



TAICEP

The Association for International
Credential Evaluation Professionals®

2025 WRAP-UP

LOOKING BACK AND CHARGING FORWARD

NEWSLETTER TEAM

Olivea Dodson,
Transcript Research

Peggy Bell-Hendrickson,
Transcript Research

Tamalene Conlen,
Academic Evaluation Services, Inc.

Sully Saucedo,
Texas Woman's University

Megan Gesell,
TAICEP

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TAICEP CONFERENCE IN CAVTAT

CROATIA | CONFERENCE HIGHLIGHTS



LETTER FROM THE PRESIDENT & CONFERENCE CHAIR

Thank You for a Landmark 2025 TAICEP Conference in Cavtat!

Dear TAICEP Community,

On behalf of the entire TAICEP organization, we want to extend a heartfelt thank you to everyone who joined us for the 2025 TAICEP Annual Conference in beautiful Cavtat, Croatia. From October 20-23, our community of international credential evaluation professionals came together for an unforgettable week of learning, connection, and collaboration. Your energy and engagement are what make this event the premier gathering in our field, and we are grateful for your participation.

This year's conference was a remarkable success, highlighted by our distinguished opening plenary speaker, Noah Webster Sobe of UNESCO, who provided invaluable insights into "Global and Regional Qualifications Conventions and Academic Mobility in a Changing World." The momentum continued through dozens of sessions and workshops where experts tackled the industry's most pressing topics, including transnational education, new accreditation methodologies, and the impact of blockchain on credential recognition. For those who attended, we hope you returned home inspired by these discussions and by the incredible networking opportunities against the stunning Adriatic backdrop.

We are already hard at work building on this year's success as we plan the 2026 TAICEP Annual Conference - stay tuned!

To those who were unable to join us in Croatia, you were truly missed. The insights shared and partnerships formed are vital to advancing our profession, and we encourage you to stay connected with our community as we share highlights from the event. We are committed to bringing our global community together for an exceptional program, and we look forward to seeing all of you there!

Sincerely,

Peggy Zhu, TAICEP President

Sully Saucedo, 2025 Conference Chair



CONFERENCE REFLECTIONS

"I had been looking forward to TAICEP 2025 in Cavtat from the moment the destination was announced, but I could not have anticipated just how necessary and restorative this gathering would be this year - both personally and professionally. Being surrounded by colleagues who understand the unique, nuanced world of international credential evaluation and the generosity with which knowledge was shared with the intent to strengthen our collective competence and confidence, was inspiring. It reaffirmed the importance of the work we do: bringing clarity, recognition, and harmony to an increasingly complex global landscape, one in which such efforts are more crucial than ever. And to experience all of this in a place of breathtaking beauty made it even more meaningful. This is the conference I gain the most from every single year, and it has become an essential part of my professional life as a credential evaluator. We cannot allow budgets, political climates, or geographic hurdles to keep us from finding new and creative ways to engage fully and enthusiastically with one another. We, the members, are what make TAICEP extraordinary. Wherever and however we connect - as long as we do so - we will keep TAICEP thriving."

Karin Christoph Brown

"TAICEP was phenomenal this year! It was amazing getting to meet so many new members/attendees. I really enjoyed the interactive sessions, but also I think that having lunch provided was a huge benefit. It provided another opportunity to sit with fellow members and get to know them better over food, which is always a win! The group of attendees this year were amazing. Everyone I met was so friendly, and I'm thankful for a wonderful group of professionals that know exactly what I do (because my family and friends just look at me weird when I try to explain!). The pre-conference excursion was AMAZING and the University tour was great as well! I really feel like those two activities are a must for TAICEP conferences. The pre-conference gives a smaller cohort of attendees the chance to get to know each other a bit more, so when the conference kicks off, we already know some familiar faces! The University tour is a must! I think it's imperative that other countries know that we are trying our best to make access to education available to all! One thing I plan to do the next in person conference, is to bring some type of swag from WKU to give to the University representatives as a little "thank you".

"It might be a neat idea if some others who attend the tour do the same...just something fun! CAVTAT was a beautiful location with a variety of activities and various restaurants within walking distance or a short ride. I think the destination was chosen perfectly! Thank you ALL again for an amazing and successful TAICEP 2025 conference!"

Danielle Burris

"Thank you for the great conference in Cavtat. It was very well organized and a real pleasure to take part. Since our company QuadraBay was exhibiting, I wasn't able to attend all the sessions, but I managed to join a few and learned something new from each one. Cavtat itself was wonderful - such a beautiful and relaxing place for the event. I also met many new colleagues from different countries and hope we can stay in touch beyond the conference. It would be great to organize joint sessions or small projects together in the future. I would also love to see one of the next TAICEP conferences held in the Middle East: Dubai would be a great host city :) And we would be happy to provide any necessary support to make it happen."

Aysel Karimli

"First of all, the venue of the Conference was beautiful. Workshops were productive. Participants and speakers were very enthusiastic about cooperation, collaboration and sharing information. However, I kindly recommend that in the exhibition I wanted to see a variety."

Canan Unvan

"I really liked the collegial and warm atmosphere among the participants. The willingness to share knowledge and to develop professionally together, at the same time not forgetting to enjoy the beautiful scenery in Croatia! I had a very inspiring time at the conference."

Kerstin Schembera



COMMITTEE UPDATES

Your TAICEP standing committees have had a busy year!

The Conference Committee worked year-round to deliver an engaging and memorable 2025 conference in Cavtat. From connecting with sponsors, exhibitors, and speakers, as well as organizing a networking-focused restaurant hop and pre- and post-conference activities, the committee remained dedicated to creating an enriching experience for all attendees. New to Dryfta this year was the addition of a “Contact Us” link, a Conference Food and Beverage page, and Memento, which proved popular with attendees. The success of the conference would not have been possible without the support and collaboration of the respective TAICEP committees and volunteers.

The Membership and Outreach Committee continued its work this year by engaging current TAICEP members, highlighting long-term members, and welcoming new members into the association. We also hosted the First-Timer Session and organized the restaurant hops during the TAICEP 2025 Conference in Cavtat. Our committee’s work supports our core purpose: developing and executing membership growth strategies, along with member engagement and retention initiatives.



The Committee for Nominations and Elections successfully completed the annual leadership election, filling 9 positions with qualified leaders. 15% of eligible members participated, reflecting strong engagement. We thank all candidates and members for their contributions to TAICEP’s continued growth and governance.

The Professional Development Committee supported the professional development of TAICEP members by hosting multiple TAICEP At Your Desk Webinars, a second successful Spring Webinar Series and facilitating the workshops and sessions at the annual conference in Cavtat. The PDC looks forward to welcoming more new members to the committee in 2026 so we can continue to reflect and support the professional development needs of TAICEP and its members.

The Committee for Resources and Knowledge Management delivered two editions of TAICEP Talk, including our new expanded special topics Digests. The Digital Credential Providers resource celebrated its 4th year, and continues to provide TAICEP members with accurate information on digital document providers.



EXPANDED TERTIARY EDUCATION EQUIVALENCY AND ACCREDITATION PROGRAM (ETEEAP)

We have received an application from a candidate in the Philippines who completed their undergraduate degree through the ‘Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)’ in affiliation with the University of San Jose. The applicant has applied to one of our Master’s programs, and this is the first time we have encountered such a case. From what we understand, it appears to be a vocational pathway degree, and our team is unsure whether it is equivalent to a standard 4-year bachelor’s degree. Have any of you encountered similar credentials and assessed them for your Master’s programs? Any insights would be greatly appreciated.



While I’ve never dealt with cases like this from an admissions point of view, we’ve seen a couple of these ETEEAP awards from the Philippines before as part of our credential evaluation processes.

As part of the ETEEAP, students can typically ‘exchange’ five or more years’ work experience for credit exemptions leading to a recognised Bachelor degree in the Philippines ([ETEEAP site](#))

We typically compare the exit level (final year(s)) courses to the requirements for the regular degree programme (as per the CHED, for example, for the BSci in Business Administration [Download from CHED](#)) and try to establish what the student has completed following their credit exemptions (core courses, electives, internships, thesis, etcetera). We would treat these at the same level as regular Bachelor degrees from the Philippines.

Please note as well that the new implementing rules and regulations for ETEEAP programmes were brought in recently, on 16th June 2025, by a Commission on Higher Education (CHED) memorandum [Download from CHED](#). I hope this helps!

Kind regards,
Hartelijke groet, Axel Dessein, PhD [UK ENIC]



Following on Axel’s reply (and thank you for the new link!), you may want to check the TAICEP Wiki’s Philippines page, which contains the slide deck and recording for Justine Watts’ excellent 2020 conference presentation on ETEEAP. It was a great overview!

Kind regards,
Shelby Cearly, Adtalem



Sorry, I’m a bit behind on my mailing list messages, but I wrote a blog post about the ETEEAP program last month: [See it here](#)

Hope that helps,
Peggy Bell Hendrickson, Transcript Research



HND WITH NO O LEVELS

I'm seeking guidance regarding the evaluation of a student from Pakistan whose academic pathway does not follow the traditional completion of O Levels. He indicated that he did not complete O levels but A levels.

I understand that some students may opt out of completing A Levels in some countries with the intention of proceeding directly into a Higher National Diploma (HND) but this one did not complete O levels. What is the current view or best practice on this? Specifically:

- If a student progresses from Grade 10 directly into an HND program, would you consider the HND as part of secondary-level (high school) coursework?
- If so, would you still award transfer credit for HND coursework completed at a college-level institution?

I am attaching a transcript for a student who did not complete O Levels, attempted A Levels (with poor results), and then continued on to complete an HND.

I would appreciate insight on how you would evaluate the HND in this context—whether you would consider it equivalent to a high school diploma, and whether transfer credit would still be appropriate.

Additionally, there is no indication of a passing English grade on the Cambridge A Level transcript. Because the student completed the HND in the UK, where the medium of instruction is English, would you consider this sufficient for waiving the English Language Proficiency (ELP) requirement

—even though his HND coursework grades are predominantly C's?

Because this student does not have at least 60 college units, we would normally evaluate him based on his high school track. With the combination of A Levels and HND, I'm not quite sure if this would be viewed as equivalent to high school completion.

Any guidance, experiences, or institutional practices you can share would be greatly appreciated.

**THE MILLENNIUM UNIVERSAL COLLEGE
DEPARTMENT OF COMPUTING & IT**

**PROVISIONAL NOTIFICATION OF PERFORMANCE
INTERNAL ASSESSMENT TRANSCRIPT
HND COMPUTING (RQF)**

Learner Name	TMUC Registration	Date of Request			
[REDACTED]	[REDACTED]	17th of March, 2025			
IN PROGRESS					
S.No.	Unit	Unit #	Credits	Grade	IV/EV
1.	Programming	1	15	P	
2.	Networking	2	15	Retk	
3.	Professional Practice	3	15	P	
4.	Managing Successful Computing Project	6	15	P	
5.	Database design and Development	4	15	P	
6.	Security	5	15	P	
7.	Website Design & Development	10	15	P	
8.	Computer Research Project	16	15	P	
9.	Cyber Security	10	15	P	
10.	Application Development	22	15	P	
11.	Business Process Support	17	15	P	
12.	Machine Learning	25	15	P	

QUALIFICATION STRUCTURE		GRADE DESCRIPTORS		HOI/HOD Signature
TOTAL CREDITS REQUIRED	240	DISTINCTION	D	[Signature]
CREDITS ACHIEVED SUCCESSFULLY	165	MERIT	M	
REMAINING CREDITS	120	PASS	P	
		UNCLASSIFIED	U	
		RESUBMISSION	Resb	
		RETAKE	Retk	

DISCLAIMER

A. This Provisional NOP is provided as a preliminary result only. It does not in itself confer any right or privilege independent of the award of proper Diploma/Certificate. Final NOP will be awarded by the Awarding Body after completing the qualification successfully.

B. This result is according to Internal Verification (IV) only and might vary after EV (External Verification). The Result awarded by Pearson's External Verifier (EV) is and will be considered as FINAL.

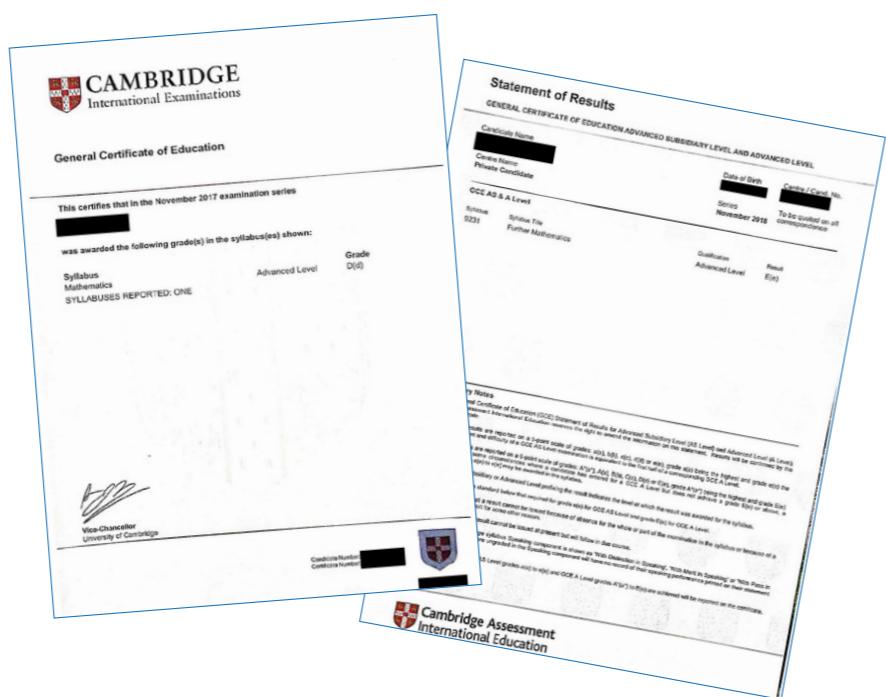
C. Learners having Unclassified (U) status against their unit(s) will be required to re-enroll in next semester(s) to qualify.

D. Learners having Resubmission (Resb) status against their unit(s) are given the provision to resubmit their work within 10 working days from the issuance of this notification with the limitation of Grade cap at Pass level. Note that there will only be one resubmission allowed.

E. Learners having Retake (Retk) status against their unit(s) are required to retake the whole unit in next semester(s) with the limitation of Grade cap at Pass level. Note that there will only be one retake allowed.

F. Errors and Omissions if any are subject to subsequent rectification.

G. This Provisional Notification of Performance is issued on learner request.



A1

Greetings! We would evaluate the HND itself and not the pathway the student took to enter the HND program; our policy requires us to evaluate each credential separately, so this student would end up having an evaluation for the HND and then the Advanced Levels. We would not ask to see their upper secondary school completion credential unless it were required for a specific program entry. We typically consider the HND from the UK to be comparable to 2 years of undergraduate study.

Regarding the English proficiency question: this will depend on your own institutional policy. For our system, English proficiency can be met either by one of the accepted English proficiency exams or if someone's education was completed in English, no matter what their grades were. However, at my previous university, the policy was that English proficiency could only be waived if the student's education was completed in one of countries on the school's English proficiency exempt list and that education was at least two years of consecutive, non-remedial/non-developmental coursework. I think if your policy allows for it, then yes, you can consider the English proficiency met on the basis of this HND. However, keep this in mind: if it turns out that the student is struggling after they arrive on campus, CSU Sacramento is likely to have something in place already on campus to help both domestic and international students improve their English reading/writing skills (such as remedial/developmental English courses, writing tutors/labs, etc.).

I hope this helps!

Kind regards,
Shelby Cearly, Adtalem

A2

I'm from Pearson, so to share some context on Higher Nationals:

Higher National Certificates (HNC) and Higher National Diplomas (HND) are vocational qualifications awarded primarily in the UK and recognised internationally. They are designed to provide practical skills and academic knowledge in specific fields, often linked to employment or progression to higher education.

- HNC typically represents the first year of higher education (Level 4 in the UK framework).
- HND usually represents two years of higher education (Level 5), broadly equivalent to the first two years of a UK bachelor's degree.

From an admissions perspective, the HND is considered post-secondary and sits within the higher education framework. Many universities grant advanced standing or transfer credit for HND holders, often allowing entry into the final year of a bachelor's degree, subject to institutional policy and course alignment. Some of the universities we have articulation agreements with are highlighted here [Degree Finder](#) | [HN Global](#)

Regarding the student's case:

- This student followed a non-traditional pathway, moving from Grade 10 directly into A Levels (with poor results) and then completing an HND in the UK. While this is unusual, the HND itself should be evaluated as a separate credential and not as part of the secondary track.
- Transfer credit for HND coursework completed at a college-level institution would still be appropriate.
- For English proficiency, since the HND was completed in the UK where the medium of instruction is English, this could satisfy the requirement if our policy allows education in English as a basis for exemption. Your point about monitoring and supporting students who may struggle with English after arrival is well taken and aligns with best practice.

Best wishes
Nikki Abbott, Pearson



CERTIFICATE FROM UNIVERSITY OF BENGHAZI

I have received the attached certificates from a graduate of the University of Benghazi in Libya. We used to get a different format of certificate. I also couldn't confirm if and when the Dean changed because it's a different name on the university website. Does anyone have information about this?



Q2

THANK YOU FOR THE HELP! THERE ARE UV SECURITY FEATURES BUT THEY'RE DIFFERENT THAN PREVIOUS ONES. IS THAT YOUR EXPERIENCE AS WELL?

Q1

A1

The attached document appears genuine when compared to a graduation certificate we received from the same university, Faculty of Public Health, issued in 2024 (please see the attached document for reference).

The same dean is mentioned on both the graduation certificate and the university's website, Prof. Nagat Hassan Bubteina: <https://dentistry.uob.edu.ly/ar/about/deans-message/>

Please note that this type of graduation certificate should include specific security features. Therefore, I recommend requesting the original documents to verify these features for further confirmation.

I hope this information is helpful. Best regards,
Samir Gabro, MSc, Swedish Council for Higher Education, ENIC-NARIC Sweden



Q

OBTAINING DOCUMENTS FROM CAMEROON GCE BOARD

I have an applicant from Cameroon who is reporting that the Cameroon GCE Board will only send his advanced levels to his school in Cameroon and that they will not send them to other institutions for the purpose of college admissions.

I was wondering if anyone has encountered this and how they handled it. Is there a way to receive official documents from the Cameroon GCE board and/or verify emailed results online?

A1

We don't get a lot of students from Cameroon, but my memory is that students have always brought the original certificates to our office.

Since COVID our policy has been that we will accept documents from the school as official as long as the school's name is on the document (I know this is standard for IGCSE but I can't remember on the Cameroon GCE off the top of my head) and it comes from an email address we can confirm on the school's website is an official administrator email (or occasionally we know through personal relationships/recruiters).

According to the Cameroon GCE website can be ordered:

[Cameroon GCE Board Duplicate Results](#)

I hope that helps,
Marisa Myhre, Iowa State University

A2

We regularly receive Confirmations of Results for O and A levels directly from the Cameroon GCE Board via email. They seem to be able to send the results in a time efficient manner. On the website that Marisa included at the bottom there is a Request form confirmation of results, which is what they want to request.

The website also publishes the latest results (from 2025 <https://camgceb.org/2025-gce-results/>) and we do have several years saved, so can look graduates up on those lists. However, the list is not complete, so if there's any discrepancy, we do request the confirmation of results. If you have the year that your student took the exams, I would be happy to see if we have that year saved.

Kind regards,
Tamalene Conlen, Academic Evaluation Services

A3

Results for the current year (2025) can be downloaded from the Cameroon GCE Board here: <https://camgceb.org/2025-gce-results/>

Results for prior years can be requested by the Candidate - the document they should request is called a 'Statement of Performance' and according to the GCE Board these will be sent directly to any institution or employer at the request of the Candidate: HERE

I hope this information is helpful.

Kind regards,
Ken Warren, Educational Perspectives

A1

Yes, that's my experience as well! The UV security features have changed compared to previous versions.

Best regards,
Samir Gabro, MSc, Swedish Council for Higher Education, ENIC-NARIC Sweden



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TAICEP 2026 CONFERENCE

HALIFAX, NOVA SCOTIA, CANADA

OCTOBER 26-28, 2026

