Overseas Higher Education Qualification Assessment:

Meeting the Global Trends
Purposes

• To describe:
  – Humboldt system and Anglo-Saxon system
  – adherence to the Bologna process.

• To identify challenges and opportunities for New Zealand in relation to the Bologna process.

• To contribute to the study of the impact of the Bologna process in relation to New Zealand tertiary qualifications.
Major differences between Humboldt (HB) and Anglo-Saxon (A-S) systems

- HB had broader foundation period than A-S.
- HB had relatively longer duration than A-S (required to assimilate a large volume of study).
- Unlike A-S, there was no differentiation between under- and post-graduate study in HB model.
- Final qualifications in the HB (eg Dip-Ing) conferred both academic and professional rights automatically in the field of study.
The Bologna Process

• As a follow up of the Lisbon Recognised Convention, the Bologna process is an attempt to unify the founding education systems in Europe through the bachelor-master (ba-ma) system.
• It is scheduled to come into effect in 2010.
• The introduction of the European Credit Transfer System (ECTS):
  – Bachelor degree (180-240 ECTS)
  – Master degree (60-120 ECTS)
  – Ph.D (no credit-rated) (3-4 years full-time)
The Bologna standard study hours per annum 1500-1800 hours

<table>
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<th>Country</th>
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<th>Hour/ECTS</th>
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<td>New Zealand</td>
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Typical features of ba-ma system

• Introduction of a supervised research component (about 10 ECTS) within 3-year undergraduate degrees of 180-ECTS.

• Internships introduced into the curriculum of professional bachelors degrees in particular. (30 ECTS or equivalent - more or less 1 academic semester)

• Professional master degrees also requires an internship (20 ECTS)
Opportunities and Challenges

- **OPPORTUNITY:** Greater transparency through the introduction of the Diploma Supplement throughout all signatory countries.
- **OPPORTUNITY:** More accurate assessment of international higher education qualifications.

- **CHALLENGE:** Recognition of higher education degrees can only be refused if the qualification is “substantially different”.
- **CHALLENGE:** When recognition is refused, a clear explanation of the rationale for this must be provided.
Study Destinations for New Zealanders

- Europe: 38.5%
- Australia: 36.7%
- America: 21.1%
- Asia: 3.7%

Note: based on the IRD students interest free loan scheme (QRS – NZQA, 2006-2007)
New Zealanders planning to study overseas

Note: based on IRD students interest free loans scheme (QRS – NZQA, 2006 – October 2008)
Conclusions

• New Zealand is not isolated from the possible impacts of the Bologna process.
• The Bologna process is intended to develop a highly competitive and dynamic knowledge-based society in Europe.
• Through the Lisbon Recognition Convention — an important instrument used in the Bologna Process - it is an opportunity for recognition of New Zealand qualifications globally.
• Increased options and flexibility for New Zealand students to study internationally, particularly in Europe.
Conclusion (cont.)

• The Bologna process will create greater transparency between signatory countries, this may:
  – increase accuracy in the assessment of higher education gained overseas
  – increase student and graduate mobility
  – increase mutual recognition of higher education qualifications internationally (including credit transfer for further study)

• encourage greater cooperation between New Zealand and other signatory countries
Thoughts for the future

Further discussions and studies are needed in New Zealand to identify if it is necessary to:

- introduce the supervised research component at undergraduate degree level
- to promote “bachelor-master” pathway for professional-oriented degrees, in addition to the current academic-orientated pathways that exist in New Zealand
- move to include internships more widely in undergraduate degree programmes offered in New Zealand.
Thank you for your attention

Rudy Ruhnayat
Evaluator
Qualifications Recognition Service
New Zealand Qualifications Authority
Telephone: +64 4 463 3171       Fax: +64 4 802 3401
E-mail: rudy.ruhnayat@nzqa.govt.nz
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