

RECOGNITION OF PRIOR LEARNING AND EXPERIENCE

The basis for recognition at the GHU is the Lisbon Convention, which focuses on the examination regarding the essential difference in the acquisition of competences and considers recognition to be the norm.

According to the Lisbon Convention, the guiding principle of the recognition of prior learning¹ examination should be to enable recognition and to handle differences flexibly. Recognition procedures should be transparent, reliable and binding.

Procedure:

- Student: Examination documents, certificates, transcript of records, other documents²: The GHU has a form to list all academic achievements
- Office: Check for completeness: if necessary, submit the missing documents within a period of 2 weeks
- Office: Authenticity check - Only in case of reasonable doubt regarding the authenticity of documents, e.g. by requesting a duplicate at the issuing institution, verification by the issuing institution
- Admission Officer: Subsequently, critical evaluation of the study and examination achievements acquired in Curaçao or abroad.

¹ Compare: **European Commission** (2015) *Recognition of prior learning and experience* https://ec.europa.eu/education/ects/users-guide/recognising-prior-learning_en.htm (12.06.2019)

² Candidates with other relevant qualifications and a minimum of six years' relevant work experience may also be considered for admission. They need to demonstrate relevant work experience and the ability to study at postgraduate level. (CV, testimonials and documents/certificates about education, work history, projects, skills and strengths, responsibilities and accomplishments, studying, working and volunteering abroad, adaptability, communication skills, critical thinking/problem solving skills, mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components, questioning (oral or written), observations of performance in work based and/or simulated environments, challenge examinations/assessments, consideration of third-party reports and/or other documentation such as articles, reports, project material, papers, testimonials or other documents prepared by the candidate that relate to the learning outcomes of the relevant qualification components.

Guiding principles for the GHU:

Are the differences so significant that they would endanger the student's success in continuing his or her studies? The key elements of the examination at the GHU are based on five essential points.

1.) Quality:

- Checking whether the institution / university is recognized as a higher education institution (See: e.g. Naric/Enic Network)
- Checking whether the foreign higher education institution and, if applicable, the study program in the host country are accredited according to the legal provisions in force there.
- If yes: the work performed is of enough quality to be recognized.
- Questions about accreditation University/program: national information centers (compare: http://www.eurorecognition.eu/Manual/EAR_manual_v_1.0.pdf)

2.) Level:

- Question: To which level (Bachelor, Master) does the performance acquired abroad belong?
- Identify the place the stated qualification occupies in the respective educational system
- Assignment to the corresponding qualification in the educational system (see Level 6, Level 7, Level 8 European Qualification Framework)

3.) Learning outcomes:

- The recognition test should be learning outcomes based. (See also: Anderson, Lorin W. u. Krathwohl, David R. (Eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- The learning outcomes are not to be compared in detail at the micro level, but with regard to the requirements for successful further study.

4.) Workload

- For applicants from the European Higher Education Area: presentation of workload by ECTS credits. For international applicants, corresponding conversion systems
- Deviations in the quantitative extent of the study achievements (i.e. differences in the number of ECTS credits earned) are generally not a reason for the GHU to refuse recognition. The focus is on the qualitative learning outcomes achieved, i.e. the competences and skills acquired.

5.) Profile

- Examination of whether the learning outcomes achieved and submitted relate to the profile of the study program at the home institution (e.g. focus, qualification and competence objectives, research or application orientation, etc.)

Main Differences

- The GHU follows the recommendations of the Lisbon Convention. According to the recommendations published by the Lisbon Recognition Convention Committee, non-recognition should only be considered if there are significant differences in the following areas.
- For example:
- highly divergent learning outcomes. These are to be documented by the GHU with regard to learning target taxonomies (e.g. Bloom or Anderson and Krathwohl).
- Serious differences in the requirements for admission to further programs (e.g. master's or doctoral programs)
- significant difference in the focus of the study programs leading to a recognizable qualification.
- The comparability of study program should always be examined regarding the comparability of learning outcomes and the ability to continue studies, and not as an independent, necessary condition for the recognition of academic achievements.
- In exceptional cases: Significant differences in the quality of study programs Serious differences in the quality of study programs are documented by the GHU in order to meet the shift in the burden of proof. In cases of doubt, the GHU consults an external

evaluator or agency who assesses the study programs, e.g. with regard to learning outcomes and level assignment. In this case we contact an international evaluation organization, which is a member of the Association of International Credential Evaluators, Inc. (AICE) or the National Association of Credential Evaluation Services (NACES).

Refusal/recognition decision:

If there are no significant differences, full recognition of the study and examination achievements achieved will be granted. In cases where substantial differences exist, consideration should be given to whether partial recognition is possible. The reasons for the differences considered substantial will be clearly explained to the applicant by the GHU. The rejection of recognition will be made in writing. Students have the right to complain. In case of non-recognition, students can turn to the GHU's complaints office. Information about the procedure is provided with the rejection notice.

GHU is able to award credits for [learning outcomes](#) acquired outside the [formal learning](#) context through for example work experience, voluntary work, student participation, and independent study, provided that these learning outcomes satisfy the requirements of their [qualifications](#) or components. The recognition of the learning outcomes gained through non-formal and [informal learning](#) should be automatically followed by the award of the same number of ECTS credits attached to the corresponding part of a formal program³. Recognition of academic achievements from the non-university sector follows the same rules stated above.

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³Compare: **European Commission** (2015) Lifelong learning - open learning opportunities, https://ec.europa.eu/education/ects/users-guide/lifelong-learning-open-learning-opportunities_en.htm#ectsTop (12.03.2020)