

# The “Spotlight on recognition” self-assessment tool

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 <p><b>Improved recognition</b> <b>A self-assessment tool</b></p> <p>Developed in the context of the “Spotlight on recognition” project</p> <p>April 2022</p> <p>Spotlight on recognition  Funded by the Erasmus+ Programme of the European Union</p> <p>   </p>	 <p><b>Verbesserte Anerkennung</b> <b>Ein Selbstbewertungsinstrument</b></p> <p>Entwickelt im Rahmen des Projektes „Spotlight on recognition“</p> <p>April 2022</p> <p>Spotlight on recognition  Funded by the Erasmus+ Programme of the European Union</p> <p>   </p>	 <p><b>Herramienta de autoevaluación para mejorar el reconocimiento</b></p> <p>Desarrollada en el contexto del proyecto <i>Spotlight on recognition</i></p> <p>Abril de 2022</p> <p>Spotlight on recognition  Funded by the Erasmus+ Programme of the European Union</p> <p>   </p>	 <p><b>Amélioration de la reconnaissance</b> <b>Un outil d’autoévaluation</b></p> <p>Développé dans le cadre du projet « Spotlight on recognition »</p> <p>Avril 2022</p> <p>Spotlight on recognition  Funded by the Erasmus+ Programme of the European Union</p> <p>   </p>
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# Improved recognition

## **A self-assessment tool**

Developed in the context of the “Spotlight on recognition” project

April 2022

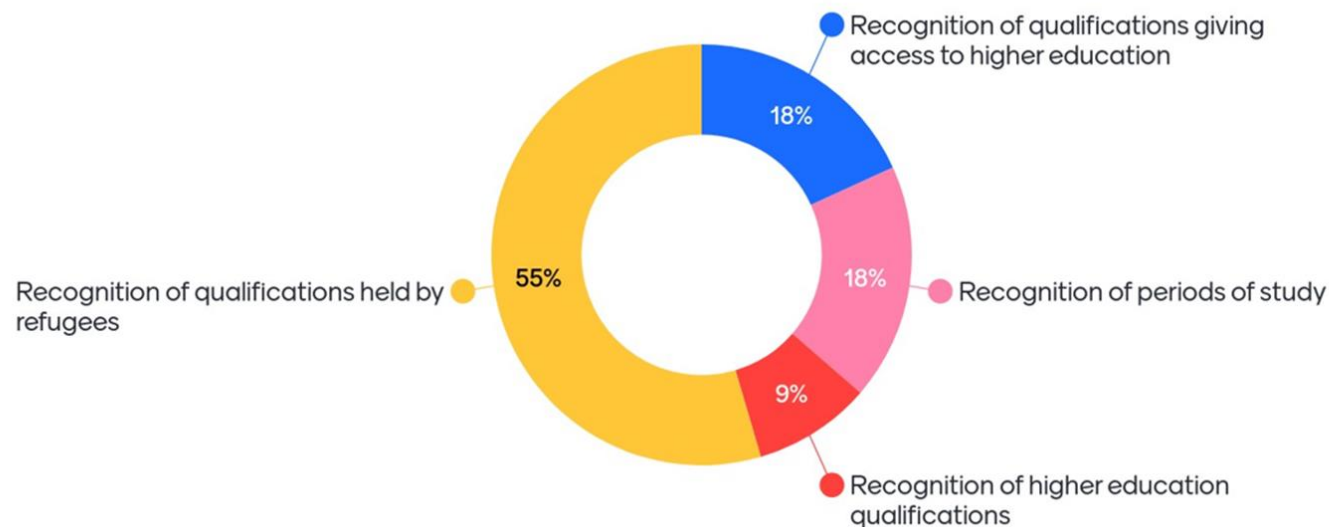
## Scope of self-assessment tool

- Designed in line with the Lisbon Recognition Convention (LRC)
  - Recognition of qualifications giving access to higher education
  - Recognition of periods of study
  - Recognition of higher education qualifications
    - Tool applicable to recognition of qualifications granting access to all levels
  - Recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation
- Yet can be applied flexibly

## Results from a workshop on 13 May 2022

### What kind of recognition do you find most challenging?

Mentimeter



# What kind of recognition do you find most challenging?

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# Please share in the chat what you find challenging about your choice

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## Rationale

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- Institutional responsibility
- Autonomy
- Diversity
  - Example: substantial differences

# Approach

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- Self-assessment table in line with Plan-Do-Check-Act cycle
  - Plan: Section 1 “Policies and guidelines”
  - Do:
    - Section 2 “Implementation of processes”
      - Organisational aspects
      - Information provision
      - Special procedures and decisions
      - Tools and resources
    - Section 3 “Capacity-building”
  - Check: Section 4 “Monitoring and improving”
  - Act: Follow-up action



Key question	Sub-questions	Relevant section in EAR-HEI manual	Further reading
<b>1. POLICIES AND GUIDELINES</b>			
1.1. What kind of national and/or institutional regulations and guidelines for recognition procedures does your institution follow?	If your staff are following (institutional, regional, national or international) guidelines, statutes or regulations to ensure a consistent approach: to which (other) national or international reference documents do these guidelines refer directly?	<ul style="list-style-type: none"> <li>Part I, Chapter 1: Introduction to recognition, Section “The Lisbon Recognition Convention (LRC)”</li> </ul>	The <a href="#">LRC</a> (1997) is a legal tool that governs recognition of qualifications and study periods abroad in the European region.
1.2. At your institution, do you have a commonly applied definition of what a “substantial difference” is?	If your institution has a commonly established definition of a “substantial difference”, to what extent is this definition based on the purpose for which recognition is sought and the potential of the candidate to succeed in the learning path for which they are applying?	<ul style="list-style-type: none"> <li>Part II, Chapter 6: Purpose of recognition</li> </ul>	The <a href="#">Global Recognition Convention</a> (2019), Section I, Article I contains a definition of “substantial differences”.

# Approach

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- How to proceed:
  - Set up self-assessment team
  - Agree on approach and timeline, gather data
  - Analyse data
  - Follow-up action

# Has your institution in the past years conducted a systematic review of its recognition processes?

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# Have you ever systematically looked into student/applicant feedback on your recognition procedures?

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## Self-assessment question 2.10

### 2. IMPLEMENTATION OF PROCESSES – SPECIAL PROCEDURES AND DECISIONS

2.10. Which procedures are in place at your institution for applicants in a refugee-like situation with insufficient or missing documents?	N/A	<ul style="list-style-type: none"><li>Part V, Chapter 21: Qualification holders without documentation</li></ul>	Section VII, Article VII of the <a href="#">LRC</a> and its subsidiary text <a href="#">Recommendation on the Recognition of Refugees' Qualifications under the Lisbon Recognition Convention and Explanatory Memorandum</a> specifically address the recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation.
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## Please share in the chat

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- Is your answer to the self-assessment question not listed?
- What is not working so well/what could be improved?

# Thank you for your attention!

[helene.peterbauer@eua.eu](mailto:helene.peterbauer@eua.eu)

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