Preliminary Results of the HEI Survey

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

The survey had 4 parts:
• Identification of the institution
• Institutional academic recognition practices
• Internal quality assurance of recognition
• Cooperation with the ENIC/NARIC centre
IDENTIFICATION OF THE INSTITUTION
Answers

- 123 answers from 9 countries

- Belgium: 1%
- Estonia: 6%
- France: 19%
- Ireland: 16%
- Latvia: 8%
- Lithuania: 23%
- Netherlands: 2%
- Spain: 8%
- Norway: 12%
- Not indicated: 5%
Institutional Profile

- 44% University
- 47% Non-university higher education institution
- 9% Other

Size of Institutions:
- 64% Small (0 – 7,499 students)
- 17% Medium (7,500 – 15,000 students)
- 10% Large (15,000 – 24,000 students)
- 9% Very large (over 25,000 students)
GENERAL ASPECTS REGARDING RECOGNITION WITHIN THE INSTITUTION
The Responsible Department

- In most cases qualifications are recognised by a central administrative division
- Periods of study and RPL are recognised by faculties
Most HEIs have an institutional policy.
Recognition and IQA

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

### Does your HEI have an IQA system?

- **Yes**: 77%
- **No**: 9%
- **I don’t know**: 14%

### If yes, is recognition incorporated into IQA?

- **Yes**: 58%
- **To a certain extent**: 24%
- **No**: 12%
- **I don’t know**: 6%
SPECIFIC ASPETS REGARDING RECOGNITION WITHIN THE INSTITUTION
Clearly Established and Documented Procedure

- Yes: 50%
- To a certain extent: 25%
- No: 14%
- I don't know: 11%
Is the Concept of Substantial Difference Applied in Recognition

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

![Pie Chart]
- Yes: 65%
- No: 24%
- I don't know: 11%
Possibility to Appeal

- Yes: 59%
- No: 23%
- I don't know: 18%
Monitoring and Improvement

Is the process monitored and improved?

- Yes: 48%
- To a certain extent: 21%
- No: 15%
- I don't know: 16%

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

- Number and diversity of students: 45
- Processing times: 35
- Satisfaction surveys: 25
- Number of complaints: 20
- Student success rate: 50
- Other: 1

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Main Challenges

• “A lack of an overarched goal from the top management of the institution. The different units doing this kind of work do not communicate with each other.”

• “Lack of a internal and unified definition of "specific academic recognition"”

• “Although the university develops lifelong learning activities, overall, the concepts of expanding access to university and prior learning have not been determined a key factor, until now, by the institutional strategies.”

• “For a small institution with limited resources and very diverse groups of applicants and students, it is difficult to establish fair recognition on a study programme for students from different countries, different academic fields and different academic levels.”
COOPERATION WITH
THE ENIC/NARIC CENTRE
Involvement of the ENIC/NARIC

- Makes the decision
- Provides a recommendation
- Provides methodological guidelines
- No involvement
- I don't know
- Other
Future of the Relationship

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

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

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