Session objectives

- What is a National Information Centre
- AEI-NOOSR as an example
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 defensible, timely and transparent
  • About establishing there is a Substantial Difference

• Staffing of such a centre
  • Decision for the centre
  • Depends on activities that are to be undertaken
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
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
Substantial Difference

Foreign qualifications shall be recognised unless the competent recognition authority is able to demonstrate that there is a substantial difference between the qualification for which recognition is sought and the corresponding qualification of the country (or rather education system) in which recognition is sought.

A substantial difference between a general education and a specialised technical education.

A difference in the length of study which substantially affects the curriculum content.

The presence or absence or extent of specific subjects such as prerequisite courses or non academic subjects.
Establishing Substantial Difference

• *It is up to the National Information Centre to outline to the candidate the reasons why recognition has not been granted*

• *The candidate should have an appeal process*
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
### Australian Qualifications Framework (AQF)

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<th>Schools Sector Accreditation</th>
<th>VET Sector Accreditation</th>
<th>Higher Education Sector Accreditation</th>
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<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>
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<td>Certificate I</td>
<td>Diploma</td>
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More about the AQF

Emphasises flexibility and articulation
Outcomes based
Website lists all Australian providers

http://www.aqf.edu.au
Specific Activities within our NIC

Provide information for Stakeholders

Assess Foreign Qualifications for clients

Contribute to recognition forums

Support Professional Bodies involved in Professional Recognition for Migration Purposes

Actively participate in the UNESCO Regional Convention (Lisbon and the Asia Pacific)

Domestic focused programs related to recognition
Daily activities of a National Information Centre

• Providing advice to Stakeholders on foreign qualifications
  • Recognition tools to assist stakeholders
    • CEP publish and update this recognition tool
    • Workshops – To keep stakeholders informed of changes
    • Advisory Service – answer approximately 2500 requests for advice annually
  • Provide advice on the recognition of the institution in country
  • Provide our opinion on the level of the qualification as it relates to the Australian Qualification Framework
Length of Programs: Substantial Difference?

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

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

• Centres decide what activities they can take on but the most important is providing official information about the country’s education system
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