



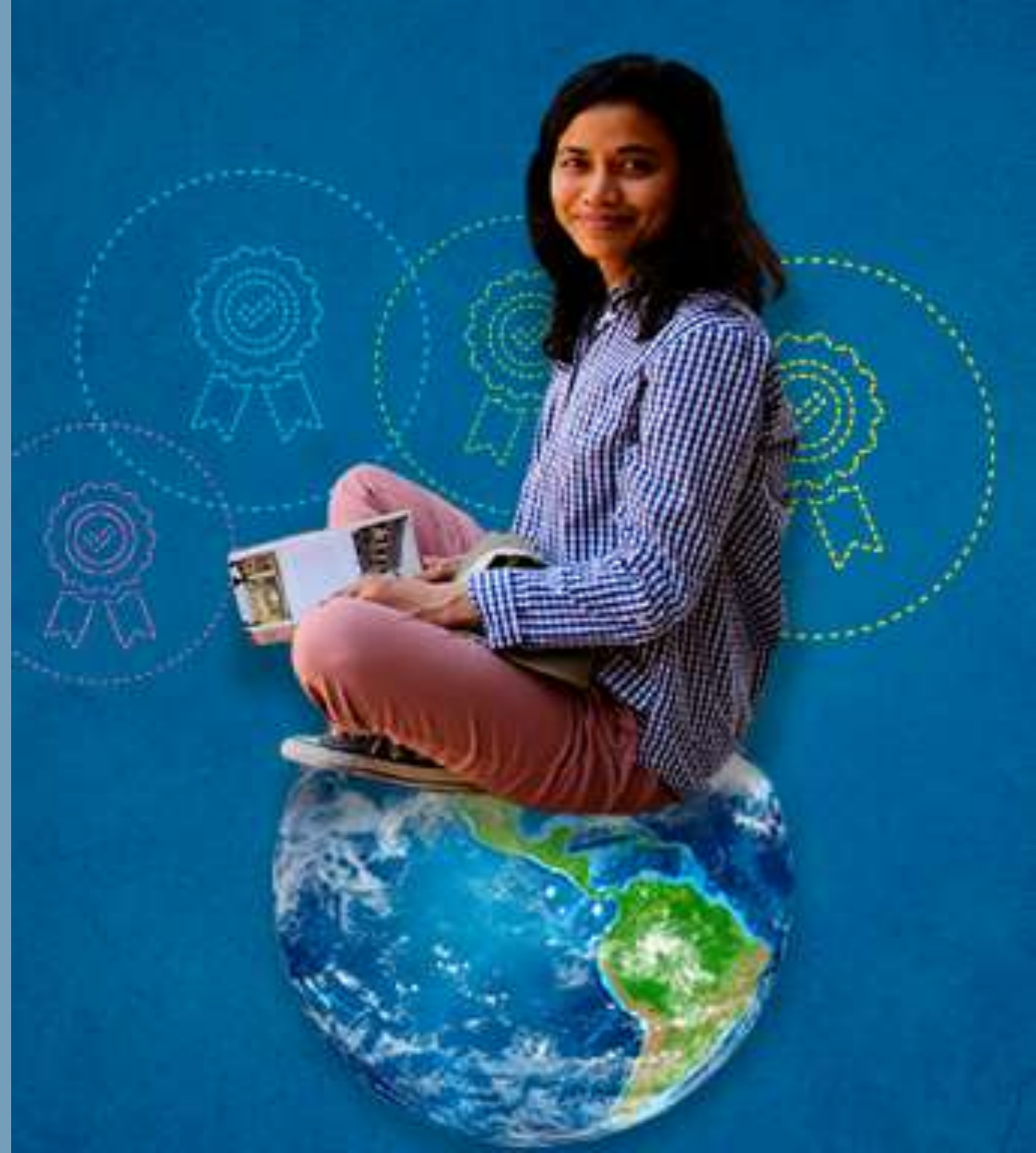
# Online course catalogues and recognition in the global dimension

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# UNESCO regional & global conventions

In December 2021:

- Africa – 13 State Parties
- Arab States – awaiting 5 ratifications
- Asia-Pacific – 12 State Parties
- Europe – 54 states
- Latin America – 3 State Parties
  
- Global Convention – 16 ratifications

## SECTION III. BASIC PRINCIPLES FOR THE RECOGNITION OF QUALIFICATIONS CONCERNING HIGHER EDUCATION

### Article III

For the recognition of qualifications concerning higher education, this Convention establishes the following principles:

1. Individuals have the right to have their qualifications assessed for the purpose of applying for admission to higher education studies or seeking employment opportunities.
2. Recognition of qualifications should be transparent, fair, timely and non-discriminatory in accordance with the rules and regulations of each State Party, and should be affordable.
3. Recognition decisions are based on trust, clear criteria, and fair, transparent and non-discriminatory procedures, and underline the fundamental importance of equitable access to higher education as a public good which may lead to employment opportunities.
4. Recognition decisions are based on appropriate, reliable, accessible and up-to-date information on higher-education systems, institutions, programmes and quality assurance mechanisms which has been provided through the competent authorities of the States Parties, official national information centres, or similar entities.
5. Recognition decisions are made with due respect for the diversity of higher-education systems worldwide.
6. Competent recognition authorities undertaking recognition assessments shall do so in good faith, giving clear reasons for decisions, and have mechanisms for appealing recognition decisions.
7. Applicants seeking recognition of their qualifications provide adequate and accurate information and documentation on their achieved qualifications in good faith, and have the right to appeal.
8. States Parties commit to adopting measures to eradicate all forms of fraudulent practices regarding higher education qualifications by encouraging the use of contemporary technologies and networking activities among States Parties.



# Mutual Trust

- Qualification Frameworks – National and Regional  
(e.g. QF-EHEA, EQF, but also ASEAN Qualifications Reference Framework, African Continental Qualifications Frameworks)
- Quality Assurance, at national, regional and international level  
(e.g. EQAR, INQAAHE, AfriQAN, ANQAHE)

These initiatives lead to **harmonisation of standards** across countries

## 3.7.1 NQF levels and EAQFHE levels - overview

	EAQFHE	Burundi	Kenya	Rwanda	Tanzania	Uganda
PhD Degree	8	?	10	7	10	?
Doctoral Degree	7	?	9	6	9	?
Master's Degree	6		8	5	8	
Post Graduate Diploma						
Post Graduate Certificate						
Bachelor Degree Graduate Diploma	5		7	4	7	5
Graduate Certificate						
Diploma Certificate	4		6	3	6	4
	3		5	2	5	3
			4		4	
	2		3	1	3	2
			2		2	
	1		1		1	1

Source: Kerre, undated.

## Reliable information on quality of European higher education and its assurance

### About us

- Higher education in the European Higher Education Area (EHEA) is subject to regular external review by a quality assurance agency (QAA).
- The agreed common framework for quality assurance systems is the Standards and Guidelines for Quality Assurance in the EHEA (ESG).
- The European Quality Assurance Register for Higher Education (EQAR) is the EHEA's official register of QAAs, listing those that substantially comply with the ESG.

### What to find

- The **Register** of trustworthy quality assurance agencies in the European Higher Education Area.
- The **Database** of higher education institutions and programmes that have been subject to external quality assurance as well as easy access to the corresponding reports (DEGAR).
- Our **Knowledge base** with country information, describing the national QA frameworks of the European Higher Education Area (EHEA) countries, and other info on QA in Europe.

### Database of External Quality Assurance Results

🔍 Institution name, city, country or ETER ID

SEARCH

Currently available: 75 424 reports on 3 302 institutions



# Case Study:

## Challenges in a bilateral mutual recognition agreement

The **UK-India Mutual Recognition Agreement** was signed in July 2022 – 15 years in the making

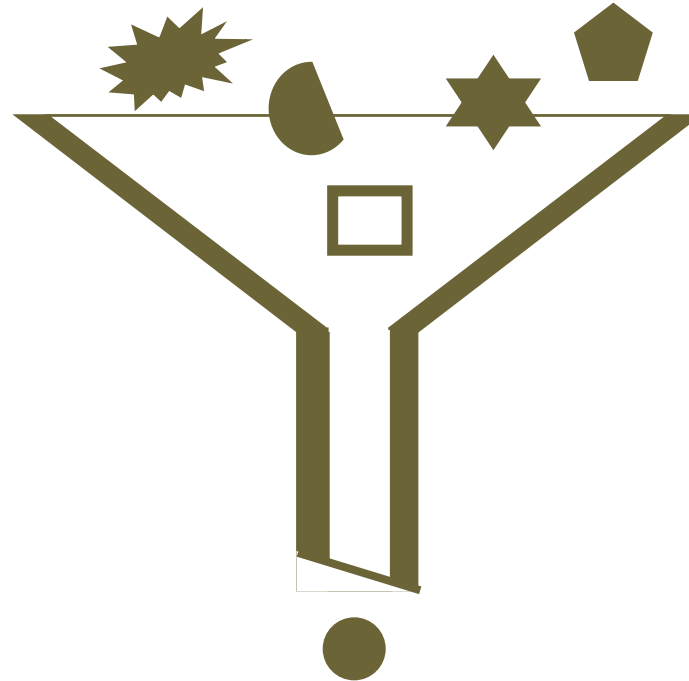
### Challenges:

- AIU have traditionally evaluated degrees on the basis of duration
- Now using a credit model – but this produces similar conclusions to duration
- Ministry needed to be convinced about a learning outcome-based approach to evaluation
- A lot of time was needed to tease out issues to do with mutual trust



# Establishing common reference points

Global qualifications come in different shapes and sizes



Common terminology needed to understand and then 'sort' these awards

HE qualifications globally are much more diverse than in the EHEA

To evaluate these international qualifications, qualification information needs to be articulated in commonly used/agreed terminology.

This information needs to be stored and presented in a similar fashion, to best ensure accessibility and then evaluation.

This is most likely to allow key attributes, learning and professional outcomes to be understood by international evaluators.

# Online Course Catalogues

Information (like mutual trust) is central to the process of recognition.

Catalogues can take a variety of forms – some are advanced, searchable databases, others are list of links and information.



# Online Course Catalogues

International guidelines for catalogues will greatly improve the speed and accuracy of recognition processes, because:

- Response times to requests for official information vary significantly across the world
- Linking international qualifications to a domestic context will be easier
- Any gaps will be better understood, allowing evaluation of whether the gaps are genuinely 'substantial'

## TAUGHT DEGREE PROGRAMMES A-Z

Refine by

ALL SUBJECTS

ALL | A | B | C | D | E | F | G | H | I | L | M | N | O | P | Q | R | S | T | U | V | W

- Academic Practice [MSc: Online distance learning]
- Adult Education for Social Change (Erasmus Mundus International Master) [MEd]
- Adult Education, Community Development & Youth Work [MEd, PgDip]
- Advanced Functional Materials [MSc]
- Advanced Imaging & Sensing [MSc]
- Advanced Practice in Veterinary Nursing [MSc, PgDip, PgCert: Online distance learning]
- Advanced Statistics [MRes]
- Aerospace Engineering [MSc]
- Aerospace Engineering & Management [MSc]

### UG 2023 GENETICS BSc/MSci

#### MSci YEAR

##### Work Placement (120 credits)

Genetics can be taken as an MSci degree, which includes an additional placement year between the third and final years of the degree, normally spent undertaking research in industry or research institute in the UK or overseas.

#### YEAR 4/5

If you progress to honours, in year 4 you will choose four advanced Honours option courses to study in greater depth. You will also undertake an independent research project with one of the genetics research teams, which can lead to a contribution to scientific manuscripts. Laboratory work and small-group teaching allow you to develop problem-solving, group-working and communication skills.

##### Optional courses

- [GENETICS OF COMPLEX TRAITS AND DISORDERS 4C OPTION](#)

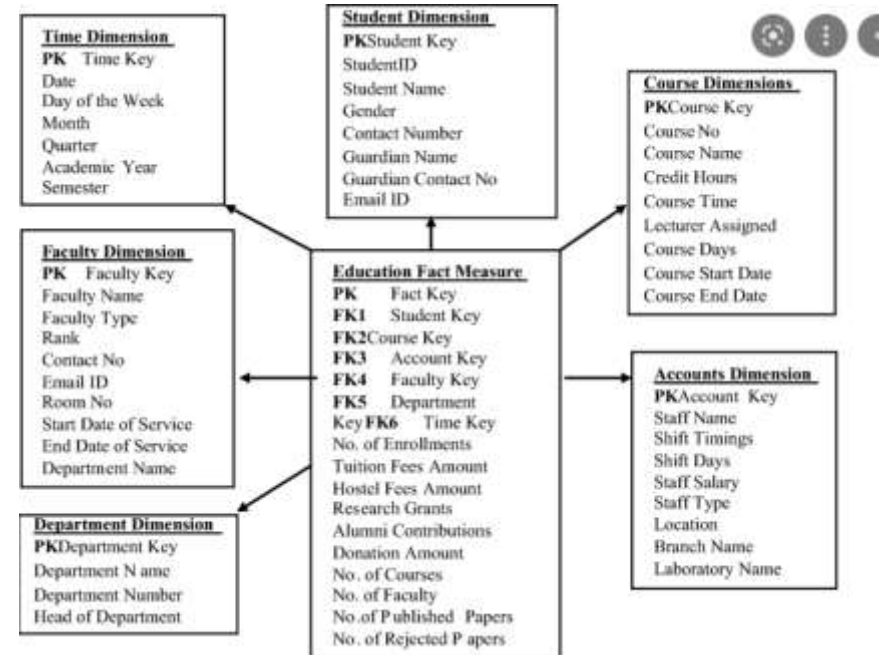


# Moving towards globally available data

Some stages:

- Standards and Guidelines in provision of course information
- Accessibility of information: language, location on websites, etc
- Inter-linkages between datasets at a national and a global level – requires **harmonisation of format**
- APIs linking and auto-populating other databases, allowing **automatic updates in secondary sources of collated data**

The private sector is already undertaking some of this work e.g. aggregators and ranking organisations, but **verified sources matter**.



The example of a data storage system above indicates how the information we request would ideally be built into the schema that HEI databases use to store course information.



Q & A

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