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Key takeaways from the TPG-LRC Plus project: perspective from the Italian Higher Education Institutions

ARAQUA2
Tools of automatic recognition of Higher Education access qualifications

Peer Learning Activity, Rome, Italy
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TPG-LRC Plus at a glance

WHAT

Supporting the institutional activity of the Thematic Peer Group B on key commitment 2: national legislation and procedures compliant with the Lisbon Recognition Convention (LRC)

WHO

12 partner institutions from Andorra, Denmark, France, Italy, Georgia, Kazakhstan, the Netherlands, San Marino, Ukraine, and EQAR, coordinated by CIMEA

WHEN

36 months – from May 2025 to April 2028

Four thematic areas

Automatic Recognition

Qualifications and learning periods abroad

Alternative Pathways

Flexible learning pathways and lifelong learning, including micro-credentials

Transnational Cooperation

Recognition of qualifications issued in transnational education

Digital Transition

Supporting recognition of qualifications (transversal topic)

Focus groups with higher education institutions

Main aim: to gain a better understanding of the level of awareness and implementation of automatic recognition from the perspective of the higher education institutions

Target group

Access and admission officers dealing with academic recognition of qualifications from 4 to 5 HEIs per partner country

Specific objectives

- Investigate the level of awareness of the concept of automatic recognition
- Collect information on the practices for the implementation of automatic recognition that are in place
- Explore how digital transformation processes influence internal policies and institutional practices



National synthetic report → **Online seminar on automatic recognition (16 April 2026)** → **TPG-LRC Plus publication on automatic recognition**

https://www.cimea.it/Upload/Documenti/TPG-LRC%20Plus_Publication%20on_AR.pdf

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National focus groups: approach and methodology



Map of the TPG-LRC Plus partner countries

9
partner countries

Feb–Apr
2026

2 hours
online session

How the focus groups worked

- Format drawn from the Erasmus+ project qENTRY+
- Online, with an interactive and participative approach
- Two facilitators from each partner institution moderating the discussion, in the national language when necessary
- 11 questions agreed with the consortium, not shared in advance, and adapted to the national context where needed

Areas discussed

- **Understanding of the concept**
- **Implementation practices**
- **Digitalisation**
- **Challenges and benefits**
- **Suggested responses to challenges**

What emerged from the focus groups

Understanding

Most HEIs are familiar with the concept; awareness of the 2018 Council Recommendation should not be taken for granted (two out nine partners countries declared to be fully familiar.)

Practices and tools

Automatic recognition reported as in place by most HEIs, at varying levels; support from ENIC-NARIC databases, country profiles and country lists, and from cooperation agreements among universities

Digitalisation

Fewer paper documents and streamlined procedures (e.g. QR codes, calendar converters), more transparency, but human involvement remains essential

Benefits and challenges

Easier mobility, simpler procedures and more trust.

Main challenge: lack of updated information and data on some education systems

Key takeaways

- **Cooperation and coordination among the actors involved**
- **Data sharing**
- **Professional training**

Panel discussion 1

What was the main added value for your institution of participating in this cooperation activity within the TPG-LRC Plus project?

ARAQUA 2

Road to Automatic Recognition of Higher Education Access Qualifications 2

Gemini Notebook

Panel discussion 2

What were the main takeaways gained by you and your colleagues through the internal preparation carried out ahead of this cooperation activity, particularly regarding your institutional procedures for implementing automatic recognition?

ARAQUA 2

Road to Automatic Recognition of Higher Education Access Qualifications 2

Gemini Notebook

Panel discussion 3

What tools does your institution currently use to implement automatic recognition? Drawing on the experiences presented by the other participating national institutions, has this cooperation activity provided new inputs and approaches that could further improve the use of these tools or the adoption of new ones?



Road to Automatic Recognition of Higher Education Access Qualifications 2

Gemini Notebook

Thank you!

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