OCTRA – Final Conference

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Dženan Omanović, Head of Department for Information and Cooperation

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Information valued by ENIC and NARIC experts

Non-structured interviews with national ENIC/NARIC experts in each project partner country were conducted

The main conclusion drawn was the necessity to create an open and ongoing dialogue between HEIs and national ENIC/NARIC office, which would be valuable for both sides.

By having a strong dialogue, as a consequence, common terminology may be established and an understanding of concept of a course catalogue and its role in promoting transparency of the issued qualifications

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Information valued by ENIC and NARIC experts

After interviews, the list of elements of qualifications submitted for evaluation, considered in evaluation and recognition procedures were prepeared by the OCTRA project

This list was compared to different lists of elements compiled using previous project of project coordinator (AIC), European documents in the field of recognition, UNESCO Revised Recommendation etc.

Ten elements which overlaped in all lists as well as a full title of qualification are suggested to be inclueded in all online course catalogues to foster mobilty and transparency of qualifications for credential evaluation

Guidelines

Based on the conlusions of the studies conducted in all partner countries, the project working group prepared a set of guidelines about online course catalogues that would make them valuable for credential evaluators

The project proposed the following definition of the course catalogue:
Online course catalogue is a publicly available data system developed and maintained by a higher education institution, which includes organised, detailed and descriptive information on the higher education institution and study components that form study programmes offered by the higher education institution

Guidelines – information on study program

Course catalogue for the purpose of credential evaluation should include at least the following elements of information on study programmes:

- Full title of the awarded qualification
- Workload
- The composition of the programme
- General access requirements
- Formal rights
- Information on external quality
  assurance of institution and programme

- Level of the study programme
- Nominal length of programme
- Profile – speciality or field of study
- Graduation requirements
- Status of awarding institution

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Guidelines – information on study courses/modules

Course catalogue for the purpose of credential evaluation should include at least the folowing elements of information on study courses/modules:
- Title of study course/module   - Level of the study course/module
- Description of the study course/module - Workload
- Course/module design   - Profile – speciality or field of study
- Course prerequisites   - Evaluation and assessment
- Function of the study course

Guidelines – providing national guidelines

National guidelines or recommendations should be provided by a competent institution for HEIs on the development of course catalogues – layout, content and template. The project OCTRA working group proposes for countries adopting the OCTRA project guidelines to the national requirements and context, which would promote international comparability of qualifications.

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Guidelines – question to be considered while developing a couse catalogue

There are several questions to be considered when developing a course catalogue:
- Can the information be found?
- Can the information in terms of terminology be understood nationally?
- Can the information in terms of terminology be understood internationally?

Guidelines – presentation of the course catalogue

OCTRA project working group recommends that course catalogues should:
• be easy to find on HEIs main website,
• be easy to navigate (interlinked),
• provide information in commonly used terminology,
• available in commonly used international language

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Guidelines – Designing of course catalogue

The HEIs or other institutions wishing to improve their course catalogues or information sources could take several steps:

1. Self-evaluation report of the course catalogue (layout, design, language/s with a checklist including the main features of course catalogue
2. Users' survey
3. Analysis of gathered data
4. Practical measures to improve the course catalogue

Guidelines – Establishment of NQDs

Because NQDs are examples of good practices of comparing qualifications, project partner countries are encouraged to consider a possibility to develop NQD or to revise existing one.

Because NQDs should provide a wide range of information the following other aspects should be considered:

- education system in the country,
- external quality assurance practices in the country,
- correlation of NQF with EQF and Bologna cycles,
- transference system of national credits to ECTS,
- links and description of reliable national information sources on HE;
- glossary of frequently used terms on a national level.

THANK YOU !!!