

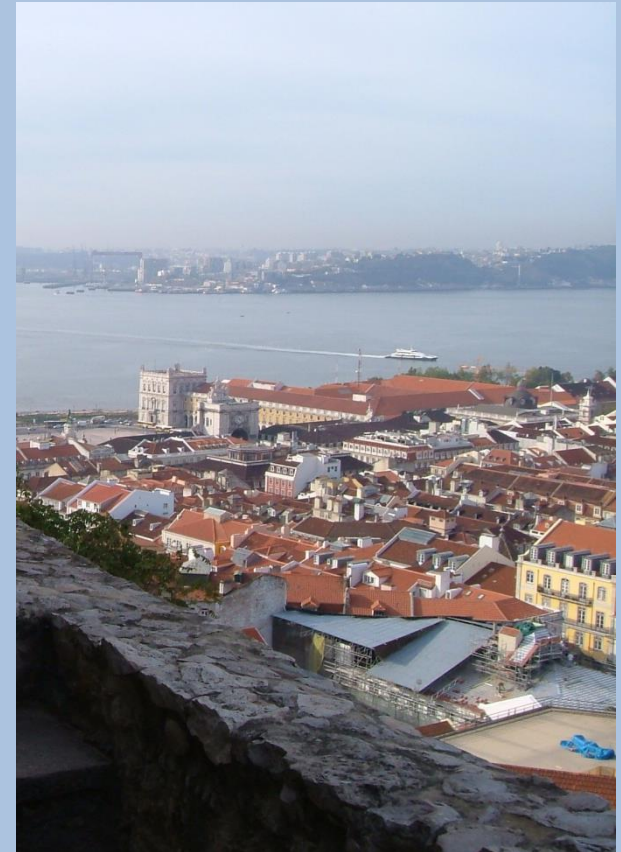
# Recognition in Europe

**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

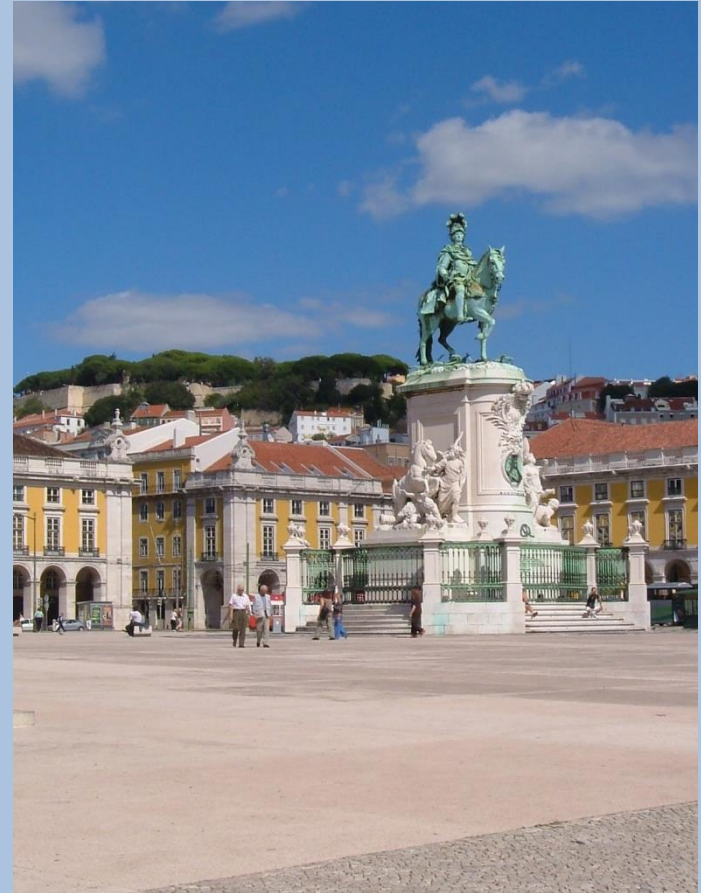
*Erasmus Programme Student Numbers*



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

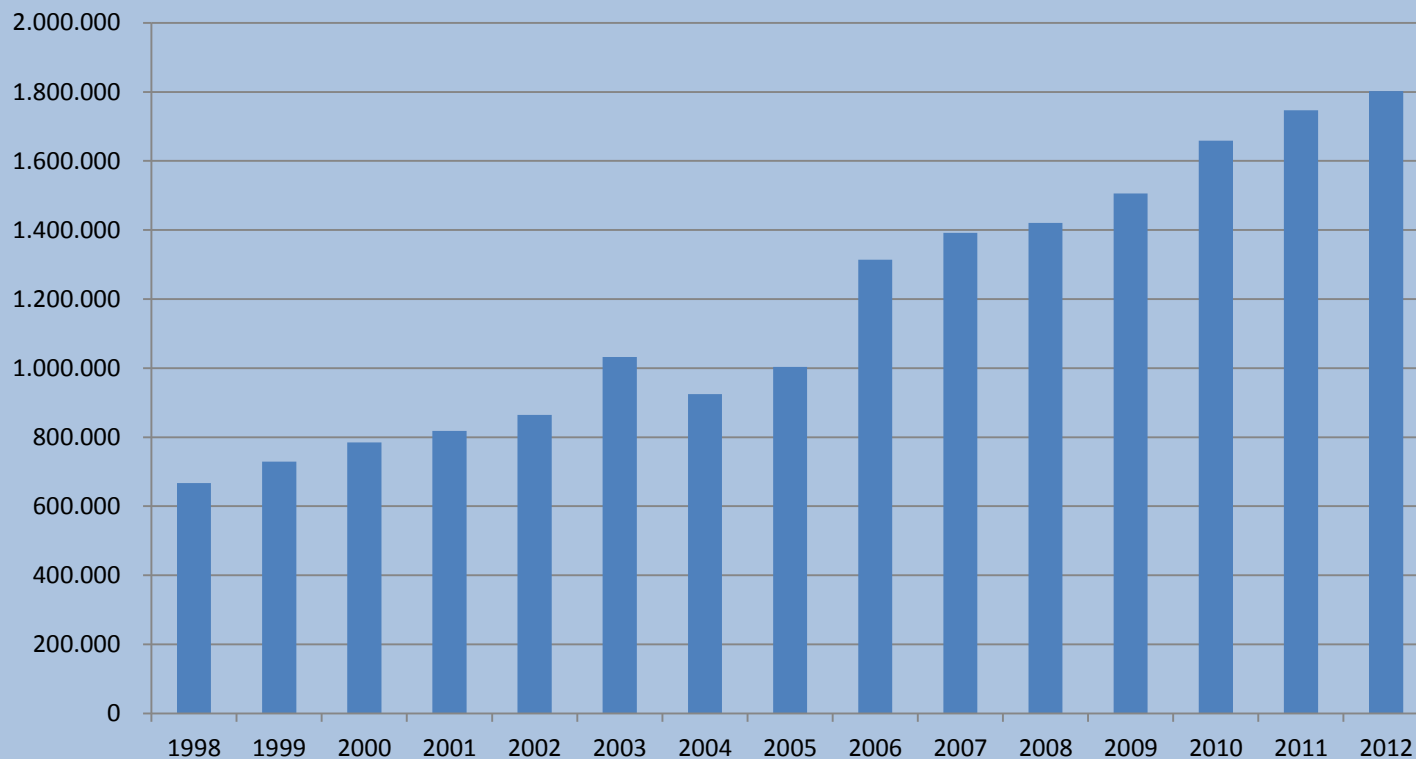


# Developments since 1997

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



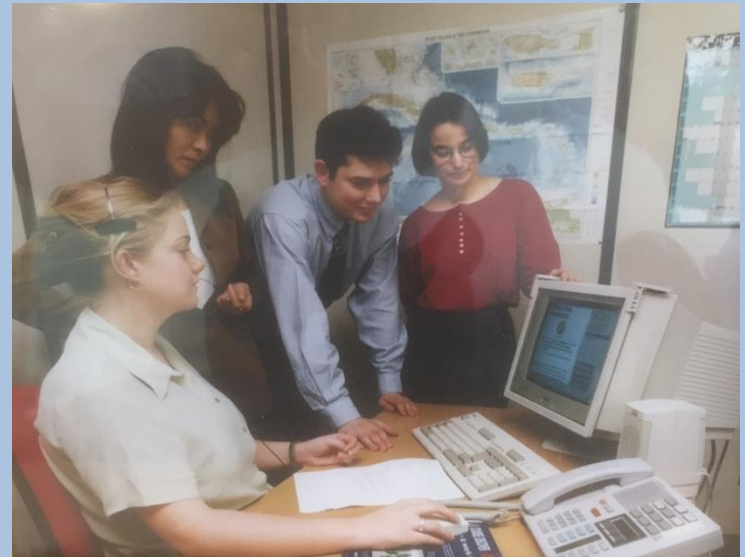
# In numbers: increases in international students in Europe



*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



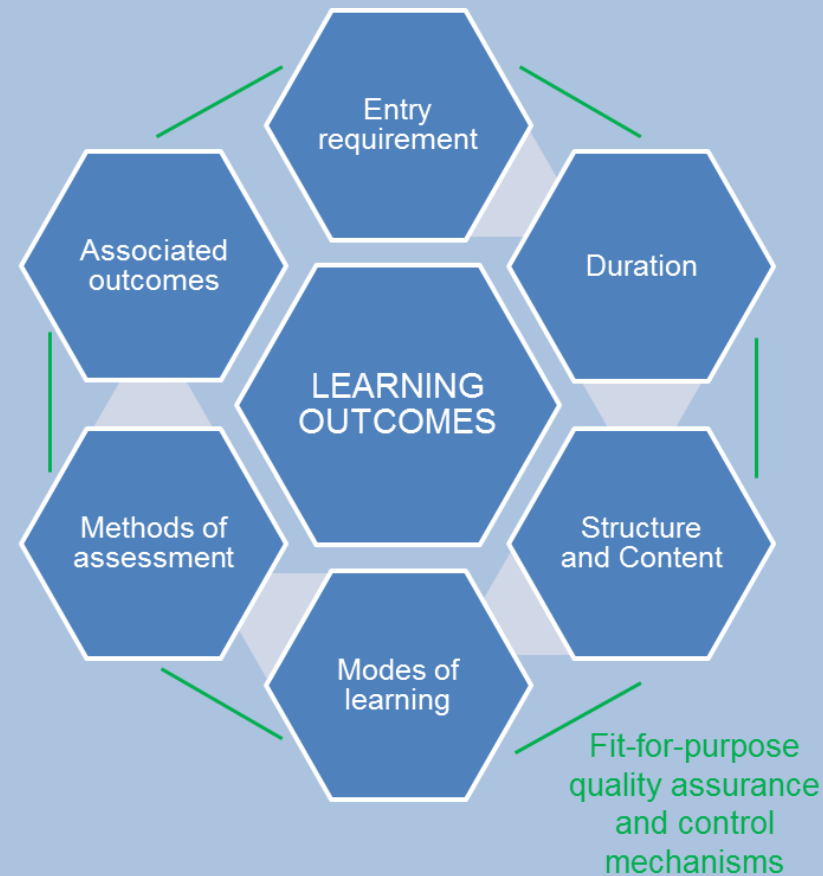
# The Status Quo

- 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!

Q & A

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