

Internationalisation and its impact on the Recognition of Qualifications

UK NARIC

The UK National Agency responsible for providing advice and expert opinion on
international qualifications and skills

Managed on behalf of the Department for Business, Innovation and Skills

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recognising international expertise

Introducing UK NARIC

The UK's national agency for recognition of international qualifications

- Managed by ECCTIS Ltd, a private limited company, since 1997
- **Central reference point** for information and expert opinion on academic, vocational and professional qualifications from **over 190 countries** worldwide
- Services for individuals to compare their qualifications against UK standards and/or CEFR (**50,000 enquiries annually**) to facilitate fair recognition for the purposes of immigration, employment and progression, or further study.
- Services for **over 850 organisations (over 200 based overseas)** ranging from online databases and training on global education systems, counter-fraud service, data provision and bespoke research, and grade comparisons.

Internationalisation of Education

The past 10 years have seen a shift in the internationalisation of education from:

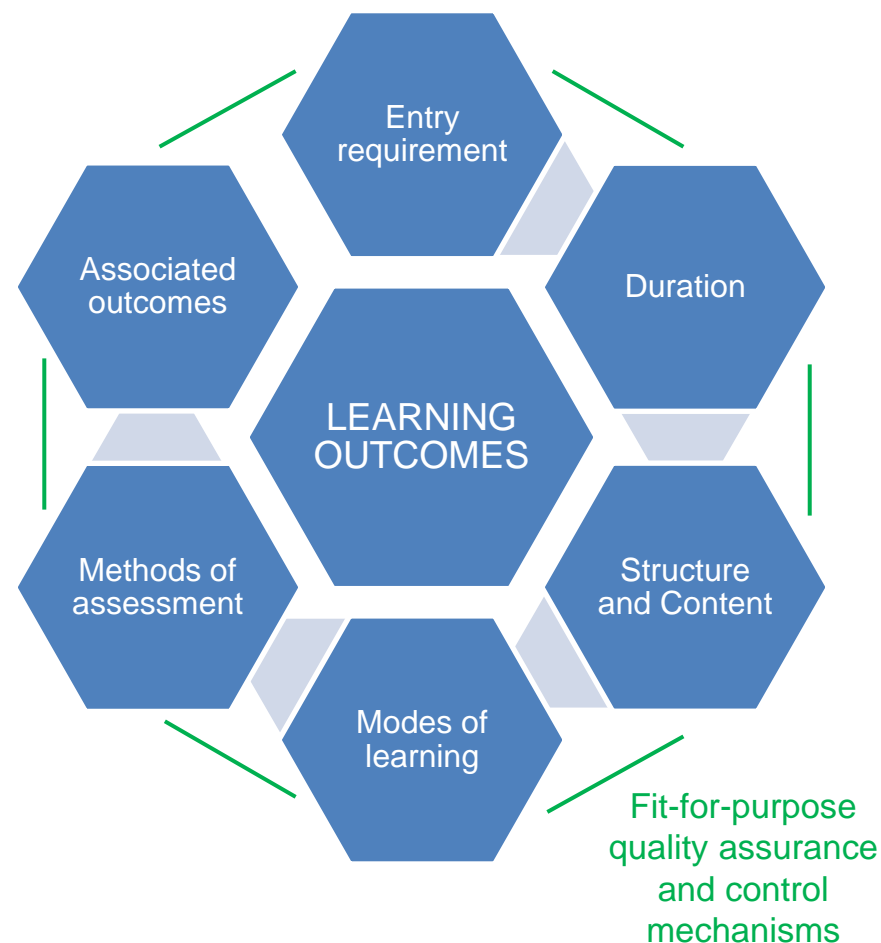
- Reactive to proactive approach
- Being added value to part of the mainstream
- Increasing competition
- Cross-border delivery
- Partnership working
- Increased and enhanced mobility
- Borderless education

In the field of recognition of international education this shift has had an impact on our own practices:

- The Lisbon Recognition Convention encouraged a shift in focus to learning outcomes and competences in the evaluation of international qualifications.
- ENIC-NARIC network of 55 countries worldwide, other Regional networks: NACES, APARNET, International Bureaus of Education – Africa Region / Arab States Region,
- International networks to support the development of quality education: UNESCO, GIQAC, INQAAHE, IIEP, UNEVOC
- Harmonisation of Higher Education: Bologna Process – 47 signatory countries worldwide

Internationalisation of qualification delivery

- Cross border and borderless education raises important questions in the recognition of qualifications.
- The established credential evaluation methodology, coherent with the principles of the Lisbon Recognition Convention and reviewed in consultation with stakeholders is adapted accordingly to incorporate non-traditional learning pathways.
- The 'outcomes-based' approach to recognition both encourages, and responds to the international shift towards outcomes-based qualification design. Allowing for more flexible learning pathways.



UK NARIC Band Framework: A Global Evaluation Tool

Origin: Pioneered in 2002, formalised in 2005, updated in 2008 and 2010/11 via a series of consultations with key stakeholders

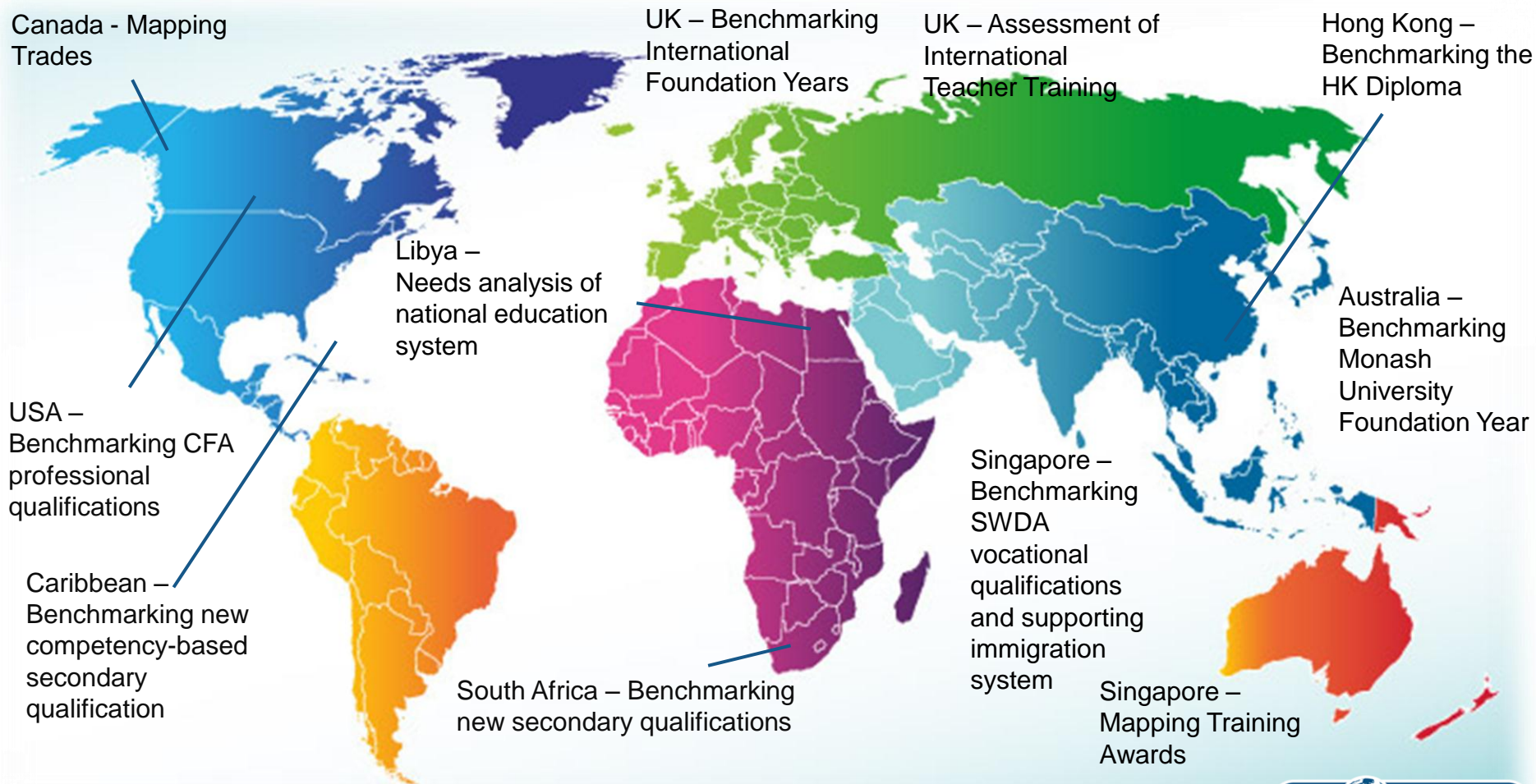
Purpose: To effectively categorise all formal education systems across the globe. Intended to assist individuals in their progression and to enable stakeholders to make informed decisions

Structure: 16 levels (Entry level to NARIC Band 15) designed to encompass all levels and types of learning.

Country X		UK NARIC Band Framework		Country X	
Level 8					Level 1+
Level 7					
Level 6			15		Level 1
Level 5			14		
Level 4			13		Level 2
Level 3			12		
Level 2			11		Level 3
Level 1			10		
Entry Level 3			9		Level 4
Entry Level 2			8...		
Entry Level 1					Level 5

Contributing and Responding to International Developments

The increased emphasis on internationalisation has had a direct impact on our work and resulted in several projects around the world comparing national qualifications against international best practice.



Thank you for your attention

Q & A

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