

CARDS 2002

Higher Education Mobility: *Diploma Recognition Policy and Legislation*

Kick-off Meeting: 18th November 2004

Zagreb - MZOS



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Prague communique:

... **facilitating**

**academic and professional recognition,
so that citizens can effectively use their
qualifications throughout the EHEA**



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Some features of the desired EHEA:

- degrees/diplomas earned in one part of the area
are accordingly recognised in other parts
- graduates are employable in the European labour market
 - obstacles for free mobility of students and teachers are removed
 - European higher education is attractive in the World market



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Recognition

Role of recognition has changed from just a procedure of acknowledgement of diplomas to an essential component necessary to ensure reaching the goals of the Bologna process



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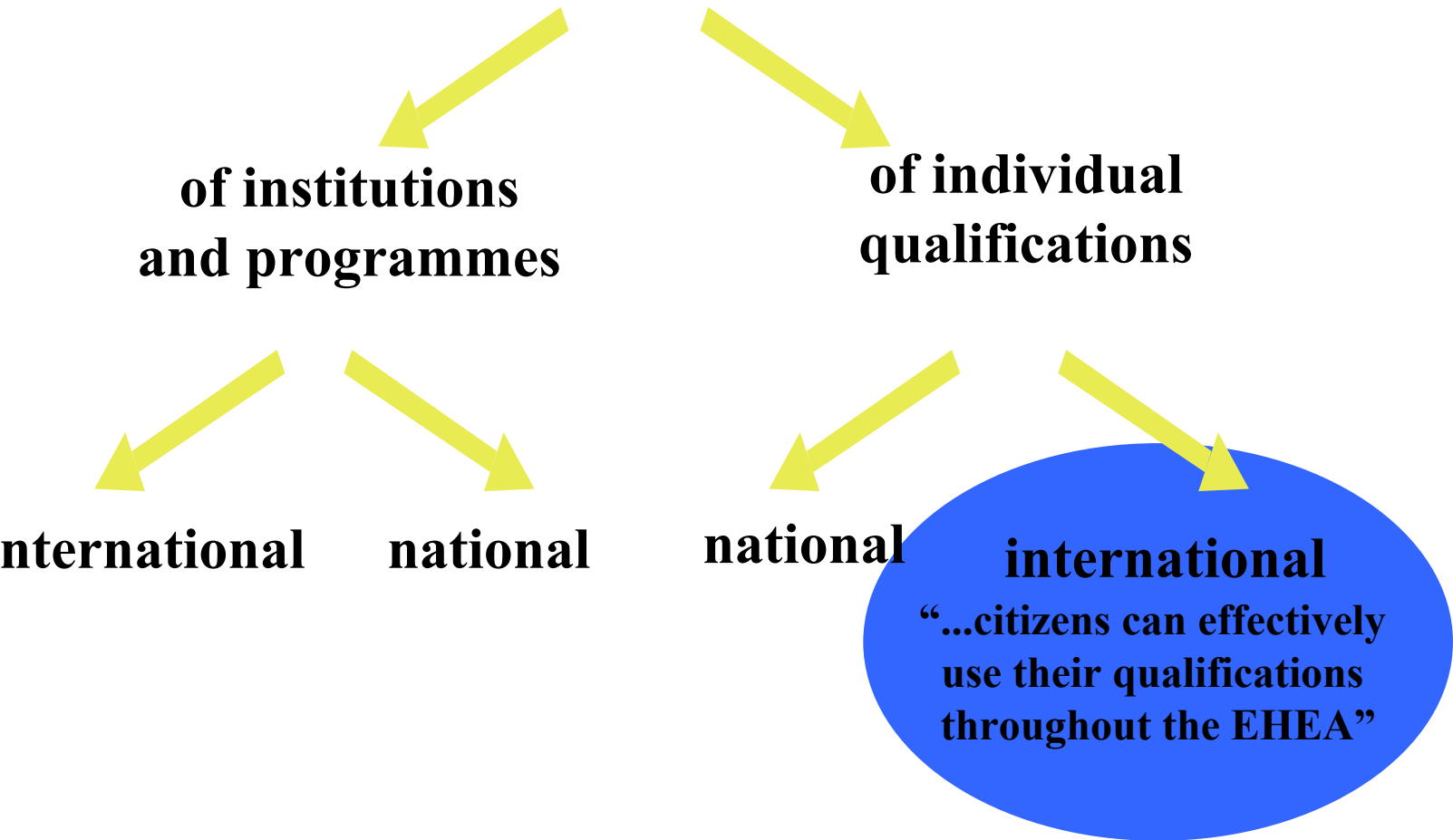


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Recognition



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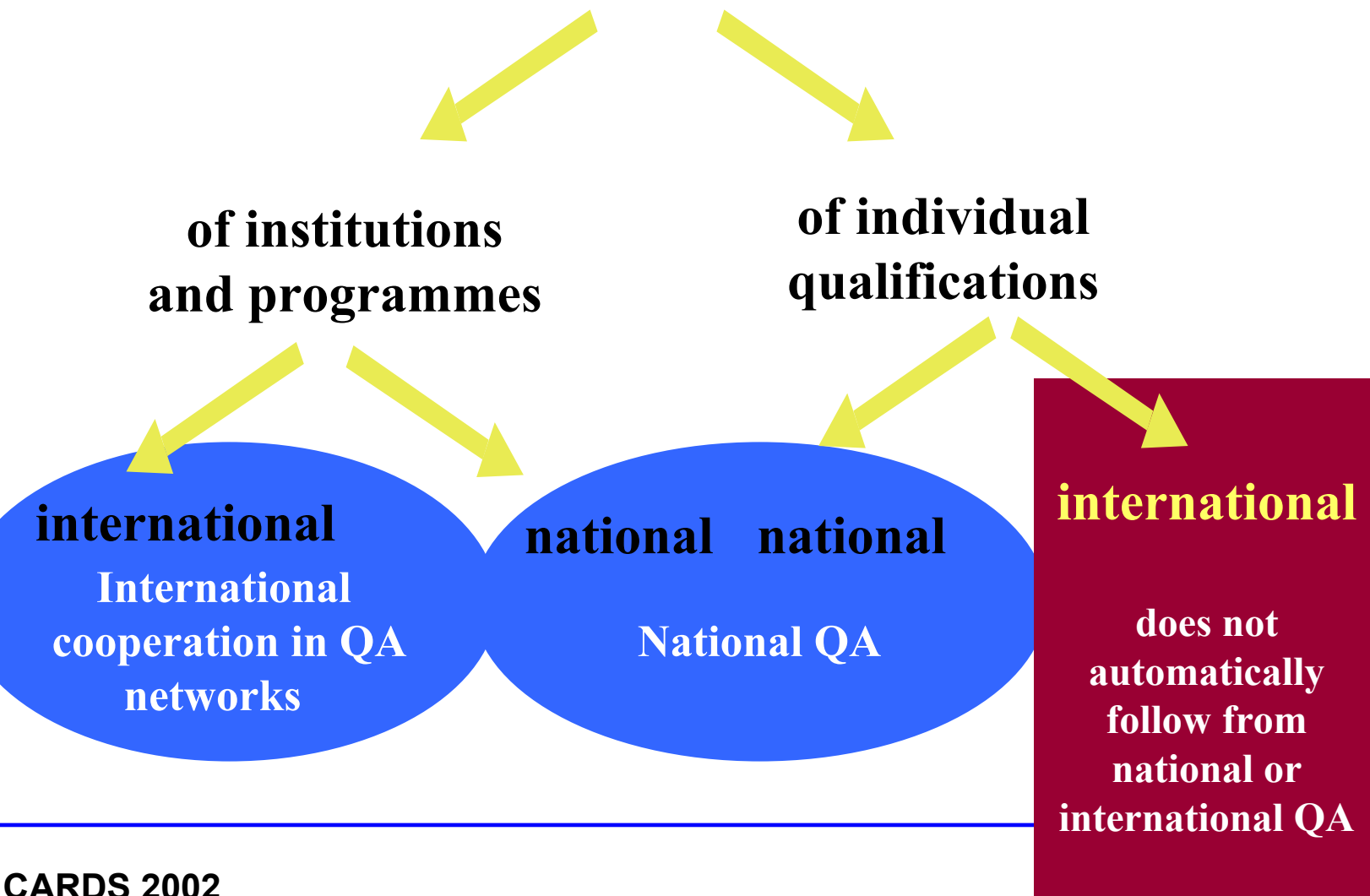


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Recognition



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A working definition

Recognition is

evaluation of a foreign qualification
with a view to find it's right pathway
in the host country's

- education system or
- employment system



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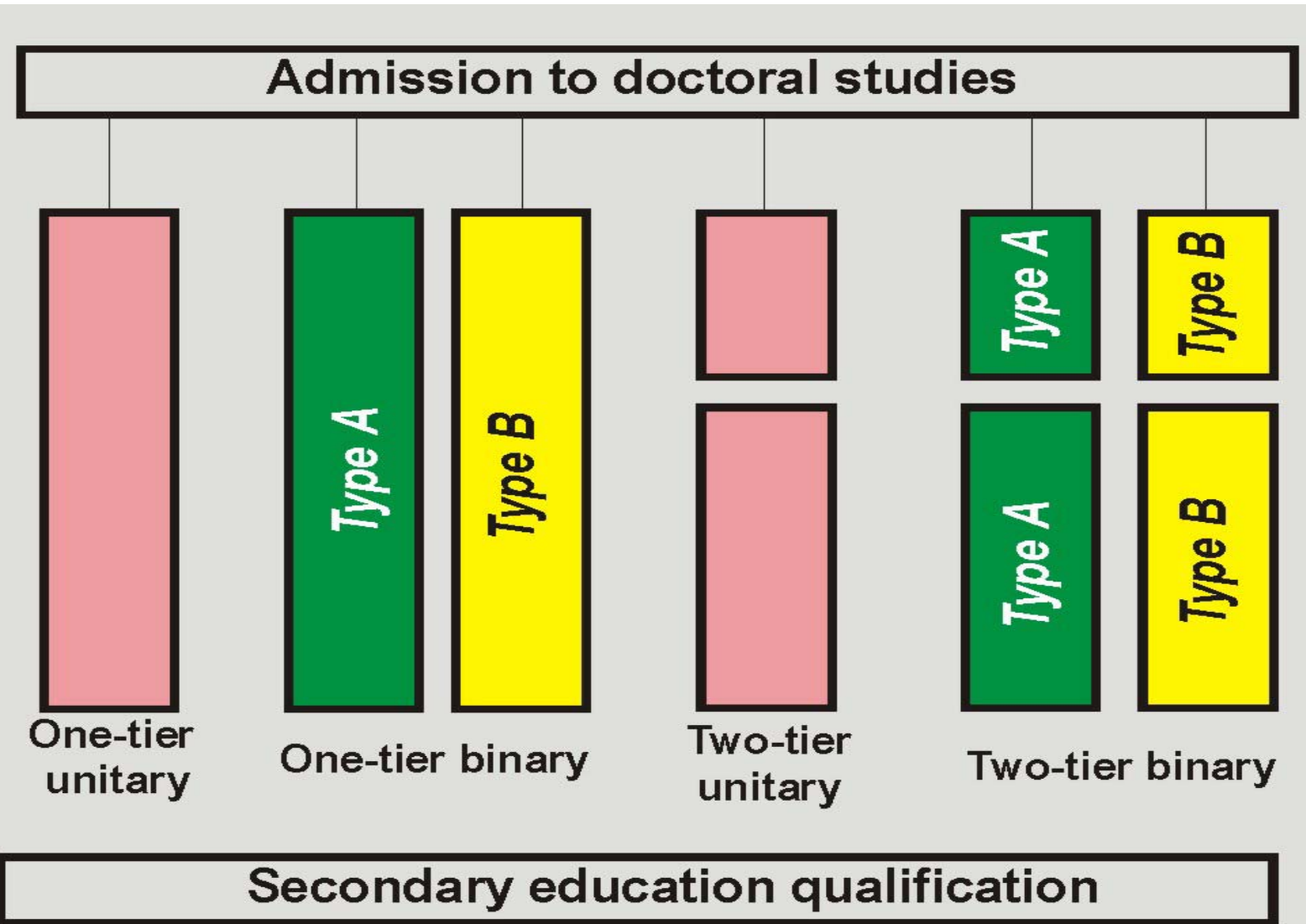


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Typology of education



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N.B.

even within a given education system
Qualifications may vary in their

- orientation,
- profile and
- workload



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What is it about?

- **Academic recognition:** is the holder of a degree qualified to **continue studies** in/for the next stage as he/she requests?
- **Professional recognition:** is the holder of a degree/qualification qualified to **pursue the professional activities** as he/she wishes?



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Lisbon Convention

Preconditions

- the qualification must belong to a national system and
- it has to be *recognised* in that system

Recognition

- ***equal level*** qualifications are recognised if there are ***no substantial differences***



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Directive 89/48/EEC Article 4 b)

A foreign professional has to complete aptitude test or adaptation period is applied:

“where the... education and training received ... **differ substantially** from those covered by the diploma required in the host Member State”



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What if differences are substantial?

***alternative or partial* recognition should be considered, e.g.**

- recognition of the foreign qualification as comparable to another qualification, but not to that indicated by the applicant;
- recognition partial of the foreign qualification as part of the national qualification in question



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Where are substantial differences?

- learning outcomes and competencies,
- Access to further activities
- key elements of the programme,
- quality of the programme



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Central focus of recognition

- Understand the learning outcomes,
- Compare them to the ones of the national qualifications (NQF)

BUT

- credentials' evaluators could only try to estimate learning outcomes knowing the duration and contents of programmes



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Therefore

- Describe levels (level descriptors: Helsinki, Dublin descriptors)
- Define learning outcomes (benchmark statements, TUNING program)

Directly support RECOGNITION



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The relationships

National Qualifications' Frameworks

- describe qualification level and
- learning outcomes

Quality assurance mechanisms (not accreditation!)

- confirm that the desired learning outcomes are really achieved

EA Qualifications' framework (future)

- accommodates the national frameworks,
- is used to translate information between national QFs



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challenges and issues

- a European framework for qualifications
national qualifications frameworks
- levels of study that make up qualifications
- credits
accumulation .. and level
(in *defining* qualifications)
- Bachelor-masters descriptors
whence the JQI Dublin and Helsinki approaches?
other qualification descriptors
- learning outcomes and competences
generic and subject specific
- programme profiles



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A framework for HE qualifications

D	all doctoral degrees	
M	Masters degrees Postgraduate Certificates, and Postgraduate Diplomas	2nd cycle
B	Bachelors degrees Graduate Diplomas Graduate Certificates	1st cycle
A (?)	Degrees (2 years)	<ul style="list-style-type: none"> • <i>to identify expectations and achievements</i>
C	Certificates HE	<ul style="list-style-type: none"> • <i>provide a 'common language'.. the qualification descriptors</i>



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Who are the players?

national (international agreement) to locate main qualifications and provide:

generic descriptors of associated abilities
guidance on nomenclature

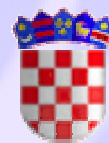
academic communities identifying their expectations

students have a record of their achievements (transcript, ECTS)

the institutions identify location of their awards
supported by programme details (inputs and expectations)



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The structure

Qualifications Framework based on Bologna

widely agreed generic descriptors

(Dublin and Helsinki descriptors)

programme profiles
(common approach to setting out
institutional / faculty perspective)

subject competences
(Tuning; national benchmarks)
(from subject community)

with an overarching
Code of Practice:
for the management of
quality and standards

transcripts / ECTS
(individual achievement, students)

