The ENIC-NARIC Networks

Focus on role, QA & QF’s and what is next

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What to expect?

Offer a perspective on recognition from the ENIC-NARIC Networks.

Focus:
1. What are the ENIC-NARIC Networks?
2. Role of Quality Assurance and Qualification Frameworks
3. What is next in recognition?
1. The ENIC-NARIC Networks

- 2 Networks
- Mandate and role
- Collaboration
- Example: EAR HEI
I. Two Networks

ENIC & NARIC Networks:

- **ENIC**: European Network of National Information Centres (1994, Council of Europe, UNESCO, 57 centres)

- **NARIC**: National Academic Recognition Information Centres (1984, European Union, 36 centres)
II. Mandate and Role

• Lisbon Recognition Convention (LRC) 1997
  • UNESCO/Council of Europe
  • Legal framework for academic recognition of foreign qualifications;
  • Evaluate each others qualifications, based on the LRC principles;
  • Binding for all countries that signed and ratified.

• ENICs tasked under LRC
  • provide information about the national education system;
  • implement the LRC in the national context.

• ENIC-NARIC Charter of activities and services (2004)

NB: individual centres vary in mandate, remit, size etc.
III. Collaboration (1)

• Governance structure
  - ENIC-Bureau and NARIC Advisory Board + Co - Secretariats
  - ELCORE
  - Technical Support Team

• Information Exchange
  - List Servs (day to day emails)
    - HoC
    - Recognition
    - Communication
  - Website
  - Socials (Twitter @ENIC_NARIC, LinkedIn and Facebook)
III. Collaboration (2)

• Annual meetings
  • ENIC-NARIC annual joint meetings (Spring / Summer)
  • Dialogue, information exchange, building capacity, networking
  • During COVID, new formats

• EB/NAB Workplan
  • Guides activities and priorities
  • 5 dimensions (internal, policy dev, stakeholders, global communication)

+ Projects, working groups, etc
  • Development good practice
  • Ie, Erasmus+, EQPR, WG on academic integrity, etc
IV Example: EAR - HEI

- Practical translation LRC for higher education institutions
- Each chapter
  - Summary
  - Flowchart
  - Introduction
  - Recommendations
  - Practical examples
2. Quality Assurance & Qualification Frameworks

- QA and Recognition
- QF's and Recognition
I. Quality Assurance and Recognition

• Main principle LRC: “Recognize foreign qualification unless there is a substantial difference”
• Recognition always considered in light of purpose
• Evaluation looks at 5 elements of qualification
  1. Quality
  2. Level
  3. Workload
  4. Profile
  5. Learning Outcomes
Chapter 3 - Accreditation* and quality assurance

1 - Check accreditation status
   - Authorities involved
   - Terminology used
   - Programme focus or institution

2 - Accept outcomes of foreign accreditation system

3 - Accredited on awarding date qualification?
   - Yes
     - Continue evaluation
   - No
     - Chapter 10: partial recognition
     - Chapter 20: non-recognised but legitimate
     - Chapter 17: recognition of prior learning

* "Accreditation" means "recognition or accreditation"
I. Quality Assurance and Recognition (3)

• QA is essential in evaluation process;
• ENIC - NARICs rely on QA decisions;
• Reliable and easy to find information on QA essential for a smooth process;

• ENIC - NARICs provide information about each others education systems (website, ListServ), including quality assurance.
II. Qualification Frameworks and Recognition

LRC Subsidiary text on use of (N)QFs 2012

- NQFs provide a way to compare qualifications with respect to their level, workload, quality and learning outcomes.
- Overarching frameworks (i.e., EQF and EHEA – QF) enable an easier comparison of systems and levels of education.

--> Use QFs to create a better understanding of the elements of a qualification (level, workload, quality, learning outcomes).
3. What is next in recognition?

- ...?
- ...?
- ...?

What do you see?
3. What is next in recognition?

- Changing education landscape
- Digitization student data
- Expansion of global legal framework
1 Changing education landscape

Modular learning:
• Standalone e-learning
• Micro-credentials

Questions
• how to include in evaluation?
• how (far) can we to stack modules? -> profile?

Key for recognition:
• quality assurance
• information provision from side provider
• use of existing transparency tools
• Principles LRC and 5 elements
2 Digital student data

• From paper qualifications to machine data

• Major potential benefits for fast and fair recognition, but implementation crucial to support fair recognition

• Networks produced White Paper on relation recognition and digitization

• Priority EHEA working group TPG-B

• Launch digital credential framework EU
3 Expansion global legal framework


• Regional Conventions entering into force

• The Asian Pacific Network (APNNIC)
Thank you!