BRIDGE HANDBOOK

JOINT PROGRAMMES AND RECOGNITION OF JOINT DEGREES

Edited by Luca Lantero

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INDEX

INTRODUCTION pag. 6

CHAPTER 1 pag. 8
JOINT DEGREES AND RECOGNITION: SOME CLARIFICATIONS

1.1 How to speak a common language: definitions pag. 9
1.2 The recognition of joint degrees: a formal issue pag. 11
1.3 The components of qualifications: what is important to know pag. 13
1.3.1 Name of qualification pag. 13
1.3.2 Name and status of awarding institutions pag. 13
1.3.3 Accreditation of a course pag. 15
1.3.4 Nature of a qualification pag. 15
1.3.5 Level of qualification pag. 16
1.3.6 Official length of programme pag. 17
1.3.7 Workload pag. 17
1.3.8 Access requirements pag. 18
1.3.9 Access to further study pag. 18
1.3.10 Information on learning outcomes pag. 19

CHAPTER 2 pag. 20
CREATION PHASE

2.1 Higher education systems involved pag. 21
2.1.1 The sources issue pag. 21
2.1.2 How to make ends meet: the reference target pag. 22

2.2 Higher education institutions and different qualifications pag. 24
2.2.1 Different types of higher education institutions within binary systems pag. 25
2.2.2 'Unofficial' institutions which issue official qualifications pag. 27
2.2.3 'Official' institutions which issue non official qualifications pag. 28
2.2.4 Unrecognised institutions which claim to be recognised: the phenomenon of diploma mills pag. 29
2.2.5 Institutions which operate in a system but belong to another: trans-national institutions (TNE) pag. 32
2.3 Qualifications of the same level and different nature pag. 34
2.4 A very useful tool: the qualifications framework pag. 35
2.4.1 European qualifications framework - EQF pag. 36
2.4.2 Qualifications framework for the European higher education area - QF for the EHEA pag. 37

CHAPTER 3 pag. 40
SELECTION PHASE

3.1 Only one joint evaluation for a single course pag. 42
3.1.1 Admission to the course without a formal qualification pag. 42
3.1.2 'Recognition of prior learning' pag. 43
3.1.3 The concept of 'consequentiality of degrees' pag. 43
3.1.4 Selection board composition pag. 44
3.2 Admission to the course: qualifications and documents required pag. 45
3.2.1 The level of qualifications required pag. 45
3.2.2 Documents required for the admission pag. 47
3.3 Information for future students pag. 51
3.3.1 Some useful documents pag. 51
3.3.2 Grading and credit systems: some clarifications pag. 52

CHAPTER 4 pag. 54
AWARDING PHASE

4.1 A question of clarity: an automatic recognition procedure does not exist pag. 56
4.2 Format of the final Diploma: what are the elements to be included pag. 57
4.2.1 Format of a Joint Diploma pag. 59
4.2.2 Format of Double/Multiple Diplomas pag. 61
4.3 Documents additional to a diploma: Diploma Supplement and joint certificates pag. 62
4.3.1 Joint Diploma Supplement pag. 62
4.3.2 Joint certificates and legalisation pag. 67

ANNEXES
Annex 1 - List of ENIC-NARIC centres and Erasmus Mundus National Structures pag. 70
Annex 2 - National qualifications frameworks pag. 110
Annex 3 - Recognised higher education institutions pag. 116
Annex 4 - Registers of higher education programmes pag. 128
Annex 5 - Quality assurance agencies pag. 142
Annex 6 - Catalogue of projects on joint programmes pag. 150
Annex 7 - BRIDGE cases pag. 160

INTRODUCTION

The current Handbook came into being after two years work done within the BRIDGE *Project - Best Recognition Instruments for the Dialogue between Global Experts*, a project funded in the framework of Action 3 of the Erasmus Mundus Programme.

It was studied in order to offer practical tools and suggestions for the Erasmus Mundus consortia at the following stages:

- creation of joint programmes;
- assessment of the prospective candidates for the Erasmus Mundus programmes;
- award of double, multiple and joint degrees by the Erasmus Mundus consortia.

For this reason, we have subdivided the Handbook into three parts concerning the Joint Programme and the difficulties associated with the recognition of qualifications:

BRIDGE Joint Programme Phases

- **Creation phase:** it is necessary to take into account the differences among various higher education systems;
- **Selection phase:** candidates are chosen on the basis of the evaluation of their foreign qualification and of the status of the awarding institution;
- **Awarding phase:** when the double, multiple or joint degrees are awarded and the Diploma Supplement is issued, it is necessary to comply with the different national regulations on joint programmes and joint degrees.

1

JOINT DEGREES AND RECOGNITION: SOME CLARIFICATIONS

CHAPTER 1

Before going through the analysis of the three different phases in the life of a Joint Programme (C-S-A), we must turn to some introductory subjects that are useful to make clear the principal points linked to the themes of recognition in relation to joint programmes:

- the meaning of certain terms used throughout the Handbook *(1.1 How to speak a common language: definitions),*
- the nature of joint degrees in relation to the difficulties of recognition *(1.2 The recognition of Joint Degrees: a problem of form),*
- the general elements of a qualification *(1.3 The components of a qualification)*.

1.1 How to speak a common language: definitions

The main purpose of the BRIDGE Project is to strengthen cooperation among the Erasmus Mundus National Structures and the ENIC/NARIC Centres. For this reason we must begin to analyse the joint programmes by starting with the two principal documents of networks mentioned, in order to obtain an unequivocal definition for our Handbook:

Official Reference Documents

- the Erasmus Mundus Programme Guide as a reference document for National Structures[1] on one hand, and
- the Recommendation on the Recognition of Joint Degrees and its Explanatory Memorandum, carried out by the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (the Lisbon Recognition Convention - LRC) for the ENIC/NARIC network[2].

[1] http://eacea.ec.europa.eu/erasmus_mundus/programme/programme_guide_en.php
[2] https://wcd.coe.int/com.instranet.InstraServlet?command=com.instranet.CmdBlobGet&InstranetImage=320284&SecMode=1&DocId=822138&Usage=2

The Erasmus Mundus Programme Guide defines a Joint Degree as

"a single diploma issued by at least two higher education institutions offering an integrated programme and recognised officially in the countries where the degree-awarding institutions are located",

and the Recommendation of the LRC said that a Joint Degree

"should, for the purposes of this Recommendation, be understood as referring to a higher education qualification issued jointly by at least two or more higher education institutions or jointly by one or more higher education institutions and other awarding bodies, on the basis of a study programme developed and/or provided jointly by the higher education institutions, possibly also in cooperation with other institutions."

Furthermore it adds that

"a joint degree may be issued as
a. a joint diploma in addition to one or more national diplomas,
b. a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma,
c. one or more national diplomas issued officially as the only attestation of the joint qualification in question."

As mentioned, while the LRC Recommendation does not make any distinction between joint degrees e double/multiple degrees, the Programme Guide separately defines the two types, by affirming that a Double or Multiple Degree are

"two or more national diplomas issued by two or more higher education institutions and recognised officially in the countries where the degree-awarding institutions are located."

With these given definitions in mind, considering that they do not diverge much from each other, we can define a Joint Degree in this Handbook as:

Joint Degree Definition

a single diploma corresponding to at least two official national qualifications issued by at least two official higher education institutions on the basis of a study programme developed and/or provided jointly by them.

and a Double or Multiple Degree as:

> two or more national diplomas issued by two or more higher education institutions on the basis of a study programme developed and/or provided jointly by the higher education institutions.

Double/Multiple Degree Definition

In both definitions, the term Diploma designates the official document attesting the qualification.

For the definition of a Joint Programme, we use the product within the JOIMAN Project and that of the Tuning Glossary:

> a study programme developed and/or provided jointly by two or more higher education institutions, possibly also in cooperation with other institutions, leading to the award of a double, multiple or joint degree.[3]

Joint Programme Definition

1.2 The recognition of Joint Degrees: a formal issue

Since there is a correspondence between a joint degree and two or more official qualifications recognised by countries where the awarding institutions are located, we can affirm that:

a Joint Degree is exclusively a method of issue of the national final qualifications within a Joint Programme.

For this reason, within the Explanatory Memorandum of the LRC Recommendation on JD, it is confirmed that *"joint degrees should be recognised at least as favourably as other qualifications from the education system from which they originate."*

> In fact, it is incomprehensible how *"it often seems more difficult to obtain recognition of a joint degree than of a 'pure' foreign national degree. This is unjustified in view of the overall policy goal of stimulating international and inter-institutional cooperation and academic mobility."*

Difficulties in Joint Degree recognition procedures

If two or more national qualifications correspond to the same joint degree and these qualifications are regularly recognised within other systems,

[3] Good Practice Report for the Management and Administration of Joint Programmes: Annex 5 - Joiman Glossary (https://www.joiman.eu)

what reasons cause this difficulty within the procedures of recognition of the joint degree?

Again we read what is said within the Explanatory Memorandum of the LRC Recommendation on Joint Degrees:

Lack of pertinent and focused Information

> *"information on education systems as well as on individual institutions, programmes and qualifications is one of the key challenges facing those working with the recognition of qualifications [...] the problem is not one of a lack of information, but rather a lack of pertinent and focused information."*

If a national qualification is clearly recognised within a system because it presents typical characteristics, this is not valid for joint degrees, where the structure, form and even the language in which the qualification is composed and named are at a variance with the normal accepted models.

Therefore it will be necessary to provide all the data possible so that the credential evaluators (e.g. Higher Education institutions, employers, evaluation centres etc.) can comprehend if national qualifications correspond to joint degree to be evaluated, as presented in the Memorandum:

"in the case of joint degrees, it is particularly important that a Diploma Supplement [and more in general the certification relative to the qualification] *be issued with the degree that would clearly describe the various components of the degrees in relation to the education systems within which they have been earned.*

Recognition as a formal issue

> And so, therefore the recognition of joint degrees is exclusively a formal problem tied to the clear and exhaustive presentation of the elements of national qualifications who arrange joint qualifications, and therefore is not a substantial problem tied to the impossibility of a recognition.

So what are the elements that a credential evaluator must consider for an evaluation of a qualification or moreover, which pertinent and focused information is necessary?

1.3 The components of qualifications: what is important to know

Beginning with the experience from the ENIC/NARIC[4] centres and from the information found on the Diploma Supplement[5] - one of the most important sources of information on the qualification and its system in which it was awarded - we can reassume the elements of a qualification that credential evaluators must know in order to deliver an evaluation.[6]

1.3.1 Name of qualification

It is fundamental to indicate the name of the qualification as currently official and as being referred to the higher education system. Each qualification in a determined system has its own name which distinguishes it on a national level and defines its specific elements. This is fundamental in the case of joint degrees where we have more national qualifications issued simultaneously: it is important to know the names of all national qualifications and of those corresponding to final joint degrees that are issued.

These will inevitably have a generic name that does not correspond to the effective name of the national qualification (i.e. International Master, Erasmus Mundus Master; Joint Master; European Master; etc.).

As a rule, titles of foreign qualifications should be provided in the original language, without translation.

No translations!

The reason why titles of foreign qualifications should not be translated is that a translation in this case implies an assessment, and this assessment should only be undertaken by competently recognised authorities.[7]

1.3.2 Name and status of awarding institutions

The names of the institutions that have issued national qualifications corresponding to the joint degree ought to be known: this information will indicate whether the institutions of higher education are official within national systems. Furthermore, we can also obtain information about their status (i.e. universities, universities of applied

[4] http://www.enic-naric.net
[5] Example of the Diploma Supplement: http://ec.europa.eu/education/lifelong-learning-policy/doc/ds/ds_en.pdf
[6] See also: European Area of Recognition Manual - Practical guidelines for fair recognition of qualifications (http://www.eurorecognition.eu)
[7] *"Attention is drawn to the fact that transliteration is distinct from translation. Transliteration implies reproducing the sounds rendered by one alphabet or writing system in another alphabet or writing system, such as rendering a word written in the Cyrillic alphabet or in Japanese characters in the Latin alphabet. Transliteration enables readers unfamiliar with the alphabet or writing system of the original language to identify words or expressions from that language and should be undertaken using standard systems of transliteration where they exist."* - Revised Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications - Lisbon Recognition Convention Committee (2010)

sciences, polytechnics, etc.) and on the nature of the qualifications they released. Also in this case, the name of the institution in the original language will be shown. In the case that it can be of help, another language (usually English) can be shown alongside the official common name, though bearing in mind that these translations are not always official and sometimes make it difficult to identify the institution precisely.
In addition, some terms used for the name of an institution take on different meanings depending on the national context in which they operate, therefore names such as 'Institute', 'Polytechnic' and 'College' may have different meanings.

We have different types of higher education institutions:

Typologies of Higher Education Institutions

- *Academic oriented and vocational oriented institutions:* in the so-called binary systems, we have different types of institutions depending on the nature of the studies given (academic, vocational, research).
- *'Unofficial' institutions that issue official qualifications:* there are many systems in private or unofficial institutions which are given the opportunity to organise accredited programs or issue recognised qualifications; these institutions usually organize different types of courses so attention should be given to check which ones have credits/recognitions and which ones do not.
- *'Official' institutions that issue non official qualifications:* there are many systems of official/recognised institutions, which issue some qualifications that do not belong to the country's higher education system of reference, and are therefore only issued in the name and on behalf of itself.
- *'International' institutions:* some institutions of higher education do not belong formally to any system but are recognised by all or many countries, these include for example the United Nations University or the European University Institute.[8]
- *Trans-national institutions (TNE)*: institutions that work in one country but which refer to another system of higher education (i.e. Branch campus).
- *Diploma Mills:* unrecognised and independent institutions of national systems of higher education that claim to be recognised and award degrees with substandard or no academic study and without recognition by official educational accrediting bodies.[9]

[8] Regarding these institutions: the Erasmus Mundus Programme is open to HEIs belonging to officially recognised national systems, but how should we behave in the case of institutions not related to any national system but that issue qualifications recognized by all countries?
[9] Cimea - against the mills: how to spot and counter diploma mills (2010) - http://www.cimea.it/default.aspx?IDC=2259

This list is useful for us to understand how the status of higher education institution may vary according to the higher education national system that we consider: therefore in line with the agreements for the constitution of joint programmes, we must always be sure of the foreign nature of the institution and the relevant qualifications it may or may not release.

1.3.3 Accreditation of a course

Another key element regarding the quality requirements of a course of study is its accreditation. This must be done at a national level and depending on the institutions participating in the joint programmes.

Accredited institution doesn't mean accredited course

It must be taken into account that not all courses organised by recognised institutions have this feature, or that some unrecognised institutions can arrange accredited courses. (1.3.2).

Although there are numerous examples of accreditation of courses at a supranational level, these experiences are not yet part of the standard practice for accreditation in most countries.

1.3.4 Nature of a qualification

Not all courses of study pursue the same purpose: some prepare students to research and therefore are based on studies of an academic nature, while others pursue professional purposes. The nature of a qualification is a key element in determining its assessment.

In the binary system of higher education there are different institutions that offer courses of various kinds - academic or vocational oriented programmes (1.3.2): in most cases, these courses belong to the same cycle / level of education, but they differ in nature, therefore the final qualifications do not correspond to each other. Consider a course attended at a Masters level in a University of Applied Sciences and at the same course attended at an 'academic' University: in most cases, the first degree would not give you access to Doctoral Programmes because the student has acquired knowledge, skills and abilities in the field of scientific research.

Joint Programmes among different institutions

Is it possible to create joint programmes between institutions of a different nature or establish joint degrees that correspond to final qualifications of a different nature?

To answer this question we must bear in mind that there are joint programmes of this type. Starting from a policy of realism rather than theoretical, the answer to this question is certainly positive. The combination of research skills to other professional skills may turn out to be positive. At this point, the criteria to put to use would be that of a given added value to such a course for students. In any case, these types of joint programmes involve the problems related to the evaluation of the final joint qualification (academic or professional?). For this reason, in these cases, one would need to be much more precise about the nature of national qualifications issued jointly.

1.3.5 Level of qualification

Each higher education system is divided into different cycles/levels: as a result of the Bologna Process, the majority of European countries have adopted a distribution of studies in higher education, dividing them into 3 main cycles. However, there are subdivisions of the national studies that do not reflect the classification of Bologna.[10]

Furthermore, the period of study, learning outcomes and the specific purpose of a qualification in different cycles do not always coincide among the various national systems.

For this reason, the indication of the level or cycle of studies is useful as data for a final assessment of the qualifications or studies, but it is certainly not the only criteria to use to obtain a correct equation of studies done.

In additions to the subdivision on the Bologna Process, we have different scales for the classification of qualification that are used in systems outside of the Bologna Process (i.e. ISCED, EQF, NQFs, etc.): for this reason, one must always return the parameter of reference used in case that you indicate a cycle / level to which a qualification belongs.[11]

Level as the starting point

However it should be noted that the qualifications of different systems placed at the same cycle / level are not directly equivalent between them: the level is an element of general classification of the qualification and can therefore be seen as an abstraction, by introducing a neutral reference point for different qualifications.

[10] http://www.ehea.info

[11] Some National Qualifications Frameworks and some national classifications of qualification are divided into several levels that are not attributable to any supranational scale, therfore a level 7 degree in a A system may differ from a degree of the same level in a B system .

1.3.6 Official length of programme

The duration of a course is a very important parameter for the assessment of a qualification, but sometimes this information may be misleading if read together with the other elements (such as workload - 1.3.7).

First of all, the duration may vary depending on whether the course is part-time or full-time and it is always good to report such information in the documentation accompanying the qualification.

It should be noted that the number of years of a course is never the only element useful for evaluation of a qualification or for the comparison of two qualifications belonging to different systems: this element must be read taking into account the other elements of the course, of which one is learning outcomes (1.3.10).

Does 1+1 make 2?

Is it possible to organize a joint programme between institutions that offer courses of different durations?

The answer is certainly positive and there are several examples and good practices adopted by the institutions of higher education that have as their aim the creation of joint programmes between courses belonging to the same level but of different duration.

1.3.7 Workload

The workload is usually expressed in all credit systems. In the world of education, a credit denotes a given amount of work achieved to a minimum standard. In a narrow sense, the term is based on classroom hours, teaching hours, contact hours or something similar. If a credit is truly to indicate workload, it should encompass all activities relevant to the study programme, including not only classroom hours, laboratory, work, seminars and discussion groups, but also independent study, the writing of theses and term papers, practice periods and even examinations.[12]

The most used credits system within the countries of the European Union is the ECTS - European Credit Transfer and Accumulation System[13], but it is not the only present in Europe or in the rest of the world: in some countries there are national credit systems and other systems of credits used by the individual institution and they are also based on different parameters (i.e. only teaching or contact hours, global work for student, etc.).

Not only ECTS

[12] Qualifications - Introduction to a concept; Council of Europe higher education series No 6 - Sjur Bergan (2007)
[13] http://ec.europa.eu/education/lifelong-learning-policy/ects_en.htm

In the case of joint programmes, it will be necessary to be very clear about the credit system used, and reach a definition of a single parameter of conversion of the national credit system: ECTS, in this case, is very useful.

1.3.8 Access requirements

When we speak of the requirements for the access to a course, we usually use the terms 'access' and 'admission' interchangeably, but the two terms do not have the same meaning: the term 'access' concerns the requirements for the general entrance to higher education studies, while the term 'admission' denotes the specific requirements that allow you to follow a formal course.

The policies for the access to higher education are different in different systems and can vary even within the same system depending on the nature of the institution of higher education that we consider: in some systems, access is subordinate to the presence of a formal degree; other times, a certain number of credits for admission to a course is only required, or in other countries the recognition of prior learning can be used in order to allow access for a course without a qualification formally obtained.

Knowing the rules of access to a course, the status of required input or possible exceptions for non-holders of a formal qualification is an essential element within the joint programmes, where the selection of students must decided jointly between the partners of the joint course that will then apply the different national rules on the theme of access to the courses.

No consequentiality

It is also to be kept in mind that in some systems there is no rule of consequentiality of qualifications: one could get access to a course at Doctoral level (3rd cycle according to the Bologna Process) with a Bachelor level qualification (1st cycle according to the Bologna Process).

1.3.9 Access to further study

A certain degree brings with it the 'academic rights', which usually allow access to further education.

Depending on the nature of qualification (1.3.4) and the type of diploma the institution releases (1.3.2), a qualification will allow access (i) to all courses of next cycle/level, (ii) only certain cycle/courses of the next level or (iii) to no course of study.

As regards the possibility of access to some courses (ii) or to no course (iii), we can have the case of a joint degree which correspond to two national degrees (A and B):

a first national degree (A) gives access to a course (e.g. PhD) and the second national degrees (B) doesn't give access to the same type of courses (despite being of the same level of A).

Same level but different rights

At this point how will the joint degree be evaluated abroad if the applicant requests access to a course of a next level?

Unfortunately, multiple solutions are needed for this case and it is based on the practices adopted by the entity that assesses the joint qualification. In any case, it is always advisable to correspond to the same joint degree of national qualifications of the same nature and that give access to that very same courses.

1.3.10 Information on learning outcomes

Learning outcomes indicate what the holder of a given qualification is expected to know, understand and able to do. Taking into account learning outcomes in a recognition procedure means that the evaluation procedure may be more directly focused on the outcomes reached and competences obtained, instead of only relying on the input criteria of the programme (i.e. length, workload, etc.). The principal question asked to the graduate will no longer be 'what did you do to obtain your qualification?' but rather 'what can you do, now that you have obtained your qualification?'.[14]

In no case should a recognition decision be based on only quantitative criteria, such as length of study, without some attempt being made to assess the quality of applicants' learning outcomes and qualifications.[15]

With regard to joint degrees, the institutions that organised them must establish common learning outcomes for the one proposed course: this step is essential in the creation of a joint programme.

One programme, same outcomes

[14] European Area of Recognition Manual - Practical guidelines for fair recognition of qualifications (http://www.eurorecognition.eu)
[15] Explanatory Memorandum - Revised Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications (adopted by the Lisbon Recognition Convention Committee at its fifth meeting, Sèvres - 2010)

2

CREATION PHASE

CHAPTER 2

The "Creation phase" is the first part of a joint programme life cycle and it concerns its development and implementation. During this phase it is important to consider all the life elements of a course in order to avoid problems to arise during the actual development of the joint programme, both within the partner institutions which organise the course and towards students who will obtain the final degree.

According to the objectives of the project, hereafter the elements of the Creation phase, related to the recognition aspects of the final qualifications issued at the end of a joint programme, are reported.

Think First!

Therefore, let's start with the main recommendation indicated by the JOIMAN[1] Project and summarised with the bright expression: THINK FIRST!

2.1 Higher Education Systems involved

A joint programme is realised by institutions which belong to different Higher Education systems with their own structure and a specific national legislation. For this reason, it is fundamental to know the system and the national legislation of each higher education institutions which organise the joint programme.

2.1.1 The sources issue

What sources we can use to get information on a higher education system?

The first information source is certainly represented by the institutions which take

[1] JOIMAN - Joint Degree Management and Administration Network; How to Manage Joint Study Programmes? Guidelines and Good Practices from the JOIMAN Network (2011) - https://www.joiman.eu

part in the realisation of the course. Is this enough? Indeed, are the sources always reliable?

The experience as a National Structure has taught us that within a higher education institution the structure of the national system and the realisation rules of a course are not always clear, especially from the teaching staff, which is requested to perform many academic tasks.

Not only Scholars

Therefore, it is fundamental to involve the administrative staff which deal with these processes within the higher education institutions, both for the check of the information provided and for the viability of the solutions proposed to realise a joint course.

Indeed, the realisation of a joint programme involves the institutions at all levels, so the key elements are:

(i) A sharing of information and solutions adopted for the realisation of the course and
(ii) The awareness of the necessity to fulfill the obligations adopted for the realisation of the programme from all the components of the institution.

The information on the national systems and the solutions adopted will be shared and checked together with the reference national authorities, which in the case of the Erasmus Mundus Programme are identified with the National Structures, or in all the other cases with the centres of the ENIC/NARIC[2] network.

This suggestion does not want to go against the mutual trust principle between the institutions organising the joint course, instead it wants to strengthen this aspect between the partners, by proposing a check procedure at a national level of the information shared by the consortium.

2.1.2 How to make ends meet: the reference target

Now let's pass to the organisation of the national higher education systems according to the subdivision on three cycles of the Bologna Process; the institutions can propose the courses organised by them in the following way:

[2] The list of the Erasmus Mundus National Structures and the ENIC/NARIC centres is available in the Annex 1

(A) a 3-year first cycle and a 2-year second cycle;
(B) a 3-year first cycle and a 1-year second cycle;
(C) a 4-year first cycle and a 2-year second cycle;
(D) a 4-year first cycle and a 1-year second cycle;
(E) a 5 or 6-year single cycle.

Which kind of cycle do you use?

How to organize a second cycle joint course between these systems?

In the case of the organization of a course between an institution A and an institution B or between an institution B and an institution D, not many problems are reported, indeed the second cycle courses have the same duration, therefore the joint course will meet this criteria. The only point which could result problematic is the request of the course admission degree, which will not must be a four-year degree, but a first level degree.

Now let's pass to a second cycle joint course between A and D:

Case 1: 2-year programme

In this case, the holders of a degree from the institution D must make a further effort: students with a four-year first cycle degree (D) will be requested to study one more year than students with a three-year first cycle degree (A) in order to obtain the same degrees.

Case 2: 1-year programme

In this case, it is necessary to fill one course year for the issue of the degree from the institution A with a biennial duration: this will be possible by allowing the admission to the joint course after the first year of second cycle studies for the students from A and by recognising the fourth year of the course for the students from D as the first year of the degree from A.

In the cases 1 and 2 there is a common factor: it concerns the organisation of a second cycle joint programme exclusively for undergraduate students from these two institutions.

What to do in order to organize a joint programme opened to all students and independent from the first cycle courses of the two institutions?

In this case it is necessary to establish an admission criteria for a unique course opened to all students, such as the possession of a four-year degree: this case could attract students from other systems similar to D, but that would not be favourable for students from A who could not enter the course.

National or International Students

Granted that in order to solve this case there are other solutions, more or less creative, it is fundamental to highlight the importance of identifying upfront the reference target: that is deciding if the course is addressed to 'national' students or to students from the partner institutions, or if it is addressed to 'international' students from other systems (as in the case of Erasmus Mundus).

However, the recognition procedures of study periods carried out is fundamental to solve cases where the higher education systems are organised in cycles of different duration and workload.

This point is fundamental also in cases of single cycle courses (5 or 6 years) usually concerning subjects such as Architecture, Engineering, Medicine, Pharmacy and Veterinary Medicine.

Today, some institutions (especially in the Engineering sector) believe that it is necessary to request a further effort of students who attend joint programmes (and who will obtain more national qualifications) in respect to students who attend national programmes: at this point, it is necessary to focus on how much extra workload will be required by considering that students who attend a joint programme are already requested to or they should be requested to make a greater effort than students who attend national programmes[3]. It is clear that also in this case it is necessary to focus on the reference target, that is on the selection of the best students with the skills and the enthusiasm necessary for facing the increase of the workload.

2.2 Higher Education Institutions and different qualifications

As we have seen (1.3.2), there are different typologies of higher education institutions within the various national systems:

all these institutions can issue 'official' qualifications within their system, but these

[3] See: Joint and Double Degrees in Europe and With Europe - Prof. Giancarlo Spinelli; Politecnico di Milano (Italy)

qualifications can be of 'different' nature.

Status of our partners

It is fundamental to know the status of the partners within a joint programme in order to be clear and transparent as much as possible about the 'value' and the academic and professional rights of the final qualifications issued, especially if they assume the form of a joint degree.

The only indication of the recognition and the official character or not of an institution is not enough to realise a joint programme and to be sure about the future recognition of the final qualifications issued.

As already mentioned on the paragraph 1.3.2, the list is reported in order to provide concrete examples related to national systems, by being aware that the solution for the proposed cases depends on the national system to which the final qualification is presented and on the national rules and procedures for the degree recognition.

2.2.1 Different types of higher education institutions within binary systems

In the so-called binary systems, there are different types of institutions depending on the nature of the studies carried out (academic, professional, research).

Here are two examples:

Example 1

Example 1: The Netherlands
There are two types of institutions in this national system: Hogescholen (HBO), whose paths has a professional nature while *Universiteiten* (WO) has an academic nature. There is also a difference between the wording of the qualifications issued by these institutions, which are all official: the WO issue degrees of Bachelor of Arts/Science (1st cycle) e of Master of Arts/Science (2nd cycle), while the HBO those of Bachelor (1st cycle) and Master (2nd cycle). To be admitted to a PhD programme, bridge programmes and further requirements could be requested to whom holds a qualification from an HBO, while this is not requested for qualifications from a WO.

Let's think about a joint programme between an institution similar to an HBO belonging to a national system A and another similar to a WO belonging to a different national system B.

Example 1

In the case where they issue a second cycle joint degree (A+B), would this degree allow the admission to a PhD within a third national system (C)? Besides, could a qualification that allows the admission to the third cycle in a system B be valid also for a system A, where the national system do not allow it?

In order to organise a joint programme with these features – and this could be a value added for students, given that they could face a disciplinary area by acquiring both academic and professional skills – it will be necessary to be very clear about the different nature of the qualifications and also to be aware of how much it can work in different systems: again it is important to focus on the purpose of the course and on which is the reference target.

Example 2

Example 2: France

There are cases of binary systems where two different institutions issue qualifications of equal nature. This is the case in France, where *Universités* and *Grandes Écoles* have different purposes. They are governed by different authorities and their programmes are uneven: the Grandes Écoles offer 2-year structured courses called *classes préparatoires* (preparatory course or cram schools) followed by 3-year courses for the achievement of a single final Diploma (5 years in total), without an intermediate degree; while universities are structured following the Bologna Process with a 3+2 system + Doctoral studies (the so-called LMD system).

Let's think about a second cycle joint course between an institution similar to a *Grande École* belonging to a national system A and another similar to a *Université* belonging to a different national system B.

Unlike Example 1, a joint degree between A and B allows the admission to PhD programmes, but the organisations of a second cycle joint course can present other problems related to the structure of the courses.

Let's think that within the system A – similar to the *Grandes Écoles* – education is organised on a 2+3 system, without an intermediate qualification, and that in B – similar to *Universités* – on a 3+2 system with two qualifications well distinguished between the first and second cycle. Besides this, let's think that in B a formal first cycle qualification is requested to enter a second cycle.

Example 2

How can students from A – without a formal qualification after a three year long course but only with a equivalent workload – enter the Master Level joint course organised also by B – where they request a first cycle formal qualification to enter the second cycle?

Also in this case institutions can adopt different solutions to enable the realisation of joint courses with these features, but it is important to highlight that these elements must be considered since the beginning, by checking always all the internal rules to enter courses within the different systems and the structure of the courses related to a certain institution or discipline (as in the case of a single cycle with a total duration of 5 or 6 years).

2.2.2 'Unofficial' institutions which issue official qualifications

There are many systems in private or unrecognised institutions, which are given the opportunity to organise accredited programmes or issue recognised degrees: these institutions usually organise different types of courses, so attention should be given to check which ones are accredited and which ones are not.

Here are two examples:

Example 1

Example 1: Italy

Besides the official institutions which issue recognised qualifications, there are some types of private institutions which are entitled to issue only certain official degrees: that is the Higher School for Language Mediators *(Scuole superiori per mediatori linguistici)* which can issue official degrees only for the first cycle and the Specialisation Institutes/School in Psychotherapy *(Istituti specializzati in psicoterapia)* which issue official degrees only for the third cycle. Also, in the fine arts and design studies field there are a very few institutions which have obtained a special authorisation to issue some official first cycle degree through the approval of a specific Decree. Those institutions may validly issue only some type of official Italian qualifications, while the rest of them without an explicit authorisation do not have legal value, so they are not official: the other non-recognised qualifications are issued in the name of and on behalf of the private institution.

Certainly it will be possible to organise a joint programme with an institution similar to those listed in the previous example. However, it will always be necessary to check the course accreditation and the validity of the final degree corresponding to the joint one.

Example 2

Example 2: United Kingdom
Some UK institutions have the status of Listed Body. These institutions deliver courses that lead to degrees awarded by Recognised Bodies: therefore it will not be the private institution to release the degree, but the recognised institution itself. If the approved institution issued a qualification, it would have no value and therefore it should be considered as an unofficial qualification. There are other cases where the Recognised Bodies validate qualifications achieved at institutions which are outside the UK and they are recognised within the system where they operate: in all these cases it will be necessary to check which rules for the degree recognition from the so- called transnational education institutions are in force in the system which the institution organising the course belongs to. Not always do these rules help the recognition of the final degrees obtained with the procedure of 'validation of degrees'.

In the case where the Listed Body involved in the organisation of a joint course is situated outside the UK, even if it validly issues a qualification from a British university, it would be necessary to check its status and its accreditation/recognition in the country where it operates: not always does this accreditation exist or the institution itself has managed to obtained it according to the national rules of the country where it is located.

2.2.3 'Official' institutions which issue non official qualifications

Unlike the case just discussed, there are many systems of official/recognised institutions, which issue some qualifications that do not belong to the country's higher education system of reference, therefore they are issued only in the name of and on behalf of itself. They are given the opportunity to organise accredited programmes or issue recognised degrees: such institutions usually organise different types of courses, so careful attention should be given to check which ones have an accreditation/recognition and which ones do not.

Here are two examples:

Example 1

Example 1: Spain
In this system there is a difference between *Máster universitario* as *título oficial* – the first issued since 2008 – which corresponds to the second cycle of the Bologna Process, and *Máster* as *título propio*, which are unofficial

qualifications issued in the name and on behalf of one institution. They are provided by recognised universities as well as private Spanish institutions: these qualifications, while not official, are valid in the private labour market.

Example 1

Example 2: Brazil
In this system there are two types of second cycle programmes which are positioned at the *pos-graduação* level of the study courses. They are defined as *lato sensu* and stricto sensu programmes: the former does not require any national accreditation from the *Coordenação de Aperfeiçoamento de Pessoal de Nivel Superior - CAPES*. They have a professional nature, so they are not accredited programmes at national level, while the second include both *Mestrado* and *Doutorado* courses, which corresponds respectively to the second and third cycles of the study courses, according to the subdivision in cycles by the Process of Bologna.

Example 2

In the case of joint courses with official institutions which issue qualifications not officially belonging to the national system, it will always be necessary to check the nature of the final degree in order to get a joint degree corresponding to qualifications with a different nature in terms of academic and professional rights, especially for a question of transparency towards students.

2.2.4 Unrecognised institutions which claim to be recognised: the phenomenon of Diploma Mills

The so-called *diploma mills* or *degree mills* are independent institutions which operate without recognition by the higher education national systems. Upon payment of consistent fees, they unlawfully award academic degrees within short periods of time (from seven days to a few months) with no need to pass any kind of exam or to follow a structured academic path.
The existing terminology refers both to degrees and institutions as 'non-recognised', 'non-recognisable', 'non-accredited', 'fake' or 'bogus'.
The spectrum of the institutions which operate in this field is wide and varied: some institutions are actually fake, as well as agencies which copy or counterfeit original diplomas and degrees and 'non-accredited' institutions which carry out educational activities and grant degrees which are not officially recognised by any educational system.

Notwithstanding a few exceptions, each country has drafted its own guidelines for the accreditation of both higher education institutions and degrees they issue, by

listing all the requirements to be met in order to grant accreditation.
Academic degrees and qualifications awarded by a 'non-accredited' institution cannot be recognised in any other foreign country. Nonetheless, this does not mean that all the institutions not recognised by the Government are bogus.
It is indeed necessary to consider a few factors to understand the role of 'non-accredited' and fake institutions in the frame of the national higher education systems.

First of all, in many countries it is possible to create private institutions that manage education services – which in some cases even reach excellent levels; secondly, worldwide higher education systems are not homogeneous and, finally, the guidelines for the lawful recognition of institutions and their accreditation are based on different legislative systems.

The majority of fake institutions on the market conceive themselves as belonging to the national higher education systems, where degrees have no legal value or where institutions are accredited by private agencies recognised by the government and not by a specific law.

Finally, accreditation mills are also worth mentioning: they are agencies that, without any recognition, award accreditation to higher education institutions in order to grant them some kind of legal recognition. The accreditation they award is absolutely useless for the recognition of academic degrees but it is used by the diploma mills, as a sort of trick to attract students.

Let's have a look at some examples:

Diploma Mills

Belford University; Texas - USA (http://www.belforduniversity.org)
This institution with its headquarters in Texas claims to award degrees based exclusively on professional experience: the 'students' can perform all the operations to order their degree by phone or online, through operators based in the US or the UK. There are also real discounts for customers who wish to purchase full training packages, such as a B.A, an M.A and a Ph.D. The Belford University is not accredited by any official US agency, even if the site claims to be on the Universal Council for Online Education Accreditation - UCOEA and the International Accreditation Agency for Online Universities - IAAOU, both accreditation factories. Belford's motto is 'No studies, no admissions, no attendance'.

Ecole Superieure Robert de Sorbon; France (http://www.sorbon.fr)

This institution, also known as the Université Francophone Robert de Sorbon, operates in France and claims to issue recognised qualifications on the basis of contacts with U.S. institutions. As it is possible to notice, the name is very similar to that of Sorbonne, the famous Parisian university. The website states that the degrees may be validly issued under the recognition of AACRAO (American Association of Collegiate Registrars and Admissions Officers), but it is impossible to find any institution with this name or any member association which is registered at the AACRAO.

Freie und Private Universität Herisau; Switzerland (http://www.unihe.ch)

Diploma Mills

This institution has been operating for many years even in Italy especially through the use of the press. Indeed in the eighties and nineties there were many advertisements in several newspapers, where the claim was made to be able to 'graduate' anyone without any problems concerning the language instruction and without the necessity to leave their workplace. Today it operates mainly through a website where 'those who have acquired a high level of professional and scientific experience can obtain a prestigious academic degree' and where 'the programmes of study and the assessment criteria are closely related to the quality and professional experience of each candidate'.

Most of these institutions operating in different systems are looking for accredited partners in order to close agreements for the realisation of joint programmes, or simply more generic agreements in order to use the name and the good reputation of the official institutions within their 'advertising messages'.

For this reason, it is recommended to give the maximum attention to the institution status and to always check the nature of a university by contacting the national institutions in charge of providing information on the recognition of the institutions (ministries, ENIC/NARIC centres etc.)[4].

[4] US databases of diploma mills: Maine - http://www.maine.gov/education/highered/Non-Accredited/alphalist.htm; Michigan - http://www.michigan.gov/documents/Non-accreditedSchools_78090_7.pdf and Oregon http://www.osac.state.or.us/oda/unaccredited.aspx

2.2.5 Institutions which operate in a system but belong to another: trans-national institutions (TNE)

The formation of such trans-national institutions is a complex phenomenon that took form in the nineties, capturing the attention of national and international evaluators of academic higher education.

What is a TNE institution?

The 'Code of Good Practice in the Provision of Transnational Education' (UNESCO/Council of Europe)[5] certifies that this form includes 'All types of higher education study programmes, or sets of courses of study, or educational services (including those of distance learning) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system.'

There are different types of transnational institutions depending on the audience to whom they are addressed, the country where they operate, or the national system of reference.

Here are some examples:

Branch campus

Institution A in a country X opens a branch campus (A1) in a country Y, which offers programmes and degrees to students from both X and Y and also from Z (a third country). The accreditation or recognition of A (and its programmes and degrees) in the country of origin X is sometimes extended by the same authority X to the branch campus also (A1) with their programmes and degrees. For what concerns the assessment by the host country Y, or Z receiver/third country, the branch campus A1 and its degrees are often not recognised, even if the head institution (main campus) in the country X and the related degrees usually enjoy recognition in both Y and Z.

Franchised institution/programme

Institution A of a country concedes to B (the franchised institution/organization representative) in a country Y the right to offer their own programmes and degrees

[5] http://www.coe.int/t/dg4/highereducation/recognition/Code%20of%20good%20practice_EN.asp

to students from X, Y and/or Z. In many cases, the institution B provides only part of the course, which can include institution A giving recognition in the form of transfer credits for the issue of the final qualification, on the part of A, provided that disciplinary courses activated by B correspond to the previously agreed criteria. In other cases, A can also enable B to allow the activation of full courses of study, with the consequent issue of the corresponding final degrees, validated by A always under the conditions specified in the particular franchise agreement. For what concerns the assessment by the host country Y, the institution B is often not recognised in a country Y, even if the institution A with its degrees (issued in X) can be recognised.

International institution

It is an institution that offers programmes or degrees, so-called international (or European). They are not attributable to any particular national education system. These institutions often have branch campuses in several countries. Another type of international institution - which have branches in several countries with links, in different ways, with international organisations (supranational or with roots in a specific country) - consists of those which organise courses exclusively addressed to students or professionals from developing countries.

'International' institutions

International institutions who belong to this category are created by agreements among different countries, such as the European University Institute[6] and the United Nation University[7]: even if they do not formally belong to any national system, these institutions are officially recognised by most countries.
For this reason, the claim to be an 'officially recognised institution in a country' for the participation to a structured programme as the Erasmus Mundus does not consider this phenomenon which, despite not being very widespread, include some 'supranational' and high quality institutions.

In the case of a joint course with a TNE institution it is always recommended to check its recognition and accreditation also in the country where it operates, even if such an institution is officially recognised by another system: the reason for this verification is due to the quality check of the courses and of the instruction which usually the designed authorities find difficult to check from the country of origin.

[6] http://www.eui.eu
[7] http://unu.edu

2.3 Qualifications of the same level and different nature

Now let's focus on the nature of the qualification rather than on the institution which issues it:
as mentioned in the paragraph (1.3.5) different qualifications can correspond to the same level.

Let's have a look at two examples by using the tools necessary to understand a national higher education system, the Qualifications Framework:

Example 1

Example 1: Italy
For what concerns Italy, there is a National Qualifications Framework *(QTI - Quadro dei titoli italiani)*[8] referred to the Bologna Process: at the second cycle courses there are the degrees of the *Laurea Magistrale* and those of the *Master universitario di primo livello*, both Italian official qualifications issued by universities.

They correspond to the same level, but are they equivalent?

Both these official degrees belong to the second cycle, but they have different features and purposes. Indeed, the *Laurea Magistrale* is a 2 year degree course (120 ECTS credits) which allows entry to third cycle courses (e.g. PhD), while the *Master universitario di primo livello* – even if being an official Italian degree – has a minimum duration of 1 year (min. 60 ECTS credits) and does not allow the admission to PhD and to third cycle programmes, since this type of course does not belong to the general requirements established at national level, but it is offered under the autonomous responsibility of each university. Indeed, these courses have a more professional nature than those of the *Laurea Magistrale* and their objective is to provide graduates either with advanced scientific knowledge in a given field or with further professional education and training for better occupational opportunities.

Example 2

Example 2: United Kingdom
Let's consider the Diagram of higher education qualification levels in England, Wales and Northern Ireland[9]: at the level 7, which corresponds to

[8] http://www.quadrodeititoli.it
[9] http://www.ecctis.co.uk/europass/documents/ds_chart.pdf

Example 2

the second cycle of the Bologna Process, there are different qualifications: *Masters Degrees, Integrated Masters Degrees, Postgraduate Diplomas, Postgraduate Certificate of Education and Postgraduate Certificates*.
Have all these qualifications the same nature and do they always allows entry to the next level?
Also in this case these qualifications have different purposes, therefore the assessment of a *Postgraduate Diploma* will be different from that of a *Master Degree*: also in this case, just the indication of the level will not provide all the specific elements of the national qualification and of its academic and professional rights.

Let's think that the joint degree issued at the end of a joint programme is equivalent to two national qualifications, the *Laurea Magistrale* (second cycle degree that gives access to the third cycle) and the *Postgraduate Certificate* (second cycle qualification that does not give access to the third cycle) or vice-versa *(Master universitario and Master Degree)*:

in the case of an assessment in a third national system, to which degree is it necessary to give the place in order to enter a third cycle programme or for other purposes?

Contradiction in levels

This example is useful to understand how the generic indication of 'official second cycle degree' within a joint programme can be misleading, both for credentials evaluators and students attending the course.

2.4 A very useful tool: the Qualifications Framework

A Qualifications Framework (QF) is a useful tool for the description of all or some qualifications (sectorial qualifications framework) referred to a national system or, in general, to different systems between them. Furthermore, it is useful to understand the whole structure of an education system.
The descriptive method used by a QF is based on the classification of the qualifications through different levels, which are different one from another according to descriptors called 'learning outcomes'. They describe the outcomes, in terms of skills, knowledge and abilities, which the holders of the qualifications at a given level will have acquired through the issue of a degree or a professional certification.

126 QFs

For what concerns the global scenario, 126 countries are adopting or have already adopted their own QF[10] within the education system. The reform processes for the education systems and the problems related to the qualifications recognition have affected – and are affecting more and more

- the international panorama. As well as many processes of regional reform
- regions intended as global macro-areas, such as Europe, Commonwealth countries, Asiatic countries and the Caribbean area, have certainly influenced many internal national systems as well as countries outside of these areas.

In the Annex 2 some National Qualifications Frameworks are reported. They can be a useful tool to understand the different national systems.

Therefore, when talking about the Qualifications Framework it is always necessary to consider the different national patterns, which can be structured on cycles/levels of different number, and at least two generic 'European' patterns: the European Qualifications Framework - EQF and the Qualifications Framework for the European Higher Education Area - QF for the EHEA

In order to indicate the cycle/level of a qualification it will always be necessary to indicate the reference framework (e.g. first cycle degree according to the Bologna Process; Level 6 EQF; etc.): just the indication of the cycle/level could be misleading and confusing despite of the quantity of existing National Qualifications Frameworks.

2.4.1 European Qualifications Framework - EQF

In 2002, ministries responsible for the policies on the lifelong learning of the EU member countries, asked the European Commission to create a framework useful for the qualification recognition and for promoting the dialogue between the academic and professional systems of different countries, also pushed by the policies created by the Bologna Process.

[10] Albania; Angola; Antigua & Barbuda; Argentina; Armenia; Australia; Austria; Azerbaijan; Bahrain, Bangladesh; Barbados; Belarus; Belgium; Belize; Bosnia and Herzegovina; Botswana; Brazil; Brunei Darussalam; Bulgaria; Cambodia; Canada; Chile; Colombia; Croatia; Cyprus; Czech Republic; Denmark; Dominica; Egypt; Eritrea; Estonia; Ethiopia; Finland; France; Georgia; Germany; Ghana; Greece; Grenada; Guyana; Haiti; Hong Kong; Hungary; Iceland; India; Indonesia; Ireland; Italy; Jamaica; Jordan; Kazakhstan; Kiribati; Korea; Kosovo (under UNSCR 1244); Kuwait; Kyrgyzstan; Lao People's Democratic Republic; Latvia; Lebanon; Lesotho; Lithuania; Luxembourg; Madagascar; Malawi; Malaysia; Maldives; Malta; Mauritius; Mexico; Mongolia; Montenegro; Montserrat; Morocco; Mozambique; Myanmar; Namibia; Nepal; Netherlands; New Zealand; Norway; Oman; Pakistan; Papua New Guinea; Philippines; Poland; Portugal; Republic of Moldova; Romania; Russian Federation; Saint Lucia; Samoa; Serbia; Seychelles; Sierra Leone; Singapore; Slovakia; Slovenia; South Africa; Spain; St. Kitts & Nevis; St. Lucia; St. Vincent and the Grenadines; Suriname; Swaziland; Sweden; Switzerland; Tajikistan; Thailand; The Bahamas; The Comoros; the Democratic Republic of Congo; The former Yugoslav Republic of Macedonia; The Gambia; Timor-Leste; Tonga; Trinidad & Tobago; Tunisia; Turkey; Tuvalu and Vanuatu; Uganda, Ukraine; United Arab Emirates; United Kingdom; United Republic of Tanzania; Viet Nam; Zambia; Zimbabwe.

The challenge the EQF has to face is not easy: on one hand the system will keep its structure, while on the other hand it will be necessary to choose a single reference framework. Besides this, since the EQF wants to include all the existing qualifications in a lifelong and lifewide learning perspective – from education and professional training to higher education and from children to adults training – the framework has been structured on 8 reference levels, from the basis qualifications (such as those of elementary school) to more advanced ones (such as the PhD). Each level is determined by a series of descriptors which indicate the learning outcomes of the qualifications attributable to such level, in terms of knowledge, skills and abilities which the qualification holder must have acquired, independently from the system or from the methods through which the qualification has been obtained (formal, non formal or informal path). For this reason, the EQF reference levels move the attention from a traditional approach – based on standardised programmes and courses and on the value of the qualification – to a scheme related to the learning outcomes.

EQF & QF for the EHEA

The last three levels of the EQF - respectively levels 6, 7 and 8 – are now compatible with the three cycles – respectively the first, the second and the third cycle – of the QF of the European Higher Education Area (EHEA) according to the Bologna Process: for this reason, the qualifications belonging to such cycles/levels are compatible between them on the basis of shared descriptors – the learning outcomes of the EQF and the Dublin Descriptors for the Bologna Process.

It is important to notice that the EQF does not have intention to replace any education or training national system but it is just a useful tool to ease the cooperation between different countries. Indeed, each country will be able to create its own national framework for the qualifications based on a number of levels different from that of the EQF, but it will be necessary to relate them to the European framework.

2.4.2 Qualifications Framework for the European Higher Education Area - QF for the EHEA

The Bologna Process is a European reform process which includes 47 countries[11]. Its objective for 2010 was to create a European Higher Education Area - EHEA, consistent with its goals of transparency and readability of the formative paths and degrees; the opportunity to continue studies easily or find a employment in another

[11] Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium, Bosnia-Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Holy See, Hungary, Iceland, Ireland, Italy, Kazakhstan Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldavia, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, the former Yugoslav Republic of Macedonia, Turkey, Ukraine, United Kingdom.

European country; a better capacity to attract the European Higher Education towards the non European countries. One of its main goals is to create national degrees frameworks, according to the Berlin Communiqué[12] by the Ministries from the countries involved in the Process. The attending countries are encouraged to elaborate a national framework of their higher education qualifications subdivided on three cycles, the so-called National Qualifications Framework - NQF.
This tool has the objective to describe each qualification in terms of student workload, level, learning outcomes, skills and profiles in order to offer a more correct readability and comparability of the degrees in the different systems. Besides all this, the framework will be useful to give an idea of all the European degrees towards third countries, in order to summarise all the courses offered at a European level.

Also the Qualifications Framework of the Bologna Process is structured on different levels, called "cycles" based on different learning outcomes, defined as Dublin Descriptors – produced by a think tank after the Ministerial Conference of Prague (2001)[13]: they are generic because it is possible to apply them to a great range of disciplines and profiles. Furthermore, they keep in consideration the different possible structures of the national higher education systems.
Therefore, the Dublin Descriptors are general enunciations of the traditional outcomes achieved by students who took a degree after successfully carrying out a given study cycle; they are to be intended as prescriptions and they do not represent minimum thresholds or requirements, and they are not exhaustive: the descriptors aim is at identifying the nature of a degree as a whole. They do not have a disciplinary nature and they are not limited only to some academic or professional areas.

According to the Bologna Process, in all countries, the higher education courses must be structured on three cycles:

The Bologna cycles

- a first cycle: from 180 to 240 ECTS credits;
- a second cycle: from 60 to 120 ECTS credits;
- a third cycle of doctoral studies which is not necessary to express in form of credits (in the most countries it lasts 3 years). In order to apply for it, it is necessary to have achieved 300 ECTS credits – about 5-year study course.

[12] 'To create a European Higher Education Area' - Conference of Ministers responsible for Higher Education in Berlin on 19 September 2003
[13] 'Towards the European Higher Education Area' - Conference of Ministers responsible for Higher Education – Prague, 19 May 2001

In general, the degrees corresponding to each cycle guarantee the access to the next cycle, according to the internal rules established by the different member countries systems. It is possible to include different types of courses in a single cycle. They can have different duration and different formative objectives and be characterised by a more academic or more professional nature.
As it is easy to understand, the QF of the EHEA is different from the EQF because it deals exclusively with qualifications referred to in the Higher Education field based on three study cycles. That is to say, all the qualifications usually referred to the university courses.

Besides, such framework is based on the concept of 'credits', that is a unit of measurement to establish the engagement necessary in terms of work hours for the achievement of a qualification or also the 'weight' in terms of hours of each qualification. The credit system used by the QF of the Bologna Process is the ECTS – European Credit Transfer and Accumulation System.

3

SELECTION PHASE

CHAPTER 3

The student selection phase within a joint programme does not identify itself exclusively with the selection procedure phases, but also includes the organisation of these procedures and all the useful information for students who will be selected.

According to our project objectives, we will discuss the Selection phase elements related to the aspects of qualifications recognition: we will focus on the qualifications held by prospective applicants who intend to participate in a joint programme.

Usually, the objective of a course is to attract students who would like to attend it in. In the case of a joint programme they can come from higher education systems which are totally different between them, have their own internal rules and are provided with the documentation of the national system of reference, including documents written in different languages, etc.

The documentation requests and the information provided to prospective students must consider such differences and the existence of many higher education systems with their own national rules, which sometimes differ from those used by the partner institutions of the joint course, therefore: BE FLEXIBLE!

BE FLEXIBLE!

The possibility to attract students from other systems could be void by a rigidness in the request of only some documents according to the standard procedure adopted for the enrolment to national courses - different from the joint ones which have an 'international' nature. Therefore, it is recommended to be flexible in the choices.

3.1 Only one joint evaluation for a single course

Joint evaluation procedure

In the case of joint courses, it is fundamental to be clear first of all within the consortium which organises the course: evaluation criteria for the prospective students will be established, by also formulating a joint evaluation procedure.

As we have noted, for the evaluation of prospective students qualifications there are more rules to be considered: first of all those of the national systems of the institutions which organise the course and besides the rules within the institutions themselves.

Dealing with a joint course conceived as a single course, it is recommended – and rightful – to establish a single selection phase as well as clear rules for students who are interested in attending the course.

It is always better to avoid carrying out more selections depending on the number of institutions organising a joint course: there is the risk of using evaluation criteria and rules which do not meet the parameters of each partner.

3.1.1 Admission to the course without a formal qualification

Let's think about a second cycle joint course organised by two institutions A and B, where the institution A selects its own students who will also have to carry out a period in the second institution B and where both issue the final degree.

Let's suppose that for the admission to the course in A it is necessary to have a certain number of credits – for example 180 ECTS credits – even without the presentation of a formal first cycle qualification – while the institution B accepts students who only hold a formal qualification.

If we allow the institution A to select the students, we could have problems with the enrolment to the course in the institution B: it could not be acceptable that the students are regularly enrolled according to the national rules even if they have been selected by A for the participation to a joint course.

To be even more explicit, let's think about the case of the organisation of a second cycle joint course between an institution A where there is a single five-year course and an institution B where there is a second cycle two-year course: at the end of the third year students from A will not obtain a formal qualification – since it is a five-year course – therefore they would not meet the admission criteria in B – a

possession of a first cycle formal qualification.

There are different solutions adopted by the higher education institutions to solve such problem but what is important to highlight is:

(i) The admission criteria to the courses in A and in B will have to be shared before the selection of the students and that
(ii) It is always necessary to carry out a joint selection that involves both institutions, without delegating such aspect to only one of the partners organising the joint course.

Joint admission criteria

3.1.2 'Recognition of prior learning'

Recognition of prior learning (RPL) describes a process used by some higher education institutions around the world to evaluate learning acquired outside the classroom for the purpose of assigning academic credit. Common ways in which individuals have acquired university-level learning include: corporate or military training, work experience, civil activity, and independent study.

Improving the recognition of prior learning, including non-formal and informal learning is a specific objective of the Bologna Process, therefore many countries have adopted different rules for such an activity.[1]

Therefore, in some systems it is possible to enter courses without the possession of a formal qualification, but through a qualification procedure of the prior learning, so some institutions participating in a hypothetical joint programme could accept students within the joint course by using such procedure – for example the standard procedures adopted by the Open Universities whose target is the adult education.

Also in this case it is possible to note how fundamental it is to have an information exchange between partner institutions of the joint programme, given that the RPL standard procedure can be the same in a system but different – or forbidden – in another one.

3.1.3 The concept of 'consequentiality of degrees'

Some higher institution systems can be defined 'consequential': for the admission to a second cycle course, a first cycle qualification is required. While for the admission to a third cycle course, a second cycle qualification is required.

[1] http://www.ehea.info/article-details.aspx?ArticleId=14

This rule is not applied to all the systems, indeed it can happen that some institutions accept first level qualifications for the admission to PhD courses – such as in the UK – or they calculate a certain number of years which are sufficient to enter a course independently from the indication of the level of the studies carried out.

Let's imagine a third cycle joint course (PhD) organised by an institution with a consequential system (A) and a second institution with a non-consequential system (B), to which a student applies for with a four-year Bachelor degree, which certifies the possibility of admission to PhD courses in its own system (X) without other requirements.

For the institution A the candidate does not meet the course admission requirements, while both in B and in X the student can enter PhD courses.

If there are specific rules for the admission to a given course in a higher education system and they do not allow the enrolment to a course without the possession of a degree of a previous level ('consequential' system), all the consortium partners will have to be aware that such admission requirements are met within the selection of students.

3.1.4 Selection Board Composition

Dealing with a single evaluation, within the partner institutions it will be necessary to select students through the appointment of a 'Selection Board' composed by representatives of all the institutions organising the joint programme.

Selection Board

The Selection Board will have to be composed by both representatives of the academic field (scholars) and by representatives of the administrative field (administrative staff): as we have noted, (2.1.1) both competencies are necessary during the selection phase of prospective students in order to evaluate the degrees presented by them under the academic and administrative point of view.

In practice, it will be necessary to repeat the procedure usually developed within each higher education institution in the case of the admission to the courses, but in this case it will be necessary to consider joint rules and procedures and the needs of each institution partner of the consortium organising the course.

It is always recommended to indicate a unique and a comprehensive information source for the prospective students in order to collect all the applications from only

one Student Office of the joint course, by avoiding that each institution autonomously receives the applications.

The constitution of a single Student Office for the course is also useful to respond in an unambiguous way to the clarification enquires by prospective students.

3.2 Admission to the course: qualifications and documents required

As we have noted before, a joint programme is a single course organised by more institutions.

For this reason, it will be necessary to establish the qualifications which the prospective students will have to hold for the admission and the documents required by the different institution the enrolment to the course: this is done by considering the internal rules of the single institutions participating in the joint programme and their national rules referred to the admission to the courses.

The preliminary remarks is an 'official' qualification from a higher education system issued by an 'official' institution.

3.2.1 The level of qualifications required

The first point to be analised concerns the level of the joint course which we are organising and therefore the qualifications that the students will have to hold for admission to the course.

Let's think about a second cycle joint course: is the request of a 'first cycle' qualification enough to make prospective students understand which degree we will accept?

Unfortunately, such indication is not correct by different points of view, indeed (i) the reference parameter is not reported, that is we are requiring a first cycle qualification according to the Bologna Process, besides – also by indicating such reference (ii) we would commit the error of 'eurocentrism', without considering that the Bologna subdivision could be unknown by students from other foreign systems and finally (iii) it would be possible that we receive qualifications of a different nature.

It is impossible to find the perfect solution for this problem related to the qualification required and to the comprehension of such requirement by prospective students from all over the world.

But we can give some useful suggestions to be as clear as possible about this point, by indicating, among the requirements, the possession of a qualification:

(A) Of a certain minimum number of years of the course – 3 or 4 – depending on how the second cycle course is structured (2.1.2);
(B) Of a certain level, by indicating another reference in addiction to the Bologna Process (*Bachelor, undergraduate*, level 6 EQF, etc.) or, in the case that a Bologna level is used, by providing a useful instrument to understand this subdivision in cycles;
(C) Which allows the admission to second cycle courses (or Master level, level 7 EQF, etc.) in the country where it is issued (principle of reciprocity;)
(D) Which has a certain nature – academic or professional – according to the course we are organising: therefore in the case of an 'academic' course, we will require 'academic' qualifications.

Elements of the qualification required

We need to indicate all these elements in order to understand which is the admission qualification required, indeed even if there is only one of them which do not consider also the others, it could be misleading for our prospective applicants:

- If we indicated only the level (B) – as we have noted – there would be the possibility that we receive qualification of a different nature – not consistent with (D);
- Let's suppose to indicate only a certain denomination, such as '*Bachelor degree*' we have to know that such qualifications in some systems have a duration of only two years – non consistent with (A) – and usually they do not allow the admission to second cycle courses;
- If we did not consider (C), there would be the possibility that we receive first level qualifications – consistent with (B) – which in the system of origin do not allow the admission to further courses, therefore without the academic rights necessary for the admission to the course.

In summary, we should indicate the following elements in order to provide information about the qualification required for the admission to the joint course:

(A) Minimum duration in years;
(B) level/cycle and reference scale;
(C) possibility of admission to the next courses in the reference foreign system
(D) nature of the qualification.

3.2.2 Documents required for the admission

For that which concerns the documentation that the prospective students have to present, it is important to reason in terms of flexibility and to share the national standard procedures with the partners.

Besides this, each document attests or certifies a given data and it is possible that it is not useful to other purposes, therefore we will have to be always aware of the purpose for which we require a given documentation and how it has to be delivered to us.

It will be necessary to establish in advance which documents will be required to prospective students. These documents must be shared by all the consortium organising the joint programme.

Which are the documents required and in which form?

(A) Curriculum vitae: this document is useful to reconstruct the educational background of the applicant. This document is useful also to have a general framework of the prospective student competencies, in order to verify all the professional and academic experiences carried out.

Curriculum vitae

The information contained in a curriculum vitae is written directly by the student, therefore – especially in the case where the CV is written in a language different from the applicant mother tongue (such as English) – it is possible that the inserted information does not utilise a correct language or shows an incorrect translation of the institution or of the qualifications carried out. For this reason, such an instrument is not useful to certificate an academic career, but only to give general information about the path carried out.

(B) Proof of identity: a copy of a passport or some type of acceptable identification is usually required as an added check that the applicant is who he or she claims to be, and that the names on all the documents are identical. In some cases, there can be nonconformities between the names indicated on the documents and those referred to the degrees they have presented, therefore in all these cases it will be necessary to require further clarifications to the prospective student.

Proof of identity

A common case is that related to the date of birth: in some systems this depends on the reference document and the uses or the local practices. In this case, it is

necessary to consult the consortium.

Diploma

(C) Diploma in original version or certified copy: at this point we will require the Diploma, that is the official document attesting the qualification obtained and required in order to be admitted to our course: usually this document is issued directly by the higher education institution.

Also a 'certified copy' of the Diploma can be required: certified copies are made and signed by someone working in an official capacity, who attests to the fact that the copy is 'identical to the original'. Certified copies only serve as proof that the copy is true to the original document and can never be taken as proof that the original diploma is authentic.

Is it necessary to require also the qualifications obtained previously to that useful for the admission to the course?

It is recommended to require at least the qualification previous to the main one useful for the admission to our joint course. Therefore, in the case of a third cycle joint course, it is recommended to require the first and second cycle qualifications previously obtained by the applicant. This is useful to better understand the academic career carried out until that moment and to verify the admission to different courses. Also this point has to be verified together with the partners by establishing a general rule according to the rule adopted by each of them in this field.

Does the original or certified copy of the Diploma guarantee that a degree is official or valid in a given system?

The answer is NO!

Indeed, it is necessary to verify if the institution which has issued the degree officially belongs to a higher education system and that degree is accredited/recognised in the country of origin (2.2 e 2.3). It is also necessary to verify if such degree effectively belongs to that person.

The last annotation: some systems have standard templates for national diplomas (i.e. Russia, China, etc.), while in other systems it depends on the awarding institution (i.e. Italy, USA, etc.), therefore attention should be given to this data to verify qualifications to be evaluated.

(D) Legalisation of documents: according to the legislation of some countries official documents must be legalised. It is necessary to require this legalisation by using an instrument born for this purpose, that is the 'Hague Apostille'[2].

Legalisation of documents

The presence of the Apostille shows that the signature on the document is official and it belongs to the legal representative of an institution which issues degrees, but who guarantees us that the degree has been issued by a recognised institution?

Nobody! Indeed many diploma mills (2.2.4) issue their diplomas with the Apostille even if it does not deal with official qualifications and the institution does not belong to any higher education system, therefore also in the case of an Apostille it will be necessary to verify always the recognition of the institution awarding the degree.

Also in this case the institution organising the course will have to exchange information on the local procedures used to verify the truthfulness of the documents and achieve a single shared procedure.

(E) Diploma Supplement, Transcripts or List of subjects: for the admission to a new course, it is necessary to know, in addition to the general subject of study of the degree for the admission to the course, also the list of the exams and subjects developed within the course; in many cases, a Diploma does not give this information.

Diploma Supplement and transcripts

For this reason, it will be necessary to require a document which shows the list of the subjects discussed during the course, the evaluation scale and the credits obtained, in addition to each other useful related information.

Usually, these documents are called "transcripts" and they are attached to the final Diploma.
Also the Diploma Supplement is an instrument which provides this and other very useful information for the purposes of a degree evaluation: the only point to be highlighted is that the Diploma Supplement is not issued by all the countries because it is an instrument of the Bologna Process.

Therefore, in the case where a Diploma Supplement is required, it will always be necessary to foreseen the request of documents alternative to that, such as the

[2] The Hague Apostille allows a public document from one country to be recognised as a valid document in another country, among countries that have signed The Hague Agreement. This is done by having an authority affix a stamp on the document to certify its authenticity.

transcripts or the list of subjects, by bearing in mind that each higher education institution and each country have their own rules for the issue of such documents: so it is necessary to be flexible about this point.

Certified Translations

(F) Certified translations: in many cases, in addition to copies of documents in the original language, applicants are required to submit certified translations of the most important documents as well. The definition of a certified translation may differ from country to country, but most importantly, these are translations that have been formally verified according to accepted practice in the country in question.

In the case of joint programmes, the institutions organising the course can decide to require documents translated in only one language and to not require such translations for the languages of the countries where these institutions operate.

It is necessary to highlight that a translation does not substitute the original document: indeed, often it happens that a translator does not know the technical terms to describe a qualification in another language, therefore the translation of the degree name could be wrong.

In order to evaluate a degree it would be important to know its name in the language of origin and with respect to the higher education system of belonging (1.3.1): the translation is useful to make the subjects of a qualification comprehensible through a known language (subjects, credits, marks, dates, awarding institution, etc) but not for its assessment.

The following documentation is requested of a prospective student during the Selection phase:

(A) Curriculum vitae;
(B) Proof of identity;
(C) Diploma in original version or certified copy;
(D) Legalisation of documents;
(E) Diploma Supplement, Transcripts or List of subjects;
(F) Certified translations.

'Achievable' documents

Additional documents can be required depending on the partner institution rules or on their national legislation but:

(i) The typology of additional documents will have to be defined between the institutions before the beginning of this phase;
(ii) These documents will have to be explicitly required to future students during the phase of presentation of the candidacies to the course;
(iii) It must be possible to obtain the required documents from foreign students: sometimes we ask for some documents that do not exist in foreign contexts.

'Achievable' documents

3.3 Information for future students

During this phase of the life of a joint programme it should be necessary to provide – as we have already discussed – all the information to future applicants and to define also the aspects about the students administration.

In compliance with the objectives of the present Handbook, we will analise only some administrative aspects concerning the students, by always bearing in mind that all the provided information must be clear, simple and comprehensible.

3.3.1 Some useful documents

There are some documents which can be useful to manage the relationships between our future students and the partner institutions organising the joint programme.

The first of them is certainly a 'Statement' signed by the applicant granting permission to obtain personal information: in order to verify the information provided by candidates, it is necessary to obtain an explicit authorization for handling their personal data, by considering that in many systems it is not possible to access to any personal information concerning the previous career of the student without this explicit authorization.

Statement for personal data handling

Furthermore, such authorization is useful to publish a possible classification for the evaluation of students participating in the selection for entering the course.

A second instrument useful to the relationship with the students is suggested by the Erasmus Mundus Programme: the 'Student agreement'.

The Programme Guide[3] defines the Student Agreement as:

Student agreement

[3] http://eacea.ec.europa.eu/erasmus_mundus/programme/documents/2012/em_programmeguide_dec2011_en_new.pdf

Student agreement

"an agreement signed by the consortium and student enrolled in the joint [masters] course explicitly indicating any academic, financial and administrative modalities related to the student's participation in the joint course and, if applicable, the award and usage of the scholarship."

This is a kind of document, where they indicate rights and duties of the future students and the commitments the institutions engage to carry out – by explicitly inserting the name of the national degrees which will be issued at the end of the course – it is certainly an instrument of transparency useful to institutions – with respect to the duties of students, and for students, according to their rights.

The Education, Audiovisual and Culture Executive Agency (EACEA)[4] provide examples of Student Agreements useful to all the joint courses[5] developed by the Erasmus Mundus consortia managing the joint courses within the Programme.

It is useful to provide a website or webpage exclusively dedicated to joint course where to insert:

Joint website

(A) The subjects of the joint course;
(B) The list of the institutions participating in the programme;
(C) The name of the national qualifications which will be issued at the end of the course;
(D) All the information related to the selection procedure for the admission to the course;
(E) a single contact for the clarification and information requests.

It is not recommended the realisation of more webpage within the sites of the institutions participating in the course: indeed, the information provided to students would be missing and there would be the risk to provide different answers to the same questions, by reasoning in a 'national' and not in a 'joint' perspective.

3.3.2 Grading and credit systems: some clarifications

There are different voting systems in the various higher education systems and very often they differ not only for what it concerns their numeric structure (usage of numeric ascending and descending scale; percentages, letters, etc.) but the cultural aspects of the national system: here is the problem related to the marks conversion in the different systems or institutions.

[4] http://eacea.ec.europa.eu
[5] http://eacea.ec.europa.eu/erasmus_mundus/tools/good_practices_en.php

A mark can have very different meanings depending on the qualification. Besides this, it is possible that the mathematical equivalence does not reflect the cultural complexity behind it, leading to an oversimplified 'translation' of the mark of origin.

By adding the fact that in some systems there are evaluation scales within the institutions and therefore it is possible to find qualifications from the same system but with a different evaluation, the panorama becomes further complicated.

It is very rare to find official conversion mark scales within the different systems as well as official conversion formulas studied at a national level in order to 'translate' a mark obtained abroad with a national one.

Let's think about the case where a given mark constitutes an admission requirement for a joint course: which parameter can help our applicants to understand if they meet this requirement?

The solution of a summarizing table including all the existing systems cannot be adopted, given that the candidacies for the admission to the course could come from any country. It would be possible to use the ECTS grading scale, but also in this case there would be systems which we have not considered.

It is recommended to study an internal conversion procedure to evaluate the performances of the degrees presented for the admission to the course, in addition to establish a single voting system within the joint programme.

Let's think also about the used credit system: as we know there are different concepts of 'credit' referred to the workload (1.3.7); which system should be used?

Also in this case, the ECTS credits are very helpful and they can constitute the system to be adopted by the whole consortium organising the joint programme. This means that each institution will issue a given number of credits by using a single reference scale in order to not confuse students participating in the course and who must evaluate the final qualification.

It is not possible to adopt the solution of using different credit systems on the basis of the institution where the course is held within a joint programme. However it is better to avoid it since finally the qualification will must 'speak only one language'.

4

AWARDING PHASE

CHAPTER 4

The Awarding phase is the last phase of the life of a joint programme concerning the issuing of the final diploma and the related documents.
Also in this phase there are different elements to be considered before awarding a degree (such as the format of the final diploma or the issues concerning the recognition procedures).

It is important to notice that the joint course does not end - neither does the relationship with students - when you award the final diploma: students have got one of your qualification for their entire life.

It means that they can use this qualification in different ways (for the access to further studies or to the labour market) and they can present it to different bodies (universities or employers): during these practices they could be required to provide further elements, it means that, even after some years, the institutions which has issued the final diploma must produce supporting documents or give further information about the degree concerned.

Besides this, the presentation of a qualification to other entities involves the usability of the name of the institution which has issued it, then there will always be a connection between the student and the awarding institution.

Therefore, considering the elements of this stage concerning the life of a joint programme, we should always bear in mind that a durable relationship will be established between the awarding institution and their students, so: FEEL CONNECTED!!!

FEEL CONNECTED!!!

4.1 A question of clarity: an automatic recognition procedure does not exist

It is a common belief that there is a sort of automatic qualification recognition within EU countries or between countries participating in the Bologna Process: this error creates many problems when qualification holders or higher education institutions have to face academic recognition procedures.

No automatic EU-wide recognition of degrees

Then, there is no automatic EU-wide recognition of academic qualifications: people may therefore need to go through a national procedure to get academic degrees recognised in another EU country. Individual governments of EU countries remain responsible for their education systems and are free to apply their own rules, including whether or not to recognise academic qualifications obtained abroad.

Also within the Bologna Process there are no automatic recognition procedures among countries participating in this international process: taking part in the Bologna Process is a voluntary decision made by each country and its higher education community to endorse the principles underlined in the European Higher Education Area. The Bologna Process does not aim to harmonise national educational systems but rather to provide tools to connect them. The intention is to allow the diversity of national systems and universities to be maintained while the European Higher Education Area improves transparency between higher education systems, as well as implements tools to facilitate recognition of degrees and academic qualifications, mobility, and exchanges between institutions. So, there are not any automatic recognition procedures but we have instruments which facilitate recognition: an enterely different thing.

This preamble is fundamental in the case of joint programmes which involve the participation of institutions coming from different countries that award official national qualifications at the same time (also in the case of EU programmes such as Erasmus Mundus): qualifications are valid exclusively in each system where awarding institutions are placed. For other countries it will be necessary to follow a specific recognition procedure - more or less complicated - according to national rules and on the purpose for which the recognition is requested.

Do not create false expectations

It is recommended to inform prospective students about our joint course concerning the fact that the qualifications issued at the end of the course will be valid exclusively within national systems of belonging of the institutions

which issue them. Otherwise we risk creating different expectations because the terms 'European' or 'International' referred to joint programmes could be misunderstood.

Do not create false expectations

There is also the risk to confuse EU professional recognition procedures - which are established according to the Directive 2005/36/EC[1] - with the academic recognition procedures: through the Directive we have the opportunity to recognise a specific license to practice a regulated profession among EU countries, which is a different thing of an academic degree recognition procedure. Anyway, a professional recognition procedure needs an administrative check in order to grant the qualification to practice a profession, then the procedure is anything but automatic. In order to better understand the difference between the academic recognition procedures and the professional recognition procedures and the specificity of the Directive 2005/36/EC, we have to bear in mind that it deals with the right of free movement of professionals within the EU area and it is controlled by the DG Internal Market and Services[2], so it does not deal with only academic questions which are instead managed by the DG Education and Culture[3], where there are no mutual recognition rules.

4.2 Format of the final Diploma: what are the elements to be included

The format used to issue a qualification at the end of a joint programme is certainly one of the most important elements of this phase. Here are the elements usually reported in a diploma:

- Official name of the degree in the national context: i.e. *Master of Arts, Laurea Magistrale, Mestrado*, etc.;
- Name of the course and of the subject: i.e. (in) Chemistry, (in) International Management, (in) Engineering, etc.;
- Official name and seal/logo of the awarding institution: i.e. University, College, Polytechnic, etc.;
- Name of the holder and personal details: i.e. student registration number, date of birth, etc.;
- Dates: i.e. graduation date, issuing date, academic year, etc.;
- Indication on the accreditation status of the institution/course and/or on national legislations that grant the power to issue the qualification;

Elements of the Diploma

[1] Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2005:255:0022:0142:en:PDF
[2] http://ec.europa.eu/dgs/internal_market/index_en.htm
[3] http://ec.europa.eu/dgs/education_culture/index_en.htm

Elements of the Diploma

- Signature of the legal representative and/or other signatures: i.e. Rector, Dean of the Faculty, President, etc.;
- Final mark/points and (if applicable) credits.

Besides these documents there are others depending on the national format and the corresponding legislation within a higher education system, but usually these elements are present in all the diplomas.

Furthermore, it is important to bear in mind that within some systems the legislation does not allow issuing joint degrees: obviously, in these cases there would be only the possibility to issue double or multiple final qualifications, maybe by preparing joint certificates to be attached to the national qualifications. Anyway, the impossibility to issuing joint degrees is often due to internal regulations or to a strict approach of the institutions on these topics. Indeed, the systems which categorically deny to issue joint qualifications are very few: sometimes a legal vacuum or a shortage of clarity of the national legislation is used more as an excuse than as a possibility of innovation and growth within the internationalisation sector.

Why a joint diploma is recommended

Why is it recommended to issue a joint degree at the end of a joint programme rather than different national qualifications related to the jointly organised course?

Without answering to this question it is difficult to deeply understand why the European Commission within the Erasmus Mundus Programme favours courses that issue joint degrees rather than courses that issue double or multiple degrees.

The main reason why a joint degree is issued at the end of a joint programme is related to the fact that a SINGLE COURSE ends with a SINGLE QUALIFICATION.

This statement could seem banal, but if we think about all the implications related to the issuing of more academic degrees corresponding to a single course, this becomes more concrete. Indeed:

- A holder could present different degrees to access to the same public competition or to a course with a classification list and achieve different scores for the different qualifications, which actually derive from a single course of study;

- A credential evaluator could become suspicious in checking different qualifications issued in the same period of time, with the same date and without any indication related to the single course attended;

- In some systems (i.e. Italy) the national legislation forbids the enrolment to more courses of studies simultaneously: if this case occurs, the Italian degree issued contextually with the foreign one would not be valid (this rule is not applied in the case of joint degrees).

As we can notice it is fundamental to specify that more academic degrees correspond to a single course, therefore both on the joint degree and the double or multiple one there would be always the reference to the jointly organised single programme: otherwise we would not be transparent towards qualification holders and to those who will evaluate their degrees.

Therefore, issuing final degrees as double or multiple degrees does not mean to have fewer problems related to the format of the degree when a single joint degree is issued, given that it is necessary to specify also that the different national diplomas issued are related to a joint degree.

4.2.1 Format of a Joint Diploma

In order to issue a joint degree, that is a single diploma for students who finish a joint course, it is important to bear in mind some precaution to be made clear about the nature of the foreign qualifications corresponding to the joint one and all the elements so that the credential evaluators can assess them correctly:

1. It is always important to insert the name of all the national qualifications corresponding to the joint degree: it is possible to indicate the type of degree with a generic name, such as 'International Master in' or 'Erasmus Mundus Master Degree in...', but below the qualification it is necessary to indicate the national references with the official names of the degrees *(i.e. Master of Arts, Laurea Magistrale, Mestrado, etc.)*. To insert only generic denominations such as 'Master' or 'Bachelor' or 'International Degree' does not make sense and does not help who will have to evaluate the degree. Besides the name of the qualification, it is recommended to indicate also the national normative references related to the degree issued, that is information usually reported on the diplomas from each institution.

2. In addition to the official names of the institutions in their language of origin, it is recommended to indicate all the logos of the awarding institutions corresponding to the related national degrees. If there are other institutions participating in the organisation of a joint degree but not awarding any degree, these can be indicated by using other instruments, such as the Diploma Supplement or certificates additional to the academic degree in order not to create confusion about the validity and usability of the joint degree.

3. Below the degree, it is also recommended to report all the signatures and the related positions of the legal representatives of the institutions awarding the degree, or the signatures of who usually sign the final degree within the institutions. If it is difficult to obtain all the signatures (for example for their elevated number) from the awarding institutions, it is possible to choose only one joint signature to be affixed on the diploma, but inserting always an indication where it is declared that this signature is affixed on behalf of the institutions partner (and this has to be inserted within the agreement between the institutions in order to establish a joint programme).

4. Furthermore, according to the practice concerning all the national degrees, it is fundamental to indicate name and surname of the student (together with other data such as date of birth and student registration number), the final mark and the total number of ECTS credits - by indicating also the reference scale (for example ECTS), the graduation date and the academic year.

Because of the complexity of a joint degree in respect to that of the national degrees, the last advice is to report a caption within the diploma in order to refer to an attached certificate for further details, such as a Diploma Supplement or another certificate.

An example of joint diploma is herewith reported:

logo/seal of the University 1 logo/seal of the University 2 logo/seal of the University 3

Record number / Student registration number

Joint Master Degree in Environmental Engineering
[Name of the Joint Programme]

this is to certify that [Name of student] place & date of birth: xxx

having successfully completed the prescribed joint course
of study since xxx until xxx

at the [Name of the Consortium or Network]

consequently, on behalf of the participating universities of this joint programme is awarded the

Master Degree in Environmental Engineering
[awarding date]
[final mark and credits]

University name 1	University name 2	University name 3
Legal representative	Legal representative	Legal representative
(official stamp and signature)	(official stamp and signature)	(official stamp and signature)

Official names of the national degrees corresponding to the Joint Master Degree:
Country 1: University name 1 and national degree name 1 (e.g Laurea Magistrale in ... - DM 270/2004 etc.)
Country 2: University name 2 and national degree name 2 (e.g Máster Universitario en ... - Real Decreto etc.)
Country 3: University name 3 and national degree name 3 (e.g Mestrado em ... - Decreto-lei etc.)

For further details on the present joint programme, please refer to the related Diploma Supplement

4.2.2 Format of Double/Multiple Diplomas

In the case of double or multiple degrees, issuing only more national diplomas with their traditional format - as it occurs for students who attend a national and not a joint course - is not enough nor appropriate. Because as we saw, if within a national degree it is not mentioned that this qualification was achieved attending a single joint programme, we could have some problems concerning the usability of the degree and its evaluation.

Therefore, also if more national qualifications are issued, within themselves it will be important to insert the name of the joint programme and a note where it is explicitly specified that this national qualification is not the only one which was issued to the student for that course of study. So it will be possible to insert a

reference to the Diploma Supplement as in the case already mentioned at the previous point, or something which clearly indicates that the course attended was organised jointly, such as:

Indication within a Double Diploma

- 'the XXX course is organised jointly by XXX consortium in the framework of the Erasmus Mundus Programme';
- 'the present diploma is awarded in collaboration with other XXX higher education institutions according to the XXX joint programme';
- 'this is a double/multiple degree awarded in the framework of the XXX joint programme'.

In the case where final double or multiple degrees are issued, it is always recommended to attach an only one Diploma Supplement or only one joint certificate (including a non official one) to them, in order to provide information about the course organised by more institutions and about the different national degrees achieved: this means that even if it is not possible to issue a joint degree, it will be advisable to issue at least a joint certificate or a joint Diploma Supplement.

4.3 Documents additional to a diploma: Diploma Supplement and joint certificates

As we saw in the case of a joint degree, even more in the case of double or joint degrees, it is necessary to indicate the elements useful to a correct evaluation of the final qualifications issued within our joint programmes. We need to bear in mind that many credential evaluators base their evaluation mainly on the final diploma issued, considering all the other documents attached to it only in a second moment: therefore, it is fundamental to indicate all the elements related to the course within a final diploma (see 4.2).

4.3.1 Joint Diploma Supplement

The Diploma Supplement is a document used within the countries participating in the Bologna Process and it does not go without saying that all the systems and the foreign institutions which do not participate in this international process know or use this instrument in their evaluation procedures: this is a fundamental point in the approach to different higher education systems and it is also related to the description of the qualification elements (grades, credits, level, etc.).

In the case of more qualifications in the form of double or multiple degrees, it is recommended to issue a single Diploma Supplement that summarises all the

elements of the joint course, indicating the national qualifications achieved, the participating institutions and all the elements useful to a correct evaluation of the final qualifications.

At this point, it is necessary to analyse the different sections of a Diploma Supplement in order to identify the difficulties related to the issuing of a single joint document.

1. Information identifying the holder of the qualification(s):

In this section the only point that could be tricky is the indication of the *Student identification number or code* (1.4). If we use different identification numbers according to the institutions participating in the course, it will be necessary to report all this indications by specifying the different higher education institutions:

- University 1: Student identification number XXX
- University 2: Student identification number YYY
- University 3: Student identification number ZZZ

2. Information identifying the qualification(s):

Certainly, this is the most important section, given that here there will be the indication concerning all the national qualifications corresponding to the joint degree or related to the national degrees issued in the case of double or multiple degrees. With reference to 2.1 - *Name of qualifications and (if applicable) titles conferred (in original languages)*, the Diploma Supplement Explanatory Notes adopted by the Lisbon Recognition Convention Committee (June 2007)[4] state:

"Give the full name of the qualification in the original language(s) as it is styled in the original qualification e.g. Kandidat nauk, Maîtrise, Diplom, etc. The original name of the qualifications may be transliterated into the alphabet or writing system used for the language in which the Diploma Supplement is issued (e.g. Latin characters for Supplements issued in English or Cyrillic for Supplements issued in Russian). Indicate if the award confers any nationally accepted title on the holder and what this title is e.g. Doctor, Ingénieur etc, and, if appropriate, a specific professional competence, such as "teacher of French". Indicate if the title is protected in law. If the qualification is a joint degree, this should be indicated."

[4] http://ec.europa.eu/education/lifelong-learning-policy/doc/ds/ds_en.pdf

Official names of national degrees

Therefore, at point 2.1 it is necessary to indicate all the official names of the qualification issued by the awarding institutions participating in the joint programme, both in double or multiple degrees and joint degrees:

Joint Degree name *(e.g. International Joint Master Degree in ...)*
- University name 1: national degree name 1 *(e.g Laurea Magistrale in ...)*
- University name 2: national degree name 2 *(e.g Máster Universitario en ...)*
- University name 3: national degree name 3 *(e.g Mestrado em ...)*

At the point 2.3 *Name and status of awarding institutions (in original languages)* it is necessary to indicate all the awarding institutions related to the previous qualifications, by considering the following indications reported in the Explanatory Notes:

"Indicate the name of the institution awarding the qualification in the original language. Where a degree is issued jointly by two or more institutions, the names of the institutions issuing the joint degree should be indicated, with indication of the institution at which the major part of the qualification has been obtained, if applicable. The status of the institution refers above all to whether it has successfully undergone a quality assurance and/or accreditation exercise or procedure, and this should be clearly indicated. It may also be relevant to give the profile of the institution. If the provider is transnational or borderless, this should be clearly noted. As a (fictitious) example, this information could be given in the following form:
[Name of the institution] is a private non-university institution which has undergone external quality assurance by agency X in [name of the country] in 2003 with satisfactory results."

It is recommended to indicate the typology of accreditation/recognition of the higher education institution or to provide the references for checking this status through the indication of the official lists of recognised institutions provided by different countries (see Annex 3).

If there are other institutions participating in the joint programme but they have not issued any qualification, it is recommended to insert them within the point 2.4 *Name and status of institutions administering studies (in original languages)*. In this part, it is possible to indicate again the same awarding institution and those who participated in the course, or to indicate all the consortium or network members who organised it:

Composition of the consortium:

- University 1 (awarding institution)
- University 2 (awarding institution)
- University 3 (awarding institution)
- University 4 (participating institution)
- University 5 (participating institution)

...

3. Information on the level of the qualification:

3.1 Level of qualification is useful to identify the level of the degrees issued, but it will be necessary to indicate it through a single reference parameter, such as the Bologna Process or the EQF: for example "2nd cycle degrees according to the Bologna Process" or "level 7 EQF".
If we decide to indicate the levels according to the National Qualification Frameworks, it will be necessary to specify the country of reference with regard to the national qualification issued.

Concerning the Access requirements (3.3), it will be necessary to indicate those established jointly by the consortium.

4. Information on the contents and results gained:

With regard to the point *4.1 Mode of study*, it is opportune to indicate how the programme was undertaken (e.g. full-time, part-time, intermittent/sandwich, e-learning, distance, including placements etc.) but also to specify that it is a joint programme.

At the point *4.3 Programme details (e.g. modules or units studied), and the individual grades/marks/credits obtained*, we should insert the information of the joint course which, being a single programme of study, will indicate the courses attended, but it will be necessary to clearly indicate what parts of the qualification have been earned at what institution.

Concerning the other points *(4.4 Grading scheme and, if available, grade distribution guidance and 4.5 Overall classification of the qualification),* it will be necessary to indicate the consortium for the students evaluation.

5. Information on the function of the qualification:

Access to further study

5.1 Access to further study could vary according to the national qualification issued, therefore, in the case where all the qualifications give the access to the same typologies of courses we could provide a generic indication (e.g. "Access to PhD courses" or "Access to 3rd cycle programmes according to the Bologna Process"), otherwise it will be necessary to indicate what qualification gives access to what course within the national system:

- National degree name 1A (e.g Laurea Magistrale in ...): access to National course name 1B
- National degree name 2A (e.g Máster Universitario en ...): access to National course name 2B
- National degree name 3A (e.g Mestrado em ...): access to National course name 3B

If one ore more of the national qualification, give access to a 'regulated profession' in the countries of reference, then it is recommended to indicate this data at point *5.2 Professional status*.

6. Additional information:

At point 6.1 *Additional information* it will be possible to insert more detailed information about the joint programme, the consortium structure and all the course elements, as indicated also in the Explanatory Notes: *"If the qualification is a joint or double/multiple degree, or if it was earned under a transnational or borderless education arrangement, this should be noted here."*

Information sources

At point *6.2 Further information sources,* it will be useful to indicate any further useful information sources and references where more details on qualifications could be sought. Another information to be included is certainly the consortium website and, in the case of an Erasmus Mundus course, the EACEA webpage related to this programme.

Indicating the National Structures within the Erasmus Mundus Programme (in the case of an Erasmus Mundus course), and the centres of the ENIC/NARIC network (in the case of a country belonging to this network) could be useful to who will evaluate the final qualifications, for this reason it is recommended to report this indication within this point (see Annex 1).

7. Certification of the supplement:

In the parts related to the *Signature (7.2) and the Official stamp or seal* (7.4), it is recommended to empower a single consortium institution (usually the coordinator) to affix the signature of the legal representatives on behalf of the consortium and all the institutions. In this case, unlike the joint diploma, it will be possible to affix a single signature and stamp, but it is always recommended to indicate that it is affixed with the proxy of all the institutions partner.

8. Information on national higher education systems:

This is the trickiest point in the case of joint degrees or double/multiple degrees: is it necessary to indicate all the systems related to the national qualifications issued, only one or any one of them?

Information on national systems

In this case there are many solutions, but it is advisable to exclusively report the charts of the national systems or the indication of the charts of the different National Qualifications Frameworks, in addition to the indication of the websites where this information can be found: in order not to weigh down the document it is enough also to indicate only the official resources available online describing the national system.

4.3.2 Joint certificates and legalisation

If it is possible to issue exclusively double or multiple degrees and national Diploma Supplements, it is always recommended to produce a joint certification which reports the joint programme features in a single document: this certification does not claim to be official and does not replace the national diplomas or the Diploma Supplement, but it could be useful to students in order to present a single summary document of the single course attended.

Besides this, because it is not official, the consortium itself will be able to produce it without having to keep to any legal strictness of the different systems, which could deny a modification within the national format of diplomas and Diploma Supplement.

If we consider the different official or non official joint certificates to be issued to students (diplomas, Diploma Supplement, transcript, etc.), we must bear in mind that there is the possibility that they are presented to foreign institutions of any

system in the world, even after many years. Therefore, we must bear in mind that, as it is requested in order to enter our courses, the foreign institutions will must verify the authenticity of the documents presented.

How do we prove that a document is original?

Legalisation of diplomas

This operation is developed through the 'legalisation' procedure: an officially appointed body in a given national system, will declare the signature affixed on a given document (such as a diploma) corresponds to that of the legal representative of the institution who actually awarded the qualification.

But at this point, if we consider a joint diploma or a joint Diploma Supplement, where there are more signatures corresponding to the legal representatives of the institutions which awarded the national qualifications, where should the document be legalised?

This information must be clear first of all within the consortium organising the joint course in order to avoid the student legalising the document more than once and the national authorities to reject the legalisation for the presence of more signatures, part of which are unknown to the national system (those of the foreign institutions).

Therefore, it is recommended to identify a single institution representing the others in order to produce the legalisation of the documents, which usually occurs through the affixing of the Apostille[5] on the degree or on the document. It is important to notice that the Apostille does not give information regarding the quality of the document, but it certifies the signature (and the capacity of who placed it) and the correctness of the seal/stamp on the document which must be certified. This means that the check of the accreditation or not of the institution that awarded a degree will be done through the check of its status together with the national authority qualified for the recognition and accreditation of the higher education institutions.

Issuing a legalised degree can be an advantage for students who will present it abroad, given that many systems request this procedure with regard to the possibility of access to recognition procedures.

[5] Hague Convention of 5 October 1961.

1

LIST OF ENIC-NARIC CENTRES AND ERASMUS MUNDUS NATIONAL STRUCTURES

INFORMATION SOURCE:
ENIC-NARIC WEBSITE
OCTOBER 2012

ANNEX 1

Austria

NARIC Centres

ENIC NARIC Austria
Federal Ministry for Science and Research
Teinfaltstrasse 8, A-1014 Wien
Österreich
Phone: +43 1 531 20 5921
Fax: +43 1 531 20 7890
E-mail: naric@bmwf.gv.at
Web: http://www.bmwf.gv.at/naric/

EM National Structures

OeAD-GmbH - Austrian Agency for International Cooperation in Education and Research
Erasmus Mundus National Structure
Ebendorferstrasse 7
A-1010 Wien
Phone: +43 1 53408 440
Fax: +43 1 53408 499
E-mail: martina.friedrich@oead.at
Web: http://www.oead.at/erasmus-mundus

Belgium
Flemish Community

NARIC Centres

NARIC-Vlaanderen

NARIC-Flanders

Ministry of Education and Training Agency for Quality Assurance in Education and Training (AKOV)
Hendrik Consciencegebouw Toren C2
Koning Albert II-laan 15
B-1210 Brussels, Belgium
Phone: +32 2 553 89 58
E-mail: naric@vlaanderen.be
Web: http://www.naric.be

EM National Structures

Vlaams Departement Onderwijs en Vorming

Koning Albert II-laan 15
B-1210 Brussel
Phone: +32 2 553.98.70
Fax: +32 2 553.98.80
E-mail: johan.geentjens@ond.vlaanderen.be
Web: http://www.enseignement.be/index.php?page=26225&navi=3030

Belgium
French Community

NARIC Centres

NARIC de la Fédération Wallonie-Bruxelles
NARIC of the Federation Wallonia-Brussels
Ministry of the Federation Wallonia-Brussels
Directorate General for Non-Compulsory Education and Scientific Research
Rue A. Lavallée 1
B-1080 Brussels, Belgium
Phone: +32 2 690 87 47
Fax: +32 2 690 87 60
E-mail: equi.sup@cfwb.be
Web:http://www.enseignement.be/index.php?page=24808&navi=2087

EM National Structures

Ministère de l'Enseignement supérieur et de la Recherche scientifique de la Fédération Wallonie Bruxelles
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Web: http://www.cfwb.be

Belgium
German-speaking Community

NARIC Centres

Ministerium der Deutschsprachigen Gemeinschaft Belgiens
Abteilung Unterricht, Ausbildung und Beschäftigung
Gospertstraße 1
4700 Eupen
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Fax: +32 87 556475
E-mail: unterricht@dgov.be
Web: http://www.bildungsserver.be

EM National Structures

Agentur für Europäische Bildungsprogramme VoG
Gospertstraße 1
B-4700 Eupen
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Fax: +32 87 556474
E-mail: edgar.hungs@aebp.be
Web: http://www.dglive.be/agentur

Bulgaria

NARIC Centres

Национален център за информация и документация (НАЦИД)
National Center for Academic Recognition and Mobility
National Centre for Information and Documentation (NACID)
52a "D-r G.M.Dimitrov" Blvd.
1125 Sofia, BULGARIA
Phone: +359-2-817-38-24
Fax: +359-2-971-31-20
E-mail: naric@nacid.bg
Web: http://www.nacid.bg

EM National Structures

Human Resource Development Centre (HRDC)
15, Graf Ignatiev Street, 3th floor
BG-1000 Sofia
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Web: http://www.hrdc.bg

Cyprus

NARIC Centres

Κυπριακό Συμβούλιο Αναγνώρισης Τίτλων Σπουδών
Cyprus Council for the Recognition of Higher Education Qualifications
P.O. Box 12758,
2252 Nicosia, Cyprus
Phone: +357 22 402 472 ; +357 22 402 473
Fax: +357 22 402 481
E-mail: info@kysats.ac.cy
Web: http://www.kysats.ac.cy

EM National Structures

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E-mail: dmartidou@moec.gov.cy
Web: http://www.moec.gov.cy

Czech Republic

NARIC Centres

Středisko pro ekvivalenci dokladů o vzdělání
Centre for Recognition of Documents on Education
U dvou srpů 2
150 00 Praha 5
Czech Republic
Phone: +420 257 011 335
Fax: +420 257 531 672
E-mail: naric@csvs.cz
Website:
http://www.naric.cz/
Contact person:
Štepánka Skuhrová, Head of ENIC/NARIC

EM National Structures

National Agency for European Educational Programmes - Centre for International Services
Na Poříčí 1035/4
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Website: http://www.naep.cz/

Denmark

NARIC Centres

Styrelsen for Universiteter og Internationalisering
Danish Agency for Universities and Internationalisation
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DK-1260 Copenhagen K
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Fax: +45 33 95 13 00
E-mail: anerkendelse@ui.dk
Web: http://en.iu.dk/recognition/

EM National Structures

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Ministry of Science, Technology and Innovation
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Estonia

NARIC Centres

Akadeemilise Tunnustamise Infokeskus (Eesti ENIC/NARIC)
Estonian ENIC/NARIC
Foundation Archimedes
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Finland

NARIC Centres

Opetushallitus/Utbildningsstyrelsen
Finnish National Board of Education
(ENIC-NARIC Finland)
P.O. Box 380
FI-00531 Helsinki
Finland
Phone: +358 29 533 1000
Fax: + 358 29 533 1035
E-mail: recognition@oph.fi
Web: http://www.oph.fi/recognition

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Centre for International Mobility (CIMO)
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France

NARIC Centres

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EM National Structures

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Germany

NARIC Centres

Zentralstelle für ausländisches Bildungswesen im Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland
Central Office for Foreign Education in the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs in the Federal Republic of Germany
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EM National Structures

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Greece

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EM National Structures

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Hungary

NARIC Centres

Magyar Ekvivalencia és Információs Központ, Oktatási Hivatal
Hungarian Equivalence and Information Centre, Educational Authority
Budapest, Szalay u. 10-14.
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Iceland

NARIC Centres

Kennslusvid Haskola Islands

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Web: http://www.naric-enic.hi.is

EM National Structures

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Web: http://www.lme.is

Ireland

NARIC Centres

National Qualifications Authority of Ireland/Údarás Náisiúnta Cáilíochtaí na hÉireann

Qualifications Recognition at the National Qualifications Authority of Ireland
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Jervis House, Jervis Street,
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Web: http://www.qualrec.ie

EM National Structures

Higher Education Authority

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Phone: +353 1 231 7100
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Web: http://www.hea.ie

Italy

NARIC Centres

NARIC Italia - CIMEA
Italian ENIC/NARIC centre
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Latvia

NARIC Centres

Akadēmiskās informācijas centrs (Latvijas ENIC/NARIC)

Academic Information Centre (Latvian ENIC/NARIC)
Post: Valnu iela 2
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EM National Structures

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Web: http://www.viaa.gov.lv/lat/

Liechtenstein

NARIC Centres

Informationsstelle für Anerkennungsfragen (NARIC Liechtenstein)
National Academic Recognition Information Centre (NARIC Liechtenstein)
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Web: www.aiba.llv.li

Lithuania

NARIC Centres

Studijų kokybės vertinimo centras

Centre for Quality Assessment in Higher Education (Lithuanian ENIC/NARIC)
A. Goštauto g. 12,
LT-01108 Vilnius - Lithuania
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Fax: +370 5 213 25 53
E-mail: enicnaric@skvc.lt
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EM National Structures

Education Exchanges Support Foundation

Gelezinio Vilko str.12
LT-01112 Vilnius
Phone: +370 5 261 0592
Fax: +370 5 249 7137
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Web: http://www.smpf.lt

Luxembourg

NARIC Centres

Ministère de la Culture, de l'Enseignement supérieur et de la Recherche
Ministry of Culture, Higher Education and Research
18-20, Montée de la Pétrusse
L-2912 Luxembourg
Phone: +352 478-5139
Fax: +352 26 29 60 37
E-mail: jean.tagliaferri@mcesr.etat.lu
Web: http://www.cedies.public.lu

EM National Structures

No contact point

Malta

NARIC Centres

National Commission for Further and Higher Education
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St Joseph High Road,
St Venera - Malta
Phone: +356 2754 0051
Fax: +356 21 801411
E-mail: qric.malta@gov.mt
Web: http://www.mqc.gov.mt

EM National Structures

National Commission for Further and Higher Education
Casa Leoni, 476,
st Joseph High Road,
st Venera - malta
Phone: +356 2754 0051
fax: +356 21 801411
E-mail: james.j.calleja@gov.mt
Web: http://www.mqc.gov.mt

The Netherlands

NARIC Centres

Afdeling Onderwijsvergelijking
International Recognition Department
Dutch ENIC/NARIC
Kortenaerkade 11, Postbus 29 777
2502 LT Den Haag, The Netherlands
Phone: +31 70 426 0260
Fax: +31 70 426 0395
E-mail: http://www.nuffic.nl/contact
Website: http://www.nuffic.nl

EM National Structures

Nuffic
Postbus 29777
NL-2502 LT Den Haag
Phone: +31 704 260 237
Fax: +31 704 260 259
Contact: http://www.nuffic.nl/international-students/meet-us/contact-form (for general questions from higher education institutions and students)
Website: http://www.nuffic.nl

Norway

NARIC Centres

Nasjonalt organ for kvalitet I utdanningen (NOKUT)

NOKUT – Norwegian Agency for Quality Assurance in Education
P.O. Box 1708 Vika
0121 Oslo, Norway
Phone: +47 21 02 18 60
Fax: +47 21 02 18 01
E-mail: postmottak@nokut.no
Web: http://www.nokut.no/no/Utenlandsk-utdanning/Generell-godkjenning/

EM National Structures

Norwegian Centre for International Cooperation in Higher Education (SIU)

PO Box 1093
N-5809 Bergen
Phone: +47 55 30 38 00
Fax: +47 55 30 38 01
E-mail: mundus@siu.no
Web: http://www.siu.no

Poland

NARIC Centres

Departament Nadzoru I Organizacji Szkolnictwa Wyższego, Ministerstwo Nauki I Szkolnictwa Wyższego
Department of Higher Education Organization and Supervision
Ministry of Science and Higher Education
ul. Wspólna 1/3
00-529 Warszawa - Poland
Phone: +48 22 52 92 266; +48 22 52 92 526
Fax: +48 22 628 35 34
E-mail: enic-naric@nauka.gov.pl
Web: http://www.nauka.gov.pl/higher-education/recognition-of-foreign-qualifications/recognition-of-academic-qualifications/

EM National Structures

Foundation for the Development of Education System
ul. Mokotowska 43
PL-00-551 Warszawa
Phone: +48 22 463 1249
Fax: +48 22 622 3710
E-mail: mundus@frse.org.pl
Web: http://www.frse.org.pl

Portugal

NARIC Centres

NARIC Portugal

Av. Duque d'Ávila, 137

1069-016 Lisboa, Portugal

Phone: +351 21 312 6000 or +351 21 312 6098

Fax: +351 21 312 6020

E-mail: manuela.paiva@dges.mec.pt

Web: http://www.naricportugal.pt

EM National Structures

DGES/MEC – Direcção Geral do Ensino Superior

Av. Duque D'Avila 137

PT-1069-016 Lisboa

Phone: +351 21 126 154

Fax: +351 21 126 020

E-mail: leonor.santaclara@dges.mec.pt

Web: http://www.dges.mctes.pt/erasmusmundus

Romania

NARIC Centres

Directia pentru Echivalarea si Recunoasterea Diplomelor (DERD)
Direction for Equivalence and Recognition of Diplomas
Str. Gen. Berthelot 28-30
Sector 1, 010168, București - Romania
Phone: +40 21 313 26 77, +40 21 405 63 12, +40 21 405 62 44
Fax: +40 21 313 10 13
E-mail: gianina.chirazi@medu.edu.ro
Web: http://www.cnred.edu.ro

EM National Structures

National Agency for Community Programmes in the Field of Education and Vocational Training
133, Calea Serban Voda, 3rd Floor, 4th District
RO-040205 Bucharest
Phone: +40 21 2010716
Fax: +40 21 3121682
E-mail: valentina.neg@anpcdefp.ro
Web: http://www.llp-ro.ro

Slovak Republic

NARIC Centres

Stredisko na uznávanie dokladov o vzdelaní, Ministerstvo školstva Slovenskej republiky

Centre for the Recognition of Diplomas, Ministry of Education of the Slovak Republic
Stromová 1
813 30 Bratislava 1, SR
Phone: +421 2 59 238 121
Fax: +421 2 59 238 124
E-mail: naric@minedu.sk
Web: http://www.minedu.sk/SUDV/sudv.htm

EM National Structures

Slovak Academic Association for International Cooperation (SAAIC)

Svoradova 1
SK-811 03 Bratislava
Phone: +421 2 209 222 01
Fax: +421 2 209 222 09
E-mail: mundus@saaic.sk
Web: http://www.saaic.sk

Slovenia

NARIC Centres

Ministrstvo za izobraževanje, znanost, kulturo in šport, ENIC-NARIC center

Ministry of Education, Science, Culture and Sport, ENIC-NARIC centre
Masarykova cesta 16,
1000 Ljubljana - Slovenia
Phone: +386 1 478 46 00, +386 1 478 47 45
Fax: +386 1 478 47 19
E-mail: enicnaric-slovenia.mvzt@gov.si
Web:http://www.mizks.gov.si/si/delovna_podrocja/direktorat_za_visoko_solstvo_in_znanost/enicnaric_center/

EM National Structures

Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS)

Ob železnici 16
SI-1000 Ljubljana
Phone: +386 1 620-94-61
Fax: +386 1 620-94-51
E-mail: erasmus-mundus@cmepius.si
Web: http://www.cmepius.si

Spain

NARIC Centres

NARIC España

Spanish NARIC - NARIC España
Ministerio de Educación, Cultura y Deporte
SG de Títulos y Reconocimiento de Cualificaciones
Paseo del Prado, 28 - 28014 Madrid
Phone: 00 34 91 506 55 93
Fax: 00 34 91 506 57 06
E-mail: naric@mecd.es
Web: http://www.educacion.gob.es/naric

EM National Structures

Ministerio de Educación, Cultura y Deporte
Dirección General de Política Universitaria
C/ Ramirez de Arellano, 29. 6ª Planta SUR
E-28043 Madrid
Phone: +34 91 550 6727
E-mail: erasmus.mundus@mecd.es
Web: http://www.educacion.gob.es/educacion/universidades/convocatorias/entidades/erasmus-mundus-2.html

Sweden

NARIC Centres

Högskoleverket (HSV)
(ENIC-NARIC Sweden)
Swedish National Agency for Higher Education
P.O. Box 7851
SE – 103 99 Stockholm, Sweden
Visiting address:
Luntmakargatan 13, Stockholm
Phone: + 46 8 5630 8500
Fax: + 46 8 5630 8650
E-mail: hsv@hsv.se
Web: http://www.hsv.se

EM National Structures

Internationella programkontoret för utbildningsområdet – International Programme Office for Education and Training
Kungsbroplan 3A, 2 tr (Box 220 07)
SE-104 22 Stockholm
Phone: +46 8 453 72 00
Fax: +46 8 453 72 01
E-mail: rebecka.herdevall@programkontoret.se
Web: http://www.programkontoret.se

United Kingdom

NARIC Centres

The National Recognition Information Centre for the United Kingdom

UK NARIC
Oriel House - Oriel Road
Cheltenham - Gloucestershire
GL50 1XP - United Kingdom
Phone: +44 (0) 871 330 7033
Fax: +44 (0) 871 330 7005
E-mail: ENIC_NARIC@naric.org.uk
Web: http://www.naric.org.uk

EM National Structures

British Council Wales

1 Kingsway
UK-Cardiff CF10 3AQ
Phone: +44 29 2092 4311
Fax: +44 29 2023 7494
E-mail: erasmus@britishcouncil.org
Web: http://www.britishcouncil.org/erasmus-programmes-erasmus-mundus.htm

ENIC Centres

Albania

Sektori i Njohjes se Diplomave dhe Bashkepunimit Nderkombetar
Division of Diploma Recognition & International Cooperation
Durresi Street nr 23 - Tirana, Albania
Phone: +355 4 2228347 Fax: +355 4 2232002
E-mail: mgjika@mash.gov.al; senjod@mash.gov.al
Web: http://www.mash.gov.al/

Andorra

Departament d'Ensenyament Superior i Recerca
Department of Higher Education and Research - Ministeri d'Educació i Joventut
Av. Rocafort, 21-23, AD600 Sant Julià de Lòria - Andorra
Phone: +376 743 300 Fax: +376 743 313
E-mail: esuperior.gov@andorra.ad
Web: http://www.ensenyamentsuperior.ad

Armenia

National Information Centre of Academic Recognition and Mobility
27 Amiryan Street - 0010 Yerevan - Armenia
Phone: (+37410) 53 09 04; (+37491) 429 835 Fax: (+37410) 53 09 04
E-mail: armENIC@cornet.am, g.harutyunyan@armenic.am
Web: http://www.armenic.am

Australia

AEI-NOOSR
Australian Education International - National Office of Overseas Skills Recognition
GPO Box 1407 - Canberra ACT 2601 - Australia
Phone: +61 3 5454 5245 Fax: +61 2 6123 7892
E-mail: educational.noosr@deewr.gov.au
Web: http://www.aei.gov.au/Services-And-Resources/Pages/AEINOOSR.aspx

Azerbaijan

Ministry of Education

Khatai av. 49 - Baku 370008, Azerbaijan

Phone: +99 412 963 414 Fax: +99 412 963 490

E-mail: a_akhundov@yahoo.com

Web: http://www.min.edu.az

Belarus

Otdel Expertiz i Priznanii Dokumentov

Foreign Credentials Assessment Department (Belarusian ENIC)

Moskovskaja Str. 15 room 219 -220007, Minsk, Belarus

Phone: +375 17 228 13 13 Fax: +375 17 222 83 15

E-mail: mitskevich@nihe.by, enicbelarus@gmail.com

Web: http://www.nihe.bsu.by

Bosnia and Herzegovina

Centar za informisanje/informiranje i priznavanje dokumenata iz oblasti/područja visokog obrazovanja, Центар за информисање и признавање докумената из области високог образовања - Centre for Information and Recognition of Qualifications in Higher Education - Sektor za informiranje, saradnju/suradnju i priznavanje dokumenata - Сектор за информисање, сарадњу и признавање докумената - Sector for Information, Cooperation and Recognition of Documents

Kneza Branimira 12 - 88000 Mostar - Bosnia and Herzegovina

Phone: + 387 36 333 980 Fax: + 387 36 333 991

E-mail: dzenan.omanovic@cip.gov.ba

Web: http://www.cip.gov.ba

Canada

Canadian Information Centre for International Credentials (CICIC)

Centre d'information canadien sur les diplômes internationaux (CICDI)

95 St. Clair Avenue West, Suite 1106 - Toronto, Ontario, M4V 1N6 - Canada

Phone: +1-416-962-8100, poste/ext. 242

Fax: +1-416-962-2800

E-mail: http://cicic.ca/691/ask-us.canada

Web: http://cicic.ca

Croatia

Nacionalni ENIC/NARIC ured

Croatian ENIC/NARIC Office

Donje Svetice 38/5 - HR-10000 Zagreb, Croatia

Phone: +385 1 627 48 88 Fax: +385 1 627 48 89

E-mail: enic@azvo.hr

Web: http://www.azvo.hr/enic/priznavanje-kvalifikacija

Georgia

ssip - ganaTlebis khariskhis ganviTarebis erovnuli centri

LEPL - National Center for Educational Quality Enhancement

1, M. Aleksidze str. , 0193 Tbilisi, Georgia

Phone: +995 322 200 220 3543

E-mail: info@eqe.ge

Web: http://www.eqe.ge

Holy See

Congregatio de Institutione Catholica

Congregation for Catholic Education

Piazza Pio XII, 3 - 00120 Vatican City

Phone: +39 06 69 88 41 67 Fax: +39 06 69 88 41 72

E-mail: enic@cec.va

Web: http://www.vatican.va/

Israel

Gaf LeHa'arahat Tearim Academi'im miHu"l (Israeli ENIC)

Department for Evaluation of Foreign Academic Degrees (Israeli ENIC) - Ministry of Education

Lev Ram Building (room #110), 2 Devora Haneviah Street - 91911 Jerusalem, Israel

Phone: +972 2 560 2853 Fax: +972 2 560 3876

E-mail: diplomot@education.gov.il

Web: http://www.education.gov.il

Kazakhstan

The National Accreditation Center (NAC)

Office #504, Imanova st., 19, Astana 010000, Kazakhstan
Phone: +7 7172 787161 Fax: +7 7172 787163
E-mail: nac.edu@bk.ru
Web: http://www.nac.edu.kz

National Information Center on Academic Recognition and Mobility
010000, Kazakhstan, Astana city, Orynbor street, 8
Phone: +7 7172 741378 Fax: +7 7172 741362
E-mail: info@quality.edu.kz
Web: http://www.naric.kz/

Moldova

Information and Qualification Recognition Office

Department of International Relations and European Integration - Ministry of Education and Youth
Republic of Moldova - Chisinau, MD - 2033 - 1, Piata Marii Adunari Nationale
Phone: (+373 22) 23 45 70 Fax: (+373 22) 23 33 15
E-mail: international@edu.md
Web: http://www.edu.md/?lng=ro&MenuItem=5&SubMenu0=5

Monaco

Centre d'Information de l'Éducation Nationale

National Education Information Center
18, avenue des Castelans - 98000 MONACO
Phone: +377 98 98 87 74 Fax: +377 98 98 41 74
E-mail: cien@monaco.mc
Web: http://service-public-particuliers.gouv.mc/Education/Enseignement/Enseignement-superieur/Centre-ENIC-Monaco

Montenegro

ENIC Centar Montenegro,Ministarstvo prosvjete i nauke
ENIC Centre Montenegro,Ministry of Education and Science
Rimski trg bb, 81000 Podgorica - Montenegro
Phone: 00 382 20 405 301 Fax: 00 382 20 405 334
E-mail: vanja_srdanovic@t-com.me, ranko.lazovic@gov.me
Web: http://www.mpin.gov.me/rubrike/enic-centar

New Zealand

New Zealand Qualifications Authority
Mana Tohu Mātauranga o Aotearoa
PO Box 160, Wellington 6140 - New Zealand
Phone: +64-4-463 3000 Fax: +64-4-802 3401
E-mail: pamela.hulston@nzqa.govt.nz
Web: http://www.nzqa.govt.nz

Russian Federation

Национальный информационный центр по академическому признанию и мобильности
National Information Center for Academic Recognition and Mobility
Mikluho-Maklaya St. 6, RUDN, 117593 Moscow, Russia
Phone: +07 495 958-2881, 955-0818 Fax: +07 495 433-1511, 958-2881
E-mail: RussianENIC@sci.pfu.edu.ru
Web: http://www.russianenic.ru

San Marino

Dipartimento Pubblica Istruzione
Contrada Omerelli 23 - 47890 Republic of San Marino
Phone: +378-0549882550 Fax: +378-0549882301
E-mail: segr.pub-istr@omniway.sm

Serbia

ENIC Srbija - ENIC Serbia

Ministry of Education and Science of the Republic of Serbia - Sector for Higher Education

Nemanjina 22, 11 000 Belgrade - 11000 Belgrade, Serbia

Phone: +381 11 363 11 71 Fax: + 381 11 363 16 09

E-mail: enic@mpn.gov.rs

Web: http://www.mpn.gov.rs

Switzerland

Swiss ENIC-NARIC

Rectors' Conference of the Swiss Universities

Postfach 607 - CH – 3000 Bern 9

Phone: +41 31 306 60 32 Fax: +41 31 306 60 20

E-mail: christine.gehrig@crus.ch

Web: http://www.enic.ch/

The former Yugoslav Republic of Macedonia

Informativen Centar - Ministerstvo za Obrazovanie i Nauka

Informative Center - Ministry of Education and Science

ul. Dimitrie Cuposki br. 9 - MK-1000 Skopje, Macedonia

Phone: + 389 2 106-527 Fax: + 389 2 3117-631

E-mail: nadezda.uzelac@mofk.gov.mk

Web: http://www.mon.gov.mk/

Turkey

Avrupa Birliği ve Uluslararası İlişkiler Birimi

European Union and International Relations Office - ENIC-NARIC Turkey

Yükseköğretim Kurulu Başkanlığı (YÖK)

06539 Bilkent - Ankara - Turkey

Phone: +90 312 298 79 45 Fax: +90 312 266 47 44

E-mail: naric@yok.gov.tr

Web: http://bologna.yok.gov.tr/?page=anasayfa&dil=en

Ukraine

Ministry of Education and Science, Youth and Sports of Ukraine
Information and Image Centre
26/41 Pavlovska street - 01135, Kyiv, Ukraine
Phone: +38 044 486 18 23 Fax: +38 044 486 23 29
E-mail: koba@enic.in.ua, sergienko@enic.in.ua
Web: http://www.mon.gov.ua/

USA

United States Network for Education Information (USNEI) / U.S. ENIC
U.S. Department of Education
400 Maryland Avenue, SW - Washington, DC 20202-8401
Phone: +1 202-205-0704 Fax: +1 202-401-2508
E-mail: rafael.nevarez@ed.gov
Web: http://www2.ed.gov/about/offices/list/ous/international/usnei/edlite-index.html

2

NATIONAL QUALIFICATIONS FRAMEWORKS

INFORMATION SOURCE:
ENIC-NARIC AND EHEA WEBSITES
OCTOBER 2012

ANNEX 2

Andorra

http://www.ensenyamentsuperior.ad/images/stories/Documents/MATES%20English%20Version.pdf (English)

Australia

http://www.aqf.edu.au (English)

Belgium

- Flemish Community

http://nvao.com/nqf-vl (English)

- French community

http://www.enseignement.be/index.php?page=25784&navi=2760 (French)

Bosnia and Herzegovina

http://www.enic-naric.net/documents/BA/BiH_QF_2007_06_05_eng_final.pdf (English)

Canada

http://www.cicic.ca/714/qualifications-frameworks.canada (English)
http://www.cicic.ca/715/cadres-de-qualifications.canada (French)

Ontario Qualifications Framework.

http://www.tcu.gov.on.ca/eng/general/postsec/oqf/index.html (English)
http://www.tcu.gov.on.ca/epep/programs/oqf/index.html (French)

Denmark

http://en.iu.dk/transparency/qualifications-frameworks (English)

Estonia

http://www2.archimedes.ee/enic/index.php?leht=204&lng=2 (English)

Ireland

http://www.nfq.ie/nfq/en/ (English)

Italy

http://www.quadrodeititoli.it/Index.aspx?IDL=2 (English)

Malta

http://www.mqc.gov.mt/malta-qualifications-framework (English)

The Netherlands

http://nvao.com/nqf-nl (English)

New Zealand

http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/ (English)

Portugal

http://www.dges.mctes.pt/NR/rdonlyres/90DBE647-5CB6-4846-B88F-101180D9E425/5414/FHEQCommitteeReportFinal30MAIO2012.pdf (English)

Slovenia

http://www.nok.si/data/files/68_file_path.pdf (English)

Spain

http://www.boe.es/boe/dias/2011/08/03/pdfs/BOE-A-2011-13317.pdf

Sweden

http://www.hsv.se/download/18.7433f8012f7262642c80002636/12-5202-10-national-qualifications-framework.pdf (English)

Switzerland

http://www.crus.ch/information-programme/qualifications-framework-nqfch-hs.html?no_cache=1&L=2 (English)

Turkey

http://tyyc.yok.gov.tr (English)

United Kingdom

http://www.uknec.org.uk/documents/ds_chart.pdf (English)

Scottish Credit and Qualification Framework.

http://www.scqf.org.uk (English)

3

RECOGNISED HIGHER EDUCATION INSTITUTIONS

INFORMATION SOURCE:
ENIC-NARIC WEBSITE
OCTOBER 2012

ANNEX 3

Albania

List of public HED institutions.
http://www.mash.gov.al/faqe.php?id1=1&id2=7&id3=25&lang=en (Albanian and English)

Private Higher Education.
http://www.mash.gov.al/faqe.php?id1=1&id2=155&id3=138&lang=en (Albanian and English)

Andorra

http://www.uda.ad - Universitat d'Andorra
http://www.udv.ad - Universitat de les Valls
http://www.uols.org - Universitat Oberta la Salle
http://www.xena.ad/lcf/index.html - Lycée Comte de Foix

Armenia

State universities.
http://armenic.am/?laid=1&com=module&module=menu&id=122 (English)

Private accredited universities and programmes.
http://armenic.am/?laid=1&com=module&module=menu&id=123 (English)

Australia

The Australian Qualifications Framework (AQF) Register is the national list of registered institutions in the school, VET and Higher Education sectors and their accredited AQF qualifications. From January 2012 registered higher education institutions and their accredited qualifications are available at: http://www.teqsa.gov.au

http://www.aqf.edu.au/RegisterAccreditation/AQFRegister/tabid/174/Default.aspx (English)

Austria

Postsekundäre Bildungseinrichtungen / Institutions of post-secondary education.

http://www.bmwf.gv.at/fileadmin/user_upload/wissenschaft/hochschulwesen/postsek_bildungseinrichtungen.pdf (English and German)

Azerbaijan

List of universities.

http://www.edu.gov.az/view.php?lang=en&menu=339&id=1696 (English)

Belarus

State-owned institutions.

http://edu.gov.by/en/main.aspx?guid=1701 (English)

Privately-owned institutions.

http://edu.gov.by/en/main.aspx?guid=2391 (English)

Belgium

• Flemish Community

The Higher Education Register (Hogeronderwijsregister) is a legal register that contains all the accredited higher education programmes in Flanders, Belgium offered at registered higher education institutions, included non-statutory (private) ones. The Higher Education Register presents information in three ways:

1. Information about programmes and institutions
2. Information about studying in Flanders
3. Information about the higher education system

http://www.hogeronderwijsregister.be/home (Dutch)
http://www.highereducation.be/home (English)

• French Community

The website provides a directory of higher education institutions recognised and/or subsidised by the Ministry of the Federation Wallonia-Brussels. Search can be done by type of institutions or programmes.

http://www.enseignement.be/index.php?page=23836&navi=149 (French)

• German-speaking Community

'Autonome Hochschule in der Deutschsprachigen Gemeinschaft'.

http://www.ahs-dg.be/desktopdefault.aspx (German)

Bosnia and Herzegovina

http://cip.gov.ba/index.php?option=com_content&view=article&id=66&Itemid=76&lang=en (English)

Bulgaria

http://www.neaa.government.bg/en/institutions (English)

http://www.minedu.government.bg/left_menu/registers/vishe/registar_eng.html (English)

http://www.neaa.government.bg/bg/institutions (Bulgarian)

http://www.minedu.government.bg/left_menu/registers/vishe/registar.html (Bulgarian)

Canada

Directory of Universities, Colleges and Schools in the Provinces and Territories of Canada

http://www.cicic.ca/664/directory-of-universities-colleges-and-schools.canada (English)

http://www.cicic.ca/665/repertoire-des-universites-colleges-et-ecoles.canada (French)

Croatia

http://mozvag.srce.hr/preglednik/pregled/en/nositelj/odabir.html (English)

http://mozvag.srce.hr/preglednik/pregled/hr/nositelj/odabir.html.

Cyprus

http://www.highereducation.ac.cy/en/ (English)

Czech Republic

http://www.naric.cz/docs/Czech_HEI-list.pdf (English)

Denmark

http://en.iu.dk/education-in-denmark/danish-education-institutions (English)

Estonia

http://www2.archimedes.ee/enic/index.php?leht=69&lng=2 (English)

Finland

List of recognised higher education institutions (universities and polytechnics).

http://www.minedu.fi/OPM/Koulutus/yliopistokoulutus/yliopistot/?lang=en (English)

http://www.minedu.fi/OPM/Koulutus/ammattikorkeakoulutus/ammattikorkeakoulut/?lang=en (English)

France

List of French universities.
http://www.enseignementsup-recherche.gouv.fr/cid20269/liste-des-universites-francaises.html (French)

List of recognised higher education institutions authorised to award a 'diplôme visé' and a 'grade de master'.

http://www.enseignementsup-recherche.gouv.fr/pid20536/bulletin-officiel.html?cid_bo=59279&cbo=1
<http://www.enseignementsup-recherche.gouv.fr/pid20536/bulletin-officiel.html?cid_bo=59279&cbo=1> (French)

List of engineering schools habilitated to award 'titre d'ingénieur diplômé'.

http://www.enseignementsup-recherche.gouv.fr/cid20256/liste-des-ecoles-d-ingenieurs.html
<http://www.enseignementsup-recherche.gouv.fr/cid20256/liste-des-ecoles-d-ingenieurs.html> (Journal officiel, Arrêté du 24 février 2011 in French)

Georgia

http://eqe.ge/eng/register/heis (English)

Germany

http://www.hochschulkompass.de/en/higher-education-institutions/search-for-a-higher-education-institution.html (English)

Greece

http://www.doatap.gr/en/rechei.php (English)

Hungary

Recognised HED institutions.
http://www.oh.gov.hu/hatosagi_nyilvantartasok/felsooktatasi_intezmenyek/allami_elismeressel (Hungarian)

List of Non-Hungarian HED institutions having a Branch Campus in Hungary.
http://www.oh.gov.hu/hatosagi-nyilvantartasok/kulfoldi-felsooktatasi/magyar-koztarsasag-100921 (Hungarian)

Iceland

http://eng.menntamalaraduneyti.is/subjects/institutions/

Ireland

http://www.qualificationsrecognition.ie/irish-education-and-training-providers.html (English)

Israel

http://che.org.il/en/ (English)

Italy

http://www.universitaly.it/index.php/maps (English)

Kazakhstan

http://www.edu.gov.kz/en/activity/higher_and_postgraduate_education/ (English)

Latvia

http://www.aiknc.lv/en/list.php (English)

Liechtenstein

http://www.llv.li/amtsstellen/llv-sa-amtsgeschaefte-schularten/llv-sa-amtsgeschaefte-schularten tertiaere_stufe.htm (German)

Lithuania

http://www.aikos.smm.lt/aikos/institutions.htm (English)

Luxembourg

http://wwwen.uni.lu (English)

Malta

http://gov.mt/en/Services-And-Information/Business Areas/Education%20and%20Learning/Pages/Higher-and-Further-Education.aspx (English)

https://www.education.gov.mt/Page.aspx?pageid=10&depid=2 (English)

Moldova

http://www.edu.md/en/inv-superior/ (Romanian)

Monaco

http://service-public-particuliers.gouv.mc/Education/Enseignement/Enseignement-superieur/L-enseignement-superieur-a-Monaco (French)

Montenegro

http://www.mps.gov.me/rubrike/enic-centar/86623/18576.html (Montenegrin)

The Netherlands

Research universities.

http://www.vsnu.nl/Universities/Research-universities.htm (English)

Universities of Applied Sciences (HBO-Raad).

http://www.hbo-raad.nl/english (English)

New Zealand

http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/ (English)

Norway

http://www.nokut.no/en/NOKUT-Knowledge/Surveys-and-databases/Accredited-Institutions/ (English)

Poland

http://www.nauka.gov.pl/higher-education/higher-education-institutions/ (English)

Portugal

http://www.dges.mec.pt/en/pages/naric_pages/higher_education/higher_education_institutions.html (English)

Romania

http://www.edu.ro/index.php/articles/c108/ (Romanian)

Russian Federation

http://www.russianenic.ru/english/cred/index.html (English)

San Marino

http://www.unirsm.sm/en/university-republic-san-marino_126.htm (English)

Serbia

http://www.mpn.gov.rs/sajt/ustanove-visoke.php (English)

Slovak Republic

Accredited HED institutions.

http://www.portalvs.sk/en/informacie-o-vysokych-skolach (English)

List of recognised HED institutions.

http://www.minedu.sk/index.php?lang=sk&rootId=414 (Slovak)

Slovenia

http://www.mizks.gov.si/si/delovna_podrocja/direktorat_za_visoko_solstvo_in_znanost/sektor_za_visoko_solstvo/razvid_visokosolskih_zavodov/ (Slovene)

Spain

http://www.educacion.gob.es/educacion/universidades/educacion-superior-universitaria/que-estudiar-donde/universidades-espanolas.html

https://www.educacion.gob.es/ruct/home (Spanish)

https://www.educacion.gob.es/centros/home.do (Spanish)

Sweden

http://www.hsv.se/highereducationinsweden/highereducationinstitutionsheis/listofhighereducationinstitutions.4.28afa2dc11bdcdc557480002332.html

Switzerland

http://www.crus.ch/index.php?id=1825&L=2 (English)

Turkey

http://www.yok.gov.tr/en/content/view/527/222/ (English)

United Kingdom

http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees (English)

USA

Registry of accredited programmes and institutions:

- U.S. Department of Education's 'Database of Accredited Postsecondary Institutions and Programs'.

http://ope.ed.gov/accreditation (English)

- Council for Higher Education Accreditation's 'Database of Institutions and Programs Accredited by Recognized United States Accrediting Organizations'.

http://www.chea.org/search/ (English)

4

REGISTERS OF HIGHER EDUCATION PROGRAMMES

INFORMATION SOURCE:
ENIC-NARIC NETWORK
OCTOBER 2012

ANNEX 4

Albania

List of public institutions (Public Agency of Accreditation for Higher Education).

www.albranking.com/web/index.php?option=com_content&view=article&id=72&Itemid=99 (Albanian)

List of private institutions (Public Agency of Accreditation for Higher Education).

www.albranking.com/web/index.php?option=com_content&view=article&id=126&Itemid=100 (Albanian)

Andorra

List of public institutions (Public Agency of Accreditation for Higher Education).

www.bopa.ad (Catalan)

List of private institutions (Public Agency of Accreditation for Higher Education).

http://www.ensenyamentsuperior.ad (Catalan)

Armenia

Higher Education in Armenia.
http://studyinarmenia.org/hea (English)

State universities.
http://armenic.am/?laid=1&com=module&module=menu&id=122 (English)

Private accredited universities and programmes.
http://armenic.am/?laid=1&com=module&module=menu&id=123 (English)

Australia

The Australian Qualifications Framework (AQF) Register is the national list of registered institutions in the school, VET and Higher Education sectors and their accredited AQF qualifications. From January 2012 registered higher education institutions and their accredited qualifications are available at: http://www.teqsa.gov.au

http://www.aqf.edu.au/RegisterAccreditation/AQFRegister/tabid/174/Default.aspx (English)

Austria

http://www.bmwf.gv.at/startseite/studierende/studieren_in_oesterreich/oesterr_hochschulwesen/studien_und_akademische_grade/

Belarus

National classifier "Specialties and Qualifications" that contains all specialities provided by educational institutions of Belarus.

http://edubelarus.info/uploads/base/ОКРБ%20011-2009.pdf (Russian)

Belgium

• Flemish Community

The Higher Education Register is a legal register that contains all the accredited higher education programmes in Flanders, Belgium. All Bachelor and Master's programmes need accreditation in order to be recognised as higher education programmes and to be able to award recognised degrees. Accredited degree programmes meet, according to the NVAO (the independent accreditation organisation of the Netherlands and Flanders, Belgium) predefined quality standards.

http://www.hogeronderwijsregister.be/home (Dutch)

http://www.highereducation.be/home (English)

• French Community

A repertoire of the studies programmes offered by HEIs of the Federation Wallonia-Brussels (under the link Annuaires). Theses databases are mainly addressed to the students coming from the Federation Wallonia-Brussels.

http://www.enseignement.be (French)

This search engine including maps localization is managed by the Ministry.

http://www.go4sup.be (French)

The database focusing on foreign students. This is administered by the Wallonia-Brussels Campus agency (the Information and Promotion Agency of the Federation Wallonia-Brussels).

http://www.studyinbelgium.be (English)

• German-speaking Community

The 'Autonome Hochschule in der Deutschsprachigen Gemeinschaft' offers four Bachelor programmes: Bachelor Kindergärtner/Kindergärtnerin; Bachelor Primarlehrer/Primarlehrerin; Bachelor Krankenpfleger/Krankenpflegerin and Bachelor in accounting.

http://www.ahs-dg.be/desktopdefault.aspx (German)

Bosnia and Herzegovina

http://hea.gov.ba/kvalitet/evidencija_vsu/Lista.aspx (English)

Bulgaria

The current accreditation in the Bulgarian HE system is available at the site of the National Evaluation and Accreditation Agency.
The distinction is at three levels: accredited HEIs, accredited professional fields (including all majors) and individually accredited majors of the Regulated Professions List.

http://www.neaa.government.bg/en (English)

http://www.neaa.government.bg/bg/institutions (Bulgarian)

Alternative link at the site of the Ministry

http://www.minedu.government.bg/left_menu/registers/vishe/registar_eng.html (English)

http://www.minedu.government.bg/left_menu/registers/vishe/registar.html (Bulgarian)

Canada

Directory of Universities, Colleges and Schools in the Provinces and Territories of Canada
Répertoire des universités, collèges et écoles des provinces et territoires du Canada.

http://www.cicic.ca/422/directory-of-universities-colleges-and-schools-in-canada.canada (English)

http://www.cicic.ca/665/repertoire-des-universites-colleges-et-ecoles-du-canada.canada (French)

Croatia

It contains all accredited Higher Education programmes in Croatia.

http://mozvag.srce.hr/preglednik/pregled/hr/pocetna/index.html (Croatian)
http://mozvag.srce.hr/preglednik/pregled/en/pocetna/index.html (English)

Cyprus

Cyprus Higher Education institutions.

http://www.highereducation.ac.cy/en/index.html (English)

Approved programmes of private universities.

http://www.ecpu.ac.cy/en/approved_programmes.html (English)

Evaluated - accredited programmes of study by college.

http://www.moec.gov.cy/sekap/pdf/evaluation_college.pdf (English)

Czech Republic

List of accredited study programmes and fields of study.

http://www.msmt.cz/file/15150/ (Czech)

Denmark

http://www.ug.dk (Danish)

Study in Denmark provides a list of English speaking programmes.

http://studyindenmark.dk/study-in-denmark/study-options (English)

Estonia

Estonian Education Information System (Eesti Hariduse Infosüsteem) for information about study programmes.

https://enda.ehis.ee/avalik/avalik/oppekava/OppekavaOtsi.faces

List of accredited study programme groups is also available on the website of Estonian ENIC/NARIC.

http://www.archimedes.ee/enic/File/Oppekavagrupid_03112011.pdf (Estonian and English)

Finland

The list of official degree titles (in Finnish, Swedish and English) for university and polytechnic education can be found from the Finnish database for legislative information.

- University degree titles, Decree 794/2004 and its amendments:

http://www.finlex.fi/data/sdliite/liite/4888.pdf
and http://www.finlex.fi/fi/laki/alkup/2012/20120421

- Polytechnics, Decree 352/2003:

http://www.finlex.fi/fi/laki/ajantasa/2003/20030352

France

Répertoire national des qualifications professionnelles which includes all recognised (vocational/professional) degrees and diplomas in France.

http://www.cncp.gouv.fr/gcp/pages/Accueil35701/Repertoire (French)

Germany

The database of the Rector's Conference for Higher Education.

http://www.hochschulkompass.de/en.html (English)

The website of the Council of Accreditation: additional data about accredited study programs at professional academies (Berufsakademien) and Universities for Civil Service (Verwaltungshochschulen).

http://www.akkreditierungsrat.de/index.php?id=4&L=0 (German and English)

Greece

Hellenic Quality Assurance & Accreditation Agency (currently evaluates Higher Educational Institutions / Schools / Departments).

http://www.hqaa.gr/

Ministry of Education and Religious Affairs, Culture and Sports/ Directorate of Postgraduate Studies and Research (Approval of Postgraduate Programs).

http://www.minedu.gov.gr/index.php?option=com_k2&view=item&layout=item&id=54&Itemid=461&lang=el
<http://www.minedu.gov.gr/index.php?option=com_k2&view=item&layout=item&id=54&Itemid=461&lang=el>

Hungary

List of recognised Hungarian HED institutions and programmes.

http://www.felvi.hu/felveteli/egyetemek_foiskolak (Hungarian)

Ireland

Ireland has a national learner's database titled Qualifax, which contains information on all education and training programmes, including those offered by Higher Education Institutions. The search function can be used to identify courses by sector (e.g. Higher Education), discipline, attendance options and location.

http://www.qualifax.ie (English)

Italy

Database of Italian HED courses.

http://www.universitaly.it/index.php/public/cercacorsi (English and Italian)

Database of Italian HED courses taught in English.

http://www.universitaly.it/index.php/public/cercacorsiInglese (English)

Database of joint programmes with Italian and foreign institutions.

http://www.cimea.it/ricerca.aspx (English)

Latvia

http://www.aiknc.lv/en/prog_grads.php (English)

Liechtenstein

http://www.liechtenstein.li/index.php?id=9&L=1 (German and English)

Lithuania

The State Register of Accredited Institutions (all education levels, all types), accredited programs and qualifications, both HED and VET).

http://www.aikos.smm.lt (Lithuanian and English)

Malta

Qualifications database.

http://qualificationsdatabase.mqc.gov.mt (English)

Monaco

http://spp.gouv.mc/Education/Enseignement/Enseignement-superieur/L-enseignement-superieur-a-Monaco (French)

Montenegro

http://www.mps.gov.me/rubrike/enic-centar/86623/18576.html (Montenegrin)

The Netherlands

http://www.ib-groep.nl/zakelijk/ho/croho/croho.asp (Dutch)

Dutch and Flemish professional orientated and academic Higher Education programmes assessed by NVAO.

http://nvao.com (English)

New Zealand

The New Zealand Qualifications Framework (which holds all accredited courses available in the country).

http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/ (English)

Norway

The New Zealand Qualifications Framework (which holds all accredited courses available in the country).

http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/ (English)

Poland

List of recognised HED institutions.

http://www.nauka.gov.pl/higher-education/higher-education-institutions/ (English)

Portugal

http://www.dges.mctes.pt/DGES/pt/OfertaFormativa/CursosConferentesDeGrau/Cursos+Conferentes+de+Grau.htm (Portuguese)

Romania

http://www.rncis.ro/portal/page?_pageid=54,1&_dad=portal&_schema=PORTAL (English)

Russian Federation

Russian ENIC/NARIC website.

http://www.russianenic.ru/english/index.html (English)

Accredited University programmes.

http://abitur.nica.ru/ (Russian)

Serbia

Register of Higher Education Institutions and programmes.

http://www.kapk.org (Serbian)
http://www.mpn.gov.rs (Serbian)

Slovak Republic

General information on the education system and institutions.

http://www.portalvs.sk/en/ (English)

List of accredited study fields.

http://www.portalvs.sk/en/studijne-odbory (English)

Slovenia

Recognised public HED institutions and recognised study programmes.

http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokumenti_visokosolstvo/razvid_VSZ/SEZNAM_JAVNIH_ZAVODOV_IN_PROG_-25-8-11-OBJAVA.xls (Slovene)

Recognised private HED institutions and recognised study programmes.

http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokumenti_visokosolstvo/razvid_VSZ/SEZNAM_ZASEBNIH_VS_ZAVODOV_-25-8-2011-OBJAVA.xls (Slovene)

Spain

The Spanish online Register of Universities, Centres and Degrees (Registro de Universidades, Centros y Títulos - RUCT).

https://www.educacion.gob.es/ruct/home (Spanish)

The Spanish Register of Non-University Educational Centres (Registro Estatal de Centros Docentes no Universitarios - RCD).

https://www.educacion.gob.es/centros/home.do (Spanish)

Sweden

List of 'Degree awarding powers'.

http://www.hsv.se/qualityassurance/degreeawardingpowers.4.28afa2dc11bdcdc557480001581.html (English)

The complete list of programmes and major subjects for Swedish students. The information is objective and provided by the Swedish National Agency for Higher Education.

http://jamforutbildning.studera.nu (Swedish)

The Swedish Institute provides information to foreign students.

http://www.studyinsweden.se (English)

Switzerland

Database for the university qualifications.

http://www.uni-programme.ch/crus-sprdb-client/searchDetail.jsf (German, English, French, Italian)

Turkey

http://www.osym.gov.tr/belge/1-13589/2012-osys-yuksekogretim-programlari-ve-kontenjanlari-ki-.html (Turkish)

United Kingdom

List of all the Recognised Bodies with degree awarding powers in the UK.

http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/recognised-bodies (English)

List of the most up-to-date information on all the undergraduate and postgraduate programmes (as well as English language courses, pre-degree/foundation programmes).

http://www.educationuk.org (English)

USA

Registry of accredited programmes and institutions:

- U.S. Department of Education's 'Database of Accredited Postsecondary Institutions and Programs'.

http://ope.ed.gov/accreditation (English)

- Council for Higher Education Accreditation's 'Database of Institutions and Programs Accredited by Recognized United States Accrediting Organizations'.

http://www.chea.org/search/ (English)

5

QUALITY ASSURANCE AGENCIES

INFORMATION SOURCE:
ENIC-NARIC WEBSITE
OCTOBER 2012

Andorra

Agència de qualitat de l'ensenyament superior d'Andorra (AQUA)

http://www.ensenyamentsuperior.ad/index.php?option=com_content&view=article&id=39&Itemid=37

Armenia

National Center for Professional Education Quality Assurance Foundation (ANQA)

http://www.anqa.am

Australia

Tertiary Education Quality and Standards Agency (TEQSA)

http://www.teqsa.gov.au

Austria

Austrian Agency for Quality Assurance (AQA)

http://www.aqa.ac.at

Belgium

- **Flemish Community**

Accreditation Organisation of the Netherlands and Flanders (NVAO)
http://nvao.com

- **French Community**

The Agency for the quality evaluation of higher education (AEQES)
http://www.aeqes.be

Bosnia and Herzegovina

Agency for Development of Higher Education and Quality Assurance

http://hea.gov.ba

Bulgaria

National Evaluation and Accreditation Agency

http://www.neaa.government.bg

Canada

Quality Assurance in Education in Canada

http://www.cicic.ca/420/quality-assurance-in-canada.canada

http://www.cicic.ca/373/assurance-qualite-en-education.canada

Croatia

Agency for Science and Higher Education (ASHE)

http://www.azvo.hr

Czech Republic

Accreditation Commission

http://www.msmt.cz/areas-of-work/akreditacni-komise

Denmark

ACE Denmark

http://acedenmark.eu

Danish Evaluation Institute (EVA)

http://english.eva.dk

Estonia

Estonian Higher Education Quality Agency (EKKA)

http://ekka.archimedes.ee

http://ekka.archimedes.ee/en

Finland

Finnish Higher Education Evaluation Council (FINHEEC)

http://www.finheec.fi

France

Agence d'Evaluation de la Recherche et de l'Enseignement Supérieur (AERES)

http://www.aeres-evaluation.fr (English and French)

Georgia

National Center for Educational Quality Enhancement (EQE)

http://eqe.ge

Germany

German Accreditation Council

http://www.akkreditierungsrat.de

Holy See

Holy See's Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties (AVEPRO)

http://www.avepro.va

Hungary

Hungarian Accreditation Committee (HAC)

http://www.mab.hu/joomla/index.php?lang=en

Italy

National Agency for the Evaluation of Universities and Research Institutes (ANVUR)

http://www.anvur.org

Kazakhstan

National Accreditation Center (NAC)

http://www.nac.edu.kz

Latvia

Higher Education Quality Evaluation Centre (AIKNC)

http://www.aiknc.lv

Lithuania

Centre for Quality Assessment in Higher Education (SKVC)

http://www.skvc.lt

Malta

National Commission for Further and Higher Education

http://www.mqc.gov.mt

Montenegro

Quality Assurance Center (QAS)

http://www.qas.ac.me

The Netherlands

Accreditation Organisation of the Netherlands and Flanders (NVAO)

http://nvao.com

New Zealand

New Zealand Qualifications Authority (NZQA)

http://www.nzqa.govt.nz

Norway

Norwegian Agency for Quality Assurance in Education (NOKUT)

http://www.nokut.no

Portugal

Agency for Assessment and Accreditation of Higher Education (A3ES)

http://www.a3es.pt/en

Russian Federation

Federal Service for Supervision in Education and Science

http://www.obrnadzor.gov.ru

Serbia

Commission for Accreditation and Quality Assurance (KAPK)

http://www.kapk.org

Slovenia

Slovenian Quality Assurance Agency for Higher Education

http://test.nakvis.si

Spain

National Agency for Quality Assessment and Accreditation (ANECA)

http://www.aneca.es

Sweden

Swedish National Agency for Higher Education

http://www.hsv.se

Switzerland

Swiss Center of Accreditation and Quality Assurance in Higher Education (OAQ)

http://www.oaq.ch

United Kingdom

Quality Assurance Agency for Higher Education (QAA)

http://www.qaa.ac.uk

United States

Council for Higher Education Accreditation (CHEA) - Recognised Accreditation Organisations

http://www.chea.org/pdf/CHEA_USDE_AllAccred.pdf

6

CATALOGUE OF PROJECTS ON JOINT PROGRAMMES

ANNEX 6

Title
European Area of Recognition - EAR

Description

The project is co-funded by the Lifelong Learning Programme and the different ENICs and NARICs that are involved in this project.
The main outcome of this project is the EAR recognition manual, a practical manual containing the standards and guidelines on all aspects of the international recognition of qualifications.
The aim of the project has been to tackle the current differences in which the criteria of the Lisbon Recognition Convention (LRC) are applied by the ENICs and NARICs, and which are an obstacle to student mobility.
To improve this situation the EAR project aimed to make a bridge from theory (the LRC criteria) to practice, making use of the LRC criteria, recommendations and studies on recognition from the last decades. The result has been the above mentioned EAR recognition manual.
The Bologna Follow-Up Group Working Group on Recognition which was installed two years ago (2010) has strong links with the EAR project team, and strongly advocates the use of the EAR manual as an important new recognition tool.

The main outcome of the project is the European Area of Recognition Manual - Practical guidelines for fair recognition of qualifications, a practical manual containing standards and guidelines on all aspects of the international recognition of qualifications.
The manual is primarily meant for the recognition offices in the European region, to improve and streamline recognition practice.

The manual consists of sixteen chapters with topics such as substantial differences, qualification frameworks, learning outcomes and accreditation.
It includes flow-charts, recommendations, practical examples and useful link. It also contains a schematic outline of the recommended procedure for the assessment of foreign qualifications, a glossary, an overview of relevant publications and sources, and an index. The Bologna Follow-Up Working Group on Recognition strongly advocates the use of the EAR manual as an important new recognition tool.

Website:

http://www.eurorecognition.eu

Partners:

NUFFIC (Coordinator) - NL; UK NARIC; NARIC France; NARIC Poland; NARIC Czech Republic; NARIC Denmark; NARIC Flanders; NARIC Lithuania.

Title
INTER-HED: The Internationalisation of the Higher Education - An on-line training course

Description

The aim of the INTER-HED project is to create a training course targeted at the administrative staff who are interested in managing international programmes and projects and in collecting information about the Higher Education Systems and internationalisation policies, with focus on Erasmus Mundus.
The contents of the course will be published on-line and will be made available for everyone, applying Creative Commons Licenses for copyrighted material.
The two on-line editions of the course will last 9 months each and will end with a face-to-face day.
Since the course is targeted at the administrative departments and is aimed at providing professional guidance, it will be administered on-line and will analyse real cases, with reference to the different models of Higher Education and to the different management methods of joint courses. Each course unit will foresee practical exercises. Course structure:

- Module 1 - Understanding Higher Education systems
  Characteristics of HED systems
  HED institutions: university and non-university sector
  Diplomas and degrees: qualifications frameworks

HED in emerging countries: BRICS
Information resources on HED systems

- Module 2 - Developing Joint Programmes
  Characteristics of joint programmes
  Nature and typologies of joint qualifications
  Networks and partnerships among HED institutions
  Student management in joint programmes
  Information resources on joint programmes

- Module 3 - Recognition procedures
  Academic recognition procedures
  Awarding joint qualifications
  Recognition of joint qualifications
  Professional recognition procedures
  Information resources on recognition procedures

- Face-to-face session - How to create & manage an international consortium

Website:

http://www.interhed.eu

Partners:

Associazione CIMEA - PNC Italia (Coordinator) - IT; Ministry of the French Community of Belgium, Directorate General for non-compulsory education and scientific research - BE; Higher Education Authority - IE; Education Exchanges Support Foundation - LT; Malta Qualifications Council - MT; DGES - Directorate General for Higher Education - PT.

Title
INTERUV: Joint programmes - facilitator for university internationalization

Description

The concept of joint programmes is neither sufficiently wide-spread nor appreciated in Europe and the regions surrounding it.
Although individual HEIs and countries could draw enormous benefits from running joint programmes, they have not fully taken advantage of this opportunity.

Joint programmes have the potential to attract students from Europe and beyond, they allow for the building of stable partnerships between HEIs and allow for the real internationalisation of HEIs to take place. In view of this, the project partners wish to promote the idea of joint programmes between HEIs in the EU and in the geographical regions neighbouring the EU (namely Eastern Neighbouring Area, Southern Neighbouring Area, Western Balkans and Central Asia).
Objectives of the project:

- To promote the idea of joint study programmes between higher education institutions from the EU and third countries from the geographical regions neighbouring the EU.
- To support HEIs in introducing joint study programmes into the institutional strategies for internationalisation.
- To contribute to the capacity building of institutions acting at present as Erasmus Mundus National Structures and National Tempus Offices in order to help them in the transition period of preparation for the new programme to be implemented in years 2014-2020.

Activities:

- Organization of 3 regional seminars during which good practice as to setting up efficient, high quality joint programmes will be disseminated and shared.
- Conducting research on the degree to which joint programmes are included in the internationalization strategies of particular HEIs and in the higher education strategies of countries.

  The planned methodology of this research is to analyze information on this topic available on the Internet (on websites of HEIs and Ministries for higher education) and through running an online questionnaire for HEIs.
- Training sessions for EM NS and NTOs/HEREs before each regional seminar on two defined topics:
  - The higher education systems in the countries represented in a given region (including issues related to QA, accreditation and recognition of degrees and joint degrees);
  - The key features of joint programmes (preparation, implementation, promotion, management, sustainability) and/or for joint degrees - also in the context of the "Erasmus for all" programme and other matters linked to the new educational programme 2014-2020.

Partners:

FRSE (Coordinator) - PL; OeaD-GmbH - AT; Center for International Services - CZ;

Foundation Archimedes - EE; Ministry of Education, Culture and Sport - ES; Hellenic Ministry of Education, Lifelong Learning and Religious Affairs - GR; Center for International Mobility CIMO - FI; Agence 2E2F - FR; Tempus Public Foundation - HU; Associazione CIMEA - PNC Italia - IT; VIAAS - LV; NUFFIC - NL; SIU - NO; SAAIC - SK; British Council - UK.

Title
JOIMAN: Joint Degree Management and Administration Network

Description

Joiman is a Network financed by the European Commission in the period 2008-2010, under the framework of LLP/Erasmus/structural network. The Network, coordinated by the University of Bologna and composed by partners with a relevant experience in the management of joint programmes, investigated on obstacles and challenges usually faced in the development and management of joint programmes at Master and Doctoral level.

In particular, JOIMAN Network investigated the following topics:

- Application, Enrolment, Selection and Certification of students career;
- Financial sustainability of Joint Programmes;
- Governance/Organisation/Quality in Joint Programmes;
- Development and administration of Joint PHD Programmes;
- Development and administration of Joint Programmes with "non EU" and "non Bologna Process" institutions

After two years of activities, which included surveys, analysis and international conferences and seminars, the Network has produced a set of results to be shared with the Higher Education Community at large, with the aim to support Institutions in overcoming administrative and management difficulties in the development and implementation of joint programmes:

Results: (i) Guide to developing and running joint programmes; (ii) How to manage joint study programmes - Final publication of the project; (iii) Presentations from the seminars; (iv) Financial issues on JPs presentation and national regulations on tuition fees; (v) Papers; (vi) Cooperation agreement template; (vii) Good practice report.

Website:

https://www.joiman.eu

Partners:

University of Bologna (Coordinator) - IT; Agence Europe-Education-Formation - FR; Associazione CIMEA - PNC Italia - IT; Education Exchanges Support Foundation - LT; Erasmus Mundus National Structure - Belgium Flemish - BE; Karl-Franzens-Universität Graz - AT; Masaryk University - CZ; University of Antwerpen - BE; University of Bergen - NO; University of Bochum - DE ; University of Bordeaux 1 - FR; University of Deusto - ES; University of Iasi - RO; University of Leipzig - DE; University of Lille 1 - FR; University of Padova - IT; University of Strasbourg - FR; University of Vilnius - LT.

Title
JOQAR - Joint programmes: Quality Assurance and Recognition of degrees awarded

Description

The overall purpose of the project is to ensure that joint programmes are facilitated in two specific areas: accreditation and recognition. The project partners have thus decided to look into cross-border quality assurance of joint programmes and recognition of degrees awarded by these programmes.

The external QA and accreditation of joint programmes is a challenge for both joint programmes and QA/A agencies as it normally includes multiple national accreditation procedures. The project instead seeks to promote single accreditation procedures through the development of a multilateral recognition agreement regarding QA and accreditation results and by the establishment of a European coordination point for external QA and accreditation of joint programmes.

There are currently also a lot of problems with the recognition of the degrees awarded by joint programmes which the project seeks to solve through the following specific objectives:

- Awareness-raising among higher education institutions and joint programmes about ENIC-NARICs' expectations regarding joint programmes, the design of the degree they award and the content of the diploma supplement;

- The establishment of a common ground among ENIC-NARICs regarding the recognition of degrees awarded by joint programmes;
- Transparent information provision regarding Erasmus Mundus programmes through the Qrossroads database (http://www.qrossroads.eu/).

Website:

http://www.ecaconsortium.net/main/projects/joqar

Partners:

Accreditation Organisation of the Netherlands and Flanders (Coordinator) - NL; Austrian Accreditation Council - AT; Slovenian quality assurance agency for higher education - SI; Agency for Quality Assurance through Accreditation of Study Programmes - DE; National Agency for Quality Assessment and Accreditation - ES; Swiss Center of Accreditation and Quality Assurance in Higher Education - CH; Catalun University Quality Assurance Agency - ES; Foundation for International Business Administration Accreditation- DE; Ministry of Science and Higher Education - PL; NUFFIC - NL; UK NARIC - UK; Danish Agency for International Education- DK; National Assessment and Accreditation Council - IN; National Accreditation Council - CO.

Title
Cluster on Sustainability and Recognition of Degrees and Joint Degrees

Description

The combined Cluster on Sustainability and Recognition of Degrees and Joint Degrees brings together existing EM Joint Programmes, Action 2 Partnerships, Action 3 Attractiveness Projects with the experience of the National Structures and the views of the Erasmus Mundus Alumni Association (EMA). It also involves contributors from outside the programme, such as representatives of the labour market.

This combined cluster aims to identify existing good practices on both topics:

- On Sustainability strategies with a view to ensure the continuation of Erasmus Mundus activities beyond the period of EU funding. A sustainability plan is indeed essential within the Joint Programmes as the number of available scholarships offered is progressively reduced over the lifetime of the project.
- On Recognition of Degrees and Joint Degrees promoted under the Erasmus

Mundus Programme. Recognition of joint degrees is a challenge for the responsible authorities as the degrees have to be recognized under different higher education systems, each having their own rules on recognition. Prior to the recognition of a degree, an accreditation process assessing the academic quality of the programme usually takes place.

Outputs:

- Survey report: (i) A survey among existing Erasmus Mundus Joint Programmes, Partnerships, Attractiveness Projects, National Structures and alumni, targeting European and non-European partners involved. (ii) A Survey report on sustainability and the accreditation process and the difficulties encountered in the recognition of joint degrees.
- Practical guidelines with relevant examples of good practice on sustainability strategies and recognition issues within Erasmus Mundus: (i) Practical guidelines on sustainability strategies; (ii) Practical guidelines on recognition issues.

Website:

http://eacea.ec.europa.eu/erasmus_mundus/clusters/sustainability_en.php

Contractor:

ECORYS UK

7

BRIDGE CASES

CASES DISCUSSED DURING THE FINAL CONFERENCE OF THE PROJECT

MALTA 18TH/19TH OCTOBER 2012

ANNEX 7

CREATION PHASE
BRIDGE Case 1

Object:

Creation of a Joint Master Programme (JMP) between two HED institutions (A and B) with a final Joint Degree corresponding to two national qualifications - Master Degree A (MDA) and Master Degree B (MDB).

Characteristics of the two HEIs:

Higher education institution A (HEI A)	Higher education institution B (HEI B)
HED national system: 3-year 1st cycle degree (Bachelor) + 2-year 2nd cycle degree (Master)	HED national system: 4-year 1st cycle degree (Bachelor) + 1-year 2nd cycle degree (Master)
Undergraduate students of HEI A: 3-year Bachelor degree	Undergraduate students of HEI B: 4-year Bachelor degree
ECTS credits needed to obtain the MDA: 120	ECTS credits needed to obtain the MDB: 60/90
HEI A programmes: both academic and professional oriented	HEI B programmes: academic oriented
HEI A can also awards a 1-year final degree (60 ECTS credits) that does not give access to PhD programmes in country A	Both 60 and 90 ECTS credit MDB qualifications give access to PhD programmes in country B

Questions:

(i) Find the best solution to organise our JMP in order to award a final Joint Degree.

(ii) If our JMP is addressed to:

1 - Undergraduate students of HEI A and HEI B (national students);
2 - International students;
3 - Both national and international students

Could we identify different solutions according to our target group?

(iii) Find out recognition problems related to the present case.

SELECTION PHASE
BRIDGE Case 2

Object 1:

Set up student selection criteria in a Joint Master Programme (JMP) organised between two HED institutions (A and B).

Characteristics of the two HEIs:

Higher education institution A (HEI A)	Higher education institution B (HEI B)
HED national system: 3-year 1st cycle degree (Bachelor) + 2-year 2nd cycle degree (Master)	HED national system: 5-year single-cycle degree course (Master)
The JMD programme corresponds to the 2-year 2nd cycle course	The JMD programme corresponds to the 2 final years of studies in the 5-year single-cycle course
HEI A needs a formal final 1st cycle degree to accept students in their 2nd cycle courses and to award the final qualification	HEI B needs a certain number of credits or years (e.g. 180 ECTS or 3 years) to enrol students at the 4th year of their courses, without a formal 1st cycle qualification

Question 1:

(i) If our JMP is addressed to students from HEI A and HEI B (national students), how national B students can be enrolled in the JMD course without a formal 1st cycle degree?

Object 2:

Set up student selection criteria in a Joint Doctoral Programme (JDP) organised between two HED institutions (A and B).

Characteristics of the two HEIs:

Higher education institution A (HEI A)	Higher education institution B (HEI B)
HED national system: 3-year 1st cycle degree (Bachelor) + 2-year 2nd cycle degree (Master) + 3 years of Doctoral studies	HED national system: 4-year 1st cycle degree (Bachelor) + 1-year 2nd cycle degree (Master) + 3 years of Doctoral studies
The HEI A accepts students to the JDP with a formal 2nd cycle degree	The HEI B accepts students to the JDP without a formal degree but only with a certain number of years or credits
The HED system in A is a 'consequential' one: students need a 1st cycle degree to enter in a 2nd cycle course and a 2nd cycle degree to enter in a 3rd cycle course	The HED system in B is a 'no-consequential' one: students can be admitted at 3rd cycle programmes with a 1st cycle degree (e.g. 4-year Bachelor) or through a RPL procedure

Questions 2:

(ii) If a student present his/her official Master degree in order to enter in our JDP without having a 1st cycle degree (he/she got an official Master but any Bachelor degrees), will be able to be enrolled in our course according to HEI A rules?
(iii) Which information we need to know about the previous academic career of potential students?

AWARDING PHASE
BRIDGE Case 3

Object:

Recognition of a Joint Master Degree (JMD) awarded by two official higher education institutions (A and B) in order to enter in a PhD course.

Characteristics of the two HEIs:

Higher education institution A (HEI A)	Higher education institution B (HEI B)
Official HEI of the country A	Official HEI of the country B
The JMD correspond to an official Master degree of the HEI A named MDA	The JMD correspond to an official Master degree of the HEI B named MDB
MDA is a two-year 2nd cycle degree (120 ECTS)	MDB is a two-year 2nd cycle degree (120 ECTS)
MDA is a professional oriented degree	MDB is an academic degree
MDA does not give access to PhD courses in country A and HEI A does not organise 3rd cycle degree programmes.	MDB gives access to PhD courses in country B and HEI B organises 3rd cycle programmes.

Questions:

(i) How do you evaluate the present JMD in another 'academic' higher education institution in country A (HEI AX) in order to enter in a PhD course?
Please note that the HEI AX can organise 3rd cycle degree programmes and need an academic degree to give the access to PhD courses.

(ii) How do you evaluate the present JMD in an 'academic' higher education institution in a third country C (HEI C) in order to enter in a PhD course?
Please note that, according to the HED system of country C, 'academic' HED institutions need an academic degree that gives access to the same courses in the country of origin in order to admit students in their PhD courses.

(iii) How do you compare the present JMD in your country? (academic or professional oriented degree)

The aim of this handbook is providing practical tools and suggestions in the different phases of the lifecycle of a joint programme:

- creation of joint programmes
- assessment of the prospective candidates for the Erasmus Mundus Programme
- award of double, multiple and joint degrees by the Erasmus Mundus consortia

Main targets are academic and administrative staff of:

- Higher education institutions
- Erasmus Mundus national structures
- NARIC centres

This handbook presents the best practices and guidelines regarding joint programmes and recognition according to the experience of the BRIDGE Project. The Project, with the support of the Erasmus Mundus Programme of the European Union, has involved the centres that act at the same time as Erasmus Mundus national structure and as NARIC - National academic recognition information centres, in five European countries: Estonia, Italy, Malta, Portugal and Spain.

Erasmus Mundus

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