



Preliminary Results of the HEI Survey

2018-02-13

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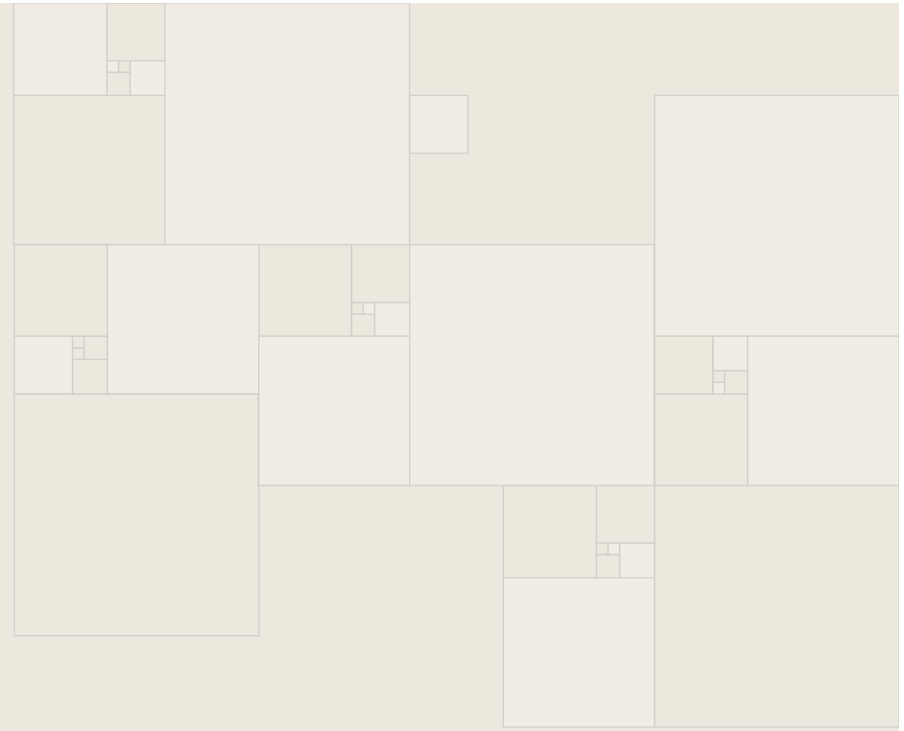
Structure of the Survey

The objectives:

- Identify the status of recognition and its quality assurance in HEIs;
- Identify the needs of HEIs
- Explore how ENIC-NARIC centres and QA agencies can aid HEIs in advancing fair recognition

The survey had 4 parts:

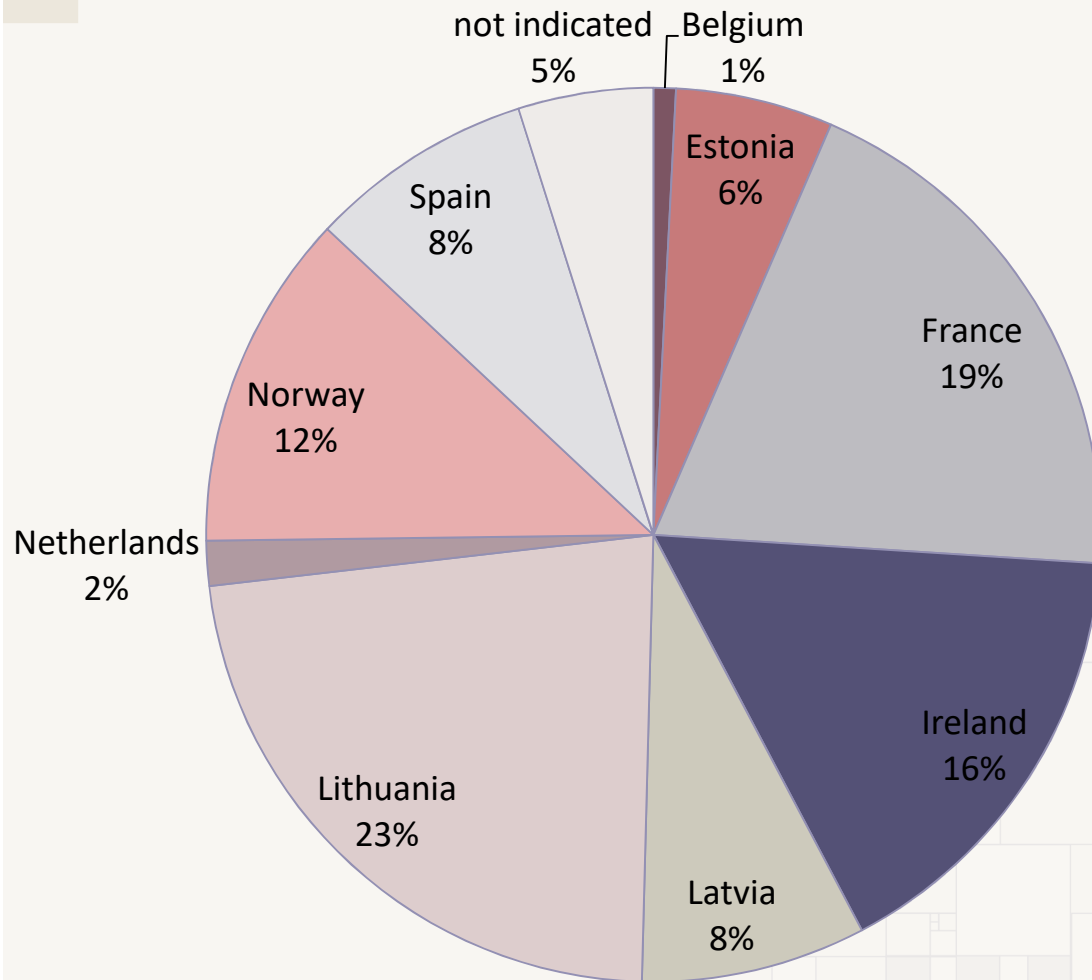
- Identification of the institution
- Institutional academic recognition practices
- Internal quality assurance of recognition
- Cooperation with the ENIC/NARIC centre



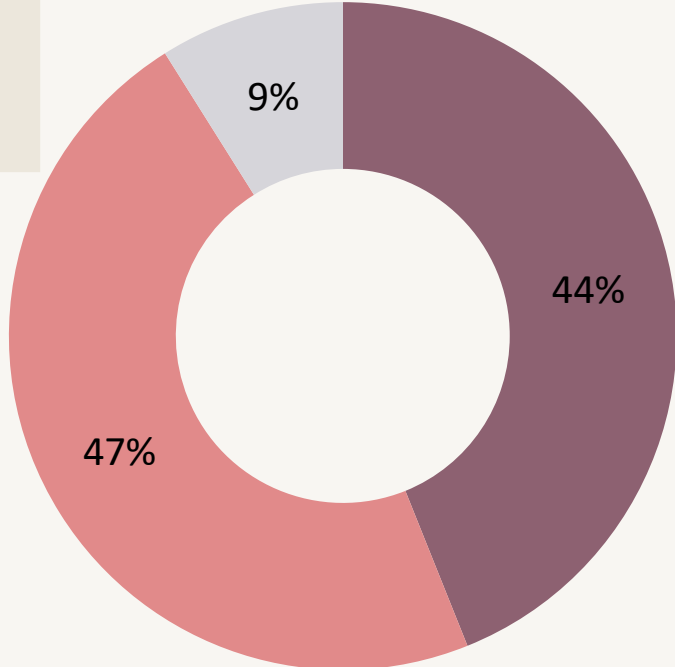
IDENTIFICATION OF THE INSTITUTION

Answers

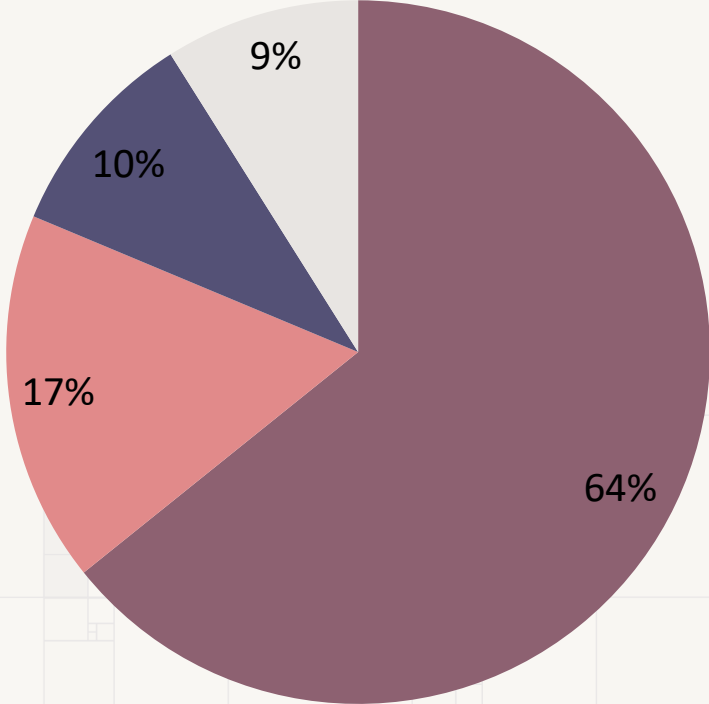
➤ 123 answers from 9 countries



Institutional Profile



- University
- Non-university higher education institution
- Other

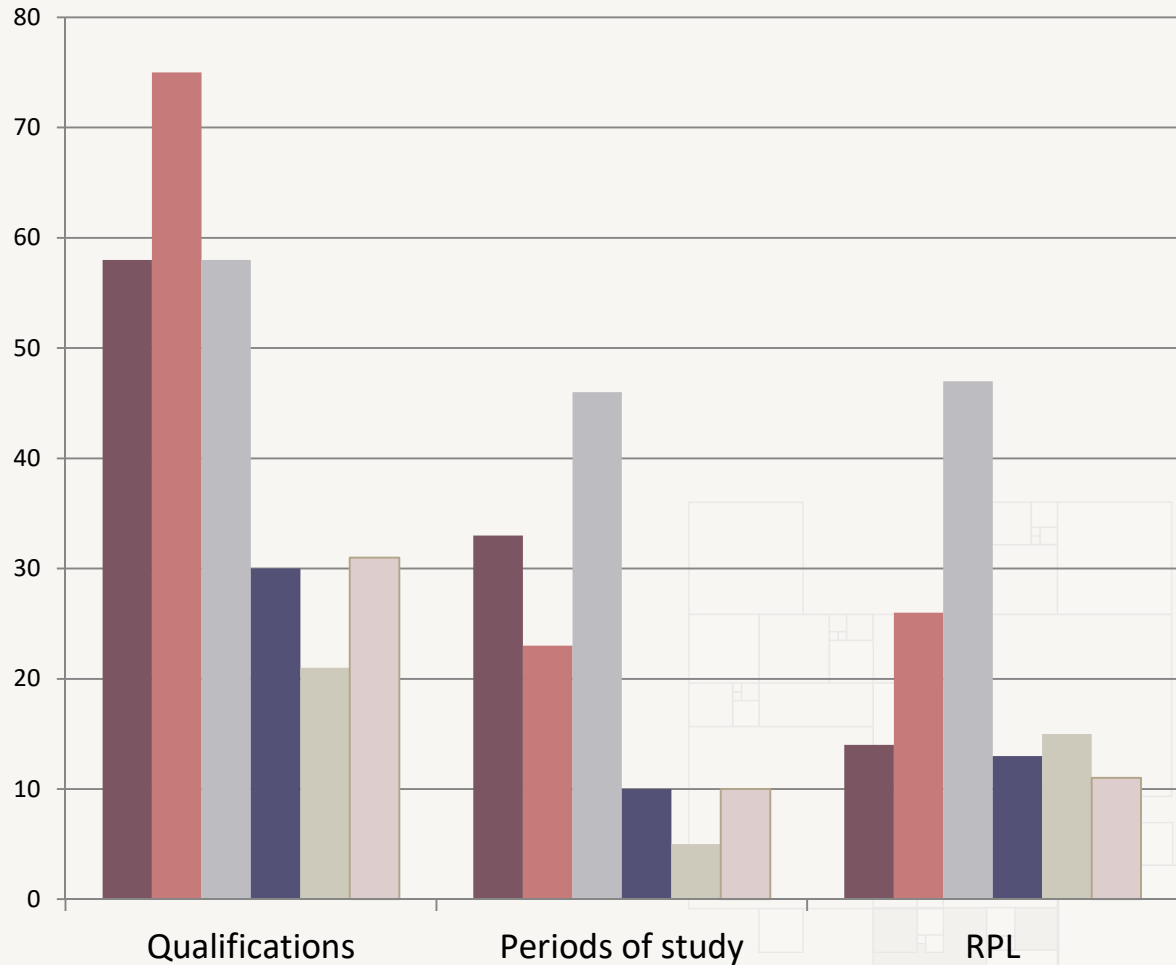


- Small (0 – 7 499 students)
- Medium (7 500 – 15 000 students)
- Large (15 000 – 24 000 students)
- Very large (over 25 000 students)



GENERAL ASPECTS REGARDING RECOGNITION WITHIN THE INSTITUTION

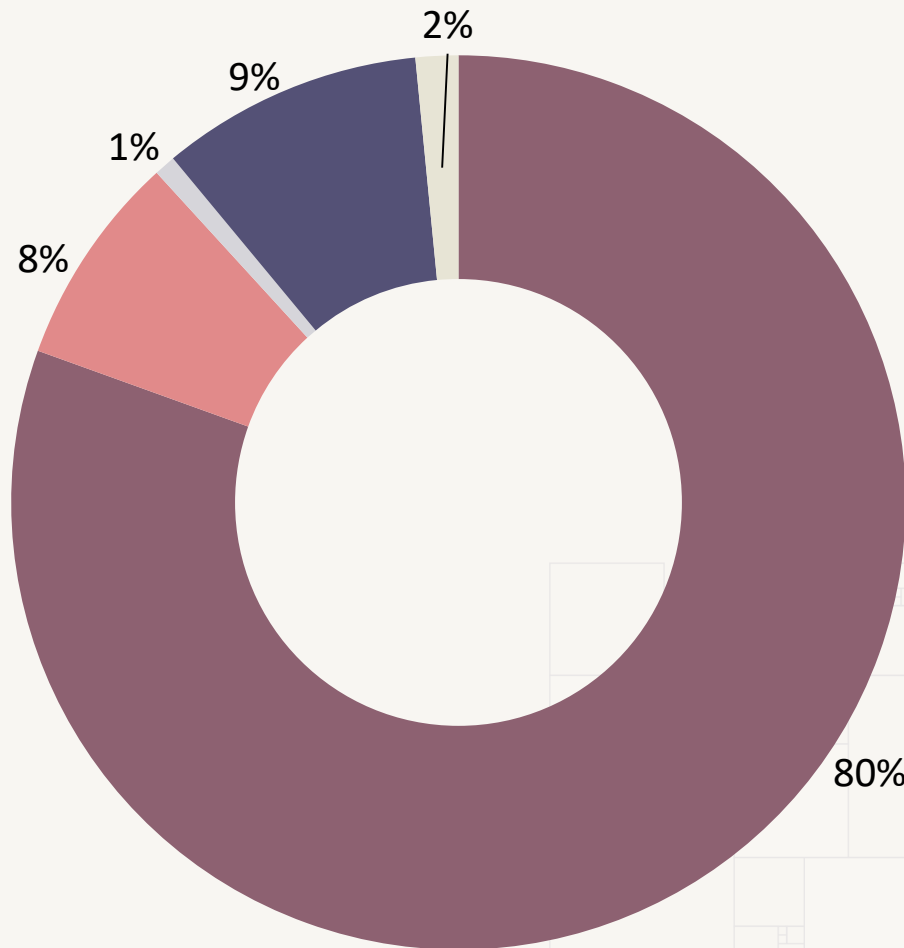
The Responsible Department



- In most cases qualifications are recognised by a central administrative division
- Periods of study and RPL are recognised by faculties

- International office
- Other central administrative unit
- Faculties or other academic units
- Interdepartmental committee
- Individual academics
- Other

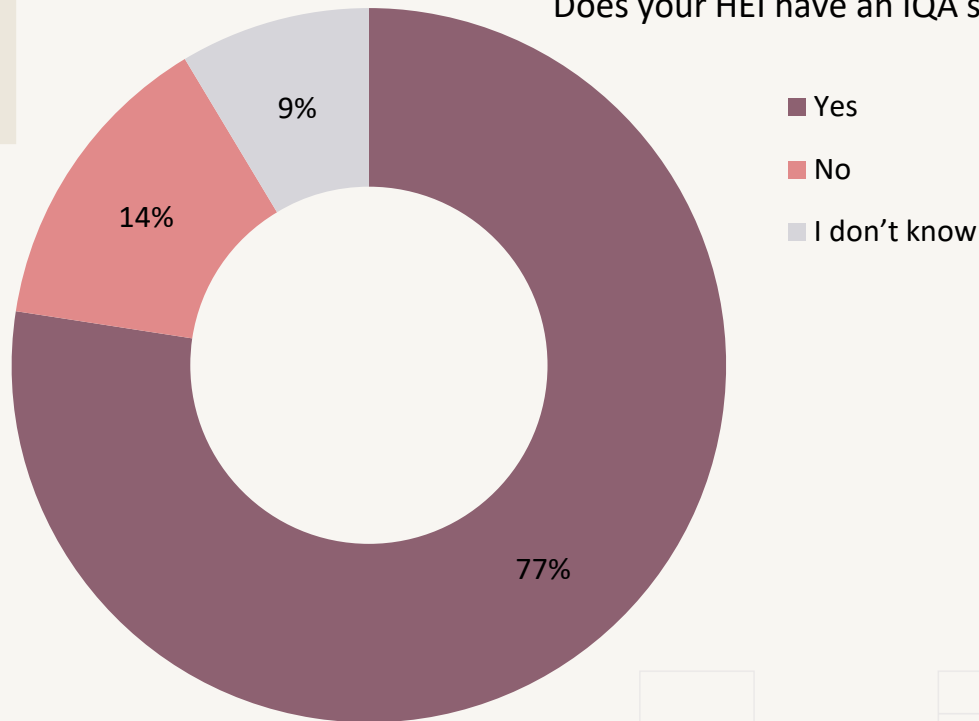
Institutional Policy Regarding Recognition



- Most HEIs have an institutional policy

- Institution-wide
- Each faculty has one
- Some faculties have one
- No policy
- I don't know

Does your HEI have an IQA system?

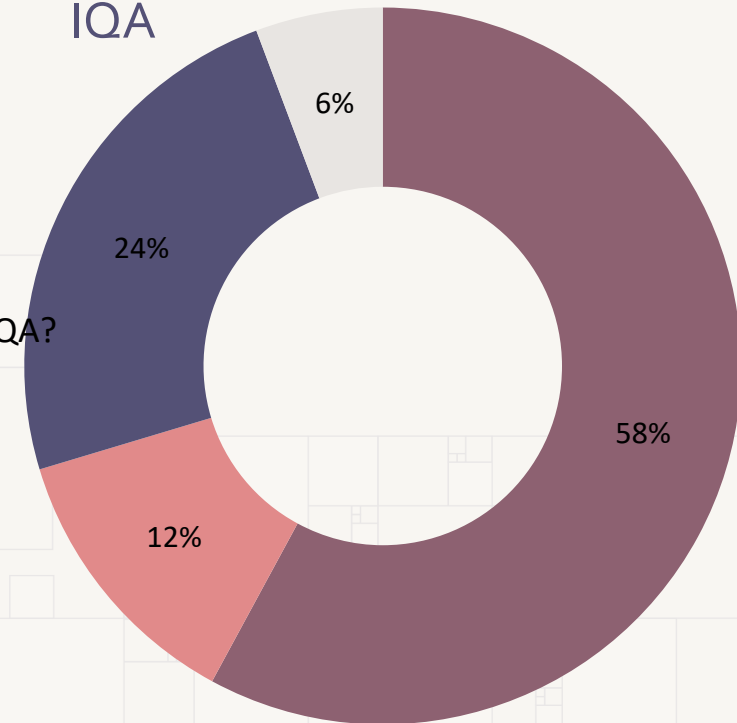


Recognition and IQA

- Most institutions have an IQA system
- Only 58% of those have incorporated recognition into IQA

If yes, is recognition incorporated into IQA?

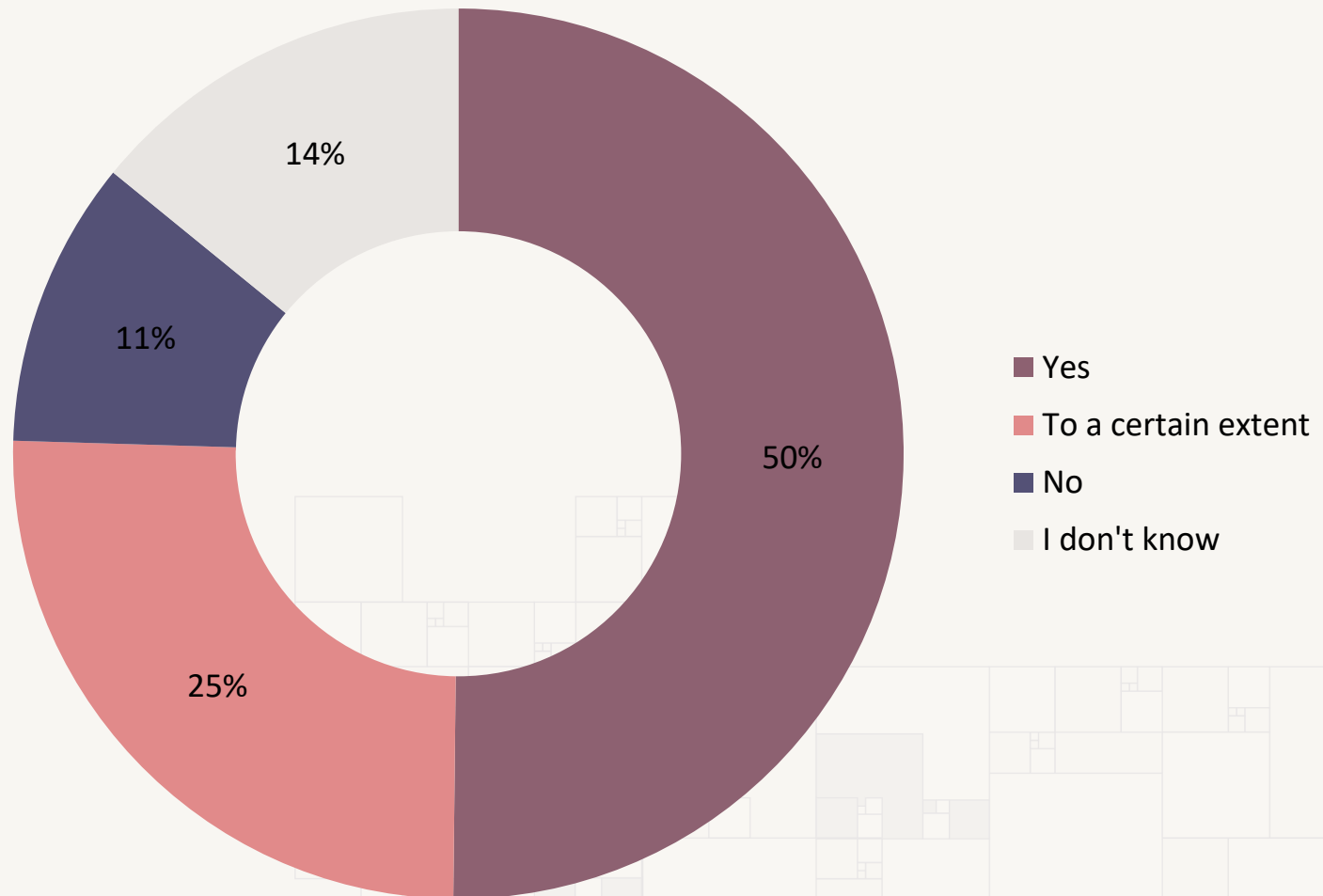
- Yes
- To a certain extent
- No
- I don't know





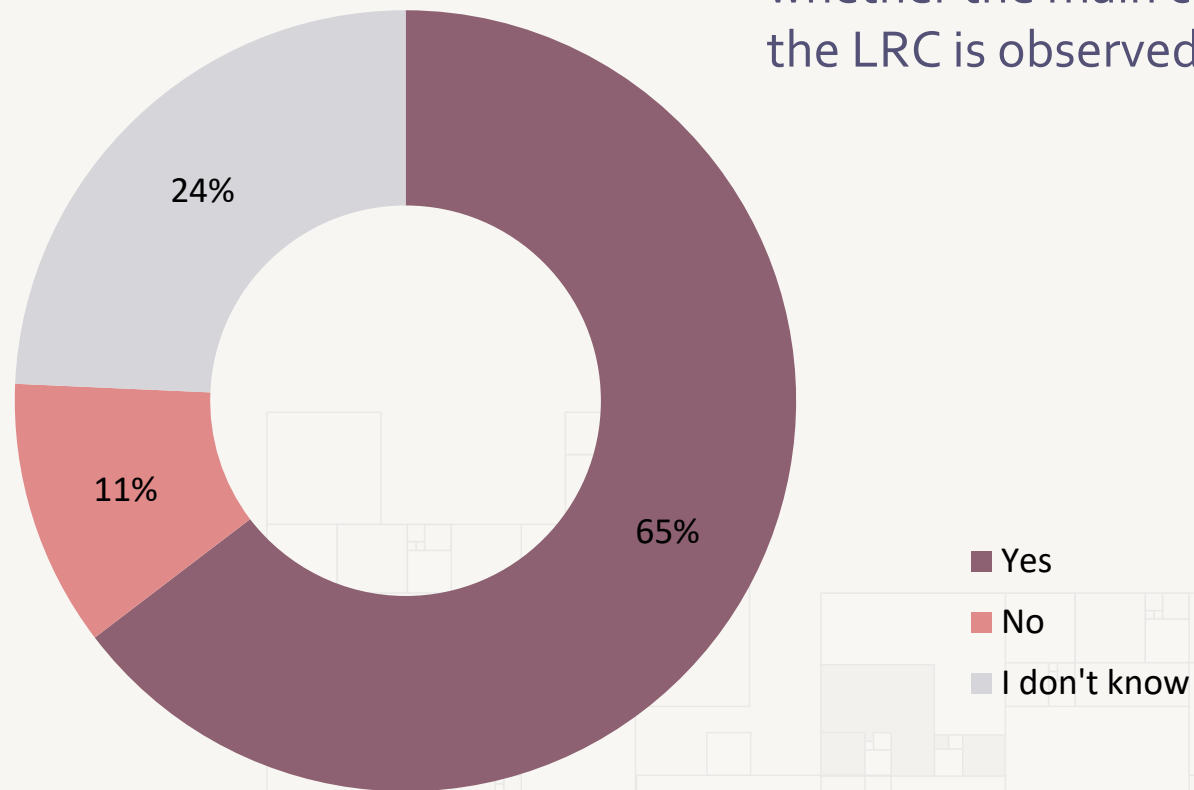
SPECIFIC ASPECTS REGARDING RECOGNITION WITHIN THE INSTITUTION

Clearly Established and Documented Procedure

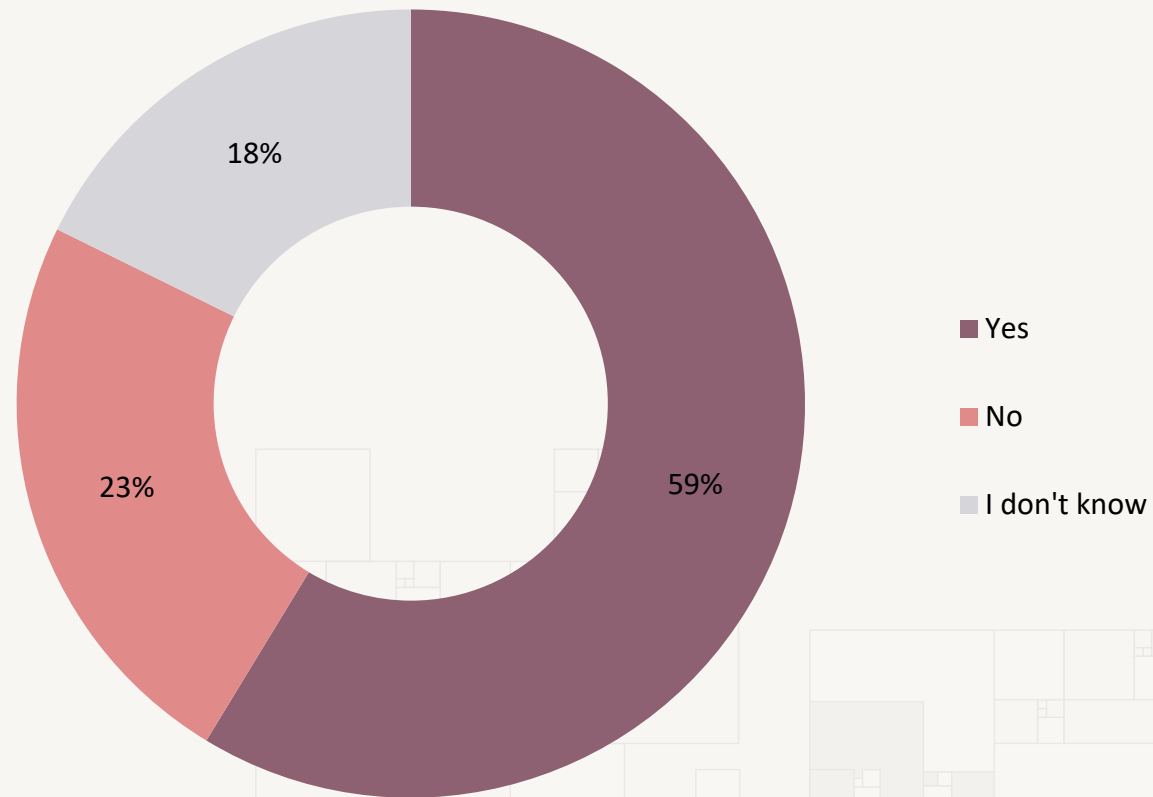


Is the Concept of Substantial Difference Applied in Recognition

- The aim was to determine whether the main concept of the LRC is observed

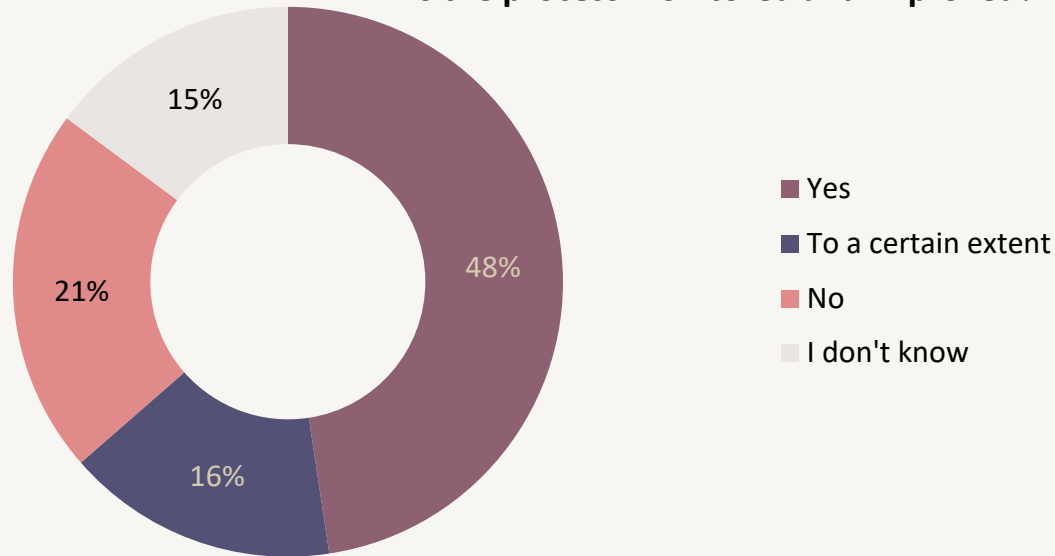


Possibility to Appeal



Monitoring and Improvement

Is the process monitored and improved?



If yes, what are the performance indicators taken into account?



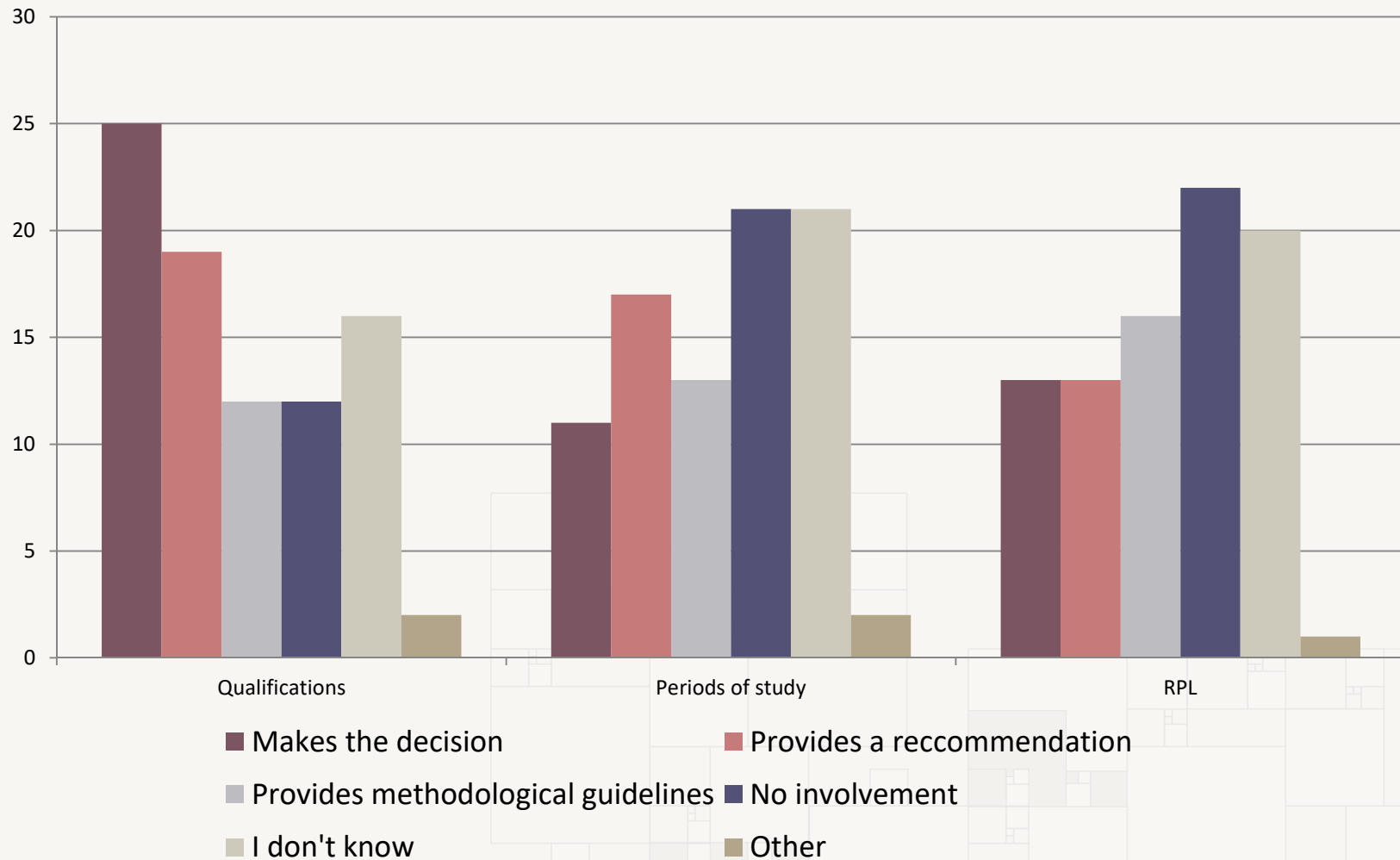
Main Challenges

- “A lack of an overarching goal from the top management of the institution. The different units doing this kind of work do not communicate with each other.”
- “Lack of an internal and unified definition of *“specific academic recognition”*”
- “Although the university develops lifelong learning activities, overall, the concepts of expanding access to university and prior learning have not been determined a key factor, until now, by the institutional strategies.”
- “For a small institution with limited resources and very diverse groups of applicants and students, it is difficult to establish fair recognition on a study programme for students from different countries, different academic fields and different academic levels.”



COOPERATION WITH THE ENIC/NARIC CENTRE

Involvement of the ENIC/NARIC



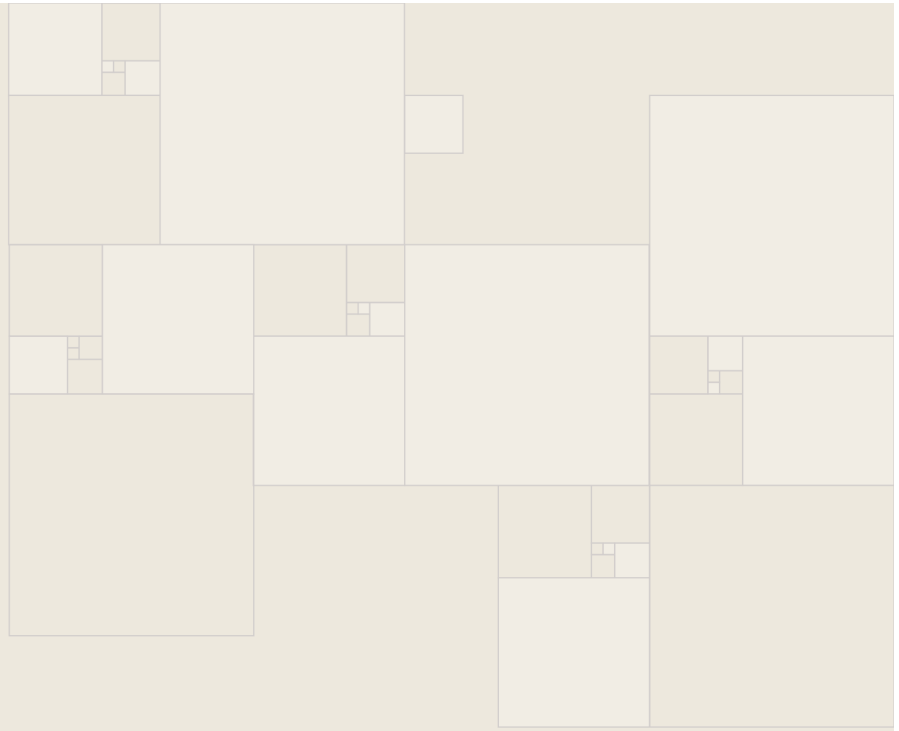
Future of the Relationship

38 per cent of HEIs expect the relationship with the ENIC/NARIC will evolve

- “Our impression is that the national ENIC-NARIC are becoming more responsive to the needs of higher education institutions. “
- “This is a difficult one to answer for the HEI as it is the ENIC-NARIC which sets contact channels available. “
- “The relationship is likely to evolve, as the international mobility of students is increasing year after year. “

Other Actors

- 50 per cent state that there are no other actors, which provide HEIs with advice
- 24 per cent state that there are other actors, which provide an advising role:
 - Specific national bodies
 - ENIC/NARIC centres mentioned in the comments box
 - Other HEIs (networks)



THANK YOU