



March 30 - April 2, 2025

11th ANNUAL MEETING

Introduction to Research in International Education (Part 1)

Building a Research Roadmap for Credential Evaluation
Shelby L. Cearley, Karen Krug, and Amanda Shoaf Morrison

#AACRAO2025

Washington Convention Center | Seattle, WA

Today's Presenters

Shelby L. Cearley

- Team Lead
- Adtalem Global Education

Karen Krug

- Senior Research & Knowledge Evaluator
- Educational Credential Evaluators (ECE), Inc.



Amanda Shoaf Morrison

- Research Evaluator
- Scholaro, Inc.



Today's Objective and Takeaways

- Understand research strategies for international credential evaluation
 1. Identify primary, secondary, and tertiary sources
 2. Use age-appropriate resources
 3. Properly document research results.

The Role of Research in Credential Evaluation



Why Research is Critical



Ensure fair and accurate evaluation



Maintain institutional credibility and compliance



Streamline processes and reduce review time

How would you interpret these grades?

| APPROVED SUBJECT TITLES | GRADE |
|---|-------|
| National Studies | C |
| Entrepreneurship Skills Development | C |
| Engineering Mathematics | C |
| Computer Applications | C |
| Mine Management | C |
| Environmental Management And Protection | C |
| Mine Survey | C |
| Geology | C |
| Surface Mining | D |
| Underground Mining | D |
| Research Methods | C |
| Explosives And Blasting | D |
| Mine Hydrology | C |
| Mine Valuation And Economics | C |
| Rock Mechanics And Ground Control | D |
| Mine Ventilation | C |
| Mine Machinery | D |
| Mine Transportation And Winding | C |
| Project | C |
| On The Job Education And Training | C |

| SUBJECT GRADING SYSTEM | | | | |
|------------------------|-----|-------|------------------|-----|
| 49% | and | Below | FAIL----- | (F) |
| 50% | to | 59% | PASS----- | (P) |
| 60% | to | 79% | CREDIT----- | (C) |
| 80% | to | 100% | DISTINCTION----- | (D) |



Do you know if these are equivalent?



Universidad Nacional

Por cuanto:

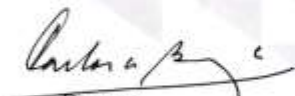


ha cumplido con todos los requisitos reglamentarios, se le confiere el grado académico de

BACHILLERATO EN COMERCIO Y NEGOCIOS INTERNACIONALES

En fe de lo cual suscriben los funcionarios autorizados y se agrega el sello de la Institución

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Facultad de Ciencias Sociales


Rectora

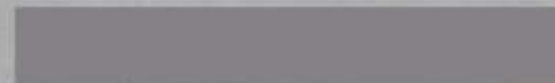
Registrado en el Libro de títulos al tomo  folio  asiento 

Identificación: 

República de Panamá
Ministerio de Educación
por conducto de

Colegio Moisés Castillo Ocaña

Confiere a:



c.i.p. 

Diploma

Bachiller en Comercio

por haber culminado los estudios y cumplido con los requisitos
legales correspondientes.

Dado en la ciudad de La Chorrera a los veinte días del mes de diciembre
de dos mil diecinueve.


Director (a)




Director Regional de Panamá Oeste

A little research now saves time later...



| 3º Curso (equiv to Grade 12) | | |
|------------------------------|------------------|------------------------|
| Course Title | MOE Weekly Hours | U.S. High School Units |
| Matemática | 3.00 | 0.50 |
| Física | 2.00 | 0.25 |
| Química | 2.00 | 0.25 |
| Biología | 2.00 | 0.25 |
| Historia | 2.00 | 0.25 |
| Lengua y Literatura | 2.00 | 0.25 |
| Inglés | 3.00 | 0.50 |
| Educación Física | 2.00 | 0.25 |

Who benefits?

Credential evaluators

Admissions teams

Students

Employers



Challenges in Credential Evaluation

Zaire
USSR
Yugoslavia
Upper Volta
Swaziland
Degrees from defunct countries/institutions

Verification of document authenticity

Variability in education systems over time



Transnational credentials

Language Barriers and non-Latin scripts

Sveiki 안녕 Здравей
Saluton CIAO Bok Salut Aho
HELLO Mirë dita שלום नमस्ते HELLO
Kia ora CIAO Hallo مرحباً HEI Kia ora C
こんにちは Здравствуйте こんにちは
là Terve Sveiki 안녕 Здравей Olà Ter
Saluton CIAO Bok Salut Aho
Grüezi Добар ден

Using Reliable Resources




Which of these sources is more reliable?



WIKIPEDIA
The Free Encyclopedia

Search

List of universities in India



विश्वविद्यालय अनुदान आयोग
University Grants Commission
Quality higher education for all

Home

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Guidelines

Regulations

HEIs

Fake Universities

Home / Universities Details

University Grants Commission

Universities

Central University

State Universities

Deemed to be Universities

State Private Universities

View All

View Other details





Primary Sources

Government
bodies

Accreditation
bodies


Issuing
institution

Legislation

- Drawbacks of primary sources:
 - Not all information in one place
 - Official stated policy may not match actual practice
- *Primary source for one type of information may not be primary source for another type of information!*
 - Example: Institution website can be primary source for their own educational programs, but not for their recognition status.

Primary Source Example (1)





**NATIONAL UNIVERSITIES
COMMISSION**
Motto: Thought and Service

HOMEABOUT US ▾DIRECTORATES ▾NIGERIAN UNIVERSITIES ▾Part time programmesCONTACT US 🔍

20 ▾ entries per page

Search:

| S/N ▴ ▾ | PRIVATE UNIVERSITIES ▴ ▾ | VICE CHANCELLOR ▴ ▾ | WEBSITE ADDRESS ▴ ▾ | YEAR EST. ▴ ▾ |
|---------|--|----------------------------|---|---------------|
| 1 | Achievers University, Owo | Professor Samuel Aje | https://www.achievers.edu.ng | 2007 |
| 2 | Adeleke University, Ede | Prof. Samuel E Alao | https://www.adelekeuniversity.edu.ng | 2011 |
| 3 | Afe Babalola University, Ado-Ekiti - Ekiti State | Prof. E. Smaranda Olarinde | https://www.abuad.edu.ng | 2009 |
| 4 | Ajayi Crowther University, Ibadan | Prof. Timothy A. Adebayo | https://www.acu.edu.ng | 2005 |
| 5 | Al Hikmah University, Ilorin | Professor Noah Yusuf | https://www.alhikmah.edu.ng | 2005 |

Primary Source Example (2)



STUDENT SERVICES

WHY USP

STUDY AT USP

Home / Publications / Archived Publications

Archived Publications

USP Handbook and Calendar



2024 Handbook and Calendar 7 MB

Jan 7 2025



2023 Handbook



2022 Handbook and Calendar 5 MB

Jan 13 2023



2021 Handbook



2020 Handbook and Calendar 6 MB

Jul 31 2021



2019 Handbook

BACHELOR OF LAWS

The Bachelor of Laws (LLB) degree is offered as a face-to-face four-year programme at Emalus Campus, but is also offered online in distance and flexible learning mode.

Special Admission Requirements:

To be admitted to a Bachelor of Laws a person shall have:

- passed a Senate-recognised Form 7 or equivalent examination with 60% (or equivalent) in English; or
- met the mature student admission criteria; or
- a bachelor's degree from USP, or a bachelor's degree or equivalent qualification involving at least three years' full-time study from another recognised tertiary institution. (Students admitted under this clause are known as Graduate Entrants.)

Programme Requirements:

- The Bachelor of Laws consists of 32 courses, of which 8 are at 100-level, 8 are at 200-level and 16 are at 300-level, as listed below.
- Graduate entrants to the Bachelor of Laws are required to complete successfully 16 compulsory LW courses listed below, plus UU204 and eight elective LW courses.
- Students must successfully complete and attain a GPA of at least 2.0 in all 100-level LW courses plus UU100 and UU114 before being able to progress to any 200-level LW courses.
- Students must successfully complete all 200-level LW courses plus UU200 and UU204 before being able to progress to any 300-level LW courses.

Courses:

Year I: UU100, UU114, LW110, LW111, LW112, LW113; plus two 100-level non-Law courses

Year II: UU200, UU204, LW201, LW202, LW203, LW204, LW205, LW206

Years III and IV: LW300, LW301, LW304, LW306, LW308, LW309; plus ten other 300-level LW courses

Secondary & Tertiary Sources

Secondary:

- Professional organizations
- Archived reports



Tertiary:

- Aggregated research
- Wikipedia

- Drawbacks of secondary/tertiary sources:
 - Only as good as sources they're based on
 - May not be up to date
- ***When working with secondary/tertiary sources, always check their sources!***
 - If possible, follow their sources to the original source to confirm their information.
 - Be cautious of resources to which anyone can contribute (Wikipedia, 4icu.org, etc.)








Secondary/Tertiary Source Example (1)






ABOUT EDGE FAQs AND CONTACT USER GUIDE CUTTING EDGE SUBSCRIBE TO EDGE LOGIN

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LEGEND:  COUNTRY UPDATE  EMERGENT NEWS  BOTH





Secondary/Tertiary Source Example (2)






International Bureau
of Education

English | Français | Español

Tel.: +41.22.555.06.00
Fax: +41.22.555.06.46
Email

Employment Who we are What we do How we work Where we work Resources 

Home » World Data on Education: Seventh edition 2010-11

World Data on Education: Seventh edition 2010–11

The seventh edition of World Data on Education contains detailed and systematized information on education systems of 163 countries worldwide, with a particular emphasis on curricula and curriculum development processes.

World Data on Education
Données mondiales de l'éducation
Datos Mundiales de Educación

- Afghanistan
- Albania
- Algeria
- Madagascar
- Malawi
- Malaysia

Secondary/Tertiary Source Example (3)





INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU



WHED World
Higher Education
Database

In collaboration with



unesco
United Nations
Educational, Scientific
and Cultural Organization

MyWhed



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IAU WHED

The world of higher education at your fingertips

*The unique database providing **authoritative information** on higher education systems, credentials and institutions worldwide*



HEI Quick search

Choose a country and/or enter a keyword

▼

☐ Only IAU members ☒ All institutions

HEI Advanced search

Resources by Age

Pre-Internet (Before 1996)



ARCHIVED COUNTRY
PROFILES



BOOKS



LEGISLATION



INTERNET SEARCH
ENGINE



UNIVERSITY
LIBRARIES –
ARCHIVED CATALOGS



TRANSCRIPT

Country Profiles Example (1)



Collection Thesaurus
Search education resources Search Advanced Search Tips

☐ Peer reviewed only ☒ Full text available on ERIC

Notes FAQ Contact Us

Higher Education in the Philippines. Bulletin, 1961, No. 29. OE-14065. [Foreword - Chapter V]

Carson, Arthur L.
Office of Education, US Department of Health, Education, and Welfare

Download full text

Record Type: Non-Journal
Publication Date: 1961
Pages: 151
Abstractor: ERIC
ISBN: N/A
ISSN: N/A
EISSN: N/A

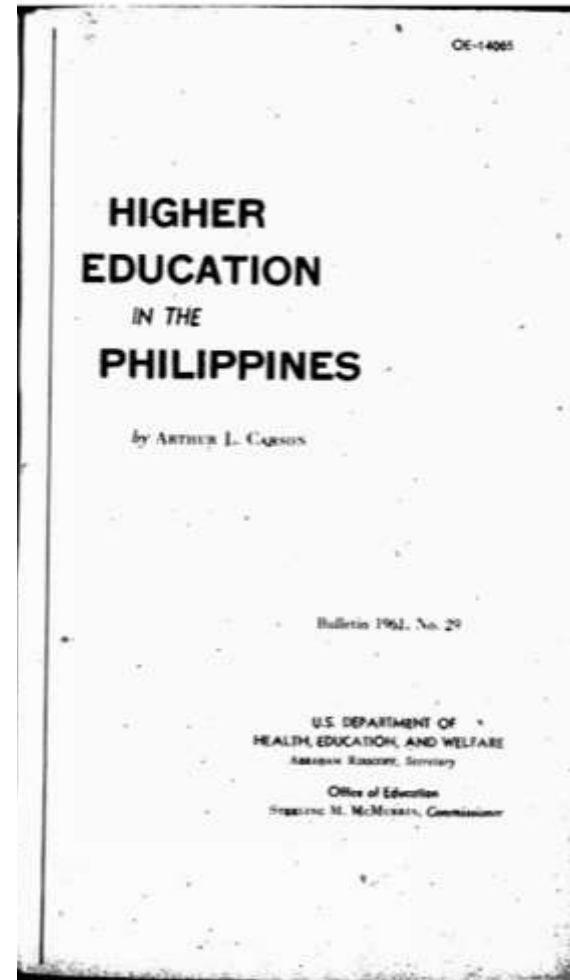
Because of close relations between the Philippines and the United States in the earlier years of this century, developments in the Philippines since that country achieved its independence in 1946 are of particular interest to Americans. An important aspect of the island nation's efforts in its first 15 years of complete self-government is the expansion of its educational system. At the higher educational level, the broadening of opportunities since World War II has been marked by a striking increase in the number of colleges and universities, the majority of which are under private auspices. The rapid growth and resulting complexity of the higher educational sector has rendered obsolete most of the earlier reference material available in the United States concerning Philippine institutions of higher learning. With educational intercommunication between the two nations expanding rapidly in volume and importance, the publication of a study of the current state of higher education in the Philippines seems particularly timely. It is hoped that the present bulletin, which supersedes "Public Education in the Philippine Islands" published by the Office of Education in 1935, will be of particular value to students of comparative education and to American university officials dealing with educational exchanges between the United States and the Philippines. This bulletin is the first part of a two-part volume. It contains the following sections: (1) Foreword; (2) Acknowledgments; (3) Chapter I: Introduction; (4) Chapter II: The Islands and the People; (5) Chapter III: The Development of an Educational System; (6) Chapter IV: Higher Education: The Public Institutions; and (7) Chapter V: Higher Education: The Private Institutions. Individual sections contain footnotes. (Contains 7 charts and 23 tables.) [Due to its size, this volume has been processed as two separate parts. The first part includes the foreword through Chapter V. The second part includes Chapter VI through the appendices. The cover page and table of contents are repeated in the second part. For the other part, see "Higher Education in the Philippines. Bulletin, 1961, No. 29. OE-14065. [Chapter VI - Appendices]" (ED544129). Best copy available has been provided.]

Descriptors: [Higher Education](#), [Vocational Education](#), [Foreign Countries](#), [War](#), [Public Education](#), [Comparative Education](#), [Educational History](#), [World History](#), [Economic Factors](#), [Social Influences](#), [Females](#), [Religion](#), [Language Usage](#), [Literacy](#), [Demography](#), [Public Health](#), [Political Issues](#), [Elementary Schools](#), [Women's Education](#), [Private Schools](#), [Educational Legislation](#), [Land Settlement](#), [Economic Development](#), [Kindergarten](#), [Secondary Schools](#), [Public Colleges](#), [Educational Administration](#), [Educational Finance](#), [Teacher Education Programs](#), [Agricultural Education](#), [Schools of Education](#), [Business Education](#), [Technical Education](#), [Industry](#), [Private Colleges](#), [Supervision](#), [Government Role](#), [Governance](#), [Academic Degrees](#), [Liberal Arts](#), [Engineering Education](#), [Law-Related Education](#), [Medical Education](#), [Home Economics](#), [Music Education](#), [Art Education](#), [Fine Arts](#), [Architecture](#), [Science Education](#), [Enrollment Trends](#), [Graduation](#), [Religious Education](#), [Churches](#), [Catholics](#), [Protestants](#), [Muslims](#), [Theological Education](#)

Office of Education, US Department of Health, Education, and Welfare

Publication Type: Historical Materials; Reports - Evaluative
Education Level: Elementary Secondary Education; Higher Education
Audience: N/A
Language: English
Sponsor: N/A
Authoring Institution: US Department of Health, Education, and Welfare, Office of Education (ED)
Identifiers - Location: Japan; Philippines; Spain; United States
Grant or Contract Numbers: N/A

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a specific occupation but do not confer a degree. One example is the nautical school; the normal schools before 1951 were also in this category. Or the courses may be advanced technical training in such lines of specialization as farm mechanics or practical electricity. A third type is illustrated by the degree curriculums for industrial teachers offered in national schools of arts and trades. Although the scene is a changing one and composed of diverse elements it contains a number of important enterprises.

The Nautical School

The Philippine Nautical School, founded in 1820 during the Spanish regime, enjoys the distinction of being the oldest institution under the Bureau of Public Schools. It is located in Pasay near Manila Bay. In 1958 the enrollment numbered 54. The school program begins with 2 years of instruction in navigation, applied mathematics, and seamanship and nautical knowledge. Each student must serve for another 2 years as an apprentice, usually on interisland ships, before graduation. The primary purpose of the nautical school is to prepare qualified deck officers for the Philippine merchant marine, although graduates may also seek service in the Philippine Navy.³⁴

Normal Schools

The 8 regional normal schools, which enrolled 3,321 students in 1958-59, are listed below:

1. Albay Normal School, Legaspi, Albay.
2. Bukidnon Normal School, Malaybalay, Bukidnon.
3. Cebu Normal School, Cebu City.
4. Ilocos Norte Normal School, Laoag, Ilocos Norte.
5. Iloilo Normal School, Iloilo City.
6. Leyte Normal School, Tacloban, Leyte.
7. Pangasinan Normal School, Bayambang, Pangasinan.
8. Zamboanga Normal School, Zamboanga City.

Further discussion of these schools, together with the Philippine Normal College, will be found in the later section on "Teacher Education."

³⁴ Republic of the Philippines, Department of Education, Philippine Public Schools. Annual Report of the Director of Public Schools for the School Year 1954-1955. Manila: the Bureau, 1955. (Mimeographed) p. 6.



Country Profiles Example (2)



Education in the U.S.S.R. : research and innovation / by Seymour M. Rosen.

Description

Tools [Cite this](#) [Export citation file](#)

Main Author [Rosen, Seymour Michael, 1924-](#)
Related Names [United States. Office of Education.](#)
Language(s) English
Published Washington : Dept. of Health, Education, and Welfare, [Education Division], Office of Education : for sale by the Supt. of Docs., U.S. Govt. Print. Off., 1978.
Subjects [Education > Soviet Union.](#)
[Educational innovations.](#)
Physical Description v, 37 p. : 24 cm.
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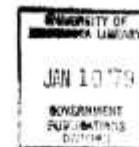
Viewability

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|---------------------------------------|--------------------------|
| Full view | University of California |
| Full view | University of Minnesota |
| Full view no.77-19130 | University of Michigan |

HEW Publication No. (OE) 77-19130

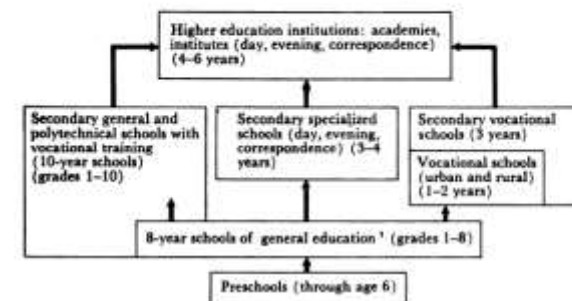
Education in the U.S.S.R. Research and Innovation

by
Seymour M. Rosen
Specialist in Comparative Education
for the U.S.S.R. and Eastern Europe
Office of Education



U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., Secretary
Mary F. Berry, Assistant Secretary for Education
Office of Education
Ernest L. Boyer, Commissioner
Robert Laestma, Associate Commissioner for Institutional
Development and International Education

Structure of the Soviet Educational System: 1977



Primary-Secondary Education

Compulsory education begins in the first grade at age 7. Primary education extends from grades 1 to 3, and "incomplete secondary" education from grades 4 to 8. Since 1959 a student progressing through "incomplete secondary" education has been a graduate of an 8-year school (grades 1-8). (Before 1959, he or she was a graduate of a 7-year school.) The upper or "complete secondary" grades are generally 9 and 10; thus a student who has progressed through "complete secondary" education is a graduate of a 10-year school (grades 1-10).

The term "secondary general and polytechnical schools with labor training" refers to the regular 10-year elementary-secondary schools of general education attended by most students. "Polytechnical education," involving knowledge of the world of work, is built into the general education school curriculum from the earliest grades; it includes study of the relationship of the physical sciences to their practical application in industry and also some elementary practical training in specific fields.

Specific vocational training, as distinct from polytechnical education, is given after a student leaves the 8-year school either in 1- to 2-year vocational schools, in the new 3-year secondary vocational schools, or in the 3- to 4-year secondary specialized schools. Examples of the latter are the (lower) medical schools, which produce "feldshers," or doctor's assistants, and the technicums, which train engineering support personnel. These 3- to 4-year secondary specialized schools also include general education in their curriculum and provide access to higher education, though to a more limited extent in practice than do the 10-year schools of general education. General secondary schools grant a maturity certificate (*attest*

3

251-104 0 - 12 - 2

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UNIVERSITY OF MINNESOTA

11



Book Example

40

INSTITUTES OF HIGHER EDUCATION UNDER THE AUSPICES OF
THE MINISTRY OF UNIVERSITIES, 1988-89

| Institute | 1988-89 Enrollment | Diploma Awarded | Duration | Representative Specializations |
|--------------------------|--------------------|---|--------------------|---|
| ENS, ¹¹ Jijel | 502 | <i>licence d'enseignement</i> ¹² | 4 years | math, physics, chemistry |
| ENS, Kouba | 1,893 | <i>licence d'enseignement</i> <i>licence</i> | 4 years 4 years | - math, physics/chemistry, music - natural sciences |
| ENS, Mostaganem | 1,721 | <i>licence d'enseignement</i> <i>licence</i> | 4 years 4 years | - math, physics/chemistry, physical education - natural sciences |
| ENS, Oum El Bouaghi | 1,237 | <i>licence d'enseignement</i> <i>licence</i> | 4 years 4 years | - math, physics/chemistry - natural sciences |
| ENS, Ouargla | 232 | <i>licence d'enseignement</i> | 4 years | math, physics/chemistry |
| ENS, Saïda | 532 ¹³ | <i>licence d'enseignement</i> | 4 years | math, physics/chemistry |

¹¹ *École Normale Supérieure*, or Higher Teacher-Training School

¹² The ENSs appear to be offering the DEUA in addition to the *licence* and the *licence d'enseignement*, but AMIDEAST was unable to verify this information.

¹³ Enrollment is combined with INES, Saïda.

Education in the Arab World

Volume I

Algeria, Bahrain,
Egypt, Jordan, Kuwait,
Lebanon, Morocco

AMIDEAST



Building your Resource Library (Books and Articles)

- [AACRAO EDGE](#) country profiles and archived country publications
- [NAFSA Guide to Education Systems Around the World](#)
- [NUFFIC Education Systems](#)
- [IQAS International Education Guides](#)
- [ECE Connection](#)
- Leverage your institutional library and Interlibrary Loan (ILL)
- [TAICEP Resources at Your Desk](#)
 - Spreadsheet with thousands of resources by type



Legislation Example

The Universities (Establishment of Universities)(Standardization, Accreditation and Supervision), Rules 1989

Table of contents Search

Search table of contents

Expand all Collapse all

- ▼ Part I – PRELIMINARY
 - 1. Citation
 - 2. Interpretation
 - 3. Application
- ▼ Part II – REGISTRATION OF EXISTING UNIVERSITIES
 - 4. Registration procedure
 - 5. Preparation and effect of the register
- ▼ Part III – ESTABLISHMENT OF NEW UNIVERSITY
 - 6. Eligibility and application procedure
 - 7. Proposal as to particular and resources
 - 8. Inspection and verification of resources
 - 9. Issue and effect of interim authority
 - 10. Refusal, suspension or revocation of interim authority
- ▼ Part IV – PREPARATION OF INSTITUTIONAL STANDARDS
 - 11. Preparation of standards
 - 12. Evaluation of performance and supervision
 - 13. Declaration of institutional standards
- ▼ Part V – THE PROCESS OF ACCREDITATION
 - 14. Criteria for accreditation
 - 15. Appointment of an inspection committee
 - 16. Deliberations of the Commission
 - 17. Effect of accreditation
- ▼ Part VI – INSTITUTIONAL RIGHTS AND OBLIGATIONS
 - 18. Rights of accredited universities
 - 19. Obligations of accredited universities
 - 20. Variation of charter
- ▼ Part VII – MISCELLANEOUS PROVISIONS
 - 21. Inspection and payment of fees
 - 22. Offences and penalties
 - 23. Appeals
- ▼ FIRST SCHEDULE
 - Paragraph 1.
 - Paragraph 2.



THE REPUBLIC OF KENYA

LAWS OF KENYA

UNIVERSITIES ACT

THE UNIVERSITIES (ESTABLISHMENT OF UNIVERSITIES) (STANDARDIZATION, ACCREDITATION AND SUPERVISION), RULES 1989

LEGAL NOTICE 56 OF 1989

Commenced on 3 March 1989.

Part I – PRELIMINARY

1. Citation

These Rules may be cited as the Universities (Establishment of Universities) (Standardization, Accreditation and Supervision) Rules, 1989.

2. Interpretation

In this Rules, unless the context requires otherwise—

“accreditation” means public acceptance and confirmation evidenced by grant of charter under section 12 of the Act that a university meets and continues to meet the standards of academic excellence set by the Commission;

“certificates and diplomas” means post-graduate certificates and diplomas;

“Commission” means the Commission for Higher Education established under section 3 of the Act;

“operating a university” includes conducting courses or programmes of study by any method of delivery, whether residential or distance, electronic or print, satellite or similar form of transmission;

“private university” means a university established with funds other than public funds;

“public university” means a university maintained or assisted out of public funds;

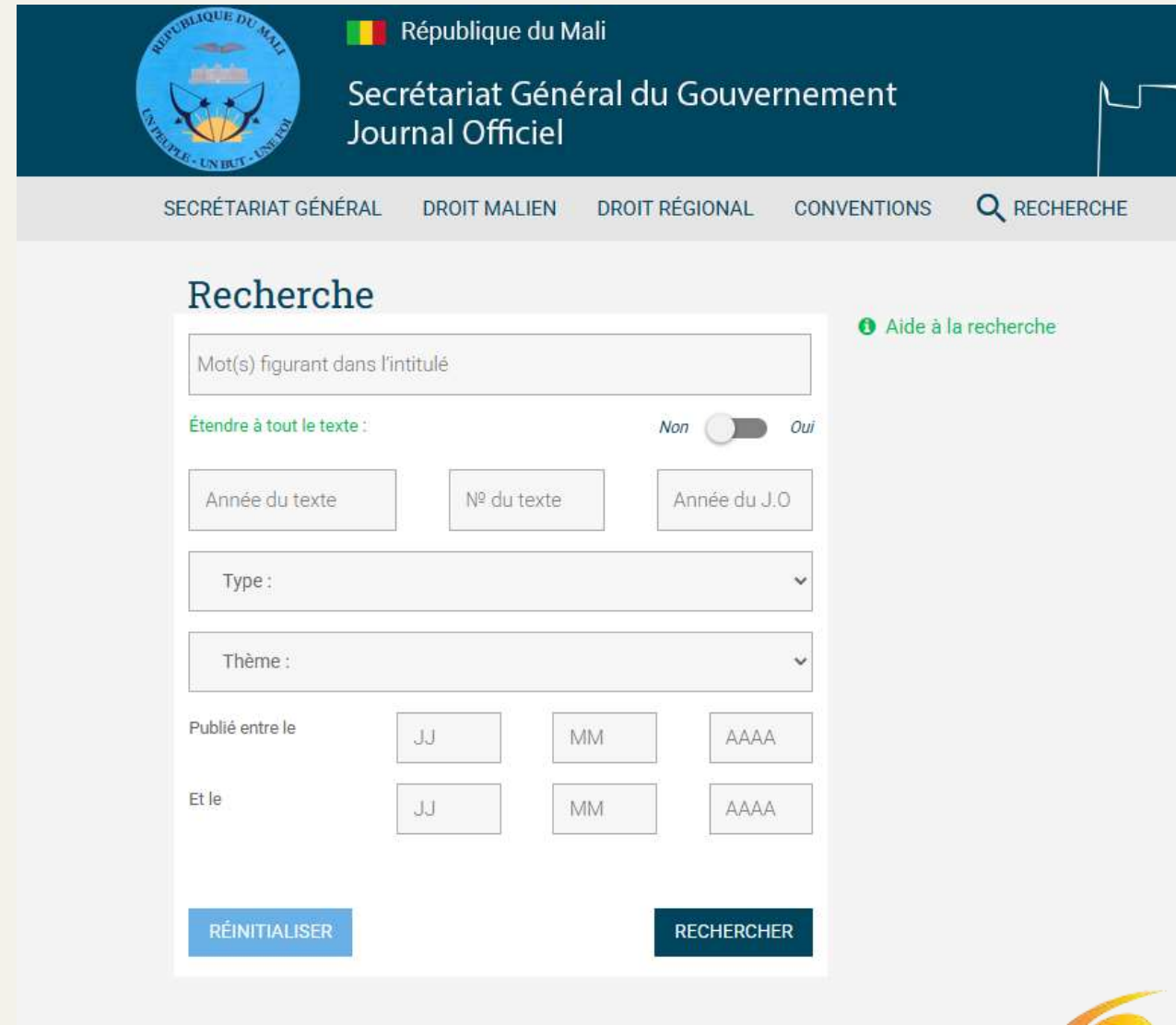
17. Effect of accreditation

- (1) In addition to the status conferred by reason of publication under section 14 of the Act, the certificates, diplomas and degrees conferred in respect of programmes of instruction offered in or by a university to which accreditation has been granted under these Rules and the Act shall be recognized as of comparable and equivalent merit to similar certificates, diplomas, and degrees awarded in respect of programmes offered in and by public universities in Kenya.
- (2) The provisions of paragraph (1) shall extend and apply to all certificates, diplomas and degrees conferred by any university before the grant of accreditation as aforesaid provided that authority to operate under any of the provisions of these Rules had at no time been revoked or suspended before such grant.
- (3) The Commission shall, in respect of all certificates, diplomas and degrees not covered by the provisions of paragraphs (1) and (2) establish a committee to advise on whether or not the same should be recognized in terms of those sections.
- (4) Where after a full deliberation on the merits of each case transmitted to it under subparagraph (3), the Commission is satisfied that the certificates, diplomas or degrees in issue ought to be recognized, it shall publish a notice to that effect in the Gazette and such notice shall be irrevocable.



Finding Legislation

- Legislation is frequently cited on websites and credentials
- Use keyword searches in an internet search engine to locate some
- Be aware that many country-specific legislation repositories exist
 - Many are NOT indexed for search engines, so if you cannot find results from a general search, try and find their repository



The screenshot shows the official website of the République du Mali, Secrétariat Général du Gouvernement, Journal Officiel. The header includes the national emblem and the text 'République du Mali' and 'Secrétariat Général du Gouvernement Journal Officiel'. Below the header, there is a navigation bar with links to 'SECRÉTARIAT GÉNÉRAL', 'DROIT MALIEN', 'DROIT RÉGIONAL', 'CONVENTIONS', and a search icon labeled 'RECHERCHE'.

The main section is titled 'Recherche' and contains a search form. The form includes a text input field for 'Mot(s) figurant dans l'intitulé'. Below this, there is a toggle switch for 'Étendre à tout le texte' with options 'Non' and 'Oui'. The form also has three input fields for 'Année du texte', 'N° du texte', and 'Année du J.O.'. There are two dropdown menus for 'Type :' and 'Thème :'. At the bottom of the form, there are two rows of date selection fields: 'Publié entre le' and 'Et le', each with fields for 'JJ', 'MM', and 'AAAA'. The form concludes with two buttons: 'RÉINITIALISER' and 'RECHERCHER'.



Archived Catalogs Example

UNIVERSITY OF TORONTO LIBRARIES

UNIVERSITY OF TORONTO ARCHIVES & RECORDS MANAGEMENT SERVICES (UTARMS)

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ARCHIVAL COLLECTIONS

RECORDS MANAGEMENT SERVICES

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SEARCH

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Web archives

Exhibits

Archives home

Digitized publications

This is only a fraction of items in our University Publications collection.

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On this page: Calendars | Newspapers | Yearbooks | Class & Prize lists and Register of Graduates | Reports | Newsletters and bulletins | Journals and grey literature | Magazines | Other publications

Calendars

- University of Toronto, 1860-1972 [includes all academic divisions]

Archived versions of more recent online-only calendars can be seen [here](#).

By academic division (not included above)

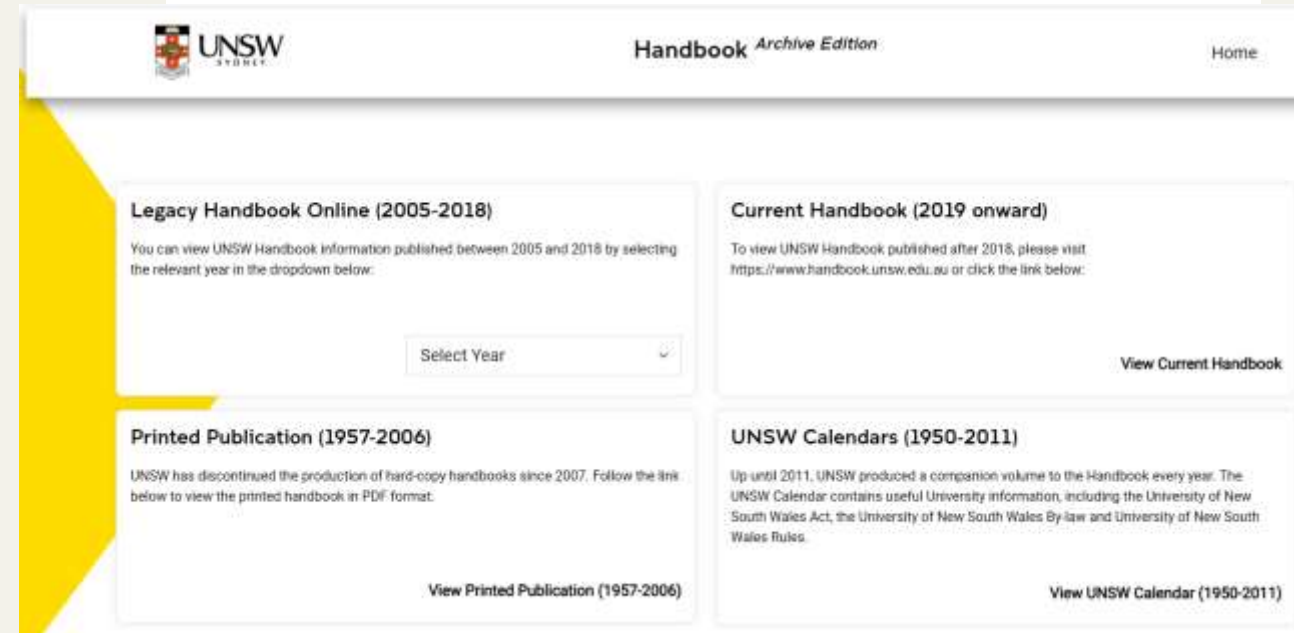
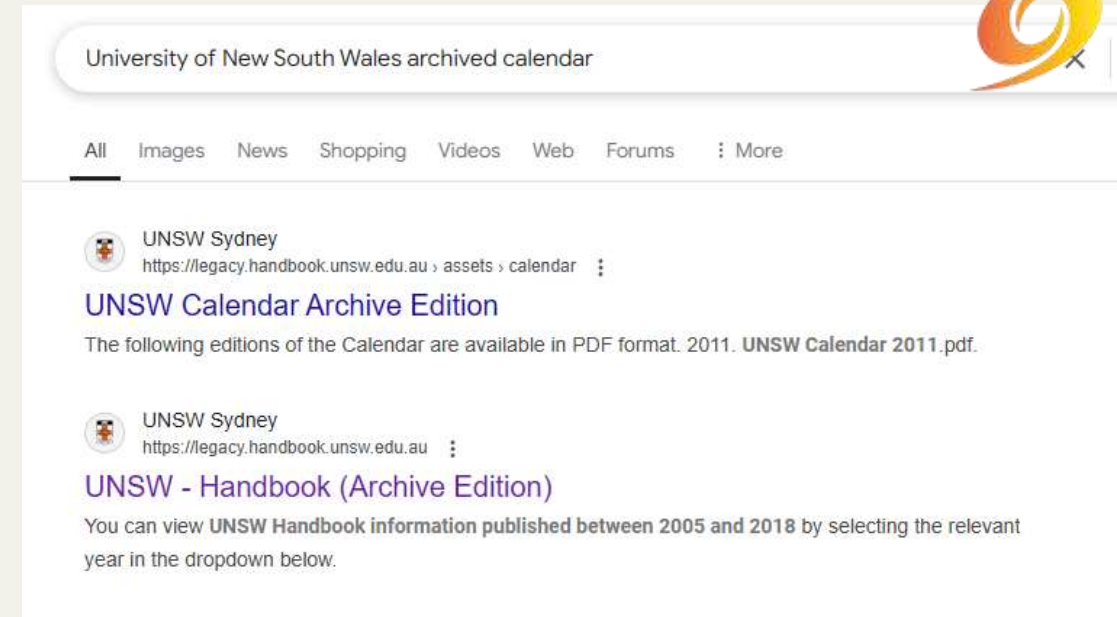
- School of Practical Science, 1879-1880 | 1885-1905 / Applied Science and Engineering, 1905-1930 | 1970-1980
- Faculty of Arts and Science / Faculty of Arts, 1904-1917 | 1921-1928 | 1972-2013
- Dentistry, 1986-1987
- OISE / Ontario College of Education / Faculty of Education, 1908-1917 | 1920-1951 | 1972-1979
- Forestry, 1986-1987
- Information / Library and Information Science / Library Science, 1986-1987
- Management Studies, 1986-1987
- Music, 1986-1987

| 42 | UNIVERSITY OF TORONTO | 43 | CALENDAR FOR 1892-93 | 44 |
|---|-----------------------|---|----------------------|----|
| <p>Candidates in all the years are required to send to the Registrar of the University, at least three weeks before the commencement of each examination, an application for examination according to a printed form to be obtained from the Registrar, and such application must be accompanied by the fee of five dollars.</p> | | <p>FOURTH YEAR.</p> <p>May be substituted for the prescribed classical Greek.</p> <p>May be substituted for Political Science or Philosophy.</p> | | |
| <p>II.—REGULATIONS RELATING TO THE FASH COURSE.</p> <p>The subjects to be taken by those pursuing the pass course, with the options permitted, are set forth in the following schedule:</p> <p>FIRST YEAR.—Greek, or French and German; and one of the three Science—Chemistry, Biology, Geology.</p> <p>SECOND YEAR.—Latin; English; History; Philosophy; Physics, or other Greek, or French and German.</p> <p>THIRD YEAR.—Latin; English; other Greek, or French and German; or any two of the three departments—Biology, Chemistry, and Political Science, Philosophy, Physics.</p> <p>FOURTH YEAR.—Latin; English; other Greek, or French and German; or any two of the three departments—Political Science, Philosophy, Mathematics and Physics.</p> <p>NOTE.—Those may be substituted for Greek or German in each of the four years.</p> <p>Undergraduate in his previous in the Third and Fourth years may, in lieu of one or more of the subjects prescribed for each of those years, take one or more of the following subjects, namely, Biblical Greek, Biblical Literature, Apologetics and Church History, according to the following scheme:</p> <p>FIRST YEAR.</p> <p>May be substituted for the prescribed classical Greek.</p> <p>May be substituted for the Modern History of the Political Science subject.</p> <p>An undergraduate who takes Philosophy may substitute Apologetics for Ethics.</p> | | <p>Undergraduate who exercise these options must present certificate of having attended lectures and passed examinations in the subjects so substituted, or in the College or University of Toronto, or in any other University College or University other than University College.</p> <p>The students for passing at each examination need not be less than the minimum required at the University examinations of the same year.</p> <p>Undergraduate of any year, who have been rejected, or who have been prevented from attending the second examination in May by sickness, domestic affliction, or other cause beyond their control may present themselves for examination in September, at the time of the Senior Matriculation examination. The candidates who have failed to attend at the May examination, must prove to the satisfaction of the Vice-Chancellor, before presenting themselves in September, the extension and efficiency of the alleged cause of absence, and all such cases shall be subsequently reported to the Senate.</p> <p>A candidate for examination of any year in the pass course who has failed to attend at the examination of the examination, may be allowed to present himself at the next ensuing supplemental examination in the subject or subjects only in which he has failed, and a candidate for examination of any year in an honor department, who has failed in not more than one of the pass subjects attached to his honor department, may be allowed to present himself at the next ensuing supplemental examination in that subject only in which he has failed. No candidate whether in the pass or honor course shall be allowed to enter upon the next succeeding year of his course until he has passed the subject or subjects in which he has failed at the supplemental examination in May, or at the time of any succeeding annual examination at the time of the annual May examinations shall be allowed to present himself at the same examination in the subjects of any succeeding year of his course.</p> | | |
| <p>III.—REGULATIONS RELATING TO THE HONOR COURSE.</p> <p>In this course there are eight honor departments, viz.: I. Classical; II. Modern Languages; III. Oriental Languages; IV. Political Science; V. Philosophy; VI. Mathematics and Physics; VII. Chemistry and Mineralogy; VIII. Natural Sciences.</p> <p>Candidates pursuing department II. will be allowed at and after the examination of 1893 to take either Turkish or Armenian languages in their fourth year.</p> <p>Candidates pursuing department VI. are allowed to take either Mathematics or Physics in their fourth year.</p> <p>Candidates pursuing department VII. are allowed to take either Botany I or Botany II in their fourth year.</p> <p>An undergraduate is entitled to admission in the degree of Bachelor of Arts, if in each year of his course he passes the examination in the pass and honor subjects of one of these departments except in the department of Political Science in which the honor subjects only are required, and also the pass examinations in the subjects, and at the respective times mentioned in the following schedule:—</p> | | <p>CALENDAR FOR 1892-93.</p> <p>First Examination.</p> <p>Second Examination.</p> <p>Third Examination.</p> <p>Fourth Examination.</p> | | |

<https://utarms.library.utoronto.ca/archives/online/digitized-publications>

Locating Archived Catalogs

- Keyword search using Institution Name + Catalog / Bulletin / Calendar / Handbook
- Currently most frequently available in US- and UK-patterned systems



Transcript Example

D.U.P. 293—4-82—10,000

UNIVERSITY OF DELHI

STATEMENT OF MARKS

Certificate No. 12

Name of the Candidate

Roll No.

B.Com. (Honours) Part I/II/III (I/II/III year) (Simultaneous) Examination and Examination in Subsidiary Subject, 1984. (Annual Supplementary)

| PART I | | | | | PART II | | | | | PART III | | | | | Remarks |
|---------------------------|--------------|-----------|----------|-------------------------|----------|----------|-----------|------------|----------------|-------------------------|----------|-----------|------------|-------------------------|---------|
| I 50 | II 50 | III 50 | IV 50 | Total/ Result 200 | V 100 | VI 50 | VII 50 | VIII 50 | IX 50 | Total/ Result 300 | X 100 | XI 100 | XII 100 | Total/ Result 400 | |
| 29 | 24 | 33 | 21 | 107 Passed | | | | | | | | | | | |
| Internal Assessment | | | | | | | | | | | | | | | |
| SUBSIDIARY SUBJECTS | | | | | | | | | | | | | | | |
| M.I.L. or Subject in lieu | | | | | | | | | | | | | | | |
| Subject | Marks 100 | Result | Subject | Marks 100 | Result | | | | English 100 | Result | | | | | |
| HMB | 56 | Passed | Math | 51 | Passed | | | | | | | | | | |

Note : For Titles of papers see reverse.

Dated 14 JUL 1984

Prepared by

Checked by

Dy. Controller of Exams.
Section officer

P.T.O.

B.Com. (Hons.) Examination

Part I

I—Business Organisation
II—Financial Accounting I
III—Business Mathematics
IV—Business Laws

Part II

V—Economics
VI—Business Statistics
VII—Principles of Management
VIII—Financial Accounting-II (Company Accounts)
IX—Company Law

Part III

X—Indian Economy Resources, Trade and Development
XI—Money Income and Financial Institutions
XII—Cost Accounting
XIII—Auditing and Income Tax



Post-Internet (Since 1996)

All Pre-Internet sources plus...



AACRAO EDGE



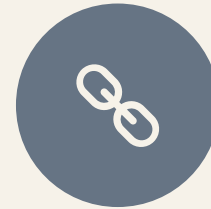
NATIONAL
QUALIFICATION
FRAMEWORKS (NQF)



INSTITUTIONAL
WEBSITES



INTERNET ARCHIVE -
WAYBACK MACHINE



WIKIPEDIA (USE
REFERENCES FOR
LINKS)



DIPLOMA
SUPPLEMENT

NQF Example

| Main stages of education/employment | Framework for higher education qualifications in England, Wales and Northern Ireland www.qaa.ac.uk | Regulated Qualifications Framework for England and Northern Ireland www.ofqual.gov.uk www.ccea.org.uk | Credit and Qualifications Framework for Wales www.cqfw.net | National Framework of Qualifications for Ireland www.qqi.ie | Scottish Credit and Qualifications Framework www.scfq.org.uk |
|---|--|--|---|--|---|
| Qualifications can be taken at any age in order to continue or return to education or training | LEVEL | LEVEL | LEVEL | LEVEL | LEVEL |
| Professional or postgraduate education, research or employment | 8 Doctoral Degrees | 8 Technical/Vocational Qualifications Level 8 | 8 Doctoral Degrees, Industry Qualifications, for example, Chartered Accountant | 10 Doctoral Degrees, Higher Doctorates | 12 Doctoral Degrees, Professional Apprenticeships, Professional Development Awards (PDA), Award |
| Higher education | 7 Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates | 7 Technical/Vocational Qualifications Level 7 | 7 Master's Degrees, Vocational Qualifications, Postgraduate Certificate in Education (PGCE), Apprenticeships | 9 Master's Degrees, Postgraduate Diplomas | 11 Master's Degrees, Integrated Master's Degrees, Professional Apprenticeships, SVQ, PDA, Postgraduate Diplomas, Postgraduate Certificates, Award |
| Advanced Skills Training | 6 Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates | 6 Technical/Vocational Qualifications Level 6 | 6 Honours Degrees, Vocational Qualifications, Professional Certificates in Education, Apprenticeships | 8 Honours Bachelor Degrees, Higher Diplomas | 10 Bachelor's Degrees with Honours, Professional Apprenticeships, SVQ, PDA, Graduate Diplomas, Graduate Certificates, Award |
| Entry to professional graduate employment | 5 Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND) | 5 Technical/Vocational Qualifications Level 5, Higher National Diplomas (HND) | 5 Foundation Degrees, Vocational Qualifications, Higher National Diplomas (HND), Apprenticeships | 7 Ordinary Bachelor Degrees | 9 Bachelor's/Ordinary Degrees, Technical Apprenticeships, PDA, SVQ, Graduate Diploma, Graduate Certificates, Award |
| Specialised education and training | 4 Higher National Certificates (HNC), Certificates of Higher Education (CertHE) | 4 Technical/Vocational Qualifications Level 4, Higher National Certificates (HNC) | 4 Higher National Certificates (HNC), Certificates of Higher Education (CertHE), Vocational Qualifications, Apprenticeships | 6 Advanced Certificate, Higher Certificate | 8 Higher National Diplomas (HND), Diplomas of Higher Education (DipHE), Technical Apprenticeship, PDA, SVQ, Award |
| Qualified/Skilled worker | 3 Access to HE Diploma* | 3 Technical/Vocational Qualifications Level 3, GCE AS and A Levels | 3 Welsh Baccalaureate Advanced, Vocational Qualifications, AS and A Level, Access to HE, Apprenticeships | 5 Level 5 Certificate, Leaving Certificate | 7 Higher National Certificates (HNC), Modern Apprenticeships, PDA, SVQ, Certificates of Higher Education (CertHE), Scottish Baccalaureate, Advanced Higher, Award |
| Entry to higher education | *The Access to HE Diploma is regulated by QAA but is not part of the FHEQ | 2 Technical/Vocational Qualifications Level 2 GCSEs at grade A* - C and from 2017 grade 4-9 (England), Functional Skills Level 2 (England), Essential Skills Qualifications (NI) | 2 Welsh Baccalaureate National, Vocational Qualifications, Essential Skills, GCSEs grades A*-C, Apprenticeships | 4 Level 4 Certificate, Leaving Certificate | 6 Higher, Modern Apprenticeships, SVQ, PDA, National Progression Award (NPA), National Certificate, Award |
| Completion of secondary education | | | | | |
| Progression to skilled employment | The table gives an indication of how you can compare qualifications across national boundaries. Examples of major qualifications at each level are provided. For more detail of the qualifications that are current at the time of publication in each country, you will need to consult the website given at the head of each column. | 1 Technical/Vocational Qualifications Level 1 GCSEs at grade D-G and from 2017 grade 3-1 (England), Functional Skills Level 1 (England), Essential Skills Qualifications (NI) | 1 Welsh Baccalaureate Foundation, Vocational Qualifications, Essential Skills, GCSEs at grade D-G | 3 Level 3 Certificate, Junior Certificates | 5 National 5, Modern Apprenticeships, SVQ, NPA, National Certificate, Award |
| Continuation of secondary education | | | | | |
| Secondary education. Initial entry into employment or further education | This leaflet is designed to give some information to help you begin this process, for example, by telling you what your qualification, or qualifications you are interested in studying, are broadly comparable to in other countries. | Entry Level Entry Level Certificates (sub levels 1-3), functional skills Entry Level (England) (English, Mathematics & ICT), Essential Skills Qualifications (NI) | Entry Level Entry Level Qualifications | 2 Level 2 Certificate | 4 National 4, SVQ, NPA, National Certificate, Award |
| Qualifications can cross boundaries - a guide to comparing qualifications in the UK and Ireland, March 2017 | | | | | |
| | | | | 1 Level 1 Certificate | 3 National 3, NPA, National Certificate, Award |
| | | | | | 2 National 2, NPA, National Certificate, Award |
| | | | | | 1 National 1, Award |

Qualifications can Cross Boundaries

A guide to comparing qualifications in the UK and Ireland

How to use this leaflet:

- This leaflet provides information that allows you to look at the ways qualifications are organised in the UK and Ireland.
- It shows which qualifications in other countries are broadly comparable to your qualifications (or those that you are interested in taking).
- On the left side of the principal table you will find the main stages of education or employment - you can find where you are in these stages.
- The next column shows the qualifications framework for your country.
- To the right of this you can see the nearest levels and similar kinds of qualifications that are used in the other countries.
- This makes it possible to draw broad comparisons; rather than direct equivalences, between qualifications and their levels for each country.
- The back page indicates how UK and Irish qualifications frameworks relate to qualifications frameworks in Europe.
- This leaflet is updated periodically. Check one of the websites for the most up-to-date version.



Finding National Qualification Frameworks

- The Association for International Credential Evaluation Professionals (TAICEP) published a Global Directory of National Qualifications Frameworks in 2022



GLOBAL DIRECTORY OF NATIONAL QUALIFICATIONS FRAMEWORKS

- A national qualification framework (NQF) is a systematic ladder of qualifications in a country's education system.
- NQFs vary considerably as some only include information about a country's higher education system while others include the whole range of the educational system.
- A qualification framework (QF) is also called a transparency tool because it assists evaluators in understanding where a certain qualification is placed in the country's educational system, such as the level of the qualification or access granted to further education or employment. QFs also help explain how the qualifications included relate to one another.
- QFs are based on learning outcomes and presume that the qualifications included in the framework are recognized or quality assured.
- In addition to a qualification framework, there can be subnational and regional frameworks that can be cross-referenced to ensure higher transparency in a region.
- When comparing qualifications from different countries, the individual NQFs and the regional framework can help evaluators establish whether the qualifications are comparable.

When comparing NQFs of two different countries, consider the following:

- If two qualifications are placed on a different level, it can depend on the difference in the total number of levels in each QF or that the two qualifications are simply not on the same level.
- The use of overarching frameworks can be beneficial; if the qualifications compared are on the same level in the overarching framework, their level could be considered comparable.
- Qualifications with different profiles (e.g. vocational versus academic) can be placed on the same level. You should therefore check the profile/function of the qualification to be recognized and find the qualification with a comparable profile/function in your system.
- When the qualification to be recognized is outside the higher education system you should find the comparable qualification in your system.
- If the two qualifications being compared are placed on a different level in the overarching framework, use other sources which give information about the qualification components, such as a diploma supplement, guiding legislation, or other informational resources about the countries' educational systems to establish their status and standing in their system, which level the qualifications give access to, and their learning outcomes.

NQFs can include both formal and non-formal qualifications; it is also important to consider that the words academic, professional, technical, and vocational have disparate definitions in different frameworks and may have different avenues to accessing employment or additional education in their country of origin.

| COUNTRY | ACADEMIC | VOCATIONAL | ADOPTION DATE (if known) | Referenced to OVERARCHING or REGIONAL FRAMEWORK | URLs |
|-------------|---|------------|-----------------------------|--|---|
| AFGHANISTAN | Afghanistan National Qualifications Framework (ANQF); pending was under development as of 2017 | | | | |
| ALBANIA | KORNIZA SHQIPTARE E KUALIFIKIMEVE (Albanian Qualifications Framework) | | 2010 | Not yet referenced to the EQF or QF-EHEA | http://edpa.gov.al/index.php?view=diploma&pg=23-2018-310202018.pdf |





Institutional Websites Example

Year 1

BUSINESS (MANAGEMENT)

MN1MF30 - BUSINESS (MANAGEMENT) Credits: 30 Compulsory: ☒

| Module | Code | Credits | Semester | Compulsory |
|---|--------|---------|----------|-------------------------------------|
| ACCOUNTING FOR BUSINESS STUDENTS | AC155L | 7.5 | 1 | <input checked="" type="checkbox"/> |
| BUSINESS MODELS AND MARKETING | MN151 | 7.5 | 1 | <input checked="" type="checkbox"/> |
| MICROECONOMICS 1 | EC101L | 7.5 | 2 | <input checked="" type="checkbox"/> |
| ORGANISATIONAL BEHAVIOUR AND MANAGEMENT | MN155 | 7.5 | 2 | <input checked="" type="checkbox"/> |

GLOBAL CULTURES

AN1GF30 - GLOBAL CULTURES Credits: 30 Compulsory: ☒


| Module | Code | Credits | Semester | Compulsory |
|--|-------|---------|----------|-------------------------------------|
| ANTHROPOLOGY MATTERS | AN169 | 7.5 | 2 | <input checked="" type="checkbox"/> |
| BEING HUMAN: UNDERSTANDING OUR MATERIAL AND DIGITAL WORLDS | AN168 | 7.5 | 1 | <input checked="" type="checkbox"/> |
| INTRODUCING ANTHROPOLOGY | AN167 | 7.5 | 1 | <input checked="" type="checkbox"/> |
| MAGIC AND WITCHCRAFT | AN170 | 7.5 | 2 | <input type="checkbox"/> |
| MIGRATION, CONFLICT AND DEVELOPMENT | KD158 | 7.5 | 2 | <input type="checkbox"/> |
| STATES, MARKETS AND GLOBAL DEVELOPMENT CHALLENGES | KD159 | 7.5 | 1 | <input type="checkbox"/> |

Year 2

BUSINESS (MANAGEMENT)

MN2MDM - BUSINESS (MANAGEMENT) Credits: 30 Compulsory: ☒

| Module | Code | Credits | Semester | Compulsory |
|--|--------|---------|----------|-------------------------------------|
| DATA MANAGEMENT SKILLS FOR BUSINESS | AC208 | 2.5 | 1 | <input checked="" type="checkbox"/> |
| ENTREPRENEURSHIP THEORY, PROCESSES AND PRACTICES | MN217 | 5 | 2 | <input checked="" type="checkbox"/> |
| HUMAN RESOURCE MANAGEMENT | MN220 | 5 | 1 | <input checked="" type="checkbox"/> |
| INTERNATIONAL BUSINESS | MN215 | 5 | 1 | <input type="checkbox"/> |
| INTERNATIONAL MANAGEMENT | MN224 | 5 | 2 | <input type="checkbox"/> |
| INTRODUCTION TO MANAGEMENT INFORMATION SYSTEMS | MN204 | 5 | 2 | <input checked="" type="checkbox"/> |
| MACROECONOMICS FOR BUSINESS | EC204M | 2.5 | 1 | <input checked="" type="checkbox"/> |
| MANAGEMENT ACCOUNTING FOR NON-ACCOUNTANTS | AC211 | 5 | 2 | <input type="checkbox"/> |
| MARKETING MANAGEMENT | MN203 | 5 | 2 | <input type="checkbox"/> |
| OPERATIONS AND SUPPLY CHAIN MANAGEMENT | MN212 | 5 | 1 | <input type="checkbox"/> |

**Maynooth University**
National University of Ireland Maynooth


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BBS BUSINESS MANAGEMENT AND GLOBAL CULTURES

[Home](#) / [Study at Maynooth](#) / [Undergraduate Studies](#) / [Undergraduate Courses](#)

Qualification: BACHELOR OF BUSINESS STUDIES DEGREE
Award Type and NQF level: UNDERGRADUATE DEGREE (B)
CAQ/MU Apply code: MH404
CAQ Points: 400
Closing Date: 01 July 2025
[View Qd details](#)



[Description](#) [Course Structure](#) [Dept. People](#) [Career Options](#) [Entry Requirements](#) [How to Apply](#)

Duration: 3 years (4 years with optional placement or Erasmus/Study Abroad)

1st year
You will take 30 credits of the business subject of your choice. This will provide you with a foundational knowledge of your business subject. You will also take 30 Global Cultures credits to develop inter-cultural skills through an understanding of human diversity and difference.

2nd year
Second year is about learning the functional capabilities of your business subject, including some optional choices. You will also learn how to systematically observe, interpret and describe the world around you.

Optional additional year
Some students may choose to complete a work placement or study abroad year between 2nd and final year and graduate after the 4th year. (*The University will support you in the search for a placement job; however, the process is competitive).

Final year
In your business subject this is the year in which you will develop your understanding of the strategic aspects of running a business or service, as well as advanced skills in your chosen subject. This will be complemented by studying the transnational flows and mobilities of culture, ideas, media, technology, and finance, which impact on people's lives.

Possible transfer option from Bachelor of Arts degree MH181.
Course Duration: 3 years (BBS) or 4 years (BBA)

[For more details on the course structure click here](#)

<https://www.maynoothuniversity.ie/study-maynooth/undergraduate-studies/courses/bbs-business-management-and-global-cultures>

https://apps.maynoothuniversity.ie/courses/?TARGET=QUALIFICATION&MODE=VIEW&SUBJECT_CODE=&OFFERING_CODE=U_HONS_DEGREES&QUALIFICATION_CODE=BUSGC

Wayback Machine Example (1)

INTERNET ARCHIVE

WEB TEXTS VIDEO AUDIO SOFTWARE IMAGES

ABOUT BLOG PROJECTS HELP DONATE CONTACT JOBS VOLUNTEER PEOPLE

INTERNET ARCHIVE

WayBackMachine

Explore more than 526 billion web pages saved over time

hec.gov.pk

Calendar Collections Changes Summary Site Map URLs

Saved 3,161 times between January 30, 2003 and March 20, 2025.

JAN FEB MAR APR MAY JUN JUL AUG

http://hec.gov.pk/new1/default.htm

17 captures

23 Feb 2009 12:30:37

Higher Education Commission

List of Recognized Colleges / Universities

Chartered Universities/Degree Awarding Institutes of Pakistan in Public & Private Sector

| Public Sector Universities/Degree Awarding Institutes | Private Sector Universities/Degree Awarding Institutes |
|--|--|
| 1 Air University, Islamabad | 1 Agha Khan University, Karachi |
| 2 Allama Iqbal Open University, Islamabad | 2 Al-Khair University, Akl |
| 3 Bahauddin Zakariya University, Multan | 3 Basal Medical University, Karachi |
| 4 Behria University, Islamabad | 4 CBCOS University of Information Technology and Emerging Sciences, Peshawar |
| 5 Balochistan University of Engineering and Technology, Quetta | 5 City University of Science & Information Technology, Peshawar |
| 6 Balochistan University of Information Technology and Management Sciences, Quetta | 6 Databley Institutes of Higher Education, Karachi |
| 7 COMSATS Institute of Information Technology, Islamabad | 7 DHA Suffa University, Karachi |
| 8 Fatima Jinnah Women University, Rawalpindi | 8 Foundation University, Islamabad |
| 9 Federal Urdu University of Arts, Sciences and Technology, Islamabad | 9 Gandhara University, Peshawar |
| 10 Gomal University, D.G. Khan | 10 Ghulam Ishaq Khan Institute of Engineering Sciences & Technology, Swabi |
| 11 Government College University, Faisalabad | 11 Greenwich University, Karachi |
| 12 Government College University, Lahore | 12 Hajvery University, Lahore |
| 13 Hazara University, Doodhna, Marwahra | 13 Harvard University, Karachi |
| 14 Institute of Business Administration, Karachi | 14 Imperial College of Business Studies, Lahore |
| 15 Institute of Management Sciences, Peshawar | 15 Indus Valley School of Art and Architecture, Karachi |
| 16 International Islamic University, Islamabad | 16 Institute of Business Management, Karachi |
| 17 Islamia University, Bahawalpur | 17 Institute of Business & Technology, Karachi |
| 18 Karakoram International University, Gilgit | 18 Institute of Management & Technology, Lahore |
| 19 Kinross College for Women, Lahore | 19 Institute of Management Sciences, Lahore |
| 20 Kohat University of Science & Technology, Kohat | 20 Institute of South Asia, Lahore |
| 21 Lahore College for Women University, Lahore | 21 Isra University, Quetta |
| 22 Liaquat University of Medical and Health Sciences, Jamshoro Sindh | 22 Isra University, Karachi |
| 23 Mehran University of Eng. & Technology, Jamshoro | 23 Isra University, Hyderabad |
| 24 National College of Arts, Lahore | 24 Jinnah University for Women, Karachi |
| 25 National Textile University, Faisalabad (Federal Chartered) | 25 Karachi Institute of Economics & Technology, Karachi |
| 26 National University of Modern Languages, Islamabad | 26 KAST (Khadim Ali Shah Bukhari) Institute of Technology, Karachi |
| 27 National University of Sciences & Technology, Rawalpindi | 27 Lahore School of Economics, Lahore |
| 28 NED University of Engineering & Technology, Karachi | 28 Lahore University of Management Sciences, Lahore |
| 29 NWFP University of Agriculture, Peshawar | 29 Multi-Ed On Islamic University, Akl |
| 30 NWFP University of Engineering & Technology, Peshawar | 30 Mohammad Ali Jinnah University, Karachi |
| 31 Pakistan Institute of Engineering & Applied Sciences, Islamabad | 31 National College of Business Administration & Economics (NCBAE), Lahore |
| 32 Pakistan Military Academy, Abbottabad | 32 National University of Computer and Emerging Sciences, Islamabad |
| 33 Pakistan Naval Academy, Karachi | 33 Nawrooz Institute of Communications and Economics, Karachi |
| 34 Quaid-e-Azam University of Engineering, Science & Technology, Nawabshah | 34 Northern University, Nowshera Cantonment |
| 35 Quaid-e-Azam University, Islamabad | 35 Preston Institute of Management Sciences and Technology, Karachi |
| 36 Shah Abdul Latif University, Khairpur | 36 Preston University, Kohat |
| 37 Sindh Agriculture University, Tandojam | 37 Quataba University of Science & Information Technology, D. I. Khan |
| 38 University of Agriculture, Faisalabad | 38 Riphah International University, Islamabad |
| 39 University of Arid Agriculture, Marwa Road, Rawalpindi | 39 Sarhad University of Science & Information Technology, Peshawar |
| 40 University of Arid Agriculture & Fisheries, Muzaffargarh, Akl | 40 Shaheed Zulfiqar Ali Bhutto Institute of Science & Technology (GBAIST), Karachi |
| 41 University of Balochistan, Quetta | 41 Sir Syed University of Eng. & Technology, Karachi |
| 42 University of Education, Lahore | 42 Textile Institute of Pakistan, Karachi |
| 43 University of Engineering & Technology, Lahore | 43 University of Central Punjab, Lahore |
| 44 University of Engineering & Technology, Taxila | 44 University of Faisalabad, Faisalabad |
| 45 University of Health Sciences, Lahore | 45 University of Lahore, Lahore |
| 46 University of Karachi, Karachi | 46 Zia-ul-Haq Medical University, Karachi |

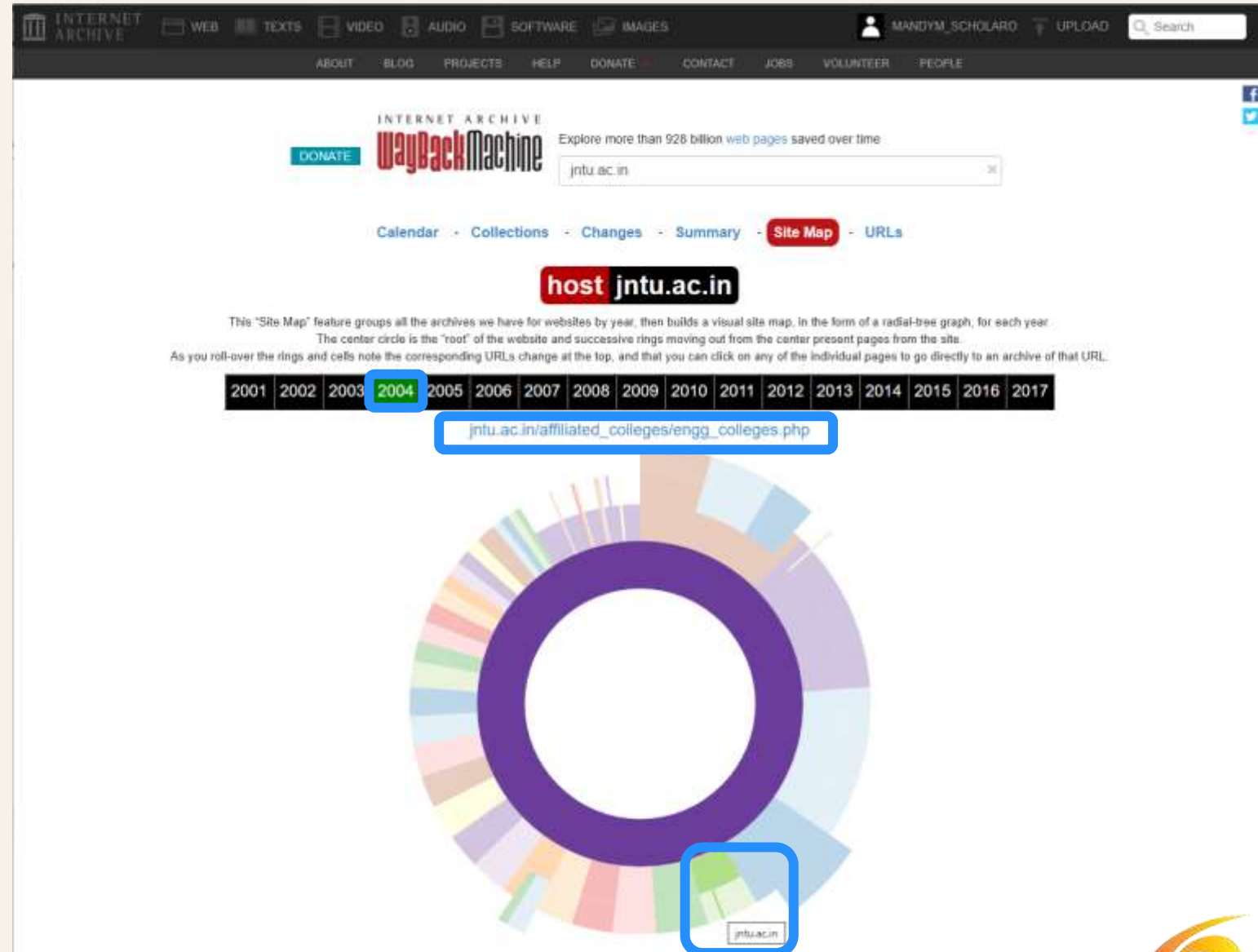


https://web.archive.org/web/20040701000000*/hec.gov.pk

<https://web.archive.org/web/20040225222832/http://hec.gov.pk/new1/default.htm>

Advanced Wayback Machine (1)

- Using the “Site Map” feature you can scroll your mouse over the different pages of the site and get direct access to specific URLs



Advanced Wayback Machine (2)

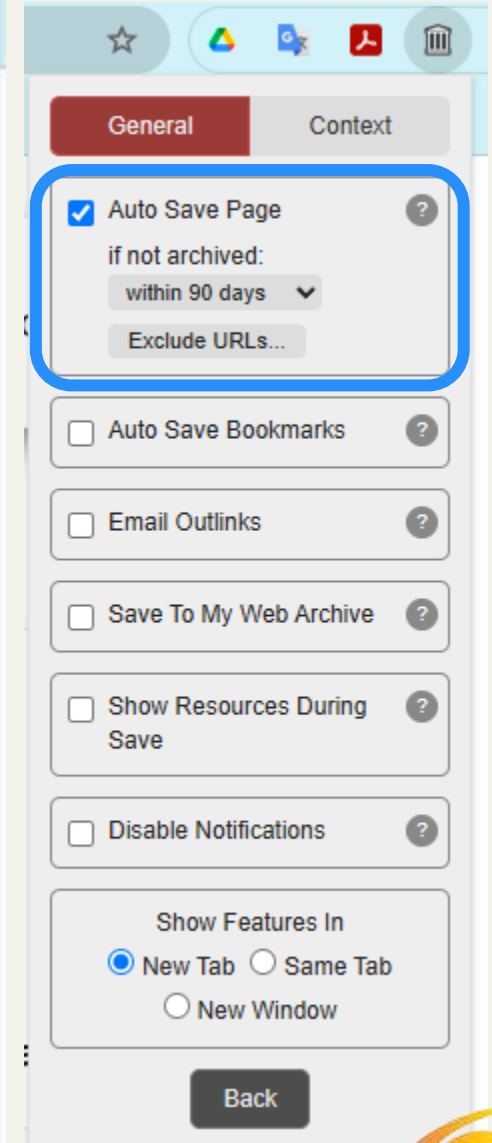
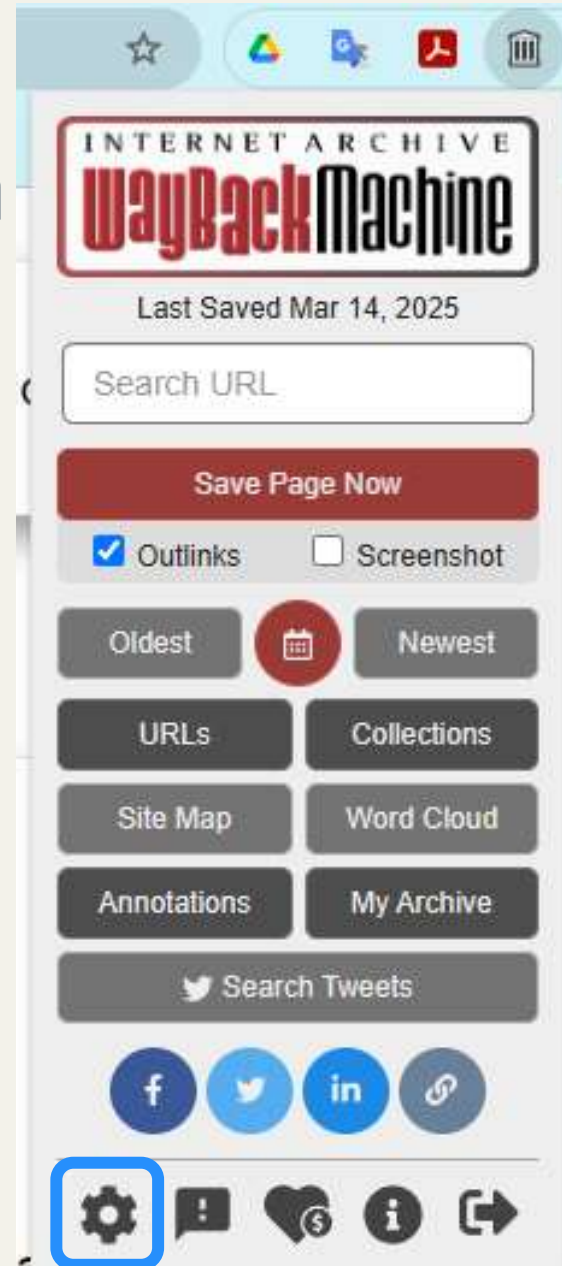
- Using the “URLs” feature you can search for key words, phrases, or document types
- Use the “From” and “To” columns to sort by dates
- Large sites (>10,000 URLs) will NOT have all URLs available to search

The screenshot shows the Internet Archive Wayback Machine interface. At the top, there's a navigation bar with links like ABOUT, BLOG, PROJECTS, HELP, DONATE, CONTACT, JOBS, VOLUNTEER, and PEOPLE. Below this is the Wayback Machine logo and a search bar containing 'jntu.ac.in'. A red 'DONATE' button is also visible. The main heading is 'URLs', and it states 'More than 10,000 URLs have been captured for this URL prefix.' Below this is a table with columns: URL, MIME Type, From, To, Captures, Duplicates, and Uniques. The 'From' and 'To' columns are highlighted with blue boxes. The table lists various URLs from the jntu.ac.in domain, including pages like exams, colleges, academics, and staff. The 'Captures' column shows the number of times each URL was captured, and the 'Uniques' column shows the number of unique captures.

| URL | MIME Type | From | To | Captures | Duplicates | Uniques |
|--|--------------------------|--------------|--------------|----------|------------|---------|
| http://www.jntu.ac.in/00/exams/engg2-4/college.html | text/html | Jan 5, 2002 | Jan 5, 2002 | 1 | 0 | 1 |
| http://jntu.ac.in/00/colleges.gif | image/gif | Mar 5, 2002 | Apr 22, 2002 | 2 | 0 | 2 |
| http://www.jntu.ac.in/00/academics_staff/college.htm | text/html | Sep 16, 2002 | Dec 17, 2008 | 97 | 46 | 51 |
| http://www.jntu.ac.in/00/affiliated_colleges.htm | text/html | Sep 16, 2002 | Oct 2, 2016 | 160 | 149 | 11 |
| http://www.jntu.ac.in/00/affiliated_colleges/engg_colleges.jsp | application/octet-stream | Sep 17, 2002 | Jun 22, 2003 | 4 | 1 | 3 |
| http://www.jntu.ac.in/00/affiliated_colleges/pharmacy_colleges.htm | text/html | Sep 17, 2002 | Dec 25, 2008 | 35 | 30 | 5 |
| http://www.jntu.ac.in/00/affiliated_colleges/dist_wise_engg.htm | text/html | Sep 17, 2002 | Dec 23, 2008 | 78 | 72 | 6 |
| http://www.jntu.ac.in/00/affiliated_colleges/college_registration_form.htm | text/html | Sep 17, 2002 | Mar 25, 2008 | 61 | 44 | 7 |
| http://www.jntu.ac.in/00/academic_staff/college/ewscience.htm | text/html | Sep 17, 2002 | Dec 5, 2002 | 2 | 1 | 1 |
| http://www.jntu.ac.in/00/affiliated_colleges/srironical.htm | text/html | Sep 17, 2002 | Dec 24, 2008 | 57 | 52 | 5 |
| http://www.jntu.ac.in/00/academic_staff/college/list_select_participants_vlsi.htm | text/html | Sep 17, 2002 | Apr 10, 2003 | 3 | 2 | 1 |
| http://www.jntu.ac.in/00/academic_staff/college/list_select_participants.htm | text/html | Sep 17, 2002 | Apr 10, 2003 | 3 | 2 | 1 |
| http://www.jntu.ac.in/00/affiliated_colleges/architecture.htm | text/html | Sep 17, 2002 | Dec 25, 2008 | 43 | 39 | 4 |
| http://www.jntu.ac.in/00/academic_staff/college/iro_comp_ce.htm | text/html | Oct 5, 2002 | Dec 9, 2002 | 2 | 1 | 1 |
| http://www.jntu.ac.in/00/academic_staff/college/vlsi_des_2002.htm | text/html | Oct 5, 2002 | Dec 9, 2002 | 2 | 1 | 1 |
| http://www.jntu.ac.in/00/academic_staff/college/refresher_spatial_it_2002.htm | text/html | Oct 6, 2002 | Oct 8, 2002 | 1 | 0 | 1 |
| http://www.jntu.ac.in/00/academic_staff/college/refresher_vlsi_design_2002.htm | text/html | Oct 6, 2002 | Dec 5, 2002 | 2 | 1 | 1 |
| http://www.jntu.ac.in/00/academic_staff/college/tentative_aech.htm | text/html | Oct 6, 2002 | Oct 8, 2002 | 1 | 0 | 1 |
| http://www.jntu.ac.in/00/affiliated_colleges/HTML Loader.js | application/x-javascript | Oct 6, 2002 | Feb 22, 2007 | 29 | 28 | 1 |
| http://www.jntu.ac.in/00/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=Hyderabad | application/octet-stream | Oct 20, 2002 | Jun 26, 2003 | 3 | 0 | 3 |
| http://www.jntu.ac.in/00/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=Anantapur | application/octet-stream | Oct 20, 2002 | Jun 26, 2003 | 4 | 1 | 3 |
| http://www.jntu.ac.in/00/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=Khammam | application/octet-stream | Oct 20, 2002 | Jul 27, 2003 | 4 | 1 | 3 |
| http://www.jntu.ac.in/00/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=Prakasam | application/octet-stream | Oct 20, 2002 | Jul 27, 2003 | 5 | 2 | 3 |
| http://www.jntu.ac.in/00/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=Mahabubnagar | application/octet-stream | Oct 20, 2002 | Jul 27, 2003 | 5 | 2 | 3 |
| http://www.jntu.ac.in/00/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=Krishna | application/octet-stream | Oct 20, 2002 | Jul 27, 2003 | 4 | 1 | |
| http://www.jntu.ac.in/00/affiliated_colleges/search_engg_colleges.jsp?why=step4&dist=West Godavari | application/octet-stream | Oct 20, 2002 | Jun 26, 2003 | 4 | 1 | |

Wayback Machine Extension

- <https://chrome.google.com/webstore/detail/wayback-machine/fpnmgdkabkmnadcjpehmllkndpkmiaak> (for Chrome)
- Create a free Internet Archive account and log in
- Pin it to your extensions toolbar in your browser for quick reference
- Allows you to jump quickly into Wayback versions of the site you view
- Allows you to automatically save pages you visit
 - Make sure “Outlinks” is checked
 - Click into “Settings” - the gear at the bottom left
 - Go to the “General” tab
 - Select Auto Save Page and your timeline (I use 90 days)



Wayback Machine Training

- "Using the Internet Archive Part I: Beginner Session," January 2021 [video](#) and [conference presentation](#)
- "Using the Internet Archive Part II: Intermediate Session," January 2021 [video](#) and [conference presentation](#)



Diploma Supplement Example

- Adopted by signatory states as part of the Bologna Process in Europe from 1999
- Includes key information about the qualification to facilitate academic mobility



II. OUTLINE STRUCTURE FOR THE DIPLOMA SUPPLEMENT

The purpose of the Diploma Supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It is free from any value judgements, equivalence statements or suggestions about recognition. This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Last name(s):
- 1.2 First name(s):
- 1.3 Date of birth (day/month/year):
- 1.4 Student identification number or code (if available):

2 INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and (if applicable) title conferred (in original language):
- 2.2 Main field(s) of study for the qualification:
- 2.3 Name and status of awarding institution (in original language):
- 2.4 Name and status of institution (if different from 2.3) administering studies (in original language):
- 2.5 Language(s) of instruction/examination:

3 INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

- 3.1 Level of the qualification:
- 3.2 Official duration of programme in credits and/or years:
- 3.3 Access requirements(s)

4 INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

- 4.1 Mode of study:
- 4.2 Programme learning outcomes:
- 4.3 Programme details, individual credits gained and grades/marks obtained: (if this information is available in an official transcript this should be used here)
- 4.4 Grading system and, if available, grade distribution table:
- 4.5 Overall classification of the qualification (in original language):

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

- 5.1 Access to further study:
- 5.2 Access to a regulated profession (if applicable)

6 ADDITIONAL INFORMATION

- 6.1 Additional information:
- 6.2 Further information sources:

7 CERTIFICATION OF THE SUPPLEMENT

- 7.1 Date:
- 7.2 Signature:
- 7.3 Capacity:
- 7.4 Official stamp or seal:

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

(N.B. Institutions who intend to issue Diploma Supplements should refer to the explanatory notes that explain how to complete them.)



Age Appropriateness of Resources



Best practice is to find information within 5 years +/- of enrollment

- Not always possible, especially with older or specialty programs

If your only references are >5 years from dates of enrollment you may “bookend”

- Find closest possible pre-enrollment information
- Find closest possible post-enrollment information

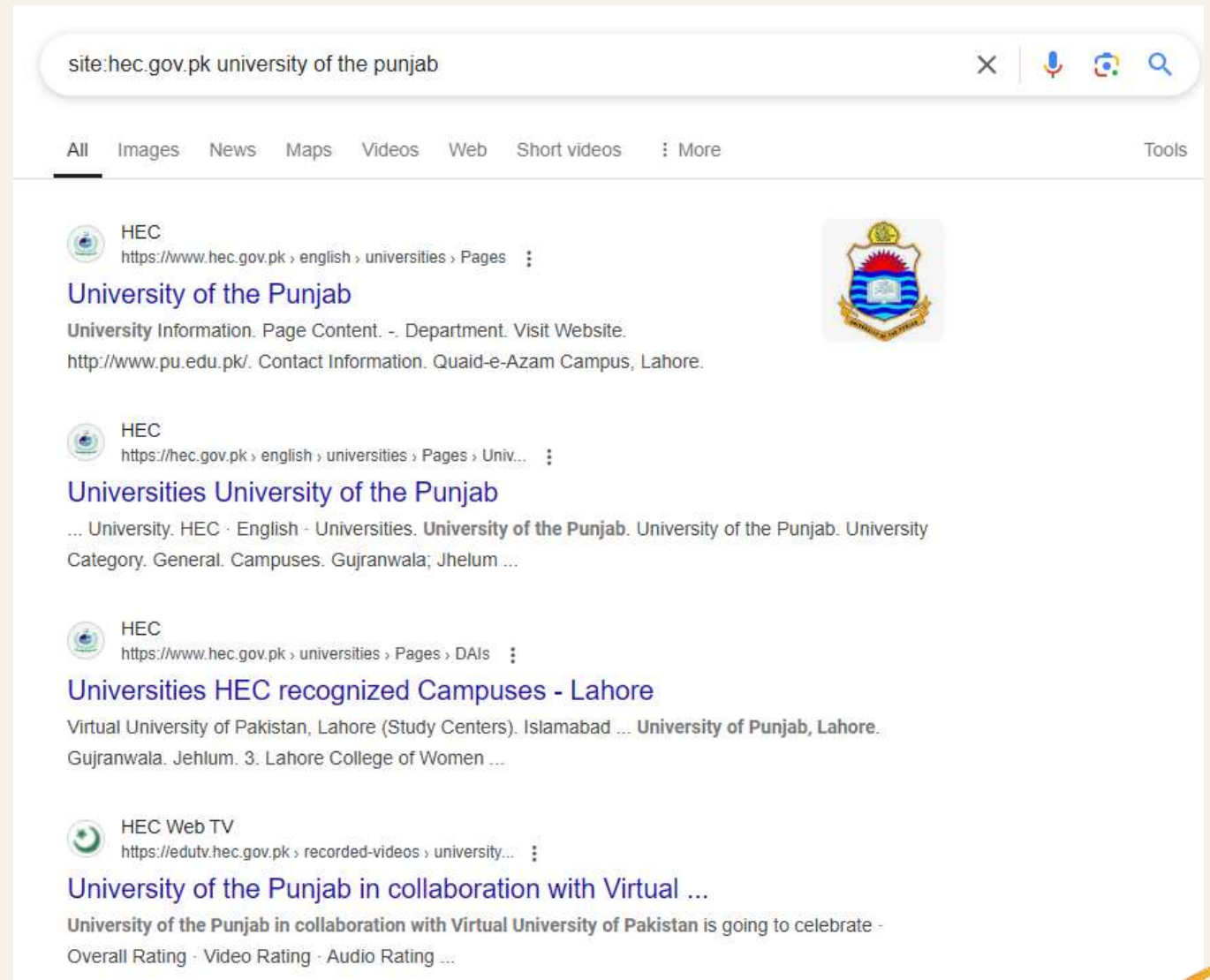
Advanced Internet Searching

For all ages of credentials



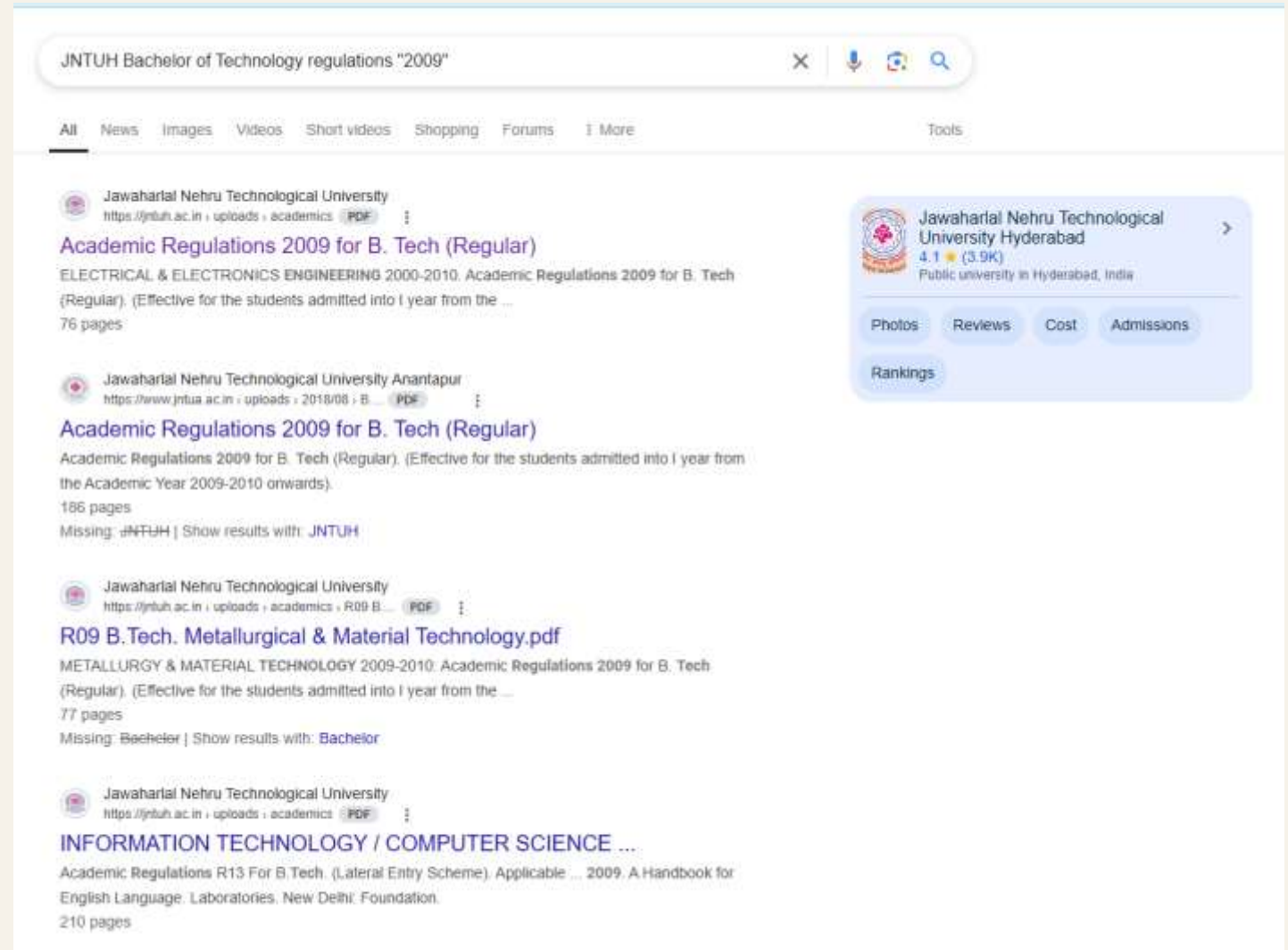
Specific Site Search

- To search a specific website or domain for term(s) begin your search with **site:url.edu** and follow with desired search term(s)
 - Example site:hec.gov.pk university of the Punjab
 - This limits search results to the specified domain
 - **DO NOT** add a space between site: and the domain



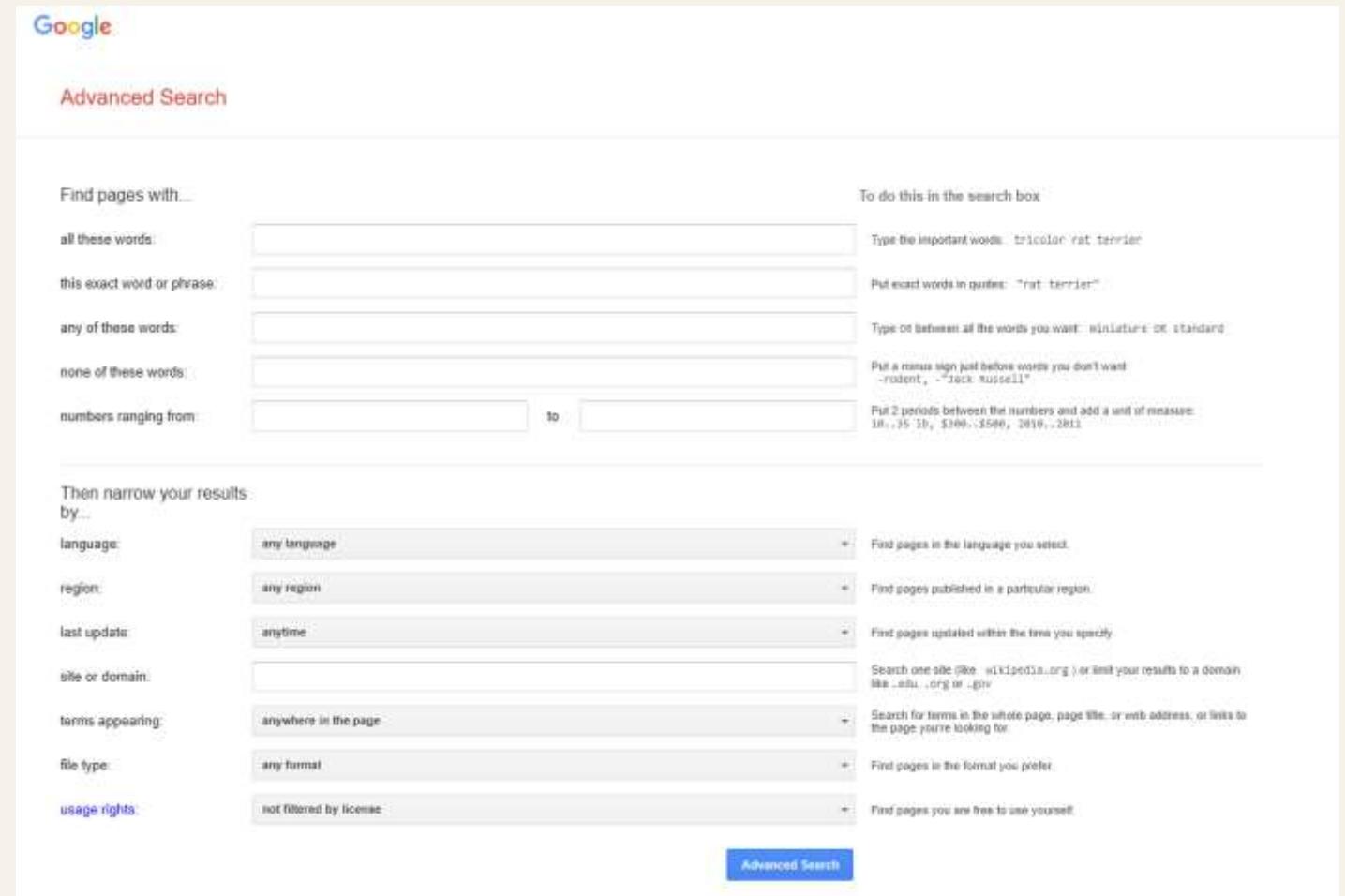
Specific Term Search

- To search for an exact match to a specific term, put that term in quotation marks “term”
 - You can have specific parts set to exact match or the entire search phrase
 - The more terms you use in quotation, the narrower your search results
 - **DO NOT** add a space between quotation marks and term “ term ”



Advanced Google Search

- To have additional search options built in, begin your search from https://www.google.com/advanced_search
 - Has instructions on narrowing search
- For instructions on search operators, visit https://support.google.com/websearch?p=adv_operators&hl=en



The image shows the Google Advanced Search interface. At the top, the Google logo is followed by the text "Advanced Search". Below this, there are two main sections: "Find pages with..." and "Then narrow your results by...".

Find pages with...

| Find pages with... | To do this in the search box |
|----------------------------|--|
| all these words: | Type the important words: tricolor rat terrier |
| this exact word or phrase: | Put exact words in quotes: "rat terrier" |
| any of these words: | Type or between all the words you want: miniature OR standard |
| none of these words: | Put a minus sign just before words you don't want: -rodent, -Jack Russell |
| numbers ranging from: | Put 2 periods between the numbers and add a unit of measure: 18..35 lb, \$300..\$500, 2010..2012 |

Then narrow your results by...

| | | |
|------------------|-------------------------|---|
| language: | any language | Find pages in the language you select. |
| region: | any region | Find pages published in a particular region. |
| last update: | anytime | Find pages updated within the time you specify. |
| site or domain: | | Search one site (like wikipedia.org) or limit your results to a domain like .edu, .org or .gov |
| terms appearing: | anywhere in the page | Search for terms in the whole page, page title, or web address, or links to the page you're looking for |
| file type: | any format | Find pages in the format you prefer |
| usage rights: | not filtered by license | Find pages you are free to use yourself |

At the bottom right, there is a blue button labeled "Advanced Search".



Advanced Internet Searching Tips



You can mix operators for more precise results (site:, quotation marks)

Example: `site:jntuh.ac.in BTech Regulations "2009"`



Searching in the native language produces more accurate results

Example: *plan de estudios, malla curricular* instead of Plan of studies of curriculum for Hispanophone countries



English versions of foreign institution sites are frequently less robust than native language versions, use your browser's translate feature to search original language sites

Key Takeaways for Part One

1

- The role of research in credential evaluation

2

- Use reliable, age-appropriate resources

3

- Advanced internet searching

Discussion Time!

What are your experiences with research?



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Stay tuned for Research 101 Part Two!

- We will now have a short break before starting part two of our discussion.

| Shelby L. Cearley | Karen Krug | Amanda Morrison |
|--|--|--|
| Team Lead | Senior Research & Knowledge Evaluator | Research Evaluator |
| Adtalem Global Education | Educational Credential Evaluators (ECE), Inc. | Scholaro, Inc. |
| shelby.cearley@mail.waldenu.edu | kkrug@ece.org | mandym@scholaro.com |



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