

# 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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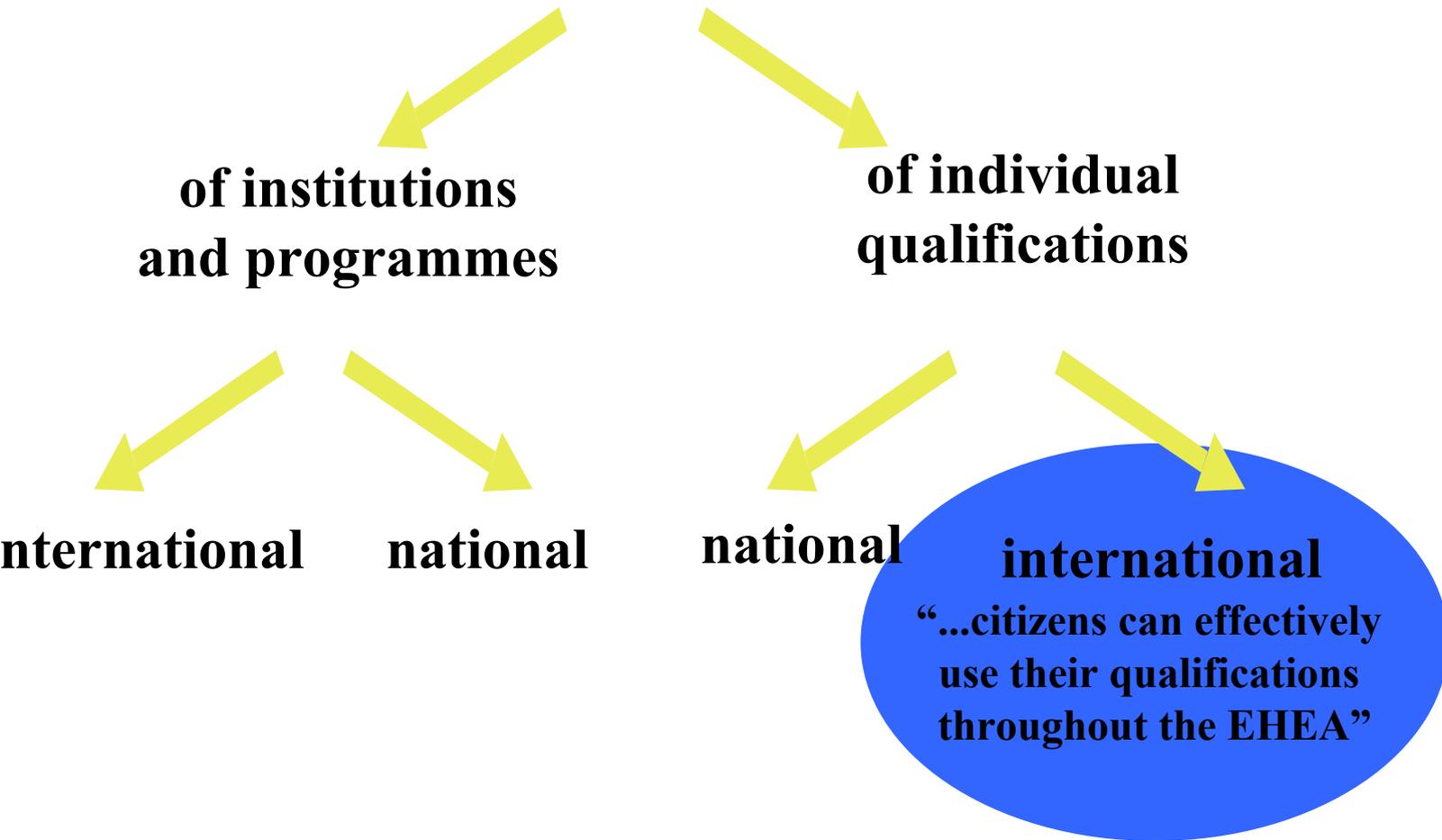


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# Recognition



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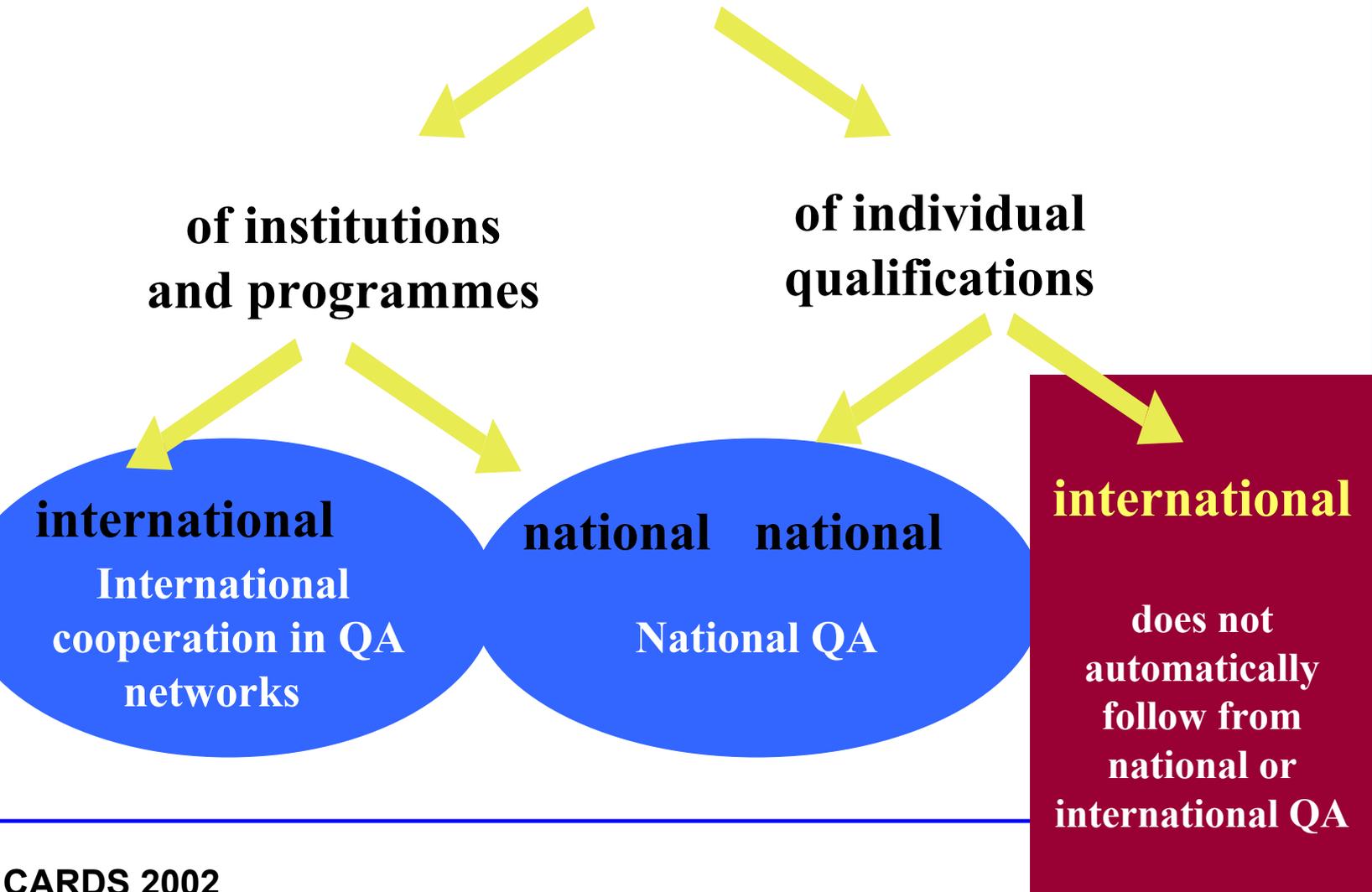


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# Recognition



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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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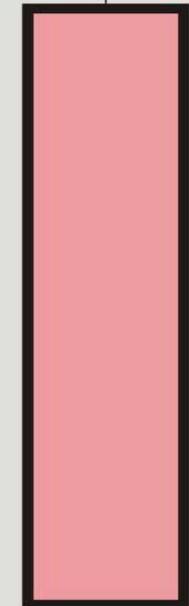
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# Typology of education

Admission to doctoral studies



One-tier unitary



Type A



Type B

One-tier binary



Two-tier unitary



Type A



Type A



Type B



Type B

Two-tier binary

Secondary education qualification



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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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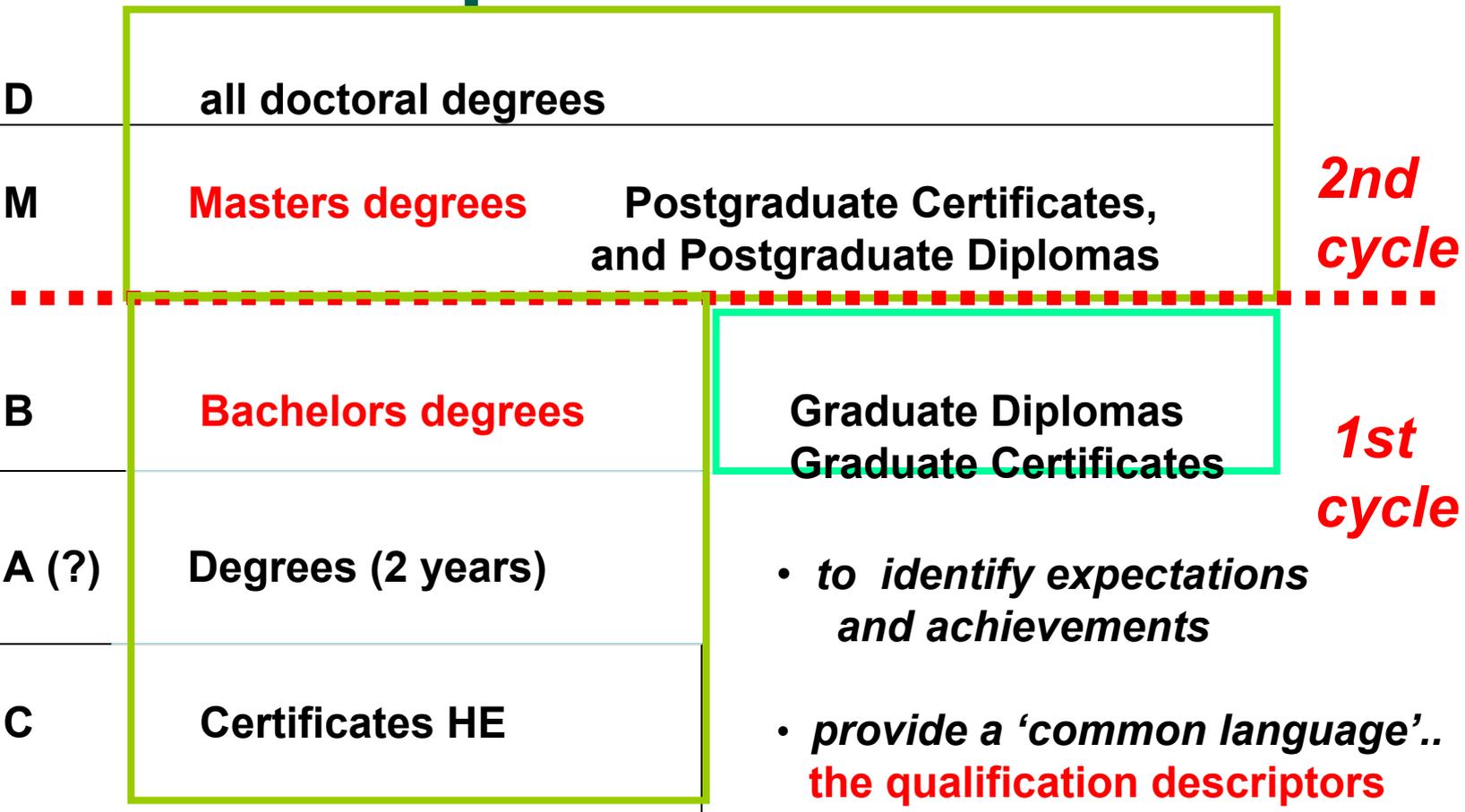


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# A framework for HE qualifications



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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)

