GUIDELINES FOR TRAINING OF CREDENTIAL EVALUATORS IN LITHUANIA

2010

Developed by
Centre for Quality Assessment in Higher Education (Lithuanian ENIC/NARIC)
With consultations and support from:
Högskoleverket (Swedish NARIC)
Nuffic (Dutch NARIC)
UK NARIC

OUTLINE

Introduction

These Guidelines for Training of Credential Evaluators in Lithuania were prepared within the framework of the Lifelong Learning Programme project No 171230-LLP-1-2009-1-LT-KA1-KA1NARIC. The Guidelines were developed by the Centre for Quality Assessment in Higher Education (Lithuanian ENIC/NARIC) with the help and consultations of Högskoleverket (Swedish ENIC/NARIC), NUFFIC (Dutch ENIC/NARIC) and UK NARIC.

The development of the Guidelines was prompted by the provisioned changes in the Lithuanian legislation governing evaluation and recognition of foreign qualifications. The centralized system of academic recognition in Lithuania, with the Lithuanian ENIC/NARIC and the Ministry of Education and Science as the sole bodies responsible for evaluation and recognition of foreign qualifications, is expected to gradually be reformed to include higher education institutions in the decision making process for the purposes of study.

The Guidelines have been designed primarily for training programme developers and presenters at the Lithuanian ENIC/NARIC. They are seen as an important tool in ensuring the application of the principals outlined in the Lisbon Recognition Convention (LRC) by bodies responsible for the recognition of foreign qualifications and periods of study in Lithuania. They are designed to determine methods and instruments to effectively prepare and develop credential evaluators as well as to effectively spread the good practice of recognition in accordance with the provisions of LRC.
It is hoped that the Guidelines will have a positive impact on the quality assurance of the decision making process involved in the recognition of credentials in Lithuania and contribute to the development of a common training culture within the European Region.

The following has been taken into consideration when developing the Guidelines:
- the experience on training of credential evaluators in the Högskoleverket (Swedish ENIC/NARIC), NUFFIC (Dutch ENIC/NARIC) and UK NARIC;
- publicly available information about similar training organized by other institutions;
- experience of the Lithuanian ENIC/NARIC in the field of credential evaluation;
- provision of national and international legislation regulating the recognition of qualifications;
- sources on the theories of teaching.

The Guidelines discuss the main competences that credential evaluators must possess and strategies for developing the competences, provide a framework for training programme design, and give a sample introductory training programme for credential evaluators. An overview of international practice, which is the result of the three study visits, is appended to these Guidelines.

I. Competences and Training

Training of credential evaluators is aimed at developing competences that every credential evaluator is expected to have. In terms of their nature, competences can be divided into general and specific. General competences are not directly related to the field of credential evaluation, but refer to more general knowledge and ability, such as knowledge of languages or the ability to analyze information. These general competences may have been acquired in previous study and/or work and/or may be developed while employed as a credential evaluator.

Specific competences of credential evaluators refer to competences specific to the field of credential evaluation, such as the knowledge of the systems of education or legislation. All competences may be acquired and developed externally (e.g. training courses) or internally (on the job).

This section of the guidelines is aimed at the acquisition, maintaining, and development of specific competences of credential evaluators with a focus on the role of the ENIC/NARIC in this process. For the purposes of these guidelines the key specific competences required for a good credential evaluator are classified under three main headings: knowledge and understanding (theory), skills (practice), and attitudes (interpersonal and ethical). The table below lists the specific competences that a good credential evaluator must have achieved.

Specific Competences	
Knowledge and Understanding	• Know the theory and methodology of credential evaluation; • Know national and international legislation governing education and recognition of qualifications; • Know the main recognition instruments, such as LRC, diploma supplement, ECTS; • Know and understand educational terminology; • Know where to look for information on individual country education systems, international reforms in education, etc.; • Know the main models of the systems of education and understand their differences and similarities; • Be aware of the latest trends and developments regarding best practice in credential evaluation;
Skills	• Be able to apply the theory and methodology in evaluation of foreign qualifications; • Be able to interpret and utilize recognition instruments; • Be able to select, analyze, classify, assess, apply, and disseminate information; • Be able to manage the process of qualification evaluation, including proper time management; • Be able to carry out an evaluation and reach a motivated decision independently; • Be able to formulate, document, and explain the decision and the reasons for it; • Be able to apply the knowledge of foreign languages and educational terminology in evaluation of qualifications; • Be able to solve problems related to the recognition of qualifications • Be able to generate new ideas in the field of qualification recognition • Be able to revise decisions in the light of new information.
Attitudes	• Be aware of and be sensitive to cultural differences and diversity • Make decisions without discrimination; • Be committed to ethical values of credential evaluators on daily basis; • Be able to make objective decisions when faced with ethical dilemmas; • Be ready to take on and share responsibility; • Monitor, critically assess, suggest, and apply new developments in the field.

It should be noted that competences as such should be considered as a variable concept, which is very often described not only in terms of absence or presence, but also in terms of levels or, in other words, a certain degree of competence. In the light of this, the training of credential evaluators can be roughly divided into introductory and advanced training. Introductory training serves as the common basis, which is needed for further development and maintaining of the required competences. Advanced training may be focused on the further development of the common competences or specialisation in certain country or problem-specific areas. Different levels of competences (introductory or advanced level) may differ in their acquisition methods and strategies.

Introductory training

Introductory training is aimed at developing the basic competences of credential evaluators through the acquisition of basic theoretical knowledge of the main principals and trends in the field of credential evaluation and its application in practice. It constitutes the necessary basis for further professional development.

After completion of introductory training, a credential evaluator should have knowledge about the models of the systems of education and their manifestations in the Lithuanian system of education, the basic principles and criteria of recognition, recognition instruments, information resources, recognition procedures, which serve as the basis for the ability to perform an evaluation of qualifications under supervision. In order to facilitate the acquisition and successful application of the knowledge in practice, group work and/or individual assignments should be provisioned.

Introductory training lays the basis for future professional development of credential evaluators. It is very important that the introductory training is well structured because all aspects of credential evaluation should be covered. The methods used to deliver introductory training should allow for a rigid structure, which would make sure that there are no gaps at this level of competence development. It should also be supplemented with course materials for reference to ensure that the necessary information is available at all times.

Thus, the basis of the theory at an introductory level is best conveyed through a training programme, which allows for a structured provision of information. The demonstration of practical application of theoretical knowledge at an introductory level should be provisioned for in the training programme as group or independent work. However, the further development of skills at this stage should be ensured through learning by doing with the help of more experienced colleagues.

Role of the ENIC/NARIC

Whilst an employer is very important at this stage for experienced on-the-job training and provision of information resources (printed materials, access to databases, prepared manuals, etc.), the ENIC/NARIC should also play a key role not only as a body that has extended experience in the field of recognition, but also as a body, which is nationally responsible for upholding and assisting the practical implementation of the principles of the Lisbon Recognition Convention.

The ENIC/NARIC should offer a well structured introductory training programme, which would cover the main theoretical topics, and provision for guided discussions and group or

independent work on case studies. The training programme would help to ensure that all credential evaluators have the basic knowledge on the main principles of recognition and would help promote best practice.

Taking into consideration the fact that most of the competences are acquired on the job by learning while doing, the ENIC/NARIC should prepare a manual, which would help with the application of theory in practice, to be handed out during the introductory training period, and provide a platform (at least an e-mail address or preferably a discussions forum) for further consultations, discussions, and/or queries. Such a manual and platform would be essential for those who are employed at institutions, which cannot provide a more experienced colleague mentor who could monitor and coordinate the practical activity of the trainee.

Strategies for an Introductory ENIC/NARIC Training Programme
• Presentation (of individual modules)
• Discussion
• Case studies (independent or group work)
• Handouts
• Follow-up consultations

Advanced Training
Advanced training is aimed at the further development of credential evaluators, focusing on specific fields of credential evaluation (e.g. evaluation of qualification from certain countries/regions, determining authenticity of documents, etc.). The specialization may be roughly divided into country specific (specialisation in certain countries, regions, or education systems) or issue specific (specialisation in certain topics, problem areas or types of education).

A credential evaluator trained at an advanced level should know in depth the specific topic and/or issue of the specialisation, should understand the implications of that knowledge in practice, should be able to formulate new practices based on the knowledge, should be able to review current practices through critical assessment and, if necessary, amend them, and should be able to share and explain the knowledge to his/her peers.

Thus, training at an advanced level is built upon the knowledge received during the introductory training and the experience of on-the-job practice.

Role of the ENIC/NARIC
The role of the ENIC/NARIC at this stage is to share information and further spread best practice and discussions. The role could be fulfilled through specialised advanced training courses and/or various other information tools.

At this stage, it is likely that a credential evaluator will be able to assess the data critically and be able to apply it in practice independently. Thus, training courses should be weighted against other, at times more cost effective, ways to offer training. Overall, the ENIC/NARIC should focus on creating various tools for reference (databases) and platforms for discussions and knowledge sharing, such as conferences and events, e-forums, etc.

Strategies for Advanced ENIC/NARIC Training
• Advanced training programmes
• Tools for reference
• Interactive discussion platforms
• Scheduled events

II. Training Programme Development

One of the strategies in the acquisition and/or further development of specific competences of credential evaluators is a training programme. It is best at meeting the needs of credential evaluators at an introductory level because it provides for a structured acquisition of competences. However, it may also be a very effective way of training at an advanced level.

This section of the Guidelines provides a framework for effective training programme development, which may be used for reference irrespective of the level (introductory or advanced) of specific competences it is aimed at acquiring or developing. This general framework for designing a training programme will be adapted to designing a course in credential evaluation in the next section. The development of a training programme is split into three main stages: preparatory stage, design stage, and reviewing stage.

II.1. Preparatory Stage

The preparatory stage of the training programme development helps determine whether the training is needed and whether a training programme would be the most efficient and cost-effective way to deliver the training. The preparatory stage may consist of three steps: determination of demand, target groups and their needs, and the availability of resources to design and carry out the programme.

Demand

A demand analysis needs to be carried out prior to the design of a programme to determine whether it would be useful and relevant. While demand for specific knowledge is often expressed by a certain group, the ENIC/NARIC should also be able to identify any rising demand (changes in the legislation, systems of education, etc.) before it is actually formulated by other credential evaluators. In this way, some of the difficulties that might result from the lack of competence may be prevented.

The following can be used to determine demand:
- direct surveys;
- analysis of queries, comments, feedback, opinions, etc.;
- ENIC/NARIC practice;
- changes to the field of qualifications recognition on international and/or national levels

Target groups

The demand analysis and the systemic interpretation of its results aid at dissecting and defining the target groups of the programme. Precise determination of target groups plays a key role in the development of a programme because it helps to determine the competency level and the needs of the target group as well as to choose the best strategies for reaching the group.

If the same demand is manifested in a group that differs widely in the level of competence and needs, a decision should be made whether it is possible to develop one

programme that could accommodate everybody's needs and level of competence or whether several training programmes are needed for effective learning. In either case, once the target group is determined, it should be kept in mind throughout all the stages of programme development.

Resources

Determination of resources has a twofold aspect: (1) the cost effectiveness of training programme development and (2) the availability of resources to design, offer, and market the programme.

The analysis of demand and target groups should help determine the relevance of a training programme as the mode of delivering training in each particular instance. Prior to designing the training programme, other alternatives to meet the needs of the target group, such as preparation and distribution of information or references, which may turn out to be more cost effective, should be taken into consideration.

In addition to this, prior to the design of the programme, the availability of human (experts for designing and/or presenting), information (reference materials and practice), and infrastructural (venue and equipment) resources to design and carry out the programme should be considered.

At this stage, the main work experience and qualification requirements for the experts designing and presenting the programme should be set. The general requirements for such experts should be the following: thorough theoretical knowledge and experience in the field, the ability to fulfil the goals of the programme, the ability to offer suggestions for programme improvement and updating of its contents, the ability to apply innovative training methodology and instruments.

II.2. Design Stage

The design of a programme can be facilitated by breaking down the process into the following 7 steps:

Step 1
Programme Aim and Objectives
Step 2
Learning Outcomes
Step 3
Programme Content
Step 4
Training Methods
Step 5
Reference Material
Step 6
Assessment
Step 7
Programme Duration (Load)

Step 1: Programme Aim and Objectives

The programme aim is a general statement, which defines the programme as a whole and provides direction to the programme design. The programme aim is determined by the needs and the level of competence of the target group.

The aim should be expressed in a clear statement, which grasps the essence of the programme. It serves as the basis from which the rest of the elements of the programme, such as objectives, outcomes, contents, training methods, training material, etc., are derived.

The aim provides direction to the programme, but it does not provide information on how to achieve the aim. Objectives are descriptions of actions that should be taken to achieve the aim. Aims should cover the theoretical part of the programme first and then the practical part.

```
                    ┌─────────┐
                    │   Aim   │
                    └─────────┘
   ┌────────────┬────────────┬────────────┬────────────┬────────────┐
┌──────────┐┌──────────┐┌──────────┐┌──────────┐┌──────────┐┌──────────┐
│Objectives││ Outcomes ││ Contents ││ Methods  ││ Material ││  Other   │
└──────────┘└──────────┘└──────────┘└──────────┘└──────────┘└──────────┘
```
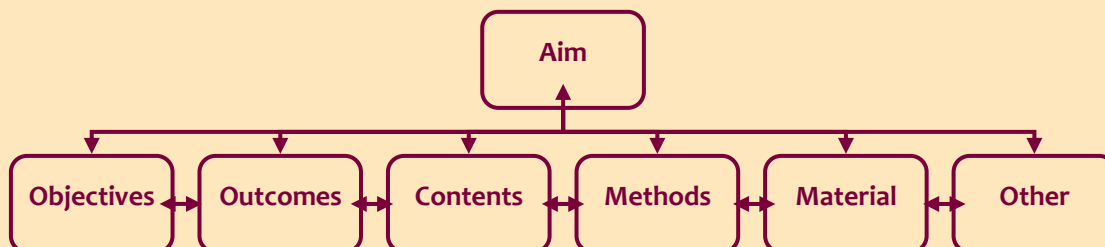
Step 2: Learning Outcomes

At this step, the desired outcomes of the learning process, which will build on the competences of a participant, are determined. Learning outcomes should provide information on what a participant is expected to know and be able to do after completion of the training and they should be formulated from the competences that a credential evaluator should be developing. Learning outcomes should be formulated according to the level of a course.

The following questions should be asked when describing the desired learning outcomes of a programme:

- What knowledge and ability is the target group expected to develop?
- What knowledge, ability, and attitudes are usually required for the field that the target group has expressed interest in?
- To what extent can a training programme meet the target group's needs and expectations?
- Should a training programme be sufficient for developing the required competences? If not, what else is needed?

It should be noted that competences cannot be acquired and/or developed over a short period of time by completing one or several training programmes. Achieving learning outcomes through such training is only one of the strategies for developing one's competences. Competence development also requires constant reinforcement of knowledge, abilities, and attitudes through on-the-job training, which can only be achieved over time. Thus, the learning outcomes provisioned in a programme cannot be expected to achieve a set of specific competences of credential evaluators, but serve the purpose of directing, setting the basis, and creating favourable conditions for their development. For instance, after completion of an introductory training programme, participants will have a general understanding of the basic principles of credential evaluation that will enable them to start evaluating simple cases under supervision.

Step 3: Programme Contents

The content information details the constituent parts of a programme, their interrelations, and their sequence. Programme content is derived from objectives and learning outcomes. The programme content should consist of modules, which may be divided into topics. The following questions should be asked when determining programme content:

1. What topics should be covered to meet the aims of the programme?
2. Which are the most important topics?
3. How should the topics be organized in modules?

4. How are the constituent parts of the programme related to each other?
5. What should be the sequence of the constituent parts of the programme?

The titles of the constituent parts of a programme (modules and topics) should not be too long and should not be the same as the programme title and the objectives of the programme. Descriptions of modules should be simple and clear; complicated and abstract phrases should be avoided. They should contain information on the module duration, objectives, topics, training methods, and assessment.

Step 4: Training Methods

Training methods are types of learner's and lecturer's activities through which learners acquire and improve knowledge, abilities, skills and attitudes. The choice of training methods should ensure successful achievement of the aims and the learning outcomes of the programme.

Most commonly used training methods are: theoretical lectures, practical training, guided individual work, group work, discussions, consulting, and other.
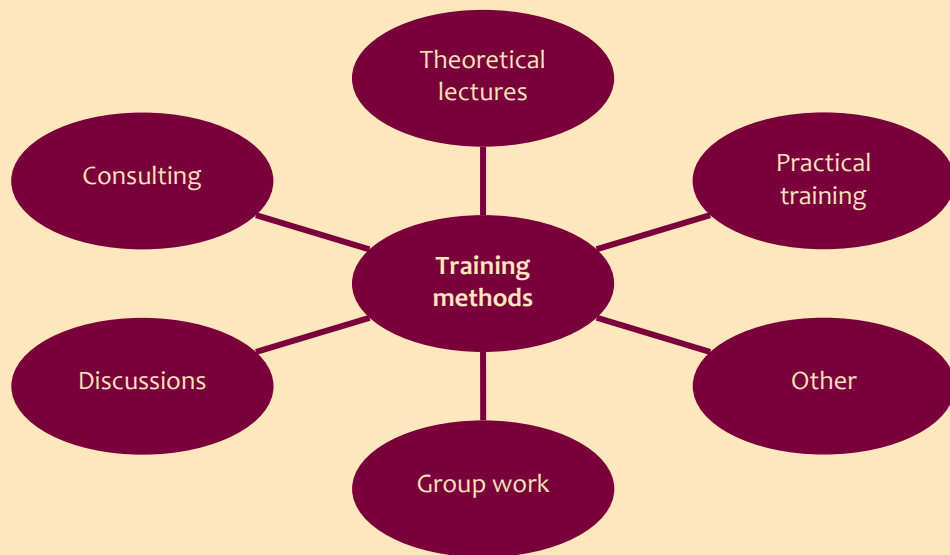
It is recommended to use a variety of teaching methods because some methods are more effective for the acquisition of knowledge, others for skills, etc. Every programme should at least consist of a theoretical and a practical part. Here are some examples of training methods with the types of outcomes that they help to achieve:

Method	Outcomes
lecture, demonstration	acquisition of knowledge and understanding
practical training, case studies	application of knowledge and understanding, development of skills and abilities
discussion, group work, problem-solving	development of the ability to critically assess knowledge, development of the ability to generate and share ideas and knowledge

Step 5: Reference Material

Reference material is important for both the lecturer and the learner because it aids the teaching/learning process and helps maximize its effects. Every training programme should be supplemented with reference material, the choice of which should be based on the target

group, learning outcomes, and programme contents. Reference material can be divided into learning materials and information sources.

Learning materials

Learning materials help convey and illustrate information as well as assess learner's performance. They are usually designed or handpicked by a lecturer to help the learning process during the lecture. However, they are also a useful tool for future reference and self-assessment of learners outside the classroom.

Learning materials can be of several types: materials reflecting the information provided in the lecture (copies of PowerPoint slides, abstracts of the contents of the lecture, excerpts from legislation), materials illustrating the information (pictures, diagrams, tables, video or audio clips, maps, examples), materials used for assessment (case studies, exercises, tests), etc.

A set of learning materials and their contents should be provisioned for every module of the programme. It is recommended to use a combination of various learning materials. However, it should be remembered that the choice of learning materials very much depends on the learning environment, number of participants, and the availability of the necessary equipment.

Information sources

Information sources are the material that can be used in addition to the material presented during a lecture. Information sources are a very important tool for aiding self-development of competences. In each case a learner should be provided with a list of publicly available information sources, such as books, journals, articles, internet resources, where more information on the topics discussed during the lecture can be found.

The provided list should be relevant and up to date. If possible, information sources should be classified according to the topic and/or relevancy.

Step 6: Assessment

Assessment is a tool for determining whether the desired learning outcomes have been achieved. Experts designing the programme should provide and explain the manner and criteria of assessment for each particular module or the entire training programme. A final certificate, if available, should only be awarded after successful assessment of the desired learning outcomes.

Assessment may be formalized (e.g. an examination or test is organized) or non-formalized (e.g. knowledge and skills are tested through group discussions). Formalized assessment helps determine individual and group achievement, while non-formalized assessment is better at revealing the general achievement of the group of participants. In either case, the performance of participants will give clues to the relevancy of the programme in terms of achieving the desired learning outcomes.

Step 7: Programme Duration (Load)

The determination of programme duration (load) is directly related to the programme aim and goals, level of difficulty of a programme, and teaching methods. The programme duration may vary from very short (from several hours to one day) to longer (a month or more). The programme load should be the sum of the provisioned load for each of its modules, including the time in the classroom, any independent work that may be required, and the time devoted to the assessment.

If the duration of a programme is longer than one day, the programme should be split into sessions. One session should not include more than two or three programme modules

because a wide variety of information may be too difficult to process. The participants may be assigned some independent or group homework to complete in between the sessions.

II.3. Reviewing Stage

A programme should be subject to continuous reviewing and amended, supplemented, or updated if needed. Continuous reviewing is essential to maintaining its quality and relevance.

Reviewing should be based on the internal and external assessment of the programme's contents and teaching methods. External assessment can be carried out by collecting feedback from participants. Internal assessment entails systematic review and updating of the training programme by trainers. The feedback from the participants should be collected after every event, while internal assessment may be scheduled (e.g. the programme is reviewed once a year), carried out on event by event basis, or spontaneous (e.g. new information is received).

The following questions should be raised when assessing the programme:

1. Is the programme up to date and relevant?

2. Does it meet the needs of the target group?

4. Is the chosen method of training effective at fulfilling the programme objectives and learning outcomes?

5. Are the contents of the programme relevant for achieving the programme objectives and learning outcomes?

6. Is the duration of the programme (load) realistic to achieve the programme objectives and learning outcomes? (i.e., not too long or too short)

7. Is the competence of experts working with the design and deliverance of the programme sufficient?

8. Are the learning materials:
- corresponding to the level of competence of the participants?
- relevant and applicable?
- clear, precise, and logical?
- consistent in terms of building on the previous knowledge and experience of the participants?

9. Is the use of terminology correct?

9. Are the information sources easily accessible, comprehensible, and up to date?

11. Are the resources used efficiently?

12. Is the programme publicised effectively?

III. Introductory Training Programme for Credential Evaluators in Lithuania

III.1. Programme Description

Demand

Currently higher education institution employees working with international admissions may lack the necessary knowledge and knowhow in many key areas of credential evaluation, such as foreign systems of education, tools and strategies for information search, basic principles of determining comparability (or eligibility), legal framework, etc.

The Lithuanian ENIC/NARIC has extensive experience and knowledge in the field of recognition of foreign qualifications. However, it does not have a system for training newly employed

credential evaluators. An introductory training programme could serve as a good basis for further on-the-job training.

Thus, an introductory training programme for credential evaluators in Lithuania has been developed in response to demand:

- for credential evaluators at higher education institutions in Lithuania due to the changes in legislation, which will allow higher education institutions to make independent decisions regarding evaluation of foreign credentials for the purposes of study;
- for better and more systematic training of new employees at the Centre for Quality Assessment in Higher Education (Lithuanian ENIC/NARIC).

Target groups

- employees of Lithuanian higher education institutions involved in the evaluation of foreign credentials and/or admissions;
- newly employed credential evaluators at Lithuanian ENIC/NARIC.

Requirements for programme developers and presenters

- Excellent theoretical knowledge of the subject and at least two years of experience in evaluation of credentials;
- The ability to fulfil the programme's aim and objectives;
- The ability to creatively implement various teaching methods;
- Good presentation skills;
- The ability to offer suggestions for improvement of the programme, its contents and the ability to implement them.

Aim	To lay the basis of specific competences necessary for independent evaluation of foreign qualifications.
Goals	- to provide the necessary introductory knowledge of the systems of education, grading and credits, terminology, methodology and procedures of recognition, recognition tools and instruments, and organization of evaluation steps; - to develop the ability to apply the knowledge in practice; - to understand the aims and goals of recognition as well as the role and accountability of a credential evaluator; - to create conditions for further development of the competences of credential evaluators.
Learning outcomes	*Knowledge and understanding:* - will acquire knowledge of the systems of education; their similarities and differences; - will view qualifications not as separate elements, but as integral constituent parts of a system; - will be familiar with educational and recognition terminology - will be familiar with the legal framework of recognition; - will be acquainted with the main principles, criteria, and procedures of recognition and their development, particularly as stated in the LRC; - will acquire knowledge about types of recognition outcomes and the basis for such outcomes; - will acquire knowledge of the necessary documentation and

	traits of educational documents; • will acquire knowledge of recognition tools and instruments; • will acquire knowledge of what information to look for, how to find it, and what are reliable sources of information; • will be familiar with the main principles of verification of document authenticity; • will acquire knowledge of grading and credit systems and methodologies for their transference. *Skills*: • will be able to compile an evaluation file and to determine the lacking information and/or documents; • will be able to interpret and use the appropriate recognition tools and instruments; • will be able to apply evaluation principles, criteria, and procedures; • will be able to use various strategies for determining the authenticity of documents; • will be able to make an evaluation under supervision; • will be able to contribute to the development of a methodology for transference of grades and credits; • will be able to make informed decisions on transference of grades and credits. *Attitudes:* • will understand the aims and goals of recognition; • will be familiar with the ethical values of credential evaluation; • will be aware of the accountability of credential evaluators.
Contents	The training programme consists of four modules. In every module, a presentation with visuals is provided. Modules I and III will also have a practical part. **I. Overview of systems of education** • Levels of education • Qualifications • Classification of education systems **II. The aims and methodology of credential evaluation** • Legal framework • Basic principles • Evaluation criteria • Use of terminology **III. Credential evaluation steps** • Compiling the file • Verification of status of institution and credential • Verification of authenticity • Collecting information • Evaluation • Decision **IV. Credits and grading** • Credits • Grading

Reference material	*Learning materials* Module descriptors, copies of the main legislation, and material prepared by lecturers for each of the modules, consisting of: copies of slides, examples, practical cases, list of information sources, etc.). *Main information sources* Websites: http://www.enic-naric.net http://www.unesco.org/iau http://www.ece.org http://www.eurydice.org http://www.wes.org/ewenr/DiplomaMills.htm http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm http://www.qcda.gov.uk/qualifications/qcf/581.aspx http://www.smm.lt Legislation: • Convention on the Recognition of Qualifications Concerning Higher Education in the European Region. http://www.enic-naric.net ; • Recommendations on Criteria and Procedures for the Assessment of Foreign Qualifications. http://www.enic-naric.net ; • Lietuvos Respublikos Vyriausybes nutarimu patvirtinti Uzsienyje igytu kvalifikaicju, teikianciu teise i aukstaji moksla ir aukstojo mokslo kvalifikaciju vertinimo ir akademinio pripazinimo nuostatai. http://www.lrs.lt ; Literature: • Užsienyje įgytų kvalifikacijų pripažinimas. Pagrindiniai dokumentai.; Studijų kokybės vertinimo centras. Vilnius, 2007. • Užsienio šalių kvalifikacijų sistemų studija; Lietuvos darbo rinkos mokymo tarnyba. 2007. • Lietuvos kvalifikacijų sistemos metodologija.; Lietuvos darbo rinkos mokymo tarnyba prie Socialinės apsaugos ir darbo ministerijos, 2008. • Lietuvos nacionalinės kvalifikacijų sistemos modelis; Lietuvos darbo rinkos mokymo tarnyba prie Socialinės apsaugos ir darbo ministerijos, 2008. • ISM Vadybos ir ekonomikos universitetas. Uzsienyje igytu kvalifikaciju ir mokslo laipsniu akademinis pripazinimas. Studija. – Vilnius, 2009. – 204 p. Other: World Higher Education Database (CD)
Training methods	The programme should integrate theoretical lecturing with practical application. The following training methods will be used: lecture supplemented with visual and printed material, group and individual work on case studies, and lecture guided discussions.

Assessment	Non-formalized assessment will be carried out with independent work on case studies and discussions. After successful completion of a programme, applicants will be awarded a completion certificate.
Work load	The work load of the programme is 4.5 hours. Duration: 2 days.

Module	Workload (in hours)		
	Total	Theory	Practice
I. Overview of systems of education	1	0.5	0.5
II. Methodology of credential evaluation	1	1	0
III. Activity plan for credential evaluation	2	1	1
IV. Credits and grading	0.5	0.5	0
Total	**4.5**	**3**	**1.5**

Reviewing	The programme should be reviewed on an event by event basis to determine its relevancy and to update if necessary. After each of the events, a feedback questionnaire should be distributed among training course participants to determine the relevancy of the contents, quality, usefulness, workload, organization of the training course and the performance of trainers. The results of the feedback should be critically assessed and, if necessary, the training programme should be amended accordingly.

III.2. Description of Programme Modules

The Introductory Training Programme consists of four modules, which are made up of a total of 17 topics. This part of the Guidelines provides more detailed information on the modules of the programme: duration, learning outcomes, which are achieved with that particular module, training methods, topics, and a short summary of the module.

MODULE I
OVERVIEW OF SYSTEMS OF EDUCATION

Duration (in hours)	Total: 1	Theory: 0.5
		Practice: 0.5
Learning outcomes		• will acquire knowledge of the systems of education; their similarities and differences; • will view qualifications not as separate elements, but as integral constituent parts of a system; • will be familiar with educational terminology.
Training methods		Lecture with visuals, practical assignment, discussion
Topics		1. Levels of education 2. Qualifications 3. Classification of education systems
Summary		The module consists of two parts: theoretical and practical. *Theory*: During a lecture with visuals, the most common levels of education in Lithuania and abroad, awarded qualifications, and classification of systems of education will discussed.

Practice: After the theory is introduced, the attendants should be divided into groups of 4-5 people. Each group (or individual if there is not enough attendee to form a group) should be given a sample of a credential and should be assigned to place the credential within a certain level of the system of education of the country of its origin and to determine the model within the classification of systems of education, to which it might belong. After a time devoted to independent group work, a lecture guided discussion should take place.

MODULE II
AIMS AND METHODOLOGY OF CREDENTIAL EVALUATION

Duration (in hours)	Total: 1	Theory: 1
		Practice: 0
Learning outcomes		• will be familiar with the legal framework of recognition; • will be acquainted with the main principles, criteria, and procedures of recognition and their development, particularly as stated in the LRC; • will acquire knowledge about types of recognition outcomes and the basis for such outcomes; • will be familiar with recognition terminology; • will understand the aims and goals of recognition; • will be familiar with the ethical values of credential evaluation.
Training methods	Lecture with visuals	
Topics		1. Legal framework 2. Basic principles 3. Evaluation criteria 4. Terminology
Summary		The module consists of a theoretical part. It will discuss the following: • aims and goals of evaluation; • international and national legislation governing the evaluation of qualifications and their hierarchy; • the development of the main principles of evaluation; • evaluation criteria; • terminology and examples.

MODULE III
CREDENTIAL EVALUATION STEPS

Duration (in hours)	Total: 2	Theory: 1
		Practice: 1
Learning outcomes		• will acquire knowledge of the necessary documentation and traits of educational documents; • will acquire knowledge of recognition tools and instruments; • will be able to compile an evaluation file and to determine the lacking information and/or documents; • will be able to interpret and use the appropriate recognition tools

	and instruments;
	• will acquire knowledge of what information to look for, how to find it, and what are reliable sources of information;
	• will be familiar with the main principles of verification of document authenticity;
	• will be able to use various strategies for determining the authenticity of documents;
	• will be able to apply evaluation principles, criteria, and procedures;
	• will be able to make an evaluation under supervision;
	• will be aware of the accountability of credential evaluators.
Training methods	Lecture with visuals, practical assignment, and lecture guided discussion
Topics	1. Compiling the file 2. Verification of status of institution and qualification 3. Verification of authenticity 4. Collecting information 5. Evaluation 6. Decision
Summary	The module consists of two parts: theoretical and practical. *Theory:* This part consist of introduction to the process of credential evaluation when each of the evaluation steps is explained and supplemented with examples: • How should the evaluation file be formed? Which documents should it consist of?; • How to determine the status of the issuing institution and the qualification?; • How to determine the authenticity of credentials?; • What information is needed for evaluation of a qualification? How to find it? What sources of information can be considered reliable?; • How is the evaluation carried out?; • What are the possible decisions? Are they formalized?. *Practice:* After the theory is introduced, the attendees should be divided into groups of 4-5 people. Each group (or individual if there is not enough attendants to form a group) should be given a sample of a credential and should be assigned to evaluate the qualification by following the evaluation steps. After the time devoted to independent group work, each group should present the evaluation results. The presentation of results should develop into a lecture guided discussion.

MODULE IV
CREDITS AND GRADING

Duration (in hours)	Total: 0.5	Theory: 0.5
		Practice: 0
Goals	• will acquire knowledge of grading and credit systems and methodologies for their transference; • will be able to contribute to the development of a methodology	

	for transference of grades and credits; • will be able to make informed decisions on transference of grades and credits.
Training methods	Lecture with visuals, discussions
Topics	1. Credit systems 2. Transference of credits 3. Types of assessment 4. Conversion of grades
Summary	The module consists of theoretical part. During the lecture, the concepts of credits and grading are introduced. The European Credit Transfer and Accumulation system (ECTS) as well as other credit systems are discussed. The types of assessment are introduced and discussed. As well as the main principles for transference of credits and grade conversion are introduced.