



agency for science and higher education



POLISH NATIONAL AGENCY  
FOR ACADEMIC EXCHANGE



BA SCHOOL OF  
BUSINESS AND FINANCE



HARIDUS- JA NOORTEAMET

LATVIJAS REKTORU  
PADOME

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



# Comparison of OCTRA country reports – results and conclusions

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OCTRA PLS, 2022



# Aim of the comparative report

- **Compare the situation project partner countries to**
  - understand correct situation
  - draw experience
  - identify national possibilities for improvements
- **Comparison of information presented in the Country report prepared by project partners:**
  - Centre for Information and Recognition of Qualifications in Higher Education (Bosnia and Herzegovina)
  - National Centre for Information and Documentation (Bulgaria)
  - Agency for Science and Higher Education (Croatia)
  - Education and Youth Board of Estonia (Estonia)
  - Academic Information Centre (Latvia)
  - Polish National Agency for Academic Exchange (Poland)
  - National Information Centre: Russian ENIC (Russia)

# Content of country report

## Chapter 1 – **Overall situation in country**

- 1.1. Existing recommendations of regulatory framework regarding course catalogues
- 1.2. Analysis of data from HEIs survey

## Chapter 2 – **In depth case studies**

- 2.1. Case study of at least 3 course catalogues analysing - content, layout, consistency, language, user-friendliness
- 2.2. Case study of NQD (if exists) analysing - content, language, layout

## **Conclusions**

## **Recommendations for national level improvements**

4 informative layers:

**Desk study** →

**Methodology**  
*(used in each partner  
country)*

**Survey of HEIs** →

**Case studies** →

**Interviews** →

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Country	Course catalogues	Public information
	✗	✗
Bulgaria	✗	✗
	✗	✗
Estonia	✗	✓
	✗	✗
Poland	✗	✓
	✗	✓



## *Examples of national legal frameworks*

Estonia  
Poland  
Russia

**Estonia** – mandatory information provision to national education information system

**Poland** – mandatory provision of publicly available information on national information source

**Russia** – mandatory provision of publicly available information on HEI website

**Country**

**Source with publicly available information**

Bulgaria

The Register of Higher Education Institutions  
Bulgarian University Ranking System

Estonia

**Estonian Education Information System**  
The Study Information System (ÕIS and TAHVEL)

Poland

Integrated Qualification Register  
RAD-on  
**Public Information Bulletin**

National  
information  
sources

# Survey of HEIs



Questionnaire included the following **topics**:

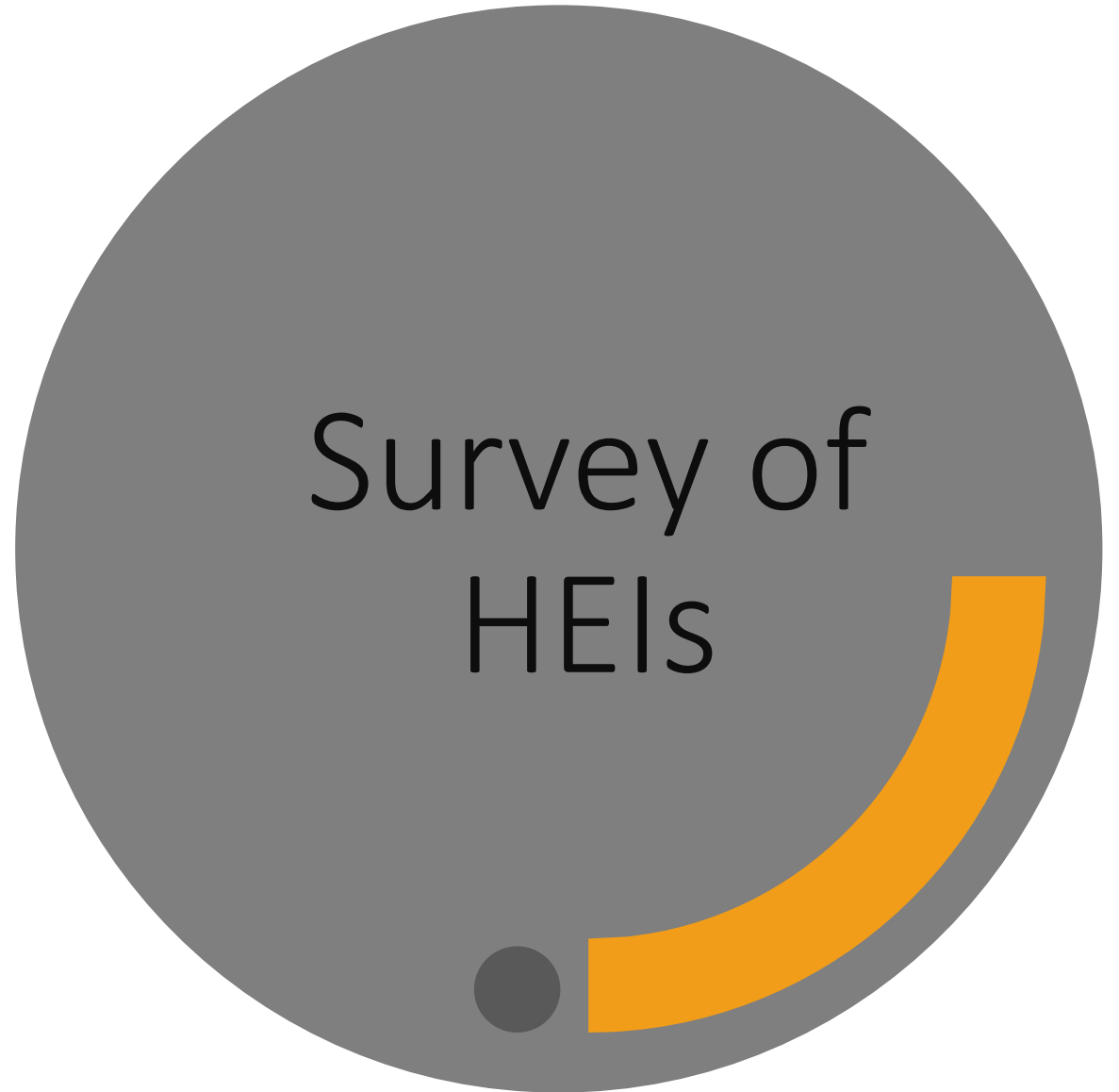
- Existence of course catalogues
- Existence of publicly available online course catalogues
- Language of course catalogues
- Content of course catalogues:
  - Quality assurance
  - Reflection of ECTS
  - Description of study programme / course
  - etc.



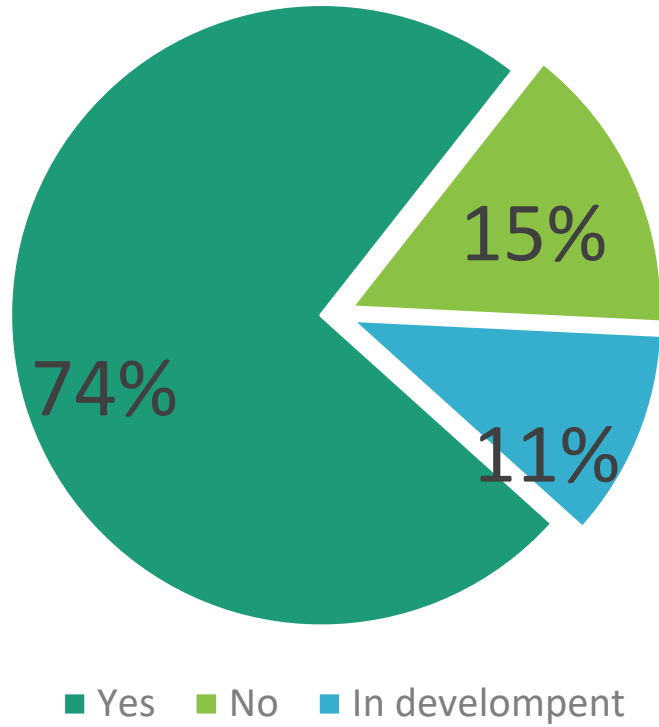
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<b>Country</b>	<b>Number of respondents</b>
Bulgaria	5
Estonia	9
Poland	131
<b>Total</b>	<b>257</b>

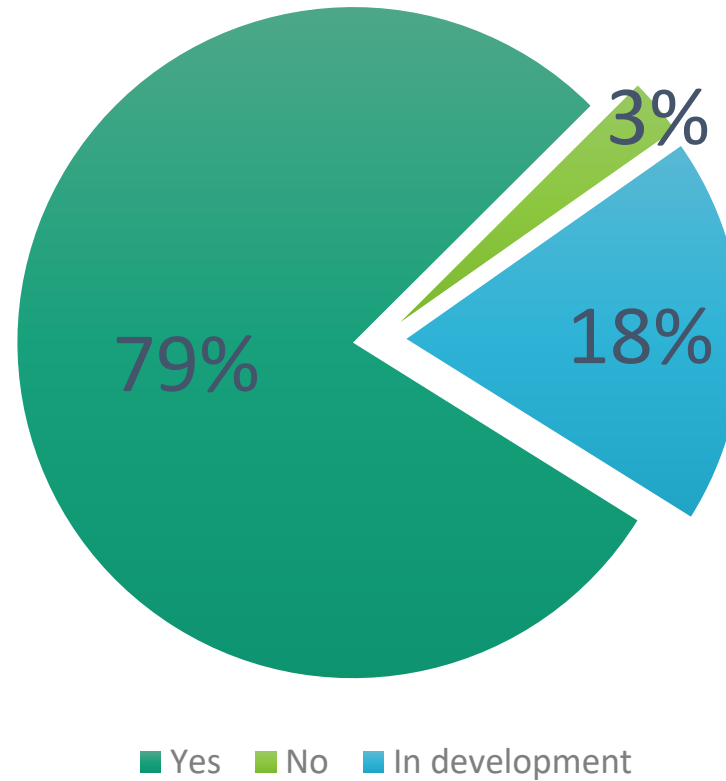
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### Existence of course catalogues in HEIs



### Online course catalogues



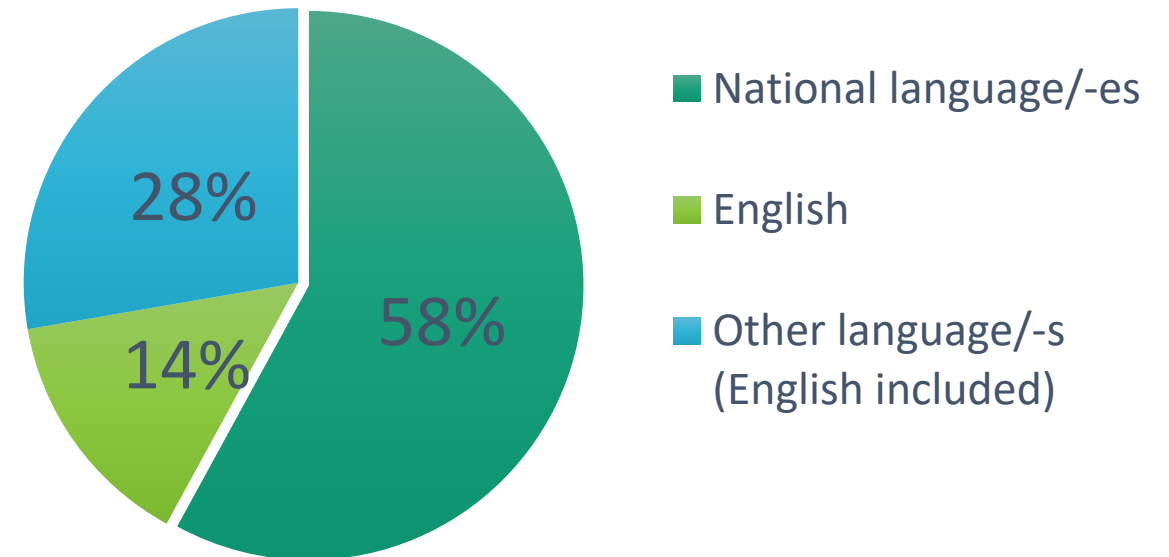
*Results of survey*  
**Availability**  
(I)

# Information commonly provided in foreign language

## *Results of survey* Availability (II)

- General information on HEI (on HEIs website)
- Study courses and programmes available for exchange students
- Study programmes/courses offered in a foreign language
- Basic information on study programmes/courses

Language of the course catalogue



Information on external **quality assurance**:

- 100 of 209 (48%)

**Commonly provided information:**

(219 replies)

<b>Field</b>	<b>Frequencies</b>	<b>%</b>
Title of study course	213	97%
ECTS credits or other credit points	208	94%
Short description of study course	184	84%
Field of study	176	80%
Learning outcomes	169	77%

*Results of survey*

**Content**

## In-depth case studies



**Fiche** designed by the project working group collected data on:

- Accessibility
- Layout
- Various aspect of content:
  - Quality assurance
  - Information on HEI
  - Reflection of ECTS
  - Description of study programme / course
  - etc.

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<b>Country</b>	<b>Number of completed fiches*</b>
[REDACTED]	[REDACTED]
Bulgaria	11
[REDACTED]	[REDACTED]
Estonia	4
[REDACTED]	[REDACTED]
Poland	3
[REDACTED]	[REDACTED]
<b>Total</b>	<b>28</b>

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\* min. 3 per country

*Results of case studies*

## Accessibility

**Link** to course catalogues:

- on HEIs main page
- on faculty page

**Language** – webpage is translated in commonly used foreign language

Course catalogues **include**:

- Wide range of information
- List of offered study programmes
- Admission requirements

*Results of case studies*

# Content

Fields included in the analysed **28** course catalogues (freq.)

<b>Field</b>	<b>for programmes</b>	<b>for courses</b>
Workload	27	27
Field of study	26	24
Graduation requirements	26	26
Learning outcomes	26	26
Title	24	28
Aim of the course	n.a.	26



## **Information published:**

- on different pages of HEIs website
- only in internal regulation documents

## **Information varies by target audience:**

- **Potential students** – general information on study programmes and admission requirements
- **Students** – more in-depth information on courses and further guidance

*Results of case studies*

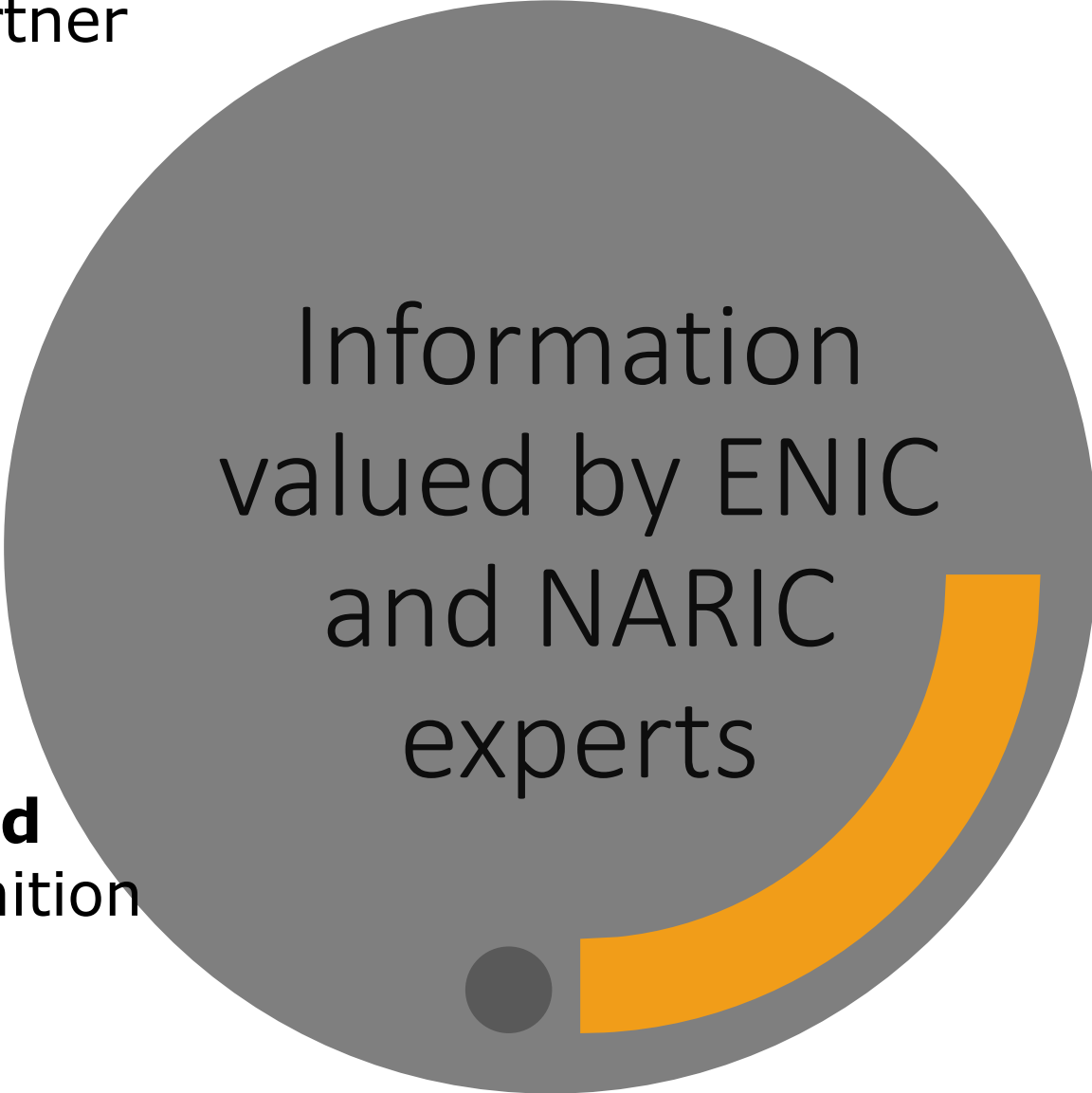
**Availability**

**Non-structured interviews** with credential evaluators in 7 project partner countries:

- Bosnia and Herzegovina
- Bulgaria
- Croatia
- Estonia
- Latvia
- Poland
- Russia

14 aspects **identified** and **compared** to lists recommended by Lisbon Recognition Convention and European Area for Recognition Manual

**10 aspects overlap**



Information  
valued by ENIC  
and NARIC  
experts

- 
- 1. Level of the study programme and course**
  - 2. Formal rights**
  - 3. Workload**
  - 4. Information on external quality assurance**
  - 5. The status of awarding institution**
  - 6. The composition of the study programme**
  - 7. Access and admission requirements**
  8. Grading system in the home country or HEI
  - 9. Graduation requirements**
  10. Certificates issued to graduates
  - 11. Nominal length of full-time programme**
  - 12. Specialty or field of study**
  13. Form of studies
  14. Detailed information on awarding institution
- 

*Results of interviews*

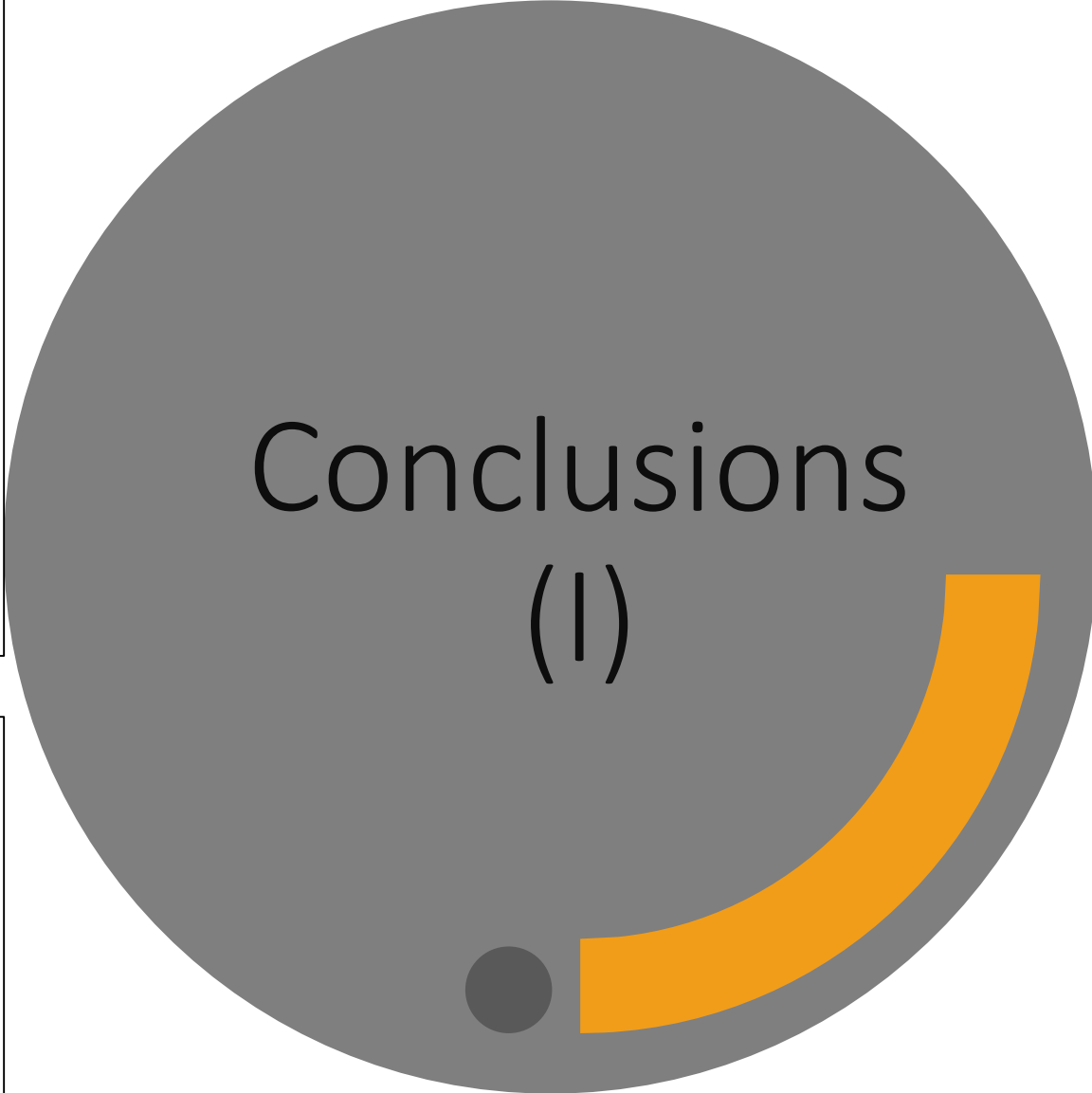
Valued  
information

## **Legal framework:**

- In no countries legal regulation mandates creation of course catalogues
- In few countries provision of information is mandatory
- BUT: not that this information must be provided publicly
- No national level recommendations were identified

## **NQDs and other information sources:**

- NQD are developed for various reasons
- Various other national information sources exist



Conclusions  
(I)

## **Survey of HEIs:**

- Online course catalogues are developed
- Most (60%) are publicly accessible
- Provide basic descriptive information on study courses / programmes
- All course catalogues do not provide information valued by credential evaluators

## **Case studies:**

- Varied layout
- Information rarely is interlinked
- All course catalogues / HEI websites do not provide information valued by credential evaluators

Conclusions  
(II)

# Questions?

Project website:  
<https://aic.lv/en/par-aic/projects/octra>

Academic Information Centre  
Latvian ENIC/NARIC  
2022