

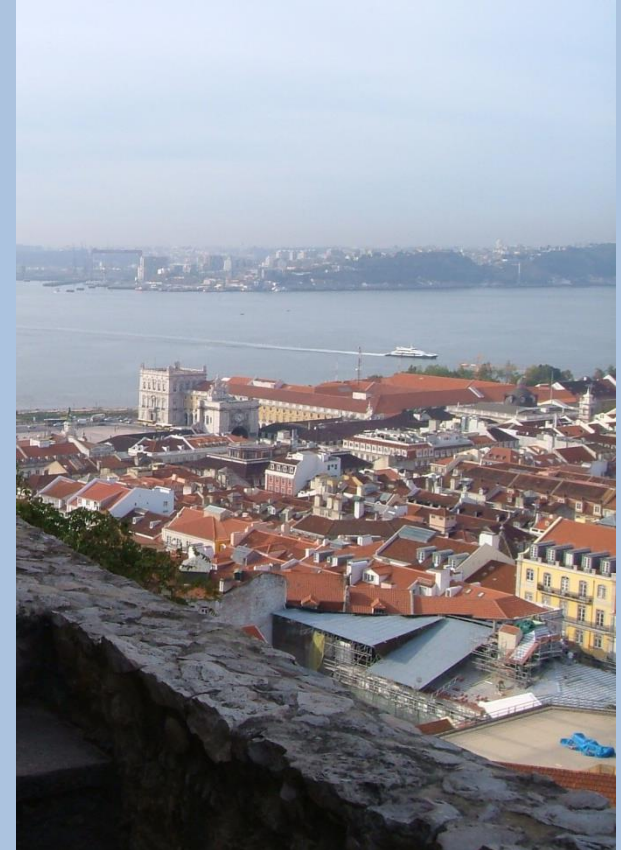
Recognition in Europe

Katherine Latta

UK NARIC

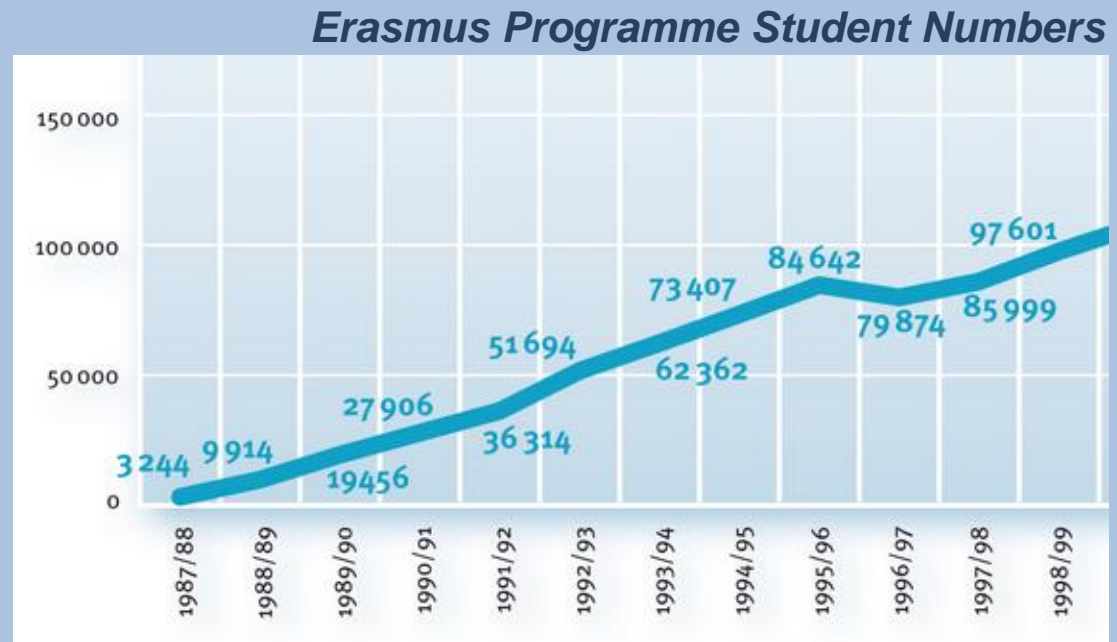
Developing the LRC – the background

- Older conventions (1950s and 1960s) from both UNESCO and Council of Europe
- Changes in Europe in 1990s – expansion of the Council of Europe
- Changes in the higher education landscape in Europe



Increasing student mobility

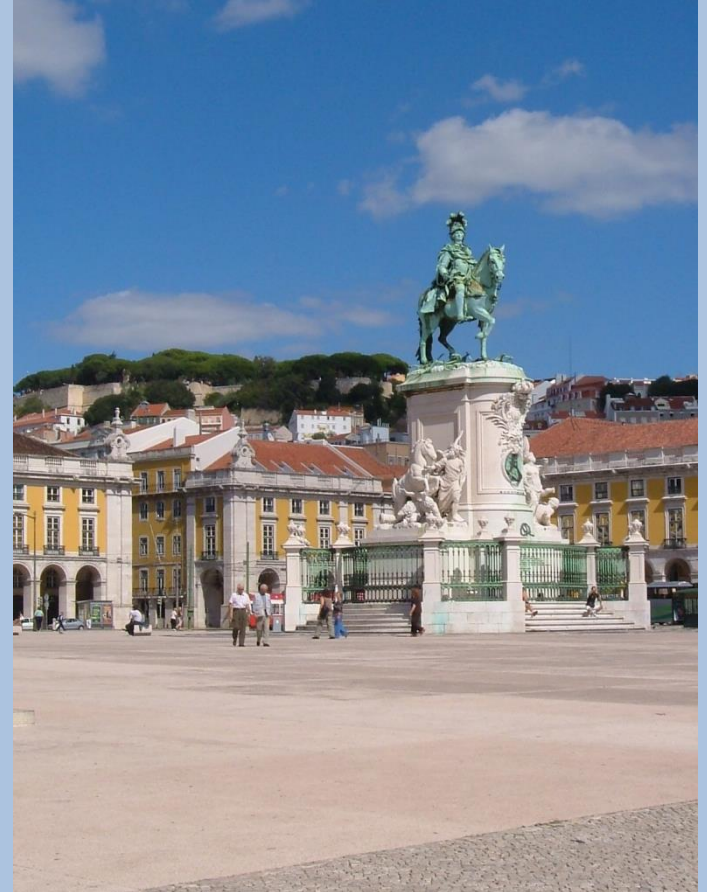
- Erasmus programme launched in 1987
- By 1997 an increase of 25-fold in students numbers



Source: European Commission, Frequently Asked Questions: Erasmus Programme

Developing the LRC

- Why a new convention?
 - Unify existing texts while taking into account changes in European educational landscape
- Proposal: 1992
- Feasibility study: 1994
- Signature: **11 April 1997**
- Effective: February 1999
- Ratifications to date: 53



Key Features of the LRC

- Access to assessment
- Substantial differences
- Burden of proof reversed
- Right of appeal
- Implementation:
 - Convention Committee
 - ENIC Network
 - Diploma Supplement

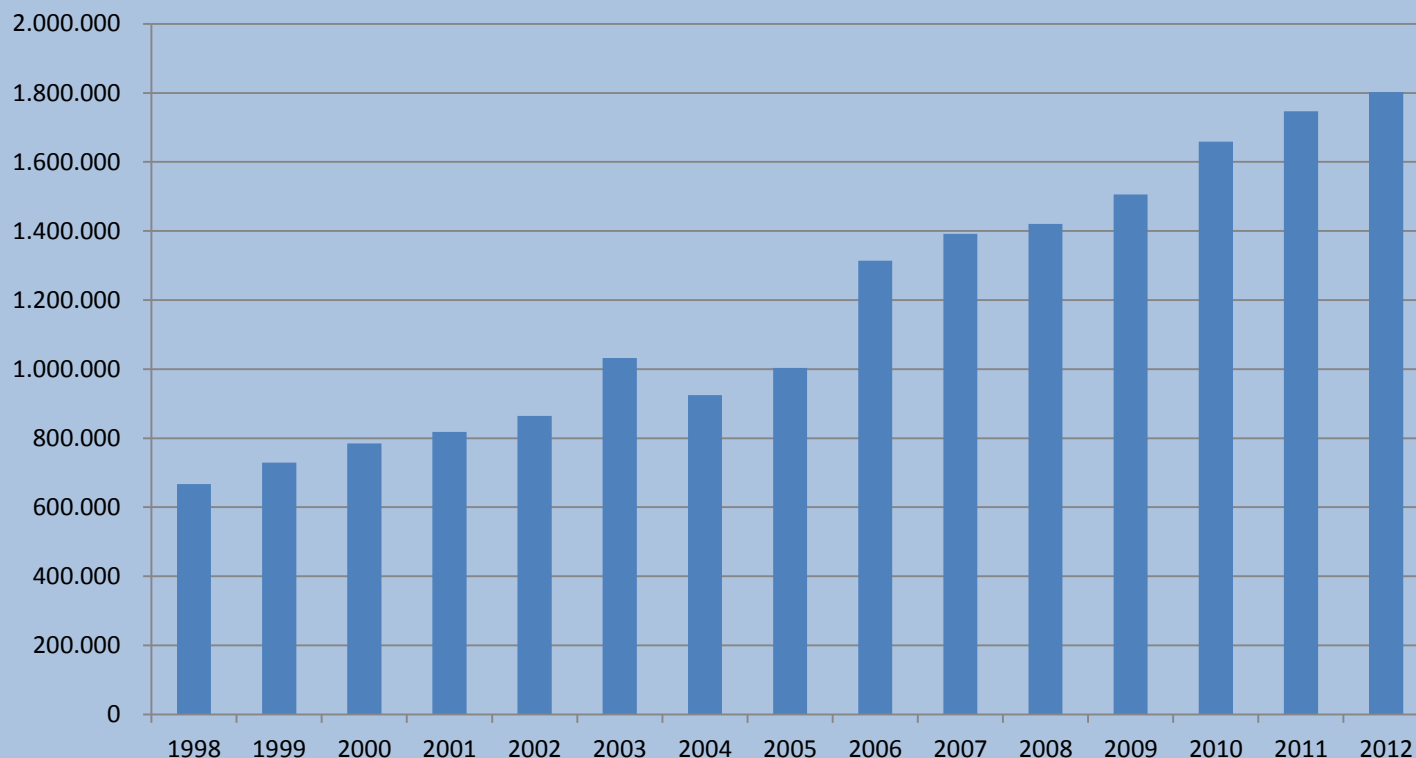


Developments since 1997

- Bologna Process
- EHEA
- Evolution of the ENIC-NARIC networks
- Subsidiary texts adopted to support the LRC



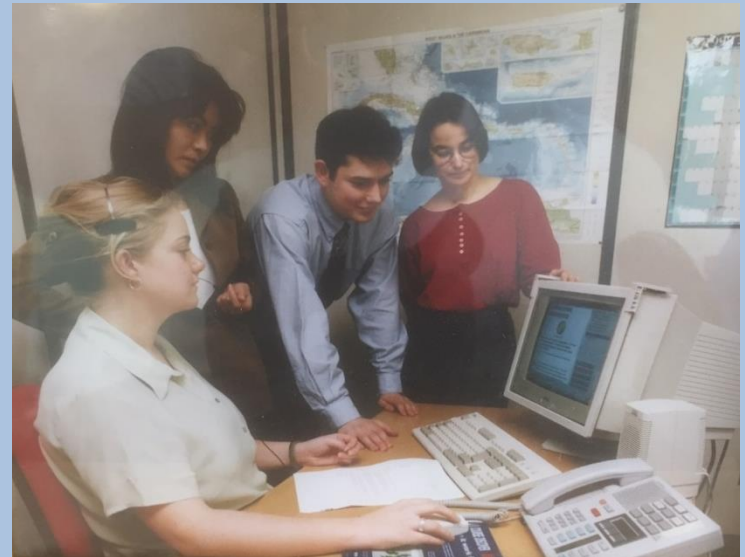
In numbers: increases in international students in Europe



Non-citizen students studying in all EU/EEA countries 1998 – 2012. Source: OECD.Stat

Changing procedures within ENICs

- 1997: applications by post, enquiries by phone
- 2017: 90% of ENICs have a website; most centres use e-mail and the web for applications, online information for HEIs



Subsidiary texts

Recommendations on:

- International Access Qualifications
- Good Practice in the Provision of Transnational Education
- Joint ENIC/NARIC Charter of Activities and Services
- Recognition of Joint Degrees
- Use of Qualifications Frameworks in Recognition



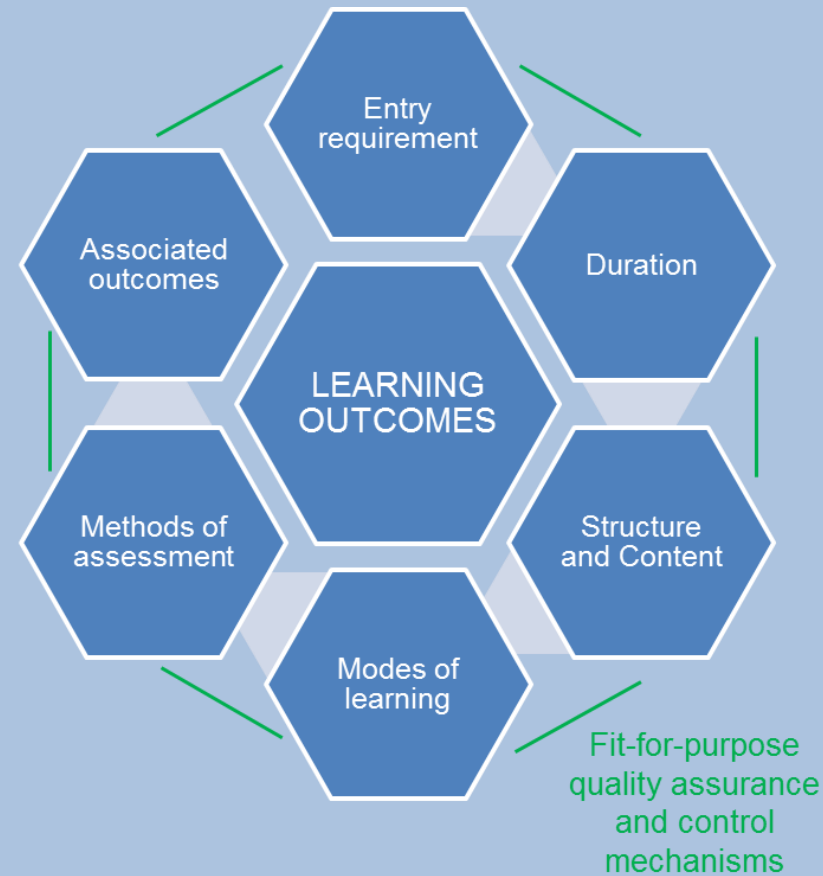
The Status Quo

- All parties have an ENIC; status in national regulations, size, activities and processes vary
- Majority of countries have national regulations on recognition, aligned to LRC
- ENICs base credential evaluation decisions on LRC principles
- ENICs continue to develop procedures



UK NARIC methodology

- LRC has informed UK NARIC's editorial process
- UK NARIC uses its established methodology* for benchmarking qualifications to compare qualification design and learning outcomes to national / international education standards in order to determine its comparable academic standing
- **This methodology is coherent with the principles of the Lisbon Recognition Convention*



Academic Assessment Criteria

- The core components of a qualification's design are reviewed in turn and comparatively analysed against identified benchmarks such as:
 - National qualifications frameworks (e.g. RQF, AQF)
 - National qualification standards (e.g. GCSE, A-Level, Bachelor and Master's degrees)
 - Sector-specific reference points (e.g. QAA Subject Benchmark Statements, National occupational standards)
- The result is a holistic value judgement on the comparability of a qualification against a given benchmark or reference point

Challenges and Limitations

- Definition of “substantial” differences
- Diversity of qualifications (vocational; non-country specific / sectoral; TNE)
- Autonomy of HEIs in making recognition decisions
- Support for refugees (Art. VII of the LRC)



Towards a Global Recognition Convention

- Proposed in 2012
- Expert drafting committee formed in 2016
- Why? Over 5 million international students
- Half study outside their own region
- Will be built on the Regional Conventions
- Support development of key mechanisms for recognition



Danke schön!



Copyright 2017 © UK NARIC.

All Rights Reserved.

The copyright of this presentation (printed and electronic) belongs to the UK NARIC.

Any use of the printed materials in full or in part must be under prior written consent by UK NARIC and with clear reference made to UK NARIC as the material source.