

**POLITÉCNICO  
DO PORTO**

The Portuguese Higher Education in Portugal  
and the  
Instituto Politécnico do Porto

(Brief description for Project: 517200 – TEMPUS – 1 - 2011 -1 – BE – TEMPUS – SMGR)

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## 1. BRIEF DESCRIPTION OF THE PORTUGUESE HIGHER EDUCATION SYSTEM

Higher education in Portugal comprises public and private education and is organized according to a binary system<sup>1</sup> which divides into the university and polytechnic subsystems. Study cycles in the university subsystem focus mainly on scientific knowledge, whilst polytechnic education stresses vocational skills and advanced technical training, making it, therefore, more professionally oriented (Annex I - Diagram of Portuguese Higher Education System).

The implementation of the Bologna Process in Portugal led to the adoption of key measures to promote equal opportunities in accessing higher education, by improving student support systems, and levels of participation and completion in higher education programs, as well as attracting new audiences in the context of lifelong learning and ensuring the qualifications of Portuguese citizens in Europe.

Thus, it was necessary to adopt a set of action laws and policies, leading to a profound reform of the legal system for higher education towards the implementation of the National Qualifications Framework for Higher Education.

### 1.1 The Public University Subsystem and Its Institutions

Currently there are nearly 400,000 students spread over 35 public higher education institutions and 94 private higher education institutions.

The public network of university institutions is made up of 14 universities and 1 university institute that cover mostly coastal mainland Portugal and the Madeira and Azores archipelagos. Unlike polytechnic institutes, universities can award *doutoramento* degree (PhD degree), alongside *licenciatura* and *mestrado* degrees (bachelor and master degrees). Furthermore, universities play a crucial role in the field of research. The nature of the training provided also sets the difference between university and polytechnic higher education. The university system favours more of a conceptual approach, less oriented towards professional activities, as opposed to the technical approach in polytechnic institutes.

1. List of public universities in Portugal

Public Universities	Region of Portugal
Trás-os-Montes e Alto Douro University	North region
Minho University	
Porto University	
Aveiro University	Centre region
Coimbra University	
Beira Interior University	
Lisboa University	Lisbon region
Nova de Lisboa University	
Técnica de Lisboa University	
Instituto Superior de Ciências do Trabalho e da Empresa	
Open University	
Évora University	South region
Algarve University	
Açores University	Islands
Madeira University	

Source: DGES

<sup>1</sup> Despite this binary division of the Portuguese higher education system, it should be noted, however, that the Portuguese legal framework allows for the integration of polytechnic education schools in universities, albeit exceptionally.

The *licenciatura* has between 180 and 240 credits. Finally, in the university subsystem, through the *mestrado*, the student should obtain an academic specialization based on research and innovation activities or the development of professional skills.

## 1.2 The Public Polytechnic Subsystem and Its Institutions

Public higher education polytechnic institutions, as above-mentioned, provide training oriented towards professional life. Thus, the legislator saw fit that these institutions concentrate their efforts in the creation, transmission and dissemination of culture and professional expertise, as well as in the development of applied research. Therefore, educational offer in the polytechnic higher education subsystem encompasses namely the following areas: technologies, tourism, health, education, agriculture, sports and arts.

The network of polytechnic higher education institutions comprehends 15 polytechnic institutes<sup>2</sup>, 5 non-integrated schools and 7 universities, which, as it was mentioned before, can sometimes integrate polytechnic education schools.

2. List of public polytechnic institutions in Portugal

Public Polytechnics	N. of schools	Region of Portugal
Bragança	5	North region
Cávado e Ave	2	
Viana do Castelo	5	
Porto	7	
Viseu	6	
Guarda	4	Centre region
Coimbra	6	
Castelo Branco	6	
Leiria	5	
Tomar	3	
Santarém	5	South region
Portalegre	4	
Lisboa	8	
Setúbal	5	
Beja	4	
Non Integrated Schools	N. of schools	Region of Portugal
Higher Nursing School of Porto	1	North region
Higher Nursing School of Coimbra	1	Centre region
Higher Nursing School of Lisboa	1	Lisbon region
Higher School of Tourism and Hotel Management of Estoril	1	
Higher Nautical School Infante D. Henrique	1	

Universities with Polytechnic Schools	N. of schools	Region of Portugal
Trás-os-Montes e Alto Douro University	1	North region
Minho University	1	
Aveiro University	3	Centre region
Évora University	1	South region
Algarve University	4	
Madeira University	1	Islands
Açores University	2	

Source: DGES

<sup>2</sup> A polytechnic institute integrates two or more schools of different domains.

The geographic distribution of polytechnic institutions is more homogenous than that of university institutions, which, with only a few exceptions, are situated near the coastline in more densely populated areas. Since they are spread across all regions of the country, polytechnic institutions play an important role in the development of the regions where they are established. In fact, they attempt to respond to the specific challenges of each region by training technical personnel, generating wealth and acting as a source of innovation. On the other hand, they are also an effective tool against migration from inland to coastal Portugal, given that they capture students which would otherwise move to larger cities where they would, eventually, come to reside.

## 2. ACCESS TO HIGHER EDUCATION

Access to public higher education in Portugal usually happens through a National Application limited by *numerus clausus*. The application is carried out in two stages. The first is meant for students who are eligible to apply after the publication of the results of the first stage of national exams, while the second is meant for students who only become eligible after the publication of the results of the second stage of national exams. In order to apply for the national application, candidates must successfully conclude a secondary course or an equivalent and undergo entrance tests to the intended course in the institution where they want to enrol. Moreover, the candidates' application mark should be as high as or higher than the minimum mark set by the higher education institution. After the application procedure, candidate ordering is then established for each institution/course pair in descending order, according to application marks.

The National Application holds a number of vacancies available for candidates with special personal conditions. These are known as special contingents. The following candidates can apply:

- residents of the Azores and Madeira;
- Portuguese emigrants;
- disabled students;
- military personnel under contract.

In order to apply, these candidates must satisfy the requirements, conditions and demands of the general contingent. The same rules extend to them, namely the need to undergo entrance tests.

It is also possible to access higher education outside the National Application through special applications, which are meant for students with specific qualifications. Places available are determined annually by each high education institution. The following candidates may apply through special application:

- *maiores de 23* – candidates that are over 23 and will only be admitted after completing and passing an exam that assesses the candidates' capacity. The exam must take place in the institution the candidate intends to apply to;
- people with a high education degree;
- people with a DET (technological specialization diploma).

Finally, there is yet another exception to the National Application, the special access regime to higher education. It is meant for:

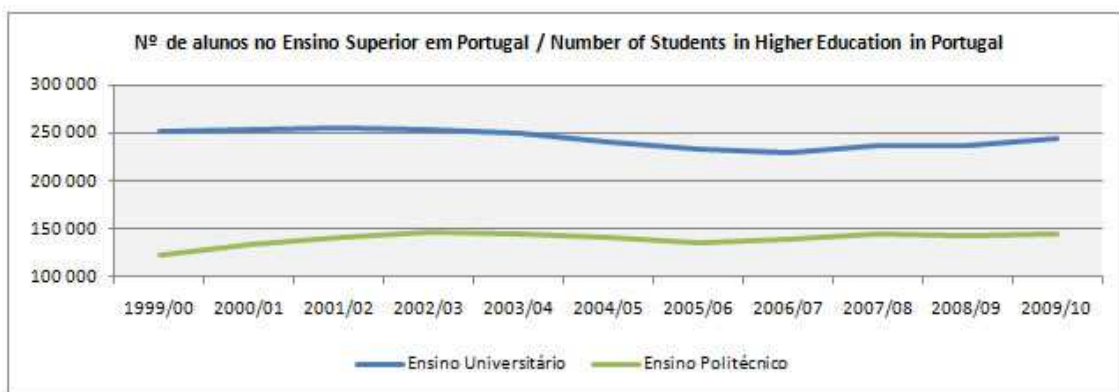
- candidates from the Portuguese diplomatic mission or their relatives;
- Portuguese scholarship students studying abroad or government officials on official mission abroad;

- Portuguese Armed Forces officers;
- PALOP scholarship students;
- accredited diplomatic mission in Portugal;
- professional athletes;
- East Timorese people.

## 3. NATIONAL STATISTICS

### 3.1 Number of students

Currently there are nearly 400,000 students spread over 35 public higher education institutions and 94 private higher education institutions.

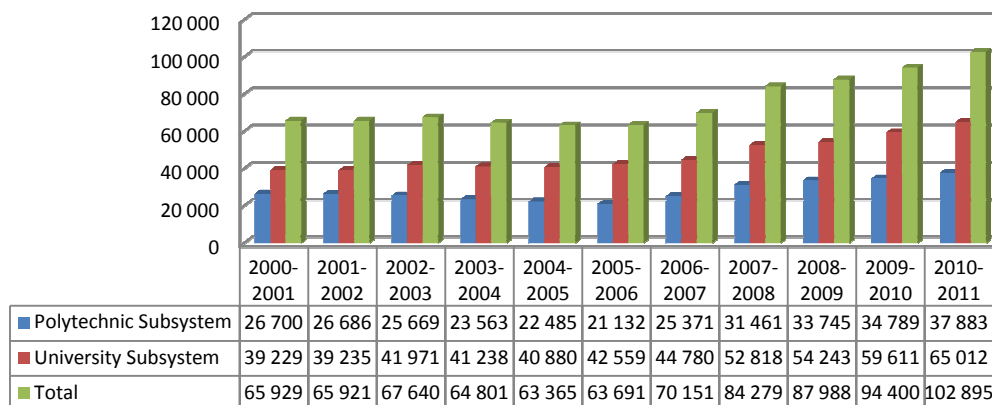


Source: DGES

### 3.2 First Time Admissions in the First Year

In 2010/11, about 131,508 students enrolled for the first time in the first year of a study cycle in (public and private) higher education. Among these, almost 102.895 enrolled in public higher education (78% of total new enrolments) and 28.613 in private higher education (22%).

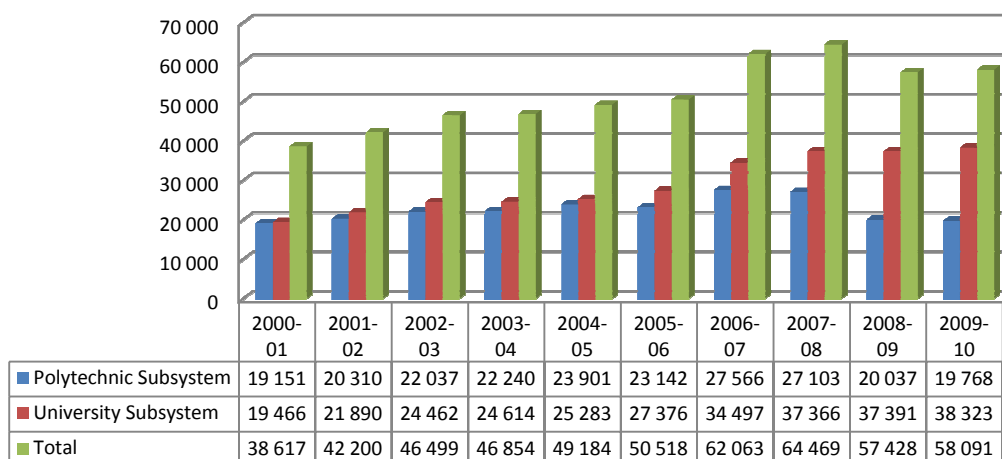
*First Time Admissions in the First Year in Public HE*



Source: GPEAR/MCTES

### 3.3 Public Higher Education Graduates

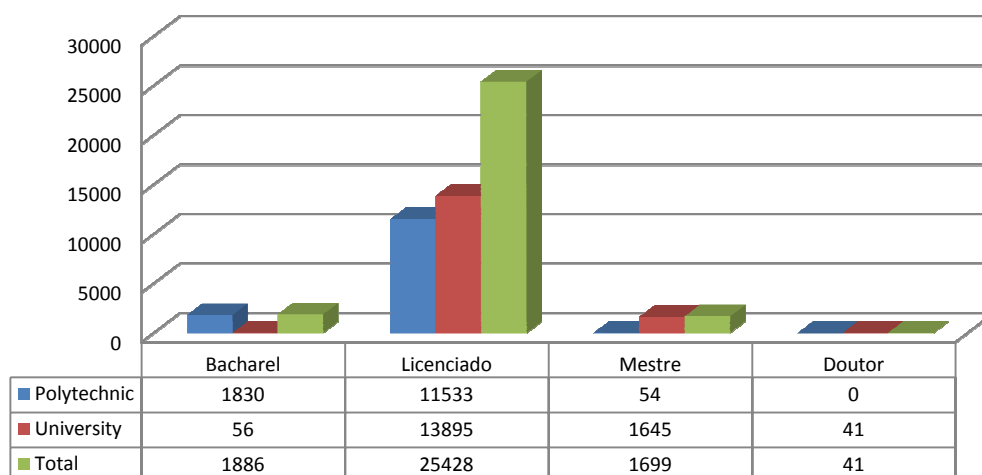
In 2009/2010 the number of graduates in HE was about 78.600 (public and private). We should refer that 74% of the graduates come from the public HEI.



Source: GPEAR/MCTES

### 3.4 Unemployed

Unemployed, per subsystem and graduation level in December 2010<sup>3</sup>



Source: GPEAR/MCTES

<sup>3</sup> Numbers only for the mainland, not including Azores and Madeira.

## 4. THE POLYTECHNIC INSTITUTE OF PORTO (IPP)

Porto Polytechnic Institute (IPP) was created in 1985 within the re-launching of Polytechnic Higher Education in Portugal in 1979. The Schools initially integrated in IPP were the School of Education (ESE) and the School of Music and Performing Arts (ESMAE). Subsequent Government directives lead to the integration of the School of Accounting and Administration (ISCAP) in 1988 and the School of Engineering (ISEP) in 1989.

The history, the rhythm of growth and the operationalisation of its mission have influenced the geographical implementation of IPP in a dispersed on a cohesive geographical grid. Then in 1990 was created the School of Management and Industrial Studies (ESEIG) and in 1999 the School of Management and Technology of Felgueiras (ESTGF) in result of the dynamic role that IPP assume in the growth of economic and social development and also as an active agent in exploring potential local and regional strategies. Finally in 2006 the School on Allied Health Sciences (ESTSP) was integrated into IPP universe in result of a ministerial resolution of 2004.

IPP elaborated and approved its Statutes in 1995, where were defined the mission and goals for the institution. In 2006, made the first alteration in the Statutes and in 2009 publish a new IPP's Statutes in compliance with the new Legal framework for the evaluation of higher education.

The IPP Welfare Services were created to provide students with a social support structure, according to their Statutes, approved in 1997.

IPP is the largest Polytechnic in Portugal, forms an academic community of over 17.100 students, 1.445 teaching staff and 446 non teaching staff. Provide first and second cycle courses according with the Bologna model in main 5 scientific areas: Music, Theatre and Audiovisual Arts, Education, Management, Engineering and Technology and Health.

IPP began the implementation of its internationalization policy in 1989. Cooperation activities involve over 35 countries from Europe, America, Africa and Asia and the participation in several programmes both as coordinator and partner. Actually IPP has 400 partner institutions and more than 300 incoming students.

IPP became the first Portuguese higher education institution to implement a quality management system according to ISO 9001:2000 and since 1995 promoted the evaluation of its study cycles according to the national legal framework for the evaluation of higher education.

In 2006 IPP self volunteered to Institutional Evaluation Programme by EUA and in 2010 submitted to the EUA Follow-up.

IPP has as integrated resources:

- Student Welfare Services – were created to provide students with a social support structure, according to their Statutes, approved in 1997;
- Knowledge Transfer Division of IPP (OTIC) – created concerning the increasingly importance of self-employment and entrepreneurship in society and the importance to train young people in compliance with the competences required by the labour market. Currently OTIC is involved in several courses and workshops of entrepreneurship and innovation for IPP students;
- Porto Polytechnic Foundation (FIPP) – was created in 1995 and its mission is to promote development and innovation in technology, management, education, art and culture;
- Helena Sá e Costa Theatre;



- Parada Leitão Museum.

#### 4.1 List of Study programmes in IPP

Actually to be running, the study programmes should be accredited by the Portuguese Agency for Evaluation and Accreditation of Higher Education (A3ES).

IPP have the study programmes accredited by A3ES mentioned in Annex 2.

#### 4.2 Structure Organigram of IPP

The 7 schools are endowed with statutory, pedagogical, scientific, cultural and administrative autonomy in the specific areas and courses as provided by law. Only the School of Engineering is endowed with financial autonomy. None of the 7 schools have patrimonial autonomy (Annex III – IPP Organigram).

#### 4.3 Structure of the Central Services in IPP

The Central Services of IPP mission is to ensure the necessary conditions for the Governing Bodies of the Institute and of its schools to fulfill their missions, objectives and competencies, thru the promotion of an adequate, accountable, efficient and effective cooperation and collaboration. The Central Services are the central support and shared governance of the Institute.

The competencies of the different services and offices are those summarized in the table below.

#### 3. Scope of the Central Services

Service	Scope
<b>Technical Support Centre</b>	
Legal support office	Its mission is to ensure access and use of information for legal and regulatory interest to IPP and proceed to the study and treatment of legal matters in the areas of legal advice, administrative litigation and disciplinary proceedings.
Audit and Internal Control Office	Its mission is to support the organization in achieving its objectives through a systematic and disciplined approach, evaluating management processes, control and governance processes and proposing plans for continuous improvement.
General Secretariat	Its mission is to give support to governing bodies of Central Services in the preparation of meetings, ensuring the interconnection of management with external entities, ensuring documental management and promoting the dissemination and distribution of information.
<b>Unit of Common Services and Resources</b>	
Human Resources Division	Exercise its competence in human resources management, including the recruiting and integration of the new employees, boosting the appropriate training of the employees and doing the management of internal mobility and specialized care in human resources.
Budget, Procurement and Patrimonial Division	Exercise its competences in financial management, procurement of goods and services, particularly through the promotion of the Central Office for Purchasing and doing the heritage management particularly with regard to the ongoing review of its inventory.
Accounting Division	Exercise its competence in promoting and maintaining a system of accounting in compliance with the technical considerations, principles and accounting rules and regulations, ensuring their application.
Buildings, Environmental and Safety Division	Exercise its competence in the management and maintenance of the buildings of the Institute, in the management of environment, health and safety at work, the management of spaces allocated directly to the Presidency and the management and maintenance of the fleet of the Institute.
Systems and Infrastructure Information and Communication Division	Exercise its authority in the field of development and planning of the network infrastructure applications, communications, servers and databases, in the support to users and in providing information services compatible with stable the existing and emerging needs.

Centre for Academic Organization and Student Support	Exercise its authority in the academic area, particularly in the regulation and support to the processes of entry, maintenance and certification of the training process, and give support for students, by providing professional enrichment activities and personal development. It's also a direct link to graduates of IPP.
<b>Specialized Services Unit</b>	
Planning, Development and Evaluation Division	Exercise its competence in the support to the definition and implementation of strategies, strategic and operational planning and monitoring, in the definition of goals, metrics and associated resources, in the analysis, monitoring and preparation of studies and forecasts, in the process of institutional evaluation and in the creation and accreditation of the study programs.
Research, Development and Internationalization Division	Support research, innovation and the transfer of knowledge, promote the exploration of activities and projects for Research and Development. Promote internationalization, national and international cooperation with business and higher education and promote the mobility of students, teaching staff and non-teaching staff.
Communication, Image and Culture Centre	Exercise its competence in the internal and external communication, creating a strong and recognized image of IPP, and in the design and promotion of cultural outreach activities.
Sports Centre	Exercise its competence in the promotion and development of sports in the Institute.
Centre for Digital Knowledge and Reference	Exercise its competence in the coordination of a general library policy, content management and information resources to support teaching activities, research and knowledge, and in the management and conservation of archives and estates of reference of the Institute.

## 5. MISSION, VALUES AND STRATEGIC GOALS FOR IPP

IPP is a public higher education institution, a socially responsible community seeking excellence in the training of highly skilled citizens, professionally, scientifically, technically and artistically, in a diversified spectrum of qualification profiles, in the development of scientific research and the transfer of applied knowledge and technology, in the creation and dissemination of culture and in the commitment towards the development of the surrounding region within an international framework.

The completion of the mission is based in next set of Values:

- Sharing, dialogue and participation in community life
- Diversity
- Creative curiosity
- Intellectual freedom
- Cooperation
- Critical thinking
- Creating progress

The achievement of the mission goes through the realization of the follow 9 strategic axels:

<b>Strategic Development Axels</b>	
<b>A1</b>	An Institute as an educational, social, cultural and economical engine of development, that promotes IPP as an active institution in the Porto city and in the north region that manages and cultivate a network of relationships and partnerships.
<b>A2</b>	An Institute that qualifies teaching based in the student centred approach and integrated in EAHE.
<b>A3</b>	An Institute that reinforces research as a scientific and technology engine.
<b>A4</b>	An Institute that serves people, capable of equity promotion and merit valorisation.
<b>A5</b>	An Institute based in a shared governance system and in an efficient management.

Transversal Axels	
<b>A6</b>	An Institute that promotes a quality culture supported on a quality policy and quality aims shared by IPP community.
<b>A7</b>	An Institute that provides an information system that ensures the collection, analysis and use of results and other relevant information and data to the effective management of courses and other activities.
<b>A8</b>	An Institute that publishes regularly updated, impartial, objective, quantitative and qualitative information, about the offered courses and degrees.
<b>A9</b>	An Institute that promotes and evaluates its internationalization activities.

## 6. LINK TO THE ECTS DESCRIPTION FILES OF ALL STUDY PROGRAMME

In IPP each school is responsible for the publication of the ECTS files for each programme. So the links for ECTS are:

ISEP - <http://www.isep.ipp.pt/>

ISCAP - <http://www.iscap.ipp.pt/site/php/welcome.php>

ESE - [http://www.esep.ipp.pt/international/pl.html?cod\\_turma=L-EB&total\\_anos\\_curso=3&cod\\_curso=3505&pag=1](http://www.esep.ipp.pt/international/pl.html?cod_turma=L-EB&total_anos_curso=3&cod_curso=3505&pag=1)

ESMAE - <http://www.esmae-ipp.pt/gca/?id=182#>

ESEIG - <http://www.esieg.ipp.pt/esieg/index.php/en/courses>

ESTGF - <http://www2.estgf.ipp.pt/ensino/graduado>

ESTSP - <http://www.estsp.ipp.pt/index.php/ensino>

## 7. PORTUGUESE COORDINATING COUNCIL OF POLYTECHNIC INSTITUTES (CCISP)

Created in 1979, the Portuguese Coordinating Council of Polytechnic Institutes (CCISP) is the joint representative body of public polytechnic HEI.

CCISP is composed by the 15 public higher polytechnic institutes, through its Presidents, as well as the 5 non-integrated schools, through its Directors or President of the board (see List of public polytechnic institutions in Portugal).

The main competences are based in pronouncement on all the matters related to the polytechnic educational system, not only in the legislative plan but also in the budgetary plan and appears as an precious guideline in setting the educational policy for polytechnic system. It also has an important role in the contribution to the development of teaching, research and culture within the polytechnic system.

CCISP bodies are:

- a) The plenary;

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- b) The Presidente;
- c) The permanent/standing committee

[http:// www.ccisp.pt](http://www.ccisp.pt)