The ENIC-NARIC Networks

Focus on role, QA & QF's and what is next

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Jenneke Lokhoff

President ENIC – Bureau / Senior Policy Officer

What to expect?

Offer a perspective on recognition from the ENIC-NARIC Networks.

Focus:
1. What are the ENIC-NARIC Networks?

2. Role of Quality Assurance and Qualification Frameworks

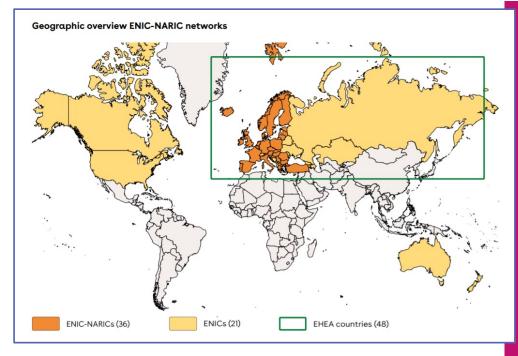3. What is next in recognition?

1. The ENIC-NARIC Networks

- 2 Networks
- Mandate and role
- Collaboration
- Example: EAR HEI

I. Two Networks

ENIC & NARIC Networks:

- **ENIC**: European Network of National Information Centres (1994, Council of Europe, UNESCO, 57 centres)

- **NARIC**: National Academic Recognition Information Centres (1984, European Union, 36 centres)

Geographic overview ENIC-NARIC networks

ENIC-NARICs (36) ENICs (21) EHEA countries (48)

II. Mandate and Role

- Lisbon Recognition Convention (LRC) 1997
  - UNESCO/Council of Europe
  - Legal framework for academic recognition of foreign qualitications;
  - Evaluate each others qualifications, based on the LRC principles;
  - Binding for all countries that signed and ratified.

- ENICs tasked under LRC
  - provide information about the national education system;
  - implement the LRC in the national context.

- ENIC-NARIC Charter of activities and services (2004)

NB: individual centres vary in mandate, remit, size etc.

III. Collaboration (1)

- Governance structure
  - ENIC-Bureau and NARIC Advisory Board + Co - Secretariats
  - ELCORE
  - Technical Support Team

- Information Exchange
  - List Servs (day to day emails)
    - HoC
    - Recognition
    - Communication
  - Website
  - Socials (Twitter @ENIC_NARIC, LinkedIn and Facebook)

enic-naric.net
gateway to recognition of academic and professional qualifications

III. Collaboration (2)

- Annual meetings
  - ENIC-NARIC annual joint meetings (Spring / Summer)
  - Dialogue, information exchange, building capacity, networking
  - During COVID, new formats

- EB/NAB Workplan
  - Guides activities and priorities
  - 5 dimensions (internal, policy dev, stakeholders, global communication)

+ Projects, working groups, etc
  - Development good practice
  - Ie, Erasmus+, EQPR, WG on academic integrity, etc

IV Example: EAR - HEI

- Practical translation LRC for higher education institutions
- Each chapter
  - Summary
  - Flowchart
  - Introduction Recommendations
  - Practical examples

Contents

The European Recognition Manual for Higher Education Institutions

Practical guidelines for credential evaluators and admissions officers to provide fair and flexible recognition of foreign degrees and studies abroad

Third edition, February 2020

Nuffic meet the world

2. Quality Assurance & Qualification Frameworks
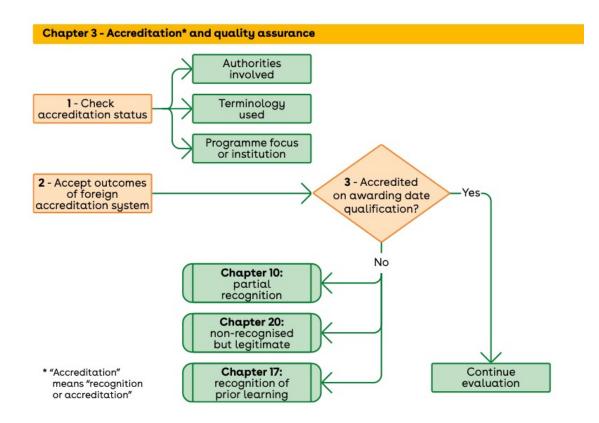
- QA and Recognition
- QF's and Recognition

I. Quality Assurance and Recognition

- Main principle LRC: "Recognize foreign qualification unless there is a substantial difference"
- Recognition always considered in light of purpose
- Evaluation looks at 5 elements of qualification
  1. **Quality**
  2. Level
  3. Workload
  4. Profile
  5. Learning Outcomes

Quality Assurance and Recognition (2)

Chapter 3 - Accreditation* and quality assurance

1 - Check accreditation status
- Authorities involved
- Terminology used
- Programme focus or institution

2 - Accept outcomes of foreign accreditation system

3 - Accredited on awarding date qualification?
- Yes → Continue evaluation
- No:
  - Chapter 10: partial recognition
  - Chapter 20: non-recognised but legitimate
  - Chapter 17: recognition of prior learning

* "Accreditation" means "recognition or accreditation"

I. Quality Assurance and Recognition (3)

- QA is essential in evaluation process;
- ENIC - NARICs rely on QA decisions;
- Reliable and easy to find information on QA essential for a smooth process;

- ENIC - NARICs provide information about each others education systems (website, ListServ), including quality assurance.
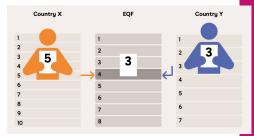
II. Qualification Frameworks and Recognition

LRC Subsidiary text on use of (N)QFs 2012

- NQFs provide a way to compare qualifications with respect to their level, workload, quality and learning outcomes

- Overarching frameworks (ie EQF and EHEA –QF) enable an easier comparison of systems and levels of education

-> Use QFs to create a better understanding of the elements of a qualification (level, workload, quality, learning outcomes).

3. What is next in recognition?

- …?
- …?
- …?

What do you see?

3. What is next in recognition?

- Changing education landscape
- Digitization student data
- Expansion of global legal framework

1 Changing education landscape

Modular learning:
- Standalone e-learning
- Micro-credentials

Questions
- how to include in evaluation?
- how (far) can we to stack modules? -> profile?

Key for recognition:
- quality assurance
- information provision from side provider
- use of existing transparency tools
- Principles LRC and 5 elements

2 Digital student data

- From paper qualifications to machine data

- Major <u>potential</u> benefits for fast and fair recognition, but implementation crucial to support fair recognition

- Networks produced White Paper on relation recognition and digitization

- Priority EHEA working group TPG-B

- Launch digital credential framework EU

3 Expansion global legal framework

- Global Convention on the Recognition of Qualifications concerning Higher Education (UNESCO, 2019)

- Regional Conventions entering into force

- The Asian Pacific Network (APNNIC)

Thank you!