

A leading global authority
in international qualifications and skills

innovative in service, standards and technology

First class credentials

An impressive 20-year track record
of worldwide research and development

Trusted: a designated national agency since 1997

Established in the early 1980s, UK NARIC became an independent national agency in 1997 acting as National Recognition Information Centre responsible for providing assistance and guidance on qualifications from outside the UK.

UK NARIC is the only national recognition agency with a dual-facing operational model – performing qualification recognition services for individuals; and, for organisations, offering membership status that provides access to the largest database of international qualifications and education systems in the world, with over 5,000 qualifications currently listed in its data bank.

UK NARIC was the first ENIC-NARIC agency to provide its recognition and comparison services online to both individuals and organisations.

UK NARIC's data banks are constantly updated; the cutting-edge grade comparison data for over 80 countries is the one and only online grade conversion resource now available anywhere.

UK NARIC's services to individuals continue to grow and extend, to support specific purposes such as visa and immigration applications, or the distinctive needs of particular employment sectors, such as the construction industry, or early years teaching.

To support all of its activities, UK NARIC employs a multi-lingual team. 17 languages are currently supported within UK NARIC, including 10 European languages. The first language of UK NARIC is English.

UK NARIC, under contract with the UK Government, operates a number of European Union programmes in the arena of mobility, qualifications and vocational education and training.

- **The Centre for Professional Qualifications.** UK NARIC is the designated ***Assistance Centre for the Directives 2005/36/EC and 2013/55/EU***, supporting the movement of regulated professionals throughout the EU.

This provision incorporates a Centre for Professional Qualifications (CPQ) whose function is to aid the mobility of professionals globally. The CPQ guides individuals through the process of obtaining recognition of professional qualifications as well as advising competent authorities on the application of the professional recognition system.

- **Europass** is a portfolio of documents that can be created by individuals using free-to-access online tools and resources and used to evidence qualifications and skills for work or study across Europe. The ***UK National Europass Centre*** (UK NEC) is responsible for the delivery of the Europass contract in the United Kingdom.

The Europass Portfolio, which derives from Decision 2004/2241/EC and Decision 1720/2006/EC of the European Commission and the Council, is designed to facilitate mobility throughout Europe for lifelong learning purposes as well as occupational mobility between countries or across sectors.

The UK NEC coordinates and disseminates information about the Europass portfolio of documents, and oversees availability and use.

The UK NEC chairs the Europass innovation working group which is focused on continuously reviewing, developing and further digitising the Europass documents and exploring the potential links with the huge range of student data currently stored by institutions across the EU.

Jointly funded by the European Commission and the Department for Education, UK NEC is part of a wider network of NECs across Europe.

- **UK REFERNET** provides information on vocational education and training (VET) across Europe. It was established by the European Centre for the Development of Vocational Training (Cedefop). The network provides a decentralised information exchange, based on national consortia in the participating countries, made up of VET stakeholders.
- **NCP ECVET for England.** The European Credit System for Vocational Education and Training (ECVET) is a credit transfer system for vocational education and training (VET), which allows for the accumulation of credit and recognition of learning achieved in formal, informal and non-formal settings across Europe.

The Contact Point acts to provide advice and guidance on the credit system, its development and how it can apply in an English VET setting.

An impressive track record of research; a client list that spans the world

Benchmarking and mapping projects worldwide since 2004

- Provision of International Qualifications Benchmarking Service for Non-Local Students – Data Update, *Hong Kong Vocational Training Council* [2017]
- Benchmarking the International A levels, *Pearson* [2016]
- Benchmarking STI Myanmar University Qualifications, *STI Myanmar University, Myanmar* [2017]
- Benchmarking the Financial Risk Assessment Designation, *Global Association of Risk Professionals* [2016]
- Benchmarking Selected Language Courses to CEFR, *International Baccalaureate* [2016]
- Comparing the IB Diploma and Pakistan National Curriculum XI and XII, *International Baccalaureate* [2016]
- Benchmarking the ACA and CFAB of the ICAEW, *International Baccalaureate* [2016]
- Benchmarking the University of Kent Foundation Programme, *University of Kent* [2016]
- Benchmarking the Araratian Baccalaureate, *AYB Educational Foundation* [2016]
- Benchmarking the Higher National Diploma of ICBT, *ICBT, Sri Lanka* [2016]
- Benchmarking the Cambridge IGCSEs and International AS/A levels, *Cambridge International Examinations* [2016]
- Evaluation of the Primary and Middle Years' Programmes in the Indian Education System, *International Baccalaureate* [2016]
- Review of the International Arab Baccalaureate, *Educational Research Centre* [2015]
- Assessment in Upper Secondary Mathematics: A Comparison between the International Baccalaureate Diploma Programme and International Qualifications, *International Baccalaureate* [2015]
- Provision of International Qualifications Benchmarking Service for Non-Local Students – Data Update, *Hong Kong Vocational Training Council* [2015]
- Benchmarking the Diploma in Life Insurance, *Singapore College of Insurance* [2015]
- Benchmarking the Oxford International AQA International A /AS levels and GCSEs, *Oxford International AQA Examinations* [2015]
- Referencing National Qualifications Frameworks of the United Arab Emirates and UK, *British Council, UAE* [2015]
- A Benchmarking Study of the International Foundation Programme, *Bahrain Institute of Finance and Banking* [2014]
- Benchmarking the Caribbean Examination Council's Caribbean Certificate of Secondary Level Competence, *Caribbean Examinations Council* [2014]
- Benchmarking CIMA Qualifications against the QCF, *Chartered Institute of Management Accountants (CIMA)* [2014]
- Benchmarking the NCUK International Foundation Year (IFY) Programme, *Northern Consortium UK Ltd* [2014]
- Benchmarking Singapore College of Insurance's Diploma and Advanced Diploma in General Insurance and Risk Management, *Singapore College of Insurance* [2013-15]
- International Benchmarking Analysis of CFA Institute Qualifications, *CFA Institute* [2013]
- Benchmarking the CFA Claritas Investment Certificate against the QCF, *CFA Institute* [2013]
- Benchmarking the Advanced Programme English, *Independent Examination Board* [2013]
- Benchmarking the Birmingham Foundation Academy Programme, *Birmingham Foundation Academy* [2013]
- Benchmarking the Chartered Institute of Building's MCIOB, *Chartered Institute of Building* [2013]
- Benchmarking the Monash University Foundation Year, *Monash College* [2013]
- Benchmarking Pearson International A Levels Against the UK GCE A Level, *Pearson Education Ltd* [2013]
- Benchmarking of the Building and Construction Authority's (BCA) Academic Programmes, *BCA Academy, Singapore* [2012]
- Benchmarking the Graduate Gemologist Diploma, *Gemological Institute of America, London (GIA)* [2012]
- Benchmarking Study of International Qualifications in Training and Development, *Institute for Adult Learning (IAL), Singapore, supported by the Singapore Workforce Development Agency (SWDA)* [2011]
- Benchmarking the Institute for the Study of Muslim Civilisations and Cultures (ISMC) Master's degree, *Aga Khan University* [2011]
- Mapping Edexcel Higher National Diploma (HND) and Higher National Certificate (HNC) to European Qualifications, *Pearson Education Ltd* [2011]
- Benchmarking Analysis: The National Senior Certificate, *Independent Examination Board, Republic of South Africa* [2010]
- Benchmarking the Certificate in Investment Performance Measurement, *CFA Institute* [2010]
- Benchmarking IPF Bachelor and Master's Qualifications for IPF International Group, *Initiative für Praxisforschung (IPF)* [2010]
- Referencing the links between the HKCEE and the HKDSE, *Hong Kong Examinations and Assessment Authority* [2010]
- Benchmarking Analysis of the Chartered Financial Analyst (CFA) Qualification, *Chartered Financial Analyst Institute* [2009]
- Benchmarking Analysis of the Council for Licensed Conveyancers Professional Training Programme, *Council for Licensed Conveyancers* [2009]
- Hong Kong Diploma of Secondary Education: Benchmarking and International Comparison Part B, *Hong Kong Examinations and Assessment Authority* [2009]
- Hong Kong Diploma of Secondary Education: Benchmarking and International Comparison Part A, *Hong Kong Examinations and Assessment Authority* [2008]
- Benchmarking of the Singapore Workforce Skills Qualifications (WSQ) with Local and International Qualifications, *Singapore Workforce Development Agency* [2008]
- National and International Benchmarking of WDA Workplace Literacy and Numeracy Qualifications, *Singapore Workforce Development Agency* [2008]
- Mapping City & Guilds International Vocational Qualifications to International and UK standards, *City & Guilds* [2006, 2005, 2004]
- Benchmarking Analysis of IPMA Professional Qualifications, *International Professional Managers Association (IPMA)* [2006]

Research projects to inform policy since 2006

- Education Reform Scoping Study: Early Years Education, *Prosperity Fund, UK FCO, China* [2016]
- Supporting the Development of an NQF for Hospitality and Tourism and the Creative Industries, *Prosperity Fund, UK FCO, China* [2016]
- International Grade Comparisons to British Bachelor Degree Classifications for 41 Countries, *National College for Teaching and Leadership* [2015]
- Mapping UK/Irish Trade Qualifications against Canadian Red Seal Standards, *Association of Canadian Community Colleges* [2014]
- Providing Guidance on English as a Second Language Levels of Proficiency, *CFA Institute* [2014]
- Provision of International Qualifications Benchmarking Service for Non-Local Students, *Vocational Training Council, Hong Kong* [2014 and 2013]
- An Assessment of International Teacher Training Systems: Equivalence for England, *Department for Education (DfE), England* [2012]
- Identifying Overseas Grades Comparable to UK First Degree Classifications, *Training and Development Agency for Schools* [2011]
- Review of the Higher Education Institute Scholarship Lists in Qatar, *Qatar Higher Education Institute* [2011 and 2009]
- Qualifications Comparison Database for the Oil and Upstream Gas Industry, *Getenergy* [2010]
- Establish Equivalence with Qualifications from Foreign Worker Source Countries for Purposes of Foreign Worker Acceptance Stage, *Singapore Workforce Development Agency* [2008]
- Comparative Study of Overseas Tertiary Qualifications Compared to Singapore Universities and Polytechnics, *Singapore Ministry of Manpower* [2007]
- Recognition of Bologna Bachelor and Master's degrees in Europe, *European Commission* [2006]

Sectoral reviews and research since 2003

- Benchmarking the Society of Dyers and Colourists, *Society of Dyers and Colourists* [2016]
- Evaluating International Qualifications Against Early Years Educator (Level 3): Qualifications Criteria - Developing a Methodology, *National College for Teaching and Leadership* [2014]
- Scottish Social Services Council Register Pilot, *SSSC* [2009]
- Pilot Project: Mapping of Overseas Construction Competences for CITB-Construction Skills, *Construction Industry Training Board (CITB)* [2006]
- UK Comparability of Engineering Qualifications from Angola and South Africa, *BP* [2006]
- UK Comparability of Engineering Qualifications from Brazil, Cuba, Portugal and Turkey, *BP* [2006]
- List of Acceptable Teaching Awards in Comparison to UK QTS Standards, *Department for Education and Skills* [2004]
- The Informal Ranking of European Teaching Awards, *Department for Education and Skills* [2004]
- The Informal Ranking of International Teaching Awards, *Department for Education and Skills* [2003]
- Mapping of International Engineering Construction Training Awards, *Engineering Construction Industry Association (ECIA)* [2008, 2006]
- Benchmarking Financial Services Qualifications to the National Qualifications Framework, *Financial Sector Skills Council* [2006]
- Developing the Financial Services Qualification Framework, *Financial Sector Skills Council* [2006]
- Mapping Non-UK Qualifications in the Building Services Engineering Sector, *Summit Skills* [2006]
- Qualifications in the Furniture Industry in the Czech Republic, Poland, Slovak Republic and Slovenia, Furniture [Analysis of Occupational Standards], *Fittings and Interiors Training Organisation (FFINTO)* [2005]
- The Regulation and Training of Social Care Staff in Australia, Germany and the Republic of Ireland, *General Social Care Council* [2005]
- The Regulation and Training of Social Work and Social Care Staff in Belgium, France, Norway and Sweden, *General Social Care Council* [2004]
- Benchmarking Non-UK Qualifications in Occupational Health and Safety to the UK National Qualifications Framework, *Institute of Occupational Safety and Health (IOSH)* [2006]
- Vocational Assessment Project, *Harcourt Education Services* [2004]
- Research into qualifications to work in the private security industry for the EU Candidate States, India and Pakistan, *Security Industry Authority (SIA)* [2003]
- Mapping of International Qualifications in Early Years, *SureStart - Department for Education and Skills* [2003]

Capacity building projects since 2004

Vocational and professional education

- Employer Engagement in Vocational Education and Training Development (2016-2018)
- Vocational Assessor Requirements in Europe, *European Commission* [2015-2017]
- Scoping Mission for the Establishment of a Technical Higher Education Institution, *British Council, Jordan* [2015]
- Developing European Credit VET in Practice (DECViP), *European Commission* [2014]
- Building the Capacity of the Ministry of Education to better enforce recognition of Professional Qualifications in line with EU reforms (Professional Qualifications Directive 2005/36), Republic of Macedonia [2013]
- Analysis of European Practices in Accumulation, Recognition and Transfer of Learning Outcomes and the Impact on ECVET Implementation in Selected European Countries [2012]
- The Education System in Libya: Recommendations for Development, *National Center for Quality Assurance and Accreditation of Educational and Training Institutes, Libya* [2012]
- Recognition of Formal, Non- and Informal Learning: use of Learning Outcomes (REFNILLO), *European Commission* [2010]
- Developing a Qualification and Credit Framework, *Council for Licensed Conveyancers (CLC)* [2010]
- Pathways for Skills Transfer: UK NARIC Trade Recommendations, *European Commission* [2006]
- Technical Assistance for Upgrading Vocational Qualification Standards taking into account best practices in EU member states under Phare 2003 "Vocational Qualification" Project, *European Commission: PHARE and the Ministry of Labour and Social Policy, Republic of Bulgaria* [2005]

Higher education

- The Education System in Libya: Recommendations for Development, *National Center for Quality Assurance and Accreditation of Educational and Training Institutes, Libya* [2012]
- Tuning Educational Structures in Europe: A Guide to Formulating Degree Programme Profiles (CoRe II), *European Commission* [2010]
- Development and Update of the OU Credit Transfer Guide, Open University [2005]
- Grading Transfer System, Increasing Transparency of Access Qualifications for Higher Education in Europe, *European Commission* [2004]
- Increasing Transparency of Access Qualifications for Higher Education in Europe, *European Commission* [2004]

Quality assurance

- European Solutions in Quality Assurance – ESQA, *European Commission* [2014-16]
- Joint programmes: Quality Assurance and Recognition (JOQAR), *European Commission* [2013]
- The Education System in Libya: Recommendations for Development, *National Center for Quality Assurance and Accreditation of Educational and Training Institutes, Libya* [2012]
- Institutional Review of Schiller International University, London Campus [2008]
- UK NARIC Verification Report, Schiller International University [2006]

Recognition Best Practice

- Research and Data Support of the Hong Kong Country Area Profiles (HKCAPS), *HKCAAVQ* [2015]
- System of Quality Assurance for the Recognition Networks (SQUARE), *European Commission* [2014-16]
- The Changing Role of NARICs II (CHARONA II), *European Commission* [2014-16]
- ENIC Capacity Building the Caucasus, *European Commission* [2014]
- ENIC Capacity Building Former Yugoslavia, *European Commission* [2014]
- European Area of Recognition 2 (EAR 2), *European Commission* [2013]
- Evaluation and Assessment of the Role of NARICs (EARN), *European Commission* [2013]
- Training Programme for the Office for Harmonization in the Internal Market [2013]
- European Area of Recognition: Practical Guidelines for Fair Recognition of Qualifications (EAR), *European Commission* [2011]
- ENIC Capacity Building Georgia and Azerbaijan, *European Commission* [2011]
- ENIC Capacity Building Serbia and Albania, *European Commission* [2010]
- Guidelines for Training of Credential Evaluators in Lithuania (GTCE), *European Commission* [2010]
- Survey on Substantial Differences, *European Commission* [2009]
- Implementing and Improving National Action Plans (IINAP), *European Commission* [2009]
- Recognition of International Qualifications: Online Course (OnREQ), *European Commission*
- Formal Recognition of Non-Formal and Informal Learning, *European Commission* [2008]
- Competences in Education and Cross-Border Recognition (CoRe I), *European Commission* [2007]
- Evaluation of Recognition Criteria to Promote Good Practice, *European Commission* [2006]

Specialist projects

- Research on Published Accreditation Standards in Healthcare Science Education and Training, *National School of Healthcare Science (NSHCS)* [2015]
- Refugees into Teaching, *Refugee Council* [2007-8]
- Development of a Historical Higher Education Institution Directory, *Southampton University* [2007]
- EQF by NQFs: Similarities and Differences of the National Reports, *European Commission* [2006]
- Recognition of Overseas Vocational and Higher Education Qualifications, *Training and Further Education, NSW, Australia (TAFE NSW)* [2006]
- Capacity Building on the Recognition of Overseas Qualifications, *London Refugee Economic Action (LORECA)* [2006]
- European Higher Education Institution (HEI) Data Record Project, *European Commission* [2006 and 2005]
- Recognition of Bologna Master's Degrees in Europe, *European Commission* [2005]
- Mapped Careers Project, *European Commission* [2005]
- Migrants and Refugees Qualifications Project, *London Development Agency - Migrant Skills* [2005]
- Comparative Study of New Bachelor and Master degrees: Germany, Italy and the UK, *European Commission* [2004]

Innovation in service, standards and technology

UK NARIC's innovative technology has delivered ground-breaking products and services to the general public and member organisations for 20 years, and continues to drive innovation and exploration at the forefront of the entire international ENIC-NARIC network.

UK NARIC was the first in the world to provide online solutions to the comparison of international qualifications; and developed the first ever facility to allow anyone to apply for official qualification comparisons via web-based portals.

UK NARIC's in-house IT team comprises experts in: development; testing; deployment; system administration; cyber security; database design; web design; business analysis; systems analysis; and project management.

The in-house team possesses an excellent understanding of the wider sector in which UK NARIC operates, and of stakeholder needs and requirements. Full IT capability in-house allows nimble and rapid response to organisational changes or new stakeholder requirements.

UK NARIC network security is continually monitored and system vulnerabilities eradicated as soon as identified. A full range of internal anti-malware and anti-virus software, and externally hosted and managed firewalls, is deployed, to prevent any network or data breach.

UK NARIC cybersecurity standards



UK NARIC data

UK NARIC securely warehouses a huge data bank on international qualifications, educational institutions, and education systems; all subject to continual updating. This supports our online database services to organisational members, and UK NARIC's own work in qualification evaluation and benchmarking.

From our thousands of individual applications for qualification comparisons, valuable data is continuously captured, making possible detailed analysis in relation to the millions of international qualifications researched and processed by UK NARIC over 20 years. This gives insights into patterns and long-term trends in migration.

All data is stored on an enterprise NAS device with RAID DP technology; this device also hosts UK NARIC's virtualised environment en-premise. Automatic back-ups of all data are taken hourly, and additional back-ups are stored securely off-site.

MS SQL server technology is used for data storage and retrieval. The .NET framework (LINQ, Entity Framework, WCF and ASP.NET) is utilised for the display and manipulation of data using C# in conjunction with HTML and CSS.

Counter-fraud and digitisation

Forged and doctored qualification documentation presents risks to institutions and employers, and to wider society. UK NARIC has instituted a number of counter-fraud measures in its processes, and supports its member organisations with resources to assist them in their own efforts to combat fraud.

- Database-driven creation of all UK NARIC statements and certificates; automatically output as .pdf documents which are tamper-resistant. All amendments to internal databases are logged so as to permit comprehensive auditing and quality assurance.
- Verification processes which allow member organisations to check the validity of any UK NARIC statement or certificate.

- For reference purposes and to aid checking and verification, UK NARIC members can now access online a digital image bank of anonymised qualification certificates and transcripts from around the world; there are over 3,500 images covering over 100 countries and this data bank continues to be further developed and extended.
- For the future, digital certification to encrypt all UK NARIC .pdf documents, to flag as insecure any UK NARIC statement or certificate which has been improperly edited or altered, is being actively investigated for implementation.

Individual user access

- A secure, bespoke portal, accessible via web browser, allows users to apply, upload documents, pay, track application progress, and communicate securely and directly with UK NARIC.
- A separate, intelligent Visas and Nationality application system has been developed to guide immigration applicants through the application process and towards the correct and appropriate documents they need to support their application to the Home Office, UK Visas and Immigration (UKVI).

Member access

- UK NARIC is the first-ever company to have developed and implemented an online membership model affording organisations access to essential information relating to international qualifications and education, navigable via web browser in one unique repository.
- This model has grown UK NARIC's membership to an extensive global client base, with over 900 member organisations from more than 65 countries.

- A secure, dedicated portal enables member organisations to manage their subscriptions, their enquiries, and their bookings for training, e-training, and events, as well as allowing access via a navigation hub to UK NARIC's online databases.
- All members benefit from a dedicated point-of-contact with a UK NARIC Account Manager, to provide support and answer questions, and to assist with verification of UK NARIC documentation.



www.naric.org.uk