



# Lisbon Recognition Convention and subsidiary text on qualifications framework

**The European Qualifications Framework:  
supporting learning, work and cross border mobility**

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# Subjects of the LRC

**Recognition of qualifications unless substantial differences can be shown.**

- **Qualifications:**

- **Higher education qualifications**

- (issued by a competent authority attesting the completion of HE programme)

- **Qualifications giving access to higher education**

- (issued by a competent authority attesting the successful completion of an educational programme and giving the holder the right to be considered for admission to HE)

**Assessment criteria and procedure should be transparent, coherent and reliable.**



# Subsidiary text on QF

- **Recommendation on the Use of Qualifications Frameworks in the Recognition of Foreign Qualifications** (*adopted in 2013*)
  - Terms for qualifications are the same as used in the LRC – formal education qualifications; academic recognition.
  - Focuses on the use of QFs as important information and transparency tools in the recognition of HE and access qualifications.



# Recommendations

- Competent recognition authorities, and the ENIC Network should develop a common understanding on how to use QFs in assessment and recognition.
- QFs should be used to make it easier for authorities to assess foreign qualifications.
- QFs should be used while considering the five key elements in recognition – level, learning outcomes, quality, workload and profile.



# Five elements of qualifications

- **Level** – level itself indicate the level of qualification (Level 4; Level 5; Level 6; etc) in the QF, and as a general rule, no need to investigate the level further
- **Learning outcomes** – provide reference point for recognition
- **Quality** – transparent link between recognition, QF and quality assurance
- **Workload** – while recognising that qualifications should as far as possible assessed on the basis of learning outcomes, authorities may also be guided by in assessment by the workload



# Other considerations

- It also takes account of the fact that QFs can be used to facilitate access to the labour market.
- The Recommendation demonstrates ways in which QFs may be helpful in establishing similarities between qualifications and whether or not there are substantial differences between qualifications.



# Level and academic recognition (1)

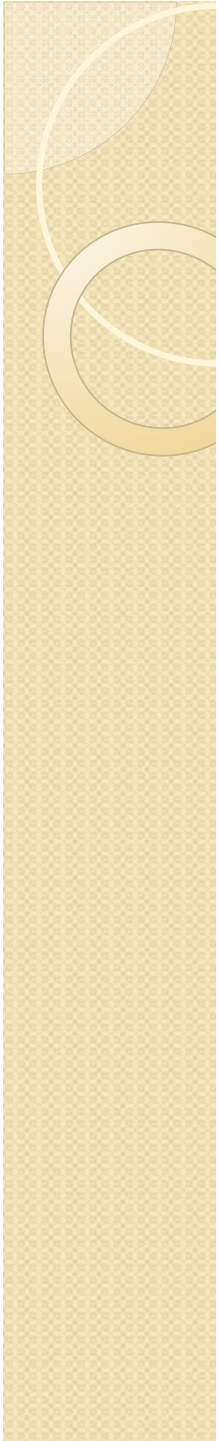
- Level of the qualification in the QF is an important indicator to identify the level of the qualification in the QF concerning learning outcomes.
- For academic recognition further information is needed about the function of the qualification, formal (academic) right the qualification gives to the holder in home system – this is (in principle) the concept of recognition.



# Level and academic recognition (11)

- Final recognition decision is not made on the basis of QF level, because:
- Not all qualifications on the same QF level are on “equal” academic level
  - *Example:* not all EQF level 7 qualifications corresponding to a Master’s degree (Postgraduate Diploma; Graduate Certificate; etc). The degree correspond to a Master’s degree if the holder have an access to a PhD programme.
- Qualifications with same academic level may be referenced on different level on EQF
  - *Example:* General secondary certificate, the qualification that gives access to HE, maybe referenced as EQF level 3; Level 4 or Level 5. For academic recognition, most important factor is whether the qualification giving access to HE or not.
  - *Example:* Vocational education qualifications maybe referenced on different EQF levels. For academic recognition the level doesn’t play most important role. Most important is whether the qualification giving access to HE or not.





**Thank you!**