Recognition of Academic, Vocational and Professional Qualifications:

Implementing policy and procedure

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UK NARIC

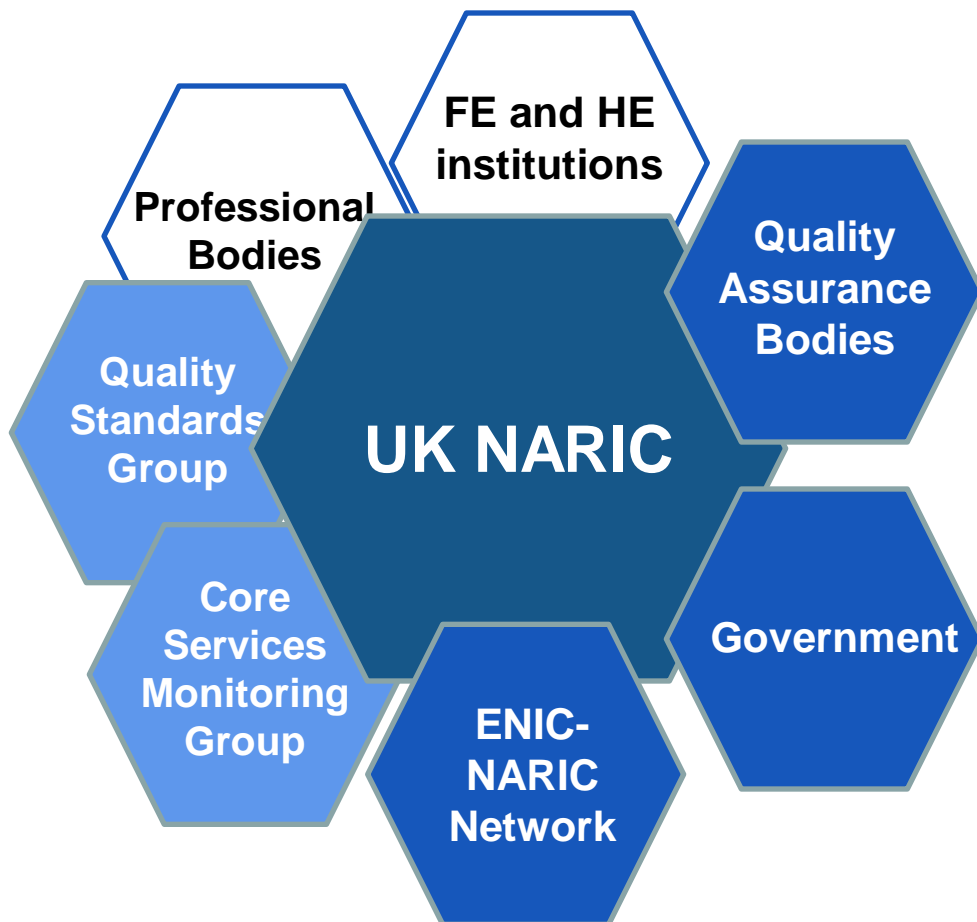qualifications are better understood

Overview

- Introduction to UK NARIC

- Recognition: Guidelines and Practices

    – Lisbon Recognition Convention

    – UK NARIC practices

- Bologna - ECTS

- Common recognition issues

- Q&A

UK NARIC

- The National Recognition Information Centre for the United Kingdom

- Official source of information on recognition of foreign qualifications in the UK

- Contract with UK Home Office

- ENIC / NARIC Network

- Range of databases

- Support Services (e.g. training, customer support)

- Annual Information Development Plan

Stakeholder Engagement

Hexagon diagram centered on **UK NARIC** surrounded by: Professional Bodies, FE and HE institutions, Quality Assurance Bodies, Quality Standards Group, Core Services Monitoring Group, ENIC-NARIC Network, Government.

Institutions and Professional Bodies

Substantial segment of UK NARIC membership base

Quality Standards Group and Core Services Monitoring Group

Advisory councils for UK NARIC

Quality Assurance Bodies

Communication with quality assurance bodies to establish the recognition of an institution and/or qualification and ensure continuing accuracy of recognised HEI lists.

Government

Continual communication with and information provision for government departments and agencies both in the UK and overseas

Recognition: Guidelines and Practices

- Lisbon Recognition Convention (1997)

  Convention on the Recognition of Qualifications concerning Higher Education in the European Region:

  - requests should be assessed in a fair manner and within a reasonable time

  - recognition can only be refused if the qualification is substantially different from that of the host country
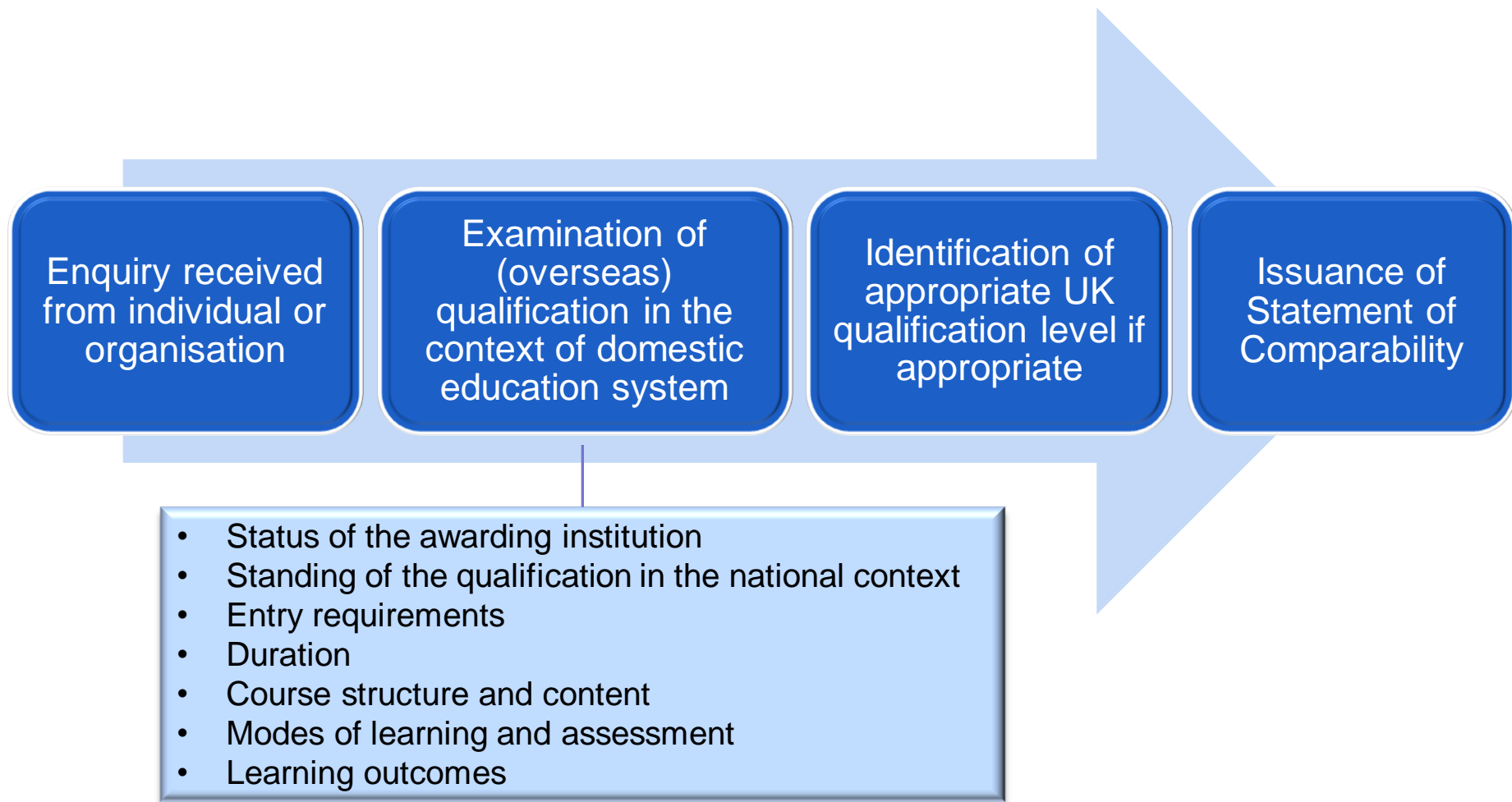
Evaluation Criteria - recommendations

- Entrance / Admission Requirements

- Duration of Study

- Course Content and Structure

- Examination Methods

- Research Elements / Thesis

- Title of Final Qualification

- Rights Attached

- Learning outcomes

European Area of Recognition (EAR)

European Area of Recognition Manual

Practical guidelines for fair recognition of qualifications
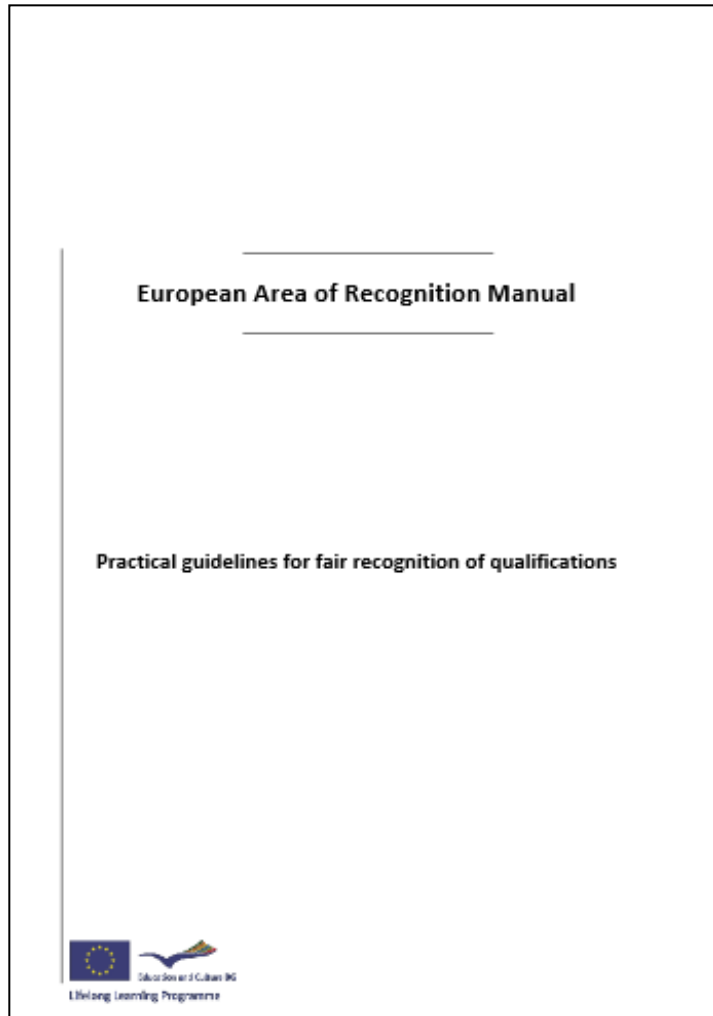
- based on the Lisbon Recognition Convention

- a practical tool for credential evaluation

- provides recommendations on a number of key recognition topics such as accreditation, learning outcomes and transparency.

http://www.eurorecognition.eu/manual/ear_manual_v_1.0.pdf

Evaluation Process

Enquiry received from individual or organisation → **Examination of (overseas) qualification in the context of domestic education system** → **Identification of appropriate UK qualification level if appropriate** → **Issuance of Statement of Comparability**

- Status of the awarding institution
- Standing of the qualification in the national context
- Entry requirements
- Duration
- Course structure and content
- Modes of learning and assessment
- Learning outcomes

UK NARIC Evaluation Criteria

- Accommodates the different education systems in England, Wales, Scotland and Northern Ireland

- Methodology based upon the key principles of credential evaluation

- Comparisons derived using the *NARIC Band Framework* as a reference point

- One criterion does not dominate in the assessment procedure

- Considers the needs of the national system in question

- Evaluation Criteria also need to reflect the concerns of the receiving national system. These concerns center on whether internationally trained applicants are:

  - o sufficiently well-trained to perform a certain occupational or professional role, or
  - o adequately qualified to enter the further or higher education system in the country in question.

UK NARIC Band Framework

- Serves as a reference point

- Designed to ensure accuracy and consistency of comparability statements

- Designed to represent all different types of international qualification and provide meaningful linkages to the most similar UK awards

- The term *Band* is used to reflect the broad grouping of international qualifications that may be categorised together

- Accommodates and reflects value comparisons of a wide range of international awards and transferable skills

UK NARIC Band Framework

NARIC Band	Band Descriptor	Comparison Statements
15	Qualifications that recognise higher achievement in academia, where recorded.	o Comparable to British Post Doctoral standard and above
14	Qualifications that reflect the ability to develop original ideas and concepts in a highly specialised area. Work undertaken at this level is at the very forefront of the chosen discipline and contributes to the advancement of knowledge in that area.	o Comparable to British Doctor of Philosophy degree (PhD) standard o Comparable to SQA Professional Development Award (SCQF level 12) standard
13	Qualifications that enable holders to make a significant contribution to their chosen subject area. Individuals possess highly developed critical analysis, interpretation and evaluation skills that can be applied to complex concepts and theories in order to formulate their own ideas. Individuals can make key contributions to the development and planning of organisations.	o Comparable to British Master of Philosophy degree (MPhil) standard
12	Qualifications that provide holders with highly specialised knowledge and understanding of a chosen area. Individuals possess critical analysis, interpretation and evaluation skills that can be applied to complex concepts and theories in order to formulate their own ideas. In academic terms, individuals are able to undertake independent research activities. Individuals can make key contributions to the development and planning of organisations.	o Comparable to British Master's degree standard

Example

- BTEC Higher National Diploma

- UK NARIC Band Framework – level 8

- Qualifications that enable holders to apply detailed knowledge to address complex problems and issues within broadly defined parameters. Individuals have complete autonomy within a defined area of specialisation, and may hold some managerial responsibility.

- Other qualifications at this level include:
  - Diploma of Higher Education (DipHE)
  - Foundation degree
  - SQA Higher National Diploma (HND)
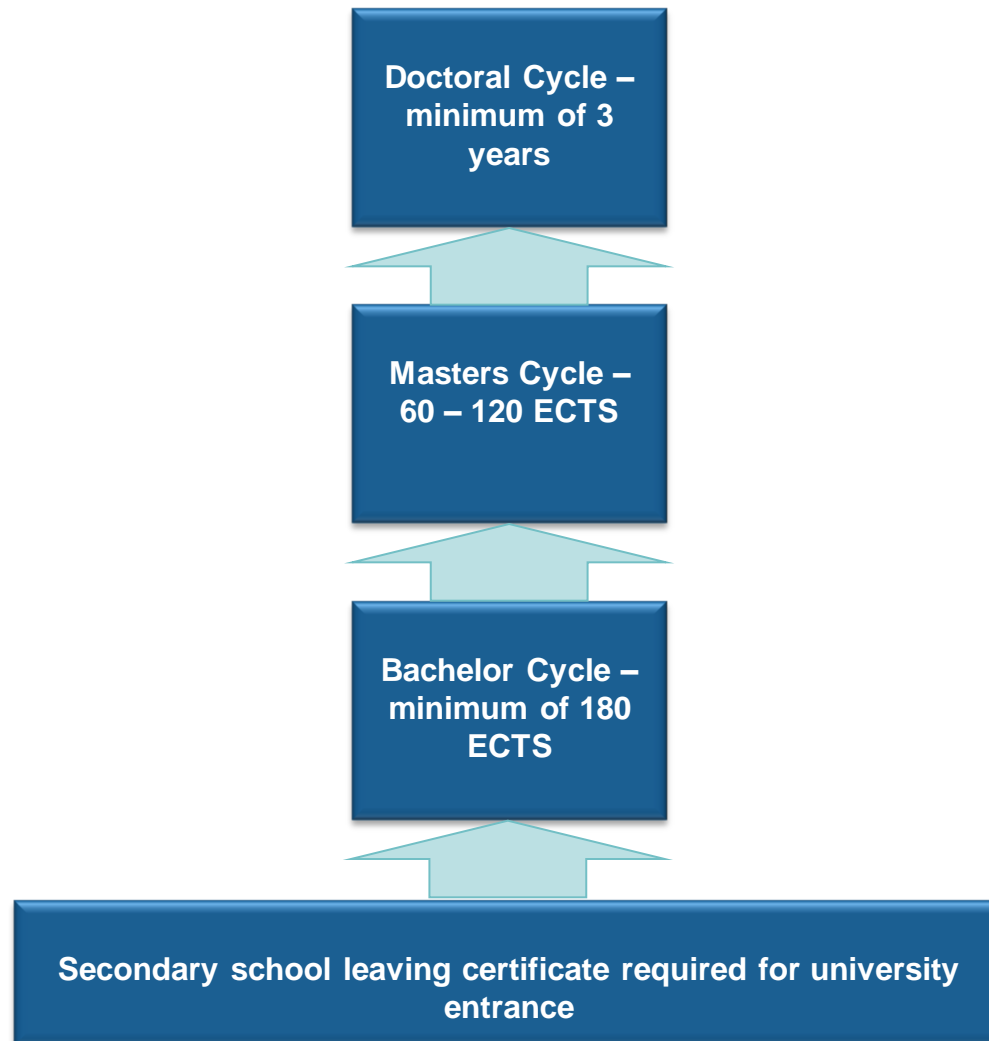 - N/SVQ level 4 / SQA Professional Development Award (SCQF level 8)
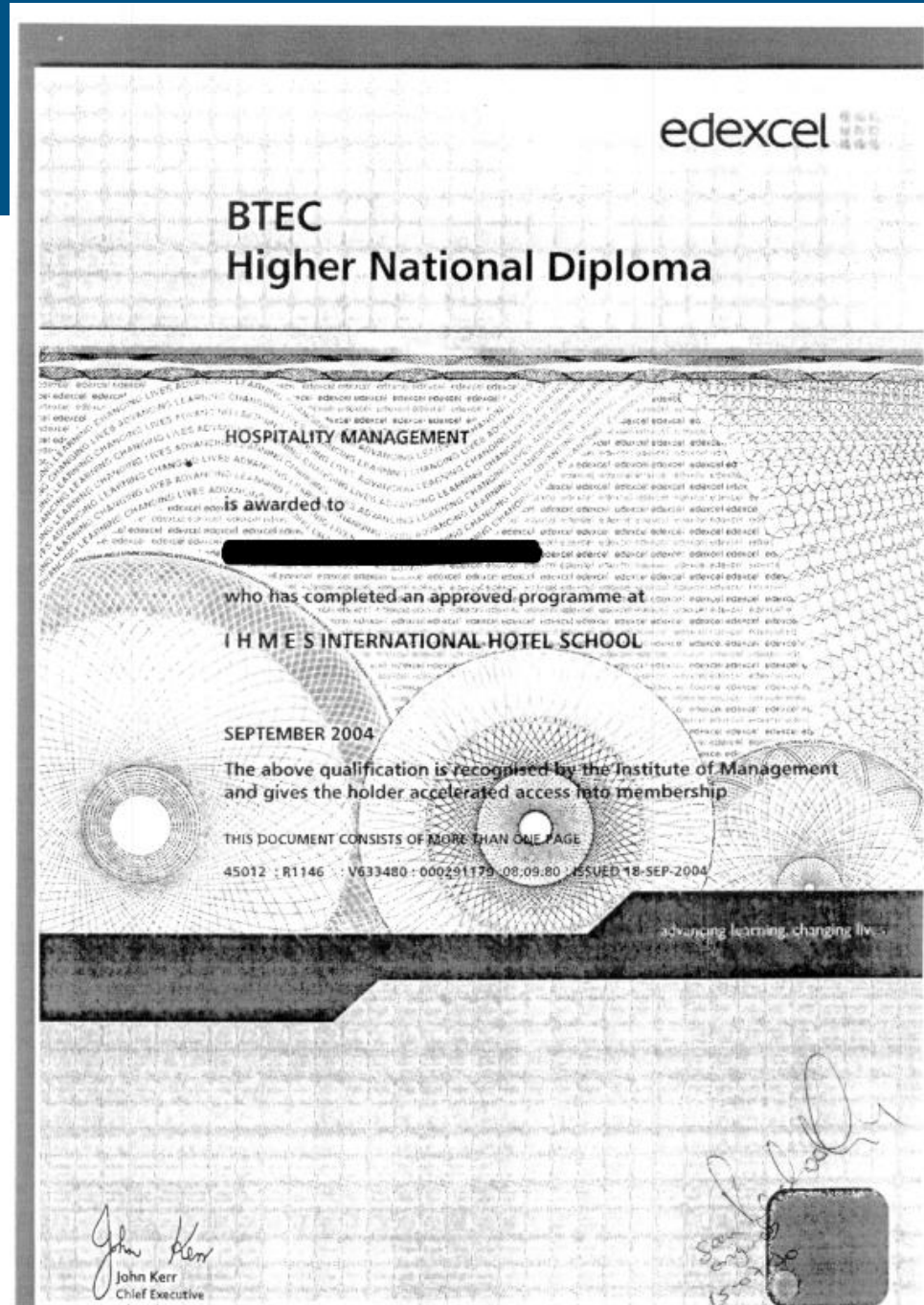
Bologna process

Bologna Process

- Adoption of a system of **easily readable and comparable degrees**

- Adoption of a system essentially based on **two cycles**

- Establishment of a **system of credits**, known as **ECTS** (European Credit Transfer System).

- Promotion of mobility, facilitated by the issuing of the **Diploma Supplement**

- Promotion of European co-operation in **quality assurance**

- Promotion of the **European dimension** in higher education

- Focus on **lifelong learning**

- Inclusion of **higher education institutions and students**

- Promotion of the attractiveness of the **European Higher Education Area**

- Doctoral studies and the synergy between the European Higher Education Area and the European Research Area

Bologna Process - ECTS

ECTS in the UK

	England, Wales & Northern Ireland	Scotland
First cycle	o 180 ECTS = 43 o 240 ECTS = 18 o Other = 38	o 180 ECTS = 23 o 240 ECTS = 72 o Other = 5
Second cycle (Master's)	o 60-75 ECTS = 49 o 90 ECTS = 1 o 120 ECTS = 27 o Other = 27	o 60-75 ECTS = 20 o 90 ECTS = 80 o 120 ECTS = 0 o Other = 0

European Higher Education Area – National Reports

- National credit systems also exist, for example, in the 2 UK credits = 1 ECTS credit
    - o CAT points
    - o SCQF credits

Common Recognition Issues

Joint degrees

Transnational education

Distance education

Thank you for your attention