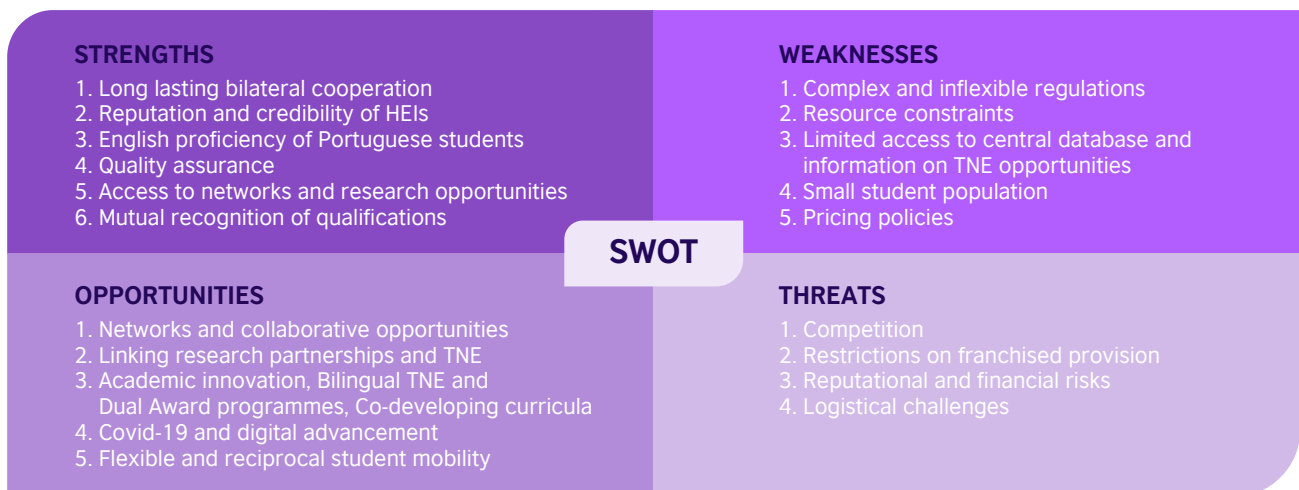
## 4.1 SWOT analysis

This chapter analyses the opportunities and challenges inherent in the UK–Portugal TNE cooperation using a SWOT analysis framework at a macro level. The analysis identifies key strengths and weaknesses of both the Portuguese and UK higher education sectors and the external opportunities and threats affecting TNE partnerships in the post-

Covid and post-Brexit context can better withstand external challenges by proactively addressing threats and weaknesses.

The practical implications of the SWOT analysis can be significant for the decision-making process at the institutional level.

**Figure nine:** Strengths, weaknesses, opportunities and threats



**Source:** Compiled by the authors.

### Strengths

1. **Long-lasting bilateral cooperation:** As mentioned at the outset, political and trade relations between the UK and Portugal have spanned centuries, and culture, higher education and research cooperation between the two countries has also been long-standing. Our interview data also shows that decades of research partnerships and Erasmus student and staff exchanges have deepened cultural understanding and built trust between UK and Portuguese higher education institutions. Many UK universities employ

Portuguese academics and maintain strong ties with a large alumni community. For example, Imperial College London has collaborated with universities in Portugal for decades, publishing more than 170 joint research papers every year. Imperial also has a vibrant Portuguese community with 155 students, 100 staff members and over 1,200 alumni. Such long-lasting inter-institutional cooperation can, in some cases, serve as a springboard for developing dual award TNE programmes.

## 2. Reputation and credibility of higher education cooperation:

The 2023 study [PUMP](#) (Mapping Scientific Collaborations between Portugal and the United Kingdom) confirms that Portugal–UK scientific collaborations are highly productive, impactful and of recognised quality. The study identified nearly 15,000 publications, 80 per cent of which appeared in the top 25 per cent of the most prestigious journals in their fields, as well as 40 patent applications. This strong foundation supports the development of research-informed curricula for TNE programmes, enhancing the attractiveness of UK-Portugal TNE offerings.

## 3. English proficiency of Portuguese students:

In 2015, Portugal made English a compulsory subject for students from grade three of primary education (age eight). Some schools choose to start from grade one.<sup>41</sup> School leaders, teachers and students strongly value authentic opportunities for students to practise spoken English in contexts beyond the classroom. In the latest survey conducted by Swiss company ‘EF Education First’ in 2023, Portugal secured eighth place out of 113 countries, attaining a high proficiency level. Far ahead of Italy, Spain and France.<sup>42</sup>

## 4. Robust quality assurance:

The two main organisations responsible for quality assurance are the Agency for Assessment and Accreditation of Higher education ([A3ES](#)) and the National Agency for Qualification and Vocational Education and Training ([ANQEP](#)). Portuguese study programmes and institutions must adhere to the European Standards and Guidelines (ESG). The inclusion of mobility programmes as quality indicators in the Portuguese accreditation highlights a commitment to global engagement and academic excellence, enhancing the relevance of international academic cooperation. UK-Portuguese TNE partners should take this mobility requirement into account when designing their programmes.

## 5. Access to networks and research opportunities:

[The UK rejoined Horizon Europe in early 2024](#), allowing both the UK and Portugal to collaborate on accessing research funding for joint projects. The two countries could also explore the possibility of establishing bilateral agreements between their national research councils, similar

to the existing Norway-UK, Luxembourg-UK, or Ireland-UK agreements, to further strengthen research collaborations and co-funding opportunities.<sup>43</sup>

## 6. Mutual recognition of qualifications:

Both Portugal and the UK are signatories to the Lisbon Convention<sup>44</sup> for the recognition of qualifications and are members of the European Network of Information Centre ([ENIC](#))<sup>45</sup> providing information, advice or formal decisions on the recognition of overseas qualifications. Furthermore, some professional organisations also sign mutual recognition of skills and credentials. For example, in November 2018, the UK Engineering Council signed a cooperation agreement with the Ordem dos Engenheiros (OE, the Order of Engineers) to facilitate the mobility of engineering professionals between the UK and Portugal.

### Weaknesses

## 1. Complex and inflexible regulations:

Both the UK and Portugal have complex and inflexible regulatory frameworks at the systemic level, making it challenging for HEIs to navigate. The UK comprises four nations, each with varying regulations. Additionally, there are non-negotiable rules and practices at the national level (e.g. student visas, tuition fee caps) and the institutional level (e.g. UK HEIs typically do not issue joint but offer single or dual awards).

## 2. Resource constraints:

Most UK-Portugal education partnerships and academic exchanges were previously funded by EU schemes (e.g. Erasmus+), but following Brexit, the UK’s loss of access to these financial resources has resulted in a significant drop in student enrolments and mobility to the UK. The [UK Turing Scheme](#) cannot address this issue, as it is limited to outward mobility from the UK, while most mobility has traditionally been from Portugal to the UK. Furthermore, unlike some Asian countries that actively promote UK TNE offerings and have established specific laws for TNE (e.g., the [Philippines’ Act on TNE](#)) and provide financial support for TNE partnership development, there are no similar incentives from the Portuguese and UK governments for TNE programmes.<sup>46</sup>

41 OECD (2024), “How 15-year-olds learn English in Portugal”, in *How 15-Year-Olds Learn English: Case Studies from Finland, Greece, Israel, the Netherlands and Portugal*, OECD Publishing, Paris. <https://doi.org/10.1787/a3fcacd5-en>

42 <https://www.portugalbusinessnews.com/post/portugal-ranks-in-top-10-countries-in-english-proficiency> (last accessed in September 2024)

43 <https://www.ukri.org/who-we-are/epsrc/relationships/international-agreements/money-follows-cooperation-agreement-with-research-council-norway/> (last accessed in September 2024)

44 <https://www.engc.org.uk/international-activity/european-recognition/mutual-recognition-agreement-portugal/> (last accessed in September 2024)

45 <https://www.enic.org.uk/What%20Is%20Recognition/Our%20Role/Default.aspx> (last accessed in September 2024)

46 <https://www.britishcouncil.org/about/press/philippine-government-signs-transnational-higher-education-law> (last accessed in September 2024)

3. Limited access to the central database on TNE opportunities: The lack of access to relevant regulatory frameworks, comprehensive national data on different TNE models and related statistics in Portugal may hinder UK institutions' ability to identify suitable collaboration opportunities with Portuguese institutions. For example, Pakistan published the list of all recognised TNE programmes and partnerships in the country at <https://www.hec.gov.pk/english/universities/Pages/Foreign-Collaboration-Institutions.aspx>

Additionally, frequent changes in TNE data collection methods by UK HESA result in varying definitions of TNE arrangements, which may not accurately reflect the understanding of TNE and realities across different contexts. The most recent announcement regarding changes in the reporting practice of UK TNE data was made in September 2024 with the new practices set to take effect in 2026.<sup>47</sup>

4. **Small student population:** The total number of enrolled students in Portugal is relatively small; in fact, it is smaller than the number of international students alone in the UK. In 2022/23 there were 758,855 international students studying at UK universities, 95,505 of whom were from the EU and 663,355 from outside the EU<sup>48</sup>. In the same academic year, there were only 446,028 students enrolled in Portugal, including 74,597 international students. Most international students come from Portuguese-speaking countries, while the majority of European students are exchange students under the Erasmus+ scheme. The relatively small size of the student population may not align with the scalable TNE strategies that many UK HEIs are pursuing as mentioned in two interviews conducted for this report.

5. **Pricing policies:** It is important for UK-Portugal TNE partners to understand the tuition fee structures in Portugal and effectively develop pricing policies that ensure financial sustainability, especially for the in-country (Portugal) delivery model.

The Portuguese Ministry of Education sets a minimum tuition fee at public HEIs which is determined by the national minimum wage (the minimum tuition fee is 1.3 times the minimum wage). There is no official cap on tuition fees (propinas) for Portuguese universities and polytechnics, allowing them to independently set the amount they charge both domestic and international students. Average tuition fees at public universities are around €1,250 per

year for full-time undergraduate and masters programmes, and between €2,500 and €3,000 per year for PhD programmes. Part-time students typically pay about 70 per cent of the full-time fees. Exchange students may be exempt from paying fees, depending on the bilateral agreement between their home university and the Portuguese host university. As mentioned above, the 56 Erasmus Mundus Joint programmes provide EU scholarships to students.

For example, the University of Lisbon's tuition fee for bachelor's and integrated master's programmes in the 2024/25 academic year for domestic students is €697 – the same as the previous year. Fees for master's and doctoral courses vary across faculties, e.g. Law €1,250, Engineering €2,120. The annual fees for international students range from €3,000 (e.g. Art, Law, Agriculture) to €12,500 (e.g. dentistry).<sup>49</sup>

Average annual fees at private universities in Portugal range from €3,000 to €3,900 per year for both EU/EEA and non-EU/EEA students. For example, in the academic year 2024/25, Universidade Lusófona sets monthly fees for international students at €350 or €415 per 30 ECTS modules in social sciences and humanities.<sup>50</sup>

As mentioned earlier, the case example of TNE programmes offered in Lisbon, Paris and Berlin by LSE/ King's College London and Forward College shows fees ranging from €18,000 to €29,000, significantly higher than the average fees of most Portuguese private HEIs.

## Opportunities

### 1. Networks and collaborative opportunities

Both UK and Portuguese universities can benefit from offered by their shared membership in international university associations and Europe-wide initiatives, such as the [Coimbra Group](#), the League of European Research Universities ([LERU](#)), the European University Association ([EUA](#)), European Association for International Education ([EAIE](#)), and the European Higher education Area ([EHEA](#)).

With the support of the British Council, TNE partners can explore opportunities arising from the Portuguese Resolution of the Council of Ministers [No 78/2016, 30 November](#) which outlines general guidelines for coordinating the internationalisation policy of higher education and science and

47 <https://www.hesa.ac.uk/innovation/records/reviews/student-2026-27> (last accessed in September 2024)

48 <https://commonslibrary.parliament.uk/research-briefings/cbp-7976/> (last accessed in September 2024)

49 <https://www.ulisboa.pt/en/info/tuition-fees> (last accessed in September 2024)

50 <https://www.ulusofona.pt/lisboa/licenciaturas/gestao-aeronautica?fees> (last accessed in September 2024)

technology with broader internationalisation policies.<sup>51</sup> The resolution calls for:

- The dissemination of domestic HE offerings in both Portuguese and English.
- The promotion of the ‘Study in Portugal’ initiative and the participation of Portuguese institutions at international fairs to enhance the global image and profile of Portuguese higher education.
- The promotion of the ‘Research in Portugal’ initiative to raise the international profile of Portuguese research and development (R&D) activities.
- The implementation of policies to support and monitor the international mobility of students, teachers, researchers, and administrative staff.
- The stimulation of internationalisation efforts in higher education and science.

In addition, in 2022, the UK and Portuguese Prime Ministers signed the UK-Portugal Joint Declaration on Bilateral Cooperation, which identifies science and innovation as key pillars of their bilateral relationship. This declaration serves as an important tool for advancing and strengthening science, innovation, and R&D collaborations between the two countries. Key thematic areas for cooperation include emerging technologies, climate and ocean science, renewable energies, life sciences and global health, and space exploration.

Furthermore, the established network of [Camoses institutes](#), present at 16 UK universities plays a vital role in promoting cooperation in the social sciences and humanities, including linguistics.<sup>52</sup>

## 2. Linking research partnerships and TNE

The UK's re-entry into Horizon Europe opens up new opportunities to partner with Portuguese institutions, enhancing both capacity and reputation through knowledge exchange and joint research projects.

As mentioned earlier, the 2023 study [PUMP](#) - Mapping Scientific Collaborations between Portugal and the United Kingdom confirms that collaborations between the two countries are highly productive, impactful, and widely recognised for their quality. TNE partners can build on this solid research cooperation.

Additionally, UK and Portuguese higher education institutions can also benefit from the new initiative, [CONNECTS-UK](#), which received over half a million Euros in funding from the European Commission in late 2023.<sup>53</sup> CONNECTS-UK is the first pan-European platform in the UK dedicated to fostering scientific collaboration between the EU and the

UK, led by the community of EU researchers based in the UK. The initiative will focus on expanding its network, conducting research, providing science-policy advice, and engaging younger audiences in communicating science to society.

## 3. Academic innovation: bilingual TNE and dual award programmes, co-developing curricula.

In a globalised world, multi-lingual competence is an advantage in knowledge production using diverse frames of reference. Therefore, UK TNE partners should aim to adopt workable language policies in a TNE environment, where English functions as their ‘working language’ while respecting the host country’s language and the diverse Englishes brought by international staff and students. This highlights the need for flexible language policies that balance the global nature of TNE with local relevance.

Exposure to different cultures and perspectives can also enhance the intercultural competences of staff helping ‘internationalise’ curriculum design. Staff engaged in TNE will take refreshed pedagogies back to their home institutions fostering mutual benefits, such as digital TNE innovations, and collaborative TNE curricula (e.g. joint programmes and progression/articulated programmes). Our interviewees also support the use of both English and local languages in TNE programmes, especially to enhance knowledge production.

Key to effective TNE is a shared understanding of the need to respect place, and people, as HEIs transpose and adapt models of education across national contexts. This need for local flexibility and relevance is counterbalanced by the requirement to set shared - or equivalent - academic standards and learning outcomes to frame the student learning experience rigorously. This balancing act requires great dexterity. Pedagogically, there is an emerging appetite for curriculum design that privileges ‘global classroom’ variations on project-based learning, joining cohorts from different countries to address authentic ‘global challenges’, and allowing each cohort to nuance their projects to mutual relevance and impact, across the TNE partner contexts.

UK and Portuguese TNE partners can build on initiatives like the Heritage Language 2 Consortium ([HL2C](#)) which promotes research on heritage and second language acquisition, particularly Portuguese. The consortium draws on expertise from fields such as linguistics, education, computational linguistics and cognitive psychology, with methodological approaches and insights applicable to other languages and contexts.

51 <https://www.ulusofona.pt/lisboa/licenciaturas/gestao-aeronautica?fees> (last accessed in September 2024)

52 <https://files.diariodarepublica.pt/1s/2016/11/23000/0425004253.pdf> (last accessed in September 2024)

53 <https://connects-uk.org/initiatives/> (last accessed in September 2024)

#### 4. Covid-19 and digital advancement

As mentioned in the previous chapter, the Covid-19 pandemic, alongside advancements in digital technology, has normalised online distance education in Portugal, with 29 new domestic programmes being accredited. A [recent report](#)<sup>54</sup> by the Quality Assurance Agency (QAA) in England, along with an [ongoing study](#)<sup>55</sup> by JISC, highlights the impact of Covid-19 on UK TNE delivery and the digital experiences of TNE students. These include the shift to digital delivery, ranging from fully online provision to blended learning, and various changes in delivery modes. The report addresses regulatory changes, measures to monitor and evaluate adaptations, evolving student expectations, challenges related to place and mode of delivery, communication, assessment methods, staff development, and issues surrounding the in-country recognition of online learning. Both studies also indicate new opportunities for pedagogical innovations and sustainable TNE partnerships. The British Council could initiate a working group of UK and Portuguese experts to further explore the feasibility of these opportunities in specific contexts.

#### 5. Flexible and reciprocal student mobility

Leverage funding from the [UK Turing mobility scheme](#) to encourage UK students to study in Portugal, while utilising scholarships from the [Portuguese Foundation for Science and Technology](#) to attract Portuguese students, particularly PhD candidates, to study in the UK. Additionally, TNE partners can establish institutional agreements to promote flexible and reciprocal academic mobility, enriching the academic experience for both students and staff through cultural exchange and diversity.

#### Threats

1. Competition: UK–Portugal TNE programmes may face competition with similar domestic programmes (with international mobility options), European programmes (e.g. Erasmus Mundus joint masters, and other European higher education provision. For example, the [Prague City University](#)–ETIC Algarve partnership offers a top-year leading to many undergraduate degrees similar to those at Solent University, UK), and close cooperation within the higher education sector in Lusophone countries.<sup>56</sup> A dual diploma programme was established between the [Nursing School of Coimbra \(ESenfC\)](#), Portugal and the Undergraduate Nursing Programmes of the Federal University of Santa Catarina (UFSC), Brazil. Additionally, there

are many long-standing relationships between Portuguese and Brazilian universities, such as the University of Porto and the University of São Paulo, the University of Algarve and the Methodist University of São Paulo; the Portucalense University and the Catholic University of Brasília; and the FEEVALE University and the Polytechnic Institute of Leiria.

Notably, private Portuguese investors have shown interest in private education institutions across Portuguese-speaking countries. '[Ensino Lusófono](#)'<sup>57</sup> – the largest Portuguese higher education group, established HEIs in five Portuguese-speaking countries including Portugal (seven), Brazil (three), Angola (one), Cape Verde (one) and Guinea Bissau (one).

Furthermore, Portugal places importance on fostering relationships within the [Community of Portuguese-speaking Countries \(CPLP\)](#). For example, the Portuguese quality assurance agency [collaborates with Macao](#) and Lisbon is home to the Associação das Universidades de Língua Portuguesa (AULP) – the [Association of Portuguese-Speaking Universities](#) which has been active since 1986. AULP includes over 130 members from nine countries (with a combined population of over 287 million) – Angola, Brazil, Cape Verde, East Timor, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe and Macao (RAEM) – and promotes cooperation and the exchange of best practices between universities in the lusophone community.

2. **Regulatory compliance and restrictions on franchised provision:** Adhering to the regulatory frameworks set by both the Portuguese authority and UK authorities (in England, Scotland, Wales and Northern Ireland), particularly concerning the qualifications of teaching staff and programme accreditation, may pose challenges for TNE partner institutions. The legal and bureaucratic complexities in establishing TNE agreements cannot be underestimated. Additionally, our interviewees also noted certain regulatory restrictions that hinder Portuguese HEIs from offering franchised education programmes. A dual award TNE model is preferable.
3. **Reputational and financial risks:** These two types of risk are often intertwined, with reputation defined at the organisational level as the public recognition, social approval, and corporate image of HEIs held by stakeholders. As an intangible asset, reputation is largely shaped by the perceived quality of academic awards,

54 <https://www.qaa.ac.uk/docs/qaa/guidance/effective-practice-uk-tne-covid-19.pdf> (last accessed in September 2024)

55 <https://www.jisc.ac.uk/innovation/projects/researching-international-students-digital-experience> (last accessed in September 2024)

56 <https://www.praguecityuniversity.cz/eticalgarve> (last accessed in September 2024)

57 <https://www.ensinolusofona.pt/en/ensino-lusofona-in-the-world> (last accessed in September 2024)

influencing both individual universities and national higher education systems involved.

TNE provision exposes both Portuguese and UK universities to varying degrees of reputational risk. Managing this has become increasingly challenging due to rising competition, critical media coverage, and greater scrutiny from authorities and the public. Ensuring TNE quality, therefore, requires ongoing planning, monitoring, and evaluation of academic standards. Additionally, fostering a supportive culture, building trust, and maintaining clear communication are vital for effectively managing reputational risks and achieving common goals.

Funding structures for TNE partnerships vary across programmes and resource requirements. Typical costs include staff salaries, course materials including labs and libraries, venues, recruitment, online resources, assessments, IT platforms, and partner resource or utility usage, with additional expenses potentially arising if a partnership ends unexpectedly. Our interviewees emphasised the importance of agreeing on pricing policies and financial responsibilities upfront to mitigate these risks. Most providers in this report choose to invest in TNE partnerships for a fixed term, usually three or four years, followed by a review and renegotiation period. This timeframe provides flexibility, allowing partners to adjust TNE arrangements as circumstances change. Regular reputational and financial risk assessments should also be conducted at appropriate intervals.

4. **Logistical challenges:** For TNE programmes requiring study periods both in the UK and Portugal, Brexit has introduced challenges, as both Portuguese and UK students now face the added difficulty and expense of obtaining study visas. Similarly, long-term flying teaching staff are required to obtain a work permit.

## 4.2 Recommendations

This report will assist TNE partners and the British Council in developing organisational-level SWOT analyses. Based on the insights and analyses provided, the following recommendations are proposed to guide future initiatives by the British Council, HEI leaders, and policymakers in both countries. These initiatives aim to enhance the effectiveness of higher education and research collaborations, particularly TNE partnerships.

### For Portuguese partners

1. **Streamline regulatory framework:** Clarify and streamline the regulatory processes for international higher education institutions seeking collaboration in Portugal. This could involve creating clearer guidelines and assisting foreign institutions in navigating various regulatory

frameworks for different TNE models. The British Council could play a pivotal role in facilitating dialogue between UK and Portuguese authorities and interested TNE partners.

2. **Enhance information accessibility:** Improve access to databases and information regarding international branch campuses, joint degrees, dual degree agreements, and collaboration opportunities with Portuguese institutions. Establish a centralised platform where HEIs can easily access relevant information and contacts.
3. **Promote flexibility:** Provide flexibility within the regulatory framework to accommodate the unique characteristics and standards of international higher education institutions, while ensuring quality assurance and compliance with Portuguese regulations.
4. **Financial support:** Provide financial support or incentives for Portuguese HEIs to participate in mobility programmes beyond the Erasmus+, establish cooperation agreements, and meet regulatory requirements. This could include offering grants, subsidies, or funding opportunities to cover administrative costs, travel expenses, and programme development.
5. **Facilitate partnership establishment:** Produce a handbook on establishing TNE partnerships. Simplify and expedite the process of creating collaborative agreements between Portuguese and international HEIs. This could involve creating standardised procedures, templates and providing support and guidance throughout the negotiation and implementation process.

### For UK partners

6. **Improve understanding of Portuguese regulatory requirements:** With the support of the British Council and/or qualified consultants, engage with Portuguese authorities to ensure compliance with all regulations and standards, and secure access to relevant and reliable data and guidance.
7. **Target investment and coordinate the approval process:** In the medium term, a dual award TNE model would be highly relevant. Map out domestic and international programmes in similar subject areas. Involve a TNE ethics committee alongside the 'business case committee' in the approval process, and streamline establishment phase (e.g. early due diligence on partners, mapping the curriculum, quality assurance standards and processes). Strengthen relationships with key stakeholders to facilitate smooth negotiations.
8. **Build consortia:** Form thematic / disciplinary consortia with recognised Portuguese higher education institutions to leverage their networks and credibility.

**9. Mitigate financial risks:** Conduct early financial due diligence, ensure close monitoring, and establish an exit strategy to manage financial risks. Partnership contracts should allow for alternative arrangements and termination options.

**For both UK and Portuguese partners and the British Council**

**10. Link research projects and TNE programmes:** Create synergies between research partnerships established under the Horizon Europe scheme or other schemes (e.g. UKRI) and TNE partnerships at research-intensive HEIs in both countries, where feasible.

**11. Establish a Portugal–UK TNE expert network:** The British Council could consider bringing together a group of researchers and practitioners focused on Portugal-UK TNE models to regularly share knowledge and inform best practices. This group could explore opportunities such as offering bilingual TNE programmes, leveraging the network of lusophone universities to broaden the student base.

**12. Academic diaspora:** Strengthen the network of the Portuguese academic diaspora in the UK and UK academic diaspora in Portugal within the framework of the CONNECTS-UK initiative. Collaborate closely with the Portuguese and British Embassies in both countries and the Portuguese Association of Researchers and Students in the UK ([PARSUK](#)).

# Appendix one: List of UK-Portugal TNE partnerships

Details about individual UK-Portugal TNE partnerships are evolving rapidly and are not always publicly accessible. This list provides a few examples based on the TNE models presented in the first section of

this report. The information was compiled by the authors from various sources, including interviews and the websites of the involved institutions, and is accurate as of September 2024.

TNE model	UK institutions	Portuguese institutions.	Academic subjects	Programme details: level of study, year of establishment, weblink, etc.
1. Overseas campus (standalone or joint campus of UK providers)	None			None
2. Distance and flexible learning (online delivery)	The Open University UK			<a href="https://credit-transfer.open.ac.uk/my-previous-study/overseas-qualifications/countries/portugal">https://credit-transfer.open.ac.uk/my-previous-study/overseas-qualifications/countries/portugal</a>
	University of Reading (Henley Business School)			<a href="https://www.henley.ac.uk/study">https://www.henley.ac.uk/study</a>
	Arden University			<a href="https://arden.ac.uk/online-learning">https://arden.ac.uk/online-learning</a>
	SOAS			<a href="https://www.soas.ac.uk/study/online-and-distance-learning">https://www.soas.ac.uk/study/online-and-distance-learning</a>
3. Collaborative Provision (joint and dual degrees)	Stirling University (Stirling Management School)	University of Porto (Porto Business School)	Business Management	Master's level <a href="https://www.pbs.up.pt/pt/programas/pos-graduacoes-e-executive-masters/international-business/">https://www.pbs.up.pt/pt/programas/pos-graduacoes-e-executive-masters/international-business/</a> <a href="https://www.stir.ac.uk/news/2021/june-2021-news/stirling-management-school-and-porto-business-school-to-partner-on-a-new-dual-degree/">https://www.stir.ac.uk/news/2021/june-2021-news/stirling-management-school-and-porto-business-school-to-partner-on-a-new-dual-degree/</a>
	The University of Nottingham	ISEC - Coimbra Institute of Engineering ( <i>Instituto Superior de Engenharia de Coimbra</i> )	<i>Sustainable Transportation and Electrical Power Systems</i>	<i>Erasmus Mundus Joint Master Degree in Sustainable Transportation and Electrical Power Systems (STEPS JMD)</i> <a href="https://www.emjmdsteps.eu/inicio.jsessionid=2A83B31EB5778D1F19B5FA742676FFA0">https://www.emjmdsteps.eu/inicio.jsessionid=2A83B31EB5778D1F19B5FA742676FFA0</a>
	The University of Edinburgh, Scotland	Universidade de Coimbra Universidade de Lisboa (Lisbon)		<a href="https://global.ed.ac.uk/study-and-work-away-service/portugal">https://global.ed.ac.uk/study-and-work-away-service/portugal</a>

TNE model	UK institutions	Portuguese institutions.	Academic subjects	Programme details: level of study, year of establishment, weblink, etc.
4. Registered at Portugal partners but obtain a UK degree (validation, progression or top-up degree models where the majority of teaching is delivered in Portugal)	Solent University in Southampton	Escola de Tecnologias Inovação e Criação (ETIC)	Art and design, Film	Undergraduate degrees <a href="https://etic.pt/certificacoes/">https://etic.pt/certificacoes/</a>
	Teesside University	ETIC – Escola de Tecnologias Inovação e Criação do Algarve (School of Technologies, Innovation and Creation)	Game design	Undergraduate level <a href="https://eticalgarve.com/en/curso/videojogos/">https://eticalgarve.com/en/curso/videojogos/</a>
5. Other arrangements leading to UK degrees (multiple UK or international partners delivering a combination of other types of provision).	The University of London	Forward College, Lisbon	Economics and Politics; Psychology; Politics and International Relations; Data Science and Business Analytics.	Undergraduate level <a href="https://forward-college.eu/">https://forward-college.eu/</a> and <a href="https://www.london.ac.uk/study/where-study/teaching-centre/portugal">https://www.london.ac.uk/study/where-study/teaching-centre/portugal</a>
	Heriot Watt University, Scotland	Instituto do Petróleo e Gás (Portugal)	Petroleum Engineering	Master level <a href="https://www.galp.com/corp/pt/media/comunicados-de-imprensa/comunicado/id/483/instituto-de-petroleo-e-gas-e-galp-energia-lancam-mestrado-pioneiro-em-engenharia-do-petroleo">https://www.galp.com/corp/pt/media/comunicados-de-imprensa/comunicado/id/483/instituto-de-petroleo-e-gas-e-galp-energia-lancam-mestrado-pioneiro-em-engenharia-do-petroleo</a>  <a href="https://www.hw.ac.uk/uk/schools/energy-geoscience-infrastructure-society/distance-learning/approved-learning-partners.htm">https://www.hw.ac.uk/uk/schools/energy-geoscience-infrastructure-society/distance-learning/approved-learning-partners.htm</a>
6. Study abroad/ exchange arrangements; research partnerships (not for income generation)	King's College London	NOVA University Lisbon; Universidade de Lisboa; University of Coimbra	Student exchange agreements in various subject areas.	Undergraduate level <a href="https://www.kcl.ac.uk/study/abroad-outgoing/where-you-can-go/by-destination/europe">https://www.kcl.ac.uk/study/abroad-outgoing/where-you-can-go/by-destination/europe</a>
	Manchester Metropolitan University	Politécnico de Leiria	Arts and Humanities, Interior Design	Undergraduate level <a href="https://www.mmu.ac.uk/study/international/study-abroad/countries/portugal">https://www.mmu.ac.uk/study/international/study-abroad/countries/portugal</a>
	Lancaster University	NOVA University Lisbon	Global Health; Digital Transformation; Sustainability.	Since 2018 <a href="https://www.lancaster.ac.uk/partners/nova/#collaboration-theme-sustainability-485275-2">https://www.lancaster.ac.uk/partners/nova/#collaboration-theme-sustainability-485275-2</a>
	University of Liverpool	University of Lisbon	Law	<a href="https://www.liverpool.ac.uk/law/study/undergraduate/study-abroad/law-with-year-abroad/partners/portugal/">https://www.liverpool.ac.uk/law/study/undergraduate/study-abroad/law-with-year-abroad/partners/portugal/</a>

TNE model	UK institutions	Portuguese institutions.	Academic subjects	Programme details: level of study, year of establishment, weblink, etc.
6. Study abroad/ exchange arrangements; research partnerships (not for income generation)	University of Manchester (School of Arts, Languages and Cultures).	Universidade de Coimbra; Universidade de Lisboa; Universidade do Porto.	Arts, Languages	<a href="https://www.manchester.ac.uk/study/international/study-abroad-exchange/partners/">https://www.manchester.ac.uk/study/international/study-abroad-exchange/partners/</a>
	University of Hull	NOVA School of Business and Economics	Business and economics	Undergraduate level <a href="https://www.novasbe.unl.pt/en/programs/exchange-programs/list-of-agreements">https://www.novasbe.unl.pt/en/programs/exchange-programs/list-of-agreements</a>
	University of Bristol	NOVA School of Business and Economics	Business and economics	Undergraduate level <a href="https://www.novasbe.unl.pt/en/programs/exchange-programs/list-of-agreements">https://www.novasbe.unl.pt/en/programs/exchange-programs/list-of-agreements</a>
	University of Liverpool Management School	NOVA School of Business and Economics	Business and economics	Undergraduate level <a href="https://www.novasbe.unl.pt/en/programs/exchange-programs/list-of-agreements">https://www.novasbe.unl.pt/en/programs/exchange-programs/list-of-agreements</a>
	University of Sheffield	University of Coimbra; University of Porto; Universidade Nova de Lisboa.	Hispanic Studies.	<a href="https://www.sheffield.ac.uk/globalopps/inbound/exchange/partners">https://www.sheffield.ac.uk/globalopps/inbound/exchange/partners</a>
University of Sheffield	NOVA School of Business and Economics	Business and economics	Undergraduate level <a href="https://www.sheffield.ac.uk/globalopps/outbound/study-abroad/where/management">https://www.sheffield.ac.uk/globalopps/outbound/study-abroad/where/management</a>  <a href="https://www.novasbe.unl.pt/en/programs/exchange-programs/list-of-agreements">https://www.novasbe.unl.pt/en/programs/exchange-programs/list-of-agreements</a>	

Portuguese education agents frequently used by UK higher education institutions  
 Information Planet (<https://www.informationplanet.pt/>)  
 My Student Adviser (<https://www.mystudentadviser.pt/>)  
 OK Student (<https://okstudent.com/pt/>)  
 StudyWing (<https://studywing.org/>)  
 IEC (<https://iecformacion.com/>)  
 Vermilion (<https://vermilliongroup.org/universities/>)

# Appendix two: List of Portuguese universities in the European Erasmus Mundus Joint Master's Programmes

Updated in September 2024

The Erasmus Mundus Joint Master's (EMJM) programmes are, in essence, a model of transnational education (TNE), offering either:

- a joint degree (i.e. a single degree certificate issued on behalf of at least two higher education institutions) or
- multiple degrees (i.e. at least two-degree certificates issued by two higher education institutions within the consortium)

These programmes are designed and delivered by an international partnership of HEIs. An EMJM involves at least three HEIs from three different countries, with at least two being EU Member States and third countries associated with the Erasmus+ Programme.

The 56 programmes listed below are ongoing, **with Portuguese HEIs either coordinating or participating as members of the consortia**. These programmes were approved for funding in the past six years, with the oldest approved in 2018 and the most recent in 2023. Each funding cycle lasts six years; for example, a programme approved in 2023 will run until 2029.

The EU provides funding to university consortia both for running these programmes and offering competitive scholarships to the best students worldwide.

**Duration:** six academic years, covering at least four editions of the master's programme  
**Grant per project/consortium:** up to €5 million  
**EU scholarship for individuals:** €1,400 per month (max. 24 months).

Nr	Joint Master Programme	Portuguese partner institutions	Website
1	NORISK - International Masters in Risk Assessment and Management of Civil Infrastructures NORISK - <a href="https://msc-norisk.org/">https://msc-norisk.org/</a>	Universidade do Minho	<a href="https://www.uminho.pt/">https://www.uminho.pt/</a>
2	Master Erasmus Mundus in Lexicography EMJM-EMLex - <a href="https://www.emlex.eu.usc.gal/">https://www.emlex.eu.usc.gal/</a>	Universidade do Minho	<a href="https://www.uminho.pt/">https://www.uminho.pt/</a>
3	European Master in Advanced Structural Analysis and Design using Composite Materials FRP++ - <a href="https://msc-frp.org/">https://msc-frp.org/</a>	Universidade do Minho	<a href="https://www.uminho.pt/">https://www.uminho.pt/</a>
4	European Master in Palaeontology, Geoheritage, Applications PANGEA - <a href="http://www.master-pangea.eu/">http://www.master-pangea.eu/</a>	Universidade do Minho	<a href="https://www.uminho.pt/">https://www.uminho.pt/</a>
5	Kino Eyes - The European Fiction Master KEM - <a href="http://www.kinoeyes.eu/">http://www.kinoeyes.eu/</a>	Lusofona University	<a href="https://www.ulusofona.pt/en/about">https://www.ulusofona.pt/en/about</a>
6	Kino Eyes - The European Fiction Master KEM - <a href="http://www.kinoeyes.eu/">http://www.kinoeyes.eu/</a>	Lusofona University	<a href="https://www.ulusofona.pt">https://www.ulusofona.pt</a>
7	Re: Anima - European Joint Masters in Animation ReaAnim - <a href="http://www.reanima.eu/">http://www.reanima.eu/</a>	Lusofona University	<a href="https://www.ulusofona.pt/en/about">https://www.ulusofona.pt/en/about</a>

Nr	Joint Master Programme	Portuguese partner institutions	Website
8	DOCNOMADS DOCUMENTARY FILM DIRECTING EMJMD DOCNOM - <a href="http://www.docnomads.eu">www.docnomads.eu</a>	Lusofona University	<a href="https://www.ulusofona.pt">https://www.ulusofona.pt</a>
9	RE_PLAY: EUROPEAN JOINT MASTERS IN GAMES RE_PLAY - <a href="https://www.replaymasters.eu/">https://www.replaymasters.eu/</a>	Lusofona University	<a href="https://www.ulusofona.pt/en/about">https://www.ulusofona.pt/en/about</a>
10	Sustainable Information Technologies for Societies Joint Masters SITeS-JM - <a href="https://aissprogram.eu/">https://aissprogram.eu/</a>	Lusofona University	<a href="https://www.ulusofona.pt/en/about">https://www.ulusofona.pt/en/about</a>
11	CYBER: Joint Master in CYberspace, Behavior and E-theRapy CYBER - <a href="http://www.cyber-t.eu/">http://www.cyber-t.eu/</a>	Lusofona University	<a href="https://www.ulusofona.pt">https://www.ulusofona.pt</a>
12	CoDaS - Communications Engineering and Data Science CoDaS - <a href="https://www.unite-codas-master.eu/">https://www.unite-codas-master.eu/</a>	Universidade de Lisboa	<a href="https://www.ulisboa.pt/en/info/university">https://www.ulisboa.pt/en/info/university</a>
13	International Master in Advanced Design of Sustainable Ships and Offshore Structures EMSHIP - <a href="http://www.EMship.eu">http://www.EMship.eu</a>	Universidade de Lisboa	<a href="https://www.ulisboa.pt">https://www.ulisboa.pt</a>
14	Groundwater and Global Change - Impacts and Adaptation GroundwatCh - <a href="https://www.groundwatermaster.eu/">https://www.groundwatermaster.eu/</a>	Universidade de Lisboa	<a href="https://www.ulisboa.pt">https://www.ulisboa.pt</a>
15	Human Diseases Models Morphological Phenotyping MorphoPHEN - <a href="https://morphophen.eu/">https://morphophen.eu/</a>	Universidade de Lisboa	<a href="https://www.ulisboa.pt">https://www.ulisboa.pt</a>
16	Joint Master Programme in Resilience in Educational Contexts FLOURISH - <a href="http://flourishproject.mt/">http://flourishproject.mt/</a>	Universidade de Lisboa	<a href="https://www.ulisboa.pt">https://www.ulisboa.pt</a>
17	Managing Art and Cultural Heritage in Global Markets MAGMa - <a href="https://www.magma-erasmusmundus.eu/">https://www.magma-erasmusmundus.eu/</a>	Universidade de Lisboa	<a href="https://www.ulisboa.pt">https://www.ulisboa.pt</a>
18	International Master in Brain and Data Science NeuroData - <a href="https://www.neurodata-master.org/">https://www.neurodata-master.org/</a>	Universidade de Lisboa	<a href="https://www.ulisboa.pt">https://www.ulisboa.pt</a> <a href="https://tecnico.ulisboa.pt/en/">https://tecnico.ulisboa.pt/en/</a>
19	Governance & Administration of Leisure and Sports International Master GOALS - <a href="http://www.master-goals.eu/">http://www.master-goals.eu/</a>	Universidade de Lisboa	<a href="https://www.ulisboa.pt">https://www.ulisboa.pt</a>
20	Marine and Maritime Intelligent Robotics MIR - <a href="http://www.master-mir.eu/">http://www.master-mir.eu/</a>	Universidade de Lisboa	<a href="https://www.ulisboa.pt">https://www.ulisboa.pt</a>
21	Mediterranean Forestry and Natural Resources Management MEDFOR - <a href="https://www.medfor.eu/">https://www.medfor.eu/</a>	Universidade de Lisboa	<a href="https://www.ulisboa.pt">https://www.ulisboa.pt</a>
22	Transnational German Studies Erasmus Mundus Joint Master TNGS EMJM - <a href="https://transnationalgermanstudies.eu/en/programme/">https://transnationalgermanstudies.eu/en/programme/</a>	Universidade do Porto	<a href="https://www.up.pt">https://www.up.pt</a>

Nr	Joint Master Programme	Portuguese partner institutions	Website
23	QUANTum Research Master-level Education Network QUARMEN - <a href="http://www.master-quarmen.eu/">http://www.master-quarmen.eu/</a>	Universidade do Porto	<a href="https://www.up.pt">https://www.up.pt</a>
24	Master Degree in Sustainable Design, Construction and Management of the Built Environment MBUILD - <a href="http://www.mbuild.eu/">http://www.mbuild.eu/</a>	Universidade do Porto	<a href="https://www.up.pt">https://www.up.pt</a>
25	Joint European Master in Surface, Electro, Radiation and Photo-Chemistry + SERP+ - <a href="http://www.master-serp.eu/">http://www.master-serp.eu/</a>	Universidade do Porto	<a href="https://www.up.pt">https://www.up.pt</a>
26	International Master on Wine Tourism Transitions and Innovations WINTOUR - <a href="http://www.wintour-master.eu/en/">http://www.wintour-master.eu/en/</a>	Universidade do Porto	<a href="https://www.up.pt">https://www.up.pt</a>
27	European Interdisciplinary Master African Studies EIMAS - <a href="https://www.eimas.uni-bayreuth.de/en/">https://www.eimas.uni-bayreuth.de/en/</a>	Universidade do Porto	<a href="https://www.up.pt">https://www.up.pt</a>
28	Erasmus Mundus Master of Science in Environmental Contamination and Toxicology ECT+ - <a href="http://www.ectplus.eu/">http://www.ectplus.eu/</a>	Universidade do Porto	<a href="https://www.up.pt">https://www.up.pt</a>
29	Religious Diversity in a Globalised World ReD Global - <a href="https://www.red-global.eu/">https://www.red-global.eu/</a>	Universidade de Coimbra	<a href="https://www.uc.pt">https://www.uc.pt</a>
30	Erasmus Mundus Joint Master in Planetary Geosciences GeoPlaNet - <a href="https://geoplanet-impgeu">https://geoplanet-impgeu</a>	Universidade de Coimbra	<a href="https://www.uc.pt">https://www.uc.pt</a>
31	Master in Work, Organizational and Personnel Psychology WOP-P - <a href="https://www.erasmuswop.org">https://www.erasmuswop.org</a>	Universidade de Coimbra	<a href="https://www.uc.pt">https://www.uc.pt</a>
32	Neurasmus: a European Master in Neuroscience Neurasm - <a href="https://www.neurasmus.u-bordeaux.fr/">https://www.neurasmus.u-bordeaux.fr/</a>	Universidade de Coimbra	<a href="https://www.uc.pt">https://www.uc.pt</a>
33	WAVES ACOUSTICS VIBRATIONS ENGINEERING SOUND WAVES - <a href="https://master-waves.eu/">https://master-waves.eu/</a>	Universidade de Coimbra	<a href="https://www.uc.pt">https://www.uc.pt</a>
34	Master in Membrane Engineering for Sustainable Development MESD - <a href="https://mesd.edu.umontpellier.fr/">https://mesd.edu.umontpellier.fr/</a>	Universidade Nova de Lisboa	<a href="https://www.unl.pt/en/">https://www.unl.pt/en/</a>
35	European Master on Embedded Intelligence Nanosystems Engineering – from Nanoscale Technologies to Ubiquitous Smart Sensors EMINENT - <a href="http://eminent-master.eu/">http://eminent-master.eu/</a>	Universidade Nova de Lisboa	<a href="https://www.unl.pt/en/">https://www.unl.pt/en/</a>
36	Master of Science in Geospatial Technologies GeoTech - <a href="https://mastergeotech.info/">https://mastergeotech.info/</a>	Universidade Nova de Lisboa	<a href="https://www.unl.pt/en/">https://www.unl.pt/en/</a>
37	History in the Public Sphere HIPS - <a href="https://history.ceu.edu/history-public-sphere-emjmd-iuep-program">https://history.ceu.edu/history-public-sphere-emjmd-iuep-program</a>	Universidade Nova de Lisboa	<a href="http://www.unl.pt">http://www.unl.pt</a>

Nr	Joint Master Programme	Portuguese partner institutions	Website
38	ChEMoinformaticsplus - Artificial Intelligence in Chemistry ChEMoinformaticsplus - <a href="https://masterchemoinfo.u-strasbg.fr/">https://masterchemoinfo.u-strasbg.fr/</a>	Universidade Nova de Lisboa	<a href="https://www.unl.pt/en/">https://www.unl.pt/en/</a>
39	Transition, Innovation and Sustainability Environments TISE - <a href="https://www.tise-master.eu/">https://www.tise-master.eu/</a>	Universidade Nova de Lisboa	<a href="http://www.unl.pt">http://www.unl.pt</a>
40	Coastal Hazards – Risks, Climate Change Impacts and Adaptation COASTHazar - <a href="https://www.coasthazar.eu">https://www.coasthazar.eu</a>	Universidade do Algarve	<a href="https://www.ualg.pt">https://www.ualg.pt</a>
41	International Master of Science in Marine Biological Resources IMBRSea - <a href="http://www.imbrsea.eu/">http://www.imbrsea.eu/</a>	Universidade do Algarve	<a href="https://www.ualg.pt">https://www.ualg.pt</a>
42	Erasmus Mundus MSc in Chemical Innovation and Regulation ChIR - <a href="http://www.emmcchir.org">www.emmcchir.org</a>	Universidade do Algarve	<a href="https://www.ualg.pt">https://www.ualg.pt</a>
43	Master in Applied Ecohydrology MAEH - <a href="http://www.maeh-mundus.eu/">http://www.maeh-mundus.eu/</a>	Universidade do Algarve	<a href="https://www.ualg.pt">https://www.ualg.pt</a>
44	Erasmus Mundus Master in Quality in Analytical Laboratories EMQAL - <a href="http://www.emqal.org/">http://www.emqal.org/</a>	Universidade do Algarve	<a href="https://www.ualg.pt">https://www.ualg.pt</a>
45	Techniques, Patrimoine, Territoires de l'Industrie : Histoire, Valorisation, Didactique TPTI - <a href="https://www.tpti.eu/en/">https://www.tpti.eu/en/</a>	Universidade de Evora	<a href="https://www.uevora.pt">https://www.uevora.pt</a>
46	ERASMUS MUNDUS JOINT MASTER in ARCHAEOLOGICAL MATERIALS SCIENCE ARCHMAT - <a href="http://www.erasmusmundus-archmat.eu/">http://www.erasmusmundus-archmat.eu/</a>	Universidade de Evora	<a href="https://www.uevora.pt">https://www.uevora.pt</a>
47	Erasmus Mundus Master in Sustainable Catalysis SUCAT - <a href="https://www.master-sucat.eu/">https://www.master-sucat.eu/</a>	Universidade de Aveiro	<a href="https://www.ua.pt">https://www.ua.pt</a>
48	Functional Advanced Materials Engineering with Artificial Intelligence for Sustainability FAMEAIS - <a href="https://www.fame-master.eu/">https://www.fame-master.eu/</a>	Universidade de Aveiro	<a href="https://www.ua.pt">https://www.ua.pt</a>
49	Global MINDS European Master in the Psychology of Global Mobility, Inclusion and Diversity in Society Global-MINDS - <a href="https://global-minds.eu">https://global-minds.eu</a>	Iscte - Instituto Universitário de Lisboa	<a href="https://www.iscte.pt">https://www.iscte.pt</a>
50	European Joint Master in Social Work with Children and Youth ESWOCHY - <a href="http://eswochy.mruni.eu/">http://eswochy.mruni.eu/</a>	Iscte - Instituto Universitário de Lisboa	<a href="https://www.iscte.pt">https://www.iscte.pt</a>
51	Euro-Asian Joint Master Programme in Medical Technology and Healthcare Business EMMaH - <a href="https://master-emmah.eu">https://master-emmah.eu</a>	Instituto Politecnico do Porto	<a href="https://www.ipp.pt">https://www.ipp.pt</a>
52	Play, Education, Toys and Languages PETaL - <a href="https://web.em-petal.eu/">https://web.em-petal.eu/</a>	Instituto Politecnico de Lisboa	<a href="https://www.ipl.pt">https://www.ipl.pt</a>

Nr	Joint Master Programme	Portuguese partner institutions	Website
53	European Master of Science in Sustainable Food Systems Engineering, Technology and Business FOOD4S - <a href="https://iiw.kuleuven.be/english/food4s/">https://iiw.kuleuven.be/english/food4s/</a>	Universidade Catolica Portuguesa	<a href="https://www.ucp.pt/aboutcatolica">https://www.ucp.pt/aboutcatolica</a>
54	Erasmus Mundus Joint Master on 'Climate Change and Diversity: Sustainable Territorial Development' CCD-STeDe - <a href="https://ccd-stede.eu/">https://ccd-stede.eu/</a>	Universidade da Madeira	<a href="http://www.uma.pt/">http://www.uma.pt/</a>
55	Erasmus Mundus Joint Master Degree in Sustainable Transportation and Electrical Power Systems STEPS - <a href="http://www.emjmdsteps.eu/">http://www.emjmdsteps.eu/</a>	Instituto Politecnico de Coimbra	<a href="https://www.ipc.pt">https://www.ipc.pt</a>
56	International Erasmus Master in Quaternary and Prehistory IMQP - <a href="https://quaternaryprehistory.eu/">https://quaternaryprehistory.eu/</a>	Instituto Politecnico de Tomar	<a href="https://www.ipt.pt">https://www.ipt.pt</a>

(Source: <https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-individuals/students/erasmus-mundus-joint-masters> last accessed in September 2024).

# Appendix three: List of Portuguese universities in the European Universities Alliances

As of September 2024, 28 Portuguese universities and polytechnics participate in 26 European Universities alliances. When designing TNE programmes with these Portuguese universities, UK HEIs should consider their educational offerings in relation to the joint offerings within each respective alliance.

1. Lisbon Polytechnic is part of the UREKA SHIFT alliance
2. Lusófona University is part of the FILMEU alliance
3. NOVA University Lisbon is part of the EUTOPIA alliance
4. Polytechnic Institute of Bragança is part of the STARS EU alliance
5. Polytechnic Institute of Coimbra is part of the UNIGreen alliance
6. Polytechnic Institute of Setúbal is part of the E3UDRES2 alliance
7. Polytechnic Institute of Viseu is part of the EUNICE alliance
8. Polytechnic of Cávado and Ave is part of the RUN-EU alliance
9. Polytechnic of Guarda is part of the UNITA alliance
10. Polytechnic of Leiria is part of the RUN-EU alliance
11. Universidade Católica Portuguesa is part of the T4EU alliance
12. Universidade de Lisboa is part of the Unite! alliance
13. University of Algarve is part of the SEA-EU alliance
14. University of Aveiro is part of the ECIU University alliance
15. University of Beira Interior is part of the UNITA alliance
16. University of Coimbra is part of the EC2U alliance
17. University of Évora is part of the EU GREEN alliance
18. University of Minho is part of the [Arqus](#) alliance
19. University of Porto is part of the [EUGLOH](#) alliance
20. Santarém Polytechnic University is part of the [ACE2EU](#) alliance
21. Castelo Branco Polytechnic University is part of the [BAUHAUS4EU](#) alliance
22. Universidade Europeia Lisboa is part of the [CHALLENGE.EU](#) alliance
23. University of the Azores is part of the [EUNICoast](#) alliance
24. Polytechnic Institute of Beja is part of the [HEROES](#) alliance
25. Polytechnic University of Tomar is part of the [KreativEU](#) alliance
26. Universidade Aberta is part of the [OpenEU](#) alliance
27. Iscte – University Institute of Lisbon is part of the [PIONEER](#) alliance
28. Polytechnic University of Viana do Castelo is part of the [SUNRISE](#) alliance

**Source:** <https://education.ec.europa.eu/education-levels/higher-education/european-universities-initiative/map> and <https://ec.europa.eu/assets/eac/eea/alliance-html.html> (last accessed in September 2024).

# Appendix four: List of higher education institutions in Portugal

Higher education in Portugal is organised into two sub-systems: university and polytechnic. University programmes are offered by universities, university institutes and other university teaching institutions.

Polytechnic education comprises polytechnic institutes and other polytechnic teaching institutions. There are public (state-run) and private higher education institutions.

## 1) Proposals of new study programmes for approval, submitted in 2022

Nr	State-run universities (14)	Private universities (20)
1	Instituto Universitário de Lisboa	Atlântica – Instituto Universitário
2	Universidade Aberta	Escola Superior Artística do Porto
3	Universidade da Beira Interior	Escola Universitária Vasco da Gama
4	Universidade da Madeira	Instituto Superior de Estudos Interculturais e Transdisciplinares de Almada
5	Universidade de Aveiro	Instituto Superior de Estudos Interculturais e Transdisciplinares de Viseu
6	Universidade de Coimbra	Instituto Superior de Gestão
7	Universidade de Lisboa	Instituto Superior de Serviço Social do Porto
8	Universidade de Trás-os-Montes e Alto Douro	Instituto Superior Manuel Teixeira Gomes
9	Universidade de Évora	Instituto Superior Miguel Torga
10	Universidade do Algarve	Instituto Universitário de Ciências da Saúde - CESPU
11	Universidade do Minho	Instituto Universitário Egas Moniz
12	Universidade do Porto	ISPA - Instituto Universitário de Ciências Psicológicas, Sociais e da Vida
13	Universidade dos Açores	Universidade Autónoma de Lisboa Luís de Camões
14	Universidade Nova de Lisboa	Universidade Católica Portuguesa
15		Universidade da Maia
16		Universidade Europeia
17		Universidade Fernando Pessoa
18		Universidade Lusíada
19		Universidade Lusófona
20		Universidade Portucalense Infante D. Henrique

## 2) Polytechnic higher education Institutions

Nr	State-run polytechnic institutes (27)	Private polytechnic institutes (42)
1	Escola Superior de Enfermagem de Coimbra	Academia Nacional Superior de Orquestra
2	Escola Superior de Enfermagem de Lisboa	Escola Superior de Artes e Design
3	Escola Superior de Enfermagem do Porto	Escola Superior de Atividades Imobiliárias
4	Escola Superior de Hotelaria e Turismo do Estoril	Escola Superior de Educação de Fafe
5	Escola Superior Náutica Infante D. Henrique	Escola Superior de Educação de João de Deus
6	Instituto Politécnico da Guarda	Escola Superior de Educação de Paula Frassinetti
7	Instituto Politécnico de Beja	Escola Superior de Enfermagem de São José de Cluny
8	Instituto Politécnico de Bragança	Escola Superior de Enfermagem São Francisco das Misericórdias
9	Instituto Politécnico de Castelo Branco	Escola Superior de Negócios Atlântico
10	Instituto Politécnico de Coimbra	Escola Superior de Saúde Atlântica
11	Instituto Politécnico de Leiria	Escola Superior de Saúde Cruz Vermelha Portuguesa - Alto Tâmega
12	Instituto Politécnico de Lisboa	Escola Superior de Saúde da Cruz Vermelha Portuguesa - Lisboa
13	Instituto Politécnico de Portalegre	Escola Superior de Saúde da Fundação «Fernando Pessoa»
14	Instituto Politécnico de Santarém	Escola Superior de Saúde de Santa Maria
15	Instituto Politécnico de Setúbal	Escola Superior de Saúde do Alcoitão
16	Instituto Politécnico de Tomar	Escola Superior de Saúde Egas Moniz
17	Instituto Politécnico de Viana do Castelo	Escola Superior de Saúde Jean Piaget de Viseu
18	Instituto Politécnico de Viseu	Escola Superior de Saúde Norte da Cruz Vermelha Portuguesa
19	Instituto Politécnico do Cávado e do Ave	Escola Superior de Tecnologias de Fafe
20	Instituto Politécnico do Porto	Instituto Politécnico da Lusofonia
21	Universidade da Madeira (integrates polytechnic education)	Instituto Politécnico da Maia
22	Universidade de Aveiro (integrates polytechnic education)	Instituto Politécnico de Saúde do Norte - CESPU
23	Universidade de Trás-os-Montes e Alto Douro (integrates polytechnic education)	Instituto Politécnico Jean Piaget do Norte
24	Universidade de Évora (integrates polytechnic education)	Instituto Politécnico Jean Piaget do Sul
25	Universidade do Algarve (integrates polytechnic education)	Instituto Português de Administração de Marketing de Lisboa
26	Universidade do Minho (integrates polytechnic education)	Instituto Português de Administração de Marketing do Porto
27	Universidade dos Açores (integrates polytechnic education)	Instituto Superior D. Dinis

<b>Nr</b>	<b>State-run polytechnic institutes (27)</b>	<b>Private polytechnic institutes (42)</b>
28		Instituto Superior de Administração e Gestão
29		Instituto Superior de Administração e Línguas
30		Instituto Superior de Ciências da Informação e da Administração
31		Instituto Superior de Ciências Educativas do Douro
32		Instituto Superior de Ciências Empresariais e do Turismo
33		Instituto Superior de Entre Douro e Vouga
34		Instituto Superior de Tecnologias Avançadas de Lisboa
35		Instituto Superior de Tecnologias Avançadas do Porto
36		Instituto Superior Politécnico Gaya
37		ISAVE - Instituto Superior de Saúde
38		ISCE - Instituto Superior de Lisboa e Vale do Tejo
39		ISEC Lisboa - Instituto Superior de Educação e Ciências
40		ISLA - Instituto Politécnico de Gestão e Tecnologia
41		ISLA - Instituto Superior de Gestão e Administração de Santarém
42		Universidade Católica Portuguesa

### 3) Other Higher education Institutions

<b>Nr</b>	<b>Other higher education institutions (2)</b>
1	Instituto Superior de Ciências Policiais e Segurança Interna
2	Instituto Universitário Militar

**Source:** [https://www.dges.gov.pt/simges/public/www/cursos\\_instituicoes?plid=372](https://www.dges.gov.pt/simges/public/www/cursos_instituicoes?plid=372) (last accessed in September 2024).

