Final Report

An exploration of the use and potential use of the European Qualifications Framework in qualifications recognition procedures of four ENIC-NARIC centres

Sèvres, October 15th 2011
Elizabeth ZAMORANO
Project coordinator
French ENIC NARIC
Charlotte MILES- French ENIC NARIC
Kevin GUILLAUME - Federation Wallonie Bruxelles
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1. Overview of the Project

Qualifications Frameworks (QFs) and the recognition function are intrinsically linked as both are aimed at increasing transparency and mobility. As a result of a call from the European Commission for NARIC projects for the period 2010-2011, a project was proposed with the aim of exploring the use of the European Qualifications Framework (EQF) in daily comparison work of the ENIC-NARIC centres. The project is considered particularly timely as the EQF is in the very early stages of implementation and most European countries intend on referencing their national qualifications framework or systems by 2012. France led the project with Belgium (Federation Wallonia-Brussels), Ireland and the Netherlands as partners. This work has involved outlining the different recognition procedures employed by the ENIC-NARIC centres, the problems encountered by using the EQF (Levels 4 – 8) and national frameworks, and possible solutions. The working group has produced this final report to help increase understanding on how a national qualifications framework and its referencing to EQF may be used as a tool in the process of recognition of foreign qualifications. In addition, possible issues for consideration and future research are presented.

1.1 Background

What is the ENIC-NARIC Network?
The network of National Academic Recognition Information Centres (NARIC) is an initiative of the European Commission and was created in 1984. The Centres are situated in the Member States of the European Union (EU) countries, the European Economic Area (EEA) countries and Turkey and provide academic recognition of foreign qualifications and study periods abroad. The ENIC Network (European Network of Information Centres) was established by the Council of Europe and UNESCO for the purposes of facilitating academic recognition and mobility and works closely with the NARIC Network. Further information and contact details are available at: www.enic-naric.net.

What is the European Qualifications Framework?
Within the European Union, the mobility of citizens for education and employment purposes is of key concern. In an effort therefore to further promote lifelong learning and mobility, the European Parliament and Council of Europe formally adopted the European Qualifications Framework for Lifelong Learning (EQF) on 23rd April 2008. The EQF is a common European referencing system which will enable links to be made between different countries’ national qualifications systems and frameworks. It is envisaged that the EQF will essentially act as a
translation device to make qualifications more transparent and understandable across Europe.

What is involved in implementation?
There are two stages to implementing the 8 level EQF. In the first instance, each country must explain how different levels of their national qualifications framework or education system can be compared to the levels of the „overarching“ EQF. This referencing process is possible even with qualifications frameworks or systems with a different number of levels as referencing is based on a „best described“ basis through the use of learning outcomes (LOs). The second stage of implementation is the inclusion of reference to the EQF in Certificate and Diploma Supplements. Both actions are anticipated to be completed by 2012.

How does the EQF connect to the work of the Bologna Process?
The principal aim of the EQF is to assist citizens“ mobility and facilitate lifelong learning. In this regard, it complements the work of the Bologna Process which led to the creation of the European Higher Education Area (EHEA), officially proclaimed by the Ministers in 2010. The EQF is fully compatible with the Qualifications Framework of the EHEA and furthermore levels 5 to 8 of the EQF are cross-referenced to the Bologna cycle descriptors of the EHEA as shown below:

<table>
<thead>
<tr>
<th>EHEA Framework (Bologna)</th>
<th>EQF Levels</th>
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<td>Short Cycle within First Cycle</td>
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<td>First Cycle</td>
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<td>Second Cycle</td>
<td>7</td>
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<tr>
<td>Third Cycle</td>
<td>8</td>
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</table>

These overarching or „meta-frameworks“ are tools used by countries to both drive and communicate reforms in their education systems.

How should credential evaluators approach the EQF?
Stakeholders such as those who work in the ENIC-NARIC Networks can engage with the EQF through the national qualifications framework and education system of their country.
The EQF does not by any means replace national systems and does not contain individual qualifications. It may be used as a tool in/for recognition where both national qualifications frameworks and education systems have been referenced. An EQF internet portal has been developed to aid implementation and is available at: http://ec.europa.eu/eqf/home_en.htm

2. The Project

Why was this project conducted?
The ENIC-NARIC network plays a central role in aiding mobility through the recognition of qualifications. One of the main aims of the EQF is to enhance international recognition of qualifications by providing a reference point based on learning outcomes. Although a voluntary initiative, all EU countries have agreed to implement the EQF and so the potential of this shift to facilitate recognition requires further investigation.

National Qualifications Frameworks are increasingly taking on a national reform function aiming at making national systems more transparent, coherent and permeable. As a result, many European countries at an early phase of development of their national framework are keeping the EQF in mind. These developments have been important to ensure that the European-level cooperation process is properly anchored at national level, but how does this impact on recognition work?

According to the report “The development of national qualifications frameworks in Europe” published in August 2010 by the European Union and produced by Cedefop1, most European countries are at an early stage of NQF development.2 The analysis shows that countries have reached different stages of development and implementation. More countries are now moving from early conceptualisation and design to stakeholder consultations and advanced testing of their frameworks. It emphasises that in some cases formal policy adoption has been achieved, for example in Belgium Flanders, Estonia, and Lithuania whilst for other countries with already well established frameworks, such as the UK, Ireland, Malta and France, reviews have or are in the process of been carried out. As an example, a recent external evaluation of the Irish National Framework of Qualifications (NFQ)3 draws attention to the long-term challenges of the practical implementation of frameworks such as:

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1 European Centre for the Development of Vocational Training” (http://www.cedefop.europa.eu/EN/)
• the need to allow sufficient time for stakeholders to develop familiarity with the framework,
• the need for an iterative process of development and support from relevant stakeholders,
• the need for the framework to be sufficiently flexible to accommodate all types of learning,
• the need to balance implementation within sectors of the education system while maintaining a system-wide approach.

Are NQFs used in recognition? It is felt that experiences and good practices in terms of using frameworks can be shared by those working in countries with established frameworks. The rapid progress in the development of NQFs in recent years demonstrates the interest and commitment to increased transparency and comparability of qualifications between countries.

Are QFs being developed with similar principles in all countries? This impacts on trust fostered between countries in using national QFs and the EQF as a reference tool.

2.1 Objectives

1. To share information on working methods and recognition procedures carried out by the ENIC-NARIC centres involved
2. To clarify the current state of play in each of the countries involved in terms of development of QFs and referencing to the EQF
3. To identify if QFs and/or the EQF are used as tools in recognition by the centres involved. If so, how are they used?
4. To propose recommendations on how national QFs and the EQF could be used in recognition
5. To present issues for discussion and further research.

2.2 Methodology and activities:

The French ENIC-NARIC, as coordinator of the project, put in place a working group consisting of representatives from three other centres: the Dutch NARIC (NUFFIC), the French-speaking Belgian NARIC (Ministry of the Federation Wallonia-Brussels of Belgium), and the Irish NARIC (National Qualifications Authority of Ireland). In addition to differences in
the stage of QF\(^4\) implementation in the respective countries, the status and scope of the work also differ amongst centres. These divergences are identified in the report and resulted in enhanced discussions within the project group.

A total of three group meetings were conducted face-to-face supplemented by e-mail exchange. The report includes information on the recognition procedures employed and current state of play regarding QF developments in each country. It was decided that a number of case studies could be used to highlight how the EQF is, or could be, used in a practical sense to supplement tools already used in recognition procedures. The eight case studies selected are indicated below:

- Diplôme d'Ingénieur (France) awarded by the Ecole supérieure des techniques aéronautiques et de construction automobile in 1999
- Maîtrise de français langue étrangère (France) awarded by the Université Paris VII, in 2003
- Licence d'esthétique (France) awarded by the Université Paris I in 1991
- Bachelier éducateur spécialisé en accompagnement psycho-éducatif (Belgium) awarded by the Haute Ecole Libre Mosane in 2010
- HBO Bachelor of Arts and Economics, Visual Arts and Design Management (Netherlands) awarded by the Utrecht School of the Arts in 2009
- Ordinary Bachelor Degree (Ireland) in International Business awarded by the Institute of Technology, Blanchardstown in 2008
- Level 5 Certificate (Ireland) in Childcare awarded by the Further Education and Training Awards Council (FETAC) in 2008
- Level 6 Special Purpose Certificate (Ireland) in Driving Instruction awarded by FETAC in 2008

An additional award from Ireland, the Level 6 Advanced Certificate in Childcare Supervision awarded by FETAC was assessed by the French NARIC as it was felt that the outcome would enhance the project.

The French NARIC presented for assessment three diplomas from the pre-Bologna system: diplôme d’ingénieur, maîtrise and licence. These were selected as we had noticed different evaluation practices by our colleagues for diplomas issued before and following Bologna reforms in 2002, the former being devaluated compared to the current system. It was

\(^4\) As it has been mentioned before, it is important to remark that participating NARICs are in different stages of the referencing process and also in different stages of implementing use of the EQF in their recognition practice.
therefore of particular interest to find out the reasoning behind possible different recognition conclusions and also to exchange information to improve future recognition of these qualifications.

The Belgian qualification of *Bachelier Educateur spécialisé* was chosen since the qualification has been placed at level 6 of the EQF by the Belgian French-speaking competent authorities\(^5\). In France however, the *Diplôme d'Etat d'éducateur spécialisé* has been recognised at level III of the French NQF. At the time, it was believed that all diplomas at level III would correspond therefore to level 5 of the EQF. This asymmetry has become a real problem for both NARIC centres (French and Belgian) especially because on the one hand, the amount of applicants holding Belgian qualifications represents an important percentage of the total amount received by the French centre, and on the other hand, because if the French centre, after assessment places the Belgian qualification *Bachelier Educateur spécialisé* at level III of the NQF, this implies a devaluation of the French-speaking Belgian qualification *Bachelier éducateur spécialisé* in France. (see page 24)

The qualification from the Netherlands, a Bachelor’s degree awarded by a University of Applied Science, was chosen to see if other NARICs would evaluate this type of Bachelor with a professional orientation, differently from Bachelor degrees awarded by research universities.

The Irish awards presented as case studies were chosen to reflect common queries obtained by the Irish ENIC-NARIC and to illustrate the NFQ as a LLL Framework. The Irish education system has two higher education first cycle degrees, unlike many countries, thus, the Ordinary Bachelor degree case study. The Level 5 Certificate was chosen to provide an example of a further (vocational) education and training award while the Level 6 special purpose award is an example of a „non-major“ award in the Irish system. Major awards are the principal class of awards made at a level while non-major awards can be a minor award – partial completion of the outcomes for a major award; supplemental award – learning that is additional to a major award or a special purpose award – to represent relatively narrow or purpose-specific achievement. Finally, the Level 6 Advanced Certificate was chosen (and assessed by the French ENIC-NARIC only) as there is an overlap between further and higher education at Level 6 on the Irish NFQ.

\(^5\) So far, the HEQF of the Federation Wallonia-Brussels of Belgium has not been referenced to the EQF. However, as explained below, the generic descriptors of the three levels HEQF are those of the levels 6, 7 and 8 of the EQF. Therefore, the qualifications awarded in the Federation Wallonia-Brussels of Belgium, placed at the level 6, 7 or 8 of the HEQF, are understood as corresponding to the same levels of the EQF.
The aim of using the case studies was to identify key issues and stimulate debate on the subject. During the final group meeting each centre presented their assessment of the awards chosen. The experiences of each country are first detailed separately and then issues identified and discussed are presented as a whole later on in the chapter.
2.3 Case studies

2.3.1 Introduction

This section provides a detailed overview of the recognition methodology applied by each participating centre, a description of the development of the NQF in these countries and referencing to the EQF, if applicable. Each case study includes an assessment statement established by each participating NARIC, except the French-speaking Belgian NARIC\(^6\) and the Dutch NARIC\(^7\). These assessments are to be seen only as examples of statements that could be issued by these centres if they did indeed use/refer to the EQF in their evaluations. Currently, only the French ENIC-NARIC indicates a referencing level to the EQF in their recognition documents.

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\(^6\)As explained more in details below, in the French-speaking Community, the procedure leading to a recognition decision includes the consultation of an advisory body (comprised of HEIs representatives). In the exercise of fictive assessment of qualifications from the partner countries, the consultation was not possible and therefore it was decided by the centre not to produce a recognition decision as it would not reflect the possible outcome for the recognition of those qualifications.

\(^7\)Concerning the Dutch NARIC, as nowadays all the recognition work of the centre is done via their database. Evaluations printed on letterhead are not delivered any more.
2.3.2 BELGIUM

An important introductory remark has to be underlined: Belgium is a federal state, comprising three Communities and three Regions, as well as the federal level. The Communities and Regions have exclusive competences in fields that are strictly defined by law. Education, including higher education, is an exclusive competence of the Communities. Therefore, we might consider that there are three different higher education systems (French, Flemish and German-speaking), each one with their own characteristics, structures, programmes, regulations, etc. However, it has to be noted that close cooperation at political, administrative and institutional levels, does exist and aims at creating synergies between the systems.

The Ministry of the Federation Wallonia-Brussels, and more specifically the Directorate General for non-compulsory education and scientific research, is the administrative body responsible for the recognition of foreign higher education qualifications. The Service for academic and professional recognition is the operational service responsible for the management and follow-up of recognition procedures. It therefore deals with the daily recognition work: from helping individuals in their requests, organising the consultative commissions to drafting recognition decisions, etc. The service comprises 6 EFTs and in 2010 it dealt with more than 6,500 requests, 18,000 phone calls and 6,000 on-site visits. The NARIC centre does not deal with any "recognition operations" but provides information on recognition and higher education to the ENIC NARIC networks, to individuals, to higher education institutions and other potential stakeholders. The centre works in close cooperation with the Service for academic and professional recognition, as an interface between the service and the networks.

Based on the principles of the Lisbon Recognition Convention, the Ministry takes academic recognition decisions on foreign higher education qualifications for professional purposes in non-regulated professions, as well as professional recognition decisions for teaching professions in the framework of the European Directive 2005/36/EC. The procedure is non-automatic and individualised. The same procedure applies to any higher education qualifications whatever is the country of deliverance.

Three main steps can be distinguished:

- With the help of the Service for academic and professional recognition, the applicant completes her/his recognition file, including the qualification, the programme, the diploma
supplement, the marks, etc. The Service will assess the status of the awarding institution and the programme.

- Once the recognition file is completed, a consultative body, comprised of nominated higher education professors in a specific study field, will assess the qualification mainly in terms of content of the programme and its comparability with degrees awarded in the Federation Wallonia-Brussels.
- On behalf of the Government, the Director General takes a final recognition decision based on (but without any obligation to follow) the advice of the consultative body. The decision is a legal act.

The main criteria used in the recognition of foreign higher education qualifications are the following: access requirements to the programme, length of the programme, number of credits and/or study hours, content of the programme, and the status of the awarding higher education institution. The place of the foreign degree in the NQF and/or the referencing to the EQF is not currently used as criteria for recognition. It is important to note that the criteria used are not ranked and therefore the fact that one criterion is not satisfied could not legally impede the recognition of the qualification.

Following the ratification of the Lisbon Recognition Convention in 2009 (due to the federal structure of the country, the ratification was delayed), the legal framework organising the recognition of foreign higher education qualifications is likely to be reviewed and amended in the next months. This revision should introduce criteria such as qualifications framework, learning outcomes but also the definition of substantial differences, the simplification of procedures, and the modification of outdated terminology.

### 2.3.2.1 Overview of the qualifications frameworks development in the Federation Wallonia-Brussels of Belgium

With the adoption of the Act of 9 May 2008, the Federation Wallonia-Brussels of Belgium established its higher education qualifications framework (HEQF). The HEQF describes all three levels/cycles of higher education, based on generic descriptors which correspond to those defined by the EQF-LLL. At each level are placed the degrees awarded by recognised higher education institutions of the Federation Wallonia-Brussels. They are the only recognised degrees of the Federation Wallonia-Brussels and they are reviewed externally by the independent quality assurance agency.
The legal definition of the HEQF results from a ministerial decision taken in March 2007, in close consultation with higher education stakeholders represented within the Bologna Experts group. Initially, it was foreseen to develop and implement an overall QF covering all sectors of education and training. A high level experts group was then established, representing all sectors of education and training of the French-speaking entities of Belgium (Federation Wallonia-Brussels, Walloon Region, and Brussels Region) in order to adopt a common action plan for the QF development and implementation. However, considering the ongoing reforms in the higher education sector, it was decided to proceed to a referencing by block, based on the compatibility of all three cycle degrees with the level 6, 7 and 8 of the EQF-LLL, and thus to establish a separate HEQF. Currently, the legal provision does not make the use of learning outcomes for every programme compulsory for all higher education institutions. The fact that all degrees are referenced to one specific level, and thus to specific generic descriptors, implicitly means that all higher education institutions should define their programmes in terms of learning outcomes.

Following a survey carried out in autumn 2010 by the Ministry amongst all higher education institutions, it was decided to take actions at two levels to enable a “real” implementation of QF and the use of learning outcome by all institutions. The current framework is going to be amended and various methodological instruments (such as a guide of good practices, study visits, etc.) are being developed for supporting institutions in this process.

Furthermore, in October 2010, the francophone ministers responsible for education and training (including primary school, secondary education, higher education, vocational training, etc.) decided to re-launch the process of developing and implementing the overall francophone QF. An expert group, comprised of representatives of all sectors, has been thus established. It has defined a proposal for the QF development and a methodology for qualifications referencing. The working document was analysed by a pool of international experts. Based on their comments, the expert group will discuss the proposals and finalise the development of the QF by the end of 2011.
Acquis de l'apprentissage, en termes de savoirs, aptitudes et compétences, correspondant aux niveaux 6, 7 et 8 du Cadre des certifications de la Communauté française (ci-après dénommé CeCf)

<table>
<thead>
<tr>
<th>Niveau</th>
<th>Savoirs (Le CeCf fait référence à des savoirs théoriques et/ou factuels)</th>
<th>Aptitudes (Le CeCf fait référence à des aptitudes cognitives (fondues sur l'utilisation de la pensée logique, intuitive et créative) et pratiques (fondues sur la dextérité ainsi que sur l'utilisation de méthodes, de matériaux, d'outils et d'outils))</th>
<th>Compétences (Le CeCf fait référence aux compétences en termes de prise de responsabilités et d'autonomie)</th>
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<tr>
<td>Niveau 6</td>
<td>savoirs approfondis dans un domaine de travail ou d'études requérant une compréhension critique de théories et de principes</td>
<td>aptitudes avancées, faisant preuve de maîtrise et de sens de l'innovation, pour résoudre des problèmes complexes et imprévisibles dans un domaine spécialisé de travail ou d'études</td>
<td>gérer des activités ou des projets techniques ou professionnels complexes, incluant des responsabilités au niveau de la prise de décisions dans des contextes professionnels ou d'études imprévisibles, prendre des responsabilités en matière de développement professionnel individuel et collectif, gérer et transformer des contextes professionnels ou d'études complexes, imprévisibles et qui nécessitent des approches stratégiques nouvelles, prendre des responsabilités pour contribuer aux savoirs et aux pratiques professionnels et/ou pour réviser la performance stratégique des équipes, démontrer un niveau élevé d'autonomie, d'innovation, d'autonomie, d'intégrité scientifique ou professionnelle et un engagement soutenu vis-à-vis de la production de nouvelles idées ou de nouveaux processus dans un domaine d'avant-garde de travail ou d'études, y compris en matière de recherche</td>
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<tr>
<td>Niveau 7</td>
<td>savoirs hautement spécialisés, dont certains sont à l'avant-garde du savoir dans un domaine de travail ou d'études, comme base d'une pensée originale et/ou de la recherche conscience critique des savoirs dans un domaine et à l'interface de plusieurs domaines</td>
<td>aptitudes spécialisées pour résoudre des problèmes en matière de recherche et/ou d'innovation, pour développer de nouveaux savoirs et de nouvelles procédures et intégrer les savoirs de différents domaines</td>
<td>gérer et transformer des contextes professionnels ou d'études complexes, imprévisibles et qui nécessitent des approches stratégiques nouvelles, prendre des responsabilités pour contribuer aux savoirs et aux pratiques professionnels et/ou pour réviser la performance stratégique des équipes, démontrer un niveau élevé d'autonomie, d'innovation, d'autonomie, d'intégrité scientifique ou professionnelle et un engagement soutenu vis-à-vis de la production de nouvelles idées ou de nouveaux processus dans un domaine d'avant-garde de travail ou d'études, y compris en matière de recherche</td>
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<tr>
<td>Niveau 8</td>
<td>savoirs à la frontière la plus avancée d'un domaine de travail ou d'études et à l'interface de plusieurs domaines</td>
<td>aptitudes et techniques les plus avancées et les plus spécialisées, y compris en matière de synthèse et d'évaluation, pour résoudre des problèmes critiques de recherche et/ou d'innovation et pour établir et rédefinir des savoirs existants ou des pratiques professionnelles</td>
<td>gérer et transformer des contextes professionnels ou d'études complexes, imprévisibles et qui nécessitent des approches stratégiques nouvelles, prendre des responsabilités pour contribuer aux savoirs et aux pratiques professionnels et/ou pour réviser la performance stratégique des équipes, démontrer un niveau élevé d'autonomie, d'innovation, d'autonomie, d'intégrité scientifique ou professionnelle et un engagement soutenu vis-à-vis de la production de nouvelles idées ou de nouveaux processus dans un domaine d'avant-garde de travail ou d'études, y compris en matière de recherche</td>
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Source: French-speaking Belgian NARIC (Ministry of the Federation Wallonia-Brussels of Belgium)
2.3.2.2 Case studies assessment

French qualifications

1. Diplôme d’ingénieur (Ecole supérieure des techniques aéronautiques et de construction automobile, 1999)

Considering that:

- The degree was awarded by a recognised higher education institution in the pre-Bologna system and is also accredited by a sector competent body;
- The degree gives access to doctoral studies;
- The length was five years, including two years preparatory studies and 3 years in a specialised engineering field;
- The content of the preparatory programme is not provided;
- Credit system was not used at the time;
- It seems that no final dissertation, thesis, etc. was drafted but a final project;
- No additional information (such as a diploma supplement) is provided;

Result of evaluation: Based on previous cases, it is likely that we will recognise at least the master’s level of the degree. Depending on the detailed content of the programme, a full equivalence to a master’s degree in civil engineering might be granted.

The main problems we faced, concerned the lack of information concerning the content of the programme as well as the non-existence of comparable programme offered by a higher education institution of the Federation Wallonia-Brussels.
2. Maîtrise de français langue étrangère (Université Paris VII, 2003)

Considering that:

- The degree was awarded by a recognised higher education institution
- The access requirements is a licence degree;
- The length of the programme is one year and is not a master’s degree;
- The degree does not grant access to doctoral studies;
- The number of credits is not mentioned;
- The mark obtained for the final dissertation is quite low;
- The internship was validated through recognition of prior experience;
- No additional information (such as a diploma supplement) is provided;

Based on previous cases and considering the difference of the programme duration as a substantial difference, it is likely that we will recognise the master’s level (60 credits) of the degree. However, due to the difference of duration, the full equivalence to a master (120 credits) will not be granted.

The main problems we faced, concerned the lack of information concerning the content of the programme.

3. Licence d’esthétique (Université Paris I, 1991)

Considering that:

- The degree was awarded by a recognised higher education institution;
- The access requirement is a baccalauréat and it grants access to a second cycle programme;
- No information about the content is provided;
- The legal texts are posterior to the awarding year of the degree;
- The Ministry of the Federation Wallonia-Brussels is not competent for the recognition of university bachelor or university first cycle’s foreign degree; university institutions are competent for the full equivalence of first cycle’s foreign degree;

Result of evaluation: Based on the previous cases, we will recognise the
academic bachelor’s level of the degree.

The main problems we faced, concerned the lack of information about the programme, the position of this degree in the post-Bologna system and/or the position of the degree in the French QF.

Dutch qualification

1. Bachelor of Arts and Economics, Visual Arts and Design Management (Utrecht School of the Arts, 2009)

Considering that:

- The degree was awarded by a recognised higher education institution;
- The awarding institution is a non-university higher education institution;
- The programme is professional-oriented;
- The general access requirement is a secondary-school leaving certificate;
- The duration of the programme was 4 years, including 240 credits;
- Professional bachelor’s programmes in the Federation Wallonia-Brussels last generally 3 years and includes 180 credits;
- The content of the programme concern both economics and arts subjects
- No additional information (such as a diploma supplement) is provided;

Result of evaluation: As the recognition procedure for non-university HE degree does not permit recognition of level and as it seems that no corresponding programme is organised in the Federation Wallonia-Brussels, we will partially recognise this degree. However, following the advice of the consultative body and if there is an advice that a corresponding programme is organised in the Federation Wallonia-Brussels, a full equivalence to a professional bachelor might be granted.

The main problems we faced, concerned the non-existence of comparable programme offered by a higher education institution of the Federation Wallonia-Brussels.
Irish qualifications

1. Bachelor in International Business (Institute of Technology Blanchardstown)

Considering that:
- The degree was awarded by a recognised higher education institution;
- There is no binary higher education system in Ireland in the sense of how this is understood in Federation Wallonia-Brussels of Belgium;
- The degree is placed at level 7 of the Irish NFQ. It indicates that the degree is of higher level and corresponds to a first cycle programme. The general access requirements is a secondary-school leaving certificate and it does not typically allow access to a Masters programme;
- The programme was 3 years, including 180 credits;
- The programme is not more general and not professional-oriented;

Result of evaluation: As non-university HE of the Federation Wallonia-Brussels also offer academic first cycle programmes, it is likely that we will fully recognised this qualification as a bachelor”s degree in international business.

The main problems we faced concerned the difficulty to place the programme in our binary system, i.e. professional- vs. academic-oriented.

2. Car driving instructor, level 5 certificate

Result of evaluation: The Service for academic and professional recognition/NARIC is only responsible for recognition of foreign higher education qualifications. As the certificate is placed at level 5 of the Irish NFQ and is thus not a higher education qualification, we cannot assess the certificate.

3. Childcare, level 6 Special-purpose certificate

Result of evaluation: The Service for academic and professional recognition/NARIC is only responsible for recognition of foreign higher education qualifications. The
The recognition of foreign higher education qualifications, as organised in the Federation Wallonia-Brussels of Belgium, foresees an assessment of those qualifications based on their comparability to the qualifications awarded in the Federation Wallonia-Brussels. This should be understood in the perspective that the Ministry is taking a recognition decision, which has legal effects. However, in order to guarantee fair recognition, there is the possibility of partial recognition when substantial differences appear.

Taking this formal and regulatory reality into consideration, no specific difficulty has been encountered, except the lack of information concerning the content of the programmes that did not allow us for a proper and full assessment. The NQF/EQF have been used in the assessment but not systematically. The frameworks offered information that facilitates the recognition.
2.3.3 FRANCE

2.3.3.1 Legal context

France ratified the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region in 1999. Prior to the recent changes and reforms prompted by the signing of the Bologna Declaration, French higher education was largely governed by the 1968 *Loi d'Orientation d'Éducation* and the Savary Act of 1984, which encouraged greater institutional autonomy, introduced the concept of the binary (academic and vocational) system of education, and following a large increase in the numbers of students attending institutions of higher education.

The government began introducing Bologna-inspired reforms beginning in 1999 culminating with the 2002 publication of a new set of regulations aimed at "harmonising" the French system with the European Higher Education Area. In April 2002, the government signed several legal texts pertaining, amongst other matters, to the introduction of a 3+2 structure in universities, conferring the degrees of *Licence* and *Master*. To understand the new structure of higher education, one must still be familiar with the traditional structure, because they effectively exist in parallel.
2.3.3.2 The French ENIC-NARIC

In France the administrative body responsible for the recognition of foreign education qualifications is the French ENIC-NARIC. The French recognition centre is based at the Centre International d’Etudes Pedagogiques (CIEP), which is a public institution under the authority of the French Ministry of Education. The French ENIC-NARIC helps to promote international mobility by improving the transparency of foreign qualifications through the provision of comparability statements in line with the principles of the LRC. Furthermore, it also acts as an advisory body sharing its expertise and providing information on foreign qualifications to French interdepartmental committees, local education authorities, and employers but also replying to foreign stakeholders such as the ENIC-NARIC centres and other foreign institutions who seek information on the French education system. It is also the national contact point for European directive 2005/36/CE and provides information on the procedures to follow in order to practise a regulated profession in France.

There are 11 credential evaluators within the French ENIC-NARIC team and applications are allocated on geo-linguistic grounds. In 2010, the French ENIC-NARIC received more than 15,000 applications and issued approximately 10,000 comparability statements\(^8\). The majority of applications come from:

- Individuals with foreign credentials wishing to enter the French job market or to pass competitive entrance examinations of the civil service.
- « Chambres des Métiers » (Chambers of Commerce) who grant licences for professionals wanting to open their own business in a certain trade.
- Private training institutions
- Other public institutions dealing with professional development and integration or continuing education and training.
- The application procedure consists of the following main steps:

Once the application is received by post, and has been checked that it is complete, an acknowledgement is sent to the individual, the dossier is scanned and sent to the credential evaluator via the centre’s internal software package. If the application is incomplete, it is returned to the individual with a letter demanding the necessary extra documents. Applications can also be returned to sender if they fall outside of the centre’s competencies i.e. those wishing to practice a regulated profession.

The foreign qualification(s) is/are then subject to research leading to an evaluation by the expert. The outcome can be one of two things: either a comparability statement is drafted recognising the qualification at a level of the French NQF or, the application is refused for whatever reason in which case a letter is sent explaining why.

In September 2009, the French ENIC NARIC changed its working methodology and practice and since then delivers comparability statements. Prior to this, the French recognition centre issued a “study level recognition statement” which described the qualification in terms of the status of the diploma and awarding institutions, study duration as well as academic and professional rights in the country of origin. This statement did not establish a comparison level within the French education system or with a French qualification.

Today, applicants receive a comparability statement which as well as providing all the aforementioned information, also provides an expert opinion on the comparability of a foreign qualification with a level of the French NQF, and when possible the corresponding level in the EQF.

Source: French ENIC-NARIC

Nous attestons, au vu des pièces qui nous ont été présentées, que le diplôme intitulé «Level 5 Certificate in Childcare», délivré le 15 mars 2011 par l’organisme «FETAC (Further Education andTraining Awards Council) » (IRLANDE), sanctionne la fin d’une formation postsecondaire à vocation professionnelle d’une durée d’une année à temps complet dans le système éducatif irlandais.

L’accès à cette formation requiert le diplôme de fin d’études secondaires intitulé le « Leaving Certificate » sanctionnant onze années d’études primaires et secondaires dans le système éducatif irlandais.

En Irlande, ce certificat permet à son détenteur d’exercer une activité professionnelle en tant qu’éducatrice de jeunes enfants. L’intéressée a aussi la possibilité d’accéder à un programme universitaire dans le même domaine de spécialisation.

Après expertise du dossier, le Centre ENIC-NARIC France considère que ce diplôme de « Level 5 Certificate in Childcare », peut être comparé à un diplôme de niveau IV de la nomenclature française des niveaux de formation, ce qui correspond au niveau 4 du cadre européen des certifications (CEC).*

Pour information, sont comparables à un diplôme de niveau IV les diplômes étrangers donnant accès :
- directement à l’enseignement supérieur
- ou aux examens et concours permettant d’accéder à l’enseignement supérieur
- et/ou à une profession.

Source: French ENIC-NARIC
In order to determine the comparability of a foreign qualification, the French ENIC-NARIC uses a recognition grid which includes 10 criteria. These criteria were decided upon by the French ENIC-NARIC in consultation with a working group of national education stakeholders.

### b. French ENIC-NARIC recognition grid

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recognition of the qualification within the education system of the awarding country</td>
</tr>
<tr>
<td>2</td>
<td>Status of the institution in the awarding country</td>
</tr>
<tr>
<td>3</td>
<td>Bilateral or multilateral agreement</td>
</tr>
<tr>
<td>4</td>
<td>Position of the qualification in a national and/or international framework</td>
</tr>
<tr>
<td>5</td>
<td>Official length of study</td>
</tr>
<tr>
<td>6</td>
<td>ECTS/credits</td>
</tr>
<tr>
<td>7</td>
<td>Admission requirements</td>
</tr>
<tr>
<td>8</td>
<td>Programme requirements (knowledge, competencies, learning outcomes)</td>
</tr>
<tr>
<td>9</td>
<td>Professional and academic rights</td>
</tr>
<tr>
<td>10</td>
<td>Existence of an independent and external assessment of the programme and the institution</td>
</tr>
</tbody>
</table>

Source: French ENIC-NARIC

### 2.3.3.3 The French national qualifications framework and the EQF

The French NQF (*nomenclature des niveaux de formation*) was first introduced in 1969 and comprises five levels. It was initially designed so that employers could compare professional competencies and qualifications to a level within the formal education system, principally to determine a candidate's pay grade.

Today, it is used to reference learning outcomes and graduate profiles of professional study programmes to an academic level so that they may enter the work place but also continue their studies.

In 2002, the *Commission Nationale de la Certification Professionnelle* (CNCP) was designated by law (Loi du 17 janvier 2002) as the institution responsible for the development and implementation of the French National Qualifications Framework (NQF). The CNCP is a

As a result, the CNCP was assigned the task of referencing the NQF to the EQF (see table c below). The referencing report was presented to the EQF regulatory authority in October 2010.

The NQF is supported by a register (Repertoire National des Certifications Professionnelles RNCP). All the qualifications referenced in this register have a level in the French NQF and will therefore have a corresponding level within the EQF⁹.

It is important to highlight, the specificities of the French education system compared to other systems. Indeed, the lowest French qualification corresponds to a level 3 of the EQF. In France, there aren’t any qualifications below this level i.e. post primary training or initiation to basic skills. At levels 6, 7 and 8, the referencing for the level was done “block to block” and it corresponds to the Bologna structure implemented in 2002 (Licence, Master, Doctorat).

c. French referencing grids

<table>
<thead>
<tr>
<th>Nomenclature 1969</th>
<th>Grille CEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Grade de Doctorat</td>
<td>8</td>
</tr>
<tr>
<td>i - Grade de Master</td>
<td>7</td>
</tr>
<tr>
<td>II – Grade de Licence</td>
<td>6</td>
</tr>
<tr>
<td>III</td>
<td>5</td>
</tr>
<tr>
<td>IV</td>
<td>4</td>
</tr>
<tr>
<td>V</td>
<td>3</td>
</tr>
<tr>
<td>Sans objet</td>
<td>2</td>
</tr>
<tr>
<td>Sans objet</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: CNCP, French referencing report presented to the commission in October 2010.

⁹ For more information on the French NQF referencing to the EQF, consult the EQF newsletter, August 2011, page 5-6.
2.3.3.4 Case studies assessment

Belgian qualification

Bachelier d’éducateur spécialisé

Factors for consideration:

This is a short higher education programme which confers the degree of Bachelier and 180 ECTs.

It has been situated at level 6 of the EQF by the Belgian education authorities\textsuperscript{10}.

It gives access to further study but only on the condition of a one-year bridging course. There is therefore no direct access to second cycle programmes.

Its primary purpose is professional i.e. to allow holders to practise the profession of éducateur spécialisé.

The French certification “Diplôme d'État d'Éducateur Spécialisé” is placed at level III of the French NQF by the CNCP. It is also a first professional degree awarded after 3 years study.

There is a difference in the total hours spent on work experience: 943 hours in Belgium compared to 2100 hours (15 months) in France.

Issue:
If we are to respect the Belgian degree structure and the fact that they situate the

\textsuperscript{10} So far, the HEQF of the Federation Wallonia-Brussels of Belgium has not been referenced to the EQF. However, as explained above, the generic descriptors of the three levels HEQF are those of the levels 6, 7 and 8 of the EQF. Therefore, the qualifications awarded in the Federation Wallonia-Brussels of Belgium, placed at the level 6, 7 or 8 of the HEQF, are understood as corresponding to the same levels of the EQF.
diploma at level 6, this would mean positioning this diploma at level II\textsuperscript{11} of the French NQF which would devaluate French diploma holders.

**Solution:**
Do not mention the EQF in the comparability statement (for the moment).
The CNCP and other French competent authorities have been alerted to this problematic situation.

**Result of evaluation:**
Level III of the French NQF, with no mention to corresponding level of EQF.

---

**Dutch qualification**

**HBO Bachelor**

**Factors for consideration:**

The Bachelor is a first higher education degree awarded following a professionally orientated programme (HBO) provided by a Hogeschool (university of applied science). The duration of studies is 4 years conferring a total of 240 ECTS compared to 3 years or 180 ECTS in an academically orientated Bachelor (WO) awarded by a Universiteit (university). This difference in duration is explained by the binary education system (entrance requirements, academic and professional purpose and outcomes, etc.).

The HBO Bachelor gives access to the profession and also allows students to carry on studying, primarily for a professional Master’s degree.

The draft of the Dutch National Qualifications Framework which is in the process of being officially aligned to the EQF situates the Bachelor degree in both orientations at level 6.

\textsuperscript{11} For information, the CNCP submitted their alignment report to the European Commission in October 2010 which situates the French diplôme d’enseignant spécialisé, among others, at level III of the French NQF but at level 6 of the EQF. Normally, however diplomas at level III of the French NQF are aligned with level 5 of the EQF. This referencing of the “diplôme d’enseignant spécialisé” remains problematic in terms of transparency and recognition. Although, this could end the debate between the Belgian and the French recognition centers concerning the qualifications of “enseignant(-trice) spécialisé(e)” of both countries, this “asymmetric referencing” inside of the French NQF itself opens other debates, this time concerning the importance of implementing flexible National Frameworks, the referencing task and its official validation by the competent authorities.
In France, this degree is similar in structure and rights to the *licence professionnelle* i.e. it contains work placements, evaluation by project work, and prepares students for the work place whilst also giving the possibility to continue professional study at a higher level.

*NB: the WO Bachelor would also be considered the same level in France but in an academic discipline i.e. the Licence.*

**Result of evaluation:**
Level II of the French NQF, corresponding to level 6 of the EQF.

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**Irish qualifications**

**Level 5 Certificate**

**Factors for consideration:**

This qualification forms part of postsecondary education in that it requires the Leaving Certificate for admission and generally takes one year to complete.

It allow access to higher level further education and training programmes and also gives the possibility to access university degrees in a related field.

It is a highly professional programme preparing primarily for the job market.

The academic and professional rights are in line with a French level IV qualification.

**Result of evaluation:**
Level IV of the French NQF, corresponding to level 4 of the EQF

**Level 6 Special Purpose Certificate**

**Factors for consideration:**
This is very specialised training leading to a specific job, the duration of which is much shorter than that of a major award: 45 credits (450 hours) compared to 120 credits (1200 hours).

There are no known pathways or articulation agreements with the higher education sector. There seem to be no academic rights bestowed to holders of this award, although students may continue onto a major or minor award at the same level of the NFQ.

*NB: FETAC Level 6 Major Award would be considered comparable to the end of 1 year of higher education i.e. falling between 2 levels of the NQF with therefore no corresponding level within the EQF. Typical level 6 qualifications in the Irish NFQ are however aligned to level 5 of the EQF.*

**Result of evaluation:**
No comparability available, which would result in a letter being sent explaining the nature of the award.

**Ordinary Bachelor Degree**

**Factors for consideration:**

In Ireland there are two types of Bachelor degree, Ordinary and Honours, with different learning outcomes and academic rights. They are situated at different levels of the Irish NFQ.

The Bachelor Ordinary is a first higher education degree after three years study conferring 180 ECTS. It does not however generally give direct access to second cycle programmes.

The Bachelor Honours is a 3-4 year first degree which is more academic and research orientated and which gives direct access to higher studies.

The Irish National Framework for Qualifications situates the Ordinary Bachelor and Honours Bachelor degrees at levels 7 and 8 of the NFQ, respectively. These levels have been referenced to level 6 of the EQF but the different profiles are underlined.

In France, this degree is similar in structure and rights to end of first cycle degree, the
licence.

NB: to differentiate the Ordinary Bachelor from the Honours Bachelor which would both be positioned at level II of the French NQF, the latter would not be given a corresponding level within the EQF to allow it to be considered as a licence or a maîtrise.

Result of evaluation:
Level II of the French NQF, corresponding to level 6 of the EQF

Additional case:

Level 6 Advanced Certificate

The French ENIC-NARIC submitted this example as the Irish referencing report indicates that level 6 of the NFQ corresponds to level 5 of the EQF. However, in this particular case, the evaluation in relation to the French NQF situates the diploma between 2 levels (IV and III) which as an intermediary evaluation has no corresponding level within the EQF. This was a case to show that positioning a NQF level at a certain level of the EQF does not automatically mean that diplomas will be recognised at the same level in a second country due to referencing, even if this can be useful in appreciating the foreign diploma. Evaluation takes place above all in each national context.

This is a further education programme i.e. non-university/postsecondary of 1 year’s study, most of which is dedicated to work experience.
It requires a further education certificate “FETAC level 5” or leaving certificate for access, which is considered level IV French NQF as explained previously.
The higher education links scheme seems to imply that it gives access onto the second year of a Bachelor degree.
In light of the aforementioned criteria, this is considered as falling between two levels of the French NQF i.e. higher than the level 5 Certificate giving access to it but is not at the same level as two years of higher education.
2.3.3.5 Problems faced

Countries such as Ireland have well established national frameworks with many levels and many types of award at each of these levels which represent academic and professional qualifications as well as programmes of lifelong learning and continued professional development.

In France, the national qualifications framework makes use of five levels which were initially established for purely professional reasons even if these levels do correspond to the major academic awards of the French education system. There are currently no French qualifications corresponding to the first two levels of the EQF and furthermore the five levels of the NQF are then spread out over the remaining six levels of the EQF. Moreover, further education or postsecondary education which is highly prevalent in foreign education systems is not accounted for in the French education system; only the distinction of higher university education and higher non-university education is made.

Given this context, there are therefore no problems encountered in recognising awards coming from binary higher education systems such as those coming from the Netherlands, divided between higher professional education (hbo) and research-oriented education (wo). However, fully recognising short term specialised postsecondary courses such as the Irish special purpose awards is highly problematic, mainly because such training in France does not lead to a nationally recognised diploma and so is not positioned at a level within the NQF. In these situations, the level of a diploma within a NQF and its referencing in the EQF is mentioned in the form of an informative letter sent by the ENIC-NARIC France to holders of such qualifications which explains that it cannot be evaluated in light of the absence of any similar qualification within the French NQF.

Certain inconsistencies also need to be further explained or examined. The EQF referencing report of the organisation in charge of the NQF, the CNCP, confirms that level III of the French NQF corresponds to level 5 of the EQF yet some level III professional diplomas have exceptionally then been situated at level 6 of the EQF. This is the case of the French diplôme d'éducateur spécialisé, hence the problem faced by the French ENIC-NARIC in recognising the Belgian Bachelier-éducateur spécialisé which has already been explained (see footnote 10, page 27)
2.3.4 NETHERLANDS

2.3.4.1 A sketch of evaluation practice applied by the Dutch ENIC-NARIC

All activities regarding the recognition of foreign qualifications in the Netherlands for both academic and professional purposes are conducted primarily by the Dutch ENIC-NARIC. The ENIC-NARIC office in the Netherlands has been based at NUFFIC, the Netherlands Organisation for International Cooperation in Higher Education since the information networks were established in the 1980s. Recognition practice has evolved over the years, and a main priority of the Dutch ENIC-NARIC since the late 1990s has been to implement fair recognition practice according to the principles of the Lisbon Recognition Convention. A more recent development to facilitate the recognition of foreign qualifications is using qualifications frameworks as a translation tool through which qualifications awarded in one country can be compared to qualifications awarded abroad. The Dutch National Qualifications Framework consisting of three levels of higher education was officially aligned to the Framework for Qualifications of the European Higher Education Framework (Bologna Framework) in 2009. The Dutch national qualifications framework for lifelong learning, which is more relevant to the subject of this NARIC working group however, is currently in the process of being completed. Once this comprehensive framework has been finalised, it will be referenced to the European Qualifications Framework for Lifelong Learning (EQF-LLL). After the referencing process has been completed, the Dutch ENIC-NARIC will include references to the NQF/EQF-LLL in the evaluations made. A foreign qualification (awarded in a country that has successfully referenced its qualifications framework to the overarching EQF-LLL) will be evaluated in terms of the LRC, (which remains the most important instrument for recognition), in addition to which the evaluation will also mention the corresponding level on the Dutch national qualifications framework. The Dutch ENIC-NARIC is currently conducting a NARIC project entitled “Country Modules & Evaluations”, which will be completed in 2012. The purpose of this project is to update the approximately 50 country modules published on Nuffic’s website to include, among other things, reference to qualifications frameworks.
The following illustration is a simplified diagram of the draft version of the Dutch NQF:

a. Dutch referencing grids

<table>
<thead>
<tr>
<th>EQF</th>
<th>NLQF</th>
<th>Dutch Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>8</td>
<td>doctor</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>master</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>bachelor</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>vwo / short cycle associate’s degree</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>mbo 4 / havo</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>mbo 3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>vmbo kb, gl and tl / mbo 2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>vmbo bb / mbo 1</td>
</tr>
</tbody>
</table>

Source: Nederlands nationaal kwalificatiekader: www.nlqf.nl

The Dutch ENIC-NARIC issues approximately 11,000 written evaluations each year. Most applications come from:

- higher education institutions
- individuals with foreign credentials who wish to enter the Dutch labour market. This group applies under the national *international credential evaluation system* (known as IDW), organised by Nuffic in conjunction with Colo (the Dutch National Centres of Expertise on Vocational Education, Training and the Labour Market) and UWV WERKbedrijf (the Netherlands public employment service)
- government and government bodies, including competent authorities
- employers.

As with most ENIC-NARICs, the evaluations conducted by Nuffic are recommendations, carried out by credential evaluators specialising in the educational systems of specific countries and regions around the globe. The methodology used to evaluate foreign qualifications at the request of higher education institutions is based closely on the Lisbon Recognition Convention Guidelines, and includes the following information:

- Remarks regarding authenticity of diplomas
- Accreditation status of the programme/institution
While taking the purpose of the evaluation request into consideration (academic or professional recognition), the goal of each evaluation is to compare the foreign qualification to the qualification required for the same purpose in the Dutch system, to determine if any differences exist that will prevent the diploma holder from succeeding in either further study or employment. If in Nuffic’s opinion there are substantial differences between the foreign and domestic qualification, these are incorporated in the evaluation, either explicitly or by suggesting possibilities for alternative/partial recognition.

The majority of applications submitted to Nuffic for evaluation are submitted via a web-based application form that allows supporting documentation (diplomas, transcripts, translations, etc.) to be uploaded and sent electronically. The evaluations are completed in a database, corrected by a designated co-evaluator and sent electronically to the authority requesting the evaluation. To ensure accuracy and consistency in the evaluations issued, not only are all evaluations corrected individually, but departmental meetings are also planned periodically to discuss the applied criteria and methodology. The evaluation recommendations included in the country modules mentioned earlier contribute to the uniformity of evaluation practice within the department as well.

2.3.4.2 Case studies assessment

The following case studies were prepared by the Dutch ENIC-NARIC to present at the final meeting of the working group in Dublin. These examples are identical in form and content to the evaluations actually made by the Dutch office, with the exception that information on the student and the authority requesting the evaluation have been deleted for this exercise. The purpose of these examples is to show how the qualifications are evaluated, using both the LRC methodology as well as in terms of the NQF (if applicable). Since the Dutch ENIC-NARIC does not yet evaluate foreign qualifications in terms of the NQF, references made here to the NQF are provided for the sake of the exercise. They are however based on the draft version of the NQF which is in the final stages of development, and as mentioned earlier, similar references to the NQF will be included in Nuffic’s evaluations in the near future.
future. It should also be noted that the Dutch ENIC-NARIC is not the responsible authority in the Netherlands for evaluating 2 of the Irish qualifications (Level 5 Certificate and the Level 6 Special Purpose Award), which would fall under the expertise of Colo.

To help the reader interpret the evaluations made in the examples provided, a diagram of the Dutch educational system is given here. An important feature of the Dutch higher education system is that it is a binary system, consisting of higher professional education offered by universities of applied sciences (hogescholen) and research-oriented higher education, offered by research universities (universiteiten). The access requirements to and duration of study programmes in both types of education are different, as shown in the diagram. Many of the evaluations done by Nuffic are of degrees awarded in systems that do not have a binary system of higher education, but where the majority of bachelor’s and master’s degrees are awarded by universities. If the foreign programme is in the applied arts and sciences, it will in most cases be compared to higher professional education. This is a reflection of the Dutch context in which the evaluations are made.
The Dutch education system

The higher education system in the Netherlands is based on a three-cycle degree system, consisting of a bachelor, master, and PhD. Two types of programmes are offered: research-oriented degree programmes offered by research universities, and professional higher education programmes offered by universities of applied sciences.

Most master’s degrees offered by research universities require 120 credits. Some research universities offer 2-year master's programmes in engineering (MSc Eng). Some research universities offer 3-year master's degree programmes in fields such as mathematics, economics, and social sciences. Some research universities offer 4-year master's degree programmes in fields such as medicine, veterinary medicine, and veterinary medicine.

A solid arrow (→) indicates a right to access. A dotted arrow (—→) indicates a bridging requirement may be applied.

Source: Dutch ENIC-NARC
France

1. Diplôme d'Ingénieur

Foreign credential evaluation for admission to higher education

Student is seeking admission to the following programme

Type of education: Research-oriented higher education
Level: PhD
Major subject: Engineering

Educational history
Country where qualification obtained: France
Name of institution: ESTACA
Qualification obtained: Diplôme d'Ingénieur
Major subject: Construction Automobile (Automobile technology)
Programme duration: 5 years (2+3)
Year graduated: 1999

Function of the qualification in the home country:
The purpose of this Diplôme d'Ingénieur is to prepare students for professions in auto technology. The degree may qualify for admission to PhD programs in France, provided certain conditions are met.

Differences in knowledge, insights and skills (for admission to master program in the Netherlands):
The French programme is higher professional education. Subjects in the area of research methodology were not covered in the programme, nor is it considered sufficient as preparation for direct access to the doctorate in France.

Comments:
Authenticity:
Based on the submitted documents, we have no comments regarding authenticity.

Submitted Documents:
Degree certificate and Academic Transcript (of last 3 years of program).
Recognition of programme:
The institution and the programme are recognised in the country of origin according to the regulations that apply in that country.

Admissions requirements:
Baccalauréat plus 2 years of “classes préparatoires”

Content of programme:
See transcript

Differences in programme length:
Not applicable.

Additional information:
The relevant legislation in France, Décret 99-747 (30 August 1999) and Décret 2002-480 (8 April 2002) places this award at level I on the French NQF which is referenced to EQF Level 7.

Result of evaluation:
In terms of the Dutch educational system, the Diplôme d’Ingénieur degree is comparable to a master’s degree awarded in higher professional education in the field of auto technology. It is comparable to qualifications at level 7 on the Dutch NQF.

2. Maîtrise

Foreign credential evaluation for admission to higher education

Student is seeking admission to the following programme
Type of education: Research-oriented higher education
Level: PhD
Major subject: French linguistics

Educational history
Country where qualification obtained: France
Name of institution: Université Paris VII
Qualification obtained: Maîtrise
Major subject: Français Langue Etrangère
Programme duration: 1 year (following 3 years)
Year graduated: 2003
Function of the qualification in the home country:
The function of the *Maîtrise* is to provide the theory and methodology of second
text language acquisition in French. The degree doesn’t qualify for admission to PhD
programmes in France.

Differences in knowledge, insights and skills (for admission to master program
in the Netherlands):
The *Maîtrise* is an older qualification (awarded prior to Bologna reforms) that did not
grant access to PhD programmes in France. Because of an insufficient amount of
research methodology, students had to complete an additional year of study to
qualify for admission to the doctorate in France.

Comments:
Authenticity:
Based on the submitted documents, we have no comments regarding authenticity.
Submitted Documents:
Degree certificate; a transcript was not submitted.
Recognition of programme:
The institution and the programme are recognised in the country of origin according
to the regulations that apply in that country.
Admissions requirements:
Licence
Content of programme:
No information available.
Differences in programme length:
Not applicable.
Additional information:
The degree has been placed at level II on the French NQF.

Result of evaluation:
In terms of the Dutch educational system, the *Maîtrise* is comparable to a part of a
master’s degree programme offered by universities in the field of (French)
linguistics/second language acquisition. Because of substantial differences in
purpose and in content between a Dutch university master’s degree and the
*Maîtrise*, full recognition as a master’s degree cannot be given. The qualification
would be compared to qualifications at level 7 on the Dutch NQF, but because the Maîtrise does not meet all of the learning outcomes associated with this level, partial recognition at level 7 would be the result.

3. Licence

Foreign credential evaluation for admission to higher education

Student is seeking admission to the following programme

Type of education: Research-oriented higher education
Level: Master
Major subject: Philosophy

Educational history

Country where qualification obtained: France
Name of institution: Université de Paris I-Panthéon-Sorbonne
Qualification obtained: Licence
Major subject: Esthétique
Programme duration: 1 year (following 2 years of higher education)
Year graduated: 1991

Function of the qualification in the home country:

An important purpose of the Licence is to prepare students for further specialisation at the level of the Maîtrise.

Differences in knowledge, insights and skills (for admission to master programme in the Netherlands):

Not applicable.

Comments:

Authenticity:

Based on the submitted documents, we have no comments regarding authenticity.

Submitted Documents:

Degree certificate; a transcript was not submitted

Recognition of programme:

The institution and the programme are recognised in the country of origin according to the regulations that apply in that country.
Admissions requirements:
DEUG

Content of programme:
No information available.

Differences in programme length:
Not applicable

Additional information:
The licence is placed at level II of the French NQF, which according to the French ENIC-NARIC has been officially aligned to level 6 of the EQF-LLL.

Result of evaluation:
In terms of the Dutch educational system, the Licence is comparable to a Bachelor’s degree awarded by research-oriented universities in the field of philosophy and history. It is comparable to qualifications at level 6 on the Dutch NQF.

Belgium

1. Bachelier d’éducateur spécialisé

Foreign credential evaluation for admission to higher education
Student is seeking admission to the following programme
Type of education: Research-oriented higher education
Level: Master
Major subject: Educational Sciences

Educational history
Country where qualification obtained: Belgium (Federation Wallonia-Brussels)
Name of institution: Haute Ecole Libre Mosane
Qualification obtained: Bachelier éducateur spécialisé
Major subject: Educateur spécialisé en accompagnement psycho-éducatif
Programme duration: 3 years
Year graduated: 2010

Function of the qualification in the home country:
The Bachelier éducateur spécialisé degree qualifies for admission to post-bachelor’s
programmes (specialisation) in relevant fields at higher education institutions offering professional education in Belgium. The qualification does not qualify for direct admission to master’s programmes in Belgium. Students have to complete a bridging programme to qualify.

**Differences in knowledge, insights and skills (for admission to master programme in the Netherlands):**
The Belgian programme is higher professional education. Subjects in the area of research methodology were not covered in the programme. The lack of training in research methodology is a substantial difference when compared to bachelor’s degrees awarded by Dutch universities. When compared to bachelor’s degrees in higher professional education, there are no substantial differences.

**Comments**

*Authenticity:*
Based on the submitted documents, we have no comments regarding authenticity.

*Submitted Documents:*
Degree certificate and diploma supplement.

*Recognition of programme:*
The institution and the programme are recognised in the country of origin according to the regulations that apply in that country

*Admissions requirements:*
Certificat d’enseignement secondaire supérieur.

*Content of programme:*
See diploma supplement.

*Differences in programme length:*
The Belgian programme is 1 year shorter than a comparable hbo program. In our opinion, this difference is not a substantial difference.

*Additional information:*
The degree obtained is placed at level 6 of the National Qualifications Framework in Belgium.

**Result of evaluation:**
In terms of the Dutch educational system, the Bachelier Educateur spécialisé degree is comparable to a bachelor’s degree awarded in higher professional education in the field of education. It is comparable to qualifications at level 6 on the Dutch NQF.
Ireland

1. Bachelor of Business in International Business

Foreign credential evaluation for admission to higher education
Student is seeking admission to the following programme
Type of education: Research-oriented higher education
Level: Master
Major subject: Business Administration

Educational history
Country where qualification obtained: Ireland
Name of institution: Institute of Technology Blanchardstown
Qualification obtained: Bachelor of Business in International Business
Major subject: International Business
Programme duration: 3 years
Year graduated: 2008

Function of the qualification in the home country:
The primary function of the Bachelor of Business degree in Ireland is to prepare students for the labour market. It does not grant access to master's degree programmes at higher education institutions in Ireland.

Differences in knowledge, insights and skills (for admission to master programme in the Netherlands):
The Irish programme is higher professional education. Subjects in the area of research methodology were not covered in the programme. The lack of training in research methodology is a substantial difference when compared to bachelor’s degrees awarded by Dutch universities. When compared to bachelor’s degrees in higher professional education, there are no substantial differences.

Comments:
Authenticity:
Based on the submitted documents, we have no comments regarding authenticity.
Submitted Documents:
Degree certificate and Academic Transcript.

Recognition of programme:
The institution and the programme are recognised in the country of origin according to the regulations that apply in that country

Admissions requirements:
A Leaving Certificate with a pass in 5 subjects at ordinary level, including mathematics, English or Irish.

Content of programme:
See transcript.

Differences in programme length:
The Irish programme is 1 year shorter than a comparable hbo program. In our opinion, this difference is not a substantial difference.

Additional information:
The degree obtained is placed at level 7 of the National Framework of Qualifications in Ireland, which has been aligned to level 6 of the EQF-LLL.

Result of evaluation:
In terms of the Dutch educational system, the Bachelor of Business degree is comparable to a bachelor's degree awarded in higher professional education in the field of international business. It is comparable to qualifications at level 6 on the Dutch NQF.

2. Level 5 Certificate in Childcare

Foreign credential evaluation for admission to higher education
Student is seeking admission to the following programme
Type of education: Higher professional education
Level: Bachelor’s degree
Major subject: Education

Educational history
Country where qualification obtained: Ireland
Qualification obtained: Level 5 Certificate in Childcare
Major subject: Childcare
Programme duration: 1 year
Function of the qualification in the home country:
The Level 5 Certificate in Childcare is primarily a vocational qualification that prepares graduates for employment. The certificate may in some cases grant access to some higher education programmes in relevant fields, provided certain conditions are met.

Differences in knowledge, insights and skills (for admission to bachelor programme in the Netherlands):
The Irish programme is secondary vocational education containing little or no general education.

Comments:
Recognition of programme:
The institution and the programme are recognised in the country of origin according to the regulations that apply in that country
Admissions requirements:
Leaving Certificate
Differences in programme length:
The Irish qualification is 2 years shorter than the comparable Dutch qualification in secondary vocational education (mbo). We would consider this to be a substantial difference.
Additional information:
The qualification obtained is placed at level 5 of the National Framework of Qualifications in Ireland, which has been aligned to level 4 in the EQF-LLL. It would be considered comparable to qualifications at level 4 on the Dutch NQF.

Result of evaluation:
In terms of the Dutch educational system, the Level 5 Certificate in Childcare is comparable to one year of an mbo-program at level 4 awarded in secondary vocational education in the field of early childhood education. Based on the comparability in level between the Irish and Dutch qualifications, the student would be eligible for access to a bachelor’s programme at a university of applied sciences. Differences in learning outcomes, content and duration may be considered to be too substantial for actual admission to be granted.
3. Level 6 Special Purpose Award

Foreign credential evaluation for admission to higher education

Student is seeking admission to the following programme

Type of education: Higher professional education (hbo)
Level: Third year of a bachelor’s program

Educational history
Country where qualification obtained: Ireland
Qualification obtained: Level 6 Special Purpose Award
Programme duration: 45 credits (450 hours, approx. 11 weeks)

Function of the qualification in the home country:
The Level 6 Specific Purpose Award is a vocational qualification that prepares graduates for employment in a specific field. The certificate does not generally grant access to higher education programmes in Ireland.

Differences in knowledge, insights and skills (for admission to master programme in the Netherlands):
The Irish programme is secondary vocational education containing no general education.

Comments:
Recognition of programme:
The institution and the programme are recognised in the country of origin according to the regulations that apply in that country
Admissions requirements:
No particular academic prerequisite, instead the candidate’s knowledge, skills and competencies are taken into account.
Content:
See description. The programme is very specialised, focusing on competencies and skills associated with the occupation of driving instructor.
Additional information:
The qualification obtained is placed at level 6 of the National Framework of Qualifications in Ireland, which has been aligned to level 5 of the EQF-LLL.
**Result of evaluation:**
Because of substantial differences in learning outcomes, content and duration between the Irish qualification and the Dutch qualifications included in level 5 of the Dutch NQF (short cycle higher education/associate’s degree), direct access to the third year of a bachelor’s programme at a university of applied science cannot be granted based on this qualification.

### 2.4.3 Problems faced

Based on the evaluation of these seven files using the EQF as a recognition tool, several issues came to light. As an ENIC-NARIC that has been applying the methodology of the Lisbon Recognition Convention to evaluate foreign qualifications for over a decade, the biggest issue was quite simply getting used to viewing foreign credentials in terms of how their learning outcomes compare with levels on the Dutch NQF. It feels strange to compare a qualification such as the short and very specialised Irish Level 6 Special Purpose Award to qualifications at level 5 of the Dutch NQF, which is the same level as short cycle higher education, because this seems to imply that the two credentials are comparable. We have to get used to the fact that the EQF is not an evaluation tool, but a translation tool to facilitate recognition and mobility. By placing the Special Purpose Award at level 5 of the Dutch NQF, we are only indicating that (some of) the learning outcomes represented by this qualification are comparable to the learning outcomes associated with this level. The actual evaluation of the qualification comes later, at which time substantial differences in learning outcomes, purpose and workload may be pointed out.

One of the added values of using the EQF as a quick scan in this way is to prevent incorrect assessments of the level of foreign programmes and qualifications. In the not too distant future, when more and more NARICs and employers are using the EQF as a translation tool, knowing the level of the qualification and the learning outcomes associated with that level will at least get them on the right track. This will be particularly helpful when confronted with qualifications which are less well known, such as those awarded after completion of short vocational courses or professional upgrading courses. To name only one example, a postgraduate diploma awarded after completion of a 6 month course that has been placed at an NQF level referenced at level 7 of the EQF, will not mistakenly be considered in terms of an undergraduate level qualification. It will take some time for most of us to become accustomed to thinking in terms of the EQF, and realising that because this same
postgraduate qualification has been referenced at level 7 of the EQF, does not mean that that it is comparable to a master’s degree. It requires a shift in our way of thinking to accept that a credential can be compared to a certain level on our NQFs, while it only represents part of the learning outcomes that are associated with that level.
2.3.5 IRELAND

2.3.5.1 Overview of the Irish ENIC-NARIC centre and important aspects of practice

The Irish ENIC-NARIC centre (Qualifications Recognition), established in 2003 is based at the National Qualifications Authority of Ireland (NQAI) which is inter alia responsible for the development and implementation of the Irish National Framework of Qualifications (NFQ). Qualifications Recognition uses the NFQ as the basis for the recognition of foreign qualifications in Ireland and aims to compare a foreign award to a major award that is placed at a particular level on the NFQ. Ireland ratified the Lisbon Recognition Convention (LRC) on 8 March 2004 and Qualifications Recognition aims to provide fair recognition for foreign qualifications through the implementation of LRC guidelines and best practices. Criteria used to assess comparability include the following where applicable and in no particular order:

- Status of the awarding body in the country of origin
- Access requirements
- Progression opportunities
- Purpose for which assessment is sought
- Level on national Qualifications Framework
- Referencing to over-arching Qualifications Frameworks
- Learning outcomes
- Credits/Volume of learning

Although all formal applications from award-holders are assessed on a case-by-case basis, past advice issued is recorded, thus precedent is used to provide advice on academic recognition to stakeholders such as education institutions and professional bodies. Applicants are issued with a comparability statement (layout attached) which compares their award to an Irish award, e.g.

“… is comparable to an Ordinary Bachelor Degree which is placed at Level 7 on the Irish National Framework of Qualifications”.

This statement, which is advisory in nature, also provides information on the learning outcomes associated with the NFQ level to which the award has been compared in addition to a copy of the „fan diagram“ (below). The Irish Framework was verified compatible with the „Bologna“ Framework in November 2006 and referenced to the EQF in June 2009. Although EQF may be used as a tool in recognition where both National Frameworks have been referenced, it is not currently mentioned in our statements. The Irish NARIC is planning to review the comparability statement template later in 2011 with a view to providing information
on how the levels of the NFQ relate to the overarching Frameworks. This review should coincide with the publication of a significant number of EQF referencing reports during the year.

a. The Irish National Framework of Qualifications (NFQ)

![National Framework of Qualifications](image)

Source: the National Qualifications Authority of Ireland (NQAI)

The major awards of the NFQ are set out below together with confirmation on alignment to the "Bologna" Framework and referencing to the EQF:

<table>
<thead>
<tr>
<th>EQF Level**</th>
<th>EHEA Framework (Bologna)*</th>
<th>National Framework of Qualifications (NFQ) Level</th>
<th>NFQ Major Award-Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQF Level 1</td>
<td></td>
<td>NFQ Level 1</td>
<td>Level 1 Certificate</td>
</tr>
<tr>
<td>EQF Level 2</td>
<td></td>
<td>NFQ Level 2</td>
<td>Level 2 Certificate</td>
</tr>
<tr>
<td>EQF Level 3</td>
<td></td>
<td>NFQ Level 3</td>
<td>Level 3 Certificate;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Junior Certificate</td>
</tr>
<tr>
<td>EQF Level 4</td>
<td></td>
<td>NFQ Level 4</td>
<td>Level 4 Certificate;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Leaving Certificate</td>
</tr>
<tr>
<td>EQF Level 5</td>
<td></td>
<td>NFQ Level 5</td>
<td>Level 5 Certificate;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Leaving Certificate</td>
</tr>
<tr>
<td>EQF Level 5</td>
<td>Short Cycle within First Cycle</td>
<td>NFQ Level 6</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Higher Certificate</td>
</tr>
<tr>
<td>EQF Level 6</td>
<td>First Cycle</td>
<td>NFQ Level 7</td>
<td>Ordinary Bachelor Degree</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NFQ Level 8</td>
<td>Honours Bachelor Degree; Higher Diploma</td>
</tr>
<tr>
<td>EQF Level 7</td>
<td>Second Cycle</td>
<td>NFQ Level 9</td>
<td>Masters Degree; Post-Graduate Diploma</td>
</tr>
<tr>
<td>EQF Level 8</td>
<td>Third Cycle</td>
<td>NFQ Level 10</td>
<td>Doctoral Degree; Higher Doctorate</td>
</tr>
</tbody>
</table>

The referencing of the NFQ to these meta-frameworks as well as the NQAI’s engagement with other international developmental work, and the provision of qualifications recognition services benefits learners travelling to Ireland with qualifications gained outside the State and learners with national qualifications wishing to travel abroad. Among the services delivered to learners and stakeholders, the NQAI houses the National Europass Centre (NEC) which is responsible for the promotion of the Europass initiative in Ireland and Qualifax, the National Learners’ Database.

In addition to formal applications received (1,969 in 2010), Qualifications Recognition manages relatively large volumes of queries via email and phone – from individuals, education institutions, and employers amongst others. In 2010, approximately 2,511 email queries were received, an average of 628 per quarter. A mechanism to capture the frequency of phone calls was installed in late 2010 with over 400 calls per month received during the first five months of 2011. It is of note that the majority of applications received in 2010 were assessed and closed within the 12 week time-frame as stipulated to applicants. More importantly, over 70% of applications were closed within a 1-2 week timeframe.
2.3.5.2 Case studies assessment

France
The French NQF was referenced to the EQF in October 2010, thus EQF referencing was considered in determining the comparability of the French case studies.

1. Diplôme d’Ingénieur
Description:
This is a pre-Bologna award with a duration of 5 years (2 years of preparatory work followed by 3 years in a specialised engineering field). This award provides access to doctoral studies. Although the title is still used (post-Bologna), „Master” also appears on the parchment. The pre-Bologna award is recognised as equivalent to a Masters degree through legislation. Please note that for the pre-Bologna award, the first 2 years may not appear on the transcripts.
The relevant legislation in France, Décret 99-747 (30 August 1999) and Décret 2002-480 (8 April 2002) places this award in Niveau I on the French NQF which is referenced to EQF Level 7.

Result of evaluation:
Based on the criteria indicated above in section 2.5.1, this award is considered comparable to a Masters degree (NFQ level 9)¹²

2. Maîtrise
Description:
For access to a programme leading to the Maîtrise, one must have a Licence. The duration is one year. A further year of study is required to achieve a Masters degree. A Maîtrise is awarded only upon request from an individual as one normally enrolls for a Masters degree. The Maîtrise is included in the French NQF at niveau II.
Relevant legislation in France: Arrêté (25 April 2002)

Result of evaluation:
Based on the criteria indicated above in section 2.5.1, this award is considered comparable to a Post-Graduate Diploma (NFQ level 9)

¹² Prior to this project, the French Maîtrise was considered comparable to level 8 of the Irish NFQ (Bachelor Honours) based on the information that was at hand. Since this time, the Irish international qualifications database has been updated to include this new comparability in view of new information provided.
3. Licence (prior to 2002)

Description:
The Licence is the French Bachelor degree of 3 years in duration which allows access to the Maîtrise and Masters studies. It is included in the French NQF at Niveau II which is referenced to EQF level 6. The French ENIC-NARIC have confirmed that there is no difference in the Licence awarded pre and post 2002 (Bologna reforms).

Result of evaluation:
Based on the criteria indicated above in section 2.5.1, this award is considered comparable to an Honours Bachelor Degree (NFQ level 8)

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Belgium

The over-arching frameworks were not considered as recognition tools in the assessment of the following award as the national framework is not yet referenced to either.

1. Bachelier éducateur spécialisé

Description:
This award has a duration of 3 years (180 ECTS) and only allows access to a Masters programme when bridging studies are undertaken. Placed at Level 6 of the Higher Education Qualifications Framework (HEQF) of the Federation Wallonia-Brussels of Belgium.

Result of evaluation:
Based on the criteria indicated above in section 2.5.1, this award is considered comparable to an Ordinary Bachelor Degree (NFQ level 7)

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Netherlands

The Dutch education system has been verified compatible to the Bologna Framework, thus this was taken into account in the assessment. Referencing to the EQF has not yet taken place. References are made below to the draft QF for the Netherlands (NLQF).
1. HBO Bachelor

Description:
This award has a duration of 4 years. There are different entry requirements versus a WO Bachelor Degree with the HAVO and VWO required for entry to the HBO and WO degrees, respectively. Those with the HAVO award need to complete a further 2 years of secondary education to gain access to a WO degree programme. In addition, access to a professional master’s programme is available to those holding a HBO Bachelor while a bridging programme must be undertaken to gain access to a research masters. The Bachelor Degree is included in the NLQF at Level 6.

Result of evaluation:
Based on the criteria indicated above in section 2.5.1, this award is considered comparable to an Ordinary Bachelor Degree (NFQ level 7)

2.3.5.3 Problems faced

The Irish NARIC did not have any particular issues in the recognition of any of the examples presented as a result of having a flexible national qualifications framework to use. Indeed, the EQF was not used to a great extent for these case studies with referencing reports not yet available for the Federation Wallonia-Brussels, Belgium and the Netherlands. However, the project did demonstrate difficulty in getting some Irish awards recognised abroad such as the special purpose award. Perhaps this is a function of having a national framework in Ireland that is well advanced in implementation.
3. Third countries and the EQF – A state of play of the situation

3.1 The internationalisation of the EQF

According to the report\(^{13}\) of the European training foundation ETF on transnational qualifications frameworks: “Qualifications frameworks can be used as a tool to support different policy goals, including the reform of qualifications and qualifications systems, improving relevance, transparency and the coherence between qualifications or promoting lifelong learning objectives such as access, progress and the transfer of learning and opening up new pathways”.

It is a fact that their development has become transnational, and is increasing at a steady rate; ETF has identified 126 countries\(^{14}\) that now seem to be at some stage of introducing a national qualifications framework. These countries are to be found in all regions of the world.

The ETF report furthermore stresses the fact that the international dimension of qualifications frameworks has not been to date investigated in a comprehensive and comparative manner beyond the regions and countries wherein developments are taking place. Nevertheless, there appear to be significant initiatives that are embedded in wider regional and global political and economic integration processes. Qualifications frameworks that are being developed across countries and regions highlight, amongst other things, a gradual shift from bilateral recognition of qualifications to multilateral recognition.\(^{15}\)

In this context, an international benchmark seems to be fundamental. The EQF and other regional and transnational QFs may be seen therefore as a point of reference due to their specificity of being inclusive. Indeed, the EQF provides a common reference framework and acts as a translation device to make qualifications more readable and understandable across

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\(^{14}\) Albania; Angola; Antigua & Barbuda; Argentina; Armenia; Australia; Austria; Azerbaijan; Bahrain; Bangladesh; Barbados; Belarus; Belgium; Belize; Bosnia and Herzegovina; Botswana; Brazil; Brunei Darussalam; Bulgaria; Cambodia; Canada; Chile; Colombia; Croatia; Cyprus; Czech Republic; Denmark; Dominica; Egypt; Estonia; Ethiopia; Finland; France; Georgia; Germany; Ghana; Greece; Grenada; Guyana; Haiti; Hong Kong; Hungary; Iceland; India; Indonesia; Ireland; Italy; Jamaica; Jordan; Kazakhstan; Kiribati; Korea; Kosovo (under UNSCR 1244); Kuwait; Kyrgyzstan; Lao People’s Democratic Republic; Latvia; Lebanon; Lesotho; Lithuania; Luxembourg; Madagascar; Malawi; Maldives; Malta; Mauritius; Mexico; Mongolia; Montenegro; Montserrat; Morocco; Mozambique; Myanmar; Namibia; Nepal; Netherlands; New Zealand; Norway; Oman; Pakistan; Papua New Guinea; Philippines; Poland; Portugal; Republic of Moldova; Romania; Russian Federation; Saint Lucia; Samoa; Serbia; Seychelles; Sierra Leone; Singapore; Slovakia; Slovenia; South Africa; Spain; St. Kitts & Nevis; St. Lucia; St. Vincent and the Grenadines; Suriname; Swaziland; Sweden; Switzerland; Tajikistan; Thailand; The Bahamas; The Comoros; the Democratic Republic of Congo; The former Yugoslav Republic of Macedonia; The Gambia; Timor-Leste; Tonga; Trinidad & Tobago; Tunisia; Turkey; Tuvalu and Vanuatu; Uganda; Ukraine; United Arab Emirates; United Kingdom; United Republic of Tanzania; Viet Nam; Zambia; Zimbabwe.

different countries and systems in Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.\textsuperscript{16}

The EQF was conceived to apply to all types of education, training and qualifications, from school education to academic, professional and vocational. This approach shifts the focus from the traditional system which emphasises 'learning inputs', such as the length of a learning experience, or type of institution, to a system based on the learning outcomes. It also encourages lifelong learning by promoting the validation of non-formal and informal learning. This reflects a wider shift within which the EQF is acting as a catalyst for reforms.

\subsection*{3.1.1 North African Mediterranean countries}

The success of the EQF as a tool for transparency and mobility has increased during the last years. There is a growth in the number of third countries such as Tunisia, Morocco, Egypt and Jordan, which in addition to developing their NQF have in the same way started an alignment process to the EQF\textsuperscript{17}.

ETF mentions in one of its thematic reports\textsuperscript{18} that governments and stakeholders in the Mediterranean region have identified an urgent need to reform their qualifications systems. An important motivation for these reform programmes is to make sure that different aspects of nationally based qualifications are useful and consistent with one another, and that they are recognised and respected beyond national boundaries. Achieving internal coherence, legibility of qualifications, and gaining international recognition for national qualifications and frameworks appeared to be fundamental for these countries.

Furthermore, the report “Qualifications that count: Strengthening the recognition of qualifications in the Mediterranean region\textsuperscript{19}” also highlights the fact that the agency is supporting some Arabic countries that are seeking to develop their NQFs, and draws up a description of the needs of these 4 countries:
Why Egypt, Jordan, Morocco and Tunisia are developing an NQF

Egypt needs to update its qualification system to keep up with the fast pace of change in the Egyptian labour market and the wider economy. With the help of the ETF, the country aims to use the NQF as a way of moving from a traditional input-based model of education to something better able to cope with changing skill needs. Jordan wishes to make its workforce more competitive and is striving to boost the quality and relevance of its outputs to the labour market with this aim in mind.

Morocco sees building an NQF as a way of revamping its entire education system. The ongoing debate with the EU on special status for Morocco has given greater urgency to this work. It is hoped it will bring greater coherence to the system by establishing pathways between the three sub-systems – vocational training, general education and higher education – and increasing the readability of Moroccan qualifications nationally, through the region and further afield.

Tunisia sees the NQF as a means of increasing the coherence, readability and quality of its human resources system and encouraging lifelong learning. These issues are at the heart of the reforms currently under way in vocational training and higher education. Growing mobility of labour as a result of free trade agreements between Tunisia and the EU has provided a second, more pressing reason for the mutual recognition of qualifications.

Source: Box 16, ETF. Qualifications that count: strengthening the recognition of qualifications in the Mediterranean region. MEDA-ETE Thematic Report.

3.1.2 Australia

Australia is one of the leading destinations for international students. The Australian Qualifications Framework (AQF)

20 Australian Qualifications Framework (http://www.aqf.edu.au/)
that the AQF is strengthened to be “nationally and internationally robust”.21 One reason for looking to strengthen the AQF especially with regards to pathways between education sectors and recognition of prior learning was due to international developments made in relation to NQFs and the EQF. To this end, the AQF Council advised the Ministerial Council for Tertiary Education and Employment in November 201022 of the importance of international comparability of qualifications and alignment with other QFs.

“Because of the number of countries involved and the European Union’s commitment and resources underpinning the commitment, the second generation European meta-qualifications frameworks are leading the world in setting the benchmarks. Because of this dominance, alignment of the AQF with the European Qualifications Framework for Lifelong Learning (EQF-LLL) and the Framework of Qualifications for the European Higher Education Area (FQ-EHEA) should be a priority for Australia.”

During a seminar on NQFs in an international perspective23 in 2009, Jack Keating of the University of Melbourne spoke of the Australian perspective on the European Qualifications Framework and furthermore pointed out that the Australian education and training sector is especially active internationally and so a greater engagement with European developments is therefore highly probable, if not certain. This was further reiterated by the 2010 AQF Council Advice paper which underlined the importance of qualification recognition via the QF for mobility purposes, not only for holders of Australian qualifications overseas but for the international student body and workforce migrating to Australia with foreign qualifications.

Moreover, in 2007, a Joint Declaration on Cooperation in Education and Training was signed between the EU and Australia. In this framework, in December 2010, a policy dialogue meeting focused on qualifications frameworks took place in Brussels at which point a joint study between the EU and Australia on qualifications frameworks was launched. This exploratory study will look at how QFs may be useful in international cooperation for facilitating the transparency and recognition of qualifications, and how the AQF might relate to the EQF and European NQFs and whether this will have an impact on mobility. The results

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of the study should be published in the near future however some preliminary conclusions included:

- QFs and meta-frameworks are useful tools, but level alone is often insufficient as a basis for recognition of a qualification;
- EQF / AQF zone of trust: the compatibility between AQF and some European NQFs is evident.

The Joint Statement issued from this meeting by the European Commission’s Directorate General for Education and Culture (DG EAC) and the Australian Department for Education, Employment and Workplace Relations (DEEWR) confirms that

“Qualifications Frameworks have a central role in promoting permeability, lifelong learning and mobility within and throughout qualifications systems. Aligning these systems is not a remote academic exercise, but offers concrete benefits (i) to citizens as it promotes their seamless progression and smooth mobility and (ii) to modern knowledge-based societies as they prosper thanks to a more highly skilled and versatile workforce.”

3.2 Key issues and added value

Qualifications frameworks are currently receiving a great deal of attention from governments and stakeholders across the globe as a tool intended to improve the national and international recognition of qualifications in their national systems. According to several studies carried out by ETF, third countries expect that by achieving internal coherence and legibility of qualifications, it will help solve substantive challenges and will allow them to acquire better qualification recognition abroad. Therefore, the referencing to the EQF has become of particular interest to third countries. As almost all of the European countries, third countries have also seen it beneficial to develop modern comprehensive national qualifications frameworks by using European standards.

Indeed, the analysis done by the agency and other experts demonstrates that the increasing development of NQFs around the world is undeniably a positive aspect that will enhance the transparency of education and training systems. This development will support users and providers of education and training, including those outside national systems. Although it has

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been proved that EQF referencing could be helpful to those countries that have experienced this process, a regulatory system appears to be fundamental.

Both processes, the development of NQF and EQF referencing are different and they should not be confused. They require high levels of communication, documentation and consultation. Since mutual trust is one of the main principles of the processes, the consensus of stakeholders in charge of qualifications certification processes but also those using qualifications (employers, learners) is crucial for the credibility of the referencing.

European countries that have gone through the referencing exercise such as Ireland, the United Kingdom, Malta and France were subject to very rigorous requirements and followed specific procedures established by the EQF advisory group. This advisory group is the regulatory instance defined at a European level which guarantees that all the necessary criteria have been met. The EQF referencing process meets rigorous quality assurance standards. In the final stage, European countries are expected to submit a national referencing report to the EQF advisory group in order to obtain the validation by the commission. This document is analysed and evaluated by the different members of the advisory group.

The alignment outcome carried out by each country represents an important reference point for ENIC NARIC centres. This outcome is part of the criteria used by ENIC NARIC centres in their daily comparison work. The alignment/referencing of national frameworks to overarching frameworks is based on trust. This principle is the main concept of the Lisbon Recognition Convention and it is also the base concept of the ENIC NARIC Networks. The internationalisation of the EQF and the referencing done by third countries without following comparable criteria used in the European context could become a real issue as currently there are no policies or procedures for third countries referencing their NQFs to the EQF. Indeed, even if the principle of trust governs the ENIC NARIC centres, quality assurance criteria also need to be met.
4. Findings and propositions

This final chapter summarises the discussions held during the three group meetings and the associated project activities. It draws up the main findings and propositions concerning the use and potential use of the EQF in our daily recognition work. While not claiming to cover all aspects of the topic, the intention of this report as a short-term exploratory project, was not to attempt comprehensive sampling, but rather to identify key problems and stimulate a debate on the subject.

- Qualifications Frameworks and the recognition function are tightly linked - both are aimed at increasing transparency and mobility.

- Overarching and national QFs are important information tools for recognition authorities. They do not result in „automatic recognition”.

- The recent development and gradual implementation of NQFs and referencing to overarching frameworks has an impact on the recognition of foreign education qualifications. However, considering the different stages of implementation at national level, it seems difficult to make systematic the use of QFs within our recognition procedures.

- The alignment/referencing of national frameworks to overarching frameworks is based on trust and subject to review by international experts.

- The overarching frameworks should be used as guidance tools for recognition of foreign qualifications where national frameworks have been verified compatible to Bologna and/or referenced to EQF. It is important to remember that the national frameworks have primacy due to the diverse nature of qualifications available. Additional detail may be required when examining individual qualifications. For example: Both the Irish Ordinary Bachelor Degree (NFQ Level 7) and Honours Bachelor Degree (NFQ Level 8) are aligned to completion of Bologna first cycle. However, in Ireland, typically there is no direct access to a master’s programme with an Ordinary Bachelor Degree.
The document entitled “Added Value of National Qualifications Frameworks in Implementing the EQF (http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/note2_en.pdf) provides further insights into issues raised in this report such as the primacy of the National Framework and the need for trust and cooperation.

- The national framework must be fit for purpose and be sufficiently flexible to cater for all learning in that country. Thus, when referenced to EQF, it will be easier for credential evaluators to use these tools for their work.

- Cooperation between recognition and QF responsible authorities is crucial. When issues such as those encountered in the project arise, recognition authorities should make aware the QF authorities (and vice-versa) as well as trying to find ad-hoc solutions with their foreign partners. NARICs should be in dialogue with the bodies that develop and reference qualification frameworks (regional, national and international level) – to foster understanding and transparency. NARICs need to be consulted in the development and referencing of frameworks due to these centres being strategically important for recognition and mobility.

- The wide interest in developing national qualifications frameworks (NQFs) in Europe and also further afield shows that the principles behind such initiatives linked to facilitating international recognition and mobility are shared. However, it is advisable and perhaps necessary to develop mechanisms of monitoring, research and evaluation.

- It is important to recognise that national frameworks may be developed for different purposes and this has an impact on recognition. For example, the French NQF, as already explained, was designed initially for employers so that they may determine the comparable academic level and therefore the salary of holders of professional qualifications.

- It is important to highlight that the “Revised Recommendation Criteria and Procedures for the Assessment of Foreign Qualifications Adopted by the Lisbon Recognition Convention Committee adopted in Sèvres, France in June 2010” encourages the use of NQFs, or other frameworks, when assessing foreign qualifications. Mentioning the EQF in recognition statements delivered by NARIC centres could be considered as a good practice.
“The assessment of a foreign qualification should identify the qualification in the system of the country in which recognition is sought which is most comparable to the foreign qualification, taking into account the purpose for which recognition is sought. In the case of a qualification belonging to a foreign system of education, the assessment should take into account its relative position and function compared to other qualifications in the same system. Where available, the competent recognition authorities should also refer to the National Qualifications Framework, European Qualifications Frameworks and other similar Qualification Frameworks as part of the assessment process.”

- Mentioning the EQF levels in the recognition statements should be a decision of each recognition centre. The EQF should be used as a recognition tool only when the NQFs of the countries involved have officially been referenced to the EQF. This applies to pre-Bologna qualifications as well- if they have been placed on an NQF that has been referenced to the EQF, this information can be used in the evaluation process. Some practical case studies have shown that discrepancies exist as to the positioning of a specific national qualification in a specific NQF and its comparability within another higher education system or NQF. Basically, comparable qualifications from two different countries (in terms of duration, learning outcomes, number of credits, etc.) could be placed at different levels of the NQF in the two countries, for reasons other than those linked to learning purposes.

- Further discussions and research on the EQF should be carried out. It is our hope that the report will stimulate discussions among ENIC NARIC centres and thus contribute to the development of the topic. For example, a subsidiary text on QFs and recognition is to be prepared for presentation and agreement at the 2013 LRC committee meeting. In the intervening period, work on the text will be presented to the ENIC-NARIC network. The text will focus on the use of QFs rather than qualifications systems and the link between QFs and learning outcomes is to be emphasised.
5. Bibliography

- AQF Council advice to MCTEE, November 2010, *Strengthening the AQF*,

- Bergan Sjur, Council of Europe, Stakeholders’ conference on recognition in the European Higher Education Area, Riga, Latvia, 28\textsuperscript{th}-29\textsuperscript{th} April 2011, *Qualifications Frameworks as tools to further recognition*.


- European Training Foundation, 2010. *Inventory of recent NQF developments in the ETF’s partner countries*. 
- EQF Newsletter, Education and Culture DG, European Training Foundation and CEDEFOP, August 2011.


- Keevy James, Chakroun Borhene & Deij Arjen, ETF, 2010, Transnational Qualifications Framework (draft)


6. ANNEXES

a. Samples used

**Belgium**

*Bachelier éducateur spécialisé en accompagnement psycho-éducatif (Belgium) awarded by the Haute Ecole Libre Mosane in 2010*
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<td>EDEEE Expression orale et écrite</td>
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<td>PHIES Philosophie</td>
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<td>GDES Questions religieuses</td>
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<td>DDES Droit</td>
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<td>EDES Sociologie</td>
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<td>EMEES Education physique et psychomotrice</td>
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<td>EDES Espace, environnement, éducation</td>
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<td>DODEO Didactique de l'expression (pratique, musicale, corporelle, …)</td>
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<td>TDES Techniques créatives</td>
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<td>LDGEES Langage et communication</td>
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<td>HESSF Histoire de l'éducation spécialisée</td>
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Remarques:
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**TOTAL:**                                | 60   | 719,70 / 1040   | 72,08 %  |

**ADMISSION avec distinction**

de plein droit

**Remarques:**

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Cours mis en grisé dans la grille sont les cours Pré-requis.

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ALLECCE JOYAN

03.28.0
SUPPLEMENT AU DIPLÔME
DIPLOMA SUPPLEMENT

Ce modèle de supplément au diplôme est conforme au modèle établi par la Commission européenne, le Conseil de l'Europe et l'UNESCO/CEPES.

Le supplément au diplôme vise à fournir des données indépendantes et suffisantes pour améliorer la transparence internationale et la reconnaissance académique et professionnelle équitable des qualifications (diplômes, acquis universitaires, certificats, etc.). Il est destiné à décrire la nature, le niveau, le contexte, le contenu et le statut des études accomplies avec succès par la personne désignée par la qualification originale à laquelle ce présent supplément est annexé. Il doit être dépourvu de tout jugement de valeur, déclaration d'équivalence ou suggestion de reconnaissance. Toutes les informations requises par les parties parties doivent être fournies. Lorsqu'une information fait défaut, une explication doit être donnée.

This Diploma Supplement model is consistent with the one developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the 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 should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

AVERTISSEMENT :
Ce présent supplément ne vaut qu'accompagné du diplôme officiel délivré par
This Diploma Supplement is only valid if presented with the official diploma issued by

Haute Ecole HELMo
Mon-Saint-Martin, 41
4000 LIEGE (Belgique)

et contresigné par la Communauté française de Belgique.
and countersigned by the Belgian French-speaking Community.

1. INFORMATIONS SUR LE TITULAIRE DU DIPLÔME / INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Nom(s) de famille / Family names(s) :

1.2 Prénom(s) / Given name(s) :

1.3 Date et lieu de naissance (jour/mois/année/pays) / Date and place of birth (day/month/year/country) :

Le à

1.4 Numéro de matricule de l'étudiant / Student identification number or code :

...
2. INFORMATION SUR LE DIPLOME / INFORMATION IDENTIFYING THE QUALIFICATION

2.1. Titre du diplôme et titre conféré / Name of qualification and title conferred :

Bachelier - Éducateur spécialisé en accompagnement psycho-éducatif - Enseignement supérieur de type court - Catégorie Pédagogique.

2.2. Principaux domaines d'études couverts par le diplôme / Main fields of study for the qualification :

Catégorie Pédagogique.

2.3. Nom et statut de l'établissement ayant délivré le diplôme (dans la langue officielle de l'établissement) / Name and status of awarding institution (in original language) :

Haute École HELMo
Haute École libre subventionnée par la Communauté Française de Belgique.

HELMo CFFI
Rue Fossée-Aux-Faines, 42
4020 Liége

2.4. Nom et statut des établissements dispensant les cours (à différents du point 2.3) / name and status of awarding institution (different from 2.3) administering studies :

Néant.

2.5. Langue de formation/examen /evaluation / Language(s) of instruction/examination/evaluation :

Français.

3. INFORMATION SUR LE NIVEAU DE QUALIFICATION / INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1. Niveau de qualification / Level of qualification :

Enseignement organisé en un cycle.
Pour de plus amples explications sur la signification de ce classement, voir rubrique 6.

3.2. Durée officielle du programme / Official length of programme :

Cycle de trois années - 160 crédits (ECTS).

3.3. Conditions d'admissibilité / Access requirements :

Certificat d'enseignement secondaire supérieur délivré par la Communauté française de Belgique.

4. INFORMATION SUR LE CONTENU ET SUR LES RESULTATS OBTENUS / INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1. Organisation des études / Mode of study :

Formation à temps plein.
4.2. Exigences du programme / Programme requirements:

La formation comprend des activités d'enseignement, à raison de 120 crédits/ECTS et des activités d'intégration professionnelle, à raison de 50 crédits/ECTS. Les activités d'intégration professionnelle incluent des stages à raison de 32 semaines. En outre, au terme de sa formation, l'étudiant est tenu de présenter un travail de fin d'études ou mémoire, si celui-ci est prévu par le règlement des études.

Le jury d'examen déclare admis de plein droit l'étudiant qui a obtenu au moins 50 % des points attribués à chaque examen et 60 % des points attribués à l'ensemble de l'épreuve. Chaque jury d'examen délibère collectivement et souverainement sur l'admission, l'ajournement ou le refus des autres étudiants ainsi que sur l'attribution des mentions compte tenu des objectifs assignés à la formation.

En l'occurrence, au terme de sa formation de Bachelor - Éducateur spécialisé en accompagnement psycho-éducatif, l'étudiant doit être capable de:

- s'engager dans l'action et dans la rencontre avec l'autre;
- se positionner de manière critique et responsable comme acteur dans le champ socio-éducatif;
- analyser et réfléchir à sa pratique professionnelle dans plusieurs dimensions - contexte sociétal, institutionnel, travail d'équipe, relations interpersonnelles et de groupe, cheminement personnel dans la profession, articulation théorie-pratique et selon différents axes:
  - préciser les projets qu'elle-même et ses objectifs et prendre conscience des variables réelles mais quelquefois implicites qui les sous-tendent;
  - exploiter ces interventions, les méthodes et attitudes à l'œuvre dans sa façon de faire;
  - évaluer les effets de ses actions et de son mode d'être dans la relation d'aide.

4.3. Précisions sur le programme / Programme details:

<table>
<thead>
<tr>
<th>COURS</th>
<th>LG</th>
<th>B1</th>
<th>B2</th>
<th>B3</th>
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<td>Langage et communication</td>
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Pédagogie du projet
Pédagogie générale
Pédagogie spéciale : apprentissage cognitif
Pédagogie spéciale : problème de l’adulte
Philosophie
Politiques sociales
Pratiques thérapeutiques
Problèmes psychopédagogiques et socio-éducatifs
Psychologie clinique
Psychologie du développement
Psychologie générale
Psychologie sociale
Questions religieuses
Séminaire de pratique professionnelle
Sociologie
Stages
Techniques créatives
Techniques de l’orientation individuelle
Travail de fin d’études

Travail de fin d’études :
Adolescence et SAS
Un public, un fonctionnement, ... une place à prendre

4.4. Système de notation / Grading scheme :

L’évaluation finale d’une activité d’enseignement s’exprime sous forme d’une note, comprise entre 0 et 20, le seuil de réussite étant 10/20. L’évaluation globale d’une année d’études s’exprime sous forme d’un pourcentage accompagné d’une mention sur le tableau de correspondance ci-dessous.

Le jury de délibération attribue collectivement et souverainement cette mention.

Mention obtenue % des points (ensemble des examens d’une année),
La plus grande distinction 90 %,
La grande distinction 80 %,
La distinction 70 %,
La satisfaction annuelle réussite.

ECTS Grading Scale :

<table>
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<th>ECTS Grade</th>
<th>Points</th>
<th>% of successful students normally achieving the grade</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A</td>
<td>16-20</td>
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<td>EXCELLENT - outstanding performance with only minor errors</td>
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<tr>
<td>B</td>
<td>15-17</td>
<td>25</td>
<td>GOOD: above the average standard but with some errors</td>
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<tr>
<td>C</td>
<td>14-15</td>
<td>30</td>
<td>SATISFACTORY - fair but with significant shortcomings</td>
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<tr>
<td>D</td>
<td>12-13</td>
<td>40</td>
<td>SUFFICIENT - performance meets the minimum criteria</td>
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<tr>
<td>E</td>
<td>10-11</td>
<td>50</td>
<td>FAIL - some more work required before then credit can be awarded</td>
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<tr>
<td>F</td>
<td>8-9</td>
<td>70</td>
<td>FAIL - considerable further work is required</td>
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</table>

En fonction de leur importance, le jury tient compte d’un coefficient de pondération pour chaque matière repérée au programme des études. Le règlement des examens et le relevé de notes sont à la disposition de l’étudiant.
La note globale obtenue par année d'études, les notes obtenues pour chaque activité d'enseignement et leur transcription dans le système de notation ECTS sont renseignées dans une annexe au présent supplément.

Remarque : la transcription en ECTS se fait selon l'échelle de réussite suivante, établie dans la mesure du possible sur plusieurs cohortes d'étudiants :
A les 10 % meilleurs, B les 25 % suivants, C les 30 % suivants, D les 25 % suivants, E les 10% restants, 
Fx et F sont utilisées pour les étudiants en échec.
S'il n'est pas possible d'utiliser ladite échelle de réussite, attribuer les notes A, B, C, D, E, Fx ou F en précisant seulement les critères utilisés.
Exemple : B (classement sur base des 3 dernières promotions).

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<td>B</td>
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<tr>
<td>F</td>
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</table>

4.5. Classification générale du diplôme / Overall classification of the graduate :
Distinction.

5. INFORMATIONS SUR LA FonCTION DE LA QUALIFICATION / INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1. Accès à un niveau d'études supérieur / Access to further study :
- Spécialisation interdisciplinaire en geriatrie et psychogeriatric (sur appréciation du dossier)
- Spécialisation en Orthopédagogie
- Spécialisation en Psychomotricité
- Spécialisation en Travail psychosocial en santé mentale
- Spécialisation en Administration des maisons de repos
- Spécialisation interdisciplinaire en Art thérapie
- Spécialisation en Gestion du social

Les formations et/ou spécialisations auxquelles l'étudiant a un accès par le biais du système des passerelles sont renseignées sur le site de l'Administration générale de l'Enseignement et de la Recherche scientifique :
www.enseignement.be.

5.2. Statut professionnel / Professional status :
NEANT

6. INFORMATIONS COMPLEMENTAIRES / ADDITIONAL INFORMATION

6.1. Informations complémentaires / Additional information :
- Programme de mobilité : Neant.
- Les Stages :
  au 15/09/07 au 26/10/07  Château Rosaire SFA (B)
  Service Résidentiel pour Adultes-SFA*
du 24/03/08 au 27/03/09  
Ecole de Dendris - Série Walpurgis LIEGE (S)
Abécédaire et Écoles de Dendris - FOD*

du 09/01/09 au 26/03/10  
Espace Trompille - Série SERANG (S)
Service d'accouchage scolaire - SKS*

- Compléments d'études qui ont été exigés de l'étudiant dans le cadre de l'application des dispositions légales et/ou des dispenses...

Néant.

- Dispenses dont l'étudiant a bénéficié :

Néant.

- Réduction de la durée des études et les dispositions légales appliquées :

Néant.

- Étirement des études et les dispositions légales appliquées :

Néant.

6.2. Autres sources d'informations (BC) / Further information sources :

http://www.heimv.be

- Ministère de la Communauté française,
Direction générale de l'Enseignement non obligatoire et de la Recherche scientifique,
Bâtiment Lavalée II, rue Adolphe Lavalée 1 – B 1080 Bruxelles

- Les administrations spécifiques concernées par la formation :

NEANT

- Coordonnées du Centre ENIC/NARIC de la Communauté française de Belgique :
rue Adolphe Lavalée 1 – B 1080 Bruxelles,
Site Web : "http://www.enseignement.be/info-sup"
E-mail : chantal.kaufmann@fagbe – Téléphone +32 (0) 890.87.03 – Fax +32 (0) 890 87 07

7. CERTIFICATION DU SUPPLEMENT (BC) / CERTIFICATION ON THE SUPPLEMENT

7.1. Date / Date : 22/06/10

7.2. Signature / Signature : LODEZ Alexandre

7.3. Fonction / Capacity : Directeur-Président

7.4. Tampon ou cachet officiel / Official stamp or seal :
Système progressivement d'application en Communauté française à partir de l'année académique 2004-2005 selon le décret du 31 mars 2004 définissant l'enseignement supérieur, favorisant son intégration à l'espace européen de l'enseignement supérieur et réfléchissant les universités.

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79
France:

Diplôme d’Ingénieur (France) awarded by the Ecole supérieure des techniques aéronautiques et de construction automobile in 1999.
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**Évaluation globale**

15.00 10.00 15.40 14.20 10.00 201.57

---

Admis(e) en classe supérieure

---

Ecole Supérieure des Techniques Aéronautiques et de Construction Automobile

Établissement d'Études Technologiques Supérieures Privé

P. 65
<table>
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<th>Matière</th>
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Maitrise de français langue étrangère (France) awarded by the Université Paris VII, in 2003.
## RELEVE DE NOTES ET RESULTATS

### Session 2

**N° Étudiant:** 20010013  
**Mention:** MAÎTRISE FRANÇAIS LG.ÉTR.

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**Résultat d'admission session 2 :**

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**Fait à Paris, le 10 octobre 2001**  
**La Direction de l'U.F.R.**

*Anna ABBEILLE*  
*Avec imprimerie. Il ne peut être édité qu'un seul exemplaire du présent relevé de note. Aucun duplicat ne sera fourni.*
### RELEVE DE NOTES ET RESULTATS

**Session 2**

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**A:** MAITRISE FRANCAIS L.G.ETR.

**Née le:** a obtenu les notes suivantes:

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**Résultat d'admission session 2:** 11.654 / 20  Passable
Licence d’esthétique (France) awarded by the Université Paris I in 1991.
ARRÊTÉ du 30 avril 1997 relatif au diplôme d'études universitaires générales Arts, aux licences et aux maîtrises du secteur artistique et culturel

NOR: MEN09701279A

Le ministre de l'éducation nationale, de l'enseignement supérieur et de la recherche,
Vu la loi n° 84-52 du 26 janvier 1984 modifiée sur l'enseignement supérieur ;
Vu le décret n° 84-573 du 5 juillet 1984 relatif aux diplômes nationaux de l'enseignement supérieur ;
Vu le décret n° 85-336 du 23 août 1985 fixant les conditions de validation des études, expériences professionnelles ou acquis personnels en vue de l'obtention des diplômes nationaux de l'enseignement supérieur ;
Vu le décret n° 93-518 du 27 mars 1993 relatif à la validation d'acquis professionnels pour la délivrance des diplômes nationaux de l'enseignement supérieur ;
Vu l'arrêté du 28 août 1991 portant création d'un module de documentation de niveau licence ;
Vu l'arrêté du 9 février 1993 relatif au diplôme d'études universitaires générales Arts et aux licences et aux maîtrises du secteur artistique et culturel ;
Vu l'arrêté du 9 avril 1997 relatif au diplôme d'études universitaires générales, à la licence et à la maîtrise ;
Vu l'avis du Conseil national de l'enseignement supérieur et de la recherche du 22 avril 1997,
Arrête :

TITRE Ier

DISPOSITIONS GÉNÉRALES

Art. 1er. - Les dénominations nationales du diplôme d'études universitaires générales (DEUG) Arts, de licences et de maîtrises du secteur artistique et culturel sont accordées aux formations qui répondent aux critères fixés aux articles suivants.

Art. 2. - Les formations universitaires citées à l'article 1er sont conçues et organisées pour :
- apporter aux étudiants une formation dont les contenus sont en prise directe avec l'évolution des arts et explicitent toute la richesse des démarches artistiques et scientifiques. L'étude de chaque discipline artistique est organisée autour de questions théoriques et pratiques. Elle met en œuvre les applications de cette discipline et ses interactions avec d'autres champs de connaissances ainsi qu'avec d'autres domaines artistiques. Elle prend en compte les grands problèmes qui la sous-tendent, y compris dans leurs aspects les plus modernes et dans leur développement historique. Elle met l'accent sur l'acquisition de méthodes. Elle comporte l'utilisation de l'outil informatique. Elle développe progressivement une attitude et une pratique de recherche artistique et scientifique ;
- développer le travail personnel (individuel et en équipe), les capacités d'autonomie et l'aptitude à la communication écrite et orale. Les travaux proposés aux étudiants prennent des formes diversifiées adaptées aux disciplines ; cours, travaux dirigés, travaux pratiques, enseignements intégrés, mais aussi projets, travaux d'étude et de recherche et stages ;
- permettre aux étudiants de construire un projet de formation en garantissant une bonne liabilité des cursus proposés et de leurs débouchés en veillant à leur articulation avec les formations dispensées en amont et en aval et en mettant en place un suivi des études. Le dispositif des formations assure une diversification progressive des cursus sans spécialisation prématurée ; en particulier les cursus de première année du DEUG Arts offrent aux étudiants de larges choix d'orientation et les cursus de seconde année sont conçus pour assurer une bonne continuité avec les licences.

Art. 3. - Dans le cadre de la réglementation nationale, l'établissement définit et organise les différents cursus proposés aux étudiants. Pour chacun d'eux, il précise les unités d'enseignement constitutives, leurs volumes horaires et leurs contenus, ainsi que leur acheminement au sein de la formation considérée. Il définit l'organisation des stages et leur suivi pédagogique.

TITRE II
LE DIPLOME D'ETUDES UNIVERSITAIRES GENERALES ARTS

Art. 4. La dénomination nationale du DEUG Arts comporte les mentions suivantes :
- arts plastiques ;
- arts du spectacle ;
- histoire des arts et archéologie ;
- médiation culturelle et communication ;
- musique.

Art. 5. La durée des enseignements est au moins de 800 heures, sauf en ce qui concerne les mentions Arts plastiques et Musique pour lesquelles cette durée est au moins de 900 heures.
La répartition entre les différentes formes d'enseignement (cours, travaux dirigés, travaux pratiques, etc.) est définie par l'établissement en fonction des finalités de chaque cursus. Toutefois une part de pratique, éventuellement artistique, sous forme de travaux dirigés et de travaux pratiques est obligatoire pour toutes les mentions. La part de travaux dirigés, travaux pratiques et encadrement de projets représente au moins 40 % de la durée des enseignements. Elle est portée au moins à 50 % pour les mentions Arts plastiques et Musique. Pour les arts du spectacle, arts plastiques et la musique, la pratique est obligatoirement de caractère artistique et directement liée au domaine de la mention.
La durée des enseignements obligatoires correspondant à chacune des mentions représente au moins 50 % du volume horaire du DEUG Arts.
La part des cours magistraux est au moins égale à un tiers de la durée totale des enseignements du DEUG.

Art. 6. En première comme en seconde année, les enseignements comportent la pratique d'au moins une langue vivante étrangère sous ses différents aspects (lecture, écoute, expression écrite et orale).

Art. 7. La première année du DEUG Arts débute par un semestre d'orientation. Conformément aux dispositions de l'article 6 de l'arrêté du 9 avril 1997 susvisé, ce semestre comprend trois unités d'enseignement :
- une unité d'enseignements fondamentaux dans la mention choisie dont la durée représente de 40 à 55 % du volume horaire de la semestre ;
- une unité de découverte d'autres disciplines complémentaires dont la durée représente de 30 à 40 % du volume horaire du semestre ;
- une unité de méthodologie du travail universitaire dont la durée représente de 15 à 20 % du volume horaire du semestre. Cette unité contribue à promouvoir l'autonomie des étudiants et leur fournit les méthodes et techniques utiles à la poursuite d'études : préparer une bibliographie ; utiliser une bibliothèque et les nouvelles sources d'information ; prendre des notes ; résumer un article ou un ouvrage ; s'initier au travail en groupe ; construire un projet d'étude et un projet professionnel ; pratiquer une langue vivante étrangère.

Art. 8. Le second semestre de la première année est composé de :
- une ou deux unités d'enseignements fondamentaux, dont la durée totale représente de 50 à 60 % du volume horaire du semestre et dont l'objectif est de renforcer la formation disciplinaire de l'étudiant ;
- une unité de méthodologie disciplinaire dont la durée représente de 20 à 25 % du volume horaire du semestre ;
- une unité de culture générale et d'expression dont la durée représente entre 20 et 25 % du volume horaire du semestre et permettant la pratique d'une langue vivante étrangère et l'approche des grands problèmes généraux liés à la discipline principale.

Art. 9. Les enseignements fondamentaux du DEUG Arts portent principalement sur :
- mention Arts plastiques : pratique plastique ; histoire, analyse et esthétique des arts plastiques ;
- mention Arts du spectacle : pratique des arts du spectacle ; histoire, analyse et esthétique des arts du spectacle ;
- mention histoire des arts et archéologie : grands domaines de l'histoire de l'art et de l'archéologie ; techniques et méthodes de l'histoire de l'art et de l'archéologie ;
- mention Médiation culturelle et communication : théorie des médias et de la médiation culturelle ; théorie de l'information et de la communication ;
- mention Musique : pratique musicale ; histoire, analyse et esthétique des arts musicaux ; initiation à l'acoustique.

TITRE III
LES LICENCES ET LES MAITRIZES
DU SECTEUR ARTISTIQUE ET CULTUREL

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14/02/2011
Art. 10. - Dans le secteur artistique et culturel les dénominations nationales de licences et de maîtrises sont les suivantes :
- licence et maîtrise d'archéologie ;
- licence et maîtrise d'arts appliqués ;
- licence et maîtrise d'arts plastiques ;
- licence et maîtrise en arts du spectacle ;
- licence et maîtrise de conception et mise en oeuvre de projets culturels ; - licence et maîtrise d'histoire de l'art ;
- licence et maîtrise de musique.
La licence et la maîtrise peuvent en outre être assorties d'une mention, dans les conditions fixées en annexe du présent arrêté.

Art. 11. - La licence comporte un minimum de 480 heures d'enseignement portant sur les bases théoriques de la formation et sur la pratique du champ disciplinaire concerné. Dans tous les cas, une partie des heures est laissée au choix de l'établissement. Ces heures peuvent porter soit sur un renforcement des enseignements obligatoires, soit sur d'autres enseignements. La maîtrise comprend :
- un enseignement théorique et méthodologique d'une durée minimale de 100 heures ;
- un travail d'étude et de recherche assorti éventuellement d'un stage ; il donne lieu à la rédaction d'un mémoire et peut être assorti à la production d'une œuvre lorsque la domaine le justifie.

Art. 12. - La licence et la maîtrise comportent un accès de plein droit défini en annexe du présent arrêté. Par ailleurs, les titulaires du DEUG Arts ayant reçu, conjointement aux enseignements fondamentaux, des enseignements correspondant à la dénomination d'une licence de ce secteur peuvent accéder à cette licence dans des conditions fixées par l'établissement. Celui-ci précise la nature et le contenu des enseignements permettant cet accès. Ces enseignements font partie intégrante des cursus du DEUG Arts et ne peuvent dépasser 40 % de la totalité des enseignements du DEUG.

Art. 13. - Le directeur général des enseignements supérieurs est chargé de l'exécution du présent arrêté, qui sera publié au Journal officiel de la République française.

ANNEXE I
DESCRIPTION DES LICENCES ET MAÎTRISES
DU SECTEUR ARTISTIQUE ET CULTUREL

1. Licence et maîtrise d'archéologie

Contenu de la licence

350 heures au moins d'enseignement, dont 250 heures au moins réparties entre les matières suivantes :
- analyse du paléo-environnement ;
- étude historique et archéologique d'au moins deux grandes aires chrono-culturelles ;
- technique et méthodologie de la fouille ;
- applications informatiques de l'archéologie.

Mention

La licence d'archéologie peut être assortie de la mention Documentation dans les conditions définies par l'arrêté du 28 août 1990 susvisé.

Contenu de la maîtrise

350 heures au moins de formation, dont :
- un enseignement théorique et méthodologique de 100 heures au moins laissé au choix de l'établissement ;
- un travail d'étude et de recherche avec ou sans stage.

Accès de plein droit

Sont admis de plein droit à s'inscrire en vue de :

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- la licence d'archéologie assortie ou non d'une mention, les titulaires du DEUG Arts, mention Histoire des arts et archéologie, les titulaires du DEUG Sciences humaines et sociales, mention Histoire des arts et archéologie, les titulaires du DEUG Lettres et langues, mention Histoire des arts et archéologie, ainsi que les titulaires du DEUG mention lettres et arts, section Histoire des arts ;
- la maîtrise d'archéologie les titulaires de la licence d'archéologie, assortie ou non d'une mention, les titulaires de la licence d'histoire de l'art et archéologie assortie de la mention archéologie.

2. Licence et maîtrise d'arts appliqués

Contenu de la licence

500 heures d'enseignement au moins, dont :
- 400 heures d'enseignement au moins portant sur les domaines suivants :
  - la théorie et l'histoire des techniques de création, de représentations plastiques ;
  - la pratique des techniques de création, de représentations plastiques ;
  - la théorie et la pratique des techniques de création appliquées à l'industrie, à l'artisanat et au cadre de vie.
- 100 heures d'enseignement laissées au choix de l'établissement. Ces enseignements peuvent porter soit sur un renforcement d'enseignements visés ci-dessus, soit sur d'autres enseignements en relation avec les secteurs professionnels et donnent lieu à un stage scolaire à un suivi pédagogique et à un rapport.

Dans tous les cas, sur les 500 heures d'enseignement, la pratique en arts appliqués doit correspondre à 250 heures au moins et à 300 heures au plus.

Contenu de la maîtrise

Un enseignement de 100 heures au moins en séminaire-atelier laissé au choix de l'établissement ;
Un travail d'étude et de recherche
Un stage coordonné soit à l'enseignement, soit au travail d'étude et de recherche.
L'enseignement et le travail d'étude et de recherche relèvent du domaine des arts appliqués à l'industrie, à l'artisanat et au cadre de vie. Le travail d'étude et de recherche implique une part de pratique en arts appliqués et une part de réflexion théorique articulée de façon cohérente et équilibrée.

Accès de plein droit

Sont admis de plein droit à s'inscrire en vue de :
- la licence d'arts appliqués, les titulaires du DEUG Arts, mention Arts plastiques, ainsi que les titulaires du DEUG mention lettres et arts, section Arts plastiques ;
- la maîtrise d'arts appliqués, les titulaires de la licence d'arts appliqués.

3. Licence et maîtrise d'arts plastiques

Contenu de la licence

450 heures d'enseignement au moins dont :
- 350 heures d'enseignement au moins portant sur les domaines suivants :
  - la pratique des arts plastiques en atelier ;
  - formation généraliste en arts plastiques ;
  - exercice d'une technique ;
  - les approches discursives ;
  - histoire de l'art et connaissance des arts contemporains ;
  - esthétique et théorie des arts, appliquées aux arts plastiques ;
  - initiation à une ou plusieurs sciences humaines et sociales appliquées aux arts ;
  - un séminaire-atelier de synthèse qui consiste en un travail sur thèmes et projets assurant une relation entre les pratiques artistiques et les approches discursives.
- 100 heures d'enseignement laissées au choix de l'établissement. Ces enseignements peuvent porter soit sur un renforcement d'enseignements visés ci-dessus, soit sur d'autres enseignements, et en particulier :
  - pratique d'un art autre que les arts plastiques ;
  - pédagogie et connaissance du milieu ;
  - technologie informatisée de l'image ;
  - communication audiovisuelle.

Dans tous les cas, sur les 450 heures d'enseignement, la pratique en arts plastiques doit correspondre à 250 heures au moins et à 275 heures au plus.

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Contenu de la maîtrise

Un enseignement de 100 heures au moins en séminaire-studio, situé au choix de l'établissement portant sur la pratique et la théorie des arts plastiques et accompagné d'un suivi de la pratique plastique de chaque étudiant.

Un travail d'étude et de recherche dans lequel pratique artistique et réflexion théorique sont coordonnées.

Accès de plein droit

Sont admis de plein droit à s'inscrire, en vue de :
- la licence d'arts plastiques, les titulaires du DEUG Arts, mention Arts plastiques ou Médiation culturelle et communication ou Histoire des arts et archéologie, les titulaires du DEUG Sciences humaines et sociales, mention Histoire des arts et archéologie, les titulaires du DEUG Lettres et langues, mention Histoire des arts et archéologie, ainsi que les titulaires du DEUG mention Lettres et arts, section Arts plastiques ;
- la maîtrise d'arts plastiques, les titulaires de la licence d'arts plastiques.

4. Licence et maîtrise en arts du spectacle

Mentions

La licence et la maîtrise en arts du spectacle ont assorties de l'une des mentions suivantes : Danse ; Études cinématographiques et audiovisuelles ; Études théâtrales.

Contenu de la licence

450 heures d'enseignement au moins dont :
a) 150 heures d'enseignement au moins réparties entre histoire et sociologie des arts du spectacle ; esthétique et théorie des arts du spectacle ; éducation et droit des arts du spectacle.
b) 150 heures d'enseignement au moins portant sur le domaine de formation couvert par la mention et portant sur :
- pour la mention Études cinématographiques et audiovisuelles : analyse et pratique des formes plastiques et sonores ; analyse et pratique du récit cinématographique ;
- pour la mention Études théâtrales : pratique de l'écriture et expression dramatique ; pédagogie du jeu dramatique ; théorie et pratique ;
- pour la mention Danse : pratiques et techniques de la danse ; écriture et création chorégraphiques. A ces enseignements s'ajoute la pratique individuelle de la danse.
c) 150 heures d'enseignement liées au choix de l'établissement. Ces enseignements peuvent porter soit sur un renforcement d'enseignements visés ci-dessus, soit sur d'autres enseignements.

Contenu de la maîtrise

Un enseignement de 100 heures au moins laissé au choix de l'établissement.

Un travail d'étude et de recherche pouvant intégrer une partie pratique, se fonder sur un stage ou combiner les deux possibilités, et portant sur le domaine visé par la mention.

Pour ce qui concerne la licence et la maîtrise en arts du spectacle mention Danse, les enseignements, tant en licence qu'en maîtrise, sont assurés avec le concours d'intervenants extérieurs, dont la pratique ou les travaux attestent la compétence, pour une durée maximale de 36 % du volume horaire total de la formation.

Accès de plein droit

Sont admis de plein droit à s'inscrire en vue de :
- la licence en arts du spectacle, quelle qu'en soit la mention, les titulaires du DEUG Arts, mentions Arts du spectacle ou Médiation culturelle et communication, ainsi que les titulaires du DEUG mention Lettres et arts, section Arts plastiques ou section Histoire des arts au section Musique ;
- la maîtrise en arts du spectacle, assortie de la mention Danse, les titulaires de la licence assortie de la mention correspondante et les titulaires de la licence en danse ;
- la maîtrise en arts du spectacle, assortie de la mention Études cinématographiques et audiovisuelles ;
- la maîtrise en arts du spectacle, assortie de la mention Études théâtrales, les titulaires de la licence assortie de la mention correspondante et les titulaires de la licence d'études théâtrales.

http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000565427&... 14/02/2011
5. Licence et maîtrise de conception
et mise en œuvre de projets culturels

Contenu de la licence

500 heures d'enseignement au moins, dont :
- a) 250 heures d'enseignement au moins portant sur les domaines suivants :
  - les champs artistiques ; théories et concept de la culture ;
  - politiques et idéologies de l'art et de la culture ;
  - économie et sociologie de l'art et de la culture ;
  - l'art, la culture et les institutions ;
  - les stratégies institutionnelles ;
  - État, collectivités territoriales et projet culturel ;
  - enjeux culturels internationaux ;
  - droit de la création et de la diffusion artistique ;
  - marché, entreprise et spectacle vivant ;
  - techniques de gestion et de médiation de l'art et de la culture ;
  - techniques de communication ;
  - gestion et comptabilité ;
  - droit des associations, droit du travail.
- b) 100 heures au moins de formation pratique sous forme de stages en milieu professionnel et d'études de milieu.
- c) 150 heures d'enseignement laissées au choix de l'établissement.

Ces enseignements peuvent porter soit sur un renforcement des enseignements visés ci-dessus, soit sur d'autres enseignements.

Contenu de la maîtrise

Un enseignement de 150 heures au moins laissé au choix de l'établissement.

Un travail d'étude et de recherche portant sur l'élaboration et l'organisation d'un projet culturel, pouvant intégrer une partie pratique, se fondre sur un stage professionnel ou combiner les deux possibilités.

Collaboration et concours d'intervenants extérieurs

Les enseignements de licence et de maîtrise sont assurés en collaboration avec les concours d'intervenants extérieurs, dans la pratique ou les travaux attestant la compétence, pour une durée maximum de 50 % du volume horaire total.

Accès de plein droit

Sont admis de plein droit à s'inscrire, en vue de :
- la licence de conception et mise en œuvre de projets culturels, les titulaires du DEUG Arts, mention Arts plastiques ou Histoire des arts et archéologie ou Musique, ou les titulaires du DEUG Sciences humaines et sociales, mention Histoire des arts et archéologie, ou les titulaires du DEUG Lettres et langues, mention Histoire des arts et archéologie, dont la formation du DEUG comporte des enseignements d'adaptation préparant aux disciplines enseignées dans cette licence.

Accès conditionnel

Sont admis en licence de conception et mise en œuvre de projets culturels les titulaires du DEUG Arts, mention Arts plastiques ou Histoire des arts et archéologie ou Musique, ou les titulaires du DEUG Sciences humaines et sociales, mention Histoire des arts et archéologie, ou les titulaires du DEUG Lettres et langues, mention Histoire des arts et archéologie, dont la formation du DEUG comporte des enseignements d'adaptation préparant aux disciplines enseignées dans cette licence.

6. Licence et maîtrise d'histoire de l'art

Contenu et mention de la licence

350 heures au moins d'enseignement, dont 250 heures au moins portant sur :
- histoire de l'art antique ;

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Détail d'un texte

- histoire de l'art médiéval ;
- histoire de l'art moderne ;
- histoire de l'art contemporain ;
- initiation à des techniques d'approche d'histoire de l'art.

Mention

La licence d'histoire de l'art peut être assortie de la mention Documentation dans les conditions définies par l’arrêté du 28 août 1990 susvisé.

Contenu de la maîtrise

350 heures au moins de formation, dont :
- un enseignement théorique et méthodologique de 100 heures au moins laissé au choix de l'établissement ;
- un travail d'étude et de recherche avec ou sans stage.

Accès de plein droit

Sont admis de plein droit à s'inscrire, en vue de :
- l'obtention d'une licence d'histoire de l'art assortie ou non d'une mention, les titulaires du DEUG Arts, mentions Histoire des arts et archéologie ou Arts plastiques, les titulaires du DEUG Sciences humaines et sociales, mention Histoire des arts et archéologie, les titulaires du DEUG Lettres et langues, mention Histoire des arts et archéologie, ainsi que les titulaires du DEUG mention Lettres et arts, section Histoire des arts ;
- la maîtrise d'histoire de l'art, les titulaires de la licence Histoire de l'art, assortie ou non d'une mention, les titulaires de la licence Histoire de l'art et archéologie assortie de la mention Histoire de l'art.

7. Licence et maîtrise de musique

Contenu de la licence

450 heures d'enseignement au moins dont :
a) 350 heures d'enseignement au moins portant sur les domaines suivants :
- pratique et techniques de la musique ; formation de l'oreille, écriture, pratiques vocales et instrumentales ;
- patrimoines musicaux : histoire, esthétique, analyse ;
- activités de synthèse individuelles et collectives : interprétation, production, réalisation.
b) 100 heures d'enseignement laissées au choix de l'établissement.

Ces enseignements, qui peuvent porter soit sur un renforcement d'enseignements visés ci-dessus, soit sur d'autres enseignements, et en particulier :
- théorèmes d'enseignement produit par des auteurs, nouveaux techniques, psychologie de la formation à l'enseignement.

Dans tous les cas, sur les 450 heures d'enseignement, 250 heures au moins et 275 heures au plus sont consacrées à la pratique musicale.

Contenu de la maîtrise

Un enseignement de 100 heures au moins laissé au choix de l'établissement.
Un travail d'étude et de recherche qui peut être soit un mémoire, soit une production musicale accompagnée d'un texte de réflexion critique.

Accès de plein droit

Sont admis de plein droit à s'inscrire, en vue de :
- la licence de musique, les titulaires du DEUG Arts, mention Musique, ainsi que les titulaires du DEUG mention Lettres et arts, section Musique ;
- la maîtrise de musique, les titulaires de la licence de musique ou de la licence d'éducation musicale ou de la licence d'animation musicale.

ANNEXE II

http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT00000565427&.. 14/02/2011
TABLEAU DES ACCES AUX LICENCES A PARTIR DU DEUG ARTS

Vous pouvez consulter le tableau dans le JO no 0104 du 04/05/97 Page 6749 a 6753


Pour le ministre et par délégation :

Le directeur général

des enseignements supérieurs,

C. Forestier

http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000565427&f...
Netherlands

HBO Bachelor of Arts and Economics, Visual Arts and Design Management (Netherlands) awarded by the Utrecht School of the Arts in 2009
Subject: Study progress review
Date: 01 July 2010
Degree programme: B.A. Art and Economics, full-time, Cohort 2004
Exam programme: IAE-D04, first year Art and Economics

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# Study Progress Review

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## Study progress review

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Exam date 31-08-2009

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Ireland

Ordinary Bachelor Degree (Ireland) in International Business awarded by the Institute of Technology, Blanchardstown in 2008

http://www.itb.ie/StudyatITB/bn017.html

Bachelor of Business in International Business
Course code: BN017
Duration: 3 years
NFQ level: 7
Method of application: CAO
Schedule: Full time
Award title: Bachelor of Business in International Business
Credits for Full Award: 120 @ NFQ Level 6; 60 @ NFQ Level 7
Awarding Body: ITB

Entry Route into programme:
• Leaving Certificate
• Mature grounds
• Special circumstances
• FETAC graduates
• Certificate in General Studies

Transfer and Progression:
BN411 Bachelor of Business (Honours) in International Business

Minimum Entry Requirements

The minimum entry requirements for standard entrants are a pass in five subjects (ordinary level) in the Leaving Certificate, to include Mathematics and English or Irish or an equivalent qualification. Leaving Certificate Mathematics at Foundation Level (at grade B2 or higher) counts as a subject towards the five passes. The points awarded for Foundation Level Mathematics (at grade B2 or higher) are as follows:

A1 = 20 points A2 = 15 points
B1 = 10 points B2 = 5 points

A grade E in Leaving Certificate Mathematics at Higher Level counts as a subject towards the five passes, however no points will be awarded for this grade.

There is no prior language requirement for the language electives. Students may choose an elective language from French, German or Spanish.

Recommendation:
The Institute recommends that students participate on the Erasmus scheme in Year 3 to facilitate the development of their spoken language skills. They can spend the full academic year at a partner college in the country of their language choice. However it is not possible to receive a terminal award when the final year was taken in another College. So the options available to the student upon their

26 Consulted on October 14th 2011
return to ITB would be to successfully complete 4th year of the Bachelor of Business (Honours) in International Business or repeat 3rd year of the Bachelor of Business in International Business.

Mature students may be admitted without meeting these formal requirements. The minimum entry requirements for graduates of FETAC Level 5 or 6 awards is any full award.

**Course Content**

**Year 1**

- Accounting 1
- Economics 1
- Business Administration
- Business Information Systems
- Business Mathematics and Statistics 1
- Elective: French PLC 1a or Spanish Ab-Initio 1 a or Spanish PLC 1a or German Ab-Initio 1a or German PLC1a or French Ab-Initio 1a or *English for Academic Purposes 1

- Accounting 2
- Economics 2
- Business Management
- Business Communications
- Business Mathematics and Statistics 2
- Elective: French PLC 1b or Spanish Ab-Initio 1b or Spanish PLC 1b or German Ab-Initio 1b or German PLC 1b or French Ab-initio 1b or *English for Academic Purposes 2

* Where students already have competence in a language which may be used for international business, students may choose to take the English for Academic Purposes electives in Year 1

**Year 2**

- Financial Accounting
- Electronic Commerce
- Marketing Principles 1
- European Studies
- Elective 1: French for Business 2a or German for Business 2a or Spanish for Business 2a

- Elective 2: French Language, Culture and Society 2a or German Language, Culture and Society 2a or Spanish Language, Culture and Society 2a

- Elective 3: English for Business Purposes 1 and Traditional Irish Culture and Society

- Management Accounting
- Information Management
- International Economic & Public Policy

**Year 3**

- Elective 1: French for Business 2b or German for Business 2b or Spanish for Business 2b

**Semester 3**

- Elective 2: French Language, Culture and Society 2a or German Language, Culture and Society 2a or Spanish Language, Culture and Society 2a

- Elective 3: English for Business Purposes 1 and Traditional Irish Culture and Society

**Semester 4**

- Elective 1: French for Business 2b or German for Business 2b or Spanish for Business 2b
Elective 2:
French Language, Culture and Society 2b or
German Language, Culture and Society 2b or
Spanish Language, Culture and Society 2b
Elective 3:
English for Business Purposes 2 and Contemporary
Irish Culture and Society

Students who have chosen a langue elective (French,
German, Spanish) in Year 1 must take an Elective from
Elective 1 and an Elective from Elective 2

Year 3
• Financial Management 1
• Business Systems Analysis
• Organisational Behaviour
• Entrepreneurship
• Elective 1:
French for Business 3a or German for Business 3a
or Spanish for Business 3a or Intercultural Studies 1

Semester 5
• Elective 2:
French PLC 1a or Spanish Ab-Initio 1a or German
Ab-Initio 1a or Operations Management or French
Ab-Initio 1a
• Business Law
• Databases for Business
• Human Resource Management
• International Selling and Sales Management
• Elective 1:
French for Business 3b or German for Business 3b
or Spanish for Business 3b or Intercultural Studies 2

Semester 6
• Elective 2:
French PLC 1b or Spanish Ab-Initio 1b or German
Ab-Initio 1b or Enterprise Development or French
Ab-initio 1b

Students on the English language speaking stream must
choose one elective module from Elective 2 in Semester 1
and Semester 2
Level 5 Certificate (Ireland) in Childcare awarded by the Further Education and Training Awards Council (FETAC) in 2008

http://www.fetac.ie/fetac/awardsDirectory.do?method=getMajorAwardDetails

<table>
<thead>
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<th>Childcare</th>
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<td>07-11-2006</td>
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Certification Requirements:
This award is only available through programmes offered by FAS. We are in the process of migrating all of these awards as well as the former NCVA awards over to a common awards structure which will be available in the future to any centre with a validated programme.
The total credit value required for this certificate is 9. This will be achieved by completing:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credit Value</th>
</tr>
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<tbody>
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<tr>
<td>354</td>
<td>Childcare Workplace Skills</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>551</td>
<td>Child Development in Childcare</td>
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<td>1</td>
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<td>552</td>
<td>Care Practice in Childcare</td>
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<td>1</td>
</tr>
<tr>
<td>553</td>
<td>Provision of Care in Childcare</td>
<td>5</td>
<td>1</td>
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<tr>
<td>554</td>
<td>Health Care in Childcare</td>
<td>5</td>
<td>1</td>
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<tr>
<td>555</td>
<td>Safety in Childcare</td>
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<tr>
<td>556</td>
<td>Communications</td>
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<td>.5</td>
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<td>999</td>
<td>Information Technology</td>
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A minimum credit value of 1 from the following component(s)

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<tr>
<td>582</td>
<td>After School Childcare</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>583</td>
<td>Professional Childminding</td>
<td>5</td>
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**Level 6 Special Purpose Certificate (Ireland) in Driving Instruction awarded by FETAC in 2008**

http://www.fetac.ie/fetac/awardsDirectory.do?method=getMajorAwardDetails&majorAwardId=4977&fromPage=awardsByNFQLevel

<table>
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**Certification Requirements:**
The Road Safety Authority has statutory responsibility for training and assessment in these areas. Providers should contact the RSA directly to access the programme.

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27 Consulted on October 14th 2011
The total credit value required for this certificate is 45. This will be achieved by completing:

<table>
<thead>
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<td>6N0093</td>
<td>Car Driving Skills</td>
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<td>6N0094</td>
<td>Driving Instruction Skills</td>
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b. Assessment statements

France :

ATTESTATION DE COMPARABILITÉ
POUR UN DIPLÔME OBTENU À L'ÉTRANGER

[Monsieur/Madame X]
[Adresse]
[Code postal/Ville]
[Pays]

Sèvres, le 15 mars 2011

Nous attestons, au vu des pièces qui nous ont été présentées, que le diplôme conférant le grade de «Bachelier – Éducateur spécialisé en accompagnement psycho-éducatif», délivré le 22 juin 2010 par la Haute École libre mosane à Liége (BELGIQUE), sanctionne trois années d’études supérieures à vocation professionnelle dans le système éducatif belge.

En Belgique, ce diplôme permet à son détenteur de proposer ses compétences sur le marché de l’emploi, en particulier pour travailler en tant qu’éduteur spécialisé. Il peut également permettre une poursuite d’études au niveau supérieur, sous réserve, sauf exception, de la réussite d’une année préparatoire.

Après expertise du dossier, le Centre ENIC-NARIC France considère que ce diplôme conférant le grade de «Bachelier – Éducateur spécialisé en accompagnement psycho-éducatif» peut être comparé à un diplôme de niveau III de la nomenclature française des niveaux de formation.*

Pour le directeur et par délégation,

Myriam Leroux
Responsable du Département reconnaissance des diplômes
Centre ENIC-NARIC France

Cette comparaison est fondée sur une évaluation effectuée par un expert du centre ENIC-NARIC France. Elle vise à aider le détenteur du diplôme étranger dans ses démarches auprès des administrations. Elle vise également à aider les établissements d’enseignement et les employeurs (dans le cas des professions non réglementées) à évaluer les diplômes étrangers soumis. Cette attestation ne se substitue pas à la décision finale de reconnaissance qu’ils peuvent prendre. Le procédé d’évaluation n’inclut pas l’authentification systématique des diplômes étrangers présentés par le titulaire.

*Voir explications au verso.
ATTESTATION DE COMPARABILITÉ
POUR UN DIPLÔME OBTENU À L'ÉTRANGER

Madame/Monsieur
Address
Address
Address

Sèvres, le 15 mars 2011

Réf. : PXXXXX/CMA/2011

Nous attestons, au vu des pièces qui nous ont été présentées, que le diplôme intitulé « Getuigschrift Hoger Beroepsonderwijs », conférant le grade de « Bachelor of Art and Economics », délivré le 15 mars 2011 par l'établissement « Hogeschool voor de Kunsten » à Utrecht (PAYS-BAS), sanctionne quatre années d'études supérieures à vocation professionnelle dans le système éducatif néerlandais. Aux Pays-Bas, ce diplôme permet à son détenteur de poursuivre des études au niveau supérieur de « Master » ou d'exercer la profession pour laquelle il s’est spécialisé.

Après expertise du dossier, le Centre ENIC-NARIC France considère que ce « Getuigschrift Hoger Beroepsonderwijs » peut être comparé à un diplôme de niveau II de la nomenclature française des niveaux de formation, ce qui correspond au niveau 5 du cadre européen des certifications (CfE).*

Pour le directeur et par délégation

Myriam Lercux
Responsable du Département reconnaissance des diplômes
Centre ENIC-NARIC France

Cette comparaison est fondée sur une évaluation effectuée par un expert du centre ENIC-NARIC France. Elle vise à aider le détenteur du diplôme étranger dans ses démarches auprès des administrations. Elle vise également à aider les établissements d'enseignement et les employeurs (dans le cas des professions non réglementées) à évaluer les diplômes étrangers soumis. Cette attestation ne se substitue pas à la décision finale de reconnaissance qu'il peuvent prendre. La procédure d'évaluation n'inclut pas l'authentification systématique des diplômes étrangers présentés par le titulaire.

*Voir explications au verso.
ATTESTATION DE COMPARABILITÉ
POUR UN DIPLÔME OBTENU À L’ÉTRANGER

Madame/Monsieur
Adresse
Adresse
Adresse

Sèvres, le 15 mars 2011

Réf. : PXXXXX/CMA/2011

Nous attestons, au vu des pièces qui nous ont été présentées, que le diplôme intitulé « Bachelor of Business in International Business », délivré le 15 mars 2011 par l’institut technologique de Blanchardstown sous tutelle de l’organisme « Higher Education and Training Awards Council (HETAC) » (IRLANDE), sanctionne trois années d’études supérieures dans le système éducatif irlandais.

En Irlande, ce diplôme permet à son détenteur de poursuivre ses études à un niveau supérieur ou de présenter ses compétences sur le marché de l’emploi dans le domaine du commerce.

Après expertise du dossier, le Centre ENIC-NARIC France considère que ce diplôme de « Bachelor of Business in International Business » peut être comparé à un diplôme de niveau II de la nomenclature française des niveaux de formation, ce qui correspond au niveau 5 du cadre européen des certifications (CEC).1

Pour le directeur et par délégation

Myriam Leroux
Responsable du Département reconnaissance des diplômes
Centre ENIC-NARIC France

Cette comparaison est fondée sur une évaluation effectuée par un expert du centre ENIC-NARIC France. Elle vise à aider le détenteur du diplôme étranger dans ses démarches auprès des administrations. Elle vise également à aider les établissements d’enseignement et les employeurs (dans le cas des professions non réglementées) à évaluer les diplômes étrangers soumis. Cette attestation ne se substitue pas à la décision finale de reconnaissance qu’ils peuvent prendre. La procédure d’évaluation n’inclut pas l’authentification systématique des diplômes étrangers présentés par le titulaire.

*Voir explications au verso.
ATTESTATION DE COMPARABILITÉ
POUR UN DIPLÔME OBTENU À L'ÉTRANGER

Madame/Monsieur
Adresse
Adresse
Adresse

Sèvres, le 1er février 2011

Réf. : PXXXXXXX/CMA/2011

Nous attestons, au vu des pièces qui nous ont été présentées, que le diplôme intitulé « Level 6 Advanced Certificate : Supervision in Childcare », délivré le 6 juillet 2010 par l'organisme « FETAC Further Education and Training Awards Council » (IRLANDE), sanctionne la fin d'une formation postsecondaire à vocation professionnelle d'une durée d'environ huit semaines (incluant un stage pratique), dans le système éducatif irlandais.

L'accès à cette formation s'effectue sur présentation d'un premier diplôme professionnel correspondant à la fin des études secondaires d'une durée de cinq ans en Irlande.

En Irlande, ce diplôme permet à son détenteur de proposer ses compétences dans des centres d'éducation et de soins pour les enfants âgés de 0 à 6 ans ou de poursuivre ses études à un niveau supérieur, notamment en deuxième année d'université.

Après expertise du dossier, le Centre ENIC-NARIC France considère que ce diplôme de « Level 6 Advanced Certificate : Supervision in Childcare » peut être situé entre un diplôme de niveau IV et un diplôme de niveau III de la nomenclature française des niveaux de formation.*

Pour le directeur et par délégation

Myriam Leroux
Responsable du Département reconnaissance des diplômes
Centre ENIC-NARIC France

Cette comparaison est fondée sur une évaluation effectuée par un expert du centre ENIC-NARIC France. Elle vise à aider le détenteur du diplôme étranger dans ses démarches auprès des administrations. Elle vise également à aider les établissements d'enseignement et les employeurs (dans le cas des professions non réglementées) à évaluer les diplômes étrangers soumis. Cette attestation ne se substitue pas à la décision finale de reconnaissance qu'ils peuvent prendre. La procédure d'évaluation n'inclut pas l'authentification systématique des diplômes étrangers présentés par le titulaire.

*Voir explications au verso.
Irlande :

The information provided below is advisory in nature. It is based on the award documentation presented by the applicant and does not make any representations regarding the authenticity of the documentation presented. It does not represent right of access to employment, education or training. The information provided may assist an employer or education and training provider determine if an applicant holds the qualifications deemed necessary for employment / programme entry. However the decision to grant access to employment / education and training programmes is at the discretion of the employer or education and training provider.

This advice is based on current understandings of the comparability of awards. Comparability of awards may have to be re-examined in the future on the basis of changes and developments in national and international education and qualifications systems and our knowledge thereof. In accordance with the retention policy of the Authority, applicants have nine months from the date of issue of this advice letter to query the advice contained therein, after which point the applicants' file will be deleted.

Name
Address 1
Address 2
Address 3

Ref: NL 21072011 / HXXX

21 July 2011

Dear X,

We refer to your application for the recognition of your Diplome d’Ingenieur (Automobile Technology) award made by Ecole Superieure des Techniques Aeronautiques et de Construction Automobile (ESTACA) in France in 1999. ESTACA is a recognised higher education institution in France.

We wish to advise that the Diplome d’Ingenieur award, attained in 1999, is considered comparable to a Masters Degree which is at Level 9 on the Irish National Framework of Qualifications (NFQ). This comparison is made on the basis of research into the award and also into the status of the issuing institution.

The NFQ comprises ten levels, with each level based on specified standards of knowledge, skill and competence. These standards define the outcomes to be achieved by learners seeking to gain awards at each level.

Learning outcomes at Level 9, the level at which your award has been compared, relate to the demonstration of knowledge and understanding which is at the forefront of a field of learning. The outcomes relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts related to a field of study. The outcomes are associated with an ability to integrate knowledge, handle complexity and formulate judgements. Outcomes associated with this level would link with employment as a senior professional or manager with responsibility for the work outputs of teams.
Please find a copy of the framework overleaf.

I trust this is of assistance.

Yours sincerely,

Niamh Lenihan
Manager of Operations - Recognition
The information provided below is advisory in nature. It is based on the award documentation presented by the applicant and does not make any representations regarding the authenticity of the documentation presented. This comparability statement is advisory in nature. It does not represent right of access to employment, education or training. The information provided may assist an employer or education and training provider determine if an applicant holds the qualifications deemed necessary for employment/programme entry. However, the decision to grant access to employment/education and training programmes is at the discretion of the employer or education and training provider.

This advice is based on current understandings of the comparability of awards. Comparability of awards may have to be re-examined in the future on the basis of changes and developments in national and international education and training systems and our knowledge thereof. In accordance with the retention policy of the Authority, applicants have nine months from the date of issue of this advice letter to query the advice contained therein, after which point the applicants' file will be deleted.

Name
Address 1
Address 2
Address 3

Ref: NL 21072011 / HXXX

21 July 2011

Dear Mr X,

We refer to your application for the recognition of your Maîtrise (French linguistics) award made by Université Paris VIII in France in 2003. Université Paris VIII is a recognised higher education institution in France.

We wish to advise that the Maîtrise award, attained in 2003, is considered comparable to a Postgraduate Diploma which is at Level 9 on the Irish National Framework of Qualifications (NFQ). This comparison is made on the basis of research into the award and also into the status of the issuing institution.

The NFQ comprises ten levels, with each level based on specified standards of knowledge, skill and competence. These standards define the outcomes to be achieved by learners seeking to gain awards at each level. A copy of the framework has also been included for your reference.

Learning outcomes at Level 9, the level at which your award has been compared, relate to the demonstration of knowledge and understanding which is at the forefront of a field of learning. The outcomes relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts related to a field of study. The outcomes are associated with an ability to integrate knowledge, handle complexity and formulate judgements. Outcomes associated with this level would link with employment as a senior professional or manager with responsibility for the work outputs of teams.

5th Floor, Jervis House, Jervis Street, Dublin 1, Ireland
Phone: +353 1 8871500 Fax: +353 1 8871595
Email: info@nqai.ie www.nqai.ie
Please find a copy of the Framework overleaf

I trust this is of assistance.

Yours sincerely,

Niamh Lenahan
Manager of Operations - Recognition
The information provided below is advisory in nature. It is based on the award documentation presented by the applicant and does not make any representations regarding the authenticity of the documentation presented. It does not represent right of access to employment, education or training. The information provided may assist an employer or education and training provider determine if an applicant holds the qualifications deemed necessary for employment / programme entry. However the decision to grant access to employment / education and training programmes is at the discretion of the employer or education and training provider.

This advice is based on current understandings of the comparability of awards. Comparability of awards may have to be re-examined in the future on the basis of changes and developments in national and international education and training systems and our knowledge thereof. In accordance with the retention policy of the Authority, applicants have nine months from the date of issue of this advice letter to query the advice contained therein, after which point the applicants file will be deleted.

Name
Address 1
Address 2
Address 3

Ref: NL 21072011 / HXXX

21 July 2011

Dear Ms X,

We refer to your application for the recognition of your Licence (Aesthetics) award made by Université de Paris I - Panthéon-Sorbonne in France in 1991. Université de Paris I - Panthéon-Sorbonne is a recognised higher education institution in France.

We wish to advise that the Licence award, attained in 1991, is considered comparable to an Honours Bachelor Degree which is at Level 8 on the Irish National Framework of Qualifications (NFQ). This comparison is made on the basis of research into the award and also into the status of the issuing institution.

The NFQ comprises ten levels, with each level based on specified standards of knowledge, skill and competence. These standards define the outcomes to be achieved by learners seeking to gain awards at each level. A copy of the framework has also been included for your information.

Learning outcomes at Level 8, the level at which your award has been compared, relate to being at the forefront of a field of learning in terms of knowledge and understanding and with innovation as key feature. The outcomes include an awareness of the boundaries of the learning in the field and the preparation required to push back those boundaries through further learning. The outcomes relate to adaptability, flexibility, ability to cope with change and ability to exercise initiative and solve problems within their field of study. In a number of applied fields the outcomes are those linked with the independent, knowledge-based professional. In other fields the outcomes are linked with those of a generalist and would normally be appropriate to management positions.
Please find a copy of the framework overleaf.

I trust that this is of assistance.

Yours sincerely,

Niamh Lenihan
Manager of Operations - Recognition
The information provided below is advisory in nature. It is based on the award documentation presented by the applicant and does not make any representations regarding the authenticity of the documentation presented. This comparability statement is advisory in nature. It does not represent right of access to employment, education or training. The information provided may assist an employer or education and training provider determine if an applicant holds the qualifications deemed necessary for employment/programme entry. However, the decision to grant access to employment/education and training programmes is at the discretion of the employer or education and training provider.

This advice is based on current understandings of the comparability of awards. Comparability of awards may have to be re-examined in the future on the basis of changes and developments in national and international education and training systems and our knowledge thereof. In accordance with the retention policy of the National Qualifications Authority of Ireland, applicants have nine months from the date of issue of this advice letter to query the advice contained therein. After which period the applicants' file will be deleted.

Name
Address 1
Address 2
Address 3

Ref: NL 21072011/XXXX

21 July 2011

Dear X,

We refer to your application for the recognition of your Bachelor Degree (Education) award made by Haute Ecole Libre Mosane (HELMo) in Belgium in 2010. The Haute Ecole Libre Mosane is a recognised higher-education institution in Belgium.

We wish to advise you that the Bachelor Degree award, attained in 2010, is considered comparable to an Ordinary Bachelor Degree, which is at Level 7 on the Irish National Framework of Qualifications (NFQ). This comparison is made on the basis of research into the award and also into the status of the issuing institution.

The NFQ comprises ten levels, with each level based on specified standards of knowledge, skill and competence. These standards define the learning outcomes to be achieved by learners seeking to gain awards at each level. A copy of the framework has been included for your information.

Learning outcomes at Level 7, the level at which your award has been compared, relate to knowledge and critical understanding of the well-established principles in a field of study and the application of those principles on a field of study and the application of those principles in different contexts. This level includes knowledge of methods of enquiry and the ability to critically evaluate the appropriateness of different approaches to solving problems. The outcomes include an understanding of the limits of knowledge acquired and how this influences analyses and interpretations in a work context. Outcomes at this level would be appropriate to
the upper end of technical occupations and would include higher technicians, some
restricted professions and junior management.

Please find a copy of the framework overleaf.

I trust that this is of assistance.

Yours sincerely,

Niamh Lenehan
Manager of Operations - Recognition
The information provided below is advisory in nature. It is based on the award documentation presented by the applicant and does not make any representations regarding the authenticity of the documentation presented. This comparability statement is advisory in nature. It does not represent right of access to employment, education or training. The information provided may assist an employer or education and training provider determine if an applicant holds the qualifications deemed necessary for employment or programme entry. However the decision to grant access to employment/education and training programmes is at the discretion of the employer or education and training provider.

This advice is based on current understandings of the comparability of awards. Comparability of awards may have to be re-examined in the future on the basis of changes and developments in national and international education and training systems and our knowledge thereof. In accordance with the retention policy of the Authority, applicants have nine months from the date of issue of this advice letter to query the advice contained therein, after which point the applicants' file will be deleted.

Name
Address 1
Address 2
Address 3

Ref: NL 21072011/XXXX

21 July 2011

Dear X,

We refer to your application for the recognition of your Bachelor Degree (Visual Art and Design Management) award made by Hogeschool voor de Kunsten Utrecht in the Netherlands in 2009. The Hogeschool voor de Kunsten Utrecht is a recognised higher-education institution in the Netherlands.

We wish to advise you that the Bachelor Degree award, attained in 2009, is considered comparable to an Ordinary Bachelor Degree, which is at Level 7 on the Irish National Framework of Qualifications (NFQ). This comparison is made on the basis of research into the award and also into the status of the issuing institution.

The NFQ comprises ten levels, with each level based on specified standards of knowledge, skill and competence. These standards define the learning outcomes to be achieved by learners seeking to gain awards at each level. A copy of the framework has been included for your information.

Learning outcomes at Level 7, the level at which your award has been compared, relate to knowledge and critical understanding of the well-established principles in a field of study and the application of those principles on a field of study and the application of those principles in different contexts. This level includes knowledge of methods of enquiry and the ability to critically evaluate the appropriateness of different approaches to solving problems. The outcomes include an understanding of the limits of knowledge acquired and how this influences analyses and interpretations in a work context. Outcomes at this level would be appropriate to
the upper end of technical occupations and would include higher technicians, some restricted professions and junior management.

Please find a copy of the framework overleaf.

I trust that this is of assistance.

Yours sincerely,

Niamh Lenihan
Manager of Operations - Recognition