National Information Centres
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Session objectives

• *What is a National Information Centre*
• *AEI-NOOSR as an example*
Context: Recognition Conventions

UNESCO Regional Recognition Conventions
- Asia Pacific Recognition Convention
- Lisbon Recognition Convention

Promote recognition for Academic and professional mobility

Promote the establishment of transparent recognition processes
National Information Centres

• Officially recognised as the body which speaks on behalf of the Country regarding recognition of qualifications

• Higher Education usually
  • Decisions based on the Country's Qualification Framework

• Recognition Convention Principles
  • Decisions are timely and transparent
  • About Substantial Difference
What does the NIC Do?

• Provides information and advice on the comparability of overseas higher education qualifications

• Promotes quality, equity, transparency, accessibility and consistency for recognition decisions

• Participate in the recognition global community e.g. ENIC-NARIC
Key aspects of Recognition

Recognition processes and procedures are equitable, transparent and timely

Must demonstrate ‘substantial difference’ if the qualification is not fully recognised

Establishment of National Information Centres who are the recognition authority and can give official information

Promotion of the Diploma Supplement or equivalent

- In Australia named Australian Higher Education Graduation Statement
Matters to consider in Recognition

Regulation in the recognising country
- Legal/official status of qualification
- Professional regulation
- Agreed definition of the qualification (qualification framework)

Binding Agreements
- MOU
- Multi lateral or Bilateral agreements
- Legal/official status of institutions
National Office of Overseas Skills Recognition (AEI- NOOSR)

Australian Government recognised coordinating authority on recognition of overseas qualifications

- Acts as the National Information Centre (Lisbon Recognition Convention)

Provides information and advice about overseas education systems to facilitate the recognition of foreign qualifications in Australia

Provides information about the Australian Education system to promote the recognition of Australian qualifications in other countries
Specific ways of providing support

- Recognition Tool - CEP Online
- Professional development workshops
- Information, advisory and fee-for-service educational assessments
## Australian Qualifications Framework (AQF)

<table>
<thead>
<tr>
<th>Schools Sector Accreditation</th>
<th>VET Sector Accreditation</th>
<th>Higher Education Sector Accreditation</th>
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<tbody>
<tr>
<td>Senior Secondary Certificate of Education</td>
<td>Vocational Graduate Diploma, Vocational Graduate Certificate</td>
<td>Doctoral degree</td>
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<td>Advanced Diploma</td>
<td>Masters degree</td>
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<td></td>
<td>Diploma</td>
<td>Graduate Diploma</td>
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<td></td>
<td>Certificate IV</td>
<td>Graduate Certificate</td>
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<td>Certificate III</td>
<td>Bachelor degree</td>
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<td>Advanced Diploma, Associate Degree</td>
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<td>Certificate I</td>
<td>Diploma</td>
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- Download the [full document](https://example.com) for more information.
More about the AQF

Emphasises flexibility and articulation
Outcomes based
Website lists all Australian providers

http://www.aqf.edu.au
AEI Products and Services to support Recognition

**Country Education Profiles**
- Online resource
- Description of the education system of the country
- Assessment guidelines

**Educational Assessments**
- Study purposes
- General or professional employment
- Migration purposes

**Advice to third parties**
- Educational institutions/assessing authorities
Length of Programs: Three vs Four Years

Example

Australia believes outcomes should be measured not time spent

Characteristics of Three year Bachelor

- Specialised program
- Structured requirements re study level

Characteristics of Liberal Education Four Yr Degree

- Programs include general education component
- May be flexibility re upper level credits
Conclusion

• Comparing different education systems requires flexibility

• Learning outcomes are more significant than duration of program

• Focus on the content of the program – is the applicant prepared for entry to the program

What can the candidate do ‘in country’ with the qualification?