

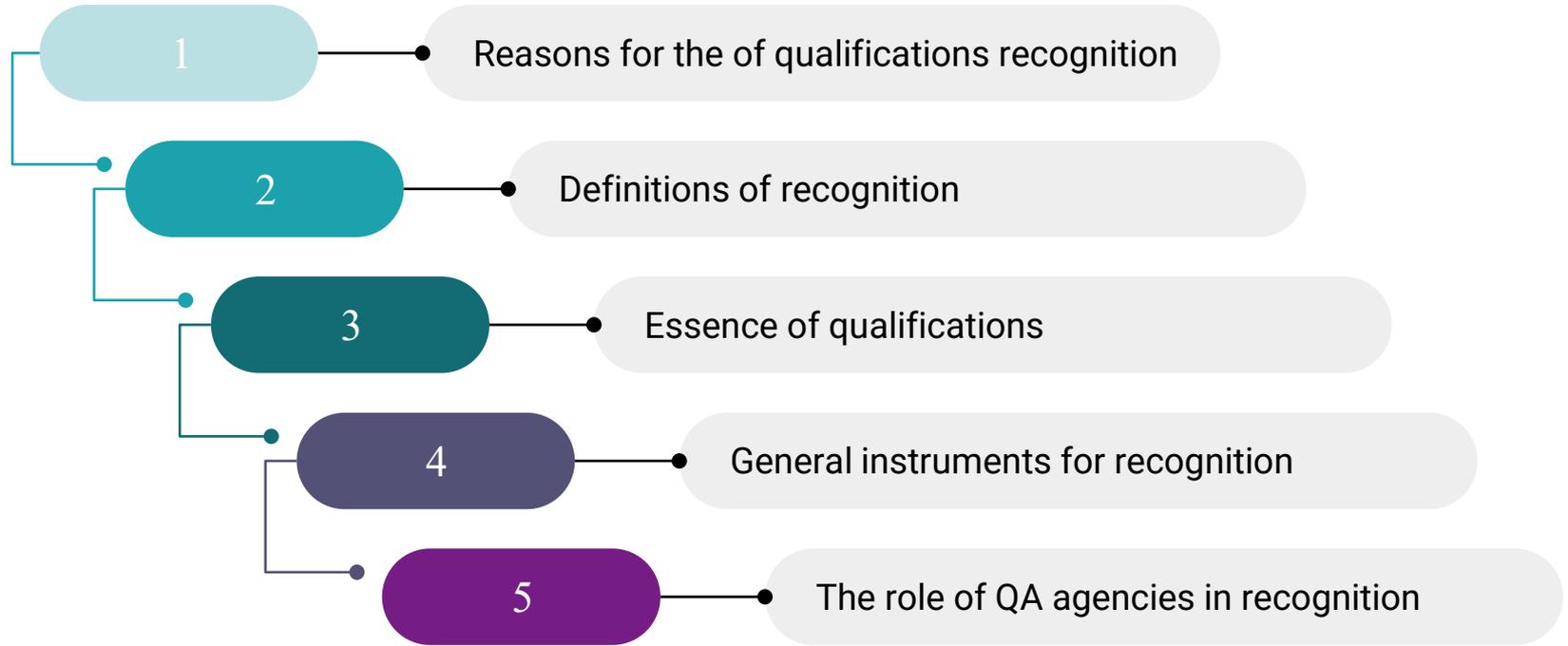


MECHANISMS TO PROMOTE RECOGNITION

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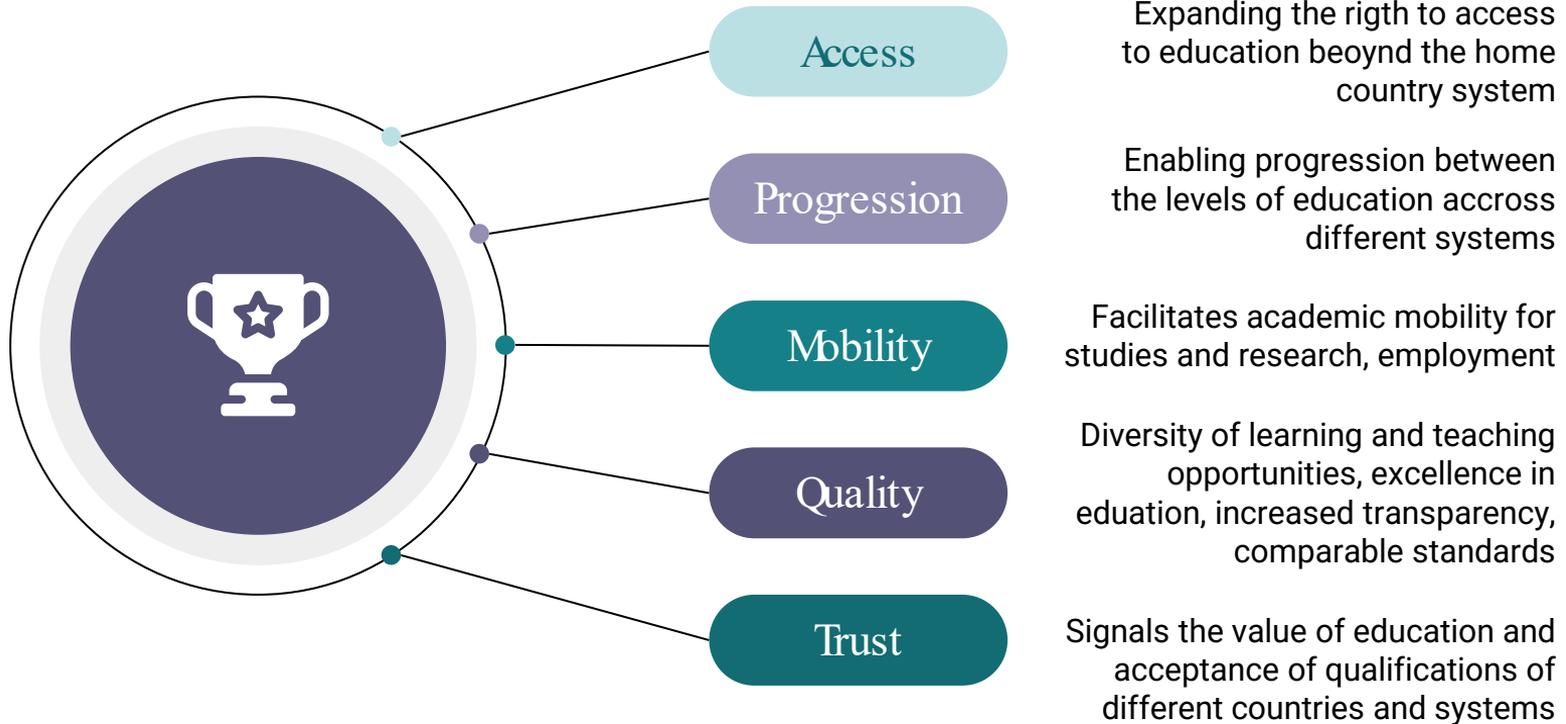
INQAAHE Forum, Mexico, 6 June 2022

Content

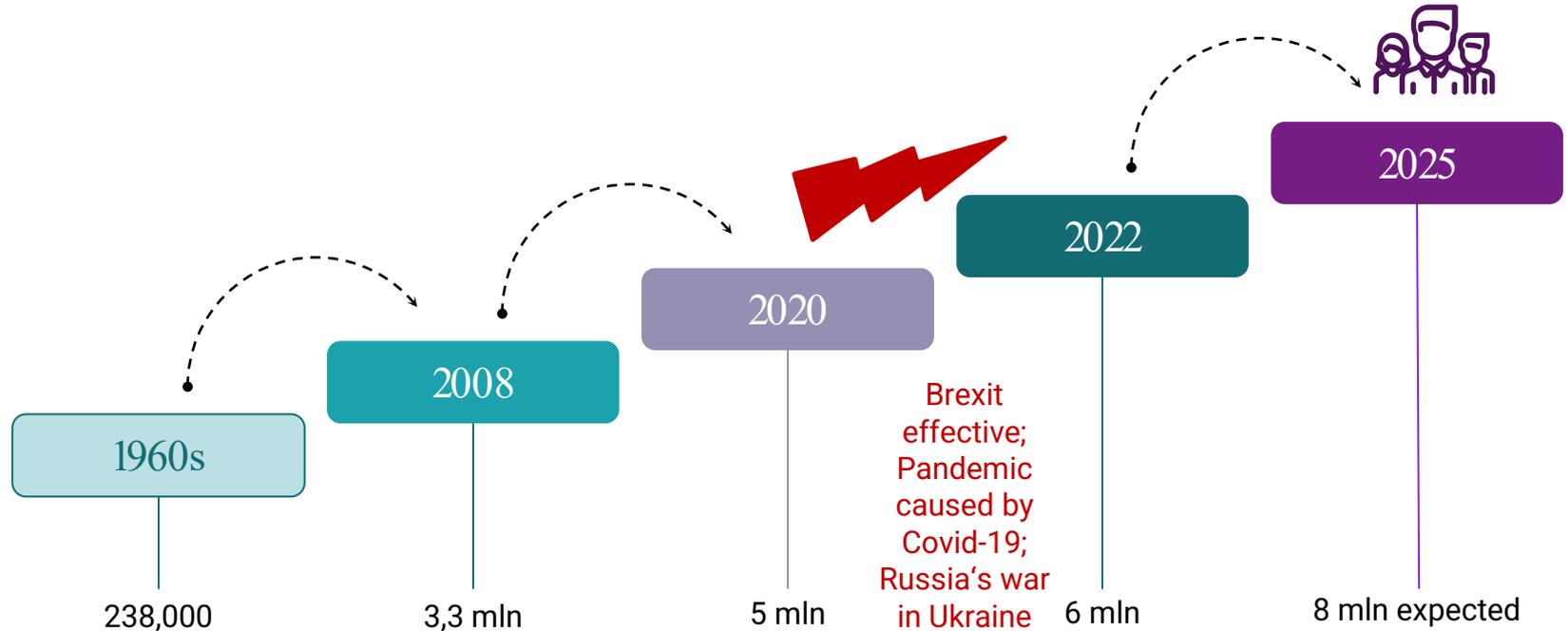


Why do we need recognition?

Benefits of recognition



Exponential growth of student mobility



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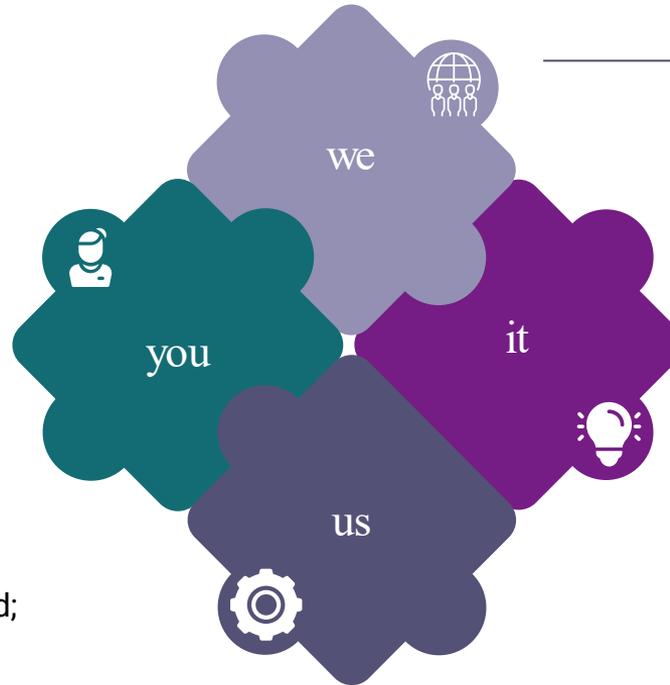
Variety of purposes qualifications and education serve

Personal growth

Shaping ourselves as individuals; learning to learn; assuming variety of roles in families, teams, communities; achieving fulfillment; maturity

Labor market

Acquiring skills, entering the labor market – getting hired and/or becoming self-employed; gaining; being able to progress across sectors, systems, countries, regions



Democratic society

Development of societies, economies and cultures, freedom and democratic citizenship, rule of law, peace, sustainability

Research and innovation

Advancing of general knowledge base, discovery, application, creation of innovative products and services

What is recognition?

Recognition demystified



It is...

comparison of qualifications, determining their value, projection of foreign qualifications into the host country system, formal acknowledgment by competent authorities of the validity of the qualification for academic purpose (access, credit transfer, RPL, use of title) and/or professional purposes (go directly into the labor market or gain authorisation / licenses to practice).



It is...

acceptance of a qualification for the purposes sought in a flexible manner, unless a substantial difference can be identified; in that case – clear information provided and alternative or partial recognition considered; rights to appeal granted.



It is NOT...

seeking equivalence of content and duration, expecting foreign qualifications being exactly the same; measuring prestige based on commercial media rankings. Recognition does not equal admission!

Sometimes a fair recognition decision is not to recognise degrees of substandard quality, issued by diploma mills, backed by accreditation mills!

Different recognition

Full qualifications

Access qualifications or higher education qualifications issued by competent authorities, attesting the successful completion of an education programme and giving further rights.

Prior learning

the experience, knowledge, skills, attitudes and competencies which an individual has acquired as a result of formal, non-formal, or informal learning, assessed against a given set of learning outcomes, objectives, or standards.



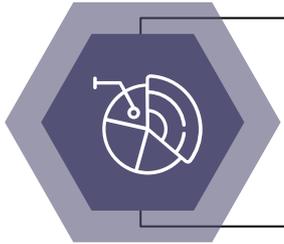
Study periods

Any component of a HE programme which has been evaluated and documented and, while not a complete programme of study in itself, represents a significant acquisition of knowledge or skill.

Micro-credentials

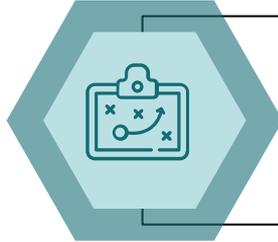
A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These LOs have been assessed against transparent standards. The proof is contained in a certified document that lists the name of the holder, the achieved LOs, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards.

QUALITY IS A PREREQUISITE FOR RECOGNITION OF ANY QUALIFICATION



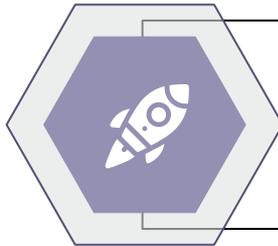
Quality assurance

Information provision on QA arrangements and results is a key.



Academic

Made by schools, higher education institutions, academic information centres.



Professional

Made by academic information centres, public bodies in charge of professional oversight and licensing.

How to understand qualifications?

Elements of Qualifications

Level

A place of a qualification within an education system or a qualifications framework.

Quality

Status of the awarding institution and/or programme, meeting at least minimum standards.



LOs

Knowledge, skills and attitudes; formal structure of the programme; formal rights the qualification gives.

Profile

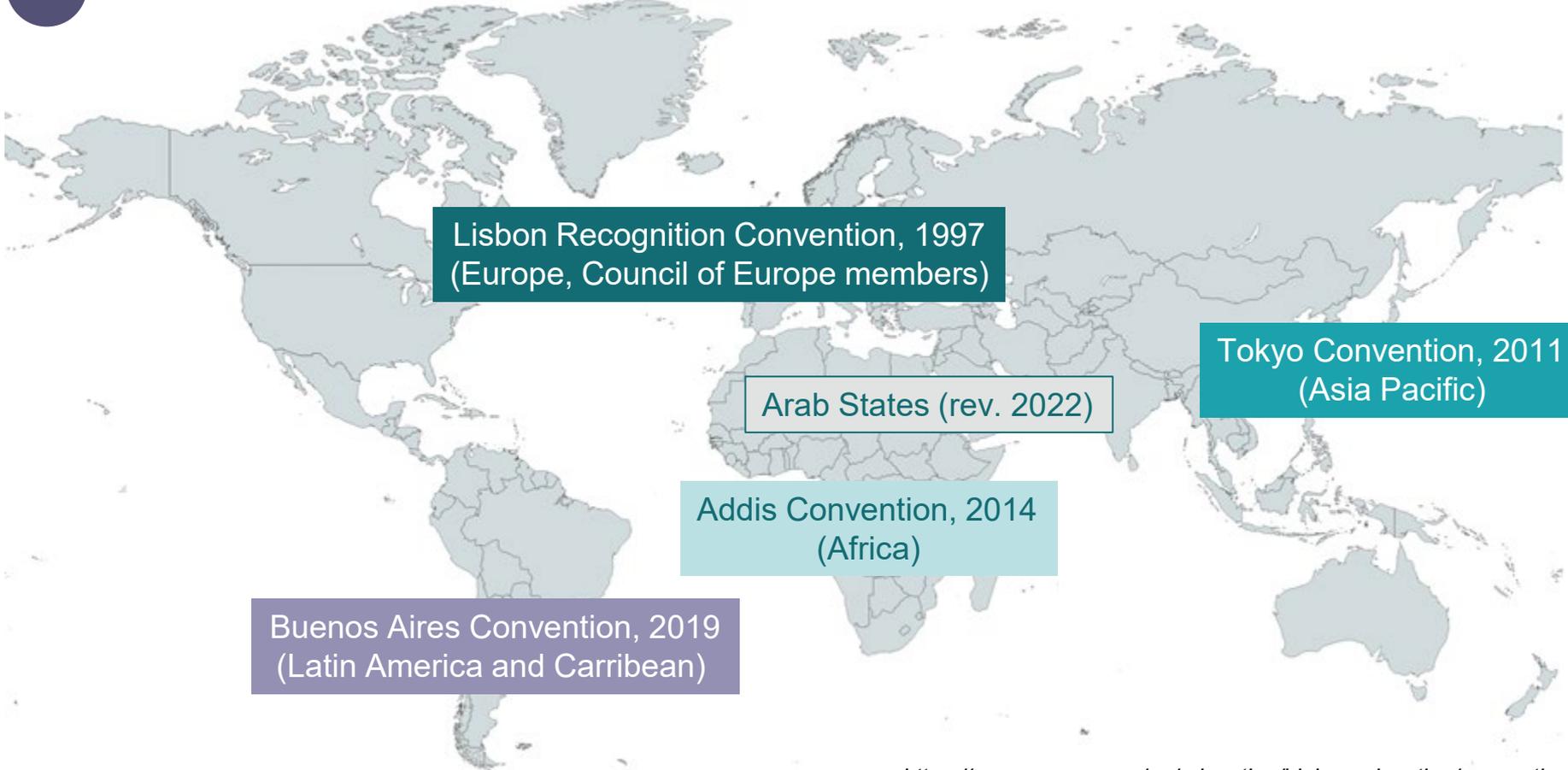
The overall orientation of an institution / programme (academic / professional); also specialisation.

Workload

An amount of work required to successfully complete a unit of a learning, measured in length of time / credits.

What are the most general instruments to
promote recognition?

Regional UNESCO recognition conventions



Lisbon Recognition Convention, 1997
(Europe, Council of Europe members)

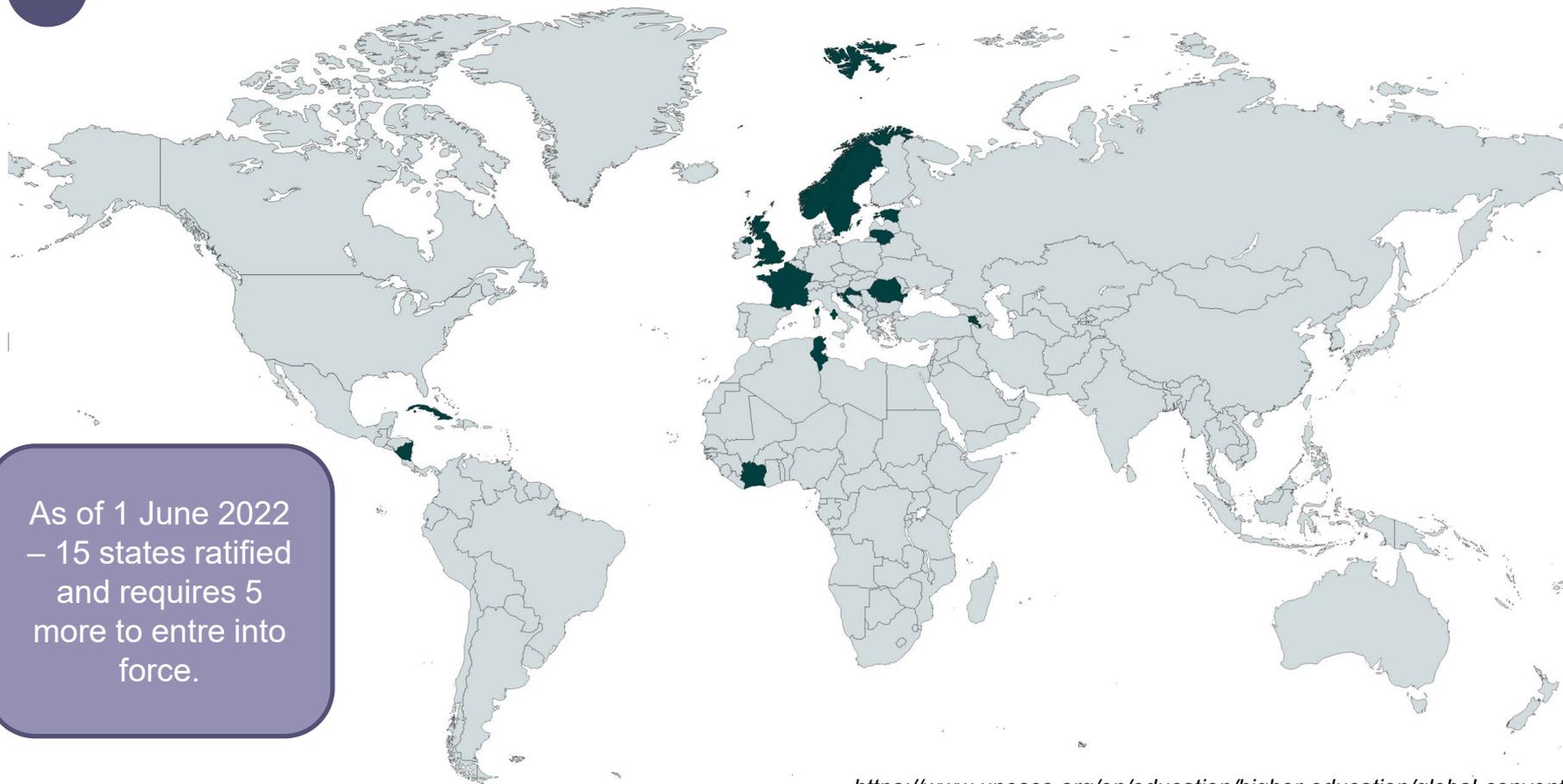
Arab States (rev. 2022)

Addis Convention, 2014
(Africa)

Buenos Aires Convention, 2019
(Latin America and Caribbean)

Tokyo Convention, 2011
(Asia Pacific)

Join the Global Recognition Convention (2019)



As of 1 June 2022
– 15 states ratified
and requires 5
more to enter into
force.

What external quality assurance agencies
could do to promote recognition?

The possible roles and avenues for QA agencies

Standards

When developing standards, together with other stakeholders, include recognition. Look at internal QA of recognition.

Training of experts

Properly support peer review experts engaging in external QA procedures, so they are able to identify key issues and provide recommendations to tackle them.

Analysis

Engage in thematic analysis of the topic based on external QA reports across the HE sector, publish these results, present them to HEIs and stakeholders.



Procedures

Include recognition in regular external QA considering your context – in every procedure or holistic reviews or targeted surveys or thematic evaluations.

Initiative

Take pro-active role in reaching out to other stakeholders for promotion of [inter]national instruments available.

Forum for discussion

Facilitate policy dialogue among stakeholders, reach out to HEIs, academic information centres, public authorities, other bodies.

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QQI
Quality and Qualifications Ireland
Dearbhú Calíochta agus Calíochtaí Éireann

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