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THE COMMITTEE OF THE CONVENTION ON THE REOGNITION OF QUALIFICATIONS CONCERNING HIGHER EDUCATION IN THE EUROPEAN REGION

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REVISED TEMPLATE FOR THE DIPLOMA SUPPLEMENT

Appendix IV: The Diploma Supplement Template

europass

I. DIPLOMA SUPPLEMENT

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

	Last name(s)		First name(s)
1.1		1.2	
	Date of birth (dd/mm/yyyy)		Student identification number or code (if available)
1.3		1.4	

2. INFORMATION IDENTIFYING THE QUALIFICATION

	Name of qualification and (if applicable) title conferred (in original language)		Main field(s) of study for the qualification
2.1		2.2	
	Name and status of awarding institution (in original language)		
2.3			
	Name and status of institution (if different from 2.3) administering studies (in original language)		Language(s) of instruction/examination
2.4		2.5	

3. INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

	Level of the qualification		Official duration of programme in credits and/or years
3.1		3.2	
	Access requirements(s)		
3.3			

4. Information on the programme completed and the results obtained

4.1 Mode of study

4.2 Programme learning outcomes

4.3 Programme details, individual credits gained and grades/marks obtained

4.4 Grading system and, if available, grade distribution table

4.5 Overall classification of the qualification (in original language)

5. Information on the function of the qualification

5.1 Access to further study

5.2 Access to a regulated profession (if applicable)

6. Additional information

6.1 Additional information

6.2 Further information sources

7. Certification of the supplement

7.1 Date

7.2 Signature

7.3 Capacity

7.4 Official stamp or seal

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

III. THE DIPLOMA SUPPLEMENT EXPLANATORY NOTES

DIPLOMA SUPPLEMENT

I. PRINCIPLES AND GENERAL GUIDELINES FOR THOSE PRODUCING SUPPLEMENTS

The diploma supplement forms an important part of the development of the European Higher Education Area (EHEA) and is an important tool for graduates to ensure that their degrees are recognised by higher education institutions, public authorities and employers in their home countries and abroad. The diploma supplement should build on and include the use of common transparency tools such as learning outcomes, ECTS and how the degrees correspond to the national qualification framework(s) and external national quality assurance and/or accreditation.

The Diploma Supplement is jointly developed by the Council of Europe, European Commission and UNESCO and an updated version was adopted by the Lisbon Recognition Convention Committee in 2007. Since the introduction of the Bologna Process in 1999 it has been adopted in the national legislations of the participating countries, and Ministers committed themselves to issuing it to all graduates automatically, free of charge and in a widely spoken European language by 2005. The Diploma Supplement was also incorporated in the Europass Framework established by the European Parliament and the Council of Ministers in 2004[1]. This revised version was endorsed by the EHEA Ministers in Paris in 2018.

The Diploma Supplement plays a particularly important role in relation to joint degrees[2] and transnational or crossborder higher education provision. A Diploma Supplement issued with a joint degree should clearly describe all parts of the degree, and it should clearly indicate at which institutions and/or in which study programmes the different parts of the degree have been earned.

The Diploma Supplement is intended to facilitate the implementation of the *Convention on the Recognition of Qualifications Concerning Higher Education in the European Region*, Lisbon 1997.

Founding Principles:
The Diploma Supplement is based on the following founding principles that respect national and international academic autonomy. These principles also give some further explanation of the purpose and nature of the new version.

The Diploma Supplement is:

1. a flexible, non-prescriptive tool, capable of adaptation to local needs;
2. a device that has national and international applications;
3. a system to aid recognition for academic and professional purposes;
4. an approach that specifically excludes any claims and value-judgements concerning recognition by providing sufficient objective information;
5. a tool to focus on the outcomes of the learning that has taken place;
6. an addition to the original credential, not a substitute of it.

[1] See the Recommendation on the Recognition of Joint degrees, adopted by the Lisbon Recognition Convention Committee in Paris on 29 February 2016 available at http://www.enic-naric.net/fileusers/Revised_Recommendation_on_the_Recognition_of_Joint_Degrees_2016.pdf

[2] See the Code of Good Practice in the Provision of Joint Degrees, adopted by the Lisbon Recognition Convention Committee in 2001 and revised by the Committee in 2007, available at http://www.coe.int/t/dg4/highereducation/Recognition/Code%20of%20good%20practice_EN.asp#TopOfPage, and the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education adopted in autumn 2005 in the framework of both Organizations, available at http://www.oecd.org/dataoecd/27/51/35779480.pdf.
http://www.europass.cedefop.europa.eu/europass/home/hornav/Downloads/MiscDocs/EuropassDecision/navigate.action DECISION No 2241/2004/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass).

General Guidelines

It is strongly recommended that supplements should conform with the following:

1. The brief explanatory note (in the box at the head of the sample supplement) should be reproduced as part of each completed Diploma Supplement.
2. Institutions should follow the structure and sequence of information as provided in the template. Avoid information overload and present information as concisely as possible.
3. In combination with the credential itself, the supplement should provide sufficient information to enable the reader to make an assessment about the qualification. However, it should be clear that it is not designed to replace a curriculum vitae.
4. Supplements should be free from any value judgements, equivalence statements or suggestions about recognition.
5. The production of supplements is best done centrally and not devolved to different parts of academic institutions.
6. Institutions should take appropriate action to minimise the possibility of forgery and misrepresentation of their supplements.
7. Information on the higher education system (section eight) should be kept to a two-page maximum. Where possible, information should include diagrams, charts and reference to the national qualifications framework. This section could be produced for each country with the help of national ENICs/NARICs (national information centres), Ministries and Rectors' Conferences. It is particularly important that section eight of the supplement describe the national higher education structure in force at the time the qualification was awarded.
8. The Supplement should be issued automatically at the time the qualification is completed, free of charge and in a widely spoken language. Additionally, Supplements may be produced in the language(s) institutions think appropriate.
9. The original language should be used where indicated in the Guidelines. The glossary of terms associated with the supplement has been specifically produced to overcome linguistic confusions.

II. OUTLINE STRUCTURE FOR THE DIPLOMA SUPPLEMENT

The purpose of the Diploma Supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It is free from any value judgements, equivalence statements or suggestions about recognition. This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Last name(s):
1.2 First name(s):
1.3 Date of birth *(day/month/year)*:
1.4 Student identification number or code *(if available)*:

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and *(if applicable)* title conferred *(in original language)*:
2.2 Main field(s) of study for the qualification:
2.3 Name and status of awarding institution *(in original language)*:
2.4 Name and status of institution *(if different from 2.3)* administering studies *(in original language)*:
2.5 Language(s) of instruction/examination:

3 INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

3.1 Level of the qualification:
3.2 Official duration of programme in credits and/or years:
3.3 Access requirements(s)

4 INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

4.1 Mode of study:
4.2 Programme learning outcomes:
4.3 Programme details, individual credits gained and grades/marks obtained: *(if this information is available in an official transcript this should be used here)*
4.4 Grading system and, if available, grade distribution table:
4.5 Overall classification of the qualification *(in original language)*:

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:
5.2 Access to a regulated profession (if applicable)

6 ADDITIONAL INFORMATION

6.1 Additional information:
6.2 Further information sources:

7 CERTIFICATION OF THE SUPPLEMENT

7.1 Date:
7.2 Signature:
7.3 Capacity:
7.4 Official stamp or seal:

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

(N.B. Institutions who intend to issue Diploma Supplements should refer to the explanatory notes that explain how to complete them.)

III. DIPLOMA SUPPLEMENT EXPLANATORY NOTES

The numbers below refer to the numbered sections in the Diploma Supplement Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

The purpose of this section is to provide the information required to identify clearly the holder of the qualification.

1.1 Last name(s):

1.1 Provide the full family or surname(s).

1.2 First name(s):

1.2 Include all given/first names.

1.3 Date of birth *(day/month/year)*:

1.3 Indicate day, month and year of birth.

1.4 Student identification number or code *(if available)*:

1.4 This should identify the individual as a student enrolled at the institution on a particular programme which is described in the Diploma Supplement, e.g. through the student's personal code in the institution's database. A national or State personal identification number could be included for those countries that have such systems of identification, in accordance with national legislation.

2 INFORMATION IDENTIFYING THE QUALIFICATION

The purpose of this section is to provide the information required to identify clearly the qualification and the higher education institution(s) awarding it.

2.1 Name of qualification and *(if applicable)* title conferred *(in original language)*:

2.1 Give the full name of the qualification in the original language(s) as it is styled in the original qualification e.g. *Kandidat nauk, Maîtrise, Diplom*, etc. The original name of the qualifications may be transliterated into the alphabet or writing system used for the language in which the Diploma Supplement is issued (e.g. Latin characters for Supplements issued in English or Cyrillic for Supplements issued in Russian). However, the original name of the qualification in original alphabet should also be provided. Indicate if the award confers any nationally accepted title on the holder and what this title is e.g. *Doctor, Ingénieur* etc. If the qualification is a joint/double degree or it was earned under a transnational or borderless education arrangement, this should be indicated.

2.2 Main field(s) of study for the qualification:

2.2 Show only the major field(s) of study (disciplines) that define the main subject area(s) for the qualification e.g. *Politics and History, Human Resource Management, Business Administration, Molecular Biology* etc.

2.3 Name and status of awarding institution *(in original language)*:

2.3 Indicate the name of the institution awarding the qualification in the original language. Where a degree is issued jointly by two or more institutions, the names of the institutions issuing the joint degree should be indicated. The status of the institution refers above all to whether it has successfully undergone a quality assurance and/or accreditation exercise or procedure, and this should be clearly indicated. If the responsible QA/Accreditation Agency has been proved to follow the European Standards and Guidelines or similar standards in other continents, e.g. through registration in EQAR and/or membership in ENQA or otherwise, this should be mentioned. It may also be relevant to give the profile of the institution. If the provider is transnational or borderless, this should be clearly noted. As a (fictitious) example, this information could be given in the following form: "[Name of the institution] is a university which has undergone external quality assurance by agency X, that is certified to follow the European Standards and Guidelines [through registration in EQAR and/or membership in ENQA / else], in [name of the country] in 2015 with satisfactory results".

2.4 Name and status of institution *(if different from 2.3)* administering studies *(in original language)*:

2.4 This refers to the institution which is responsible for the delivery of the programme. This is often, but not always, the same as the institution awarding the qualification (see 2.3 above). Cases are known in which a higher education institution entitles another institution to deliver its programmes and issue its qualifications through a "franchise" or some type of "validation", "affiliation", etc. In some cases a branch campus may be located in a different country. If this is the case it should be indicated here. If there is a difference between the awarding institution and the institution delivering the programme leading to the qualification, indicate the status of both, see 2.3 above.

2.5 Language(s) of instruction/examination:

2.5 Indicate the language(s) by which the qualification was officially delivered and examined.

3 INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

The purpose of this section is to provide the information required to identify clearly the level of the qualification, and describe its duration in years and/or credits.

3.1 Level of the qualification:

3.1 Give the precise level of the qualification and its place in the specific national educational structure of awards, and/or in the National Qualifications Framework, if available (cross-referenced to the information in point 8). Reference should also be made to the corresponding level in the two main overarching Qualifications Frameworks: QF-EHEA and/or EQF, e.g., Second cycle QF-EHEA/Level 7 EQF. Include any relevant information on "level indicators" that are nationally devised and recognised and which relate to the qualification

3.2 Official duration of programme in credits and/or years:

3.2 Indicate the total student workload required and/or the official duration of the programme in years of full-time study. The student workload should be described in terms of credits and the credit system used should be indicated. EHEA countries are expected to make reference to the European Credit Transfer and Accumulation System (ECTS)[3], e.g. 2 years /120 ECTS credits.

3.3 Access requirement(s)

3.3 List the qualification(s) or periods of study required for access to the programme described by this Diploma Supplement (cross-referenced to the information in point 8), e.g. *Matura* (for access to a first degree programme) or *Bachelor Degree* (for access to a second degree programme). This is particularly important when intermediate studies are a prerequisite for the named qualification.

4 INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

The purpose of this section is to describe in detail what the holder of the qualification has learned in the programme and the level of his/her performance.

4.1 Mode of study:

4.1 The mode of study refers to how the programme was undertaken e.g. full-time, part-time, intermittent/sandwich, e-learning, distance, etc.

4.2 Programme learning outcomes:

4.2 Indicate the learning outcomes associated with the qualification. Learning outcomes are statements of what the graduate knows, understands and is able to do after completing his/her studies and receiving the qualification (knowledge, skills, competencies). Learning outcomes should be expressed in the present tense, e.g.: "The graduate can analyse consumer behaviour trends and apply them in a given consumer market". This information is increasingly becoming the key basis on which qualifications are assessed and/or recognized.

4.3 Programme details, individual credits gained and grades/marks obtained: *(if this information is available in an official transcript this should be used here)*

4.3 Indicate the individual units completed in order to obtain the qualification, the credits attached to them and the marks/grades gained. For institutions that issue transcripts of studies, it will be sufficient to include the transcript. Entries should be as complete as possible and in accordance with what is normally recorded at the institution concerned. If the qualification is a joint degree, indicate what parts of the qualification were earned in which partner institution. Similarly, if the programme of study included mandatory/recognized learning activities carried out outside the university such as: a mobility period abroad, a work placement, voluntary work, etc. indicate which components of the qualification were successfully completed in which partner institution/company and duly recognized. This can be done either by including these specific activities directly in the transcript with their original titles, or by linking them in a transparent way with the mentioned activities recognized by the HEI. If the qualification includes a dissertation or thesis, indicate its title (if available). If this section is too long, it can be included in the transcript of records.

4.4 Grading system and, if available, grade distribution table:

4.4 Provide information on the grading system and pass marks relating to the qualification, e.g.: marks are out of a possible 100% and the minimum pass mark is 40%. Tremendous variations in grading practices exist within and between different national higher education institutions and countries. In order to provide information on the use of grades in a specific context, a grade distribution table[4] relating to the qualification in question should be included. If more than one grading system is used, e.g.: in the case of joint degrees,

[3] http://ec.europa.eu/education/ects/users-guide/index_en.htm
[4] http://ec.europa.eu/education/ects/users-guide/index_en.htm

information should be provided on all systems used for the qualification in question. If this section is too long, it can be included in the transcript of records.

4.5 Overall classification of the qualification *(in original language)*:

4.5 If appropriate, indicate the overall classification for the final qualification e.g.: *First Class Honors Degree, Summa Cum Laude, Merit, Avec Distinction, Avec mention etc*. If applicable, a grade distribution table of final grades should be provided.

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

The purpose of this section is to illustrate/explain how the qualification may be used for academic or professional purposes.

5.1 Access to further study:

5.1 Indicate if, within the country of origin, the qualification normally provides access to further academic and/or professional studies, especially leading to any specific qualifications, or levels of study, e.g.: access to Doctoral studies in the country or institution. If this is the case, specify the grades or standards that have to be obtained to allow progression.

5.2 Access to a regulated profession (if applicable)

5.2 Give details of any rights to practise, or professional title, accorded to the holder of the qualification, in accordance with national legislation or requirements by a competent authority. Indicate what specific access, if any, the qualification gives in terms of exercising the profession (e.g.: the qualification allows the holder to practise a regulated profession or to access a further stage of professional certification, such as a state exam or approval by a competent authority).

6 ADDITIONAL INFORMATION

The purpose of this section is to include any other information which could not be included in the previous sections and is relevant to the purpose of assessing the nature, level and usage of the qualification.

6.1 Additional information:

6.1 Indicate any individual learning achievements gained outside of the programme and/or any additional information not included above that have been certified by the institution and are relevant to the purpose of assessing the nature, level and usage of the qualification. For example a mobility period abroad, a work placement, voluntary work etc. for which the student has not received credits or recognition, but which nonetheless contribute to the graduate's learning outcomes.

6.2 Further information sources:

6.2 Indicate any further useful information sources and references where more details on the qualification could be sought, e.g.: the department in the issuing institutions; a national information centre; the European Union National Academic Recognition Information Centres (NARIC); the Council of Europe/UNESCO European National Information Centre on Academic Recognition and Mobility (ENIC) and relevant national sources.

7 CERTIFICATION OF THE SUPPLEMENT

The purpose of this section is to certify that the Diploma Supplement is officially issued by the institution awarding the qualification.

7.1 Date:

7.1 The date the Diploma Supplement was issued. This would not necessarily be the same date the qualification was awarded.

7.2 Signature:

7.2 The name and signature of the official certifying the Diploma Supplement.

7.3 Capacity:

7.3 The official post of the certifying individual.

7.4 Official stamp or seal:

7.4 The official stamp or seal of the institution that provides authentication of the Diploma Supplement.

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

The purpose of this section is to provide background information on the national HE system within which the qualification is awarded.

Give information on the higher education system: its general access requirements; the national qualifications framework (where applicable), types of institution and the quality assurance or accreditation system[5]. For countries party to the European Higher Education Area (EHEA), the national qualifications framework should be compatible with and refer to the overarching framework of qualifications of the EHEA adopted by Ministers in 2005[6]. For countries which are members of the European Union or party to relevant EU programmes, the national framework should also be compatible with the European Qualifications Framework. This description should provide a context for the qualification and refer to it. A standard framework for these descriptions together with actual descriptions should be available for many countries. These have been created with the co-operation of the relevant National (European Union and European Economic Area) Academic Recognition Information Centre (NARIC), European (Council of Europe/UNESCO) National Information Centre on Academic Recognition and Mobility (ENIC), Ministries and Rectors' conferences.

[5] Under the Council of Europe/UNESCO Convention on The Recognition of Qualifications Concerning Higher Education in the European Region (Lisbon Recognition Convention), signatories are committed to making arrangements for providing such information. The text of the Convention may be found at http://www.coe.int/t/dg4/highereducation/Recognition/LRC_en.asp.

[6] http://www.bologna-bergen2005.no/EN/BASIC/050520_Framework_qualifications.pdf

IV. EXAMPLES OF DIPLOMA SUPPLEMENTS

V. GLOSSARY

Definitions and usage of terms vary from country to country. To reduce the possibility of misunderstanding this glossary aims only to cover all the main terms used in the papers associated with the Diploma Supplement initiative. It is partly based and fully consistent with the definition used in the 1997 Lisbon Convention on the Recognition of Qualifications Concerning Higher Education in the European Region.

ACADEMIC RECOGNITION refers to the recognition of courses, qualifications or diplomas from one (domestic or foreign) higher education institution by another. Usually this is sought as a basis for access to further new study at the second institution (cumulative recognition) or, as recognition allowing some sort of exemption from having to re-study elements of a programme (recognition with advanced standing). A further type of academic recognition is recognition of studies taken elsewhere in another institution (recognition by substitution) that replace a comparable period of study at the home institution (see PROFESSIONAL RECOGNITION).

ACCESS (to higher education) refers to the right of qualified candidates to apply and be considered for admission to higher education. Access is distinct from admission, which concerns the individuals' actual participation in the higher education programme concerned.

ACCREDITATION is the process by which one higher education institution gains authority to award, and/or gains recognition of, its qualifications from another senior competent authority. This might be the State, a government agency or, another domestic or foreign higher education institution (see FRANCHISE). The term has its origins in the American system and is used in some European countries in the same way as 'recognition'.

ADMISSION the act of, or system for, allowing qualified applicants to pursue studies in higher education at a given institution and/or a given programme.

ASSESSMENT i) (of institutions or programmes) the process for establishing the educational quality of a higher education institution or programme; ii) (of individual qualifications) the written appraisal or evaluation of an individual's foreign qualifications by a competent authority; iii) (of individual students) the actual testing of a student's ability and skills within a programme (e.g. by examination).

AWARD this is used synonymously with qualification.

COMPETENT RECOGNITION AUTHORITY a body officially charged with making binding decisions on the recognition of foreign qualifications.

COURSE UNIT a part of a programme of studies that is normally self-contained and assessed separately. Complete study programmes are normally composed of several course units.

CREDENTIAL a term sometimes used to refer to a qualification (see QUALIFICATION).

CREDENTIAL EVALUATOR the individual who makes a judgement on the recognition of foreign qualifications (see COMPETENT RECOGNITION AUTHORITY).

CREDIT the 'currency' providing a measure of learning outcomes achieved in a notional time at a given level. Usually associated with credit-based modular courses (see ECTS).

DE FACTO RECOGNITION refers to situations of unregulated recognition for professional purposes, such as where no national legal authorisation to practice a particular profession exists or is required. This is the most problematic area of professional recognition (see PROFESSIONAL RECOGNITION and RECOGNITION).

DE JURE RECOGNITION refers to the recognition of the right to work in a specific country in a regulated profession (e.g. medical doctor) in the European Union or European Economic Area. These situations are subject to various European Union Directives whereby if a citizen is a fully qualified professional in one Member State, he or she has a right to exercise that profession and be recognised as a professional in another Member State (see REGULATED PROFESSION, PROFESSIONAL RECOGNITION and RECOGNITION).

DIPLOMA here refers to any formally awarded qualification/credential. In some educational systems the term refers to a specific category or type of qualification. It is not being used in this restricted sense here.

DOUBLE/MULTIPLE DEGREE Two or more national degrees which are awarded by higher education institutions offering a joint programme.

ECTS the European Credit Transfer System credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers**.**

ENIC European National Information Centre on Academic Recognition and Mobility (Council of Europe/UNESCO).

FRANCHISE the situation where an institution agrees to authorise another institution (nationally or internationally) to deliver an approved programme whilst normally retaining overall control of the programme's content, delivery, assessment and quality assurance arrangements. However, significant variations in franchise relationships exist.

FIELD OF STUDY the main disciplines or subject areas of a qualification.

GRADE DISTRIBUTION TABLES show how the existing national or institutional scale is being used in the institution – whether in open access or selective systems – and allow for comparison with the statistical distribution of grades in a parallel reference group of another institution. They represent the statistical distribution of positive grades (pass and above) awarded in each field of study in a specific institution.

HIGHER EDUCATION all types of courses of study, or sets of courses (programmes), training, or training for research at the post secondary level which are recognised by the relevant authorities as belonging to its higher education system. Higher education builds on the level of competence, knowledge and skills generally acquired through secondary education (see HIGHER EDUCATION INSTITUTION and PROGRAMME OF STUDY). Higher education normally comes after secondary education in time and is normally offered through higher education programmes at higher education institutions. However, it should be noted that higher education institutions may give courses of study that are not higher education level. Conversely, institutions which are not considered as belonging to the higher education system may offer some higher education programmes. The exact definition of higher education and higher education institutions vary from country to country. For example, in some countries, nursing is considered to be a field of higher education, whereas in other countries, nursing is considered to be part of post-secondary education without being higher education.

HIGHER EDUCATION INSTITUTION an establishment providing higher education and recognised by the competent authorities as belonging to its system of higher education (see HIGHER EDUCATION and PROGRAMME OF STUDY).

JOINT DEGREE A single document awarded by higher education institutions offering a joint programme and nationally acknowledged as the recognised award of such joint programme

LEARNING OUTCOMES statements of what the individual knows, understands and is able to do on completion of a learning process.

LEVEL the place of a qualification in the higher education system or in the National Qualifications Framework. The number of levels of higher education qualifications vary between countries and/or kinds of higher education (see LEVEL INDICATORS).

LEVEL INDICATORS these can range from any general information on the role of the qualification to highly detailed specific statements about the nature, skills and competencies associated with the successful completion of parts or all of a qualification (see LEVEL).

LISBON RECOGNITION CONVENTION refers to the Council of Europe/UNESCO Convention on the Recognition of Qualifications Concerning Higher Education in the European Region adopted in Lisbon April 1997.

MODULE a separate and coherent block of learning. Part of a modular programme of studies where the curriculum is divided into a range of similar sized segments.

NARIC National Academic Recognition Information Centre (European Union and European Economic Area). Some NARICs also have responsibilities for professional recognition

PROFESSIONAL RECOGNITION refers to the right to practise and the professional status accorded to a holder of a qualification. In the European Union recognition for professional purposes is defined as the legal act by which a competent authority in a host Member State recognises that the qualifications obtained by an applicant in another Member State are suitable for the pursuit on its territory of a professional activity whose practice is legally regulated (see REGULATED PROFESSION, DE JURE RECOGNITION, DE FACTO RECOGNITION and RECOGNITION).

PROGRAMME OF STUDY a set of course units, the various components of which complement and build on each other in order to provide the student with a higher education qualification (see HIGHER EDUCATION, HIGHER EDUCATION INSTITUTION and COURSE). 'Programme' also denotes the academic fields of study and requirements that collectively define the qualification (see FIELD OF STUDY).

QUALIFICATION i) higher education qualification: any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a higher education programme; ii) qualification giving access to higher education: any diploma or other certificate issued by a competent authority attesting the successful completion of an education programme and giving the holder of the qualification the right to be considered for admission to higher education (see HIGHER EDUCATION, HIGHER EDUCATION INSTITUTION and PROGRAMME OF STUDY). Also termed as any higher education award given for the successful completion of a programme of learning; a generic term that refers to the wide variety of higher education qualifications at different levels and across different countries.

QUALITY ASSURANCE refers to the internal and external processes by which the quality of academic provision is maintained.

RECOGNITION a formal acknowledgement by a competent authority of the value of a foreign educational qualification with a view to access to educational and/or employment activities. An assessment of individual qualifications. Such assessment may be any kind of statement on the value of (in this case) a foreign qualification. Recognition refers to a formal statement by a competent recognition authority acknowledging the value of the qualification in question and indicating the consequences of this recognition for the holder of the qualification. For example a qualification may be recognised for the purposes of further study at a given level (academic recognition), or for the use of a title, or for the exercise of employment purposes (professional recognition) (see COMPETENT RECOGNITION AUTHORITY, QUALIFICATION, ACADEMIC RECOGNITION and PROFESSIONAL RECOGNITION). Recognition can also refer to the accreditation of a higher education institution by another authority (see ACCREDITATION).

REGULATED PROFESSION refers to professions whose practice is regulated in some way by law or administrative rules. A given profession may be regulated in one country and not in another (see DE JURE RECOGNITION).

TRANSCRIPT an official record or breakdown of a student's progress and achievements. Many credit-based education systems employ detailed transcripts that show the credits and grades for units undertaken (e.g. ECTS Transcript of Records). VALIDATION the process by which a recognised awarding institution judges that a programme of study leading to a qualification is of appropriate quality and standard. This can be a programme of its own or that of a subordinate institution.