The EAR manual –
Best practice according to the Lisbon Recognition Convention

Kristina Sutkutė
Lithuanian ENIC/NARIC (SKVC)
2017-06-12, Malmö, Sweden

Lisbon Recognition Convention (1997)

Recommendations:
- Criteria and Procedures
- Transnational Education
- Joint Degrees
- International Access Qualifications

enic-naric.net
gateway to recognition of academic and professional qualifications

ENIC-NARIC recognition tools and projects

EAR Project

European Area of Recognition (EAR) manuals:
- ENIC/NARIC
- HEIs

Training platform: STREAM

Peer review: SQUARE

EAR Manual

- Endorsed by the EHEA Ministerial Conference in Bucharest 2012

- Represents a learning outcomes based approach to recognition

Recognition of foreign qualifications should not focus on a detailed assessment of formal criteria related to the foreign qualification, but should, as much as possible, take into consideration what a person knows, understands, and is able to do. This can be achieved by taking into consideration the learning outcomes of qualifications. (EAR Manual HEI)

- Provides the principals, step by step process, recommendations, and examples of best practice covering all aspects of recognition
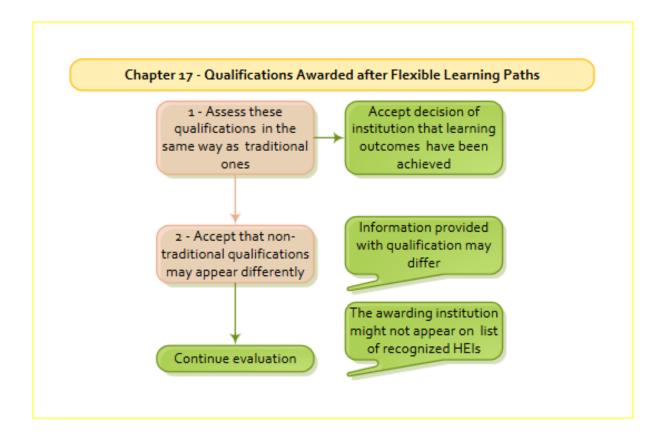
Chapter 13: Non-Traditional Learning

- Qualifications gained after Flexible Learning Paths
  - Admissions not based on standard requirements
  - Exemptions of all or part of the programme based on non-formal and informal learning
  - Programme or its part completed through distance learning

- Non-Traditional Learning

In the spirit of the LRC, non-traditional learners should benefit from the same principles of transparency, mobility and fair recognition as those with formal qualifications, ensuring also that academic progression on the basis of non-traditional qualifications is as close as possible to progression on the basis of those earned the traditional way.

EAR Manual Recommendations

- Ensuring transparency and consistency
  - Clear and transparent set of criteria
  - Searchable record for previous credit/recognition outcomes
- Non-traditional qualifications may appear differently (no hours, weeks, theory and practice time, subjects) – some of the usual criteria cannot be applied
- Learning outcomes should be the key consideration
- QFs may be used to compare the outcomes of non-traditional and traditional learning

EAR flowchart

„In a competence-based system, education is seen as an out-put based processed expressed in the competences achieved by the learner. As a result, the qualifications awarded in higher education are no longer seen as proof of participation and successful completion of a programme, but as the ***recognition of having achieved certain predefined learning outcomes***" (EAR Manual)

Thank you