



# Mobility

ECTS WG  
28 May, 2013

# Recognition tools - European documents influencing national

## Lisbon Recognition convention (1998)

- To facilitate recognition of qualifications
- Time limits respected
- Recognition refused in case of substantial difference

## Charters

- European Quality Charter for mobility
- Erasmus University Charter
- Erasmus student charter

Study plan / Learning/  
training agreement =  
recognition

# All international and recognition problems begin at home!

- Unwillingness to change from insular to global approaches and perceptions in HE
- Lack of tolerance of “*foreign*” and “*different*”
- No promotion of mobility culture
- “National ECTS” – questionable knowledge of ECTS at institutions
- Lack of trust in partners
- Lack of information on quality at partner institution or even willingness to find it out
- Lack of institutional frameworks supporting recognition



Do we deal with all cases?

Recognition

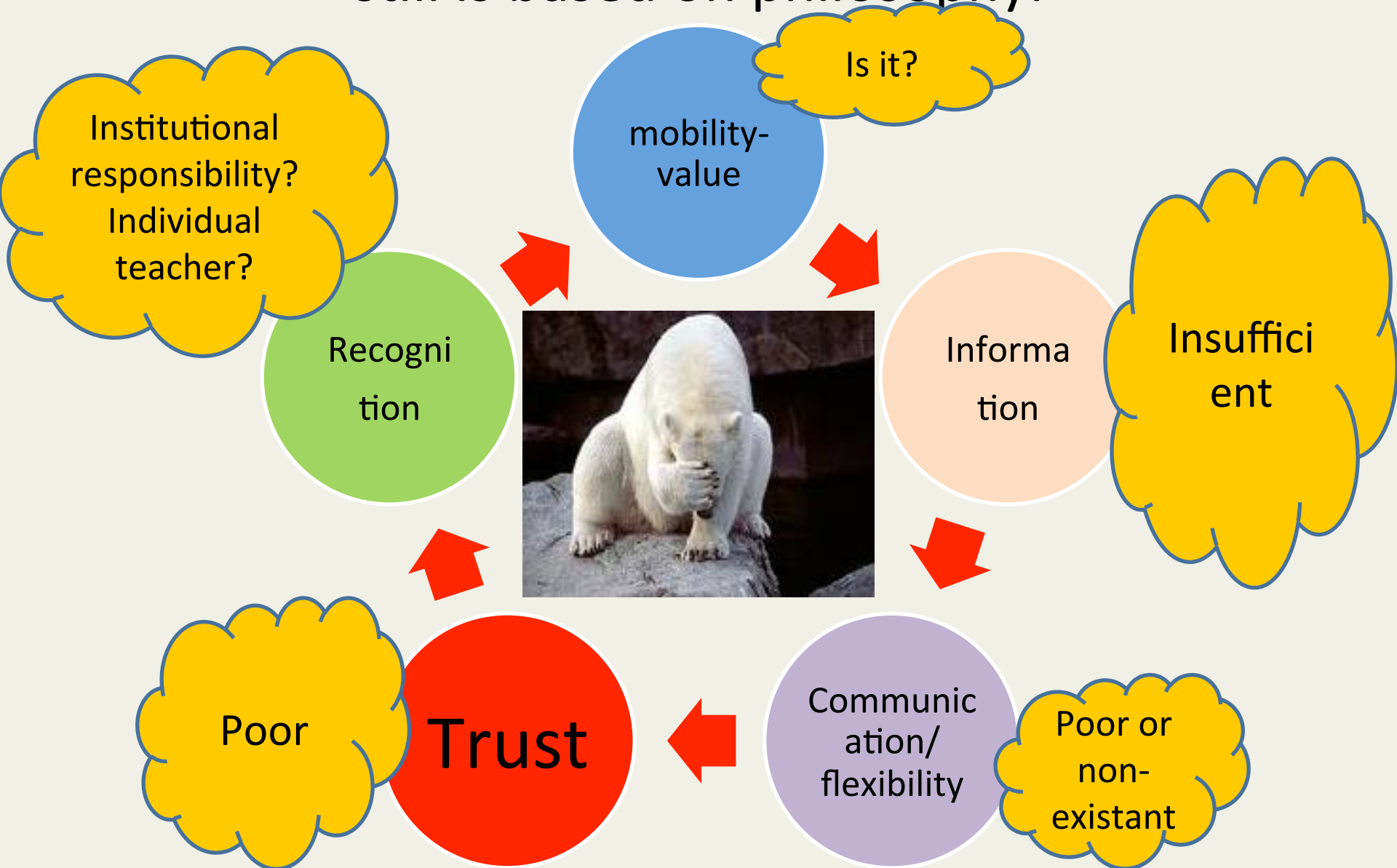
Structured mobility  
(different types)

Free moving:  
Incoming  
Outgoing

Prior learning in a  
Narrow sense  
(accumulation  
philosophy)

Virtual mobility

ECTS for credit transfer has been started and still is based on philosophy:



Credit  
calculation;  
grade  
transfer

# Problems – credits and grades

## Credits

- ECTS credits are understood/interpreted in different ways / credit allocation methodology not described in each institution
- In many cases the same credit value is expected for the courses to be recognized

Not  
only  
reco  
gniti  
on  
but  
also  
quali  
ty  
and  
mobi  
lity  
cultu  
re

## Grades

- ECTS ranking is confused with normative evaluation
- Institutions do not have/follow the statistical distribution of the grades in their own institution
- rely on conversion tables (i.e. mechanical conversion instead of statistical interpretation)
- do not provide clear and helpful descriptions of their own grading systems whatever they might be



Should  
there be  
suggestions  
?

# Mobility , credits, recognition...

For the formal programme, the credit distribution must be respected, i.e. 20 / 30/ 60... B U T...

- What are credit boundaries for mobility period we can live with?

The student does not achieve the agreed number of credits at host institution

- What is SENSIBLE FLEXIBILITY?

# Recognition and LOs

**LO will not guarantee recognition but will foster it for those aiming at it!**

Restructured curricula  
(workload + LO)

LO understood and used across all HEIs (QF-curricula-QA)

Better implementation of the notion of levels

Changed perception and approached to recognition (identical vs comparable and acceptable) (attention to essence not the wording)



Should there be suggestions or just principles?

# Most common recognition practices

## Good practice

Institutional framework

Replacing the whole period (e.g. Study period abroad -30 ECTS credits) – Note: ToR of partner institution should become a part of the DS

Translating /transferring course titles of partner institutions and using partner credits

Transparency in students' learning path;  
Respect to partners;  
Credit thinking

## Not recommended

Replacing partner course titles and credits with those of the sending institution;

Students documents report incorrect data; courses abroad cannot be not traced; transparency principle violated

Incompatibility  
of study  
programmes.  
What new can  
we say?

But answers are there –  
Know your partner! Act responsibly!

### Choice of partners that:

1. provide clear information;
2. Offer programmes of the same levels and keep standards;
3. Offer not only exact but also comparable programmes.

### Mobility period integration:

1. Establish mobility windows in every programme (the most suitable slot for mobility);
2. For the mobility window describe LO that are most easily achieved abroad.

### Allocation of responsibilities:

1. Appoint academic in each subject area;
2. Make him responsible for approval of students' programmes abroad;
3. Entrust him to recognize studies on behalf of academic body

### Work with students:

1. Discuss and approve LA;
2. Provide clear information on recognition rules;
3. After return transfer student's results to his institutional records.

# ECTS key documents

## Course catalogue

- Regular guide for all students attending the institution
- Presented on the web according to the included checklist

## Student application form

- ECTS Student Application Form for the mobile students

## Learning agreement

- Learning Agreement for home students
- Learning Agreement for mobile students
- Learning Agreement for work placements

## Transcript of records

- Transcript of Records for all home students
- Transcript of Records for mobile students

# ECTS - tool for transfer and recognition

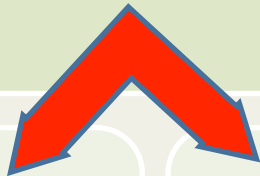
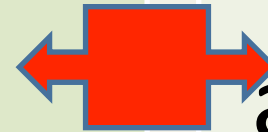
Information

Learning agreement

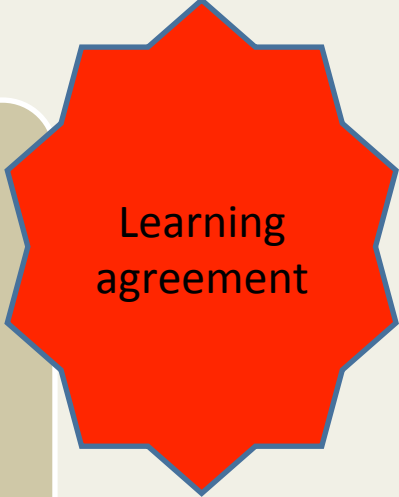
Information package/  
course catalogue.  
Incomplete, old, not  
on web, bad  
clickability,

Transcript of records  
(Before and after  
mobility; credits,  
grades)


Signed before  
departure, changed if  
necessary



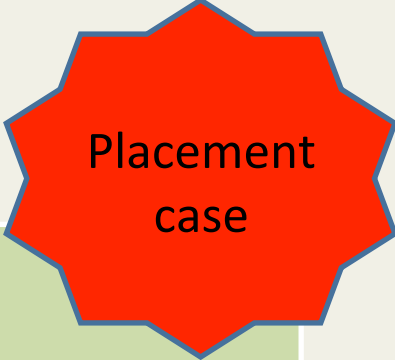
**ECTS Users' Guide:** LA must be signed by the home institution, the host institution and the student. Those signing on behalf of the two institutions must be in formal position...to commit the institutions. A programme of study may need to be modified after the arrival of the mobile student... This should be endorsed by the three parties. The institution may choose to adapt the standard form but should **ascertain that it contains all the elements ...**



Learning agreement



**Most common mistakes:** The dates and signatures of the student and/or applicant/partner institutions' coordinator are missing.  
The Learning Agreements were not in place before the start of the exchange.  
No credits indicated



Placement  
case

### ECTS Users' guide:

The Training Agreement should indicate: location, period of the placement, job description, learner's rights and duties and expected learning outcomes.

Also: assessment and assessment criteria, responsible person.

Agreement signed by three parties.

It should indicate the number of ECTS credits which will be awarded on achievement of Learning outcomes.



Placement recognized as part of the final degree

**ECTS Users' guide:** ToR ensures that students have an accurate and up-to date record of their progress, number of ECTS credits achieved, and grades awarded. It is an important document, providing evidence of **progress and recognition**.

ToR before  
mobility

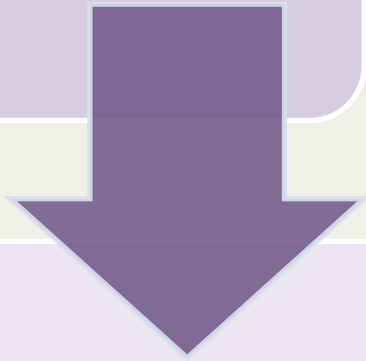
**Most common mistakes:**  
An explanation of the local  
grading system is missing

**ECTS Users' Guide:** The host institution issues another ToR for each incoming student in order to certify the work completed, the credits awarded and local grades received. The institution may choose to adapt the standard form but should **ascertain that it contains all the elements**

...



ToR after mobility



**Most common mistakes:** An explanation of the local grading system is missing.

Student(s) are awarded ECTS credits although they did not always pass the exam(s).

Local grades and/or ECTS credits are missing.

There is an inconsistency between the Learning Agreement(s) and the post-mobility transcript of records.



How much  
bureaucracy is  
necessary?

# Bureaucracy VS necessity

Transcript of records:

- **For transparency** – course unit code; course unit title
- **For quality and quantity of student's work** - credits, local grade and description of grading system
- **For validity and legality** - signatures and stamps

Not  
transparent

Learning agreement:

- **For transparency** – course unit code; course unit title
- **For quantity of student's work** - credits
- **For validity, legality and binding commitment** - signatures and stamps

Not seen  
as binding  
documents

# Institutional regulations

Credit as a tool leading to qualification – every credit counts

Accumulation  
- how many,  
what credits  
(type, level)  
and when

Transfer from  
various study  
contexts into  
the study  
programme

Importance of HEI internal regulations for  
recognition:

Recognition of  
LO at home

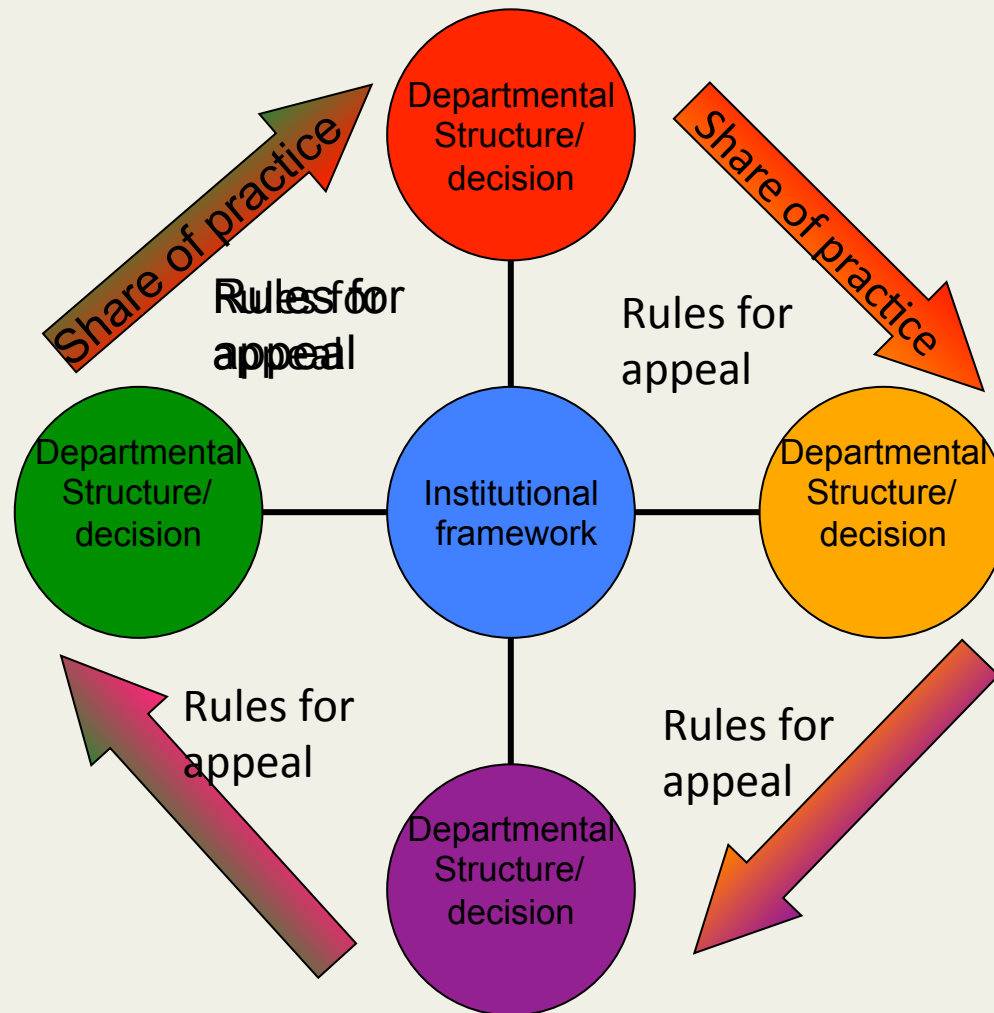
Without credits

Different types of  
mobility

Traceability of mobility in final  
student documents

**Regulations for JD?**

# Institutional structure for recognition: do we have to propose it?



# Recognition and grading before 2009

ECTS	% of successful students normally awarding the grade	Comment
A	10%	The use of quality descriptors such as “excellent” or “good” is not appropriate as they express a value judgment whereas the ECTS grades are meant solely to interpret the local grade.
B	25%	
C	30%	
D	25%	
E	10%	
FX	-	Fail – some work required to pass
F	-	FAIL – considerable further work required

# Information to be sent to and received from the partners

<b>National/institutional grade</b>	<b>T o t a l n u m b e r awarded in the reference group</b>	<b>Percentage of the total number</b>
10	50	5%
9	100	10%
8	350	35%
7	300	30%
6	200	20%
	1,000	100%

<b>Institutional grade/country A</b>	<b>Grading percentage</b>	<b>Institutional grade, country B</b>	<b>Grading percentage</b>
<b>30 lode</b>	<b>5.6%</b>	<b>1</b>	<b>20%</b>
<b>30</b>	<b>15.7%</b>	<b>2</b>	<b>35%</b>
<b>29</b>	<b>0.5%</b>	<b>3</b>	<b>25%</b>
<b>28</b>	<b>12.3%</b>	<b>4</b>	<b>20%</b>
<b>27</b>	<b>11.8%</b>		
<b>26</b>	<b>9.0%</b>		
<b>25</b>	<b>8.2%</b>		
<b>24</b>	<b>11.3%</b>		
<b>23</b>	<b>2.7%</b>		
<b>22</b>	<b>6.0%</b>		
<b>21</b>	<b>2.3%</b>		
<b>20</b>	<b>5.7%</b>		
<b>19</b>	<b>1.9%</b>		
<b>18</b>	<b>6.9%</b>		
<b>Total</b>			<b>100%</b>



“The only useful answers are those that pose new questions.”

**Vittorio Foa**

**Thank you for your attention!**

