AUTOMATIC RECOGNITION
Qualifications in broader context

Automatic recognition: potential and challenges

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System-level support for automatic recognition

- **Automatic recognition: automatic right of an applicant holding a qualification of a certain level to be considered for an entry to further study in the next level (access)**
- **National legislation and international legislation**
- **European and national transparency tools (Qualifications Frameworks, documentation, credits)**
- **Information and communication**
- **Attitudes: acceptance and trust**
- **Five elements of qualifications: Level, Workload, Quality, Profile and Learning outcomes**

The use of Qualifications Frameworks in the recognition process/General considerations

- **Qualification Frameworks should be used while considering the key elements in recognition and qualifications:**

  level, learning outcomes, quality, workload

- **Is it always necessary to consider all elements? Cf. purpose of recognition, competence, outcome of recognition procedure (a general statement or description/ formal rights)**

The use of Qualifications Frameworks in the recognition process/Level

- **Levels of (higher) education**
- **Level descriptors**
- **If a NQF has been referenced/self-certified, there is, as a general rule, no need for the recognition authority to investigate the level of the qualifications further**
- **In the case that qualifications have been referenced/self-certified towards the same level in the EQF/QF-EHEA, they should be seen as broadly compatible**
- **In some cases, qualification specific information should be used. In these cases, the formal rights the qualification in the awarding country should be taken into account.**

The use of Qualifications Frameworks in the recognition process/Learning outcomes

- **The learning outcomes of NQFs and of overarching QFs are generic and provide a reference point for recognition**

- **In cases where the learning outcomes provided by the QFs are too general for recognition purposes, the more detailed descriptions of learning outcomes provided by institutions should be used.**

- **Challenge: develop coherent understanding of learning outcomes**

- **The description of learning outcomes in the Diploma Supplement or other documents is useful for recognition purposes.**

The use of Qualifications Frameworks in the recognition process/Quality

- **If the NQF has been referenced/self-certified, it is safe to assume that the qualifications included in the NQF by the competent authority are quality assured.**

- **Therefore, as a general rule, there is no need for the recognition authority to investigate the quality of a single qualification.**

The use of Qualifications Frameworks in the recognition process/Workload

- **While acknowledging that as far as possible qualifications should be assessed on the basis of learning outcomes, competent recognition authorities may also be guided in their assessment by the workload learners are assumed to require in order to obtain the given qualification.**

- **Workload is normally expressed in credits and indicates the typical workload expected to achieve the learning outcomes associated with a qualification.**

The use of Qualifications Frameworks in the recognition process/Profile

- **Qualifications frameworks give limited information**
- **Whose profile is important: institution, program, individual study path?**
- **Learning outcomes often indicate also profile**
- **Relevance of profile?**

Concluding remarks

- **Consider the purpose of recognition**
- **Importance of elements of a qualification: be aware of them and the details of the qualification but do not let them determine the outcome of the recognition process**
- **Use the elements of a qualification to see similarities**
- **For elements of a qualification: seek comparability, not similarity/equivalence**
- **Reconsider differences in qualifications: are they a problem when thinking of the purpose of recognition and what follows from the recognition decision?**
- **Acceptance and trust**