



## CASE STUDY: EXPERIENCE IN RECOGNITION OF HE ACCESS QUALIFICATIONS IN MALTA (ENIC/NARIC PERSPECTIVE)

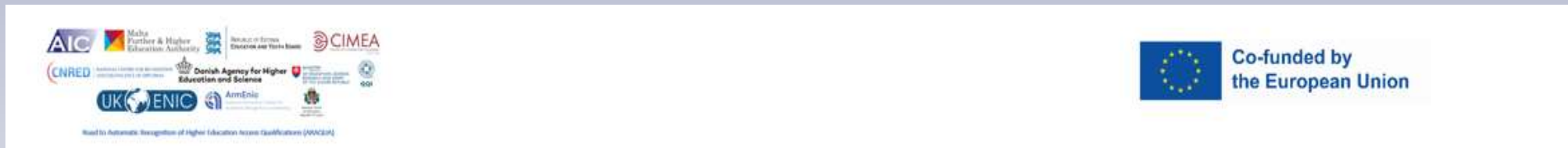


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Jon Vercellono – ENIC NARIC of Malta (MQRIC)

# Commonalities for assessment of Qualifications (for Higher Education Access)

- MQRIC treats higher education access qualifications in the same manner as other academic qualifications. However, MQRIC also receives incomplete higher education access qualifications as well.
- The same procedures are used with many of the same resources.
- Assessment for access to higher education is accomplished by Registrar's Offices of the autonomous institutions (self – accrediting)
- MQRIC assesses the qualifications for the private higher education institutions in Malta and also for the Malta College of Arts, Sciences and Technology (MCAST)
- The following slide notes the countries Malta has received the most higher education access assessment applications from (survey was conducted prior to the ARAQUA national symposium).





Below are the results of a survey conducted prior to our National Symposium – responses are from HEI’s and is an indicator of students’ nationalities seeking to study in Maltese HEIs.



# Preliminary Steps and Resources

## Commonalities – Regarding European Access Qualifications

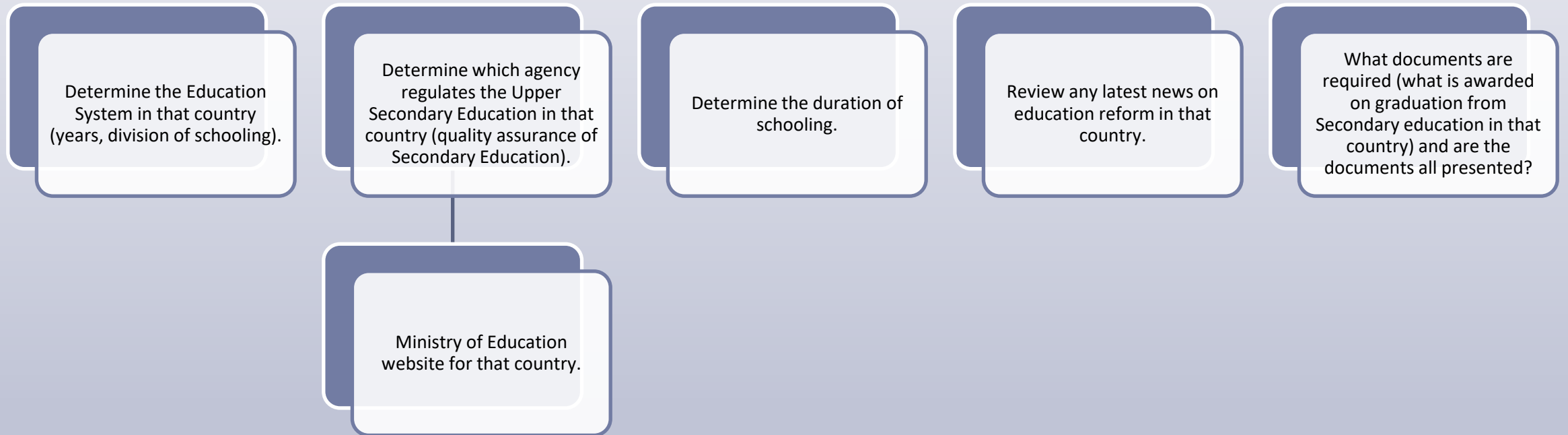
- As a primary resource for assessment of higher education access - Eurydice Publications provide a very good snapshot of the different education systems throughout Europe (and include breakdowns of the structure of Upper Secondary Education (Further Education) National Education Systems (europa.eu)); <https://eurydice.eacea.ec.europa.eu/publications/2023-eurydice-publications>

37 country profiles available – 27 EU Member States, and also:  
Albania, Bosnia and Herzegovina, Republic of North Macedonia, Iceland, Lichtenstein, Montenegro, Norway, Serbia, Switzerland and Turkey



# Preliminary Steps and Resources

## Commonalities (European or TCN) – Regarding Access Qualifications

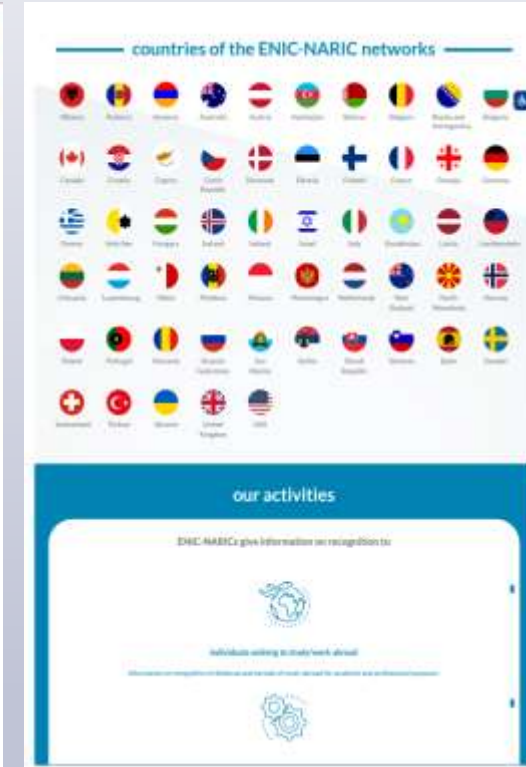


# Further Resources for Consultation - 1

ENIC NARIC network website - <https://www.enic-naric.net/page-homepage>

Contains Information on:

- National Education Bodies
- System of Education
- University Education
- Recognised Higher Education Institutions
- Qualifications Frameworks
- Quality Assurance in Higher Education
- Policies and Procedures for Recognition of Qualifications
- Diploma Supplement Information (DS)



## Further Resources for Consultation – 2 Useful Tools developed by other Projects

MAREN - ADREN Databases -



<https://automaticrecognitionnetworks.info/compare/page-compare-nqf>

- Table of Comparison allows comparison between specific qualifications for each country (ideal for Higher Education Access qualifications).

Q-Entry Database



[Q-ENTRY – International Database on Higher Education Entry Qualifications](#)

Online Database with the list of the final upper secondary school qualifications and with the qualifications that in the national education system of reference give access to Higher Education.

The Database is available to the general public and provides all the relevant information concerning the upper secondary school qualifications giving access to Higher Education.



## 3 Case Studies

- Using the resources outlined – the following is a breakdown of mapping and determining HE Access Qualifications from India, Germany and Poland.



Road to Automatic Recognition of Higher Education Access Qualifications (MACEA)







## Higher Education Access in India

- Determine the title of the qualification presented – (does it represent 10 years of schooling or 12)?
- Determine the State the individual is coming from (i.e. residence in India when attending school).
- The applicable board is the awarding body for the qualification (not the school itself)
- Schooling follows an 8-2-2 pattern in India – 8 years of Compulsory Education, followed by 2 years secondary and 2 years upper secondary.
  - At the conclusion of 8 years of Primary (Compulsory); students received a Certificate of Completion (the title varies from State to State).
  - Private Anglo India schools follow the syllabus prescribed by the Inter State Board for Anglo Indian Education (IBAIE).

Most importantly, locate the valid board for the State where the individual was coming from. The board is listed on the certificate and the name may be verified with the valid State board (name of qualification). There have been instances where the certificate appeared genuine, but the board and qualification reported did not actually exist. The below links are both government issued links, but to find the State board responsible – we recommend beginning by the State board of secondary education (for example type in the state name, and then the title State board of secondary education (for example).

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/List\\_School\\_Boards.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/List_School_Boards.pdf)

<https://www.cobse.org.in/recognized-educational-boards-list/>

<https://cobse.co.in/recognized-educational-boards-list/>



- Title of the certificate varies from State to State; and some States split the boards between upper and lower secondary education (the X or XII).
- As background, there are 2 levels of administration for Secondary Education in India – the National Level (by the Ministry of Education) and the State Level – administered by the State Board of Education.
- There are 3 types of secondary schools in India (important when considering the final examination) – State Schools, Private Aided schools, and Private Unaided schools.
  - Gov. and Private Aided Schools – 10-12 exams administered by State board, or one of the 3 all India boards.
  - Private Unaided Schools – administered by All India Board or the International Programme (Cambridge International Examinations).



- Secondary Education follows the State board curriculum or one of the three All India Boards (the CBSE – Central Board of Secondary Education; the CISCE – Council for the Indian School Certificate Examination; NIOS – the National Institute of Open Schooling).
- Higher Secondary – title varies for the board (is different from the Standard X examination in some cases).
- Secondary Examinations – title varies for awarding body.
- If all of the verification is completed; the Standard X examination is considered Comparable to MQF Level 3 (EQF Level 3), and the Standard XII examination is considered Comparable to MQF Level 4 (EQF Level 4).



# Indian Example Documents (ISCE examination)

- Standard X and Standard XII examples:

9C6919E J9IA9E9 6548666

**GOVERNMENT OF KERALA  
BOARD OF HIGHER SECONDARY EXAMINATION  
THIRUVANANTHAPURAM**

No. HSE 2/2015/421775

Register Number: **2417556**

This is to certify that Mr /Ms ..... appeared for the HIGHER SECONDARY EXAMINATION (..... **SCIENCE** ..... GROUP) held in ..... **MARCH 2015** ..... He/She is ..... **ELIGIBLE** ..... for higher studies.

The Scores and Grades obtained by the Candidate are shown below: No. of Chances : **1**

SUBJECTS	FIRST YEAR			SECOND YEAR			GRAND TOTAL				Grade Obtained	Grade in Words	
	CE	TE	Total	CE	PE	TE	Total	CE	PE	TE			Total
<b>PART I ENGLISH</b>	20	67	87	20	--	61	81	40	--	128	168	<b>A</b>	<b>A only</b>
<b>PART II MALAYALAM</b>	20	78	98	20	--	76	96	40	--	154	194	<b>A+</b>	<b>A plus</b>
<b>PART III (Optionals) PHYSICS</b>	20	31	51	20	30	19	69	40	30	50	120	<b>B</b>	<b>B only</b>
<b>CHEMISTRY</b>	20	25	45	20	32	41	93	40	32	66	138	<b>B</b>	<b>B only</b>
<b>BIOLOGY</b>	20	29	49	19	39	41	99	39	39	70	148	<b>B+</b>	<b>B plus</b>
<b>MATHEMATICS</b>	20	45	65	20	--	37	57	40	--	82	122	<b>B</b>	<b>B only</b>

Eligibility for Higher Studies : D+ Grade or above for all subjects. \* Scores obtained in the previous examination(s).

Signature of the Principal with **JACOB ABRAHAM, M.**

Date of publication of result: **21-05-2015**

**SECRETARY**  
Board of Higher Secondary Examination,  
Government of Kerala

## Points of Contact and References for Poland

- ENIC NARIC net – Poland (contains all manner of information regarding education in Poland - <https://www.enic-naric.net/page-Poland>)
- Our counterpart in Poland – the National Agency for Academic Exchange (NAWA) – <https://nawa.gov.pl>
- Regulator (for higher education) – Ministry of Science and Higher Education – [www.gov.pl/web/nauka](http://www.gov.pl/web/nauka)
- Regulator (for primary and secondary education) (effective 1 January 2024) – [www.gov.pl/web/edukacja](http://www.gov.pl/web/edukacja)
- Regulator for Accreditation of Academic and Vocational Higher Education – Polish Accreditation Committee – <https://pka.edu.pl/en/home-page>
- Third Cycle Degrees – Conference of Rectors of Academic Schools in Poland – (voluntary organisation) – <https://krasp.org.pl/en>
- General Resource regarding Education System updates and reforms – Eurydice Poland Report – <https://eurydice.eacea.ec.europa.eu/national-education-systems/poland/administration-and-governance-central-and-or-regional-level>



## Regulation of Primary and Secondary Education Poland

Compulsory and Secondary Education in Poland has undergone reforms recently.

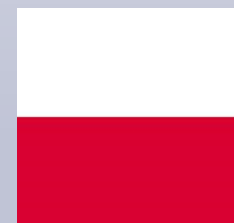
Until 31 December 2023 – responsibility was with the Ministry of Education & Science. Effective 1 January 2024 – the Ministry was divided into the Ministry of National Education, and the Ministry of Science and Higher Education. Administration of Primary and Secondary education now rests with the Ministry of National Education (which includes oversight of the Regional Examination Boards).



## Primary and Compulsory Education

Recent Reforms in Primary and Secondary Education impact access to Higher Education - Primary Education is now 8 years – previously this was 6 years (the last 6 year cohort was 2021-2022). Effective 2023 – all schools have switched to 8 years of Primary Education.

- Begins at Age 6 (includes one year of pre-school – before Primary School)
- Students receive the following upon completion
  - Certificate of Completion of Primary Education
  - Certificate of the Central Examination (awarded by the Regional Examination Board).



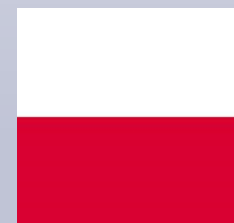


## Old System – New System

Old System included 6 years of Primary School and 6 years of Secondary School (with Secondary School in 2 phases – 3 years lower Secondary, 3 years upper Secondary).

The Maturity Certificate was issued in the same manner with the same assessment/referencing.

New System includes 8 years of Primary School and 4 years of Secondary School (3 types of Secondary School)

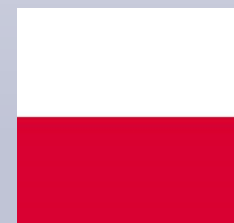


## Secondary Education

After the 8 years – students attend 4 years of Secondary Education in one of three types:

- General Secondary Education
- General and Vocational Secondary Education
- Vocational Secondary Education

**Higher Education Access is dependent on success completion of the Maturity Examination and award of the Maturity Certificate.**



## General Secondary Education

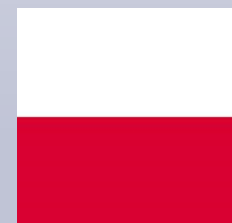
Students in General Secondary Education attend the General Lyceum (new 4 year cohort began with 2019-2020 – graduating in 2023). Access to G E S is through the certificate indicating 8 years completion of Primary School)

- includes basic level course and extended level courses

Upon completion of the 12 years students sit for the Maturity Exam (administered and awarded by the Regional Examination Board (e.g. Gdansk). A pass allows access to Higher Education.

All students – whether the Maturity Certificate is passed or no receive the Certificate of Completion of General Lyceum.

MQRIC assesses the Maturity Certificate as Comparable to MQF Level 4 – the Certificate of Completion of General Lyceum also can be assessed (on a case by case basis).



## General and Vocational Secondary Education

Students attend the Technikum (5 year programme – this was a 4 year programme). The new programme began with the 2023-2024 cohort

65% of the studies are general academic (basic and extended) and 35% are vocational

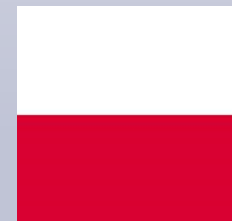
This programme has 2 types of leaving examinations

- the Maturity Certificate (as mentioned previously)
- The Vocational Examination (written and practical components)

Admission to this programme is based on the Certificate of Completion of 8 years Primary Education

Students are awarded (same types of qualifications in the new and old systems):

- The Maturity Certificate (awarded by the Regional Examination Board) – Comparable to MQF Level 4
- The Vocational Diploma (awarded by the Central Examinations Board) – upon passing the Vocational Examination – Comparable to MQF Level 4
- All students are awarded the Certificate of Completion of the Technikum (assessed on a case by case basis)



## General and Vocational Secondary Education

Students attend the Technikum (5 year programme – this was a 4 year programme). The new programme began with the 2023-2024 cohort

65% of the studies are general academic (basic and extended) and 35% are vocational

This programme has 2 types of leaving examinations

- the Maturity Certificate (as mentioned previously)
- The Vocational Examination (written and practical components)

Admission to this programme is based on the Certificate of Completion of 8 years Primary Education

Students are awarded (same types of qualifications in the new and old systems):

- The Maturity Certificate (awarded by the Regional Examination Board) – Comparable to MQF Level 4
- The Vocational Diploma (awarded by the Central Examinations Board) – upon passing the Vocational Examination – Comparable to MQF Level 4
- All students are awarded the Certificate of Completion of the Technikum (assessed on a case by case basis)



## Vocational Secondary Education

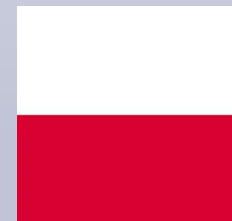
Students attend the 1 Degree Vocational Schools (3 year programme) – 1<sup>st</sup> students were admitted in 2019-2020 graduating in 2021-2022.

Basic education for certain professions or sectors.

Students are admitted with a Certificate of Completion of 8 years Primary Education.

Following Completion of the 3 year programme – students may elect to attend a 2<sup>nd</sup> degree Vocational School – to become a technician (and here may take the Maturity Examination for the Maturity Certificate).

If completing only the 1<sup>st</sup> Degree Vocational School – students receive the Vocational Deiploma (assessed as Comparable to MQF Level 3).



## Polish Qualifications Framework

Poland's Framework is also 8 levels and is pegged to the EQF (similar to Malta) – e.g. PRK Level 3 is Comparable to MQF Level 3.

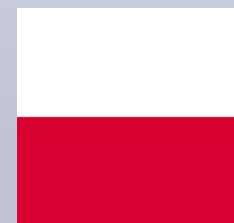
References include:

The Coordination Point for Polish and European Qualifications Framework -

<https://prk.men.gov.pl/en/1en/>

The Polish Qualifications Framework –

<https://kwalifikacje.gov.pl/en/about-iqs/polska-rama-kwalifikacji-2>





## German Higher Education Access Qualifications

In Germany, it is important to consider that different higher education access qualifications allow access to different types of education; qualifications allowing access to applied science universities, will not allow access to research-based universities.

Students follow different education paths in these cases (from Compulsory Education through Upper Secondary Education).

Context is an important consideration with these qualifications.



# German Higher Education Access Qualifications

## Background – Primary School and Secondary School

- Primary School generally begins with the **Grundschule** (4 years in most of the lands – six years in Berlin and Brandenburg).
- Secondary School includes years 5-10 (the **Sekundarstufe**) – years 7-10 for those from a 6 year Grundschule.
  - **Hauptschule** (Mittelschule) – for basic general education where students receive the Hauptschuleabschluss after Grade 9 or 10. These graduates generally proceed to vocational education.
  - **Realschule** – from Grade 5 or Grade 7 (dependent on the Grundschule) – they receive the Mittlerer Schulabschluss – which allows access to the Sekundarstufe II (Upper Secondary) in vocational or academic schools.



# German Higher Education Access Qualifications

## Gymnasium

- Education from lower to secondary (continuous).
- Deeper range of subjects than the other two – after Year 10 they may proceed to the **Sekundarstufe II** – and receive the **Gymnasiale Aberstufe** (as a qualification).
- Some of the Bundeslander may offer variations or hybrids of the above and some may not offer the Realschule as an option – there the Mittlerer Schulabschluss is available.
- Final lower secondary qualifications may be called the **Fachoberschulreife** and the **Sekundarabschluss I**. Other schools may offer academic and pre-vocational courses leading to the **Hauptschulabschluss** after Grade 9 and the Realschuleabschluss after Grade 10.



# German Higher Education Access Qualifications

Other Secondary Qualifications –

- In the Gymnasium system, the 2<sup>nd</sup> component results in award of the **Gymnasiale Oberstufe**
- For students studying applied (vocational) education there is also the **Berufsschule** or **Berufsfachschule**.
- Finally there are Comprehensive Schools (**Gesamtschule**) offering **Hauptschule**, **Realschule** and **Gymnasium** education (the full range of secondary qualifications are offered there).

It is recommended that one verify the school itself to determine the type of school it is and the students orientation (academic or applied).



# German Higher Education Access Qualifications

Higher Education Access Qualifications:

Zeugnis der Allgemeinen Hochschulreife/Abitur

Fachhochschulreife

Schulischen Teil der Fachhochschulreife

Zeugnis der Fachgebundenen Hochschulreife



# German Higher Education Access Qualifications

Higher Education Access Qualifications:

## The **Zeugnis der Allgemeinen Hochschulreife/Abitur**

- awarded after 12 or 13 years of consecutive schooling.
- 3 year Upper Secondary structure based on the First Year as an Introductory phase followed by 2 years of study working towards the Abitur.
- Includes a minimum of 8 subjects (2 Leistungskurse and the remainder as Grundkurse)
  - 4-5 subjects in total
  - 2 subjects at the Higher Level
  - 2 or 3 Core subjects
  - One subject from each of the three academic areas
  - 3 written exams and a minimum of 1 oral exam.one
  - Suitable for Undergraduate Entry to all programmes



# German Higher Education Access Qualifications

Higher Education Access Qualifications:

## The **Zeugnis der Fachgebundene Hochschulreife**

- Allows access to higher education, but with certain subject limitations (a particular area of study).
- Awarded on completion of Upper Secondary education, and focusses on a specific group of subjects.
- Admission with a qualification such as the Mittlerer Schulabschluss
- Students have a particular subject cluster (Social Science, Technology, Economics) – this is usually denoted on the diploma certificate.
- 2 Year programme of study.



# German Higher Education Access Qualifications

Higher Education Access Qualifications:

## The **Fachhochschulereife**

- Includes General Education and Vocational Subjects
- Requires a lower secondary education diploma for entry (the **Mittlerer Schulabschluss**)
- Provides access to Higher Professional Education, but not to Research oriented higher education.
- 2 Year Diploma.



# German Higher Education Access Qualifications

Higher Education Access Qualifications:

## The **Schulischen Teil der Fachhochschulreife**

- Students who have not completed the final year of upper secondary education of a *Gymnasium*
- Will have to complete a vocational education programme or an internship to access higher Higher Professional Education, no access to Research oriented higher education.





# German Higher Education Access Qualifications

Example of the Zeugnis der Allgemeinen Hochschulreife:



# German Higher Education Access Qualifications

## Resources (in addition to Eurydice and ENIC NARIC webpages):

Ministries of Education for each Bundeslander

<https://www.kmk.org/kmk/mitglieder.html>

Federal Ministry Education Information

[https://www.bmbf.de/bmbf/de/home/home\\_node.html](https://www.bmbf.de/bmbf/de/home/home_node.html)

Further Information (general) on the Education System

<https://www.kmk.org/dokumentation-statistik/informationen-zum-deutschen-bildungssystem/dossier-englisch.html>



# Problems

- **Communication with the regulator for Compulsory Education.**
- **Difficulty in referencing a partially completed qualification (for Upper Secondary) from other countries (learning outcomes) – for the year completed (not necessarily the entire programme).**

## Results

- Mapping of other countries (outside of the project is possible) for automatic recognition of HE access qualifications (using the mapping procedures outlined in the project).
- Essential to keep abreast of educational reforms in each country (inside and outside of the EHEA) – Poland is an example; as is the Philippines.

# Conclusion

Thank you for your attention.



Road to Automatic Recognition of Higher Education Access Qualifications (ARACAH)

