Qualifications recognition seminar

Marijke Blom-Westrik

Senior credential evaluator

Dutch ENIC-NARIC

Tokyo, November 2015

Introducing your speaker

- ➢ Senior credential evaluator

- ➢ 14 years of experience

- ➢ Master degree in Chinese language

- ➢ Country expert for Japan, China, Korea, Vietnam

Topics seminar

➢ Role of the EP-NUFFIC as National Information Centre

➢ Outline of Dutch recognition system

➢ Questions

➢ Group assignments

ROLE OF EP-NUFFIC

AS

NATIONAL INFORMATION CENTRE

Role of EP-NUFFIC as National Information Centre

➢ International Recognition Department has been appointed by MOE to function as ENIC/NARIC for the Netherlands

➢ ISO 9001:2008 certification

➢ Evaluation of foreign qualifications (in total 16,000 applications in 2014)

➢ Clients: Dutch HEI, government, employers/job offices, professional bodies, refugee organisations, diploma holder.

➢ Nuffic Certificate for Chinese students: 100% verification

5

➢ Evaluations for Dutch HEI (database): free of charge

Role of EP-NUFFIC as National Information Centre

➢ Country modules with the description of over 70 foreign education systems (free access online)

➢ Providing information about Dutch higher education system to other ENIC-NARICs.

➢ Courses on credential evaluation and recognition (beginners course, advanced course, tailor made on request of the HEI)

➢ Participation at EAIE conference, NAFSA and TAICEP

➢ Consultancy and projects relating to professional and academic recognition: EAR HEI and STREAM.

6

➢ PHARE and MATRA: capacity building with setting up new NARICs (academic and professional recognition)

Role of EP-NUFFIC as National Information Centre

Support to admission officers

➢ Applications in database: HEI can check status application, see previous evaluations and standardized evaluations

➢ Urgent: contact on the phone

➢ Evaluation sent within 5 working days by email

➢ Every December a meeting with all admission officers

Role of EP-NUFFIC as National Information Centre

Support to admission officers (2)

➢ Country Modules online

➢ Attending admission officers meetings of universities and of universities of applied sciences

➢ Newsletter

➢ Tailor made training

8

➢ LinkedIn / Twitter forum

Role of EP-NUFFIC as National Information Centre

Project EAR and EAR HEI

➢ 2 Manuals with practical guidelines and good practices for the daily work of credential evaluators

➢ EAR = European Area of Recognition

➢ Topics: types of recognition, accreditation, diploma mills, authenticity, credit transfer, grades, applying the Lisbon Recognition Convention, qualification frameworks, information resources, information provision, transnational education, joint programmes, refugees, etc.

9

Role of EP-NUFFIC as National Information Centre

Project EAR and EAR HEI

➢ EAR Manual: guidelines for ENIC-NARIC experts
   http://eurorecognition.eu/manual/EAR_manual_v_1.0.pdf

➢ EAR HEI Manual: guidelines for admission officers (see
   http://eurorecognition.eu/Manual/EAR%20HEI.pdf)

➢ Japanese translation of the Usage of the EAR HEI Manual:

https://qaupdates.files.wordpress.com/2015/06/earheijp.pdf

Role of EP-NUFFIC as National Information Centre

Project STREAM

➢ Target: build training and good practice platform for admissions officers, based on EAR HEI.

➢ Survey under admission officers in European countries, asking for good practices and interests/needs for further training

➢ Developed free training platform for admission officers, since September 2015 available at www.enic-naric.net.

OUTLINE OF DUTCH RECOGNITION SYSTEM

Outline of Dutch recognition system

Credential evaluation:

➢ Staff and facilities

➢ Status and content of the evaluations

➢ Methodology & Lisbon Recognition Convention

➢ Criteria

➢ Outcome of the evaluation

13

Outline of Dutch recognition system

Staff and facilities

➢ 17 credential evaluators + management staff + administrative staff (total 24 persons)

➢ Language skills (Chinese, Arabic, Hebrew, Russian, Spanish, German, French, Italian, Greek, Korean)

➢ Country experts, not generalists (expertise centre).

➢ Database, library, subscription on information resources, archive, document research equipment

14

Outline of Dutch recognition system

Status and content of the evaluations

➢ All evaluations are recommendations, not decisions: Dutch HEI are autonomous and take their own decisions

➢ Content of EP-Nuffic evaluations
  - Remarks regarding authenticity of qualifications
  - Accreditation status of the programme/institution
  - Purpose of the program
  - Content of the program/learning outcomes
  - Admissions requirements
  - Official duration of the program
  - Substantial differences

Outline of Dutch recognition system

Procedure: Credential evaluation in 10 steps

1. We check whether the file is complete (file requirements).
2. If incomplete, we request additional documents.
3. We study the file and check authenticity.
4. We check previous evaluations for consistency/legislation/purpose.
5. We check the diploma: layout, terminology, content, learning outcomes, name of the degree conferred, (name of the) issuing body, temporary/definite diploma, formal rights in the home country, status of the institutions
6. We consult information resources
7. We check the study program: nominal duration, admission requirements, content.
8. We draft the evaluation (substantial differences)
9. We check by one of our colleagues (quality control).
10. We sent out the final version of the evaluation to the Dutch HEI .

Outline of Dutch recognition system

Methodology: in our work we apply the principles of the **Lisbon Recognition Convention**:

➢ Adopted in 1997 and signed by 50 countries

➢ "Recommendation on Criteria and Procedures"

➢ Fair recognition of qualifications

➢ Academic mobility

➢ Transparant procedures and criteria

Outline of Dutch recognition system
Content LRC

- Access/admission
- Transparent procedures
- Consistency
- Recognition of periods of study
- Refugees

- Substantial differences
- Reasonable time limit
- General and specific requirements (admission)
- Burden of proof
- Right to appeal

A difference between a foreign and domestic qualification is considered to be substantial if it could prevent the applicant from succeeding in the desired activity, such as further study, research activities or employment.

Credential evaluation in practice

Methodology: our file requirements

➢ purpose of application
➢ curriculum vitae & proof of identity
➢ original documents/authorized copies
➢ all diplomas after primary school in national language
➢ academic record in national language / diploma supplement / Transcript
➢ certified/notarized translations
➢ proof of professional registration
➢ IELTS/TOEFL

Credential evaluation in practice

Methodology: information resources we use on internet

- ➢ ENIC/NARIC: www.enic-naric.net
- ➢ Website Ministry of Education
- ➢ Website of the institution
- ➢ Wayback machine (older versions of websites)
- ➢ Country modules EP-NUFFIC
- ➢ Country Education Profiles NOOSR (Australian NARIC)
- ➢ UK NARIC
- ➢ Anabin (German NARIC)
- ➢ National or institutional verification databases (e.g. China: CHSI)

Credential evaluation in practice

Methodology: other information resources we use:

➢ Contacts and networks: Ministry of Education, embassy, front offices (DAAD, Edu France, NESO, British Council)

➢ Published resources: handbooks/reference books, Recognition conventions, Higher Education Act, University catalogues, Nursing in the World;

➢ Unpublished resources: our own archive and database, the experience with students from a certain country/HEI.

21

Credential evaluation in practice

Methodology: how we fight fraud

➢ We request documents in the original language
➢ We ask to see original documents (when in doubt)
➢ We receive original transcripts directly for USA, PH, AU
➢ We check the status of the awarding institution
➢ We are familiar with the layout of documents
➢ We contact the awarding institution or ENIC/NARIC for verification
➢ We use national or institutional verification databases when possible
➢ We check professional registration

22

Credential evaluation in practice

Methodology: how we fight fraud (2)

We are on the alert if:
- different typefaces are used on 1 document
- correction fluid has been used
- it is claimed that originals cannot be obtained
- grammatical mistakes have been made
- educational terminology is incorrect
- the name of the institution is historically incorrect
- the name of the president is incorrect
- the IELTS/TOEFL test is forged

Credential evaluation in practice

Methodology: criteria

➢ Level: admission requirements, place in the educational system, academic rights for further study
➢ Quality/status: accreditation, authenticity
➢ Workload: nominal duration and credits
➢ Profile: content/structure of the programme
➢ Learning outcomes: competences.

Substantial differences may be found for any of these criteria, but not every difference is substantial.

Credential evaluation in practice

Methodology: outcome of the evaluation

➢ Full recognition

➢ Partial recognition

➢ Conditional recognition

➢ Alternative recognition

➢ No recognition.

Questions

Are there any questions?

Assignments

Assignments