

Workshop on the International Recognition of Degrees and Diplomas in Croatia

Zagreb, September 20-22, 2005

Background and methodology of credential evaluation

2.

Topics

- **Models of Higher Education Systems**
- **Characteristics of Educational Systems**
 - **Differences between Educational Systems**
 - **Understanding One's Own System and the Foreign System**
- **Credential Evaluation Criteria**

Models of Higher Education Systems

1. The Humboldt model

- **Strict distinction between:**
 - **university education (academic)**
 - **university preparatory education**
 - **professional higher education**
- **Research activities conducted during initial studies**
- **Scientific research conducted free of societal interests**

Models of Higher Education Systems

2. The Anglo-American model

- Undergraduate/graduate phases of education
- Both academic and professional programmes offered by same institution
- Research primarily conducted at graduate level
 - USA in particular:
- Academic preparatory education is part of the undergraduate curriculum
- Broad general education (liberal arts) at tertiary

Models of Higher Education Systems

3. The Napoleonic model

- Centralistic organization
- High degree of selectivity
- Uniform content of study programmes

Characteristics of Educational Systems

Differences between educational systems

- Use of educational terminology
- Diversified or non-diversified secondary education
- Admission to higher education
- Definition of higher education
- Unitary or binary system of higher education
- Cycles of higher education
- Role of government in education in general

Characteristics of Educational Systems: Checklist

Understanding one's own and the foreign system

1. Secondary Education

- After how many years of primary school does secondary education begin?
- Is there more than one type of secondary school?
- How many years are required for each secondary school diploma?
- Does the curriculum consist of general or vocational education, or is it a mixture?
- Which diploma(s) is/are awarded and to which

Understanding One's Own System and the Foreign System

2. Higher Education

- What is the definition of higher education in the country in question? Does it include university and non-university institutions and programmes?
- What are the names of the degrees and diplomas? How many years are required for each step?
- What is the grading system used?
- How is the weight of courses measured (contact or study-load hours) and what are the units called?
- What examination methods are used?

Understanding One's Own System and the Foreign System

3. Specific Programmes (I)

- What is the starting level: which diploma(s) grant(s) admission? Are there any additional entrance requirements (examinations, selection)?
- What is the full-time duration?
- What are structure and content of courses and/or modules, how many hours are devoted to each?
- Is it primarily academic or practical?
- What is the ratio of theoretical to practical

Understanding One's Own System and the Foreign System

3. Specific Programmes (II)

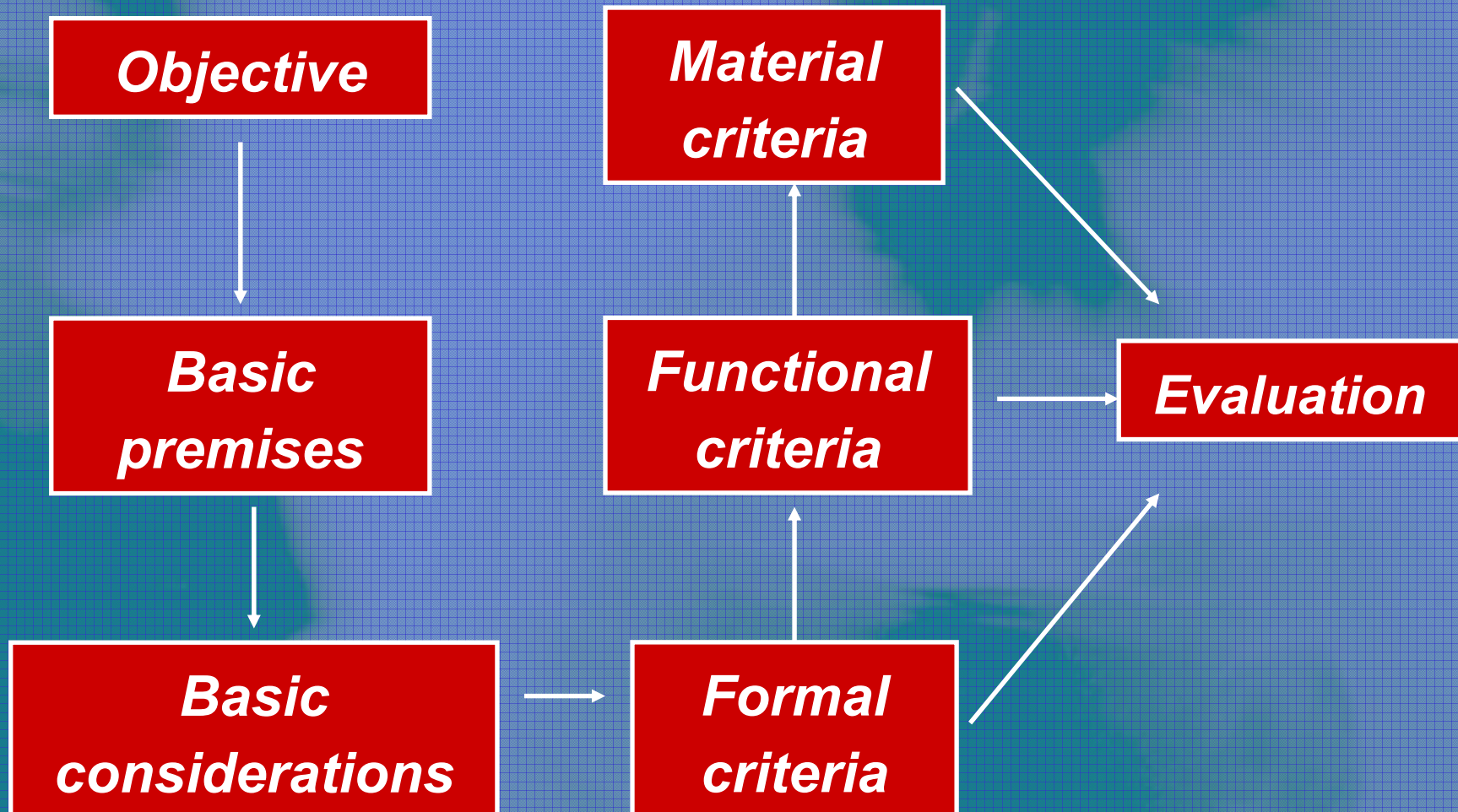
- What is the nature of the practical training and how many months are required?
- Does graduation require writing a thesis?
- Is there an academic title attached to the diploma?
- Does the diploma give admission to further study?
- Does the diploma give direct admission to professional practice?

Understanding One's Own System and the Foreign System

4. Other Topics

- What are the main national laws/regulations governing secondary and higher education?
- Is the country signatory to any bilateral or multilateral recognition agreement? Which academic or professional rights do they regulate?
- Is there a system of governmental quality control or an accreditation system?
- What is the status of the evaluating organization? Is the evaluation a decision or recommendation?

Credential Evaluation Criteria



Credential Evaluation Criteria

Objective:

To identify the qualification in receiving country most comparable to a foreign qualification, taking into account the purpose for which recognition is sought.



Credential Evaluation Criteria

Basic premises for good practice in recognition

- Foreign qualifications should be recognized and differences should be viewed with flexibility. Only relevant substantial differences should lead to partial recognition or non-recognition
- Assessment should focus on the qualification for which recognition is sought. Previous levels of education should be considered only when having a “serious bearing” on outcome
- Comparability in terms of quality should take preference over comparability in terms of quantity

Credential Evaluation Criteria

Basic Considerations

- Purpose of the evaluation
- Prior evaluations of the same qualification, to ensure consistency in recognition practice
- Status of institution
- Status of evaluating body

Credential Evaluation Criteria

Formal criteria

- **National law and regulations**
- **International law, treaties and agreements**

Credential Evaluation Criteria

Functional criteria

- Purpose of the qualification in home country
- Rights attached to the qualification in home country

Credential Evaluation Criteria

Material criteria

- **Content**
- **Structure**
- **Duration / study load**
- **Starting level**
- **Learning outcomes and competencies**
- **Quality of institution and program**