Annex 1

Terms and Conditions of the contract

Introduction and Background

A high priority of the British Council in Portugal is the furthering of collaboration between Portugal and the UK in higher education, with a special focus on Transnational Education (TNE) i.e., UK university programmes offered in Portugal in conjunction with Portuguese partners. For a definition of different types of TNE partnerships, please refer to the following table, taken from the UUKI/British Council report The Scale of UK Transnational Higher Education .

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 UK HEP award where the location of the student is known to be overseas	Distance, flexible or distributed learning	Programmes delivered online
	Other arrangements including collaborative provision	Collaborative provision	Joint and dual degrees, franchised provision
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
	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

In order to further develop our work, we require an in-depth understanding of the following:

1. **How does the regulatory situation in Portugal help and/or hinder collaboration**?
   This should address questions such as:
   a. What is the current legal context and recognition process for transnational degrees?
   b. Are there any legal or regulatory boundaries to operating TNE initiatives in Portugal, within the definitions of the **five examples of provision** from the table above?
   c. What is the likely impact of any planned or proposed legislation?
   d. How does Quality Assurance work in existing TNE partnerships?
   e. What is the validity of TNE qualifications in Portugal?
   f. Other.

2. **The current market context**. This should address questions such as:
   a. What is the current situation regarding TNE partnerships offering UK degrees in Portugal? How are existing UK-Portugal TNE partnerships doing and what may be in the pipeline? This should be addressed in reference to each of the five **examples of provision from the table above**.
   b. What other examples of (non-UK) TNE partnerships are currently operating in Portugal/with Portuguese Higher Education Institutions? This should be addressed in reference to each of the five **examples of provision**.
   c. How are UK universities perceived as partners/potential partners post-Brexit?
   d. Which of the 5 **examples of provision** are or aren't working?
   e. Other.

3. **Where is there opportunity for new partnerships?** This should address questions such as:
   a. Which (type of) institutions are most interested in UK TNE partnerships?
   b. What is the relative demand from public and private institutions?
   c. What types of collaboration are most sought after?
   d. Where are the main gaps – which academic subjects / types of courses?
   e. Other.

4. **What are the main challenges and obstacles in developing Portugal-UK TNE partnerships?** This should address questions on the relative importance of potential barriers, such as:
   a. Pricing of programmes;
   b. Awareness of existing and potential opportunities;
   c. English language skills;
   d. Regulation;
   e. Other.

5. **How can the British Council add value and provide support to institutions**? This should address questions such as the value of:
   a. Facilitating online connections between institutions;
   b. Facilitating face to face connections between institutions;
   c. Raising awareness of TNE opportunities to students;
   d. Lobbying;
   e. Other

The approach:

The researcher or research company should outline their proposed methodology in their response to this call for expressions of interest. This will likely involve a combination of existing knowledge of the Higher Education/TNE environment, desk-based research and interviews with key decision-makers.

Output deliverables:

The researcher will produce a Research Report in Word, an Executive Summary and a PowerPoint presentation, by the deadline on **25th March, 2024**. Following feedback from the British Council (by **10th April, 2024**), any revisions or corrections requested by the British Council to the document deliverables **must** be completed by the researcher by **23rd April, 2024**. The researcher will also be required to participate in a **1-2 hour** webinar with UK universities and/or other stakeholders identified by the British Council, at a date to be mutually agreed in 2024, at no further cost.

Qualifications and experience required

- Post-graduate qualification in relevant field (such as law, management, economics, sciences of education, humanities in general).
- Knowledge of the higher education landscape in Portugal is essential and knowledge of the UK HE landscape is highly desirable
- Proven research experience. Published research in Higher Education Internationalisation, Portuguese Higher Education sector and/or Transnational Education will be especially valued.
- Excellent investigative skills
- Proven knowledge of data collection methods
- Proficiency in data analysis tools and statistical applications
- Excellent written and verbal communication skills in English
- Excellent presentation skills and ability to write research reports for publication in English

Consultant's fee: A fee of up to 4,500 GBP will be paid for this consultancy work