



Linking internal and external quality assurance with academic recognition: what is the way forward?

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Dublin

Standards and Guidelines for Quality Assurance within EHEA

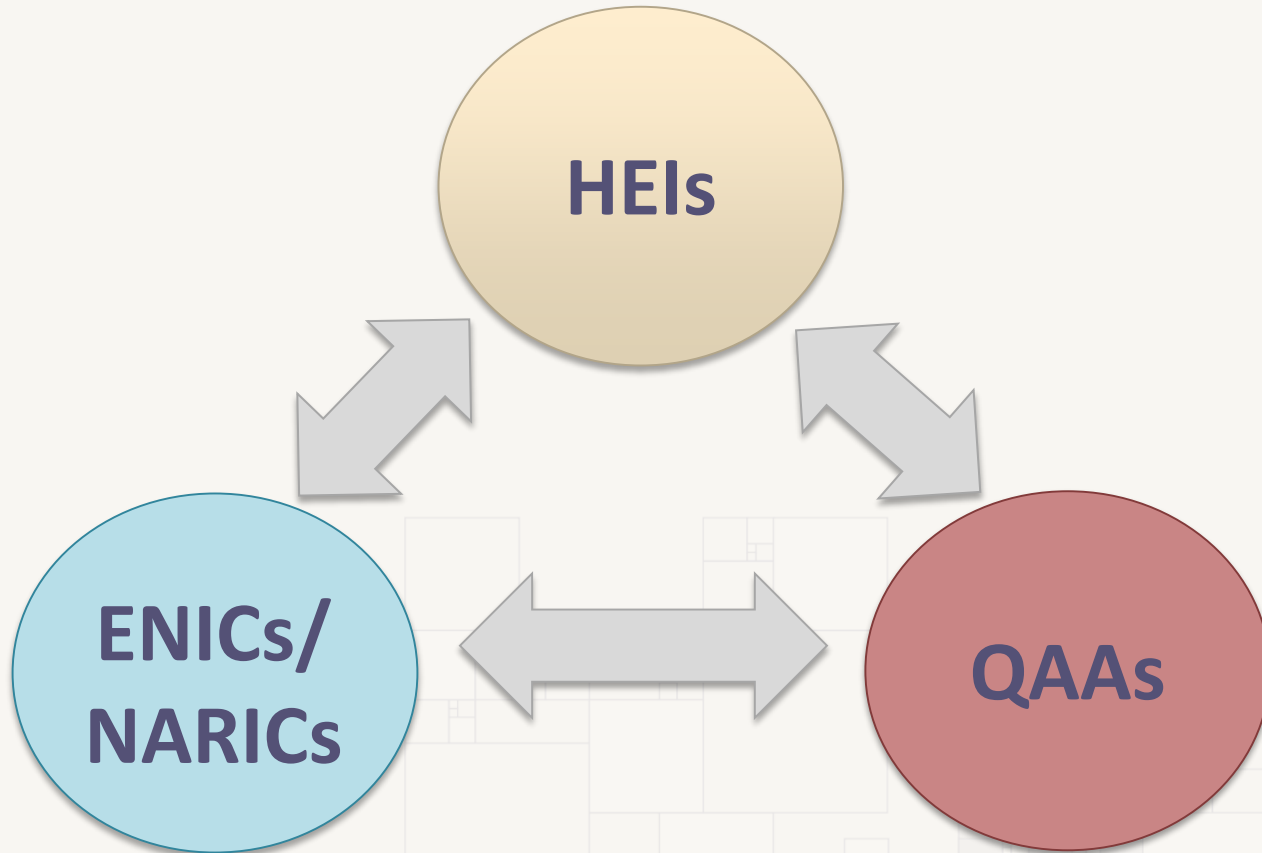


ESG 1.4 Student admission, progression, recognition and certification

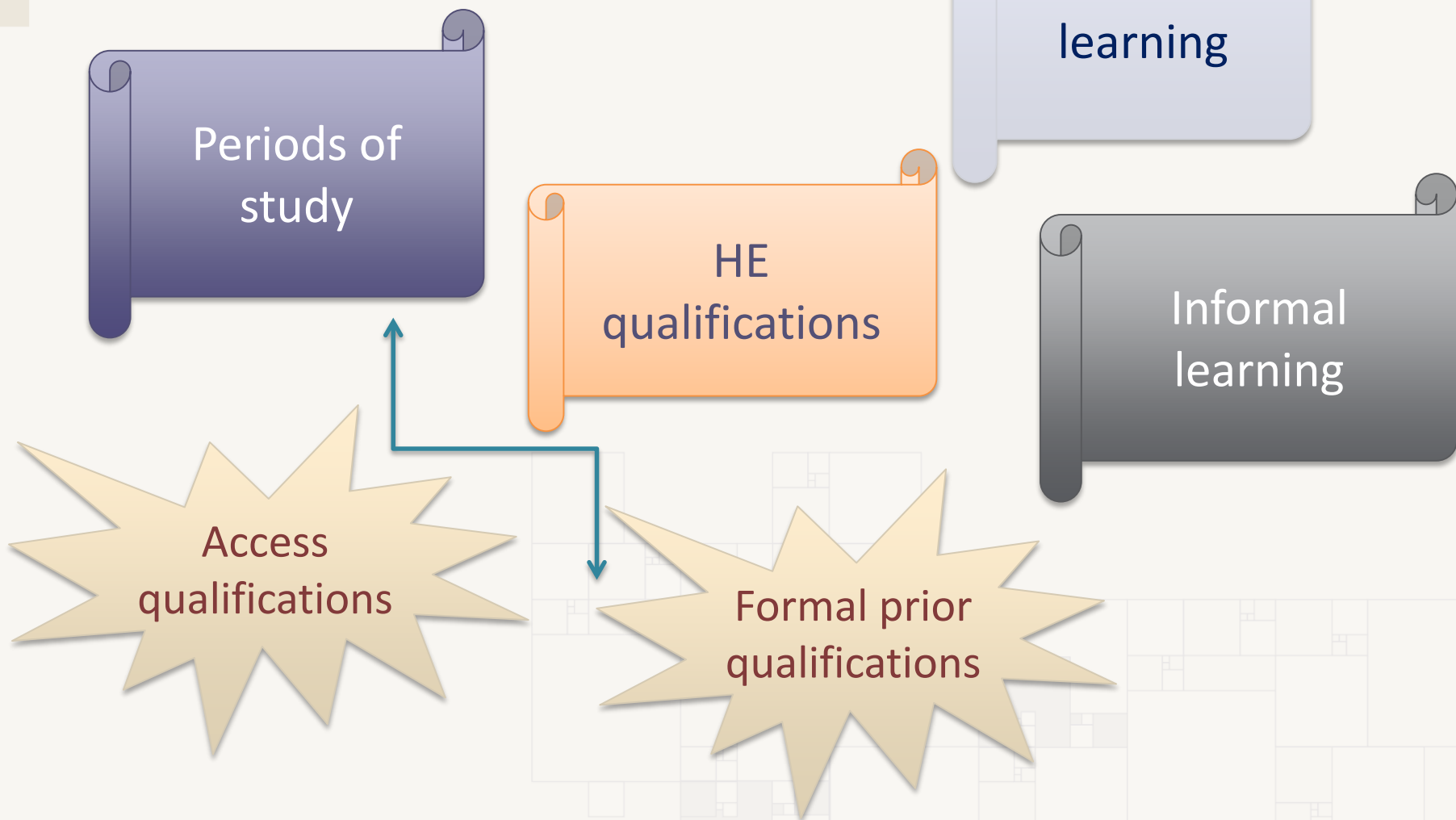
Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on

- institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Instruments? Dynamics?



In the recognition focus



INTERNATIONAL BINDING LEGAL INSTRUMENTS

- Lisbon Recognition Convention
- LRC Committee's recommendations

COUNCIL OF EUROPE  CONSEIL DE L'EUROPE	
Details of Treaty No.165 <i>Convention on the Recognition of Qualifications concerning Higher Education in the European Region</i>	
Title	Convention on the Recognition of Qualifications concerning Higher Education in the European Region
Reference	ETS No.165
Opening of the treaty	Lisbon, 11/04/1997 - Special conditions of opening for signature
Entry into Force	01/02/1999 - 5 Ratifications including 3 member States of the Council of Europe and/or the UNESCO Europe Region.

- Multilateral country agreements (Benelux...)
- Bilateral country agreements

INTERNATIONAL INSTRUMENTS that countries / HEIs VOLUNTARY COMMITTED TO IMPLEMENT:

➤ Diploma Supplement

I. OUTLINE STRUCTURE FOR THE DIPLOMA SUPPLEMENT.

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

➤ Erasmus+ Learning agreement for mobility

INTERNATIONAL INSTRUMENTS that countries / HEIs VOLUNTARY COMMITTED TO IMPLEMENT: **EAR family manuals**



- European Area for Recognition Manual

Eurorecognition.eu/emanual

- EAR – HEI Manual

<http://www.enic-naric.net/fileusers/European%20Recognition%20Manual%20Second%20Edition.pdf>

INTERNATIONAL INSTRUMENTS that countries VOLUNTARY COMMITTED TO IMPLEMENT : **ECTS**



5.2 Recognition of prior learning and experience

Higher education institutions should be competent to award credits for learning outcomes acquired outside the formal learning context through work experience, voluntary work, student participation, independent study, provided that these learning outcomes satisfy the requirements of their qualifications or components. The recognition of the learning outcomes gained through non-formal and informal learning should be automatically followed by the award of the same number of ECTS credits attached to the corresponding part of the formal programme.



INTERNATIONAL INSTRUMENTS that countries VOLUNTARY COMMITTED to implement :

- **National qualifications frameworks**
- **European qualifications frameworks (EQF, QF-EHEA)**
- **Referencing**

Description of the eight EQF levels.



Compare national qualifications frameworks.



Process of implementation of the EQF.



Reports on the referencing of national qualifications frameworks to the EQF and other documents.



INTERNATIONAL VOLUNTARY INSTRUMENTS

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About STREAM



The European Platform for Good Practice in Recognition of Foreign Qualifications

Powered by **NING**



Groningen
Declaration



SQUARE

Self-evaluation and Peer Review Protocol

March 2016

Networking

enic-naric.net
gateway to recognition of academic and professional qualifications



INTERNATIONAL INFORMATION RESOURCES

← ⓘ | <https://scand.cimea.it>



Co-funded by the
Erasmus+ Programme
of the European Union

enic-naric.net
gateway to recognition of academic and professional qualifications



world higher education database



WHED

International Association of Universities' Worldwide Database
of Higher Education Institutions, Systems and Credentials

← ⓘ | anabin.kmk.org/anabin.html

anabin Zeugnisbewertung Gleich



anabin
Das Infoportal zu ausländischen
Bildungsabschlüssen

nuffic The Dutch organisation for internationalisation in education

Foreign education systems

Download extensive descriptions of foreign education systems.

Select a country...

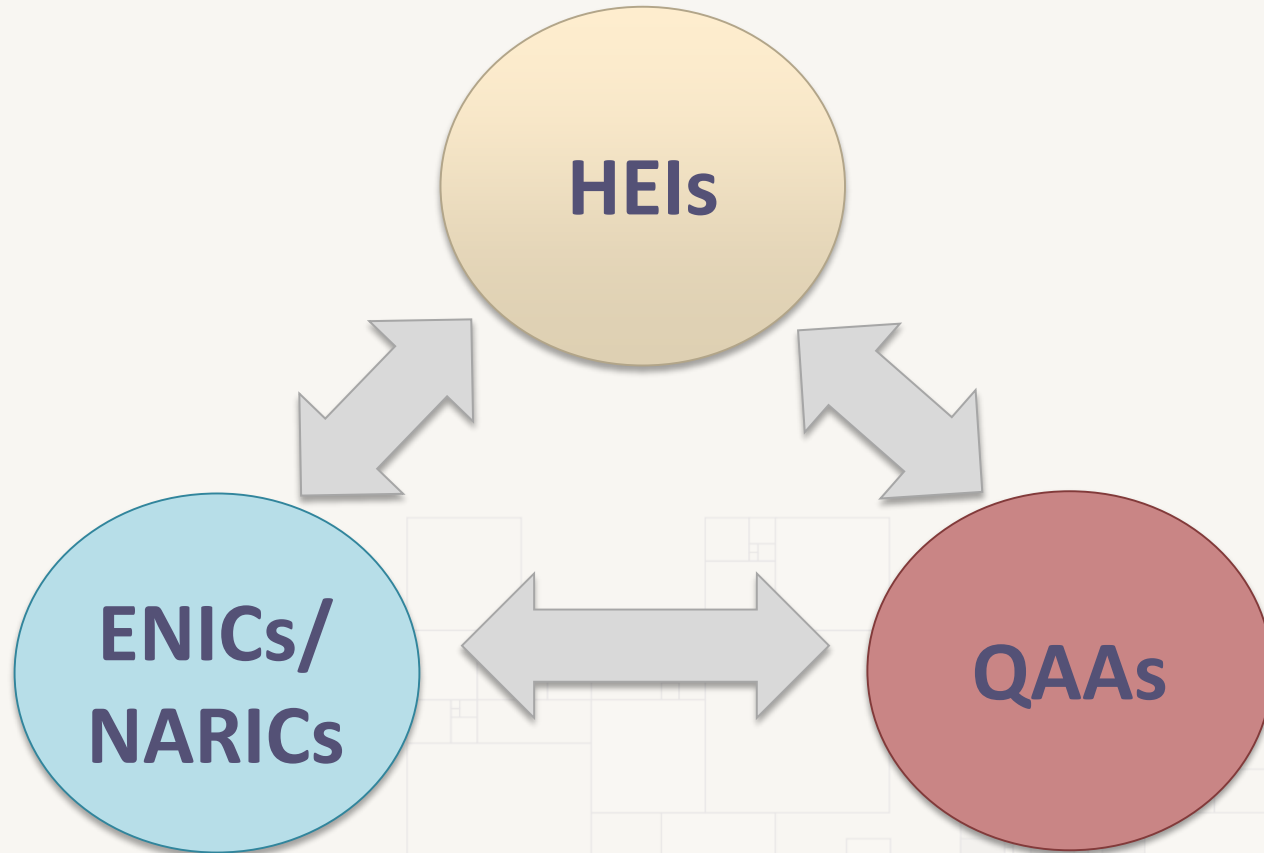
The documents provide information about the main qualifications issued in a specific country, as well as how these qualifications are evaluated in the Netherlands.

[Dutch versions of these documents](#)

On the national level

- ✓ binding legal instruments (legislation, national qualifications frameworks...)
- ✓ binding, but voluntary to subscribe to common quality code for institutions involved in recognition
- ✓ advisory guidelines of good practice for HEIs
- ✓ information resources (e.g. national databases; registers...)
- ✓ networks

Instruments? Dynamics?



Solutions

- ✓ Legal instruments improved (global convention, recommendation on refugees, DS, DDS...)
- ✓ Strengthened monitoring (LRCC, EHEA level, states)
- ✓ Guidelines of good practice
- ✓ Peer learning
- ✓ Promotion
- ✓ More developments on automatic recognition expected

Solutions?


The role of quality assurance for fair recognition -
to be further clarified





LIREQA – linking academic recognition and quality assurance

- Exploring *Status Quo*:
 - Survey of HEIs
 - Survey of QA agencies
 - Survey of ENIC/NARIC Centres
- Analysis on what we can learn
- creating a set of recommendations to address fair recognition of qualifications via external and internal quality assurance
- capacity building of ENIC/NARIC centres, QA agencies and HEIs.



**“The greatest thing in this world
is not so much where we stand
as in what direction we are
moving.”**

/ Johann Wolfgang von Goethe /