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PROPOSAL

From: Secretary-General of the European Commission,
signed by Mr Jordi AYET PUIGARNAU, Director

To: Mr Jeppe TRANHOLM-MIKKELSEN, Secretary-General of the Council of
the European Union

No. Cion doc.: COM(2018) 270 annex

Subject: ANNEX to the Proposal for a Council Recommendation on promoting
automatic mutual recognition of higher education and upper secondary
education diplomas and the outcomes of learning periods abroad

Delegations will find attached document COM(2018) 270 annex.

Encl.: COM(2018) 270 annex



Brussels, 22.5.2018
COM(2018) 270 final

ANNEX

ANNEX

to the

Proposal for a Council Recommendation

on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad

{SWD(2018) 170 final}

ANNEX GLOSSARY

Automatic recognition of a qualification: the right for holders of a qualification that has been issued by one Member State to be considered for access to a programme for education or training in any other Member State, without having to go through any separate recognition procedure. It does not prejudice the right of a higher education institution to have specific entry criteria for a specific programme.

Automatic recognition of the outcomes of a learning period abroad: the right to have the outcomes of a learning period recognised: at higher education level as agreed in the Learning Agreement and confirmed in the Transcript of Records, or according to the learning outcomes of the modules completed abroad, as described in the European Credit Transfer and Accumulation System (ECTS) Course Catalogue; and at secondary level, the outcomes from a learning period abroad in one Member State are fully recognised in the country of origin, provided that the competences acquired are in line with the competences defined in the national curricula.

Blockchain: a way of enabling information to be recorded and shared by a community. Each member of the community maintains his or her own copy of the information. Entries are permanent, transparent and searchable. Each update is a new “block” added to the end of a “chain”.

Certificate Supplement: a document describing the knowledge and skills acquired by holders of vocational training certificates, which provides additional information to that already included in the official certificate and/or transcript, making it easily understandable, especially by employers or institutions abroad.

Course Catalogue: described in the *ECTS Users' Guide (2015)* as “[t]he Course Catalogue includes detailed, user-friendly and up-to-date information on the institution’s learning environment (general information on the institution, its resources and services, as well as academic information on its programmes and individual educational components) that should be available to students before entering and throughout their studies to help them to make the right choices and use their time most efficiently. The Course Catalogue should be published on the institution’s website, indicating the course/subject titles in the national language (or regional language, if relevant) and in English, so that all interested parties can easily access it. The institution is free to decide the format of the Catalogue, as well as the sequencing of the information. It should be published sufficiently in advance for prospective students to make their choices”.

Competent authority: an individual or organisation that has the legally delegated or invested authority, capacity or power to perform a designated function.

Credential Evaluator: a person who makes decisions on the recognition of qualifications.

Diploma Supplement: a document attached to a higher education diploma, which provides a detailed description of the holder's learning outcomes, and the nature, level, context, content and status of individual study components.

European Approach for Quality Assurance of Joint Programmes: endorsed by Education Ministers of the European Higher Education Area in 2015, its objective is to improve quality

assurance of joint programmes by setting standards and removing obstacles to their recognition.

European Credit System for Vocational Education and Training (ECVET): a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. The European Credit System for Vocational Education and Training relies on the description of qualifications in units of learning outcomes, on transfer, recognition and accumulation processes, and on a series of complementary documents, such as memoranda of understanding and learning agreements.

European Credit Transfer and Accumulation System (ECTS): described in the *ECTS Users' Guide (2015)* as “[a] learner-centred system for credit accumulation and transfer, based on the principle of transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning”.

European Higher Education Area Qualifications Framework (EHEA QF): overarching framework for qualifications within the 48-country European Higher Education Area. It comprises three cycles (Bachelor, Master, doctoral studies), including, within national contexts, intermediate qualifications, generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycle.

European Quality Assurance Register for Higher Education (EQAR): a register of quality assurance agencies, listing those that have demonstrated their substantial compliance with a common set of principles for quality assurance in Europe. These principles are set out in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

European Quality Assurance in Vocational Education and Training (EQAVET): a community of practice which brings together Member States, social partners and the European Commission to develop and improve quality assurance in vocational education and training.

European Qualifications Framework (EQF): translation tool that aids communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences. This allows any national qualifications systems, national qualifications frameworks and qualifications in Europe to relate to the European Qualifications Framework levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.

Learning Agreement: defined in the *ECTS Users' Guide (2015)* as “[a] formalised agreement of the three parties involved in mobility – the student, the sending institution and the receiving institution or organisation/enterprise – to facilitate the organisation of credit mobility and its recognition. The agreement is to be signed by the three parties before the start of the mobility period and it is intended to give the student the confirmation that the credits he/she successfully achieves during the mobility period will be recognised”.

Learning outcomes: statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competences.

National qualifications framework: an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

Qualification: defined in the *ECTS Users' Guide (2015)* as “[a]ny degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognised programme of study”.

Recognition of prior learning: the recognition of learning outcomes, whether from formal education and training or non-formal or informal learning, which were acquired before requesting validation.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG): a set of standards and guidelines for internal and external quality assurance in higher education, developed within the Bologna Process. They provide guidance on areas which are vital for successful quality provision and learning environments in higher education. The Standards and Guidelines for Quality Assurance in the European Higher Education Area should be considered in a broader context that includes qualification frameworks, the European Credit Transfer and Accumulation System and the Diploma Supplement, all of which contribute to promoting transparency and mutual trust in the European Higher Education Area.

Transcript of Records: defined in the *ECTS Users' Guide (2015)* as “[a]n up-to-date record of the students’ progress in their studies: the educational components they have taken, the number of European Credit Transfer and Accumulation System points they have achieved, and the grades they have been awarded. It is a vital document for recording progress and for recognising learning achievements, including for student mobility. Most institutions produce the Transcript of Records from their institutional databases”.