

ERASMUS+ PROJECT 2023-1-RS01-KA220-HED-000156660

EPIR | E-Procedure of Institutional Recognition of Foreign Higher Education Documents

WP2 Activity 4 – Methodology and training materials for the development of digital skills and competences

Methodology for Staff Training on Foreign Qualification Recognition

Introduction

The digitalisation and increasing complexity of international student mobility require higher education institutions to strengthen the competences of staff involved in the recognition of foreign qualifications.

Effective training is a key component for ensuring consistent, transparent, and efficient recognition procedures, in line with international standards and the principles of the Lisbon Recognition Convention.

This methodology provides a general framework that project partners can adopt and adapt to their institutional context, regardless of the specific digital tools or platforms used.

1. Objectives of Training

Training activities should aim to:

- Develop technical and procedural knowledge related to the recognition of foreign qualifications
- Strengthen digital competences for managing applications and documentation
- Ensure consistency and transparency in recognition decisions
- Improve communication between stakeholders involved in the process
- Support the adoption of digital workflows aligned with international best practices

2. Target Groups

Training initiatives should address all stakeholders involved in recognition processes:

- Academic staff (evaluators, teaching committees)
- Administrative staff (admissions and international offices)
- Support staff involved in document verification and data management

EPIR project partners:

Where relevant, information and guidance activities should also be extended to prospective students to improve the quality of submitted applications. [\[WP2 Activi...ing UNIVPM | Word\]](#)

3. Training Approach

A blended and continuous training approach is recommended, combining different formats and levels of engagement:

- Initial training sessions to introduce procedures and workflows
- Ongoing training and refreshers to ensure continuity and updates
- Self-learning resources to support flexible access to knowledge

Training should be organised in physical, virtual, or hybrid formats depending on institutional needs and available resources.

4. Core Training Components

4.1 Conceptual and Regulatory Framework

Staff should be trained on:

- Principles of the Lisbon Recognition Convention
- National regulations governing recognition and admission
- International guidelines and practices for credential evaluation

This ensures that digital tools support fair, transparent, and evidence-based recognition processes.

4.2 Operational Procedures

Training should cover:

- Internal workflows for application handling and evaluation
- Roles and responsibilities of different actors
- Decision-making criteria for recognition
- Documentation requirements and evaluation standards

Clear procedures help maintain consistency and traceability of decisions.

4.3 Digital Skills and Tools

Training should include:

- Use of digital systems for application management (if applicable)
- Digital document handling and verification techniques
- Use of databases, repositories, and external information sources

- Data management and reporting functionalities

The development of digital competences is essential to support efficient and scalable recognition processes.

4.4 Knowledge Resources

Institutions should develop and maintain:

- Internal guidelines and operational manuals
- Country-specific information on foreign education systems
- Shared repositories of recognition cases and practices

The creation of shared knowledge resources supports consistency and reduces duplication of effort.

5. Training Materials and Tools

Recommended training materials include:

- Written guidelines and manuals
- Video tutorials and recorded sessions
- Practical examples and case studies
- Frequently asked questions (FAQ) and help resources

These tools allow both structured training and autonomous learning over time.

6. Capacity Building and Continuous Support

Training should not be a one-time activity. Institutions should ensure:

- Continuous support to staff involved in recognition
- Regular updates on regulatory or procedural changes
- Opportunities for peer learning and exchange of practices
- Access to expert guidance (e.g., ENIC-NARIC centres or national bodies)

Stronger cooperation between institutions and recognition authorities enhances the quality and reliability of evaluations.

7. Monitoring and Evaluation of Training

To ensure effectiveness, training activities should be periodically assessed through:

- Feedback from participants
- Monitoring of recognition consistency and processing times
- Identification of gaps in knowledge or procedures

This allows institutions to continuously improve training strategies and adapt to evolving needs.

8. Key Principles for Effective Training

Across all contexts, training initiatives should be guided by:

- Consistency in recognition practices
- Transparency in procedures and decision-making
- Efficiency through digitalisation and streamlined workflows
- Collaboration between academic, administrative, and external stakeholders
- Student-centred approach to improve accessibility and clarity of processes

Conclusion

A structured and continuous training methodology is essential to support the modernisation of foreign qualification recognition processes. By combining regulatory knowledge, operational guidance, digital competences, and shared resources, higher education institutions can enhance their institutional capacity and ensure fair, transparent, and efficient recognition systems in line with international standards.

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WP2 Activity 4 - Prepared methodology and training materials for the development of digital skills and competences; students and staff trained in digital skills and competences for the process of recognition in physical, virtual and blended workshops and sessions.

Prepared by UNIVPM

Training and Capacity-Building Activities Supporting the Implementation of the Move-IN Platform at UNIVPM

Introduction

The successful implementation of a digital platform for international admissions requires not only technological infrastructure but also adequate training and engagement of all stakeholders involved in the admission and recognition process. Since the adoption of the Move-IN platform in 2024, the Università Politecnica delle Marche (UNIVPM) has invested significant efforts in training academic staff, administrative personnel, and prospective international students to ensure an effective and transparent use of the system.

The objective of these initiatives has been to support the digitalisation of admission and recognition procedures, improve the quality of evaluations, and facilitate communication between applicants, teaching committees, and administrative offices.

Training Activities for Academic Staff

Academic Teaching Committees play a central role in the admission process, as they are responsible for assessing applicants' academic background and suitability for admission. For this reason, a dedicated training strategy was developed to support their transition to the new platform.

Initial Training and Platform Introduction (2024)

In 2024, following the adoption of Move-IN, UNIVPM organised a university-wide meeting involving representatives of all Teaching Committees responsible for evaluating international applications.

The objectives of the meeting were:

- To introduce the Move-IN platform and its functionalities;
- To explain the new digital workflow for admission evaluations;
- To clarify the respective roles of Teaching Committees and the International Students' Admission Office (ISAO);
- To provide guidance on admission statuses, evaluation criteria, and communication procedures;

EPIR project partners:

- To illustrate best practices for managing large volumes of applications.

To support the training activities, ISAO developed a comprehensive set of operational guidelines for academic evaluators. These guidelines provide step-by-step instructions on how to access the platform, review applications, assign admission statuses, use filters, consult supporting documentation, and communicate evaluation outcomes.

The guidelines continue to serve as the primary reference document for Teaching Committees involved in the admission process.

Video Tutorial and Continuous Support (2025)

Building upon the experience gained during the first year of implementation, in 2025 UNIVPM produced a dedicated video tutorial for Teaching Committees.

The video tutorial was designed to:

- Demonstrate the practical use of the Move-IN platform;
- Explain the evaluation workflow in detail;
- Provide examples of application assessment procedures;
- Clarify the interaction between academic evaluation and formal credential verification conducted by ISAO;
- Promote consistency and transparency in admission decisions.

The video resource allows newly appointed committee members to receive training independently and ensures continuity in knowledge transfer across academic years.

Training Activities for Administrative Staff

The implementation of Move-IN also required the development of new competencies among administrative personnel involved in international admissions and credential evaluation.

ISAO staff received specific training on:

- Platform administration and workflow management;
- Digital document verification procedures;
- Credential evaluation methodologies;
- Use of digital verification tools and databases;
- Communication management through the platform;
- Reporting and data analysis functions.

In parallel, internal procedures and shared knowledge repositories were developed to support consistent recognition practices and facilitate the evaluation of foreign qualifications from different educational systems.

Particular attention has been dedicated to strengthening expertise in foreign credential evaluation, in accordance with the principles of the Lisbon Recognition Convention, the recommendations of CIMEA (Italian ENIC-NARIC Centre), and international best practices in recognition procedures.

Information and Training Activities for Students

The digitalisation of admission procedures also required extensive communication and guidance activities targeting prospective international students.

To facilitate access to information and improve the quality of submitted applications, UNIVPM developed several complementary tools.

Student Guidelines

Comprehensive admission guidelines are published annually and provide detailed information regarding:

- Admission requirements;
- Application procedures;
- Language requirements;
- Required documentation;
- Visa procedures;
- Enrolment steps.

These guidelines help students understand the admission process and reduce errors during application submission.

Video Tutorials

In addition to written documentation, UNIVPM has produced video tutorials explaining how to:

- Create an account on Move-IN;
- Complete the application form;
- Upload supporting documents;
- Pay the application fee;
- Monitor the status of the application.

These resources improve accessibility and support students who may be unfamiliar with the Italian higher education admission process.

Online Webinars

Throughout the admission cycle, ISAO organises online webinars dedicated to prospective international students.

These sessions provide:

- Information about study opportunities at UNIVPM;
- Guidance on admission procedures;
- Explanations regarding qualification requirements;
- Opportunities to ask questions directly to university staff.

The webinars contribute to greater transparency and help applicants prepare complete and accurate applications.

The Role of Student Ambassadors

An important component of UNIVPM's communication strategy is represented by the Student Ambassador programme.

Student Ambassadors support the University through:

- Social media promotion activities;
- Creation of posts, reels, and digital content;
- Online engagement campaigns;
- Participation in webinars and virtual events;
- Peer-to-peer guidance for prospective students.

Their role extends beyond marketing activities. Student Ambassadors contribute directly to student orientation by sharing their personal experiences, providing practical information about studying in Italy, and helping prospective applicants better understand admission procedures and university life.

This peer-support approach has proven particularly effective in reaching international audiences and strengthening trust in institutional communication.

Entry Requirements by Country: A Tool for Transparency and Recognition

An additional resource developed by ISAO to support both recognition activities and student guidance is the document entitled “Entry Requirements – Foreign Educational Qualifications by Country”.

The document provides country-specific information regarding:

- Minimum access requirements;
- Recognition criteria;
- Required qualifications;
- Additional academic requirements;
- Documentation needed for evaluation.

Originally created as an internal support tool for credential evaluators, it has evolved into a transparency instrument available to prospective students and educational agents. By clearly outlining the minimum requirements that foreign qualifications must satisfy, the document helps applicants assess their eligibility before submitting an application and contributes to improving the quality of applications received.

At the same time, it promotes consistency in recognition practices and facilitates the work of both Teaching Committees and administrative evaluators.

Conclusion

The implementation of Move-IN at UNIVPM has been accompanied by a comprehensive training and communication strategy involving academic staff, administrative personnel, and international students. Through meetings, operational guidelines, video tutorials, webinars, digital communication campaigns, and the development of recognition support tools, the University has created an integrated framework that supports the digitalisation of admission and credential recognition processes.

These initiatives have contributed not only to the effective use of the platform but also to strengthening institutional capacity, improving transparency, and enhancing the overall quality of international admissions.

[UNIVPM Student Ambassadors – International Admissions Webinar](#)