

# Workshop

## EAR - *European Area of Recognition Project*

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Stakeholders' conference on recognition in the European Higher  
Education Area  
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The logo for Nuffic, consisting of the word "nuffic" in a white, lowercase, sans-serif font, positioned within an orange rectangular background that is part of a larger graphic element.

nuffic

Netherlands organization  
for international cooperation  
in higher education

# Aim of workshop

1. Inform you about EAR
  2. Collect feedback about the current manual
  3. Collect feedback about improving the guide for institutions.
- General presentation about EAR
  - Presentation about a chapter
  - Work in groups
  - Present feedback and discuss

# Introduction

- Background and goal
- What has been done, and what will be next?
- Questionnaire
- Manual

# Background

1994/1984:	ENICs/NARICs
1997:	Lisbon Recognition Convention
1999:	Bologna Declaration
2001, 2010:	Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications

Divergence in recognition practice still exists

# Goal

Recognition manual:

- standards and guidelines
  - LRC and RCP
- available online
- comparison of actual situation
- questionnaire

# What did we do?

First part of manual produced and tested

- Broad projectteam
- Steering group
- Desk research
  - LRC and RCP
  - Earlier projects
  - Publications

Feedback

- Meetings
- Questionnaire
- 5 draft versions

# What is next?

- External consultation
- 2nd testing phase
- Prepare final draft (June)
- Produce final version (Winter 2011)

# Questionnaire

What did we do & ask?

Collect feedback about the actual recognition practice

For instance on topics like:

1. Transparency and Information Provision
2. Accreditation and Quality Assurance (status of the institution)
3. Authenticity
4. Purpose of Recognition
5. Diploma Supplement (and other information tools)
6. Qualification Frameworks



# Questionnaire

## Recommendations:

- consider good practice?
- practice in your office?
- obstacles for implementing recommended good practice?
- what is current practice in your office (if different from recommendation)?

# Questionnaire - overall

Response rate 62%

- 35 of 56 centres
  - 20 NARICs (71%), 15 ENICs (53%)
    - 7 Europe, 8 outside

Average:

Consider good practice:	
yes	88,7
neutral	9,4
no	1,9

Practice in the office:	
yes	71,4
partially	10,0
no	7,6
n/a	11,1

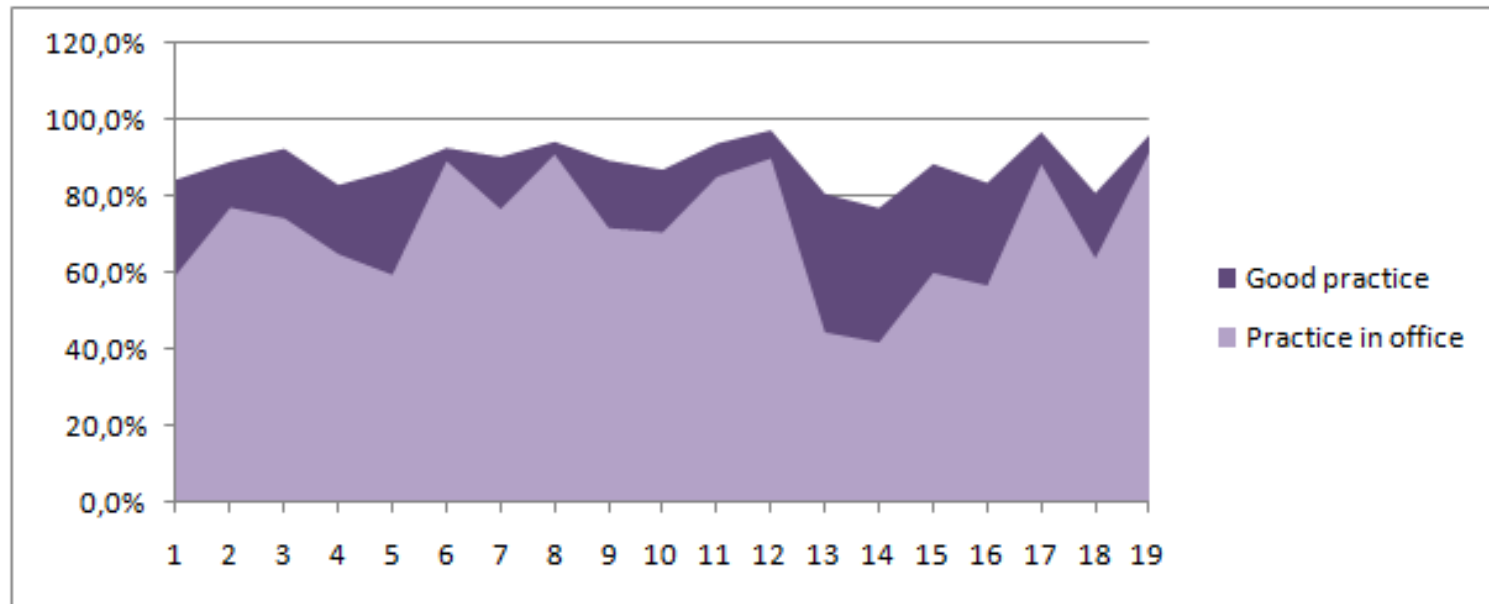
# Questionnaire - overall

Considered good practice?	Yes	Neutral	No
1) Learning Outcomes	84,5%	14,9%	0,7%
2) Credits and Grades	89,2%	10,8%	0,0%
3) Substantial Differences	92,6%	7,4%	0,0%
4) Purpose of Recognition and Professional Recognition	83,1%	12,8%	4,1%
5) Qualification Frameworks	87,0%	11,9%	1,1%
6) Accreditation and Quality Assurance (status of the institution)	92,8%	6,7%	0,6%
7) Transparency and Information Provision	90,5%	8,2%	1,4%
8) Diploma Supplement (and other information tools)	94,4%	4,8%	0,8%
9) Authenticity	89,5%	6,0%	4,4%
10) Alternative Recognition - right to appeal	87,1%	11,7%	1,1%
11) Qualifications awarded by joint programmes	94,0%	4,8%	1,3%
12) Transnational Education	97,4%	2,3%	0,3%
13) Refugees	80,8%	18,0%	1,2%
14) Non-traditional learning	77,1%	18,1%	4,8%
15) Non-traditional learning - Flexible Learning Paths	88,6%	11,4%	0,0%
16) Non-traditional learning - Recognition of Prior Learning	83,7%	14,3%	2,0%
17) Non-traditional learning - Open/distance learning	96,9%	1,8%	1,3%
18) Non-recognized but legitimate institutions	81,0%	8,6%	10,5%
19) Mills (diploma and accreditation)	96,2%	3,8%	0,0%

# Questionnaire - overall

Practice in the office?	Yes	Partially	No	N/a
1) Learning Outcomes	59,5%	20,9%	9,5%	10,1%
2) Credits and Grades	77,0%	14,9%	2,7%	5,4%
3) Substantial Differences	74,3%	10,1%	4,7%	10,8%
4) Purpose of Recognition and Professional Recognition	64,9%	11,5%	12,8%	10,8%
5) Qualification Frameworks	59,5%	14,6%	11,4%	14,6%
6) Accreditation and Quality Assurance (status of the institution)	89,2%	3,1%	2,2%	5,6%
7) Transparency and Information Provision	76,6%	11,5%	6,3%	5,6%
8) Diploma Supplement (and other information tools)	90,9%	2,8%	2,0%	4,4%
9) Authenticity	71,7%	14,6%	11,1%	2,5%
10) Alternative Recognition - right to appeal	70,6%	9,4%	7,1%	12,9%
11) Qualifications awarded by joint programmes	85,1%	6,4%	2,2%	6,4%
12) Transnational Education	89,9%	4,4%	1,6%	4,2%
13) Refugees	44,5%	7,3%	20,0%	28,2%
14) Non-traditional learning	41,9%	17,1%	20,0%	21,0%
15) Non-traditional learning - Flexible Learning Paths	60,0%	14,3%	5,7%	20,0%
16) Non-traditional learning - Recognition of Prior Learning	56,7%	4,5%	7,4%	31,4%
17) Non-traditional learning - Open/distance learning	88,3%	3,9%	1,0%	6,8%
18) Non-recognized but legitimate institutions	63,8%	11,4%	15,2%	9,5%
19) Mills (diploma and accreditation)	91,4%	6,7%	1,9%	0,0%

# Questionnaire - overall



# Questionnaire - overall

Difference between good practice and practice in office	Yes
8) Diploma Supplement (and other information tools)	3,7%
6) Accreditation and Quality Assurance (status of the institution)	3,9%
19) Mills (diploma and accreditation)	5,0%
12) Transnational Education	7,7%
17) Non-traditional learning - Open/distance learning	8,8%
11) Qualifications awarded by joint programmes	9,5%
2) Credits and Grades	13,7%
7) Transparency and Information Provision	15,3%
10) Alternative Recognition - right to appeal	18,9%
3) Substantial Differences	19,8%
9) Authenticity	19,9%
18) Non-recognized but legitimate institutions	21,2%
4) Purpose of Recognition and Professional Recognition	21,9%
1) Learning Outcomes	29,6%
5) Qualification Frameworks	31,6%
16) Non-traditional learning - Recognition of Prior Learning	32,2%
15) Non-traditional learning - Flexible Learning Paths	32,3%
13) Refugees	44,9%
14) Non-traditional learning	45,7%

# Questionnaire - example

Refugees - practice in office?	Yes	Partially	No	n/a	Response
1) To facilitate the assessment of the qualifications of the refugees, displaced persons or persons in a refugee-like situation with insufficient documentation create a "background paper". The "background paper" may be based upon the model of the Diploma Supplement. The "background paper" is an authoritative description or reconstruction of the academic achievements based on:	34.3% (12)	8.6% (3)	28.6% (10)	28.6% (10)	35
1a) detailed information provided by an applicant, regarding the contents, extend and level of education, including the individual parts of education; information regarding the professional experience should also be included, especially when related to the education;	42.9% (15)	8.6% (3)	20.0% (7)	28.6% (10)	35
1b) documents and supporting evidence provided by an applicant; (educational documents, testimonials of work experience or any other evidence which may help to confirm the information given in the application;	51.4% (18)	5.7% (2)	14.3% (5)	28.6% (10)	35
1c) general knowledge of the educational system in the given country.	60.0% (21)	2.9% (1)	11.4% (4)	25.7% (9)	35
2) When reconstructing the educational background take into account the purpose of recognition. Different procedures could be followed depending on if the applicant for example wishes to work or to pursue further studies.	48.6% (17)	2.9% (1)	20.0% (7)	28.6% (10)	35
3) Assess the qualifications on the basis of the "background paper".	34.3% (12)	14.3% (5)	20.0% (7)	31.4% (11)	35
4) Whenever possible and/or necessary the assessment procedure could also include specially arranged examinations, interviews with staff of higher education institutions and/or the competent recognition authority and sworn statements before a legally competent authority.	40.0% (14)	8.6% (3)	25.7% (9)	25.7% (9)	35

# Questionnaire - example

Supplement (and other information tools) - practice in office	Yes	Partially	No	n/a	Response
1) Credential evaluators should make use of the DS, if available, when evaluating an application. The DS should always come together with the diploma and should include the transcript of records listing courses, learning outcomes (if they exist) and other elements of the program completed.	86.1% (31)	8.3% (3)	0.0% (0)	5.6% (2)	36
2) The DS should be considered as one of the most important sources of information on the qualification and its system of origin, but it should not be used as the only source of information.	94.4% (34)	2.8% (1)	0.0% (0)	2.8% (1)	36
3) Credential evaluators should always carefully check, via other sources, the status of the institution, whether the qualification is recognized in the awarding country or not.	97.2% (35)	0.0% (0)	0.0% (0)	2.8% (1)	36
4) It is also a good habit to check whether the name of the holder of the diploma is the same on the DS.	94.4% (34)	0.0% (0)	0.0% (0)	5.6% (2)	36
5) In some educational systems, diplomas carry a number which is also inscribed in the DS; it might be worth verifying this number correspondence.	83.3% (30)	5.6% (2)	2.8% (1)	8.3% (3)	36
6) The DS is issued in countries involved in the Bologna process. Therefore, attention should be paid not to request it to applicants whose qualification was awarded outside the EHEA.	83.3% (30)	2.8% (1)	11.1% (4)	2.8% (1)	36
7) In these countries, documents similar to the DS, transcripts of records or other documents such as records of passed examinations for each subject studied at university (e.g. credit book, index of exams, etc.) are issued to students. During the assessment of the foreign qualification, the information contained in these documents will be treated in the same way as the information of the same kind enclosed in the DS.	97.2% (35)	0.0% (0)	0.0% (0)	2.8% (1)	36

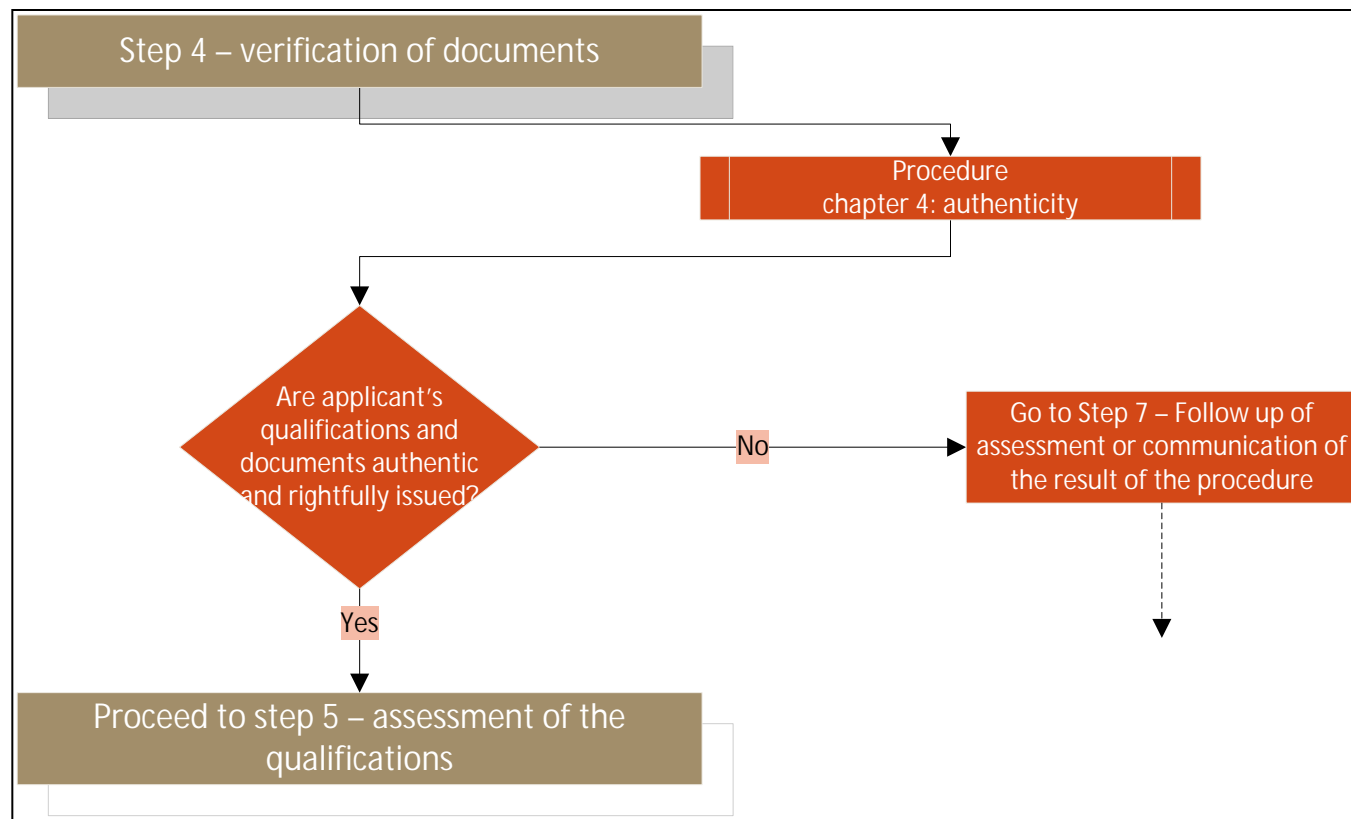


# Manual

Lay out:

- Introduction
- Schematic outline
- Topics
- Glossary

# Manual – schematic outline



# Manual - glossary

Term	Definitions
<b>Academic recognition</b>	<p>Focuses on recognition of periods of study, diplomas or degrees issued by an educational institution with regard to a person wishing to continue or to begin studying or to use an academic title. See professional recognition.</p> <p><b>SOURCE: EAR MANUAL</b></p>
<b>Access</b>	<p>Certain qualifications convey the holder with the right to access specific qualifications/courses/programmes at a particular education level within the education system in which the qualification was taken. For instance a first cycle degree usually provides access to second cycle studies.</p> <p><b>SOURCE: TUNING EDUCATION STRUCTURES IN EUROPE. A GUIDE TO FORMULATING DEGREE PROGRAMME PROFILES.</b></p>
<b>Accreditation</b>	<p>Formal recognition that a body or a person is competent to carry out specific tasks.</p> <p><b>SOURCE: Cedefop Glossary Quality in education and training (internally referenced as ISO Glossary)</b></p>
<b>*Accreditation Mills</b>	<p>"Accreditation mill" refers to a non-recognised educational accreditation organization providing accreditation and quality assurance without having an authorisation to do so. In many cases accreditation mills are closely associated with diploma mills.</p> <p><b>SOURCE: EAR MANUAL</b></p>
<b>Accreditation of prior certificated learning (APCL)</b>	<p>A process, through which previously assessed and certificated learning is considered and, as appropriate, recognised for academic purposes.</p> <p><b>SOURCE: THE QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION GUIDELINES ON THE ACCREDITATION OF PRIOR LEARNING</b></p> <p><a href="http://www.qaa.ac.uk/academicinfrastructure/apl/APL.pdf">http://www.qaa.ac.uk/academicinfrastructure/apl/APL.pdf</a></p>

# Manual - topics

1. Transparency and Information Provision
2. Accreditation and Quality Assurance (status of the institution)
3. Authenticity
4. Purpose of Recognition
5. Diploma Supplement (and other information tools)
6. Qualification Frameworks
7. Credits, grades, credit accumulation and credit transfer
8. Learning Outcomes
10. Substantial Differences
11. Alternative recognition. Right to appeal.

# Manual - topics

12. Refugees

13. Non-Traditional Learning

Sub Topic – Flexible Learning Paths

Subtopic - RPL

Sub topic - Open/Distance learning

14. Transnational education

15. Qualifications awarded by joint programmes

16. Non-Recognised but Legitimate Institutions

17. Diploma and Accreditation Mills

18. Sources of Recommendations for EAR recognition manual

# Manual - topics

Interactive part of the workshop