

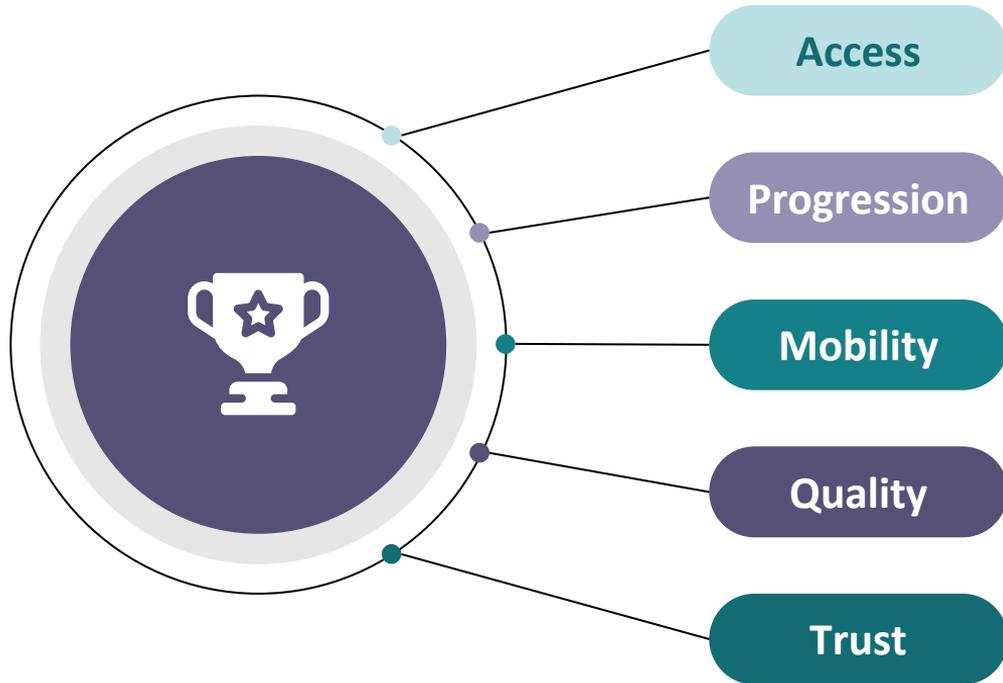


Recognition and Quality Assurance: implementation of Bologna commitments

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ENQA GA, Stockholm
28 October 2022

Benefits of recognition



Access

Expands the right to access education beyond the home country system

Progression

Enables progression between the levels of education across different systems

Mobility

Facilitates academic mobility for studies and research, employment

Quality

Diversity of learning and teaching opportunities, excellence in education, increased transparency, comparable standards

Trust

Signals the value of education and acceptance of qualifications of different countries and systems

The Lisbon Recognition Convention (LRC)



COUNCIL OF EUROPE

Treaty Office

Title	Convention on the Recognition of Qualifications concerning Higher Education in the European Region (ETS No. 165)
Reference	ETS No. 165
Opening of the treaty	Lisbon 11/04/1997 - Special conditions of opening for signature
Entry in force	01/02/1999 (5 Ratifications including 3 member States of the Council of Europe and/or the UNESCO Europe Region.)

Supported by recommendations adopted by the LRC Committee regarding criteria and procedures (2001, 2010), Diploma Supplement (1999, 2007, 2019), refugees (2017), qualification frameworks (2013), transnational education (2001, 2007), joint degrees (2004, 2016), provision of information (2004), international access qualifications (1999).



Recognition by LRC

Five main principles of the LRC to be transferred into the national legislation:



applicants have a right to **fair assessment**;



there is recognition if no **substantial differences** can be proven;



legislation or guidelines encourage comparing of **learning outcomes** rather than programme contents;



in cases of negative decisions the competent recognition authority **demonstrates** the existence of substantial difference;



applicant's **right to appeal** of the recognition decision.

Elements of a Qualification

Level

A place of a qualification within an education system or a qualifications framework.

Quality

Status of the awarding institution and/or programme, meeting at least minimum standards.



LOs

Knowledge, skills and attitudes; formal structure of a programme; formal rights the qualification gives.

Profile

The overall orientation of an institution / programme (academic / professional); also specialisation.

Workload

An amount of work required to successfully complete a unit of a learning, measured in length of time / credits.

Recognition demystified



It is...

comparison of qualifications, determining their value, projection of foreign qualifications into the host country system, formal acknowledgment by competent authorities of the validity of the qualification for academic purpose (access, credit transfer, RPL, use of title) and/or professional purposes (go directly into the labor market or gain authorisation / licenses to practice).



It is...

acceptance of a qualification for the purposes sought in a flexible manner, unless a substantial difference can be identified; in that case – clear information provided and alternative or partial recognition considered; rights to appeal granted.



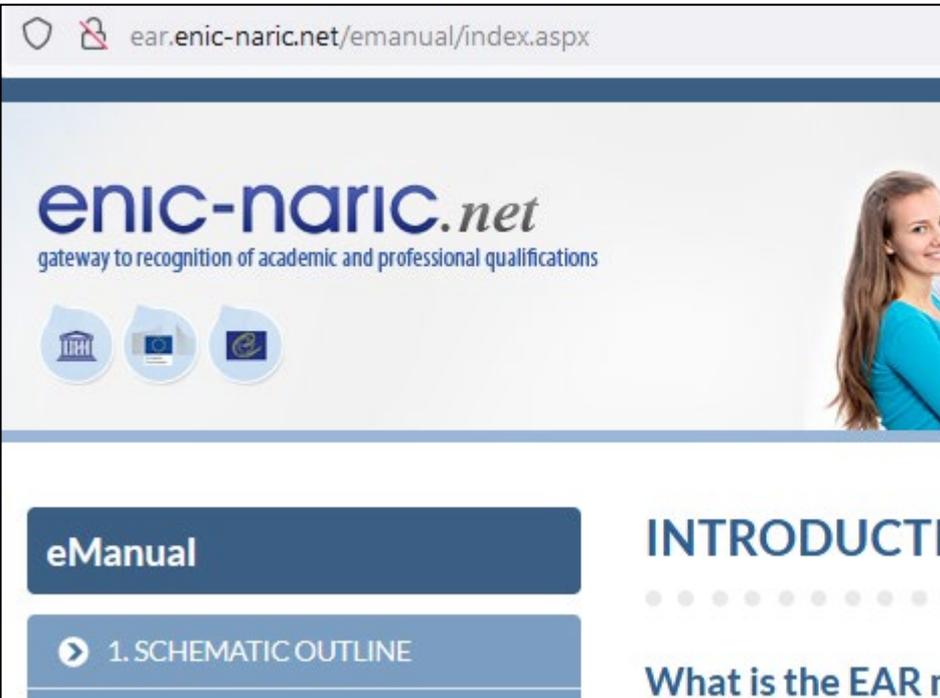
It is NOT...

seeking equivalence of content and duration, expecting foreign qualifications being exactly the same; measuring prestige based on commercial media rankings. Recognition does not equal admission!

A fair recognition decision may be to deny recognise degrees of substandard quality, issued by diploma mills, backed by accreditation mills!

Development of best practices in recognition

Implementation of LRC is supported by the networks of academic information and recognition centres (ENIC/NARIC), their tools and projects, most importantly: EAR Manual, EAR-HEI Manual, and LIREQA recommendations.



ear.enic-naric.net/emanual/index.aspx

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

INTRODUCTI

What is the EAR manual

eManual

1. SCHEMATIC OUTLINE



The European Recognition Manual for Higher Education Institutions

Practical guidelines for credential evaluators and admissions officers to provide fair and flexible recognition of foreign degrees and studies abroad

Third edition, February 2020

nuffic
Netherlands Organisation for International Co-operation in Education



INTEGRATING
ACADEMIC RECOGNITION
AND
QUALITY ASSURANCE:
PRACTICAL RECOMMENDATIONS

New developments in recognition

COUNCIL RECOMMENDATION

of 26 November 2018

on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad

(2018/C 444/01)

TREATY ON THE AUTOMATIC RECOGNITION OF HIGHER EDUCATION QUALIFICATIONS

The Kingdom of Belgium, represented by:

- The Flemish Government,
- The Government of the French Community,
- The Government of the German-speaking Community,

The Republic of Estonia,

The Republic of Latvia,

The Republic of Lithuania,

The Grand-Duchy of Luxembourg,

The Kingdom of the Netherlands,



United Nations
Educational, Scientific and
Cultural Organization

Ref.: CL/4318

Subject: **Global Convention on the Recognition of Qualifications concerning Higher Education**

Dear Sir/Madam,

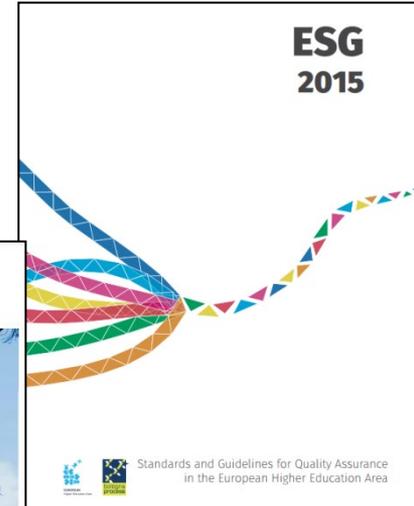
I have the honour of informing you that the Global Convention on the Recognition of Qualifications concerning Higher Education was unanimously adopted by the UNESCO General Conference at its 40th session on 25 November 2019.

Done at Brussels on 14 September 2021, in a single copy in the Dutch, Estonian, French, German, Latvian, Lithuanian and English languages, all texts having equal power. In case of divergence of interpretation, the text in the English language shall prevail.

Key tools for automatic recognition

AR relies on implementation of **Bologna** reforms and usage of common tools:

- Implementation of **LRC**
- Internal and external QA based on the **ESG**
- Three cycles + Learning outcomes approach
- **NQFs** aligned to EQF-LLL/ EHEA-QF
- Issuing of **Diploma Supplement**
- Usage of **ECTS**
- digital **registers/DBs**
- Implementation of **QA of recognition services**



Automatic recognition in practice



APPLICANTS: may not necessarily know their rights, thus the need for information provision and further referral by ENICs/NARICs remains



EMPLOYERS: may not know the general provisions, may need a specific advice how to check legitimacy of an awarding body and authenticity of qualifications



ENICs/NARICs: developing awareness of the new provisions and supporting the implementation by information provision through the website and [sometimes] personalised



HEIs:

- No need to check the **level**, **workload** and **quality** of a qualification
- May need to check the **profile** and **learning outcomes** being fit for admission into a study programme of choice
- Still need to check **authenticity** of documentation [if not digital], accreditation/recognition status of the institution/programme

Effective implementation

- Monitoring of QA and recognition in Bologna Process Implementation Reports
- Self-evaluation and peer review of QA agencies and ENICs/NARICs
- Peer learning groups
- Networks



TPG C - QA
Thematic Peer Group C on Quality Assurance

enic-naric.net

Version as of A

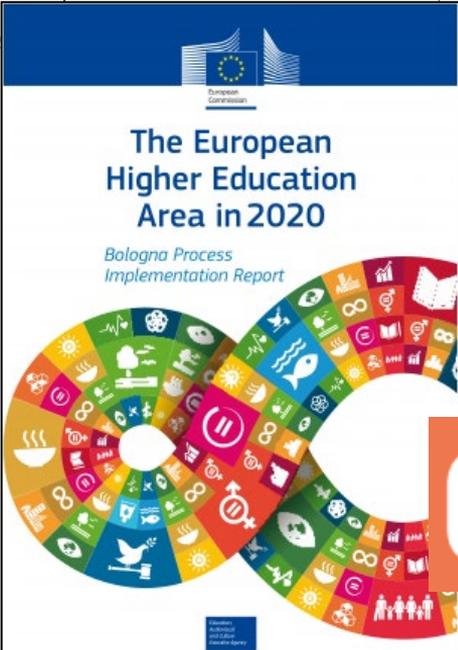
The ENIC-NARIC Networks' Quality Assurance System

Self-evaluation & peer review protocol

Adopted by the networks under coordination of Nuffic
Adopted by the ENIC-NARIC networks



TPG-LRC
TPG-LRC - Thematic Peer Group on the implementation of the Lisbon Recognition Convention in EHEA countries



The European Higher Education Area in 2020
Bologna Process Implementation Report



United Nations Educational, Scientific and Cultural Organization

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

THE COMMITTEE OF THE CONVENTION ON THE RECOGNITION OF QUALIFICATIONS CONCERNING HIGHER EDUCATION IN THE EUROPEAN REGION

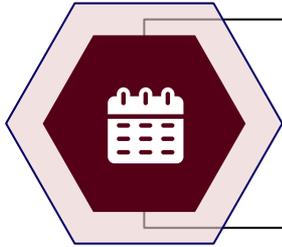
MONITORING THE IMPLEMENTATION OF THE LISBON RECOGNITION CONVENTION

Final Report



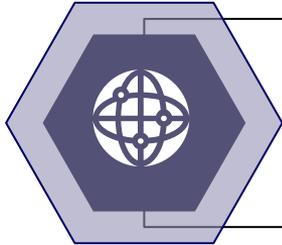
Paris, 2016

Quality assurance is a joint responsibility



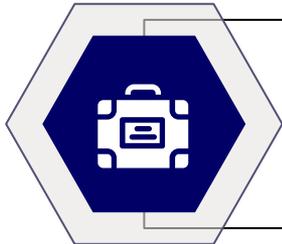
HEIs

academic staff and students in the first place, then leadership and management, also administrative and support staff



System level

Public authorities have exclusive responsibility for the framework (legal, NQF, QA, recognition, info).



QA agencies

EQA, provision of info, support to autonomous HEIs, engagement with stakeholders, incl. foreign experts



1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

STANDARD:

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

GUIDELINES:

<...>

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.

<...>

In QA procedures do we pay attention to different types of recognition?

Full qualifications

Access qualifications or higher education qualifications issued by competent authorities, attesting the successful completion of an education programme and giving further rights.

Prior learning

the experience, knowledge, skills, attitudes and competencies which an individual has acquired as a result of formal, non-formal, or informal learning, assessed against a given set of learning outcomes, objectives, or standards.



Study periods

Any component of a HE programme which has been evaluated and documented and, while not a complete programme of study in itself, represents a significant acquisition of knowledge or skill.

Micro-credentials

A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These LOs have been assessed against transparent standards. The proof is contained in a certified document that lists the name of the holder, the achieved LOs, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards.

QA+recognition:

The possible roles and avenues for QA agencies

Standards

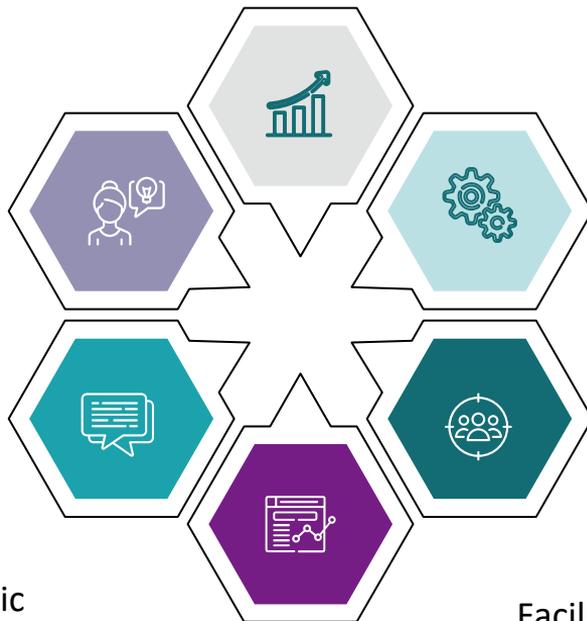
When developing standards, together with other stakeholders, include recognition. Look at internal QA of recognition.

Training of experts

Properly support peer review experts engaging in external QA procedures, so they are able to identify key issues and provide recommendations to tackle them.

Analysis

Engage in thematic analysis of the topic based on external QA reports across the HE sector, publish these results, present them to HEIs and stakeholders.



Procedures

Include recognition in regular external QA considering your context – in every procedure or holistic reviews or targeted surveys or thematic evaluations.

Initiative

Take pro-active role in reaching out to other stakeholders for promotion of [inter]national instruments available.

Forum for discussion

Facilitate policy dialogue among stakeholders, reach out to HEIs, academic information centres, public authorities, other bodies.

Sources

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- EAR-HEI Manual <https://www.enic-naric.net/page-EAR-HEI-manual>
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- MICROBOL project documentation. https://microcredentials.eu/wp-content/uploads/sites/20/2021/07/Output_document_recognition.pdf ; <https://microcredentials.eu/wp-content/uploads/sites/20/2021/01/European-Commission-report-on-microcredentials.pdf>
- Credits for infographics to Slidesgo <https://slidesgo.com> and Freepik <https://www.freepik.com>



Thank you!

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