



UK NARIC

**Recognition of International
Qualifications
- *models and practices in
Europe***

Dr Cloud Bai-Yun
UK NARIC

Who is she?

What is UK NARIC?

What am I doing here?

- **The National Recognition Information Centres (NARICs): established in 1984 in the Member States of the EU, the EEA countries, Cyprus and Malta**

- to assist recognition and integration of national educational systems
- to provide, through designated national centres, authoritative advice and information on recognition of diplomas and periods of study undertaken in other States.

- **The European Network of National Information Centres (ENICs): established in 1994 by the CoE and UNESCO**

- to develop joint policy and practice in all European countries for the recognition of qualifications
- to play a key role in the implementation of the Lisbon Recognition Convention (11 April 1997)

- **The Council of Europe and UNESCO/CEPES jointly *provide the Secretariat* for the ENIC Network**
- **The European Commission *supports activities* of the NARIC Network in the areas of improving the quality and transparency of education systems, identification of good practice, the comparative analysis of systems and policies**
- **The ENIC Bureau & NARIC Advisory Board**
- **Working Groups preparing and drafting policy and implementation proposals**

- **Lisbon Recognition Convention (adoption in 1997, enter into force 1999)**
 - Recommendation on International Access Qualifications (1999)
 - Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications and Periods of Study (2001)
 - Code of Good Practice in the Provision of Transnational Education (2001)
 - Recommendation on the Recognition of Joint Degrees (2004)

In the Bergen Communiqué, Ministers committed themselves to

‘draw up national action plans to improve the quality of the process associated with the recognition of foreign qualifications. These plans will form part of each country’s national report for the next Ministerial Conference.’

Prepared by the ENIC Bureau, the NARIC Advisory Board and the Bureau of the Lisbon Recognition Convention Committee, approved by the BFUG, 2006

National Action Plan for Recognition: Main Points and Priorities



- **Legislation:** Conformity with the Lisbon Recognition Convention, national legislative framework to ensure implementation of its principles
- **Recognition Practice:** Criteria & Procedures (2001); Joint Degrees; Transparency Tools (ECTS, DS, Europass, transnational education & qualifications)
- **Information Provision:** on recognition practice / procedures, on advice to applicants)
- **Structures:** functions, resources, related requirements to cooperate with other National Information Centres and Quality Assurance bodies to ensure sufficient and required capacities are in place

The reality: Current Recognition Practices



Different recognition practices and procedures exist across Europe. Typical examples include:

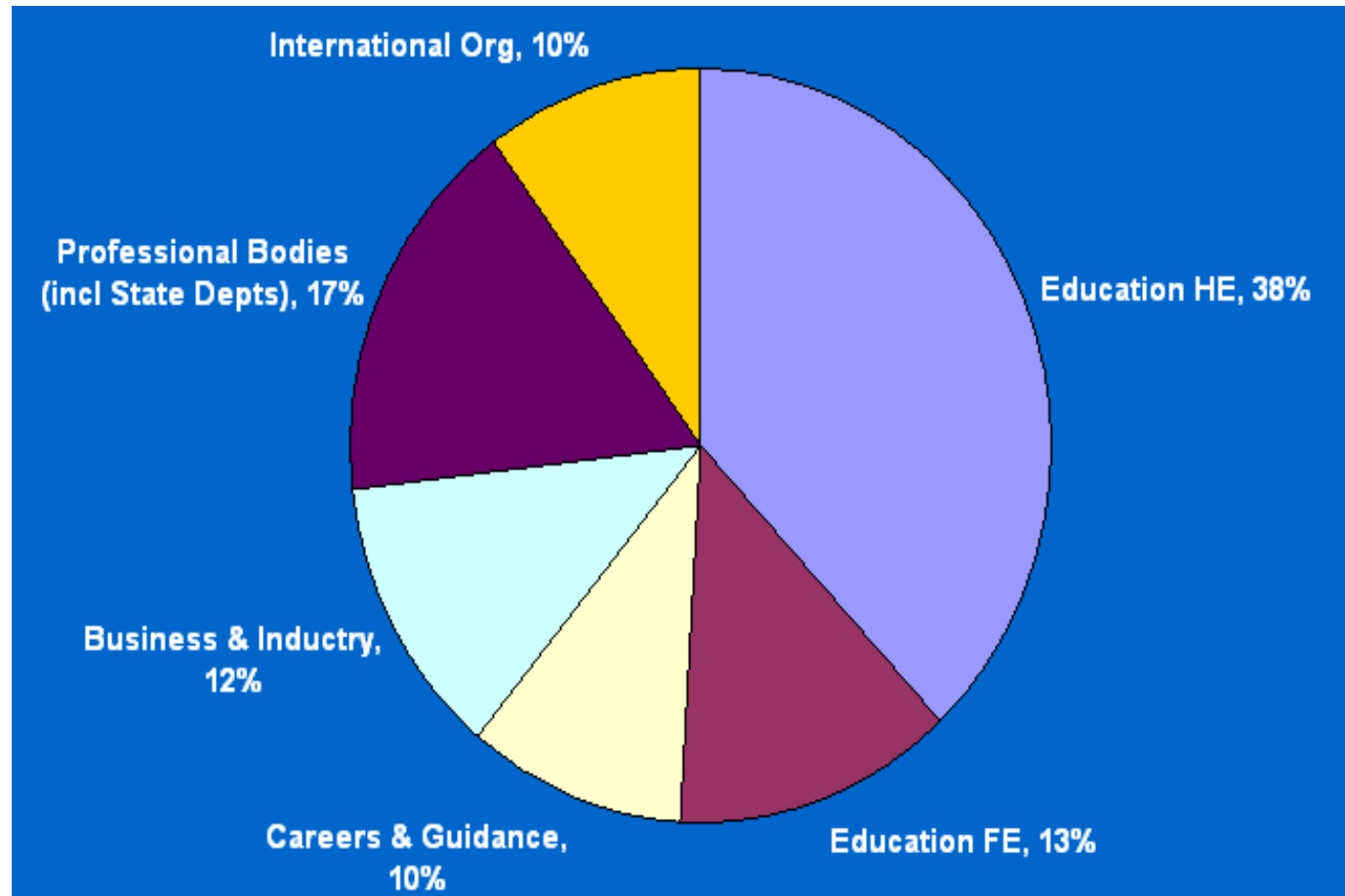
- **Formal evaluation processes** with defined procedures and traditional duration and content based assessment process, centred on access / formal qualifications, regulated professions: Belgium (Flanders), Cyprus, Germany, Greece, Norway, Sweden
- **Complex assessment systems**, combining formal evaluation (versus case-by-case) with assessment models for non-formal learning as a qualifying measure: the Netherlands, UK
- **Emerging centres** with developing practices and procedures: Bulgaria, Croatia, Macedonia

The Work of the UK NARIC: Clients Data



The UK NARIC serves over 1000 members in the UK and internationally.

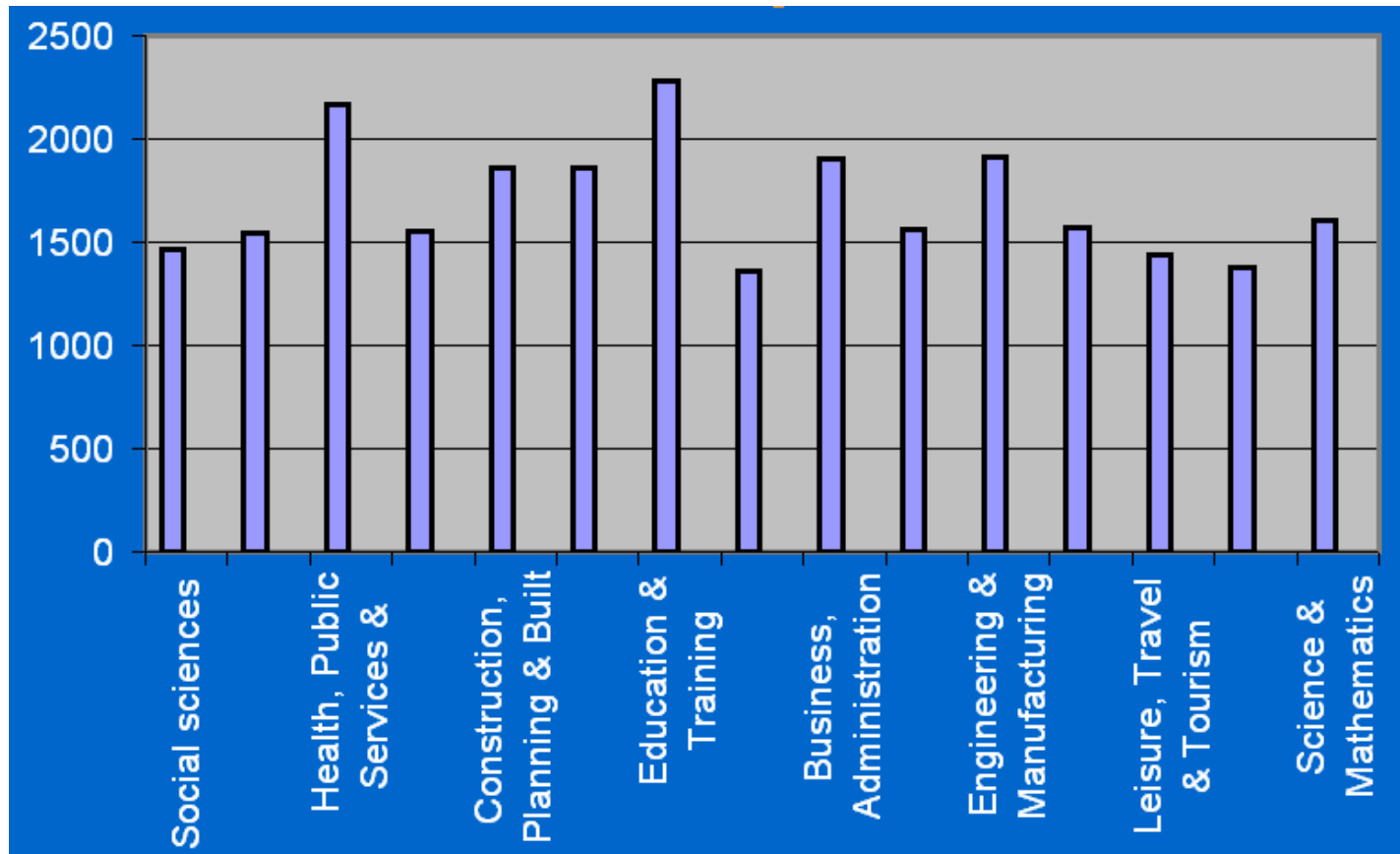
Education and training sector continues to form a significant part of the membership base (2004-05 data).



The Work of the UK NARIC: Subject Matters



Although the information demand vary, there has been an identifiable interest in the provision of education and training in key occupations and subject areas such as Health Care, Teaching, Engineering, Construction and business management.

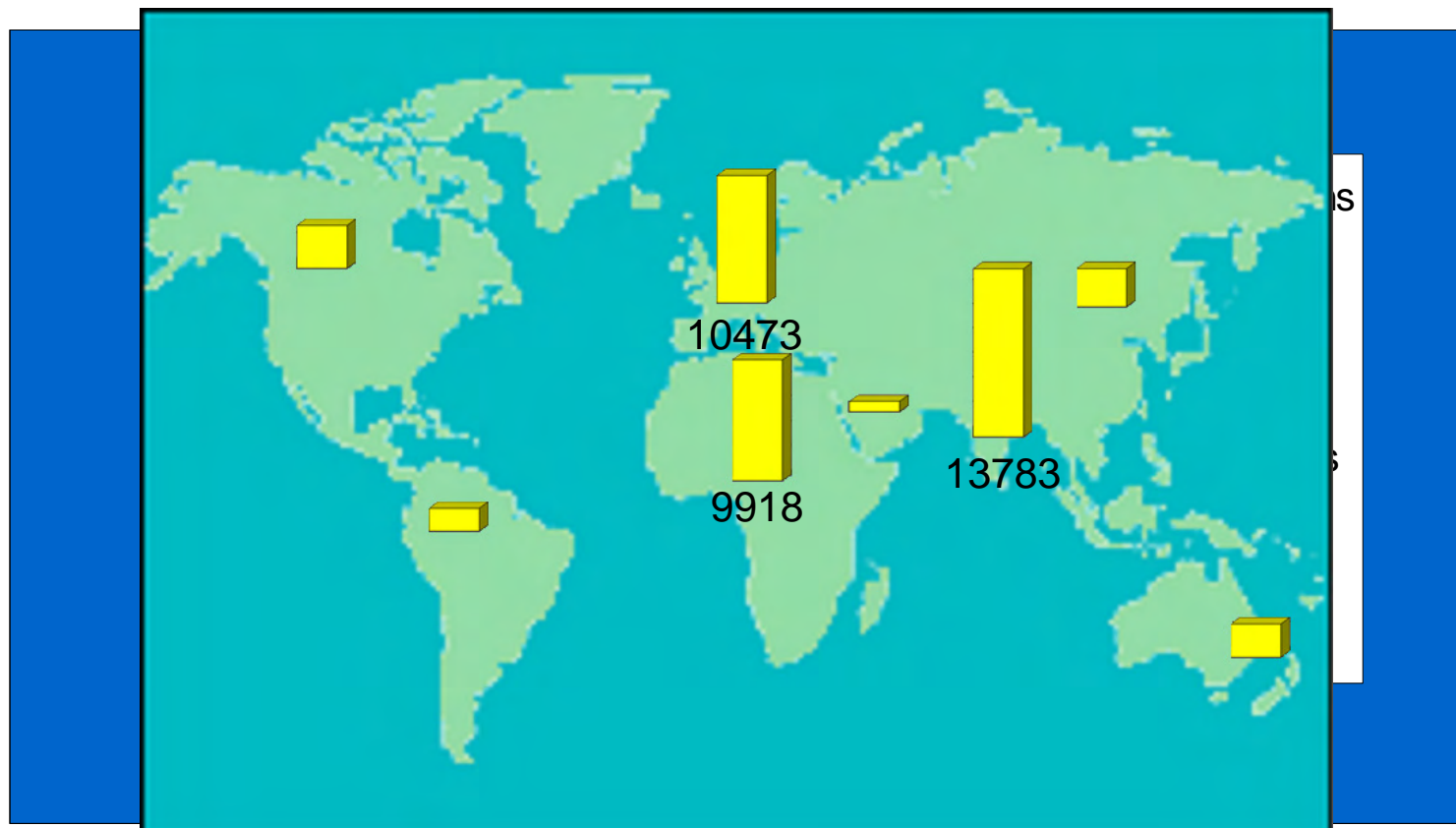


The Work of the UK NARIC: Coverage



NARIC processes on average 50,000 applications per annum for the purpose of further study and employment opportunities in the UK.

These applications demonstrate a notable concentration on qualifications from India-Subcontinent, Central and Eastern Europe and Africa (2004-05 data)

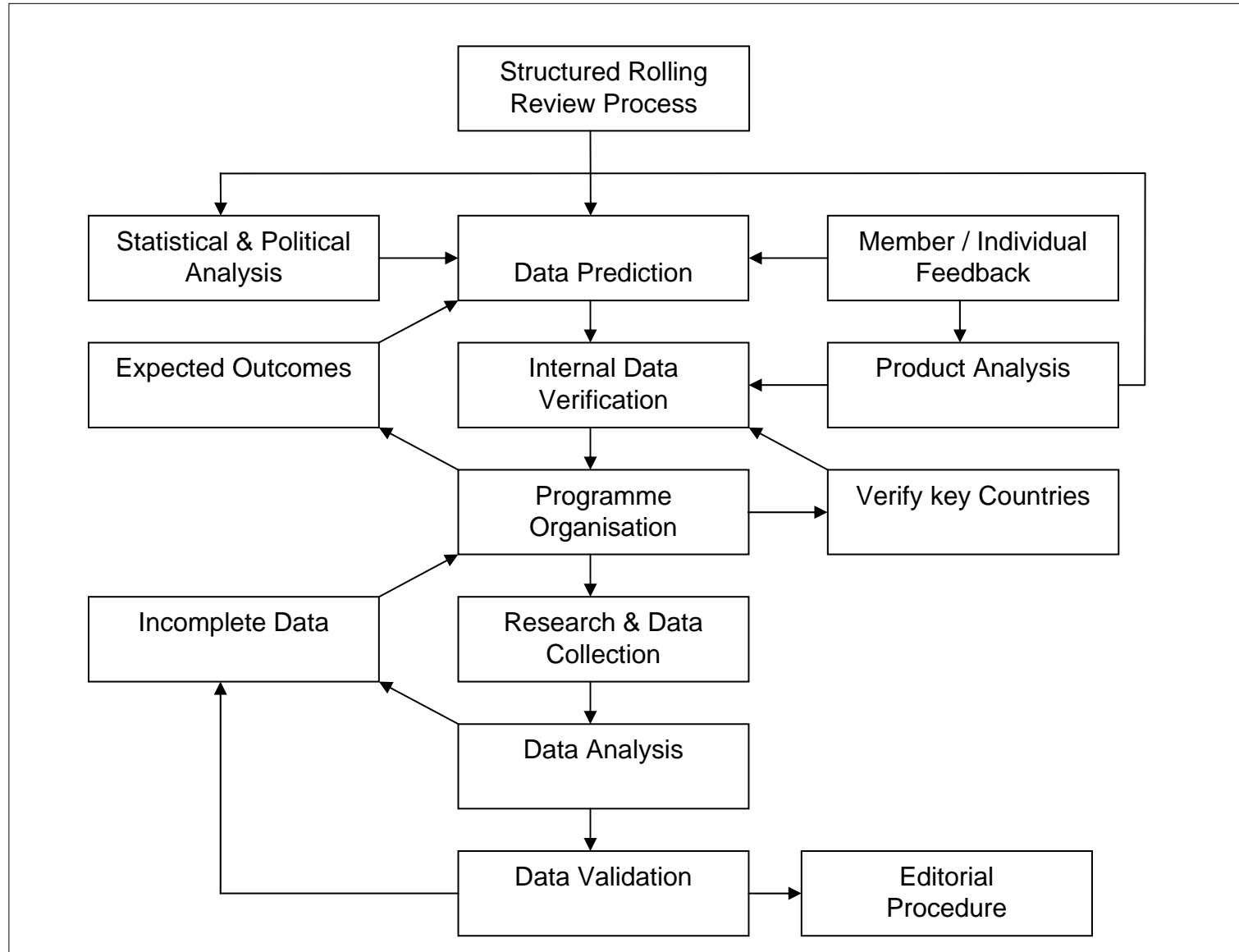


- ***A model based on needs analysis and market demand***
 - key customers
 - individuals with qualifications / skills attained from outside the national system
 - academic, professional and commercial organisations receiving individuals with overseas qualifications
 - Information requirements
 - Provision (depth, geographic coverage), standard, quality
- ***Structured approach to Recognition***
 - Inter-relationship between information, criteria and process

The UK NARIC Recognition Model acknowledges the inter-relationship between three principal elements:

- **Information Management**
- **Evaluation Criteria**
- **Process and Procedures**

Information Management System: Structured Review Process



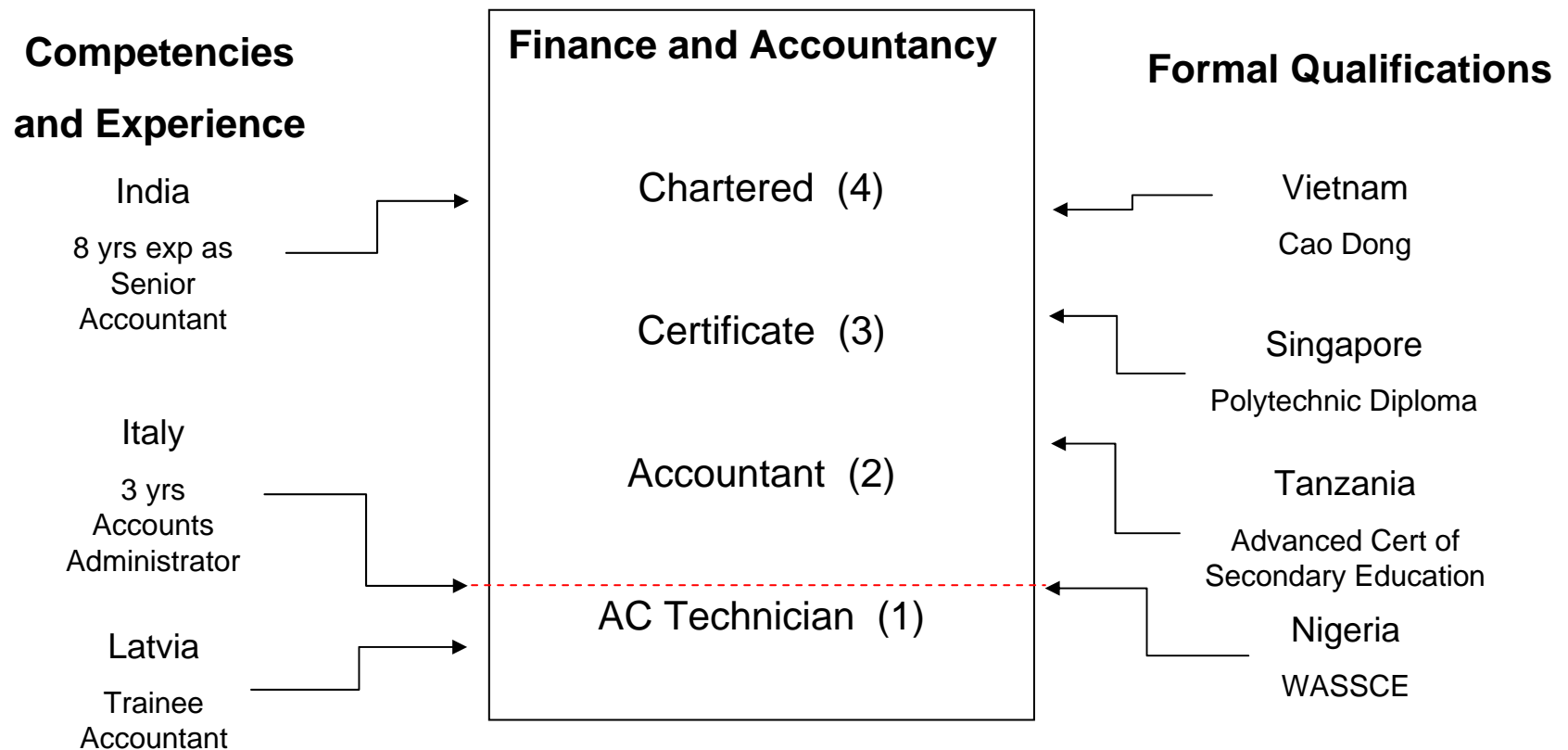
- NARIC Bands and Descriptors
- NARIC competence-based evaluation model, a *qualifying measure* to identify the relative value of learning
 - by analysing the competences required of specific occupational outcomes, linkages can be drawn to training programmes, both within the UK and beyond
 - non-formal competencies and experience can be measured in a similar against the same set of criteria.

The NARIC Band Structure has been established to:

- **Standardise the comparison statements provided for *formal* international awards**
- **Provide more specific and detailed comparisons and incorporate newer and wider range of *formal* qualifications**
- **Allow stakeholders to be able to differentiate fully between the various types of international qualifications**

The Band Structure is accessible on the NARIC website and is underpinned by a developed set of Descriptors

Illustrating the Integrated Model for Recognition



Provision of principal services to the public:

- **Individual Award Assessments**
- **Institution Assessments**
- **UK Qualification Description Service**
- **Verification Service (for Organisations)**
- **Fast Track Service**
- **Career Path Report**

Integration of on-line resources into national, sectoral, institutional systems



From data verification to information...



Links

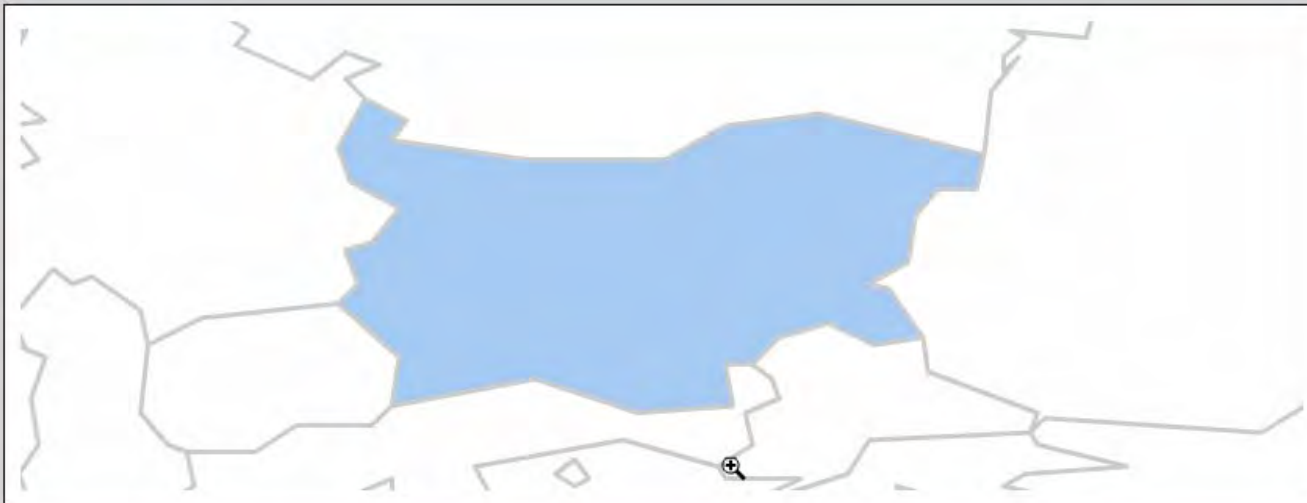
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Bulgaria



International Comparisons

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Bulgaria

The organisation of the education system is provided by the Constitution of the Republic of Bulgaria (1991) adopted by the National Assembly. Basic and secondary education is controlled by the National Education Act (last amendments 2002); higher education by the Higher Education Act (last amendments 1999); and doctoral studies by both the Higher Education Act and the Academic Degrees and Titles Act (last amendments 1996). Special regulations are also issued by the Council of Ministers, the Ministry of Education and Science, as well as by the higher education institutions themselves.

In compliance with the last amendments to the National Education Act, a new Law concerning the standard of educational degrees, minimum

To form part of an informed opinion...



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China



Brief Description Of China

At the end of 1999, China had a population of 1.26 billion, accounting for 21 % of the world total.

Since the founding of the People's Republic of China in 1949 the government has adopted a centrally planned political and economic system along the lines of the Soviet model. The political system is centred on one party with delegated powers to provinces, municipalities and autonomous regions. To a great extent, China's education structure and policies are deeply rooted within this system. Central planning is crucial to education institutions at all levels.

The traditional highly competitive imperial examination system is a major component in the concept of education. Pupils and students at all levels are frequently examined throughout the years of their study. In the traditional system education was a means through which students could improve their social position. It still has a strong influence on the way of thinking, although the attitude towards and the understanding of education is changing in recent years due to the influence of the West.

From the founding of the People's Republic of China in 1949 to the late 1950s, China's education system was patterned on that of the Soviet Union, with Russian as the second language at school. However, after the 1950s, the Soviet pattern was rejected.

The Cultural Revolution period (1966-76) was a time of great political and social chaos and disorganisation, and had an extreme impact on the education system. Most schools and universities were closed to prepare for a reorientation and restructuring of the whole system. The college entrance examination system was then abolished. Students entered university without having taken any examinations, and there was no form of assessment during the university course.

From 1977 onwards, the education system assumed the structure it has today. The National University Entrance Examination system was re-introduced, the programme for schooling has been gradually restored to 12 years, and, from 1997, uniform curricula have been developed. Significant progress has been made at all levels.

Currently, the education system in China is divided into three major sectors: school education, technical education, and higher education. Each sector has its own components and goals.

The 1986 Compulsory Education Act extended compulsory schooling to nine years, covering primary and lower middle school level.

The medium of instruction is Mandarin.

The academic year runs from September to July, divided into two semesters.

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And / or decision-making process...



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List Of Recognised Higher Education Institutions

Key:

Black: Institutions With Degree-Awarding Powers

Blue: Recently Merged Institutions, (*) Denotes No-Degree Awarding Powers

Red: Prestigious Institution (With Degree-Awarding Powers)

Pink: Institutions With Recent Name Changes (With Degree-Awarding Powers)

Brown: Institutions With No Degree-Awarding Powers

Green: Newly Recognised Tertiary Institutions With No Degree-Awarding Powers Unless Marked With (**)

Anhui Province 安徽省

1. 安徽农业大学, Anhui Agricultural University
2. 安徽中医学院, Anhui College of Traditional Chinese Medicine
3. 安徽建筑工业学院, Anhui Institute of Architecture and Industry
4. 安徽工程科技学院, Anhui Institute of Technology & Science
5. 安徽医科大学, Anhui Medical University
6. 安徽师范大学, Anhui Normal University
7. 安徽技术师范学院, Anhui Science and Technology Institute
8. 安徽大学, Anhui University
9. 安徽理工大学, Anhui University of Science & Technology
10. 安庆师范学院, Anqing Teachers College
11. 蚌埠医学院, Bengbu Medical College
12. 阜阳师范学院, Fuyang Teachers College
13. 淮北煤炭师范学院, HuaBei Coal Industry Teacher's College
14. 黄山学院, Huangshan College
15. 铜陵学院, Tongling College
16. 皖南医学院, Wannan Medical College
17. 淮北职业技术学院, (*) Huaibei Technical and Vocational College (merger of Huaibei Workers University of Mining Industry Bureau, Huaibei Institute of Education, Anhui TV & Radio University Huaibei Branch in 1999)
18. 安徽工业大学, Anhui University of Technology (merger of Huadong Institute of Metallurgy, Anhui Higher Specialised School of Commerce in 2000)
19. 合肥学院, Hefei College (merger of Hefei Union University, Hefei Institute of Education, Hefei Teacher Training School in 2002)
20. 淮南师范学院, Huainan Teachers College (merger of Huainan Teachers Junior College, Huainan Institute of Education, Huainan Teacher Training School in 2000)
21. 中国科学技术大学, University of Science & Technology of China (merger of University of Science & Technology of China, Hefei Technical College of Economics in 1999)
22. 皖西学院, West Anhui College (merger of Liu'an Teachers Junior College, Liu'an Teacher Training School, Wanxi Union University in 2000)
23. 合肥工业大学, Hefei University of Technology (merger of Hefei University of Technology, Anhui Institute of Technology in 1997)
24. 民办安徽明星科技职业学院, Anhui Mingxing (Star) Vocational College of Science and Technology (private)
25. 安徽职业技术学院, Anhui Technical and Vocational College
26. 安徽艺术职业学院, Anhui Vocational College of Arts

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The UK NARIC is the National Agency for the Department for Education and Skills (DfES). We are the only official information provider on the comparability of international qualifications from over 180 countries worldwide.

The UK NARIC services, supplemented by the [National Centre for Vocational Qualifications](#) and the [National Europass Centre](#), provide the essential assistance in skills integration and progressions towards employment and further studies in the UK.

RECOGNITION & EVALUATION SERVICES	MEMBERSHIP SERVICES	PRODUCTS AND SERVICES	CODE OF CONDUCT
An Essential Step for Individuals with International Qualifications	Unique Information Zone for NARIC Member Organisations	Comprehensive Overview of the Products and Services we Offer	Quality Standards of NARIC Practices
→ Choose the Right Service → Application Process & Procedures Guidance for Individuals with Overseas Awards → On-line Application → Check the status of your enquiry	Members Login: Username: <input type="text"/> Password: <input type="password"/> <input type="button" value="Login"/> → Membership for Organisations	→ Product Catalogue → Specialised Research Services → Verification Service for Organisations	→ Code of Practice → Process and Procedures → Service Standards → Appeal Process

