

FROM DATA TO ACTION

Improving institutional recognition practices through self-assessment

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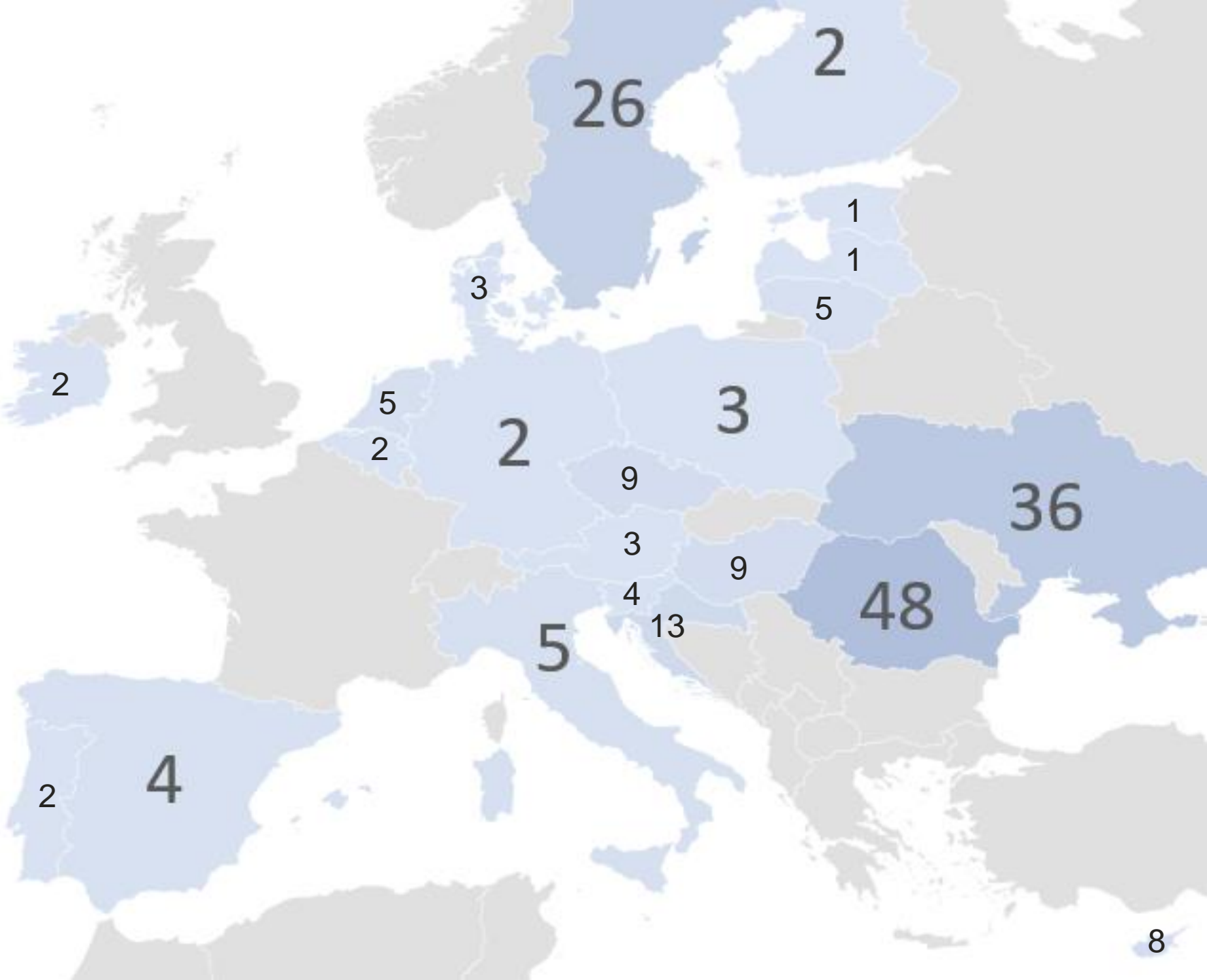
11 December 2023

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From data...

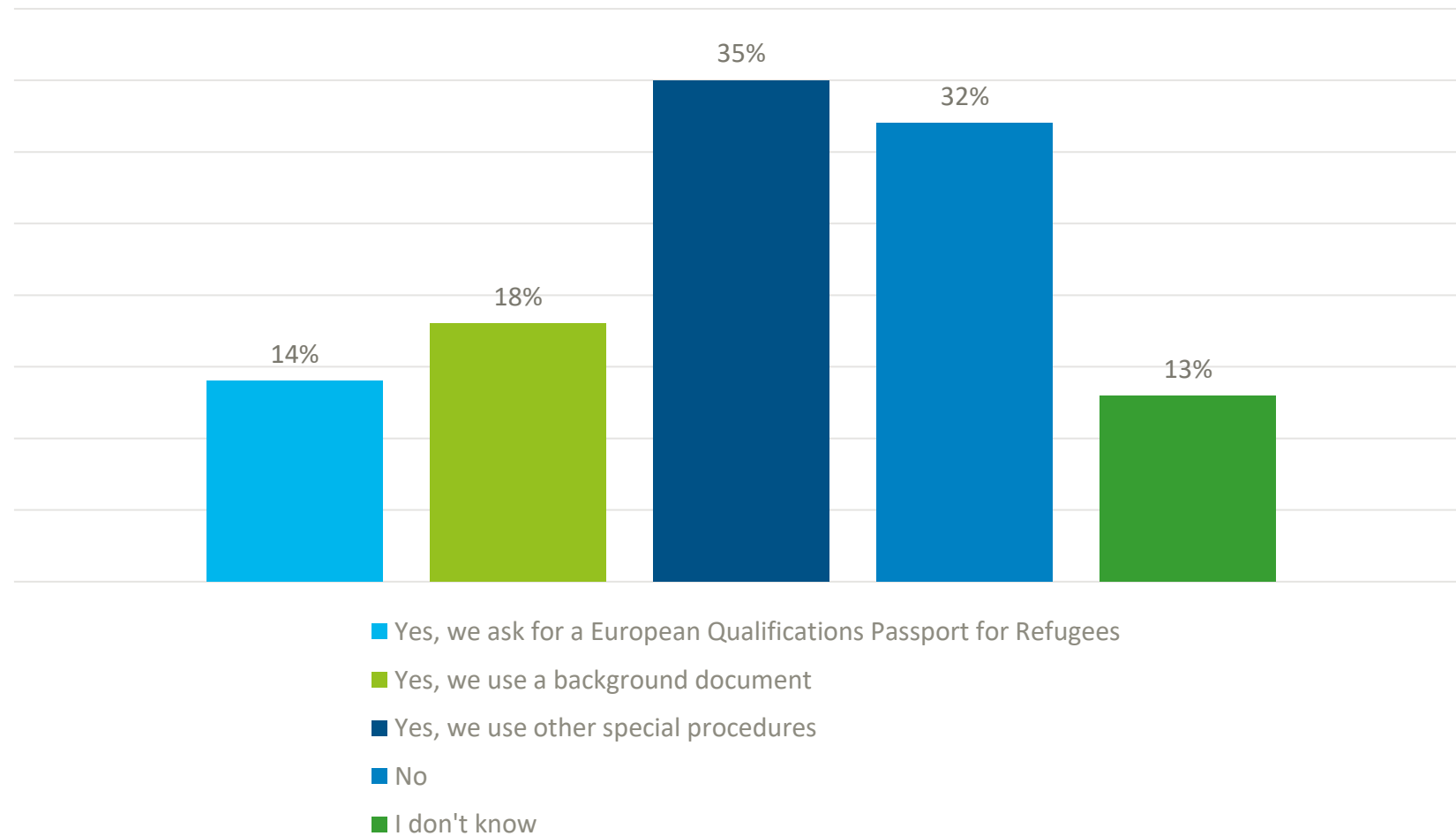
- Survey conducted in 2023 in context of Erasmus+ funded [TPG-LRC CoRE](#) project (**T**hematic **P**eer **G**roup on the **I**mplementation of the **L**isbon **R**ecognition **C**onvention – **C**onstructing **R**ecognition in the **E**HEA)
- Among higher education institutions (HEIs)
- From the EHEA
- 193 responses from 22 countries

Responses per country



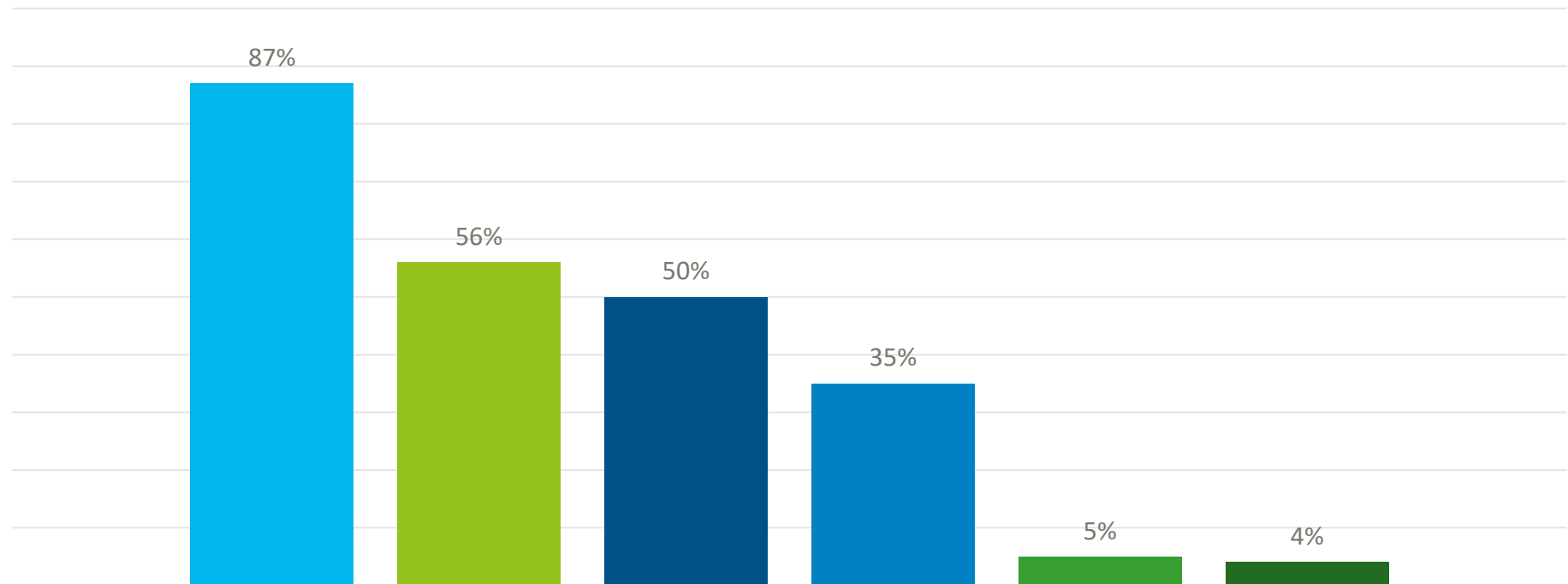
Do you have a special procedure for recognising qualifications
where documentation is missing or insufficient?

Survey question III.6



Survey question IV.3

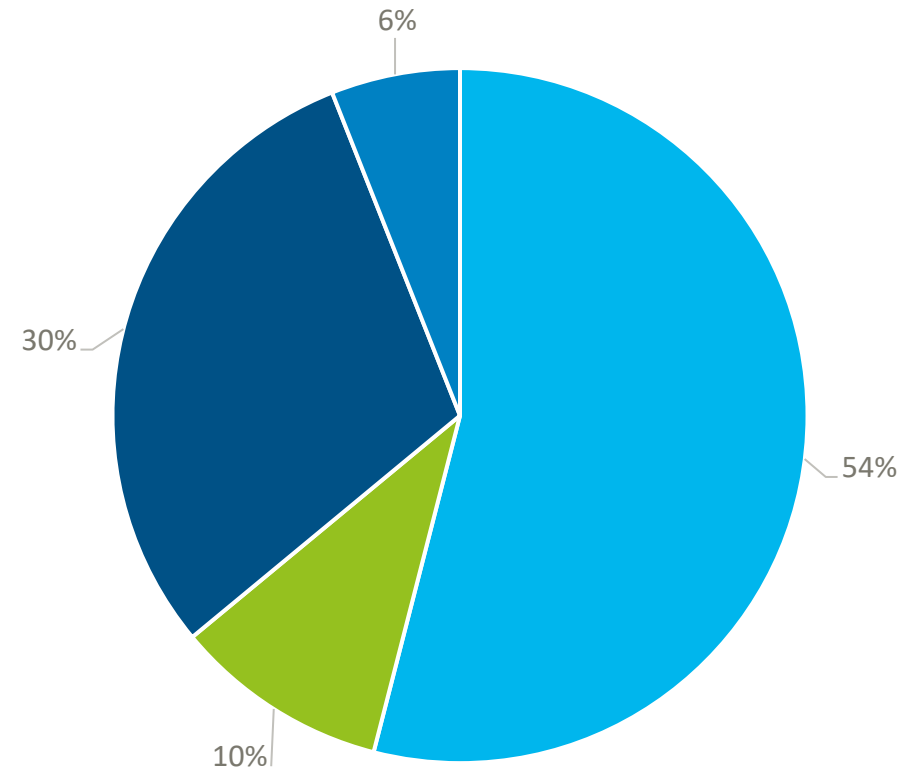
What is the objective behind your evaluation activities?



- To ensure compliance with national frameworks for QA and/or recognition
- To ensure compliance with international frameworks for QA and/or recognition
- To enhance our recognition procedures
- To reach the institution's strategic targets
- Other
- I don't know

Do you or your colleagues provide feedback on the recognition procedures in the internal evaluation processes of your institution?

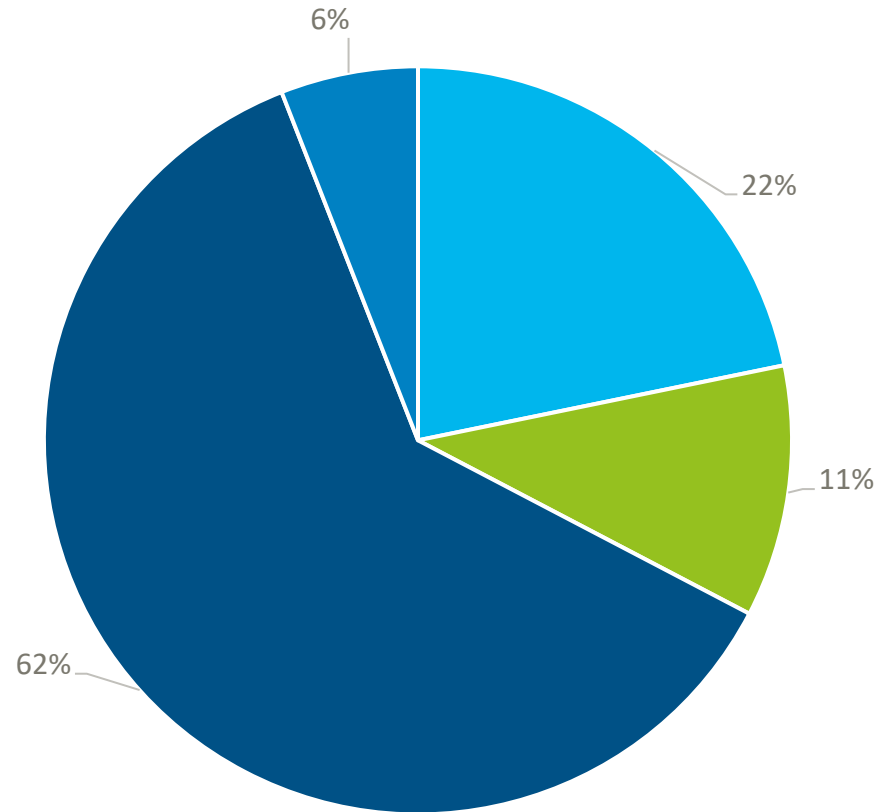
Survey Question IV.6



■ Yes, we provide written and/or oral feedback periodically ■ Partially ■ No ■ I don't know

Do you or your colleagues ask for and collect feedback on the recognition process by applicants?

Survey question IV.7



■ Yes, we ask for written feedback periodically ■ Partially ■ No ■ I don't know



...to action

Improved recognition

A self-assessment tool

Developed in the context of the “Spotlight on recognition” project

April 2022





- Developed in context of Erasmus+ funded [“Spotlight on recognition”](#) project
- Available in [English](#), [French](#), [German](#) and [Spanish](#)
- Designed in line with the Lisbon Recognition Convention
 - Qualifications giving access to higher education
 - Periods of study
 - Higher education qualifications
 - Qualifications held by refugees, displaced persons and persons in a refugee-like situations
- Yet can be applied flexibly

The tool

- Self-assessment table in line with Plan-Do-Check-Act cycle
- Plan: Section 1 “Policies and guidelines“
- Do:
 - Section 2 “Implementation of processes“
 - Section 3 “Capacity-building“
- Check: Section 4 “Monitoring and improving“
- Act: Follow-up action

| Key question | Sub-questions | Relevant section in EAR-HEI manual | Further reading |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1. POLICIES AND GUIDELINES | | | |
| 1.1. What kind of national and/or institutional regulations and guidelines for recognition procedures does your institution follow? | If your staff are following (institutional, regional, national or international) guidelines, statutes or regulations to ensure a consistent approach: to which (other) national or international reference documents do these guidelines refer directly? | <ul style="list-style-type: none"> Part I, Chapter 1: Introduction to recognition, Section “The Lisbon Recognition Convention (LRC)” | The LRC (1997) is a legal tool that governs recognition of qualifications and study periods abroad in the European region. |
| 1.2. At your institution, do you have a commonly applied definition of what a “substantial difference” is? | If your institution has a commonly established definition of a “substantial difference”, to what extent is this definition based on the purpose for which recognition is sought and the potential of the candidate to succeed in the learning path for which they are applying? | <ul style="list-style-type: none"> Part II, Chapter 6: Purpose of recognition | The Global Recognition Convention (2019), Section I, Article I contains a definition of “substantial differences”. |

The European Recognition Manual for Higher Education Institutions



**Practical guidelines for credential
evaluators and admissions officers to
provide fair and flexible recognition of
foreign degrees and studies abroad**

Third edition, February 2020

Nuffic
meet the world

| Key question | Sub-questions | Relevant section in EAR-HEI manual | Further reading |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. IMPLEMENTATION OF PROCESSES – INFORMATION PROVISION | | | |
| 2.9. In the case of a negative or only partially positive recognition decision, how exhaustive and transparent is the information provided about the reasons for the decision? | a. How detailed is the explanation? b. Is there a special procedure for appeals, and is this information provided to applicants in the case of a negative, partial or alternative recognition decision? c. To what extent does your institution's website provide information on or links to legal or regulatory texts that an appellant applicant might wish to consult? d. In what languages are these texts available? | <ul style="list-style-type: none"> Part II, Chapter 6: Purpose of recognition Part II, Chapter 9: Substantial and non-substantial differences Part II, Chapter 10: Alternative recognition and the right to appeal | N/A |
| 2. IMPLEMENTATION OF PROCESSES – SPECIAL PROCEDURES AND DECISIONS | | | |
| 2.10. Which procedures are in place at your institution for applicants in a refugee-like situation with insufficient or missing documents? | N/A | <ul style="list-style-type: none"> Part V, Chapter 21: Qualification holders without documentation | Section VII, Article VII of the LRC and its subsidiary text Recommendation on the Recognition of Refugees' Qualifications under the Lisbon Recognition Convention and Explanatory Memorandum specifically address the recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation. |

| Key question | Sub-questions | Relevant section in EAR-HEI manual | Further reading |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. MONITORING AND IMPROVING | | | |
| 4.1. How does your institution ensure that its recognition processes are up to date and fit for purpose? | How does your institution ensure that its recognition processes reflect developments in the field of recognition in a timely manner? | <ul style="list-style-type: none"> Part III, Chapter 11: Transparency and information provision | <p>Standard 1.4 of the ESG expresses the expectation that institutions should consistently apply predefined and published regulations covering all phases of the student “life cycle”, including recognition.</p> <p>In addition, the LIREQA project report Integrating Academic Recognition and Quality Assurance: Practical Recommendations contains a set of recommendations that aim to help ensure fair recognition via quality assurance mechanisms.</p> |
| 4.2. To what extent does your institution collect and analyse data (e.g. number of applications, number of negative recognition decisions) on recognition? | If applicable, which indicators does your institution use to evaluate the quality of its recognition procedures? | <ul style="list-style-type: none"> Part III, Chapter 12: Institutional recognition practices | <p>Standard 1.4 of the ESG expresses the expectation that institutions should consistently apply predefined and published regulations covering all phases of the student “life cycle”, including recognition.</p> <p>In addition, the LIREQA project report Integrating Academic Recognition and Quality Assurance: Practical Recommendations contains a set of recommendations that aim to help ensure fair recognition via quality assurance mechanisms.</p> |

Spotlight
on recognition



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Questions? Comments?

