

SERVICES FOR
INTERNATIONAL
EDUCATION
MARKETING

CONFERENCE 2015

New structures for mutual recognition of awards
in the Americas – how the sector can respond to
the new initiatives

John Bramwell, British Council

Sean O'Connor, UK HE International Unit

Tim Buttress, UK NARIC

Mutual Recognition of Awards - The Mexican Wave

John Bramwell
British Council
Director of Education and Society – Americas

Sean O'Connor
Universities UK International Unit
Senior Policy Office - Americas

Tim Buttress
UK NARIC
Head of Stakeholder Management Group



National agency
Global reach



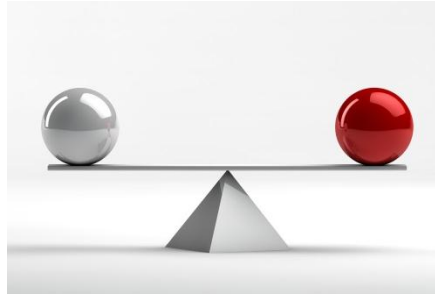


Mutual recognition

“We are engaged with UK NARIC in **multilateral agreements**, networks and initiatives to promote UK qualifications and **to improve mutual recognition internationally**. We are also engaged in bilateral discussions with a number of countries – including the **United Arab Emirates, Spain, Russia, India and Chile** to **resolve some specific bilateral issues** regarding mutual recognition of qualifications.”

International Education: Global Growth and Prosperity
Department of Business, Innovation and Skill, July 2013





UK NARIC evaluate qualifications in accordance with the recognition criteria and principles of the Lisbon Recognition Convention and under contract from the Department of Business, Innovation & Skills.





Not all education systems are the same.

Outcome based

Content based

Professional Rights

Research focus

HE entry requirements (general,
specialised, streamed, baccalaureate)

HE cycle (two-cycle or three-cycle)





New Enquiries

- Members
- Individuals

Integrating New Data

- Information Development Plan (IDP)
- Emerging Global Education Developments



New Enquiries

- Members
- Individuals

Integrating New Data

- Information Development Plan (IDP)
- Emerging Global Education Developments

- Learning Outcomes
- Modes of Learning and



New Enquiries

- Members
- Individuals

Evaluation Criteria

- Entry Requirements
- Duration
- Programme Structure and Content
- Learning Outcomes
- Modes of Learning and Assessment
- Associated Outcomes
- Status of the Award (Qualification Frameworks, Accreditation and QA)

UK NARIC Band Framework

- 15 levels
- International band descriptors

Integrating New Data

- Information Development Plan (IDP)
- Emerging Global Education Developments

Underpinning the process

- Guaranteeing recognition
- Increasing opportunities





Role of UK NARIC

To simplify the process of recognition.

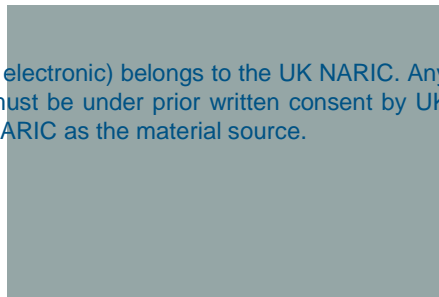
To provide understanding and enable agreement of competency outcomes







Copyright 2015 © UK NARIC.
All Rights Reserved.
The copyright of this presentation (printed and electronic) belongs to the UK NARIC. Any use of the printed materials in full or in part must be under prior written consent by UK NARIC and with clear reference made to UK NARIC as the material source.



So What 's Different? – there are hundreds of these things

1. This is a treaty - not an agreement nor an MoU

It protects UK University autonomy

It holds regional and federal commitment, in country



It can stretch across the tertiary boundaries

To include professional awards, institutes, FE programmes,
Etc.



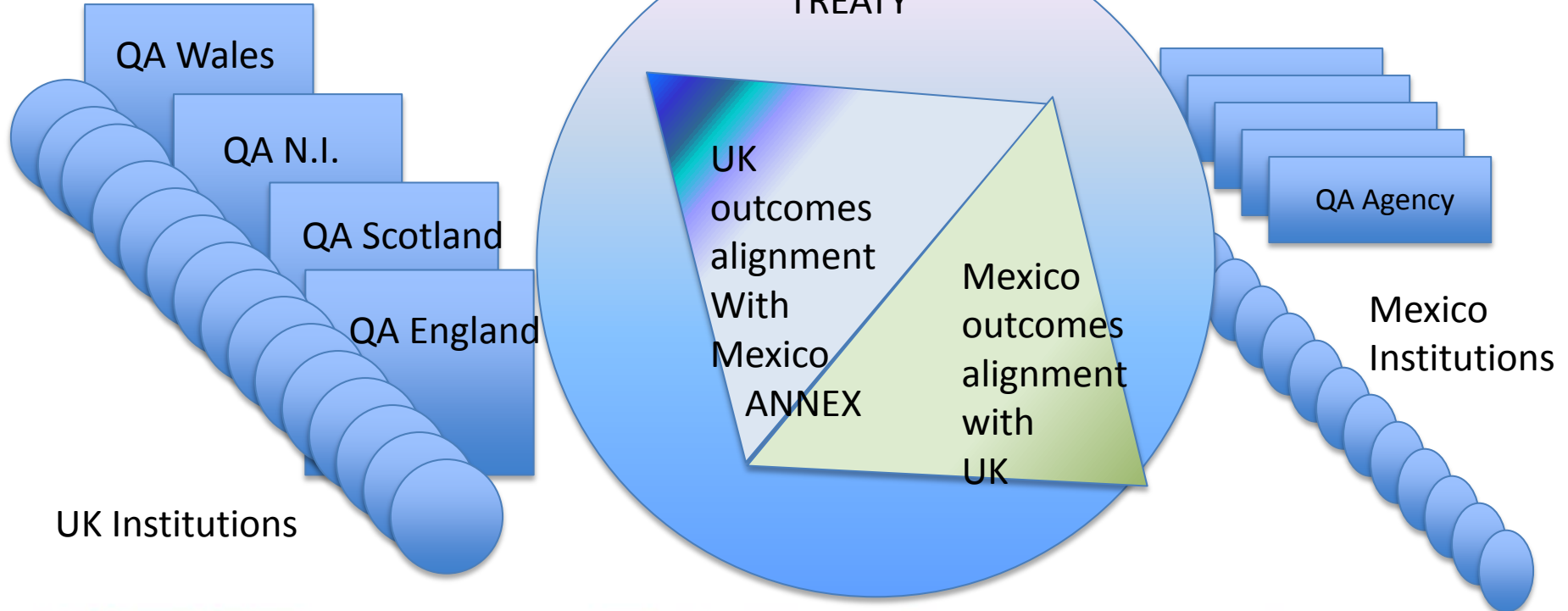
It is based on QA alignment, not on agreed lists of approved universities and courses

Not limited to complete awards (covers partial awards, module level credit, independent study etc.)

Covers new awards as they arise, connected programmes (e.g. FE / HE)

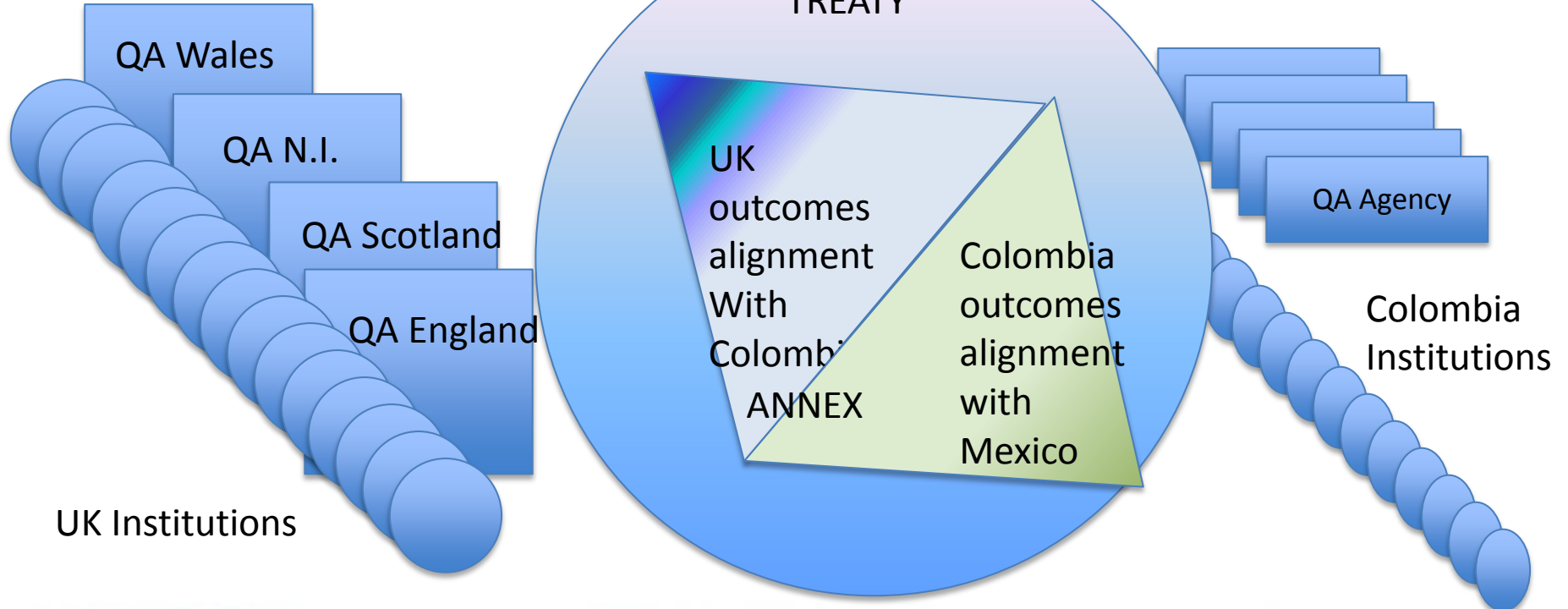


What does it look like?



What could it look like –

for, say, Colombia?



Who Benefits?

UK Universities

Researchers and academics

QA Directors and teams

Recruiters

Governments

Liliana



How Much is it worth?

Large numbers of students affected across both countries

income to the UK



What is in it for me my institution?

- International connections
- Student recruitment
- New research connections
- Consortia based awards and programmes
- Credited mobility
- Cultural connections
- Pipelines for programmes
- Internationalisation development
- New ideas



What next?

The commissions meet

The Annex gets agreed

The changes are implemented

People start to flow on existing and new awards



How do I get involved?

Through UUK IU

Through the British Council – in the UK, in Mexico

Through UK NARIC



Any Questions?



New structures for mutual recognition of awards in the Americas

Sean O'Connor

International Policy Manager
UK Higher Education International Unit

Structure

1. Introduction to the UK HE International Unit
2. Consultation around the new agreements
3. Hoped-for outcomes



QAA



Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

hefcw



Department for
**Employment
and Learning**
www.delni.gov.uk



Introduction: UK HE International Unit

- The Higher Education International Unit represents the UK higher education sector internationally:
 - Help higher education institutions **build capacity** to take advantage of international opportunities
 - Provide **information**, intelligence and guidance
 - Shape UK and other governments' **policy**
 - **Represent** the UK higher education internationally



QAA



Cyngor Cylfido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

hefcw



Department for
**Employment
and Learning**
www.delni.gov.uk



Scottish Funding Council
Promoting further and higher education



Universities UK



Support for new agreements at the highest level



Consultation process

- The IU role is to represent the sector voice in the development of these new agreements.
- Existing consultative mechanisms: ISAB, IPN, LATCOP
- Forthcoming:
 - Pro-Vice-Chancellor Community of Practice (from January 2016)




Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

hefcw



Hoped-for outcomes

- Recruitment via self-funding and overseas government scholarship sources; increasing UK appeal as study destination.
 - Encouragement to prospective UK outwardly mobile students to the region (Go International).
 - Towards a more supportive environment for UK TNE.
- 

TNE in Latin America

HEGlobal - service delivered in partnership by International Unit, British Council and UPP: hub for dialogue, debate, information, and collective voice for UK TNE.

Reported UK HE TNE activity in Latin America is currently very low:

- **Brazil** 460 students spread across 43 UK HEIs
 - **Chile** 95 students spread across 28 UK HEIs
 - **Colombia** 200 students spread across 33 UK HEIs
 - **Mexico** 270 students spread across 30 UK HEIs
-
- New agreements lead towards a more supportive environment for UK TNE in Latin America.
 - Mexico stands out as country of interest.

Building profile in Latin America

Sources of information, influence, and access:

- British Council, FCO, UKTI, SIN
- Latin American embassies in UK
- IU Latin America Community of Practice
- National university associations / rectors councils / science councils
- IU delegations to/from the Americas
 - Past year: Ecuador, Peru, Mexico; inbound Brazil, Mexico, Chile
 - Forthcoming: Brazil (April 2016), Colombia (October 2016)

Thank you

Invitation for expressions of interest - mutual recognition advisory group

sean.oconnor@international.ac.uk

