

HAQAA-3 STUDIES

A CASE STUDY ON UNDERGRADUATE AND MA STUDENT MOBILITY BETWEEN THREE UNIVERSITIES OF THREE DIFFERENT MEMBER STATES; SPAIN, FRANCE AND THE NETHERLANDS

STUDENT MOBILITY AND HEIs COOPERATION WITHOUT HARMONIZATION

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Note: This HAQAA Case Study is written in the HAQAA-3 framework but engages only its author. It has greatly benefitted from all the comments and discussions with M. Larrea and R. Torrent. All remaining errors, shortcomings or confusions are the sole responsibility of the author.

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EXECUTIVE SUMMARY

This Case Study explores how partial studies abroad are being conducted within the European Higher Education Area (more precisely: within the EU), viewed from the perspective of a student. By examining two distinct exchange programs and the experiences of participating students (both extremely successful), **the study argues that harmonized legislation is not essential for fostering mobility within the region. Instead, it highlights that the true driving force behind student exchanges is the autonomy and initiative of universities in creating such programs.**

The Case Study offers a comprehensive analysis of the student's academic experiences across Spain, France, and the Netherlands during five years, with a particular focus on her academic records and relevant administrative documents. First, it briefly examines the main relevant provisions of national legislation of these three countries regarding higher education, as well as the recognition procedures for full or partial academic exchange programs. Next, the study details the insights gained from six interviews conducted with university officials responsible for student mobility. It then comes a third part, which is the essential one: the analysis of the student's experience in pursuing, first, a double diploma at the Universitat Autònoma de Barcelona (UAB – Spain-) and at the Université de Toulouse Capitole 1 (UT1 – France -); and second, another exchange program between UT1 and Maastricht University (MU – the Netherlands -). Issues like the lack of quantitative and qualitative equivalence between credits and the lack of transparency of the diplomas and academic transcripts are presented and discussed.

Following these explanations, the analysis is compared with what appear to be some widespread misunderstandings on students mobility in Europe as well as with the approach outlined in two HAQAA Policy Briefs on Continental and Regional Integration in African Higher Education (*Unpacking “Recognition in HE”: different issues, different policy contexts, different instruments: A policy-oriented eye opener¹ and Misconceptions about harmonization... and one policy conclusion concerning Higher Education²*) which seem much more consistent with the facts.

The Case Study is often written in first person as it is based on the personal experience of its author. It aims to inspire other exchange program participants to share their own stories, contributing to a more comprehensive understanding of student mobility in Europe and challenging common misconceptions about Higher Education in the

¹ <https://haqaa3.obreal.org/wp-content/uploads/2024/11/POLICY-BRIEF-1-on-RECOGNITION.pdf>

² <https://haqaa3.obreal.org/wp-content/uploads/2024/11/POLICY-BRIEF-2-ON-HARMONISATION.pdf>

continent. From both the student and the higher education policy perspectives, the Study intends to highlight, contextualize and explain the following facts:

1. **The exchange/mobility programs were a complete success. It is essential to emphasize this from the start.**
2. **But it has not been possible to identify a common or uniform law underlying them. They are organized exclusively on the basis of agreements between specific Universities.**
3. **Even in the framework of these agreements, academic and administrative practices that apply them are widely different between the partner Universities.**
4. **Some so-called “norms” about credit transfer are not applied.** More specifically,
 - a. There was not a quantitative equivalence between the credits earned in the host University and those recognized in the home University.
 - b. It is not possible to identify a qualitative correspondence between disciplines studied in the host University and those considered passed in the home University. From the student’s perspective, so-called common Learning Outcomes between the two sets of disciplines were not identified or explained.
 - c. Learning Agreements are a formality to be complied with when the mobility must be framed and receive support from the Erasmus program. But they do not exist when the mobility takes place outside this framework
 - d. The form and content of Academic Transcripts and Diplomas differ widely between participating Universities. They can even become very misleading, to say the least, because, in some cases,
 - i. They attest that the student has been enrolled in, and has passed, courses in the home University that it has never been enrolled in and passed.
 - ii. They do not even mention that a part of the studies has taken place in a University of another country. They are completely silent on this circumstance.

Practices on grading and “grading recognition” differ widely. There is no common norm or established practice on the granting or recognition in the home University of grades obtained in a host University. In my case, I was not able to identify how or why in my academic transcript there seem to be two different criteria to grant grades to UAB disciplines (which I had not passed in UAB) on the basis of grades obtained in UT1.

1. INTRODUCTION

The “*Case Study on undergraduate and MA student mobility between three universities of three different European Union (EU) Member States: Spain, France and the Netherlands. Student mobility and Higher Education Institutions (HEIs) cooperation without harmonization*” was conceived within the framework of HAQAA3.

HAQAA3 stands for Service Contract EAC-2023-0280 – Harmonization, Quality Assurance and Accreditation in African Higher Education Initiative. It is a service contract awarded by the European Commission to a consortium led by OBREAL Global and with the participation of the Association of African Universities (AAU), the German Academic Exchange Service (DAAD) and the European Association for Quality Assurance in Higher Education (ENQA).

The contract embraces five different Work Areas. One area deals with Internal and External Quality Assurance (IQA and EQA) Training and Capacity Building. Another one focuses Data Collection and Analysis. The third and fourth ones relate to the African Credit Transfer System and the Pan-African Quality Assurance and Accreditation Agency (PAQAA). Finally, there is an area dealing with Policy Dialogue and Regional Integration, which is a transversal area that provides inputs to, and builds a coherent framework for, the other four.

HAQAA3 considers student input and participation to be essential in all its Work Areas. This is why this Case Study was developed. Through the experience, observations, documents and analysis of a student who has participated in student mobility, it aims to provide answers to the hypothesis that student mobility can work through Higher Education Institutions (HEIs) cooperation without harmonization as well as to dispel misunderstandings or false ideas concerning the functioning of student mobility and academic credits recognition.

The Case that is studied is a complex, but highly successful one.

- It comprises, first, a double diploma set up between Universitat Autònoma de Barcelona (UAB), Spain, and Université de Toulouse Capitole (UT1), France. This program spans four years. It embraces four initial semesters in the UAB, followed by four semesters in UT1 (during which, additionally, a dissertation has to be written and submitted in the UAB’s framework). The fifth and sixth semesters are completed as the fifth and sixth semesters of the French “*licence*”, while the seventh and eighth belong to the first year of the French “*maîtrise*”. At the end of the four years, the student obtains the Spanish “*grado en Derecho*” and the

French “*licence en Droit*” as well as the first year of the “*maîtrise en Droit international et Droit européen – Maîtrise DIDE*” in France. Such an arrangement exists also between other universities in France and Spain.

- After the double diploma between UT1 and UAB, a fifth year was completed in UT1, without any UAB participation, as the second year of the “*maîtrise*”. But a second exchange program took place in the second semester of this fifth year, as the first semester was studied at UT1 and the second one at Maastricht University (MU) in the Netherlands. At the end of this second year, the student obtained the “*maîtrise DIDE*” from UT1 as well as the certificate of a *European Master in Comparative International European and international Law* (CIEL).
- All in all, four academic diplomas or certificates were earned during these five years: The UAB Spanish *Grado en Derecho*, the UT1 French *Licence en Droit* and *Maîtrise en Droit International et Droit Européen*, and the Certificate *European Master in Comparative International European and international Law* (CIEL), a program to which Maastricht University (MU) and UT1 are parties together with five other universities: University of Antwerp (Belgium), University of Mannheim (Germany), Pompeu Fabra University, Barcelona (Spain), University of Zagreb (Croatia), University College Dublin (Ireland).

This Case Study analyzes the experience with mobility programs of only one student, but tries to extrapolate conclusions and broader understandings related to the functioning of exchange experiences in general. Thus, the interviews with university officials were not restricted to the specific programs discussed in the Study.

Afterwards, the analysis is compared with some widespread misunderstandings on students mobility in Europe and the nature of the European Credit Transfer System (ECTS) as well as with the approach of two HAQAA-3 Policy Briefs on Continental and Regional Integration in African Higher Education, entitled *Unpacking “Recognition in HE”: different issues, different policy contexts, different instruments: A policy-oriented eye opener*³ and *Misconceptions about harmonization... and one policy conclusion concerning Higher Education*⁴. They delve into the dominant topics of recognition and harmonization in the context of the discussion of continental and regional integration in African Higher Education.

³ <https://haqaa3.obreal.org/wp-content/uploads/2024/11/POLICY-BRIEF-1-on-RECOGNITION.pdf>

⁴ <https://haqaa3.obreal.org/wp-content/uploads/2024/11/POLICY-BRIEF-2-ON-HARMONISATION.pdf>

The study's conclusion is twofold: firstly, that harmonization of national legislations is expendable in order to recognize partial studies abroad; and secondly, that interuniversity agreements are of greater significance when it comes to giving flexibility to students as well as universities.

Further, the study intends to clarify and explain how the ECTS operates in practice within and between universities that share joint or double programs: What are the rights of students as well as the obligations of universities and where do they stem from? And, more specifically, it will delve into the precise characteristics of the diplomas, transcripts and certificates obtained by students as well as the actual practices of mobility programs through the student's perspective and their direct experience.

2. METHODOLOGY

To develop the study, a comprehensive methodology was utilized entirely based on the examination of the facts: first, the legal facts, i.e. the applicable legislations; second, the practices at university level, as described by the officials in charge; third, the practices from the perspective of the students and the documentation they receive. The results of the examination of the legal facts and the practices are then compared with the perspective of experts as they explain it in literature and in public events. Finally, some conclusions are drawn and submitted to the consideration of the reader.

Potential foreseeable difficulties were identified at the start, but it was possible to follow the methodology without any remarkable drawbacks. First, I was worried that the delays in transfers and conversions in the three Universities involved would be a problem. This was not the case, first, because I had enough information from previous years and, second, because such delays have been surprisingly short. Further, the officials interviewed were knowledgeable, had long years of experience and were able to answer the questions asked. Finally, I was able to communicate with the preferred language of each of the interviewees; thus, language barriers or misunderstandings did not arise.

Therefore, the following sections deal with:

- The national legislations from Spain, France and the Netherlands regarding partial studies abroad, as well as relevant institutional provisions.
- The in-depth interviews concerning student mobility and ECTS transfers and/or recognition conducted with the people responsible for the pedagogical and administrative aspects of mobility programs in the UAB, UT1 and MU; in particular, those responsible for the management of exchange programs in each of the faculties, as well as officials in charge of academic management of each of the establishments, were interviewed.
- Thirdly, and most importantly, the analysis focuses on the facts that were truly significant to the student's experience. Key documents such as academic transcripts, learning agreements, inter-university agreements, and other relevant academic and administrative records were carefully collected and examined. These materials are essential in presenting a comprehensive account of the student's journey, reflecting the lived experience of studying at three different institutions across three EU countries. By incorporating these documents, the analysis aims to capture not only the procedural aspects of the student's academic trajectory but also the practical challenges and opportunities encountered throughout her cross-border education.

- Also relevant for the study were the notes taken from the attendance at the third Africa-EHEA Dialogue, organized by the Africa-Sub Group of the Coordination Group on Global Policy Dialogue (CG on GPD) of the Bologna Follow Up Group (BFUG), which took place at the University of Barcelona from January 17th to 19th 2024. This hybrid event, supported by the HAQAA Initiative and the IN-GLOBAL project, focused on recognition and quality assurance, delving into successes, challenges, and perspectives for cooperation. The participation in that event allowed me to contrast the facts as I was living them at the time with what the experts say about these processes and international mobility more generally.

The study includes a quite voluminous documentary annex with the most relevant documentation, even if some of the documents are already reproduced in the main text as they are essential for the explanation.

3. RESULTS OF THE ANALYSIS

3.1 NATIONAL LEGISLATIONS

To better understand the practical implementation of student mobility in Europe, national legislations from the Netherlands, France and Spain, the three countries in which I completed different types of HE studies, were examined. As already mentioned, the findings suggest that the primary mechanism facilitating mobility is not rooted in domestic or EU harmonizing legislation but rather in the agreements forged between universities. Indeed, the Spanish legislation differs from the French and Dutch applicable laws, both of which are relevant to this Case Study. This lack of harmonization is evident because the legislation regulating the validation procedures and equivalences varies from country to country.

THE SPANISH FRAMEWORK

The applicable Spanish legislation is the Royal Decree 889/2022, of October 18, which sets out the conditions and validation procedures of university studies completed in foreign educational systems. In addition, it governs the procedures for determining the correspondence between foreign degrees and the levels within the Spanish Framework of Qualifications for Higher Education - “*Marco Español de Cualificaciones para la Educación Superior*” in Spanish -. This decree provides a framework to ensure that foreign qualifications align with the standards of the Spanish Higher Education system.

In Spain, the Royal Decree 889/2022 distinguishes between *a) Homologación: reconocimiento oficial de la formación superada para la obtención de un título extranjero, equiparable a la exigida para la obtención de un título español cuya obtención se requiere para el ejercicio de una profesión regulada (i.e. a foreign diploma has the same effects, both academic and professional, than a Spanish diploma).* *b) Declaración de equivalencia: reconocimiento oficial de la formación superada para la obtención de un título extranjero, equiparable a la exigida para la obtención de un nivel académico de Grado, Máster Universitario o Doctorado, con exclusión de los efectos profesionales respecto de aquellos títulos susceptibles de obtenerse por homologación (i.e. a foreign diploma has the same academic effects than a Spanish diploma, but not the same professional effects).* *c) Convalidación: el reconocimiento oficial, a efectos académicos, de la validez de estudios superiores realizados en el extranjero, hayan finalizado o no con la obtención de un título, respecto de estudios universitarios españoles (i.e. partial studies abroad are recognized as “valid” to be “counted as components of” or “declared as equivalent to those of” a Spanish curricula).*

None of these procedures is automatic. For *homologaciones* and *declaraciones de equivalencia* a Commission for Technical Analysis of Homologations and Equivalence

Declarations - “*Comisión de Análisis Técnico de Homologaciones y Declaraciones de Equivalencia*” in Spanish – is set up whose main function, since ECTS credits and diplomas are not recognized automatically, is to evaluate and issue technical reports on requests for homologation, equivalence and validation (“*homologación, equivalencia, y validación*”) of university degrees obtained in foreign educational systems.

For Convalidaciones (the procedure which is relevant for this case-study), Article 22 establishes 1. *La convalidación de estudios universitarios extranjeros, o de períodos de estos, por estudios universitarios oficiales españoles parciales corresponde a la universidad española donde se haya solicitado dicha convalidación.* Art. 23 charges the Consejo de Universidades to establish some basic criteria but reaffirms that *las condiciones específicas de la convalidación serán fijadas por las normativas de cada universidad aplicables a este procedimiento.* Therefore, in plain terms, recognition of partial studies abroad is left to the discretion of each University.

But this is not an EU or Bologna invention; it has always been the case; a student has always been able to apply for the “convalidación” of his/her studies in another University (or another Faculty in the same University) and the request is either granted or denied, depending on different circumstances and contexts.

THE FRENCH FRAMEWORK

Unlike Spain, France does not have a single recent decree governing all qualifications and equivalences. Equivalences are often dealt with on a case-by-case basis by universities, or by specific procedures for certain regulated professions. Some specific regulations are included in the French Education Code (“*Code de l’Éducation*”⁵), for example, in Articles D123-15 to D123-23, regulating international cooperation of establishments, as well as Articles D613-17 to D613-25, in regards to international joint degrees.

Notably, Article D613-17 states that joint or double diplomas can be awarded through international partnerships under the conditions defined in the section this article is in, which is the first section of the third chapter of the third title of the sixth book of the Code of Education. The following article establishes that the international partnership must be organized through an agreement between French and foreign Higher Education institutions, both being authorized to award the relevant diploma, while Article D613-19 determines what the agreements must include concerning the terms of the partnership, including educational methods, student enrollment, balanced study periods, and

⁵ https://www.legifrance.gouv.fr/codes/texte_lc/LEGITEXT000006071191/

evaluation procedures. Furthermore, Article D613-20 considers how partner institutions can issue diplomas, either jointly issuing the same diploma or each one issuing its own, and states that joint diplomas are recognized in France if they are also recognized in the partner country. The following Articles specify how French institutions can implement and continue the international partnership, while certain diplomas may have additional regulations, among other aspects of international mobility.

Moreover, the previously mentioned articles as well as Articles R613-32 to R613-37 and D613-38 to D613-50 allow French universities to recognize foreign diplomas. Higher Education establishments are free to grant equivalences, according to applicable legislation and their own policies, or validation procedures based on already completed studies.

In France, as in other EU countries, the ENIC-NARIC France Center (European Network of Information Centers – National Academic Recognition Information Centers) provides information for the academic recognition of foreign diplomas and the promotion of international mobility. The center is part of the international ENIC-NARIC network of 57 information centers coordinated by the European Commission, UNESCO and the Council of Europe. It is responsible for evaluating foreign diplomas and can issue a certificate of comparability for diplomas obtained abroad. This attestation is not legally binding, but can be used as a reference by institutions.

Complementary and relevant for the case at hand, in the University of Toulouse, *Délibération N° CFVU-11-PLD-001-MCC*⁶ is part of the evolving legislation applicable to the Double Diploma between the UT1 and the UAB. It establishes the regime to assess the knowledge and skills for the third year of the bachelor's degree in the field of law, economics and management for the academic year of 2021-2022. It details the norms regulating the third year of *licence* in UT1, including the cases in which the academic year is part of some type of international mobility, which is the case here.

THE DUTCH FRAMEWORK

In the Netherlands, the main piece of relevant legislation concerning international mobility is the Higher Education and Research Act (“*Wet op het hoger onderwijs en wetenschappelijk onderzoek*”⁷ in Dutch). It grants to Universities a wide autonomy to

⁶https://www.ut-capitole.fr/medias/fichier/11-pld-001-mcc-2021-2022-licence-3-droit-toulouse_1634117923096-pdf

⁷ <https://wetten.overheid.nl/BWBR0005682/2025-01-01>

enter inter-University agreements in the areas covered by this study. The main provision is Article 7.3.c which establishes:

Article 7.3c. Joint Education

- 1.- A higher education institution may jointly provide a course of study or a specialisation with one or more Dutch or foreign higher education institutions.*
- 2.- If a joint course of study or a joint specialisation is provided exclusively by Dutch higher education institutions, a joint degree is associated with it.*
- 3.- If a joint course of study or a joint specialisation is also provided by a foreign higher education institution, a joint degree or two or more separate degrees may be linked to it, depending on the number of higher education institutions involved.*
- 4.- A higher education institution may only provide a course of study or a specialisation jointly with a foreign higher education institution if the institution's management has concluded an agreement with the foreign higher education institution regarding that course of study.*
- 5.- In the agreement referred to in the fourth paragraph, the institution's board shall in any case make agreements regarding:*
 - a) the content of the joint education;*
 - b) the respective educational activities of the higher education institutions involved;*
 - c) the method of awarding degrees;*
 - d) the registration of students; and*
 - e) the tuition fee obligations for students.*

On the other hand, and unique to Maastricht University (MU), there is a regularly updated *Grading scheme and grade distribution guidance*, based on the total number of passing grades awarded for courses that were open to both regular and exchange students and which is used to award grades to incoming and returning students.

CONCLUSION

The analysis of the three different legislations demonstrates, and this is essential for Africa, that joint programs and the recognition of academic credits can be organized based on diverging, scattered and even contradictory national legislations and institutional internal regulations.

3.2 IN-DEPTH INTERVIEWS: THE EXPERIENCES OF PRACTITIONERS FROM THE UNIVERSITAT AUTÒNOMA DE BARCELONA, UNIVERSITÉ DE TOULOUSE CAPITOLE 1 AND MAASTRICHT UNIVERSITY

The interviews conducted provide insightful clarifications about the functioning of partial studies abroad, the perceptions of professionals in the field, the legislation and guidelines utilized, the internal procedures, as well as other aspects further developed in the following paragraphs. The questionnaires that guided the interviews are attached as sections 6 and 7 of the Documentary Annex.

As this Case Study concerns the experience with mobility programs of one student and tries to extrapolate its conclusions to the functioning of exchange experiences in general, the people interviewed were asked not only in regard to the specific programs that are relevant to the Case Study, i.e. *the double diploma between UT1 and UAB in Spanish and French law* (comprising the Spanish “*grado*” and the French “*licence*” plus “*M1 in International and European Comparative Law*”) and the French *M2* and the *CIEL exchange program*, which MU and UT1 are part of, but also about their views on mobility programs in general.

Six people were interviewed, two from MU, two from UT1 and two from UAB, all responsible for mobility programs and academic management within their universities. From UAB, a joint interview was carried out with Ricardo Esteban Lagarreta, Vice Dean for Academic Coordination in the Faculty of Law and coordinator of the Double Diploma Program, and Antonio Manrique Mata, responsible for Academic Management in the Faculty of Law. Within UT1, both Vincent Redaud, Head of the Department of Departing/Outgoing Mobility, and Hannah Mullaghy, Mobility Manager for M2 at the European School of Law (ESL), agreed to be interviewed. Finally, another joint interview was undertaken at MU with Silvester Conduto, Exchange officer for incoming students, and Kim Willems, the Erasmus coordinator in the Faculty of Law. They have been carrying out student mobility tasks for different periods, ranging from less than a year to over twenty-five years. They all confirmed that they did not receive specific formal training before taking on student mobility functions; they were mostly taught and trained by their predecessors or other professionals and practitioners occupied with similar tasks within their institution.

While the views of the officials were coincident on the main issues, they emphasized different aspects. **In the case of MU**, Mr. Willems emphasized the “international identity” of MU (which seems correct to me according to my own experience). And Mr. Conduto contrasted the fact that universities have freedom to come up with their own

policies and exchange programs with that of the government having its own rules and trying to put more pressure and control on the universities.

In UT1, Mister Redaud emphasized that the Bologna process greatly helped to establish a uniform grading system through the ECTS system, thus facilitating exchanges between universities and the signature of Erasmus agreements, which are very simple for them now, with a digital and streamlined system. But also pointed to the fact that, in the case of double degree agreements, it is much more complicated as it involves finding partners and agreeing on the courses to be taken in different universities.

He acknowledged a major difficulty in France, which arises from the fact that every university and partial study abroad has their own equivalence grid. Consequently, students are subject to different grades systems, which affect their master's selection process. So, if a student from UT1 and another from Paris went to Barcelona for undergraduate studies and obtained the same Spanish results, they will not necessarily have the same French results, complicating their access in Master programs. To solve this issue, professionals are trying to find a coherent solution with equivalence grid calculations, and there is even a working group established at the European level on equivalence grids. According to him, despite there not being one easy straightforward solution, the simplest approach is to simply recognize credits, as they do in Bordeaux University, validate the year and, for Master applications, directly submit the transcript from the university abroad.

He also reaffirmed that the CIEL certificate is different from other exchange programs as it does not lead to a double degree or a bilateral relation. Further, the objective of the program is not so much to grant a diploma but that students can now add the experience to their CV and yield it in their future professional endeavors as additional competences acquired through different acquired skills, teaching and learning methodologies, contacts made, courses taken, etc. However, in my experience, the fact remains that I've received a diploma which is quite similar to the other diplomas earned in my five years of studies in the three Universities (see the next section on this Case Study).

Madame Mullaghy emphasized, once again, that what prevails are the agreements between universities. Nonetheless, she considers that, for Higher Education, a well-functioning, interconnected system should also rely on legislation by the State or the EU and/or agreements made at that level.

In UAB, Mr. Manrique argued that, while the Bologna Process aimed to facilitate student mobility, this goal was difficult to achieve because when it comes to studying in another country, it heavily depends on the field of study. For example, for Law, it is complicated as law varies a lot in each domestic system. Exchange is expedited thanks to the bilateral agreements between universities, exchange is expedited.

Mr. Esteban pointed out that exchange coordinators are able to adopt a flexible approach through mechanisms like optional subjects. However, Law exchange programs will always retain the additional difficulty attached to the root of the field, since it is a domestic product shaped and conceived specifically by each national legislator.

HOW THE PROGRAMS WERE SET UP

All officials who were interviewed agreed on three opinions:

- **That the main driving force for the creation of most exchange programs or double degrees with foreign institutions are professors (and, in some cases, administrative staff).** They reach agreements and bring forward the initiative to create these programs because of their personal, interpersonal, academic and professional relationships with professors and/or staff in universities in other countries, According to the UT1 official in charge, even if the formalization of such agreements takes place at a higher level within the universities, for example by the head of the mobility department or the director of the European School of Law (ESL), the initial contact points are established mainly at professors' and international relations officers' levels, who consider the possibility of creating double degrees through exchanges and meetings with colleagues from other Universities.
- **That, in principle, all partial studies abroad or double diplomas are regulated by agreements between partner universities** signed before the international mobility takes place. The content and plan for each program is determined through annual meetings or in the original agreement creating the program or in its amendments or in renewed texts. Professors who experience firsthand the evolution and changes of the subject and degree at hand mainly do the reviews of the agreement. **Reciprocal trust among universities is essential.** Each university has its set of bilateral agreements for each mobility program or double diploma, except for programs like CIEL, framed by a plurilateral agreement between a network of universities.
- **That the participation in the Erasmus program does not spare the need for agreements between partner universities. The program just standardizes (and, as a result, facilitates) them⁸.**

⁸ The sending institution and the receiving institution must have an [inter-institutional agreement](https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-individuals/students/studying-abroad)

<https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-individuals/students/studying-abroad> ;
<https://erasmus-plus.ec.europa.eu/document/editable-bilateral-agreement-intra-european-mobility>

As confirmed by the officials who were interviewed, the double diploma program that I followed was created between 2010 and 2011⁹. The idea of the double degree starts from an assumption of a similarity between the third and fourth year of law in UAB and L3 and M1 in UT1. The philosophy is to provide a Franco-Spanish education and therefore the logic differs from the Erasmus exchange. In the case of the CIEL network, it was created around the same time as the double diploma previously mentioned. Nevertheless, UT1 only joined after 2015/2016. The idea of the network is to give opportunities to students and increase their knowledge on comparative international and European law. Thus, students are required to follow five courses related to this subject and, in the meantime, work on their thesis. It appears that its conception also came from the initiative of professors and other university staff after meetings and conversations conceptualizing such a network.

Moreover, when asked about the documents that govern the CIEL, I was told that the Faculty in which the student will complete the mobility elaborates them. The criteria, even if there are basic consistently required elements, for example having completed a bachelor in law and being a master's student, can vary depending on each Faculty in each University.

The interviewed officials also confirmed that, in my case, out of the three years under some form of mobility, only the first year and the last semester of the third were framed in the Erasmus program. This is the reason why only during L3 in UT1 and the second semester of M2 in MU I signed a Learning Agreement, completed the student agreement within Erasmus + and received the Erasmus grant, as well as fulfilled the arrival and departure Erasmus form and a survey after the mobility.

HOW RECOGNITION OPERATES IN DETAIL AND WHICH IS ITS BASIS

How recognition operates in detail is not easy to describe despite the very helpful explanations given by the interviewed officials, whose content, as far as Learning Outcomes are concerned, is summarized in section 3.3.5 below.

- **First, it must be recalled, as the UAB officials rightly pointed out, that the possibility of submitting a demand to have a partial study abroad recognized or validated has always existed and continues to exist and is not limited to students of the EHEA.** The students must present programs and/or study plans, and the UAB looks at the teaching hours received and, if the content of the

⁹ Universitat Autònoma de Barcelona (21 January 2011) Estudiants de Dret cursaran dos anys de carrera a Toulouse, *Sala de premsa* <https://www.uab.cat/web/noticies/detall-d-una-noticia/estudiants-de-dret-cursaran-dos-anys-de-carrera-a-toulouse-1345667174054.html?noticiaid=1295939759342> [Accessed 01 July 2024]

subject is equivalent to a subject in the study plan where the student enrolled, it is recognized and the grade they obtained is applied. This is analyzed on a **case-by-case basis** depending on each student, university and studies completed.

- **Second, it seems that a distinction must be established between exchanges framed exclusively within the Erasmus program and other programs as double diplomas like the one I followed.** Erasmus program's rules require the production of a Learning Agreement; but this requirement is not necessary for exchanges outside the Erasmus framework as the double diplomas I followed. This explains why I signed a Learning Agreement for the third year of the UAB *grado* / UTI third year of *Licence* (in which I had an Erasmus grant) but not for the fourth year of the UAB *grado* / first year of UT1 *Maîtrise* (in which I did not have an Erasmus grant).
 - As the basis of exchanges within the Erasmus program is the recognition of ECTS credits from partner universities, whoever goes to study at a partner university and obtains a certain amount of credits will be able to validate the corresponding ECTS credits in their university of origin as the student remains enrolled in it and obtains their diploma exclusively from that university. It is a relatively automatic process once the credits are obtained. However, the final word will always be whatever the specific agreement, if existent, with each partner university establishes.
 - For the double diplomas, the relevant texts for academic recognition purposes are the agreements between partner universities. The rules and practices seem the same whether the double diploma is organized with a University of a country member of the EHEA or another from another continent.
- To determine how a student transcript is "transferred" in the framework of a double diploma, the relevant documents are the equivalence grids drawn in specific agreements between universities. As said, this can be problematic because equivalence grids for grades may vary and students with the same grades in a host university who come from different home universities may get their grades translated differently and end up with different grades in their student transcript despite having obtained the same grades originally. These equivalence grids do not follow European, national or even university guidelines; the universities themselves deal with students' results and translate them into their own system according to the equivalence grids that they have established. The exception is that of the Erasmus program with ECTS grades as ABCDEF with percentages attached to them. An additional complication arises because of the French system's specificities, which sometimes compensate a failed course with the final average of the semester or one semester with another (a specificity which certainly favours the student and limits the power of individual lecturers).

- In UT1, the typical path is the following: First, the home university receives the transcripts of grades directly from the host university. Then, administrative staff verify that the credits obtained are those approved on the Learning Agreement before the exchange and, if so, they process the credits, which will appear on the transcript of grades. In the case of double diplomas, taking into account the equivalence grid, administrative staff convert the grades obtained in the partner university. Then, the Validation Committee, including teachers and academic advisors such as the academic program managers, validates the conversion. Next, the administrator stamps the transcript and transfers it to the person in charge of the double degree administration, which usually happens in September for the previous academic year. Afterwards, the converted and validated transcript is passed to the colleagues working in the registrar's office who upload the student's results in the French database, thus confirming their academic year.
- In UAB, when administrative staff receive the grades obtained during the first semester in the partner university, they verify the student has passed everything and calculate the average of the first semester and apply that average grade to all the subjects enrolled at UAB for the first semester. If a student has not passed a subject, they wait until the full year grades are received. If the average of the entire year is passed, they calculate the average grade of the year and transfer it to all the subjects enrolled in UAB. "Transferring" the grades means that they are entered into the official records. Then, the records are closed, signed, and the student can move on to the next academic year or request their degree if it has been completed.

There are certainly exchanges among the administrative personnel to follow and discuss the functioning of specific partial mobility programs, the different needs and difficulties that arise, the students', professors' and staff's requests or any other developments related to them, as well as to compare the different administrative processes. In the case of the CIEL network, they discuss the continuation of the network and its desired direction in an annual meeting. For the Erasmus network, there are annual meetings in Europe in September, USA in June and Asia in September. But the officials interviewed coincided in the opinion that there was also an absence of any precise aid and guidance, which would be certainly appreciated by them. During the year, most interactions happen through email and phone. Most communications are conducted informally and only when a specific need arises or when there are already programmed visits for other reasons to partner universities, then efforts are made to meet with exchange officers.

The final result is that the system appears complicated and gives rise to complaints from students. For example, and as already stated, within the double diploma between France and Spain, the students who studied in Paris and then returned to the UAB in Spain were advantaged in comparison to those who had studied in Toulouse, as the equivalence grids for each university's transcripts differed. This could negatively affect students whose transcripts show lower grades, as future opportunities like applications to Master's programs often consider the results in the final version of academic transcripts when determining application preferences. Mister Redaud considered that a possible solution would be that used by the Bordeaux Law School: instead of making an equivalence, they simply show whether the year has been validated or not and that is what the transcript shows. That is, the recognition of credits operates without equivalent grades being translated from the French 20-point scale system.

What determines if a transcript is suitable or not to be transferred to another university is the internal policy of the host university. This policy certainly takes into account the adequacy of the program/s that the student has previously completed, the resemblance of that syllabus by at least 75% to the program of the host university and if the duration of studies expressed in credits and hours is approximately the same. However, differences might and do appear.

In the documents used to convert grades for one system to another within **MU**, what is taken into consideration is whether the credits were obtained on a fail/pass basis. Therefore, as long as the subjects have been passed and the credits obtained, the grades can be transferred. This system, however, depends on each "home university", i.e. the university the student comes from or returns to after the partial study abroad. To compensate for inequalities of systems used abroad, some universities, such as MU, do not take into account the exchange grades to calculate the average grade of the student. As long as they pass the courses, they obtain the credits and they appear as "obtained". For students who studied within the CIEL program in other universities, MU uses conversion tables to convert the grades once they return with their transcripts from the exchange period to MU.

In **UT1** the system is similar; they also have equivalence grids, often included in the annexes of the agreements signed with partner universities. Several years ago, Mister Redaud did calculations for all third year of licence (L3) and first year of masters (M1) in law, economics and management. He took these results and calculated a percentage based on the ABCDEF (ECTS) grades. Normally, A represents 10% of the grades, B is 25%, C is 30%, and so on. The aim was to ensure that the results of students who went abroad corresponded to those of students who stayed at UT1, so that a student who studied abroad did not achieve significantly better results than those who remained in Toulouse, nor vice versa; therefore, they are not direct equivalences in many cases. For example, A, the highest grade, typically falls between 14.5 and 18 in UT1. In Spain, at UAB, there

is an equivalence grid between the 0-10 scale and the ABCDEF grades, and they make corresponding conversions. Therefore, a 9 in Spain does not equate to an 18 in France, because to obtain a 9 in Spain is quite feasible but an 18 in France is extremely difficult to obtain. (In Italy, even though they have their own system using a scale that goes up to 30, they use equivalence grids with ECTS grades for partner universities. For example, 30 corresponds to an A, and 27 to 29 to a B. Therefore, a 27 to 29 in Italy, would correspond to a 13 to 14.5 in France, if we compare their equivalence through ECTS grades, as a 13 to 14.5 in France is a B in ECTS).

In **UAB** the system is the same: they have conversion grids to “translate” the grades obtained in other countries into the Spanish 0-10 system. In the case of the double diploma specifically analyzed, the academic regulation states that the grade for each semester in France is equivalent to the grade for the corresponding semester enrolled in UAB. There is even the possibility that there is only an annual grade, as sometimes a student fails the first semester but passes the second, and the course is considered passed, so the average grade is used for the whole year. Therefore, all subjects considered equivalent in UAB receive this grading, without necessarily establishing a subject-by-subject correspondence for each grade.

3.3 THE RELEVANT FACTS FROM THE STUDENT'S PERSPECTIVE

3.3.1.- THE DIPLOMAS AND THEIR NUMBER OF CREDITS. NONEQUIVALENCE BETWEEN CREDITS EARNED AND CREDITS "TRANSFERRED"

The UAB "grado"

I became aware of the double diploma program between UAB and UT1 through word of mouth, as it is not widely advertised in Spain, except in high schools that offer the French Baccalauréat, which was not the case for mine. Based on the experience shared by an acquaintance, I decided to check out this degree. Since I was interested in pursuing studies in law or international relations, a law degree that would allow me to qualify for both the French and Spanish bar exams, thereby enabling me to practice in both countries, with a focus on international and European law, was particularly appealing.

Upon being accepted into the program, I commenced my legal studies. During the first year at UAB I followed the same curriculum as that of my peers enrolled in the standard track, with an equivalent number of subjects and credits to fulfill. However, in the second year, those of us participating in the double diploma program began a different academic journey. In addition to the courses taken by all students, we were required to complete three additional subjects during the first semester of the second year, which our peers would undertake in the subsequent academic year. Moreover, we were meant to attend supplementary courses titled "Complements de Dret Francès" (Additional courses in French law) aimed at preparing us for our studies at UT1. However, due to a conflict with my work schedule, I was unable to attend these classes.

These additional subjects were intended to address **the lack of quantitative equivalence between credits earned in UT1 and credits "transferred to" or "recognized in" UAB.** Indeed, according to the Learning Agreement that I had to sign and whose main elements are analyzed below under point 3.3.3, the 60 credits earned in UT1 during the first year there (the third year of the French "*licence*" -L3-) , accounted only for 42 in UAB; so, a shortfall of 18 credits. Therefore, three additional courses, each one worth 6 credits, were required to offset the missing credits from the third year of the double diploma program.

I proceeded afterwards to the second year in UT1, the fourth of the joint program, which was the first year in M1, the French "*maîtrise*", as well as the fourth year of the Spanish "*grado*". Here again, but in this case without having signed any Learning Agreement, this M1 year at UT1 with its 60 credits, amounted to only 48 in UAB

because the Final Degree Project ("*Trabajo de Fin de Grado*") in Barcelona, worth 12 credits, was still required concurrently.

The UT1 "licence"

On the French side, I was awarded the French *licence* with a distinction, based exclusively on the average grade achieved during L3 at UT1. This is in accordance with UT1's regulations, which state that the overall degree average and corresponding distinction are calculated solely on the basis of semesters 5 and 6, which constitute the third year of the "*licence*"¹⁰.

The UT1 "maîtrise" and the "CIEL European Master"

Upon finishing the double diploma program, I proceeded with the second year of the Master's program (M2) at UT1 in order to obtain the full Master's degree; therefore, UT1 became my "home University", as my enrollment at UAB had ended, and I became a regular UT1 student for the duration of M2. I discovered the CIEL program while reading about my master's program MADIC (Master's in International Law and European Law, specializing in International and Comparative Law, "*Master mention Droit International et Droit Européen parcours type Droit International et Comparé*" - Master MADIC) on the UT1 website and became interested in it¹¹. As a result, I decided to apply to MU and the University of Antwerp in Belgium, ultimately being accepted by MU. This led me to complete the fourth semester of my master's degree at MU.

As outlined in the website, I was required to complete the same 30-credit coursework as other students, but they "counted" only as 21, as, in addition, I had to write a master's dissertation ("*mémoire*") counted as 9 credits to qualify for the CIEL certificate and complete M2. Other classmates who did not participate in the CIEL program and either undertook other exchange programs or remained in UT1 to finish their M2, were given the option of completing it either by a dissertation or by an internship while only taking 21 credits as courses.

Therefore, the summary is as follows:

¹⁰ Commission de la formation et de la vie universitaire Séance du 22 juin 2021. Délibération n° CFVU-11-PLD-001-MCC portant modification du régime des études et contrôle des connaissances et compétences de la LICENCE troisième année Domaine Droit, Economie, Gestion Mention Droit. Pour l'année universitaire 2021-2022. https://www.ut-capitole.fr/medias/fichier/11-pld-001-mcc-2021-2022-licence-3-droit-toulouse_1634117923096-pdf

¹¹ <https://www.ut-capitole.fr/accueil/formations/nos-diplomes/masters/master-mention-droit-international-et-droit-europeen-parcours-type-droit-international-et-compare-madic>

- **All in all, four academic diplomas or certificates were earned during my five years of study:** The UAB Spanish *Grado en Derecho*, the UT1 French *Licence en Droit* and *Maîtrise en Droit International et Droit Européen*, and the Certificate *European Master in Comparative International European and international Law* (CIEL), a program to which Maastricht University (MU) and UT1 are parties together with five other universities: University of Antwerp (Belgium), University of Mannheim (Germany), Pompeu Fabra University, Barcelona (Spain), University of Zagreb (Croatia), University College Dublin (Ireland).
- **From the perspective of what, for the first four years, must be considered my home University – UAB - :**
 - **I hold a diploma of Spanish “grado”, supported by an official academic transcript with a total of 240 credits.**
 - **However, in reality, I had to earn 270 credits:**
 - I obtained 150 credits in UAB during the four years: 60 credits in the first year, 60 more in the second, with an additional 18 completed during this second year, which would normally be obtained in the third year if it was not for the double diploma, and 12 credits earned with the Bachelor’s Degree Final Project.
 - Additionally, I completed 120 credits at UT1, 60 in the third year and 60 more in the second, of which, as just said, only 42 from the third year and 48 from the second were validated in UAB.
- **UT1 was my host University in my two first years there and my home University in the third year:**
 - In the first year, I earned my French “*licence*”, with 60 credits earned in Toulouse (plus the “recognition” of 120 credits earned in the UAB -where, in actual fact, I had already earned 138 credits-).
 - In the second year, I completed the first year (M1) of the French “*maîtrise*” (with 60 credits).
 - In the third year, I completed the second year (M2) of the French “*maîtrise*” and got the *Maîtrise* Diploma.
- **But the second semester of this third year I studied at MU as host University, where**
 - **I earned 30 credits that allowed me to get the CIEL Certificate,**
 - **But which counted only as 21 for the UT1 Curriculum (as I has to submit also a Dissertation in Toulouse).**

3.3.2.- THE TRANSCRIPTS. THEIR DIVERGENCES AND WHY SOME OF THEM ARE MISLEADING

Concerning transcripts, the best thing is to reproduce the official documents and allow them to talk by themselves, reducing the comments to the minimum. The reader will very easily observe:

- That the documents are very different in format.
- More importantly, that they also differ enormously in their reference (or lack of reference to my studies abroad)
 - The UAB transcript (reproduced in the so-called European Supplement to the Diploma) does not give any hint that I studied in UT1 for two years. It includes disciplines and grades that I did not study in the UAB but which were “convalidated / recognized” by those which I did study in UT1 or in Maastricht.
 - The UT1 transcript for the second year of the *Maîtrise* does not mention either that I studied its second semester in MU, but, at least, gives a hint that I did not study in UT1 some disciplines: for 21 credits it refers simply to “*Enseignements de specialization*” “VAC” (i.e. Validation d’acquis /validated))
 - I’ve learned that there is another different practice followed in a similar UT1 double diploma, which is that of the Università degli Studi da e Milano, in which the disciplines not studied there but considered equivalent to those studied in UT1 are “passed” with the mention “Convalidato”.
 - Simply for comparison, the transcript of the studies followed in MA for the second semester of the UT1 *Maîtrise* is also reproduced.

UAB (home university) academic transcript



ACADEMIC TRANSCRIPT

Ms Esther Zapater Duque, General Secretary of the Universitat Autònoma de Barcelona

HEREBY CERTIFIES: that the following information corresponds to the documents held on-file in this university,

STUDENT DETAILS			
Name and surnames: Nora Torrent Angrill			
National ID/NIE/Passport: 26610040Y			
Place of birth: Barcelona			
Date of birth: 11 November 2001			

INFORMATION ON ACCESS TO UNIVERSITY STUDY			
Access to current degree: Passing the Spanish university entrance examinations (PAAU) realised at Universitat de Barcelona			
University-Access Examination Result: 10,602			
Session: June of 2019			

INFORMATION ON DEGREE STUDIES			
Centre: Faculty of Law			
Studies: Bachelor's Degree in Law			
Study-completion date: June-2023			
Payment Issuance Degree: 27 September 2023			
Weighted Average Grade: Scale 0-10			
7,92 average grade calculated on a scale of 0-10 in accordance with RD 1125/2003, Sept. 5 (GC 19/03/2015)			

SUBJECTS DETAILED IN THIS ACADEMIC TRANSCRIPT			
Subject (credits / type)	Academic year	Conv. 1	Conv. 2
102197 History of Law and Institutions 6,0 credits (Basic studies, First Year) Branch of knowledge: Social Sciences and Law	2019/20	J 8,0 B	

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with the following code D210D63EB2906705EB027456F59CD3E1DD98C4C8

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Nora Torrent Angrill 26610040Y

Subject (credits / type)	Academic year	Conv. 1	Conv. 2
102216 Constitutional Law I 6,0 credits (Compulsory subject, First Year) Branch of knowledge: Social Sciences and Law	2019/20	J 8,2 B	
102231 Roman Law 6,0 credits (Basic studies, First Year) Branch of knowledge: Social Sciences and Law	2019/20	F 6,3 C	
102246 Criminal Law II 6,0 credits (Compulsory subject, First Year) Branch of knowledge: Social Sciences and Law	2019/20	J 7,5 B	
102251 Study Tools 6,0 credits (Basic studies, First Year) Branch of knowledge: Social Sciences and Law	2019/20	F 9,0 A	
102252 Criminal Law I 6,0 credits (Basic studies, First Year) Branch of knowledge: Social Sciences and Law	2019/20	F 9,0 A*	
102267 Theory of Law 6,0 credits (Basic studies, First Year) Branch of knowledge: Social Sciences and Law	2019/20	F 8,5 B	
102277 Introduction to Economics 6,0 credits (Basic studies, First Year) Branch of knowledge: Social Sciences and Law	2019/20	J 7,4 B	
102299 Constitutional Organisation of the State 6,0 credits (Basic studies, First Year) Branch of knowledge: Social Sciences and Law	2019/20	F 7,5 B	
102300 Civil Law I 6,0 credits (Basic studies, First Year) Branch of knowledge: Social Sciences and Law	2019/20	J 8,0 B	
102207 Procedural Law I 6,0 credits (Compulsory subject, Third Year) Branch of knowledge: Social Sciences and Law	2020/21	F 7,9 B	
102215 Constitutional Law II 6,0 credits (Compulsory subject, Second Year) Branch of knowledge: Social Sciences and Law	2020/21	F 9,5 A	
102223 Finance and Taxation Law I 6,0 credits (Compulsory subject, Third Year) Branch of knowledge: Social Sciences and Law	2020/21	F 5,9 C	
102230 Administrative Law II 6,0 credits (Compulsory subject, Second Year) Branch of knowledge: Social Sciences and Law	2020/21	J 7,1 B	

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Nora Torrent Angrill 26610040Y

Subject (credits / type)	Academic year	Conv. 1	Conv. 2
102232 Public International Law 6,0 credits (Basic studies, Second Year) Branch of knowledge: Social Sciences and Law	2020/21	F 8,4 B	
102239 Civil Law III 6,0 credits (Compulsory subject, Second Year) Branch of knowledge: Social Sciences and Law	2020/21	J 8,0 B	
102240 Civil Law II 6,0 credits (Compulsory subject, Second Year) Branch of knowledge: Social Sciences and Law	2020/21	F 8,7 B	
102245 Criminal Law III 6,0 credits (Compulsory subject, Second Year) Branch of knowledge: Social Sciences and Law	2020/21	F 9,1 A	
102263 European Union Law 9,0 credits (Compulsory subject, Second Year) Branch of knowledge: Social Sciences and Law	2020/21	J 7,5 B	
102271 Mercantile Law I 9,0 credits (Compulsory subject, Second Year) Branch of knowledge: Social Sciences and Law	2020/21	J 8,7 B	
102276 Administrative Law I 6,0 credits (Basic studies, Second Year) Branch of knowledge: Social Sciences and Law	2020/21	F 7,2 B	
102292 Employment and Social Security Law I 6,0 credits (Compulsory subject, Third Year) Branch of knowledge: Social Sciences and Law	2020/21	F 6,0 C	
102206 Procedural Law II 9,0 credits (Compulsory subject, Third Year) Branch of knowledge: Social Sciences and Law	2021/22	J 7,4 B	
102222 Finance and Taxation Law II 9,0 credits (Compulsory subject, Third Year) Branch of knowledge: Social Sciences and Law	2021/22	J 7,4 B	
102229 Administrative Law III 6,0 credits (Compulsory subject, Third Year) Branch of knowledge: Social Sciences and Law	2021/22	F 6,5 C	
102238 Civil Law IV 6,0 credits (Compulsory subject, Third Year) Branch of knowledge: Social Sciences and Law	2021/22	J 7,4 B	
102270 Mercantile Law II 6,0 credits (Compulsory subject, Third Year) Branch of knowledge: Social Sciences and Law	2021/22	F 6,5 C	

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Nora Torrent Angrill 26610040Y

Subject (credits / type)	Academic year	Conv. 1	Conv. 2
102291 Employment and Social Security Law II 6,0 credits (Compulsory subject,Third Year) Branch of knowledge: Social Sciences and Law	2021/22	J 7,4 B	
102249 Multiculturalism and Religious Freedom 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	J 9,4 A	
102255 International Protection of Human Rights 3,0 credits (Compulsory subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	F 7,7 B	
102257 Public Participation in the Institutions of the European Union 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	J 9,4 A	
102258 Institutionalisation of the International System 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	J 9,4 A	
102259 Private International Law 9,0 credits (Compulsory subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	F 7,7 B	
102260 European Domestic Market Law (Free Circulation) 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	F 7,7 B	
102261 International Commerce Law 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	J 9,4 A	
102280 Gender and Law 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	J 9,4 A	
103957 Bachelor'S Degree Final Project: Hate crimes: current problems and the solution of article 22.4 of the Criminal Code. 12,0 credits (Final project,Fourth Year)	2022/23	J 7,5 B	

SUMMARY OF ACADEMIC RECORD

Total Subjects Passed: 37

Total Credits Attained: 240

Examination sessions are abbreviated as follows: F: February, J: June.

The total number of subjects detailed on this transcript is 37, from a total of 240 credits, as detailed below:

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Nora Torrent Angrill 26610040Y

Credits Passed by Type	Passed	Remaining	Required
Basic studies	60,0	0	60,0
Compulsory subject	132,0	0	132,0
Optional subject	36,0	0	36,0
Final project	12,0	0	12,0
Academic Objective	Successfully Completed		
- Graduate in Law		✓	
- Specialisation in International and Community Law		✓	

ADDITIONAL INFORMATION: UNIVERSITAT AUTÒNOMA DE BARCELONA

The Universitat Autònoma de Barcelona is a Catalan public university with three campus sites in the metropolitan region of Barcelona.

The university is regulated by the Spanish Universities Act; the Catalan Universities Act and the developmental regulations of these laws as established by Spain and the Government of Catalonia, through their respective powers. It is additionally regulated by its own Decree (Law 5/1968 of 6 June 1968) and its Statutes approved by Decree 237/2003 of 8 October 2003 (Article 1). The University is registered with code 22 in the Spanish Registry of Universities, Centres and Degrees (RUCT).

Pursuant to RD 1125/2003, of 5 September, which establishes the European system of credits and the system of grades for official university degrees valid throughout Spain, at Universitat Autònoma de Barcelona one credit corresponds to 25 hours of learning activity on the part of the student, including autonomous, directed, supervised and assessment activities.

ADDITIONAL INFORMATION: GRADING SYSTEM

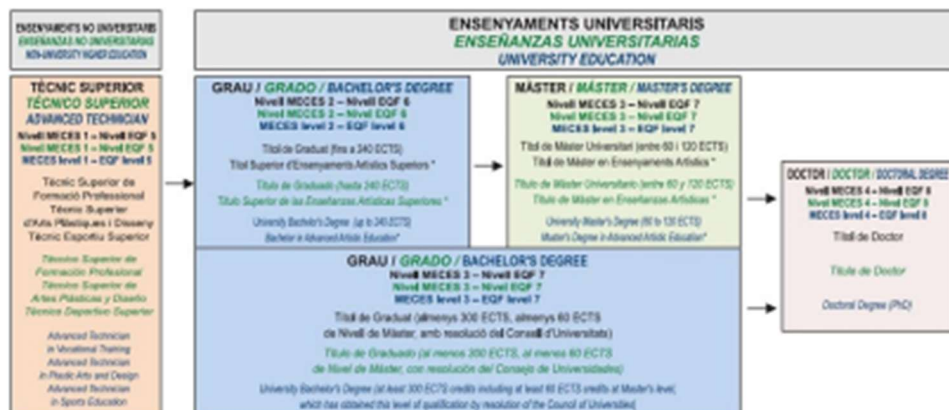
Students academic performance is evaluated on a numerical scale from 0 to 10, in which 5 is the minimum grade for a pass. Correspondence with the qualitative grades approved by the UAB is the following:

SRD 1125/2003 Scale 0-10	SRD 1044/2003 Scale 0-4	ECTS Scale
Absent/Not assessable	Absent/Not assessable	-
Fail: 0.0 - 4.9	Fail: 0	F
C: 5.0 - 6.9	C: 1	C
B: 7.0 - 8.9	B: 2	B
A: 9.0 - 10	A: 3	A
A with Honours: 9.0-10	A with Honours: 4	A+

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Nora Torrent Angrill 26610040Y



* Las Enseñanzas Artísticas Superiores son Enseñanzas no Universitarias del Sistema Educativo español de Enseñanza Superior.

* Las Enseñanzas Artísticas Superiores son Enseñanzas no Universitarias dentro del Sistema Educativo español de Enseñanza Superior.

* Advanced Artistic Education is non-university education within the Spanish Higher Education System.

And thereby, I sign this certificate at the request of the interested party.

Bellaterra (Cerdanyola del Vallès), 3 October 2023



Document signed electronically.

This certificate, which contains 18 pages is valid for 3 years from date of issuance.

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UT1 (home university) academic transcript M2

NOTES ET RÉSULTATS

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M2 DIDE Droit international et comparé - Année universitaire : 2023/2024					
Code	Libellé	Session 1	Résultat	Rang	ECTS
DMKFA2	M2 DIDE Droit international et comparé	14.462/20	ADM	16/32	
DMKFA20	MIR M2 DIDE Droit international et comparé				
DMS3KFAA	S3 DIDE Droit international et comparé	14.543/20	ACQ		51/51
DMUKF300	UE1 Septembre-Janvier	13.735/20	ACQ		17/17
DMMKF300	MAT Principes généraux des droits européens & internationaux	14/20	ACQ		4/4
DMMKF301	MAT Théorie générale du droit international public	12.5/20	ACQ		4.5/4.5
DMMKF302	MAT Théorie générale du droit international privé	14.5/20	ACQ		4.5/4.5
DMMKF303	MAT Droit pénal international	14/20	ACQ		4/4
DMUKF301	UE2 Septembre-Janvier	14.538/20	ACQ		13/13
DMMKF304	MAT Grands systèmes de droit contemporain	18/20	ACQ		4/4
DMMKF305	MAT Droit du vivant	12/20	ACQ		3/3
DMMKF306	MAT Private comparative contract law	14/20			3/3
DMMKF307	MAT Public comparative contract law	13/20			3/3
DMMKF308	MAT Conférences multidisciplinaires				
DMUKF304	UE Enseignements de spécialisation	15.2/20	VAC		0/21
DMS4KFAA	S4 DIDE Droit international et comparé	14/20	ACQ		9/9
DMUKF401	UE Voie professionnelle ou recherche	14/20	ACQ		9/9
DMMKF403	MAT Voie recherche mémoire	14/20	ACQ		9/9

Fait à Toulouse, le 27/09/2024, Le Président de l'Université Toulouse Capitole Hugues KENFACK



MU (host university) academic transcript M2 (second semester)

	Grade	Date	Attempted ECTS	Earned ECTS	Resits
Law Exchange Courses					
European Labour and Social Security Law		11.06.2024	6,00	6,00	
European Migration and Asylum Law		05.04.2024	6,00	6,00	
Human Rights and Human Development		03.04.2024	6,00	6,00	
International Criminal Law		12.06.2024	6,00	6,00	
Human Rights of Women		05.04.2024	6,00	6,00	
Earned credits / Behaalde studiepunten (ECTS)				30,00	
Minimum credits programme / Minimum studiepunten opleiding (ECTS)				0,00	

Università degli Studi di Milano (home university). Academic transcript from another student who participated in the same double diploma (from the UT1 perspective)

Esami registrati (in piano): 45

INSEGNAMENTO	SETTORE	VOTO	DATA DELL'ESAME	CFU
ECONOMIA AZIENDALE (Convalidato)	SECS-P/07	30	25-01-2018	6
ISTITUZIONI DI DIRITTO ROMANO (12 CFU)	IUS/18	28	14-12-2018	12
ECONOMIA POLITICA	SECS-P/01	24	09-01-2019	9
STORIA DEL DIRITTO MEDIOEVALE E MODERNO (12 CFU)	IUS/19	30	23-05-2019	12
DIRITTO COSTITUZIONALE (13 CFU)	IUS/08	28	04-07-2019	13
FILOSOFIA DEL DIRITTO (9 CFU)	IUS/20	25	05-09-2019	9
ISTITUZIONI DI DIRITTO PRIVATO	IUS/01	27	20-09-2019	13
DIRITTO COMMERCIALE (15 CFU)	IUS/04	27	26-05-2020	15
DIRITTO DEL LAVORO	IUS/07	27	05-06-2020	12
DIRITTO PRIVATO COMPARATO (9CFU)	IUS/02	25	19-06-2020	9
DIRITTO PENALE	IUS/17	25	22-09-2020	15
SOCIOLOGIA DEL DIRITTO (6 CFU)	IUS/20	30 E LODE	18-01-2021	6
DIRITTO ROMANO	IUS/18	27	01-02-2021	6
DIRITTO PROCESSUALE CIVILE (14 CFU)	IUS/15	29	26-05-2021	14
DIRITTO AMMINISTRATIVO	IUS/10	24	24-06-2021	9
DIRITTO PROCESSUALE PENALE (14 CFU)	IUS/16	28	12-07-2021	14
DIRITTO INTERNAZIONALE	IUS/13	27	17-09-2021	9
DIRITTO DELL'UNIONE EUROPEA	IUS/14	30	23-09-2021	9
ANGLAIS (Convalidato)		30 E LODE	23-06-2022	4
CONTENTIEUX DE L'UNION EUROPÉENNE (Convalidato)		18	23-06-2022	4
CONTENTIEUX INTERNATIONAL (Convalidato)		28	23-06-2022	6
DROIT AÉRIEN SPATIAL (Convalidato)		30 E LODE	23-06-2022	4
DROIT DE LA NATIONALITÉ ET DES ÉTRANGERS (Convalidato)		28	23-06-2022	4

DROIT DU COMMERCE INTERNATIONAL (Convalidato)		30	23-06-2022	4
DROIT DU MARCHÉ INTÉRIEUR (Convalidato)		30	23-06-2022	4
DROIT FONDAMENTAL DE L'UNION EUROPÉENNE (Convalidato)		30	23-06-2022	4
DROIT INTERNATIONAL EUROPÉEN DES DROITS DE L'HOMME (Convalidato)		30 E LODE	23-06-2022	4
DROIT INTERNATIONAL PRIVÉ 1 (Convalidato)		22	23-06-2022	6
DROIT INTERNATIONAL PRIVÉ 2 (Convalidato)		26	23-06-2022	6
DROIT INTERNATIONAL PUBLIC (Convalidato)		18	23-06-2022	6
DROIT INTERNATIONAL ÉCONOMIQUE (Convalidato)		30	23-06-2022	4
COMPARATIVE PRIVATE INTERNATIONAL LAW (Convalidato)		22	26-09-2023	3.5
DROIT DU VIVANT (Convalidato)		28	26-09-2023	3
DROIT INTERNATIONAL PRIVÉ (Convalidato)		22	26-09-2023	3.5
DROIT LIBERTÉS CONTENTIEUX INTERNATIONAL (Convalidato)		24	26-09-2023	3.5
DROIT PÉNAL INTERNATIONAL (Convalidato)		27	26-09-2023	4
GRANDS SYSTEMES DE DROIT CONTEMPORAIN (Convalidato)		30	26-09-2023	4
INTERNATIONAL CRIMINAL LAW (Convalidato)		30	26-09-2023	3.5
PRINCIPES GÉNÉRAUX DES DROITS EUROPÉENS ET INTERNATIONAUX (Convalidato)		27	26-09-2023	4
PRIVATE COMPARATIVE CONTRACT LAW (Convalidato)		30 E LODE	26-09-2023	3
PROTECTION INTERNATIONALE DE LA PERSONNE (Convalidato)		26	26-09-2023	3.5
PUBLIC COMPARATIVE CONTRACT LAW (Convalidato)		30 E LODE	26-09-2023	3
THÉORIE GÉNÉRALE DU DROIT INTERNATIONAL PRIVÉ (Convalidato)		27	26-09-2023	4.5
THÉORIE GÉNÉRALE DU DROIT INTERNATIONAL PUBLIC (Convalidato)		19	26-09-2023	4.5
VOIE RECHERCHE MÉMOIRE (Convalidato)		28	26-09-2023	12.5
MEDIA (*) / TOTALE		26.95192		312.00

(*) La media si intende ponderata, salvo che per gli studenti dei corsi del vecchio ordinamento che non prevedevano i CFU: in questi casi la media è aritmetica.

3.3.3.- THE LEARNING AGREEMENTS AS SIMPLE TWO-COLUMNS LISTS OF DIFFERENT SUBJECTS OR DISCIPLINES (AND THEIR ABSENCE IN SOME CASES)

In accordance with the academic and expert literature on the topic, Learning Agreements play a crucial role in student mobility. These agreements are signed to ensure transparent and efficient preparation for the Higher Education study period abroad, guaranteeing that students will receive full and automatic recognition of all credits earned for successfully achieving the learning outcomes during their mobility.

But Learning Agreements do not appear to be regulated by any specific European or national legislation. Specifically, the Regulation creating the Erasmus+ program to facilitate and encourage mobility does not create a general legal framework for Learning Agreements. Its scope is limited to specific exchanges framed in the Erasmus program ¹².

The Erasmus + Guidelines on how to use the Erasmus+ Learning Agreement for Studies (KA131) do indicate the formatting and purpose of the agreements¹³. In the case of long-term mobility, which is to last from two to twelve months and is the case for both mobility programs analyzed in this Case Study, the Learning Agreement must list all the educational components the student will complete at the host institution (Table A). It should also specify the set of educational components that will be replaced in the student's degree at the home institution (Table B) if the study program abroad is successfully completed. The two Tables must be completed before the mobility begins, but it can be modified if necessary. The key point is that there is no requirement for a one-to-one correspondence between the components taken abroad and those replaced at the home institution; the focus is on ensuring that a group of learning outcomes achieved abroad can replace a group of learning outcomes at the sending institution.

The total number of ECTS credits in both Tables should match. This indicates that there is no one-to-one or direct correspondence but rather a correspondence between a group of credits and another group of credits. Supposedly, these two groups should have the same amount of credits.

¹² European Parliament and of the Council of the EU. (20 May 2021). Regulation (EU) 2021/817 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013, OJ L 189, p. 1–33. ELI: <http://data.europa.eu/eli/reg/2021/817/oj>

¹³ European Commission, Guidelines on how to use the Erasmus+ Learning Agreement for Studies (KA131), Erasmus+. Available at: <https://erasmus-plus.ec.europa.eu/resources-and-tools/mobility-and-learning-agreements/learning-agreements/studies-agreement-guidelines-ka131> [Accessed 26 September 2024]

The home institution or the student must either confirm that automatic recognition is granted according to the principles of automatic mutual recognition or through a clearly justified alternative form of recognition. Any such alternative recognition must be explained transparently to the student involved.

And other requirements / criteria /pieces of advice are established or given, including on the role of Learning Outcomes.

My personal experience is not in agreement with the literature nor with the Guidelines.

As the issue of Learning Outcomes will be addressed below in point 3.1.5, I concentrate now on that of the format and content (and existence or not) of Learning Agreements.

- First, in the three years of mobility, I only signed a Learning Agreement in my third year (L3 in UT1, accounting for only a part of the third year of the Spanish *grado*), not in the fourth, and in the second semester of my fifth year (M2 within the CIEL program between UT1 and MU). In the second case, it was expressly stated by the administrative staff that the Learning Agreement had to be signed for the purpose of receiving the Erasmus grant. That is why in M1 (4th year in the UAB “grado”) I did not sign one, since I was no longer part of the Erasmus program. This is an unequivocal demonstration that the signature of Learning Agreements is much more an administrative formality than anything else.
- Second, the Learning Agreements I signed do not establish a direct correlation between the number of credits earned and transferred, since, in my case,
 - o The Learning Agreement for my third year (L3 in UT1) is just a two-columns table that explicitly states that the number of credits obtained in UT1 amounts to 60, while the number of credits recognized in, or transferred to, the UAB amounts only to 42. As, for the fourth year in the UAB (and M1 in UT1), and without any signed Learning Agreement, the lack of equivalence was repeated (60 credits in UT1 and only 48 recognized in, or transferred to, the UAB), the unequivocal result is that, to obtain the double diploma, students must obtain much more credits than if they had remained in only one University.
 - o Despite the existence of a Learning Agreement, a similar situation arose in my fifth year of studies (M2 in the UT1): The 30 credits obtained in MU counted only for 21 in UT1 and this is how they appear recognized (as Enseñements de specialization) in the UT1 transcript.
- Finally, the Learning Agreements might not even be a two-columns table.
 - o For the second semester of my M2 year in UT1, the Learning Agreement with MU simply contains the table of subjects/disciplines passed in MU, and the table that would correspond to the subjects/disciplines

considered equivalent in UT1 simply doesn't exist. is si I signed do not even contain two tables with lists of subjects/disciplines in the home and the host Universities.

- In the case of a friend of mine who also signed a Learning Agreement for her fourth year in UAB and UT1, Table A does include the subjects/disciplines covered by the study program abroad (in UT1). But it does only cover a part, because Table B, which in theory should include the courses which would normally be completed at the home institution (UAB) but which are replaced by the ones on Table A, is actually just the continuation of Table A with the rest of the courses from the host university. This is also why the total amount of credits in Table A is missing. However, at the end of Table B, where the total number of credits earned at the home university should be displayed, what is actually shown is the sum of credits from both Table A and Table B, representing the total credits obtained through the study abroad program (60, which again, count only as 42 in the home University, UAB).
- Finally, I also had to sign an agreement that appears to be just a formality for my exchange in MU. In this case, the previously analyzed "Table B" is not even included, and thus, the courses that would be replaced by the credits obtained in MU are not included in the Learning Agreement. It is solely an administrative endeavor; it does not say anything concerning what would have been done in UT1 if I did not go on the exchange. Therefore, once again: the exchange program functions simply on the basis of an agreement between the two universities that is not even reflected or referenced in the Learning Agreement.

UT1 (host university) and UAB (home university)

Learning Agreement for L3 in UT1

PROGRAMA D'ESTUDIS EN DESTINACIÓ					PROGRAMA D'ESTUDIS A LA UAB					
Codi	Nom assignatures en destinació	Crèdits	ECTS		Codi	Nom equivalència assignatures	Tipus assignatura	Crèdits	ECTS	
UE2UE7	Droit administratif des biens	6,0	6,0		102206	Dret Processal II	Obligatòria	9,0	9,0	
UE1	Droit civil des biens	4,0	4,0		102222	Dret Financer I Tributari II	Obligatòria	9,0	9,0	
UE44	Droit civil 2	4,0	4,0		102229	Dret Administratiu III	Obligatòria	6,0	6,0	
UE6	Droit des libertés fondamentales	3,0	3,0		102238	Dret Civil IV	Obligatòria	6,0	6,0	
UE22UE68	Droit des libertés fondamentales 2	7,0	7,0		102270	Dret Mercantil II	Obligatòria	6,0	6,0	
UE3	Droit du travail 1 (Relations individuelles)	4,0	4,0		102291	Dret del Treball I de la Seguretat Social II	Obligatòria	6,0	6,0	
UE4UE8	Droit européen matériel	7,0	7,0							
UE11UE77	Droit international 1	6,0	6,0							
UE33	Droit international 2	4,0	4,0							
UE55	Droit public des affaires	4,0	4,0							
UE5	Droit spécial des sociétés	4,0	4,0							
UE66	Histoire des idées politiques	3,0	3,0							
UE99	Langue vivante au choix: Anglais	2,0	2,0							
UE9	Langue vivante au choix: Anglais	2,0	2,0							
Total crèdits en destinació		60,0	60,0		Total crèdits en origen			42,0	42,0	

MU (host university) learning agreement for the CIEL exchange program (second semester of M2 in UT1)

I. PROPOSED MOBILITY PROGRAMME

Planned period of the mobility: from (JJ/MM/AAAA) 08/02/2024 till 14/06/2024

Table A: Study programme abroad

Component code	Component title (as indicated in the course catalogue) at the receiving institution	Semester	ECTS	Grade	French Grade (/ 20)
IER4001	European Migration Law and Asylum Law	2 (period 4)	6		
IER4019	Human Rights of Women	2 (period 4)	6		
IER4004	Human Rights and Human Development	2 (period 4)	6		
PUB4007	European Labour and Social Security Law	2 (period 5)	6		
CRI4023	International Criminal Law	2 (period 5)	6		
		Total:	30		

UT1 (host University) and UAB (home University) Learning Agreement for M1 (from another student enrolled in the same double program, but who signed also a Learning Agreement for this year)

I. PROPOSED MOBILITY PROGRAMME

Planned period of the mobility: from [month/year] XX/XX till [month/year] XX/XX

Table A: Study programme abroad

Component code (if any)	Component title (as indicated in the course catalogue) at the receiving institution	Semester [autum/spring] [or term]	Number of ECTS credits to be awarded by the receiving institution upon successful completion
	SEMESTRE 1		
	CM Droit financement entreprises	1	4
	TD Droit financement entreprises	1	2
	CM Imposition CA	1	4
	TD Imposition CA	1	2
	Garanties de pmt-oral	1	4
	CM Dri commerce inte	1	2
	TD Dri commerce inter	1	2
	Propriété intellect-oral	1	4
	Compta financière-oral	1	4
	Anglais	1	2
	SEMESTRE 2		
	CM Droit ent en diff.	2	4
	TD Droit ent en diff.	2	2
	CM Fiscalité sté grou	2	4
			Total:

Web link to the course catalogue at the receiving institution describing the learning outcomes:

<http://www.ut-capitole.fr/Informations/nos-diplomes/licences/licence-11-12-13-mention-droit-parcours-type-droit-310320.kjsp?RH=1319185509>

Table B: Group of educational components in the student's degree that would normally be completed at the sending institution and which will be replaced by the study abroad

NB no one to one match with Table A is required. Where all credits in Table A are recognised as forming part of the programme at the sending institution without any further conditions being applied, Table B may be completed with a reference to the mobility window (see guidelines).

Component code (if any)	Component title (as indicated in the course catalogue) at the sending institution	Semester [autum/spring] [or term]	Number of ECTS credits
	TD Fiscalité sté grou	2	2
	Contrats spéc. aff-oral	2	4
	Drt européen concu-ora	2	4
	CM Droit aérien & spat	2	2
	TD Droit aérien & spat	2	2
	Drt int euro transpo-oral	2	4
	Anglais	2	2
			Total: 60

3.3.4.- GRADING. DIVERGENCES IN THE GRADING OF TRANSFERRED CREDITS

In conformity with the explanations provided by the officials that were interviewed, the agreement between the two universities establishes the regime that will be followed to transfer the ECTS credits obtained in the host university is, which includes a table of equivalences to be used to calculate the grades obtained in France once they are transferred to Spain. In the case of the double diploma between UAB and UT1, the adaptation of grades obtained in France is to be carried out by taking the average of the semester as indicated in the certification issued by the French university and applying it to all the courses of the corresponding semester enrolled at the UAB. In this way, the average grade of the first semester obtained at the French university becomes the grade recorded for all the first-semester courses enrolled at the UAB. Likewise, the average grade of the second semester obtained at the French university becomes the grade recorded for all the second-semester courses enrolled at the UAB. Further, in the event of failing the semester, if the French university grants a pass through compensation, the grade awarded is a five (pass)¹⁴. The equivalence grid is the following:

¹⁴ Normativa dels dobles grau de dret + droit amb la Université Toulouse I Capitole i la Université Paris II (Acord Junta de la Facultat de Dret de data 4 de febrer de 2021, modificat per Acord de la Comissió d'Afers Acadèmics de la Facultat de Dret de 18 de març de 2024) <https://www.uab.cat/doc/NormativaGDretDroit>

Notes equivalence grid from the agreement UT1 (host university) and UAB (home university) for the French-Spanish double diploma

Notes França	Notes UAB
16	10
15,9	9,99
15,8	9,95
15,7	9,9
15,6	9,85
15,5	9,8
15,4	9,75
15,3	9,7
15,2	9,65
15,1	9,6
15	9,55
14,9	9,5
14,8	9,45
14,7	9,4
14,6	9,35
14,5	9,3
14,4	9,25
14,3	9,2
14,2	9,15
14,1	9,1
14	9
13,9	8,9
13,8	8,8
13,7	8,7
13,6	8,6
13,5	8,5
13,4	8,4
13,3	8,3
13,2	8,2
13,1	8,1
13	8
12,9	7,9
12,8	7,8
12,7	7,7
12,6	7,6
12,5	7,5
12,4	7,4
12,3	7,3
12,2	7,2
12,1	7,1
12	7
11,9	6,9
11,8	6,8
11,7	6,7
11,6	6,6
11,5	6,5
11,4	6,4
11,3	6,3
11,2	6,2
11,1	6,1
11	6
10,9	5,9
10,8	5,8
10,7	5,7
10,6	5,6
10,5	5,5
10,4	5,4
10,3	5,3
10,2	5,2
10,1	5,1
10	5
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Indeed, the final student transcript from UAB shows, as courses followed in the UAB, the subjects validated after having completed L3 and M1 in UT1 and the final grade awarded to each of them. The grades are obtained from the average of each semester completed in UT1, in accordance with the equivalence grid. But It seems impossible to explain why for some subjects the reference is the average grade of one semester in UT1 and for others the reference is the average grade of another semester.

Further, I recall, as mentioned in the previous section 3.3.2, that while the UAB final transcript does not mention anywhere that some subjects have been completed elsewhere, particularly in UT1, and gives the (false) appearance that certain courses have been studied and passed in UAB, this is not the case in the exchange programs between UT1 and other Universities. In the case of the exchange program between UT1 and the Università degli Studi di Milano (USM), in the final student transcript, reproduced below, the subjects not coursed in Milano are not graded and are just indicated, in conformity with the facts, as “validated” (“*convalidato*”).

Therefore, we arrive, once more, to the conclusion that the double diplomas do not operate on the basis of an underlying homogeneous or harmonized legislation but simply because professors and administrative personnel are willing and interested in making them work. And the conditions for the exchange vary and are established in a set of ad hoc bilateral or plurilateral agreements between participating Universities, as Monsieur Redaud, responsible for student mobility at UT1, very clearly explained^{15 16}.

3.3.5.- LEARNING OUTCOMES. A NON-EXISTENT ELEMENT FROM THE STUDENT’S PERSPECTIVE

According to the officials interviewed, Learning Outcomes do play a role when the exchange programs are organized. However, this seems to depend on the policies and practices of each University and each partnership.

From UT1’s point of view, academic advisors and heads of faculty, before a student goes abroad, verify the list of courses they want to take, along with the number of ECTS. Then, the academic advisor approves them, as well as whichever modifications happen upon arrival, which must also be validated by the academic advisor in the home university. All this should be reflected in the Learning Agreement, as, if a course does not appear in it, the course’s final mark will be a zero. Those who determine which courses the student can take depending on each program are the pedagogical advisors. They consider the courses, the content, the coherence of a curriculum, etc to determine whether they match sufficiently the offer or the content of the program in the home university to which they will go back after the exchange.

¹⁵ Agreement between Maastricht University (The Netherlands), Universitat Pompeu Fabra, Barcelona (Spain), Université de Toulouse 1 Capitole (France), University of Antwerp (Belgium), University of Mannheim (Germany), University of Zagreb (Croatia) and University College Dublin (Ireland).
<https://sogo.ut-capitole.fr/SOGGo/so/22107954/Mail/0/folderINBOX/1352/3/AME-R%C3%A9seau%20CIEL-Droit%20M2-Dec%202015-FR.pdf>

¹⁶ Grilles d’équivalences de notes - Faculté de Droit et Science Politique. Licence – Master 1. Page 19.
https://www.ut-capitole.fr/medias/fichier/droit-et-science-politique-grilles-d-equivalences-aout-2022_1677749590085-pdf

Within the CIEL network, there are discussions in the annual meeting related to course offers and what can be offered through the network. But, in MU, if it is a regular exchange outside the CIEL network, it is up to the partner university to accept the course considering whether there is overlapping content in the course, etc. It depends on the home university mostly.

But all this remains very alien to the student's life. While **a reference to Learning Outcomes** certainly appears in the presentations of their courses made by some lecturers, it does not appear in those of most of them. And, in any case, as can be observed in the documents, it **doesn't appear in the Learning Agreements. In real practice, Learning Outcomes are absolutely non-existent from the student's perspective.**

From the student's perspective, courses do not contribute to some common or joint Learning Outcomes in the home or the host University, or between groups of subjects/disciplines. Courses remain qualitatively different and, in actual practice, the real objective difference between them is their number of teaching and seminar hours and whether some sort of written dissertation is or is not needed. This is what really differentiates the number of credits allocated to each subject or discipline: The number of study hours a student dedicates to each course depends on the interest the student has in its content, the quality of the lecturer and the comparative difficulty in passing the exams (which is part of the unwritten common practical knowledge all students share).

4. CONSISTENCY OF THE ANALYSIS OF THE FACTS WITH THE INNOVATIVE HAQAA'S POLICY BRIEFS PERSPECTIVE

There is a widespread belief, in Europe and, mainly, outside Europe, that, under EU law and practices,

- degrees from different countries must automatically be recognized across Member States;
- students have the "right" to transfer academic credits, or universities are "obligated" to recognize them¹⁷ (this would justify the expression *European Credit Transfer System* – ECTS) so that, in everyday language, students can take the credits earned in a University and travel around any other European Universities with their credits in their baggage. Experts tend to nuance this second thesis (without squarely rejecting it) by pointing out that the “right to transfer” only exists if the academic content of the disciplines that award and recognize the credits (termed “Learning Outcomes”) is equivalent. Therefore, credit recognition-and-transfer would involve both quantitative (number of ECTS) and qualitative (content/Learning Outcomes) aspects. These would be the two aspects formalized in *Equivalence Grids* for undergraduate student mobility between EU Member States; and
- those automatic recognition and right to transfer are the result of some sort of unified or harmonized legislation.

This belief was transparent in In the [Africa-EHEA Dialogue on recognition and quality assurance](#), held on the 18th and 19th of January 2024 in Barcelona, Spain, in particular in the minds and words of African experts.

In this respect, the intervention of representatives from ANAQ-Sup Senegal, were unequivocal. As the existence in Europa (or at least in the EU) of some basic harmonizing / unifying legislation was taken for granted, the need for it in Africa was unquestioned. Through initiatives such as CAMES (Conseil Africain and Malgache pour l'Enseignement Supérieur) , there is an emphasis on uniformizing HE systems across the francophone African countries to facilitate mobility, most notably demonstrated by the directive

¹⁷ Torrent, R. (October 2023). Policy Brief n°1. Unpacking “Recognition in HE”: different issues, different policy contexts, different instruments: A policy-oriented eye opener. *HAQAA-3 POLICY BRIEF SERIES on Continental and Regional Integration in African Higher Education*.

passed by UEMOA¹⁸ aiming for the adoption by signatories of the LMD (“*Licence-Master-Doctorat*” - Degree-Master-Doctorate) system. Due to the focus on uniformization, numerous difficulties arise when aiming at the modification of legislation or ratification of regional or universal conventions. For example, muddled political interests when debating ratifications, national regulations, generalization of national quality control (CNQ for its initials in French “*Contrôle National de Qualité*”) and quality assurance, the mobilization of human and financial resources, multi stakeholder engagement, the capacity of recognition authorities, regular platforms for sharing and collaboration, reliable data systems, lack of harmonization or national information systems.

The representative from the Association of African universities (AAU), focused in his contribution not so much on harmonization but on the national collaborations between African states to ensure QA procedures and recognition. He underscored the need for transparency and openness and the political dimension of recognition, which can only be accomplished through mutual recognition. Further, he mentioned the need, at a continental level, to ratify the Arusha-Addis Ababa Convention, to implement African Standards and Guidelines for Quality Assurance (ASG-QA), as well as endorsing the establishment of the Pan African QA and Accreditation Agency (PAQAA). However, he continued to focus legislative action at State level.

In the Panel discussion Student perspectives and interests in recognition processes, members from the European Students’ Union (ESU) and the All-Africa Students’ Union (AASU) expressed their point of view. Their interventions related more to “what should be” more than to “what really is”. In her introductory statement, the representative of ESU affirmed that recognition of qualifications and study periods is a fundamental right for students, essential for promoting mobility and facilitating entry into the labor market, and emphasized that automatic recognition of qualifications is a key priority of the Bologna Process and critical to realizing a fully integrated EHEA. She presented pathways to be followed to improve the structures in place. For example, she stated the importance of ensuring a stronger link between quality assurance and recognition as well as the need to improve the current bureaucratic procedures’ unclear timelines and structure, which place unnecessary burdens on students. To address this, students must be at the center of these processes, and their opinions should be actively sought to improve the system. Additionally, students should play a role in QA procedures to ensure a student-centered approach. But she accepted that, although automatic recognition procedures exist in several countries, implementation remains inconsistent across the EHEA. She assumed that there were European alliances that allow students to move freely between participating countries (which seems to me very doubtful),

¹⁸ Directive N°03/2007/CM/UEMOA portant adoption du système Licence, Master, Doctorat (LMD) dans les universités et établissements d’enseignement supérieur au sein de l’UEMOA. <https://e-docucenter.uemoa.int/fr/directive-ndeg032007cmuemoa-portant-adoption-du-systeme-licence-master-doctorat-lmd-dans-les>

demonstrating the potential of automatic recognition, but accepted more work is needed to expand and standardize this practice.

The AASU representative stated the need to find best practices within the EHEA and boost these processes to help African students in their mobility endeavors, both continentally and outside Africa. He also mentioned the importance of observing the functioning of the Bologna process and how to adapt it to the African context.

European experts were certainly more circumspect and their focus was rather on the effects of Quality Assurance procedures. They were certainly conscious that the Bologna Process is not a set of rules but a diplomatic tool that has led to an increase and improvement in mobility. Some aspects, as highlighted by the director of the ENQA in the discussion Recognition of quality assurance decisions and trust between QA agencies: Comparative processes between the EHEA and Africa, such as the QA framework in Europe, were presented as success stories of the Bologna Process, as all ministers in the EHEA have accepted the European Standards and Guidelines (ESG). Through them, QA structures are expected to be compliant with the ESG and EHEA countries commit to recognizing the accreditation decisions of ESG-compliant agencies. Despite some countries still working towards ESG compliance, it is generally accepted that countries and institutions recognize the QA decisions of agencies taken within a certain context.

But, in general, participants did not explain clearly that the widespread belief I am referring to is wrong in its two prongs: First, under EU law¹⁹, a French law degree, for example, is not equivalent to a Spanish one, and graduates must undergo validation procedures (*“homologación”* in Spanish) to practice in Spain²⁰. Thus, the recognition of

¹⁹ European Parliament and of the Council of the EU. (7 September 2005). *Directive 2005/36/EC on the recognition of professional qualification*, OJ L 255, p. 22–142. ELI: <http://data.europa.eu/eli/dir/2005/36/oj>, Council of the EU. (22 March 1977). *Directive 77/249/EEC to facilitate the effective exercise by lawyers of freedom to provide services*, OJ L 78, p. 17–18. ELI: <http://data.europa.eu/eli/dir/1977/249/oj> and European Parliament and of the Council of the EU. (16 February 1998). *Directive 98/5/EC to facilitate practice of the profession of lawyer on a permanent basis in a Member State other than that in which the qualification was obtained* OJ L 77, p. 36–43. ELI: <http://data.europa.eu/eli/dir/1998/5/oj>

²⁰ See just to give a quotation the following paragraph from apartado 4 of the Orden PJC/878/2024, de 16 de agosto, por la que se convoca la segunda prueba de evaluación de aptitud profesional para el ejercicio de la profesión de la abogacía para el año 2024. *“Las personas aspirantes con titulaciones de origen obtenidas en el extranjero necesitarán contar con alguno de los títulos universitarios de grado mencionados anteriormente debidamente convalidados, al amparo del Real Decreto 889/2022, de 18 de octubre, por el que se establecen las condiciones y los procedimientos de homologación, de declaración de equivalencia y de convalidación de enseñanzas universitarias de sistemas educativos extranjeros y por el que se regula el procedimiento para establecer la correspondencia al nivel del Marco Español de Cualificaciones para la Educación Superior de los títulos universitarios oficiales pertenecientes a ordenaciones académicas anteriores, o bien con la homologación del título correspondiente en España al de Licenciado/a en Derecho.(apartado 4 de Orden PJC/878/2024, de 16 de agosto, por la que se convoca*

their diploma is not an automatic endeavor²¹. Second, in actual fact (in actual legal fact), the right to credit transfer does not exist, as there is no automatic recognition of academic credits across different institutions: students cannot move around EU / EHEA Universities bringing in their baggage the credits earned in their home University.

The basic and undeniable fact is that no unified system guarantees automatic recognition of academic achievements. In reality, no such a single, overarching system exists. Although political and institutional frameworks encourage academic recognition and mobility, each country and its universities operate within distinct systems, resulting in a case-by-case approach.

Therefore, my experience leads me to conclude that the effective content of the European/EU integration in the area of HE has been greatly overstated when presented to and in Africa, creating as a result a misconception, shared even among experts, about its functioning and sources. In parallel, this overstating has led to an undervalue of the very positive effect of programs that have really promoted mobility in the EU, as Erasmus.

In HAQAA-3's Policy Brief n°1 Unpacking "Recognition in HE": different issues, different policy contexts, different instruments: A policy-oriented eye opener, important clarifications are made to understand the concept of recognition, how it applies in the EU context and how it is to be understood from the outside. What is relevant for this Case study is the second part of the second policy issue of recognition explained in the Brief: the academic effects of credits and/or disciplines of one program leading to the attainment of a diploma. This aspect is less regulated, depending on each country's regulations and the degree of autonomy given to universities. Thus, compared to the area of the professional effects of diplomas, the weight and importance of universities' own policies and procedures are much greater than the weight and importance of national or continental legal rules.

Therefore, while it is crucial for the professional effects of diplomas to be regulated by regional or continental rules to reach integration, as its context is that of organization of economic activities and market integration, what matters for the academic effects is the setting up of adequate continental and regional programs of support and diplomatic instruments favoring dialogue and collaboration. This is, at least, where the EU can and must be used as an example. The EU has no competence to legislate on academic recognition but, through Common Public Activities and Diplomatic Instruments, it has managed to improve student mobility.

la segunda prueba de evaluación de aptitud profesional para el ejercicio de la profesión de la abogacía para el año 2024)". See also: <https://www.aneca.es/listado-de-profesiones-reguladas-en-espana>

²¹ Orden Ministerial 2023, Anejo, https://www.boe.es/diario_boe/txt.php?id=BOE-A-2023-7474

In reality, what actually limits the discretion of individual lecturers and academic authorities at recognizing (OR NOT) periods of study or diplomas in other Universities is the existence of agreements between universities. At University and faculty levels, the framework is, in the present day, vastly discretionary as each University can act according to its own policies.

- On one hand, the real effective instrument for recognition of partial periods of studies (“credit recognition”), allowing for movement of students, are the agreements between specific universities. There is not one set of rules applicable to European HE but “linkages” between universities that they have established amongst themselves and not with other European/EU universities.
- On the other hand, recognition of undergraduate diplomas for access to continue further university studies and the resulting movement of graduates has always been, and remains, in the hands of each University in accordance with, and in the exercise of, its autonomy.

Therefore, what needs to be promoted are agreements between universities to provide more legal security for students and facilitate mobility and recognition. The legal basis for the agreements is not specific legislation but University autonomy, which includes the empowerment to professors to promote and apply the agreements and thus to recognize or not studies in other Universities.

As demonstrated throughout the Africa-EHEA Dialogue on recognition and quality assurance, a generalized focus by African experts is put on convincing legislators, politicians and ministries to pass legislation and policies promoting or allowing for student mobility and recognition. This approach focused on governments and politicians ends up being more complicated, slow and difficult to predict as decisions at that level are plagued by temporary and political considerations and bias, which universities may be much freer from. Furthermore, as Africa’s population is younger than in other regions of the world, any decision affecting young people’s mobility is of interest to politicians. As previously demonstrated, a more straightforward solution can be found in the conclusion of agreements between universities themselves through their autonomous prerogatives, independently from their governments and States.

Thus, what really matters for regions using Europe as an example to improve student mobility and recognition, is not to copy a system that does not exist: to stop waiting for a full continental harmonization which does not exist in Europe either. Contrarily, promoting institutional agreements is a more appropriate and efficient direction to follow, considering what has been done in the European continent. By studying best practices of recognition and mobility in different universities, it will be possible to see which ones can be best adapted to the circumstances of the different African countries and universities or offer ideas for it.

In HAQAA-3's Policy Brief n° 2 entitled Misconceptions about harmonization... and one policy conclusion concerning Higher Education, the Bologna Process is clarified once more. The process was not launched and has not unfolded as an EU process but, rather, a process led by some Member States and embracing also other non-EU-member Eastern European States. Further, it is not a legal provision nor does it have a specific legal basis and, thus, it is a framework for voluntary political convergence of participating States. Regardless, the EU has contributed to this process through, namely, the Erasmus program. Finally, the Brief focuses on counter arguing against the idea that the enactment of harmonizing continental legal provisions is absolutely necessary to reach a level of integration of HE in Africa comparable to that of the EU. This statement is false because the EU has not used legal continental harmonization to do so and the main driving force for its integration has been the voluntary cooperation between universities and the mutual acceptance of students coming from fellow universities²². Hence, it is this angle and by empowering universities, that regional and continental integration can be improved²³.

Two conclusions can be extrapolated from this analysis. The first one is that the important factor is not how the credits are counted but their transfer and recognition. The second conclusion is that what matters for the transfer is that universities reach agreements, rather than relying on national legislation to frame their actions (even less on regional or continental legislation).

²² Torrent, R. (December 2023). Policy Brief n° 2: Misconceptions about harmonization... and one policy conclusion concerning Higher Education. *HAQAA-3 POLICY BRIEF SERIES on Continental and Regional Integration in African Higher Education*.

²³ Oyewole, O. (January 2024). Policy Brief n° 4: Giving greater effectiveness to African continental integration in and through Higher Education: Empowering universities as Development and Integration agents. A policy-oriented contribution to the AU 2024 Year of Education. *HAQAA-3 POLICY BRIEF SERIES on Continental and Regional Integration in African Higher Education*.

5. CONCLUSION AND FINAL REMARKS

The Case Study reveals key features of international mobility in Higher Education through an analysis of two mobility programs involving universities of three European countries. The examination of national legislations in Spain, the Netherlands and France, interviews with six practitioners from the Higher Education establishments, and, in particular, the examination of the real facts from the student's perspective provide crucial elucidations.

In general,

- **One of the central findings is that the recognition of academic qualifications across EU member states is not a right granted to students.** Despite the framework provided by the Bologna Process (not a binding agreement but simply a guiding framework) and EU law and EU-funded programs, **there is no fully harmonized system for recognizing academic credits and degrees.** National legislation in each country governs the validation process, which can vary significantly.
- **The second central finding is that the main actors in the process of recognition and mobility are the universities themselves, which, through their own varying autonomy, act through unilateral decisions or by signing bi- or pluri- lateral agreements with other institutions.** This autonomy means that the recognition of qualifications depends heavily on each university's internal policies and agreements, rather than responding to a uniform European or EU standard.

More specifically, the Case Study leads to the following conclusions:

1. **The exchange/mobility programs analyzed in it were a complete success. It is essential to emphasize this as a first specific conclusion.**
2. **But it has not been possible to identify a common or uniform law underlying them. They were organized exclusively on the basis of agreements between specific Universities.**
3. **Even in the framework of these agreements, academic and administrative practices that apply them were widely different between the partner Universities.**
4. **Some so-called "norms" about credit transfer were not applied.** More specifically,
 - a. There was not a quantitative equivalence between the credits earned in the host University and those recognized in the home University.
 - b. It is not possible to identify a qualitative correspondence between disciplines studied in the host University and those considered passed in

the home University. From the student's perspective, so-called common Learning Outcomes between the two sets of disciplines were not identified or explained.

- c. Learning Agreements are a formality to be complied with when the mobility must be framed and receive support from the Erasmus program. But they do not exist when the mobility takes place outside this framework. When they exist, they do not include any mention of Learning Outcomes
- d. The form and content of Academic Transcripts and Diplomas differ widely between participating Universities. They can even become very misleading, to say the least, because, in some cases,
 - i. They attest that the student has been enrolled in, and has passed, courses in the home University that it has never been enrolled in and passed.
 - ii. They do not even mention that a part of the studies has taken place in a University of another country. They are completely silent on this circumstance.
 - iii. Practices on grading and "grading recognition" differ widely. There is no common norm or established practice on the granting or recognition in the home University of grades obtained in a host University. In my case, I was not able to identify how or why in my academic transcript there seem to be two different criteria to grant grades to UAB disciplines (which I had not passed in UAB) on the basis of grades obtained in UT1.

Interviews with practitioners in the field further highlight the real-world challenges that students face when navigating different national systems. Practitioners emphasize that the gap between what is proposed as policy and what happens in practice is significant, as many universities either lack awareness of the principles of the Bologna Process or struggle to implement them effectively. As a result, students face significant obstacles when attempting to transfer credits or have their qualifications recognized in another EU country. **Most importantly, there was a general consensus in regard to the main driving force for mobility in HEIs in Europe: professors and university staff through their professional relations with peers in other universities; this would be the Case Study's third central finding.** The interviews underscore the importance of cooperation between universities to reduce barriers and facilitate smoother mobility, but they also reveal the complexities involved in achieving this.

As a recommendation, the study proposes its replication by other students as well as further exploration through questionnaires, which have been curated to obtain a broader perspective on how international mobility is being conducted in European Higher Education institutions. These questionnaires, which build upon the insights

gathered from the in-depth personalized interviews, could be distributed to members of the European University Association (EUA), the European Student Association (ESU), and the ENIC-NARIC network. Specifically, they should be sent to senior international officers at universities to capture a wide range of opinions and confirm the findings from this study. By collecting this additional data, the investigation can gain a more comprehensive understanding of how universities are handling recognition and mobility in practice.

In summary, the findings align with a key observation from HAQAA Policy Brief n° 1, which encapsulates the essence of this Case study: “The main actors of the process leading to (more or less) recognition (and mobility insofar as previous academic recognition is required) are the universities themselves, either acting unilaterally or by signing bi- or plurilateral agreements between them.”

Finally, I want to refer to an issue that was not addressed explicitly in the analysis but, in my opinion, undoubtedly underlies the practices that are studied (and the sentiments and beliefs that underlie the practices): National Treatment. HAQAA Policy Brief n° 1 includes a reference to it that I summarize.

The 1956-57 Treaty of Rome establishing the European Economic Community contained an obligation for Member States to grant “National Treatment”. The wording of that article 7 has survived all the reforms of the Treaty and has now become article 18 of the Treaty on the Functioning of the European Union (TFEU): “Within the scope of application of the Treaties, and without prejudice to any special provisions contained therein, any discrimination on grounds of nationality shall be prohibited”.

The content and effects of such a provision are not easy to ascertain ...

The difficulties in defining the limits of National Treatment and the prohibition of “de facto” discrimination have helped to greatly enhance the “integratory power” of the principle, which is transformed into a sort of legal/political ghost of very unprecise profile for everyone, which creates doubts and fears (on those who are anti-integrationist) and hopes and arguments (on those who are integrationists). As a result of this process, it could be argued that the “ghostly” interpretation of the National Treatment rule has probably been, in practice, the main engine of integration in the area of education within the European Union”.

This seems consistent with the findings of the Case Study as there certainly is a sort of generalized perception and conviction (a “ghost”) that what facilitates “mobility and equal treatment” of students from other EU countries is “good” and what makes it difficult is, somehow, “bad”. This perception is leveraged by the drivers of exchange programs (professors and staff, and students themselves) to reach their objectives. **The discussions in the Africa-EHEA Dialogue on recognition and quality assurance, held on the 18th and 19th of January 2024 in Barcelona, Spain, allow to guess that the non-**

existence of this National Treatment half-real-half-ghostly principle in the African context is maybe the reason why harmonization is considered so essential in Africa.

**A CASE STUDY ON UNDERGRADUATE AND MA
STUDENT MOBILITY BETWEEN THREE
UNIVERSITIES OF THREE DIFFERENT MEMBER
STATES; SPAIN, FRANCE AND THE NETHERLANDS**

**STUDENT MOBILITY AND HEIs COOPERATION
WITHOUT HARMONIZATION**

DOCUMENTARY ANNEX



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1. DIPLOMAS AND CERTIFICATES

1.1. DIPLOMA GRADO SPAIN



Felipe VI, Rey de España

I en nom seu el y en su nombre el

Rector de la Universitat Autònoma de Barcelona

UAB
Universitat
Autònoma
de Barcelona

Atès que, d'acord amb les disposicions i circumstàncies que preveu la legislació vigent, considerando que, conforme a las disposiciones y circunstancias previstas por la legislación vigente,

Nora Torrent Angrill

que va néixer el dia 11 de novembre de 2001, a Barcelona (Barcelona),
de nacionalitat espanyola,
ha superat el juny de 2023 els estudis universitaris oficials
conduents al títol universitari oficial de

**Graduada en Dret
amb Menció en Dret
Internacional i Comunitari
per la Universitat Autònoma de Barcelona**

establit per Acord de Consell de Ministres de 23 de novembre de 2012,
excepció aquest títol oficial amb validesa a tot el territori nacional,
que faculta la persona interessada per defensar los derechos
que a este título otorgan las disposiciones vigentes,

que nació el día 11 de noviembre de 2001, en Barcelona (Barcelona),
de nacionalidad española,
ha superado en junio de 2023 los estudios universitarios oficiales
conducentes al título universitario oficial de

**Graduada en Derecho
con Mención en Derecho
Internacional y Comunitario
por la Universitat Autònoma de Barcelona**

establecido por Acuerdo de Consejo de Ministros de 23 de noviembre de 2012,
excepción el presente título oficial con validez en todo el territorio nacional,
que faculta a la persona interesada para defender los derechos
que a este título otorgan las disposiciones vigentes,

Bellaterra (Cerdanyola del Vallès), 27 de setembre de 2023 Bellaterra (Cerdanyola del Vallès), 27 de septiembre de 2023

La persona interessada, El Rector, El cap de l'Àrea d'Assessorament,

Nora Torrent Angrill Francisco Javier Lafuente Sanchez Joaquín Bernabé Rodríguez

022A-093179 Registro Nacional de Títulos: Código de CENTRO: 08033225 Registro Universitario de Títulos: 277480

C202/NO-H-WJYS

El Rector de la Universitat Autònoma de Barcelona, en nom seu el Rei, en su nombre el Rey, ha acordat concedir el títol de Graduada en Dret amb menció en Dret Internacional i Comunitari per la Universitat Autònoma de Barcelona a la senyora Nora Torrent Angrill, nascuda el 11 de novembre de 2001 a Barcelona, de nacionalitat espanyola, que ha superat el juny de 2023 els estudis universitaris oficials conduents al títol universitari oficial de Graduada en Dret amb menció en Dret Internacional i Comunitari per la Universitat Autònoma de Barcelona, establert per Acord de Consell de Ministres de 23 de novembre de 2012, excepció aquest títol oficial amb validesa a tot el territori nacional, que faculta la persona interessada per defensar los derechos que a este título otorgan las disposiciones vigentes.

Francisco Javier Lafuente Sanchez

El cap de l'Àrea d'Assessorament, en nom seu el Rei, en su nombre el Rey, ha acordat concedir el títol de Graduada en Dret amb menció en Dret Internacional i Comunitari per la Universitat Autònoma de Barcelona a la senyora Nora Torrent Angrill, nascuda el 11 de novembre de 2001 a Barcelona, de nacionalitat espanyola, que ha superat el juny de 2023 els estudis universitaris oficials conduents al títol universitari oficial de Graduada en Dret amb menció en Dret Internacional i Comunitari per la Universitat Autònoma de Barcelona, establert per Acord de Consell de Ministres de 23 de novembre de 2012, excepció aquest títol oficial amb validesa a tot el territori nacional, que faculta la persona interessada per defensar los derechos que a este título otorgan las disposiciones vigentes.

Joaquín Bernabé Rodríguez

022A-093179 08033225 277480 C202/NO-H-WJYS

1.2. *DIPLOMA LICENCE FRANCE*

R É P U B L I Q U E F R A N Ç A I S E

Ministère de l'enseignement supérieur et de la recherche
UNIVERSITÉ TOULOUSE 1
(Membre de l'Université Fédérale Toulouse Midi-Pyrénées)

LICENCE

Vu le Code de l'éducation, notamment ses articles L. 613-1, D. 613-3 et D. 613-6 ;
Vu l'arrêté du 15 juillet 2021 relatif à l'accréditation de l'Université Toulouse 1 l'habilitant à délivrer des diplômes nationaux ;
Vu les pièces justificatives produites par Mme NORA TORRENT ANGRILL, née le 11 novembre 2001 à BARCELONE (ESPAGNE) en vue de son inscription à la Licence ;
Vu les procès-verbaux du jury attestant que l'intéressée a satisfait au contrôle des connaissances et des aptitudes prévu par les textes réglementaires ;

VU LE PARCOURS TYPE Double diplômes internationaux.

Le diplôme de **LICENCE** de DROIT, ECONOMIE, GESTION, Mention DROIT est délivré par l'Université Toulouse 1
mention magna cum laude

à Mme **NORA TORRENT ANGRILL**

au titre de l'année universitaire 2021-2022
et confère le **grade de licence**,
pour en jouir avec les droits et prérogatives qui y sont attachés.

Fait le 9 novembre 2022

Le titulaire

Le Président



Hugues KENFACK

*Le recteur de la région académique,
Chancelier des universités*

Mostafa FOURAR

N° TOUL I 16071123

/2022202103863

1.3. DIPLOMA MASTER FRANCE

(STILL MISSING)

1.4. CERTIFICATE CIEL

2023-2024

European Master in Comparative, International and European Law (CIEL)

Nora TORRENT

°11 November 2001 – Barcelona, Spain

is awarded the certificate
European Master in Comparative, International and European Law (CIEL)
2023-2024

Host institution
Maastricht University

Home institution
Université Toulouse Capitole

Master thesis
The international legal status of the Palestinian National Authority
16 September 2024

Signature of the Home Institution



Stamp of the Home Institution

This certificate is awarded according to the agreement dated on 15/11/2010 and amended on 17/12/2015 between the Law faculties of the following universities: Universiteit Antwerpen - Belgium | Universitat Pompeu Fabra - Barcelona - Spain | University College Dublin - Ireland | Maastricht University - The Netherlands | Universität Mannheim - Germany | Université Toulouse 1 Capitole - France | University of Zagreb - Croatia

2. TRANSCRIPTS

2.1. UAB ACADEMIC TRANSCRIPT

THE OFFICIAL DOCUMENT IS WRITTEN IN CATALAN, SPANISH AND ENGLISH. THE ENGLISH VERSION IS THE ONE REPRODUCED IN THIS ANNEX



ACADEMIC TRANSCRIPT

Ms Esther Zapater Duque, General Secretary of the Universitat Autònoma de Barcelona

HEREBY CERTIFIES: that the following information corresponds to the documents held on-file in this university,

STUDENT DETAILS

Name and surnames: Nora Torrent Angrill

National ID/NIE/Passport: 26610040Y

Place of birth: Barcelona

Date of birth: 11 November 2001

INFORMATION ON ACCESS TO UNIVERSITY STUDY

Access to current degree: Passing the Spanish university entrance examinations (PAAU) realised at Universitat de Barcelona

University-Access Examination Result: 10,602

Session: June of 2019

INFORMATION ON DEGREE STUDIES

Centre: Faculty of Law

Studies: Bachelor's Degree in Law

Study-completion date: June-2023

Payment Issuance Degree: 27 September 2023

Weighted Average Grade: Scale 0-10

7,92 average grade calculated on a scale of 0-10 in accordance with RD 1125/2003, Sept. 5 (GC 19/03/2015)

SUBJECTS DETAILED IN THIS ACADEMIC TRANSCRIPT

Subject (credits / type)	Academic year	Conv. 1	Conv. 2
102197 History of Law and Institutions 6,0 credits (Basic studies, First Year) Branch of knowledge: Social Sciences and Law	2019/20	J 8,0 B	

Subject (credits / type)	Academic year	Conv. 1	Conv. 2
102216 Constitutional Law I 6,0 credits (Compulsory subject,First Year) Branch of knowledge: Social Sciences and Law	2019/20	J 8,2 B	
102231 Roman Law 6,0 credits (Basic studies,First Year) Branch of knowledge: Social Sciences and Law	2019/20	F 6,3 C	
102246 Criminal Law II 6,0 credits (Compulsory subject,First Year) Branch of knowledge: Social Sciences and Law	2019/20	J 7,5 B	
102251 Study Tools 6,0 credits (Basic studies,First Year) Branch of knowledge: Social Sciences and Law	2019/20	F 9,0 A	
102252 Criminal Law I 6,0 credits (Basic studies,First Year) Branch of knowledge: Social Sciences and Law	2019/20	F 9,0 A+	
102267 Theory of Law 6,0 credits (Basic studies,First Year) Branch of knowledge: Social Sciences and Law	2019/20	F 8,5 B	
102277 Introduction to Economics 6,0 credits (Basic studies,First Year) Branch of knowledge: Social Sciences and Law	2019/20	J 7,4 B	
102299 Constitutional Organisation of the State 6,0 credits (Basic studies,First Year) Branch of knowledge: Social Sciences and Law	2019/20	F 7,8 B	
102300 Civil Law I 6,0 credits (Basic studies,First Year) Branch of knowledge: Social Sciences and Law	2019/20	J 8,0 B	
102207 Procedural Law I 6,0 credits (Compulsory subject,Third Year) Branch of knowledge: Social Sciences and Law	2020/21	F 7,9 B	
102215 Constitutional Law II 6,0 credits (Compulsory subject,Second Year) Branch of knowledge: Social Sciences and Law	2020/21	F 9,5 A	
102223 Finance and Taxation Law I 6,0 credits (Compulsory subject,Third Year) Branch of knowledge: Social Sciences and Law	2020/21	F 5,9 C	
102230 Administrative Law II 6,0 credits (Compulsory subject,Second Year) Branch of knowledge: Social Sciences and Law	2020/21	J 7,1 B	

Subject (credits / type)	Academic year	Conv. 1	Conv. 2
102232 Public International Law 6,0 credits (Basic studies,Second Year) Branch of knowledge: Social Sciences and Law	2020/21	F 8,4 B	
102239 Civil Law III 6,0 credits (Compulsory subject,Second Year) Branch of knowledge: Social Sciences and Law	2020/21	J 8,0 B	
102240 Civil Law II 6,0 credits (Compulsory subject,Second Year) Branch of knowledge: Social Sciences and Law	2020/21	F 8,7 B	
102245 Criminal Law III 6,0 credits (Compulsory subject,Second Year) Branch of knowledge: Social Sciences and Law	2020/21	F 9,1 A	
102263 European Union Law 9,0 credits (Compulsory subject,Second Year) Branch of knowledge: Social Sciences and Law	2020/21	J 7,5 B	
102271 Mercantile Law I 9,0 credits (Compulsory subject,Second Year) Branch of knowledge: Social Sciences and Law	2020/21	J 8,7 B	
102276 Administrative Law I 6,0 credits (Basic studies,Second Year) Branch of knowledge: Social Sciences and Law	2020/21	F 7,2 B	
102292 Employment and Social Security Law I 6,0 credits (Compulsory subject,Third Year) Branch of knowledge: Social Sciences and Law	2020/21	F 6,0 C	
102206 Procedural Law II 9,0 credits (Compulsory subject,Third Year) Branch of knowledge: Social Sciences and Law	2021/22	J 7,4 B	
102222 Finance and Taxation Law II 9,0 credits (Compulsory subject,Third Year) Branch of knowledge: Social Sciences and Law	2021/22	J 7,4 B	
102229 Administrative Law III 6,0 credits (Compulsory subject,Third Year) Branch of knowledge: Social Sciences and Law	2021/22	F 6,5 C	
102238 Civil Law IV 6,0 credits (Compulsory subject,Third Year) Branch of knowledge: Social Sciences and Law	2021/22	J 7,4 B	
102270 Mercantile Law II 6,0 credits (Compulsory subject,Third Year) Branch of knowledge: Social Sciences and Law	2021/22	F 6,5 C	

Subject (credits / type)	Academic year	Conv. 1	Conv. 2
102291 Employment and Social Security Law II 6,0 credits (Compulsory subject,Third Year) Branch of knowledge: Social Sciences and Law	2021/22	J 7,4 B	
102249 Multiculturalism and Religious Freedom 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	J 9,4 A	
102255 International Protection of Human Rights 3,0 credits (Compulsory subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	F 7,7 B	
102257 Public Participation in the Institutions of the European Union 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	J 9,4 A	
102258 Institutionalisation of the International System 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	J 9,4 A	
102259 Private International Law 9,0 credits (Compulsory subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	F 7,7 B	
102260 European Domestic Market Law (Free Circulation) 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	F 7,7 B	
102261 International Commerce Law 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	J 9,4 A	
102280 Gender and Law 6,0 credits (Optional subject,Fourth Year) Branch of knowledge: Social Sciences and Law	2022/23	J 9,4 A	
103957 Bachelor'S Degree Final Project: Hate crimes: current problems and the solution of article 22.4 of the Criminal Code. 12,0 credits (Final project,Fourth Year)	2022/23	J 7,5 B	

SUMMARY OF ACADEMIC RECORD

Total Subjects Passed: 37

Total Credits Attained: 240

Examination sessions are abbreviated as follows: **F**: February, **J**: June.

The total number of subjects detailed on this transcript is 37, from a total of 240 credits, as detailed below:

Credits Passed by Type	Passed	Remaining	Required
Basic studies	60,0	0	60,0
Compulsory subject	132,0	0	132,0
Optional subject	36,0	0	36,0
Final project	12,0	0	12,0
Academic Objective	Successfully Completed		
- Graduate in Law		✓	
- Specialisation in International and Community Law		✓	

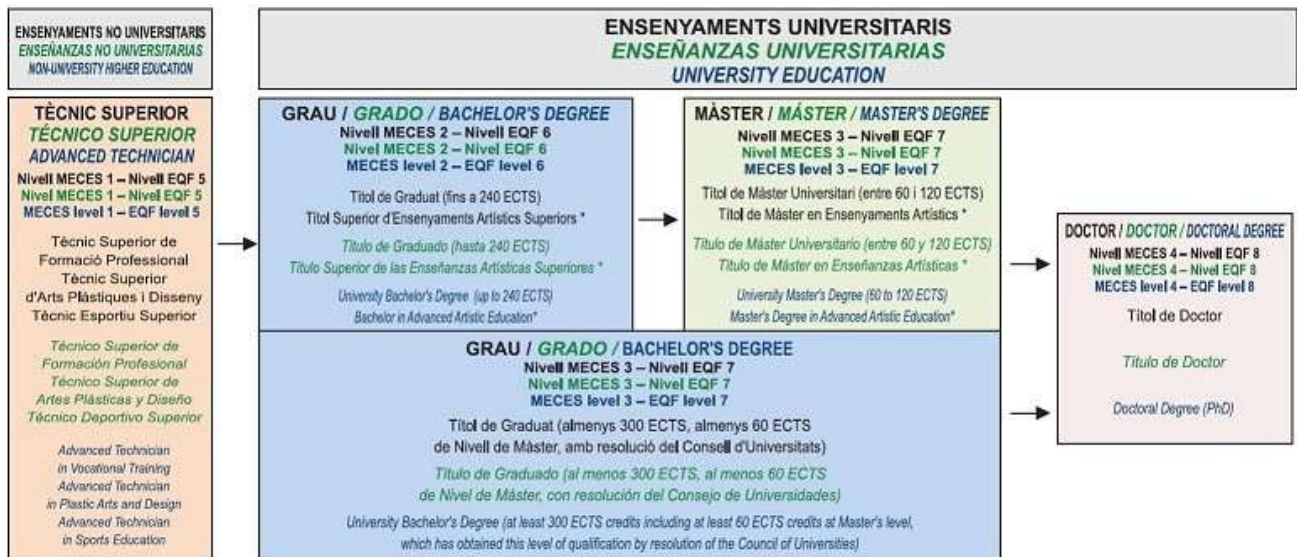
ADDITIONAL INFORMATION: UNIVERSITAT AUTÒNOMA DE BARCELONA

The Universitat Autònoma de Barcelona is a Catalan public university with three campus sites in the metropolitan region of Barcelona.

The university is regulated by the Spanish Universities Act; the Catalan Universities Act and the developmental regulations of these laws as established by Spain and the Government of Catalonia, through their respective powers. It is additionally regulated by its own Decree (Law 5/1968 of 6 June 1968) and its Statutes approved by Decree 237/2003 of 8 October 2003 (Article 1). The University is registered with code 22 in the Spanish Registry of Universities, Centres and Degrees (RUCT).

Pursuant to RD 1125/2003, of 5 September, which establishes the European system of credits and the system of grades for official university degrees valid throughout Spain, at Universitat Autònoma de Barcelona one credit corresponds to 25 hours of learning activity on the part of the student, including autonomous, directed, supervised and assessment activities.

ADDITIONAL INFORMATION: GRADING SYSTEM		
Students academic performance is evaluated on a numerical scale from 0 to 10, in which 5 is the minimum grade for a pass. Correspondence with the qualitative grades approved by the UAB is the following:		
SRD 1125/2003 Scale 0-10	SRD 1044/2003 Scale 0-4	ECTS Scale
Absent/Not assessable	Absent/Not assessable	-
Fail: 0.0 - 4.9	Fail: 0	F
C: 5.0 - 6.9	C: 1	C
B: 7.0 - 8.9	B: 2	B
A: 9.0 - 10	A: 3	A
A with Honours: 9.0-10	A with Honours: 4	A+



* Els Ensenyaments Artístics Superiors són Ensenyaments no Universitaris dins del Sistema Educatiu espanyol d'Ensenyament Superior

* Las Enseñanzas Artísticas Superiores son Enseñanzas no Universitarias dentro del Sistema Educativo español de Enseñanza Superior

* Advanced Artistic Education is non-university education within the Spanish Higher Education System

And thereby, I sign this certificate at the request of the interested party.

Bellaterra (Cerdanyola del Vallès), 3 October 2023



Document signed electronically.

This certificate, which contains 18 pages is valid for 3 years from date of issuance.

2.2. *UAB EUROPEAN SUPPLEMENT TO THE TITLE*

IT REPRODUCES EXACTLY THE TRANSCRIPT JUST INCLUDED AS DOCUMENT 2.1



UAB
Universitat
Autònoma
de Barcelona

Suplement Europeu al Títol Suplemento Europeo al Título Diploma Supplement

Aquest suplement al títol s'ajusta al model elaborat per la Comissió Europea, el Consell d'Europa i la UNESCO/CEPES, i té com a objectiu oferir les dades independents necessàries per a millorar la transparència internacional i assegurar un reconeixement acadèmic i professional adequat de les qualificacions (diplomes, títols, certificats, etc.). El suplement pretén oferir una descripció de la naturalesa, el nivell, el context, el contingut i l'estatus dels estudis cursats i superats per la persona que figura a la qualificació original a la qual s'annexa aquest suplement. No ha d'incloure cap judici de valor, establir equivalències o suggerir criteris de reconeixement. Cal emplenar les vuit seccions; en cas contrari, cal explicar per què no s'ha fet així.

Este suplemento al título se ajusta al modelo elaborado por la Comisión Europea, el Consejo de Europa y la UNESCO/CEPES, y tiene como objetivo proporcionar los datos independientes necesarios para mejorar la transparencia internacional y asegurar un reconocimiento académico y profesional adecuado de las calificaciones (diplomas, títulos, certificados, etc.). Pretende describir la naturaleza, el nivel, el contexto, el contenido y el estatus de los estudios cursados y superados por la persona que figura en la calificación original a la que se anexa este suplemento. No se deben incluir juicios de valor, establecer equivalencias o sugerir criterios de reconocimiento. Se deben rellenar las ocho secciones; en caso contrario, es necesario explicar los motivos por los que no se ha hecho.

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the 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 should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1 - Dades identificatives del titulat o titulada / Datos identificativos del titulado o titulada / Information identifying the holder of the qualification

1.1 - 1.2 - Nom(s) i cognoms / Nombre(s) y apellidos / Given name(s) and family name(s)

Nora Torrent Angrill

1.3 - Data de naixement / Fecha de nacimiento / Date of birth

11 de novembre de 2001 / 11 de noviembre de 2001 / November 11th, 2001

1.4 - Número d'identificació / Número de identificación / Identification number

26610040Y; 1562966; NRNT 2023264579;

2 - Informació sobre la titulació / Información sobre la titulación / Information identifying the qualification

2.1 - Nom de la titulació i títol conferit (en idioma original) / Nombre de la titulación y título conferido (en idioma original) / Name of qualification and title conferred (in original language)

Grau en Dret / Grado en Derecho

Graduat o Graduada en Dret per la Universitat Autònoma de Barcelona. Menció en Dret Internacional i Comunitari. / Graduado o Graduada en Derecho por la Universitat Autònoma de Barcelona. Mención en Derecho Internacional y Comunitario.

Titulació nacional

Titulación nacional

Official national degree

Aprobat per Acord del Consell de Ministres de 23 de novembre de 2012

Aprobado por Acuerdo del Consejo de Ministros de 23 de noviembre de 2012

Approved by the Council of Ministers on 23 November 2012



AQUEST DOCUMENT S'EXPEDIIX EN PAPER DE SEGURETAT AMB SEGELL SEC
ESTE DOCUMENTO SE EXPIDE EN PAPEL DE SEGURIDAD CON SELLO SECO
THIS DOCUMENT IS ISSUED IN SECURITY PAPER WITH DRY SEAL

26610040Y; 1562966; NRNT 2023264579; - Nora Torrent Angrill

Número de Registre Nacional
Número de Registro Nacional
National Register Number

2023264579

Número de sèrie
Número de serie
Serial number

22010670007672

Pàgina
Página
Page

1/8

SIGNE

2.2 - Principals camps d'estudi de la titulació / Principales campos de estudio de la titulación / Main fields of study for the qualification

Branca de coneixement: Ciències Socials i Jurídiques
Rama de conocimiento: Ciencias Sociales y Jurídicas
Field of study: Social Sciences and Law

2.3 - Nom i estatut de la institució que atorga el títol (en idioma original) / Nombre y estatut de la institución que otorga el título (en idioma original) / Name and status of awarding institution (in original language)

Universitat Autònoma de Barcelona

Universitat Pública
Universidad Pública
Public University

2.4 - Nom i estatut de la(es) institució(ons) on s'imparteixen els estudis (en idioma original) / Nombre y estatut de la(s) institución(es) que imparte(n) el programa (en idioma original) / Name and status of institution(s) administering studies (in original language)

Facultat de Dret Facultad de Derecho

Centre propi
Centro propio
University centre

2.5 - Llengua(es) utilitzada(es) en la docència i avaluació / Lengua(s) utilizada(s) en la docencia y evaluación / Language(s) of instruction/examination

Català, Castellà i Anglès
Catalán, Castellano e Inglés
Catalan, Spanish and English

3 - Informació sobre el nivell de la titulació / Información sobre el nivel de la titulación / Information on the level of the qualification

3.1 - Nivell de la titulació / Nivel de la titulación / Level of qualification

El nivell 2 (Grau) del Marc Espanyol de Qualificacions per a l'Educació Superior (MECES) es correspon amb el nivell 6 del Marc Europeu de Qualificacions (EQF). Per a més informació, consultar el Sistema d'Educació Superior Espanyol descrit a l'apartat 8.

El nivel 2 (Grado) del Marco Español de Cualificaciones para la Educación Superior (MECES) se corresponde con el nivel 6 del Marco Europeo de Cualificaciones (EQF). Para más información, consultar el Sistema de Educación Superior Español descrito en el apartado 8.

Level 2 (Bachelor's Degree) of the Spanish Qualifications Framework for Higher Education (MECES) corresponds to level 6 of the European Qualifications Framework (EQF). For more information, see the Spanish Higher Education System described in paragraph 8.

3.2 - Durada oficial del programa / Duración oficial del programa / Official length of programme

4 anys, 240 ECTS.
4 años, 240 ECTS.
4 years, 240 ECTS.

3.3 - Requisits d'accés / Requisitos de acceso / Access requirements

Batxillerat + Prova d'Accés a la Universitat (PAU) o estudis de nivell equivalent, Formació Professional de Grau Superior, Cicles Formatius de Grau Superior o estudis de nivell equivalent, Titulació Universitària, Proves d'Accés per a Més Grans de 25 i de 45 anys.

Bachillerato + Prueba de Acceso a la Universidad (PAU) o estudios de nivel equivalente, Formación Profesional de Grado Superior, Ciclos Formativos de Grado Superior o estudios de nivel equivalente, Titulación universitaria, Pruebas de Acceso para Mayores de 25 y de 45 años.

Bachillerato (Upper Secondary School) + University admission exam (PAU) or officially recognised equivalents, Professional occupational qualifications, advanced vocational training or recognised equivalents, Diploma/Bachelor's degree, Entrance exam for the over 25s and 45s.

4 - Informació sobre els continguts i els resultats obtinguts / Información sobre los contenidos y resultados obtenidos / Information on the contents and results gained

4.1 - Modalitat d'estudi / Modalidad de estudio / Mode of study

Presencial
Presencial
Full time attendance

4.2 - Requisits del programa / Requisitos del programa / Programme requirements

60.0 ECTS d'Assignatures bàsiques
132.0 ECTS d'Assignatures obligatòries
36.0 ECTS d'Assignatures optatives
12.0 ECTS de Treball fi de Grau

Resultats de l'aprenentatge:
Veure punt 5.2

60.0 ECTS de Asignaturas básicas
132.0 ECTS de Asignaturas obligatorias
36.0 ECTS de Asignaturas optativas
12.0 ECTS de Trabajo Fin de Grado

Resultados del aprendizaje:
Ver punto 5.2

60.0 ECTS from Basic subjects
132.0 ECTS from Compulsory subjects
36.0 ECTS from Optional subjects
12.0 ECTS from End-of-Degree Project

Learning outcomes:
Check point 5.2

4.3 - Descripció del programa i qualificacions absolutes obtingudes / Descripción del programa y calificaciones absolutas obtenidas / Programme details and the individual grades/marks/credits obtained

Data de la completa finalització dels estudis conduents a l'obtenció del títol: Juny de 2023
Fecha de la completa finalización de los estudios conducentes a la obtención del título: Junio de 2023
Completion date of the programme leading to the award of the diploma: June 2023

Assignatures Asignaturas Subjects	Nivell Level	ECTS ECTS	Qualificació Calificación Grade	Any acadèmic Año académico Academic Year	Llengua Lengua Language	Observacions Observaciones Observations
Assignatures bàsiques i obligatòries / Asignaturas básicas y obligatorias / Basic and compulsory subjects						
Dret Constitucional I / Derecho Constitucional I / Constitutional Law I	2	6	8,2 Notable	2019/20		
Dret Penal II / Derecho Penal II / Criminal Law II	2	6	7,5 Notable	2019/20		
Dret Processal I / Derecho Procesal I / Procedural Law I	2	6	7,9 Notable	2020/21	Castellà Castellano Spanish	
Dret Constitucional II / Derecho Constitucional II / Constitutional Law II	2	6	9,5 Excel·lent Sobresaliente	2020/21	Català Catalán Catalan	
Dret Financer i Tributari I / Derecho Financiero y Tributario I / Finance and Taxation Law I	2	6	5,9 Aprovat Aprobado	2020/21	Castellà Castellano Spanish	
Dret Administratiu II / Derecho Administrativo II / Administrative Law II	2	6	7,1 Notable	2020/21		
Dret Civil III / Derecho Civil III / Civil Law III	2	6	8,0 Notable	2020/21	Català Catalán Catalan	
Dret Civil II / Derecho Civil II / Civil Law II	2	6	8,7 Notable	2020/21	Castellà Castellano Spanish	
Dret Penal III / Derecho Penal III / Criminal Law III	2	6	9,1 Excel·lent Sobresaliente	2020/21	Català Catalán Catalan	
Dret de la Unió Europea / Derecho de la Unión Europea / European Union Law	2	9	7,5 Notable	2020/21		
Dret Mercantil I / Derecho Mercantil I / Mercantile Law I	2	9	8,7 Notable	2020/21	Castellà Castellano Spanish	
Dret del Treball i de la Seguretat Social I / Derecho del Trabajo y de la Seguridad Social I / Employment and Social Security Law I	2	6	6,0 Aprovat Aprobado	2020/21	Castellà Castellano Spanish	
Dret Processal II / Derecho Procesal II / Procedural Law II	2	9	7,4 Notable	2021/22		



Assignatures Asignaturas Subjects	Nivell Level	ECTS ECTS	Qualificació Calificación Grade	Any acadèmic Año académico Academic Year	Llengua Lengua Language	Observacions Observaciones Observations
Assignatures bàsiques i obligatòries / Asignaturas básicas y obligatorias / Basic and compulsory subjects						
Dret Financer i Tributari II / Derecho Financiero y Tributario II / Finance and Taxation Law II	2	9	7,4 Notable	2021/22		
Dret Administratiu III / Derecho Administrativo III / Administrative Law III	2	6	6,5 Aprobat Aprobado	2021/22		
Dret Civil IV / Derecho Civil IV / Civil Law IV	2	6	7,4 Notable	2021/22		
Dret Mercantil II / Derecho Mercantil II / Mercantile Law II	2	6	6,5 Aprobat Aprobado	2021/22		
Dret del Treball i de la Seguretat Social II / Derecho del Trabajo y de la Seguridad Social II / Employment and Social Security Law II	2	6	7,4 Notable	2021/22		
Protecció Internacional Dels Drets Humans / Protección Internacional de los Derechos Humanos / International Protection of Human Rights	2	3	7,7 Notable	2022/23		
Dret Internacional Privat / Derecho Internacional Privado / Private International Law	2	9	7,7 Notable	2022/23		
Història del Dret i de les Institucions / Historia del Derecho y de las Instituciones / History of Law and Institutions	2	6	8,0 Notable	2019/20		
Dret Romà / Derecho Romano / Roman Law	2	6	6,3 Aprobat Aprobado	2019/20		
Instruments per a l'Estudi / Instrumentos para el Estudio / Study Tools	2	6	9,0 Excel·lent Sobresaliente	2019/20		
Dret Penal I / Derecho Penal I / Criminal Law I	2	6	9,0 Matricula d'Honor Matricula de Honor	2019/20		
Teoria del Dret / Teoría del Derecho / Theory of Law	2	6	8,5 Notable	2019/20		
Introducció a l'Economia / Introducción a la Economía / Introduction to Economics	2	6	7,4 Notable	2019/20	Català Catalán Catalan	
Organització Constitucional de l'Estat / Organización Constitucional del Estado / Constitutional Organisation of the State	2	6	7,8 Notable	2019/20		
Dret Civil I / Derecho Civil I / Civil Law I	2	6	8,0 Notable	2019/20	Català Catalán Catalan	
Dret Internacional Públic / Derecho Internacional Público / Public International Law	2	6	8,4 Notable	2020/21		
Dret Administratiu I / Derecho Administrativo I / Administrative Law I	2	6	7,2 Notable	2020/21		

Assignatures optatives / Asignaturas optativas / Optional subjects

Multiculturalitat i Llibertat Religiosa / Multiculturalismo y Libertad Religiosa / Multiculturalism and Religious Freedom	2	6	9,4 Excel·lent Sobresaliente	2022/23		
La Participació Dels Ciutadans en les Institucions de la Unió Europea / La Participación de los Ciudadanos en las Instituciones de la Unión Europea / Public Participation in the Institutions of the European Union	2	6	9,4 Excel·lent Sobresaliente	2022/23		
Institucionalització del Sistema Internacional / Institucionalización del Sistema Internacional / Institutionalisation of the International System	2	6	9,4 Excel·lent Sobresaliente	2022/23		
Dret Europeu del Mercat Interior (Lliure Circulació) / Derecho Europeo del Mercado Interior (Libre Circulación) / European Domestic Market Law (Free Circulation)	2	6	7,7 Notable	2022/23		
Dret del Comerç Internacional / Derecho del Comercio Internacional / International Commerce Law	2	6	9,4 Excel·lent Sobresaliente	2022/23		
Gènere i Dret / Género y Derecho / Gender and Law	2	6	9,4 Excel·lent Sobresaliente	2022/23		

Assignatures Asignaturas Subjects	Nivell Nivel Level	ECTS ECTS ECTS	Qualificació Calificación Grade	Any acadèmic Año académico Academic Year	Llengua Lengua Language	Observacions Observaciones Observations
Treball de final d'estudis i pràctiques externes / Trabajo de fin de estudios y prácticas externas / Bachelor's Degree Final Project and external work placement						
Treball de Final de Grau: Els delictes d'odi: problemàtiques actuals i la solució de l'article 22.4 del Codi penal. / Trabajo de Fin de Grado: Los delitos de odio: problemáticas actuales y la solución del artículo 22.4 del Código Penal. / Bachelor's Degree Final Project: Hate crimes: current problems and the solution of article 22.4 of the Criminal Code.	2	12	7,5 Notable	2022/23		

4.4 - Sistema de qualificació / Sistema de calificación / Grading scheme

En el sistema universitari espanyol els mòduls/assignatures es qualifiquen amb una puntuació absoluta d'acord a una escala del 0 al 10, amb les següents equivalències qualitatives:
0-4,9: suspens; 5-6,9: aprovat; 7-8,9: notable; 9-10: excel·lent. Es pot concedir una menció especial (Matrícula d'Honor) al 5% dels estudiants del grup sempre que hagin obtingut una qualificació d'excel·lent. Un mòdul/assignatura es considera superat/ada a partir del 5.

En el cas de reconeixement d'ECTS, de l'experiència professional, activitats culturals, esportives, representació estudiantil o altres no es farà constar cap puntuació sinó, si escau, la paraula "Apte".

En el cas de titulacions conjuntes internacionals es descriurà el sistema de qualificació acordat per les institucions participants en el conveni corresponent. Si són diversos els sistemes de qualificació utilitzats, es proporcionarà una taula d'equivalències.

En el sistema universitario español los módulos/asignaturas se califican con una puntuación absoluta de acuerdo a una escala del 0 al 10, con las siguientes equivalencias cualitativas:

0-4,9: suspenso; 5-6,9: aprobado; 7-8,9: notable; 9-10: sobresaliente. Puede concederse una mención especial (Matrícula de Honor) al 5% de los estudiantes del grupo siempre que hayan obtenido una calificación de sobresaliente. Un módulo/asignatura se considera superado/a a partir del 5.

En el caso de reconocimiento de ECTS, de la experiencia profesional, actividades culturales, deportivas, representación estudiantil u otras no se hará constar ninguna puntuación sino, en su caso, la palabra "Apto".

En el caso de titulaciones conjuntas internacionales se describirá el sistema de calificación acordado por las instituciones participantes en el convenio correspondiente. Si son varios los sistemas de calificación utilizados, se proporcionará una tabla de equivalencias.

In the Spanish university system, modules/courses are graded on a scale of 0 to 10 points with the following qualitative equivalence:

0-4,9: "suspenso"; 5-6,9: "aprobado"; 7-8,9: "notable"; 9-10: "sobresaliente". A special mention, "Matrícula de Honor" may be granted to up to 5% of the students in a group provided they have got a "sobresaliente". To pass a module/course it is necessary to get at least 5 points.

In cases of recognition of ECTS, professional experience, cultural or sports activities, or student representation no grading will be recorded but, where appropriate, the word "Apto".

In the case of international joint degrees, the grading system agreed by the participating institutions will be described. If several systems have been used, a conversion table will be provided.

4.5 - Qualificació global del titulat o titulada / Calificación global del titulado o titulada / Overall classification of the qualification

7,92

Nota explicativa: la qualificació global mitjana s'obté sumant els crèdits superats, multiplicant cadascun d'aquests per la qualificació obtinguda expressada de 0 a 10 i dividint-ho pel nombre de crèdits superats.

Nota explicativa: la calificación global media se obtiene sumando los créditos superados, multiplicando cada uno de ellos por la calificación obtenida expresada de 0 a 10 y dividiéndolo por el número de créditos superados.

Explanatory note: the grade point average is obtained by adding the credits obtained, multiplying each one by the grade obtained on the 0-10 scale and dividing by the total amount of credits.

5 - Informació sobre la funció de la titulació / Información sobre la función de la titulación / Information on the function of the qualification

5.1 - Accés a estudis posteriors / Acceso a estudios posteriores / Access to further study

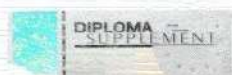
Aquesta titulació habilita per a l'accés a estudis de màster i a d'altres estudis de postgrau.

Este título habilita para el acceso a estudios de máster y a otros estudios de postgrado.

The degree programme gives access to master studies or to other postgraduate level studies.

5.2 - Objectius de la titulació i qualificació professional (si escau) / Objetivos de la titulación y cualificación profesional (si procede) / Stated objectives associated with the qualification and professional status (if applicable)

La finalitat del Grau en Dret de la Universitat Autònoma de Barcelona és formar juristes compromesos amb la societat i experts en tradicions jurídiques europees i internacionals. Una constant dels estudis és la voluntat de compromís ètic dels nostres estudiants i el coneixement i defensa dels valors bàsics de l'estat



5.2 - Objectius de la titulació i qualificació professional (si escau) / Objetivos de la titulación y cualificación profesional (si procede) / Stated objectives associated with the qualification and professional status (if applicable)

democràtic. Per això es dona tant de pes a assignatures de dret constitucional, gènere i drets fonamentals. Per facilitar l'elecció de matèries optatives, les assignatures han estat agrupades en cinc mencions: Administracions Públiques, Empresa, Dret Internacional i Comunitari, Dret de la Societat i finalment Persona i Família.

L'aprenentatge es fonamenta en casos pràctics i en el desenvolupament de les tècniques d'argumentació i oratòria.

La finalidad del Grado en Derecho de la Universidad Autónoma de Barcelona es formar juristas comprometidos con la sociedad y expertos en tradiciones jurídicas europeas e internacionales. Una constante de los estudios es la voluntad de compromiso ético de nuestros/as estudiantes y el conocimiento y defensa de los valores básicos del Estado democrático, de aquí el peso dado a asignaturas de derecho constitucional, género y derechos fundamentales.

Para facilitar la elección de materias optativas, las asignaturas han sido agrupadas en cinco menciones: Administraciones Públicas, Empresa, Derecho Internacional y Comunitario, Derecho de la Sociedad y finalmente Persona y Familia.

El aprendizaje se fundamenta en casos prácticos y en el desarrollo de las técnicas de argumentación y oratoria.

The Bachelor's Degree in Law at the Universitat Autònoma de Barcelona trains up jurists with a strong commitment to society and expertise in European and international legal traditions. One of the constant elements of this course is the ethical commitment of our students and the knowledge and defence of basic values of the democratic state, with weight given to subjects such as Constitutional Law and Gender and Fundamental Rights.

To help students select their optional subject areas, the subjects are grouped into five specialisations: Public Administration, Business, International and EU Law, Society Law and finally the Individual and the Family.

The coursework is based on case studies and on techniques of argumentation and oratory.

Competències generals:

Aplicació de coneixements d'una manera professional.
Transmissió dels coneixements a públic especialitzat o no especialitzat.
Desenvolupament de pensament crític.
Generació de propostes innovadores i competitives en la recerca i en l'activitat professional.
Redacció de textos jurídics. Interpretació i aplicació de les normes jurídiques.
Anàlisi adequada de la problemàtica de gènere.
Capacitat de negociació i mediació entre persones i/o institucions.
Gestió de volums d'informació importants.
Utilització de les noves tecnologies de la informació i de la comunicació.
Treball en àmbits multidisciplinaris.
Respecte del secret professional.
Capacitat de generar coneixement.
Capacitat de liderar.

Competencias generales:

Aplicación de conocimientos de una forma profesional.
Transmisión de los conocimientos a público especializado o no especializado.
Desarrollo de pensamiento crítico.
Generar propuestas innovadoras y competitivas en la investigación y en la actividad profesional.
Redacción de textos jurídicos. Interpretación y aplicación de las normas jurídicas.
Análisis adecuado de la problemática de género.
Capacidad de negociación y mediación entre personas y/o instituciones.
Gestionar volúmenes de información importantes.
Utilizar las nuevas tecnologías de la información y de la comunicación.
Trabajo en ámbitos multidisciplinarios.
Respeto del secreto profesional.
Capacidad de generar conocimiento.
Capacidad de liderar.

General skills:

Professional application of knowledge.
Transmission of knowledge to specialised and non-specialised audiences.
Development of critical thinking.
Generation of innovative and competitive proposals in research and in professional activity.
Writing legal texts. Interpreting and applying legal regulations.
Adequate analysis of the problems of gender.
Capacity for negotiation and mediation among people and/or institutions.
Management of large volumes of information. Use of new ICT.
Work in multidisciplinary areas.
Respect for professional secrets.
Capacity for generating knowledge.
Capacity for leadership.

6 - Informació addicional / Información adicional / Additional information

6.1 - Informació addicional / Información adicional / Additional information

La UAB és membre de l'ECIU University (European Consortium of Innovative Universities).
La UAB es miembro de la ECIU University (European Consortium of Innovative Universities).
The UAB is a member of ECIU University (European Consortium of Innovative Universities).

6.2 - Fonts d'informació adicional / Fuentes de información adicional / Further information sources

www.uab.cat
www.uab.cat
www.uab.cat

7 - Certificació del suplement / Certificación del suplemento / Certification of the supplement

La secretària general
La Secretaria General
General Secretary

ESTHER ZAPATER DUQUE

Data d'expedició
Fecha de expedición
Date of issuing

27/09/2023

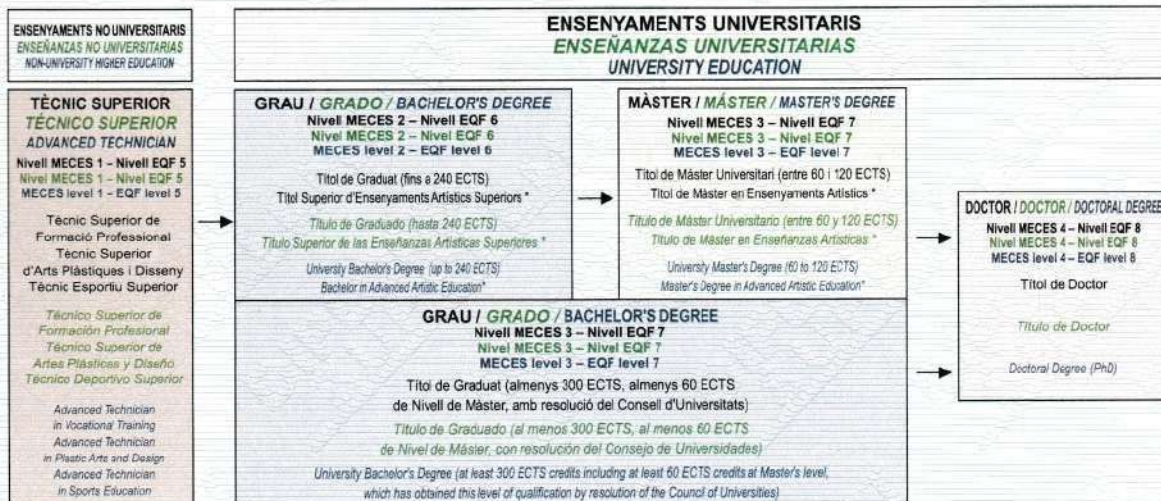


Segell oficial / Sello oficial / Official stamp or seal

La gestora acadèmica en funcions
La gestora académica en funciones
Acting academic administrator

MARIA CARMEN BENITEZ GALLEGO

8 - Informació sobre el sistema nacional d'educació superior / Información sobre el sistema nacional de educación superior / Information on the national higher education system



* Els Ensenyaments Artístics Superiors són Ensenyaments no Universitaris dins del Sistema Educatiu espanyol d'Ensenyament Superior.

* Las Enseñanzas Artísticas Superiores son Enseñanzas no Universitarias dentro del Sistema Educativo español de Enseñanza Superior.

* Advanced Artistic Education is non-university education within the Spanish Higher Education System.



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26610040Y; 1562966; NRNT 2023264579; - Nora Torrent Angrill

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Pàgina
Página
Page

8/8

SIGNE

2.3. *UT1 ACADEMIC TRANSCRIPTS*

L3, M1 AND M2 ACADEMIC TRANSCRIPTS

NOTES ET RÉSULTATS



NORA TORRENT ANGRILL

Dossier : 22107954

NNE : 213016703FA

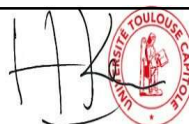
Courriel : nora.torrent-angrill@ut-capitole.fr

Date de naissance : 11/11/2001

Date d'édition : 23/01/2023

L3 DROIT Double diplômes internationaux - Année universitaire : 2021/2022

Code	Libellé	Session 1	Résultat	ECTS
DL DFA3	L3 DROIT Double diplômes internationaux	11.977(+0.023)/20	ADM	
DL S5 DFA	S5 DROIT Double diplômes internationaux	11.514/20	ACQ	30/30
BODRT108	OPTION Choisir une bonification semestre 1 PLD	14/20		
BLDRT100	BONIFICATION Activité sportive (DAPS)	14/20		
DLPDF502	PARCOURS Droit international et européen	11.354/20	ACQ	
DLBDF507	BLOC Connaissances disciplinaires			
DLUDF501	UE Droit civil des biens-Oral	7/20	AJ	0/4
DLUDF503	UE Droit administratif des biens-Oral	15/20	ACQ	4/4
DLUDF505	UE Droit du travail 1 (relations individuelles)-Oral	6.07/20	AJ	0/4
DLUDF506	UE Droit européen matériel-CM	11/20	ACQ	3/3
DLUDF509	UE Droit spécial des sociétés-Oral	14.21/20	ACQ	4/4
DLUDF510	UE Droit des libertés fondamentales 1-CM	10/20	ACQ	3/3
DLBDF508	BLOC Compétences techniques			
DLUDF513	UE Droit des libertés fondamentales-TD	13/20	ACQ	3/3
DLUDF515	UE Droit européen matériel-TD	12.5/20	ACQ	3/3
DLODF500	OPTION UE9	16/20		
DLBDF503	BLOC Compétences linguistiques	16/20		
DLUDF519	UE Langue vivante au choix	16/20	ACQ	2/2
DL MDF500	MAT Anglais	16/20	ACQ	
DL S6 DFA	S6 DROIT Double diplômes internationaux	12.44/20	ACQ	30/30

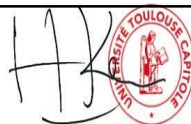


DLPDF602	PARCOURS Droit international et droit européen	12.44/20	ACQ	
DLBDF602	BLOC Compétences informationnelles			
DLUDF609	UE Compétences informationnelles	16.95/20	ACQ	1/1
DLBDF607	BLOC Connaissances disciplinaires			
DLODF602	OPTION UE6	12/20		
DLUDF618	UE Histoire des idées politiques-Oral	12/20	ACQ	4/4
DLUDF613	UE Droit des libertés fondamentales 2-CM	12/20	ACQ	3/3
DLUDF614	UE Droit public des affaires-Oral	11/20	ACQ	4/4
DLUDF616	UE Droit international 2-Oral	13/20	ACQ	4/4
DLUDF621	UE Droit international 1-CM	8.5/20	AJ	0/3
DLUDF622	UE Droit civil 2-Oral	12/20	ACQ	4/4
DLBDF608	BLOC Compétences techniques			
DLUDF620	UE Droit des libertés fondamentales 2-TD	12/20	ACQ	2/2.5
DLUDF623	UE Droit international 1-TD	15.5/20	ACQ	2/2.5
DLODF601	OPTION UE9	17/20		
DLBDF603	BLOC Compétences linguistiques	17/20		
DLUDF610	UE Langue vivante au choix	17/20	ACQ	2/2
DLMDf600	MAT Anglais	17/20	ACQ	

INFORMATIONS

Signification des codes résultats :

AJ : Ajourné ADM : Admis ACQ : Acquis



NOTES ET RÉSULTATS

NORA TORRENT ANGRILL

Dossier : 22107954

NNE : 213016703FA

Courriel : nora.torrent-angrill@ut-capitole.fr

Date de naissance : 11/11/2001

Date d'édition : 22/06/2023



M1 DIDE Droit international et comparé - Année universitaire : 2022/2023

Code	Libellé	Session 1	Résultat	Rang	ECTS
DMKFA1	M1 DIDE Droit international et comparé	13.82/20	ADM		
DMKFA10	MIR M1 DIDE Droit international et comparé				
DMS1KFA	S1 DIDE Droit international et comparé	12.667/20	ACQ		30/30
BODRT112	OPTION Choisir une bonification semestre 1 PMD	10/20			
BMDRT100	BONIFICATION Activité sportive (DAPS)	10/20			
DMUKF100	UE1	12.45/20	ACQ		20/20
DMOKF100	OPTION Choisir deux matières à TD	10.75/20	ACQ		12/12
DMMKF100	MAT Droit international privé 1	9.167/20	NACQ		0/6
DMCKF100	CM Droit international privé 1	8/20			
DMDKF100	TD Droit international privé 1	11.5/20			
DMMKF101	MAT Contentieux international	12.333/20	ACQ		6/6
DMCKF101	CM Contentieux international	11/20			
DMDKF101	TD Contentieux international	15/20			
DMOKF101	OPTION Choisir deux matières sans TD	15/20	ACQ		8/8
DMMKF105	MAT Contentieux de l'union européenne-oral	12/20	ACQ		4/4
DMMKF106	MAT Drt international et européen des droits de l'homme-oral	18/20	ACQ		4/4
DMUKF101	UE2	12/20	ACQ		8/8
DMMKF107	MAT Droit pénal international et européen-oral	10/20	ACQ		4/4
DMMKF112	MAT Droit international économique-oral	14/20	ACQ		4/4
DMUKF102	UE3	17.5/20	ACQ		2/2
DMMKF114	MAT Anglais	17.5/20	ACQ		2/2

DMS2KFA	S2 DIDE Droit international et comparé	14.973/20	ACQ	30/30
BODRT216	OPTION Choisir une bonification semestre 2 PMD	16/20		
BMDRT200	BONIFICATION Activité sportive (DAPS)	16/20		
DMUKF200	UE4	14.4/20	ACQ	20/20
DMOKF200	OPTION Choisir deux matières à TD	14.334/20	ACQ	12/12
DMMKF200	MAT Droit international privé 2	13.167/20	ACQ	6/6
DMCKF200	CM Droit international privé 2	11/20		
DMDKF200	TD Droit international privé 2	17.5/20		
DMMKF201	MAT Droit international public	15.5/20	ACQ	6/6
DMCKF201	CM Droit international public	15/20		
DMDKF201	TD Droit international public	16.5/20		
DMOKF201	OPTION Choisir deux matières sans TD	14.5/20	ACQ	8/8
DMMKF206	MAT Droit du marché intérieur-oral	14/20	ACQ	4/4
DMMKF207	MAT Droits fondamentaux de l'union européenne-oral	15/20	ACQ	4/4
DMUKF201	UE5	14.5/20	ACQ	8/8
DMMKF212	MAT Droit aérien et spatial-oral	16/20	ACQ	4/4
DMCKF204	CM Droit aérien et spatial			
DMDKF204	TD Droit aérien et spatial			
DMMKF213	MAT Droit de la nationalité et des étrangers-oral	13/20	ACQ	4/4
DMUKF202	UE6	19/20	ACQ	2/2
DMMKF216	MAT Anglais	19/20	ACQ	2/2

INFORMATIONS

Signification des codes résultats :

NACQ : Non Acquis ADM : Admis ACQ : Acquis

NOTES ET RÉSULTATS

NORA TORRENT ANGRILL

Dossier : 22107954

NNE : 213016703FA

Courriel : nora.torrent-angrill@ut-capitole.fr

Date de naissance : 11/11/2001

Date d'édition : 27/09/2024



M2 DIDE Droit international et comparé - Année universitaire : 2023/2024

Code	Libellé	Session 1	Résultat	Rang	ECTS
DMKFA2	M2 DIDE Droit international et comparé	14.462/20	ADM	16/32	
DMKFA20	MIR M2 DIDE Droit international et comparé				
DMS3KFAA	S3 DIDE Droit international et comparé	14.543/20	ACQ		51/51
DMUKF300	UE1 Septembre-janvier	13.735/20	ACQ		17/17
DMMKF300	MAT Principes généraux des droits européens & internationaux	14/20	ACQ		4/4
DMMKF301	MAT Théorie générale du droit international public	12.5/20	ACQ		4.5/4.5
DMMKF302	MAT Théorie générale du droit international privé	14.5/20	ACQ		4.5/4.5
DMMKF303	MAT Droit pénal international	14/20	ACQ		4/4
DMUKF301	UE2 Septembre-janvier	14.538/20	ACQ		13/13
DMMKF304	MAT Grands systèmes de droit contemporain	18/20	ACQ		4/4
DMMKF305	MAT Droit du vivant	12/20	ACQ		3/3
DMMKF306	MAT Private comparative contract law	14/20			3/3
DMMKF307	MAT Public comparative contract law	13/20			3/3
DMMKF308	MAT Conférences multidisciplinaires				
DMUKF304	UE Enseignements de spécialisation	15.2/20	VAC		0/21
DMS4KFAA	S4 DIDE Droit international et comparé	14/20	ACQ		9/9
DMUKF401	UE Voie professionnelle ou recherche	14/20	ACQ		9/9
DMMKF403	MAT Voie recherche mémoire	14/20	ACQ		9/9

INFORMATIONS

Signification des codes résultats :

VAC : Validation d'acquis ADM : Admis ACQ : Acquis



2.4. MU ACADEMIC TRANSCRIPT AND GRADING SCHEME AND GRADE DISTRIBUTION GUIDANCE

Faculty of Law

Transcript / Resultatenoverzicht

Student number / Studentnummer: 6373629

Name / Naam: Nora Torrent Angrill

Date of birth / Geboortedatum: 11 November 2001 / 11 november 2001

Place of birth / Geboorteplaats: Barcelona

Exchange Master Programme

	Grade	Date	Attempted ECTS	Earned ECTS	Resits
Law Exchange Courses					
European Labour and Social Security Law	8,0	11.06.2024	6,00	6,00	
European Migration and Asylum Law	7,0	05.04.2024	6,00	6,00	
Human Rights and Human Development	8,0	03.04.2024	6,00	6,00	
International Criminal Law	7,0	12.06.2024	6,00	6,00	
Human Rights of Women	8,0	05.04.2024	6,00	6,00	
Earned credits / Behaalde studiepunten (ECTS)				30,00	
Minimum credits programme / Minimum studiepunten opleiding (ECTS)				0,00	

Print date / Print datum: 09 July 2024 / 09 juli 2024



Grading scheme and grade distribution guidance:

The Dutch grading system, used from elementary through university education is the 1 to 10 scale given in the following table, wherein 10 is the highest grade, 5,5 the minimum pass and 1 the lowest grade. At the Faculty of Law of Maastricht University half grades are only awarded for exams in the form of an essay. As these are very few, in the distribution table the respective grades are not mentioned separately.

10	excellent
9	very good
8	good
7	amply sufficient
5,5/6	sufficient
5	marginal fail
<5	clear fail
NG	Incomplete; the student did not sit the exam or did not hand in the assignments

ECTS Grading Table:

This grading table is based on the total number of passing grades awarded for courses that were open to both regular and exchange students at the law Faculty of Maastricht University during the academic years 2021/22 and 2022/23

Grade	Percentage
9,5 / 10,0	2,25%
8,5 / 9,0	11,91%
7,5 / 8,0	27,11%
6,5 / 7,0	31,71%
5,5 / 6,0	27,02%
Totals	100,00%



3. LEARNING AGREEMENTS

3.1. *THIRD YEAR GRADO UAB – L3 UT1*

DADES DE L'ESTUDIANT

Nom Nora Torrent Angrill	NIP 537439	NIA 1562966
Doc. Identitat 26610040Y	Telèfon 637872008	Email Nora.Torrent@e-campus.uab.cat
Centre Facultat de Dret		
Estudis Grau en Dret		
Programa de mobilitat Erasmus+		
Institució de destinació UNIVERSITÉ TOULOUSE I CAPITOLE (França)		
Curs acadèmic 2021/2022	Període de l'estada Curs academic complet	
Nivell / idioma Francès / B2		

PROGRAMA D'ESTUDIS EN DESTINACIÓ					PROGRAMA D'ESTUDIS A LA UAB					
Codi	Nom assignatures en destinació	Crèdits	ECTS		Codi	Nom equivalència assignatures	Tipus assignatura	Crèdits	ECTS	
UE2UE7	Droit administratif des biens	6.0	6.0		102206	Dret Processal II	Obligatòria	9,0	9,0	
UE1	Droit civil des biens	4.0	4.0		102222	Dret Financer i Tributari II	Obligatòria	9,0	9,0	
UE44	Droit civil 2	4.0	4.0		102229	Dret Administratiu III	Obligatòria	6,0	6,0	
UE6	Droit des libertés fondamentales	3.0	3.0		102238	Dret Civil IV	Obligatòria	6,0	6,0	
UE22UE88	Droit des libertés fondamentales 2	7.0	7.0		102270	Dret Mercantil II	Obligatòria	6,0	6,0	
UE3	Droit du travail 1 (Relations individuelles)	4.0	4.0		102291	Dret del Treball i de la Seguretat Social II	Obligatòria	6,0	6,0	
UE4UE8	Droit européen matériel	7.0	7.0							
UE11UE77	Droit international 1	6.0	6.0							
UE33	Droit international 2	4.0	4.0							
UE55	Droit public des affaires	4.0	4.0							
UE5	Droit spécial des sociétés	4.0	4.0							
UE66	Histoire des idées politiques	3.0	3.0							
UE99	Langue vivante au choix: Anglais	2.0	2.0							
UE9	Langue vivante au choix: Anglais	2.0	2.0							
Total crèdits en destinació		60,0	60,0		Total crèdits en origen			42,0	42,0	

NOMBRE FINAL DE CRÈDITS SUSCEPTIBLES DE SER RECONEGUTS DINTRE DEL PROGRAMA DE MOBILITAT:

Assignatures Obligatòries o Troncals	42,0
- Derecho Administrativo III	6
- Derecho Civil IV	6
- Derecho del Trabajo y de la Seguridad Social II	6
- Derecho Financiero y Tributario II	9
- Derecho Mercantil II	6
- Derecho Procesal II	9
Assignatures Optatives	0,0
	0,0
Assignatures de lliure Configuració	0,0
Crèdits optatius	0,0
Crèdits de lliure configuració	0,0
Pràctiques Externes	0,0
Pràcticum	0,0

IDIOMES DE L'ACORD

Preferència	Idioma	Nivell mínim
-------------	--------	--------------

OBSERVACIONS I CONDICIONS ESPECÍFIQUES DEL CONTRACTE:

Data, 29 de Juny de 2021

Signatura del Coordinador/Tutor	Signatura de l'Estudiant
Nom: Noelia Igareda Gonzalez	Nom: Nora Torrent Angrill

Data darrera modificació : 29/06/2021

Data darrera aprovació :

Notes:

1. Les modificacions al disposat en aquest document haurien de ser aprovades pel coordinador/tutor del programa i adjuntar-se per escrit(e-mail,fax).
2. L'estudiant amb la seva signatura declara que coneix la normativa aplicable als programes internacionals de mobilitat d'estudiants i accepta sotmetre's al diposat en ella.
3. Les referències a crèdits ECTS són aplicables al programa Erasmus; en el cas d'altres programes internacionals de mobilitat, s'indicaran, si escau, els crèdits de la institució d'acollida.

3.2. *FOURTH YEAR GRADO UAB – M1 UT1*

AS EXPLAINED IN THE MAIN TEXT, NO LEARNING AGREEMENT WAS SIGNED

- 3.3. SECOND SEMESTER M2 UT1 – MU** (sic : no list of subjects/disciplines in UT1: In the UT1 transcript for M2 there is a reference to “Études de spécialisation” avec 21 crédits)

LEARNING AGREEMENT FOR STUDIES

The Student

Last name (s)	TORRENT ANGRILL	First name (s)	NORA
Date of birth (JJ/MM/AAAA)	11/11/2001	Nationality	SPANISH
Sex	☒ F ☐ M	Academic year	2023/2024
Study cycle	MASTER	Course (diplôme préparé)	CIEL
Phone	+34690906779	E-mail	norata01@gmail.com

The Sending Institution

Name	UNIVERSITÉ TOULOUSE CAPITOLE	Faculty	LAW
Erasmus code (if applicable)	FTOULOUS01		
Address	2 rue du Doyen Gabriel Marty 31042 TOULOUSE Cedex	Country	FRANCE
Contact person name	Hannah MULLAGHY	Email	hannah.mullaghy@ut-capitole.fr
		Phone	+33 05 61 63 39 78

The Receiving Institution

Name	MAASTRICHT UNIVERSITY	Faculty	LAW
Erasmus code (if applicable)	NL MAASTRI01	Department	International Relations Office
Address	Bouillonstraat 1-3, 6211LH Maastricht	Country	Netherlands
Contact person name	Silvester Conduto	Email	iro-incoming-law@maastrichtuniversity.nl
		Phone	+ 31-433882028

STUDENT family name

TORRENT ANGRILL

STUDENT first name

NORA

Section to be completed BEFORE THE MOBILITY

I. PROPOSED MOBILITY PROGRAMME

Planned period of the mobility: from (JJ/MM/AAAA) 08/02/2024 till 14/06/2024

Table A: Study programme abroad

Component code	Component title (as indicated in the course catalogue) at the receiving institution	Semester	ECTS	Grade	French Grade (/ 20)
IER4001	European Migration Law and Asylum Law	2 (period 4)	6		
IER4019	Human Rights of Women	2 (period 4)	6		
IER4004	Human Rights and Human Development	2 (period 4)	6		
PUB4007	European Labour and Social Security Law	2 (period 5)	6		
CRI4023	International Criminal Law	2 (period 5)	6		
		Total:	30		

Language competence of the student

The level of language competence in the main language of instruction that the student already has or agrees to acquire by the start of the study period is **B2**.

Validation: /20

Academic advisor's signature (sending institution)

STUDENT family name

TORRENT ANGRILL

STUDENT first name

NORA

II. RESPONSIBLE PERSONS

Responsible person in the sending institution:

Name: LUKAS RASS-MASSON

Function:

Academic advisor

Phone number: +33 05 61 63 38 65

E-mail:

lukas.rass-masson@ut-capitole.fr

Responsible person in the receiving institution:

Name: SILVESTER CONDUTO

Function:

Exchange Officer Incoming Students

Phone number: + 31-433882028

E-mail:

iro-incoming-law@maastrichtuniversity.nl

III. COMMITMENT OF THE THREE PARTIES

By signing this document, the student, the sending institution and the receiving institution confirm that they approve the proposed Learning Agreement and that they will comply with all the arrangements agreed by all parties.

The receiving institution confirms that the educational components listed in Table A are in line with its course catalogue.

The student and receiving institution will communicate to the sending institution any problems or changes regarding the proposed mobility programme, responsible persons and/or study period.

The student

Student's signature



Date: 16/04/2024

The sending institution

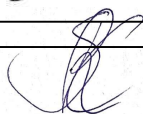
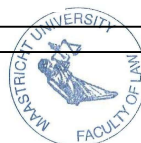
Academic advisor's signature



Date: 17/04/2024

The receiving institution

Responsible person's signature

Date: 17/04/2024

4. LEGISLATION

4.1. REAL DECRETO SPAIN: ARTICLE 2, ARTICLE 10, ARTICLE 11, ARTICLES 22-23

Artículo 2. Definiciones.

A efectos de la aplicación del presente real decreto se entenderá por:

a) Título extranjero: cualquier título o diploma con validez oficial obtenido en el marco de sistemas de educación superior extranjeros, acreditativo de la completa superación del correspondiente ciclo de estudios superiores, incluido, en su caso, el período de prácticas necesario para su obtención, prueba de aptitud o certificación habilitante, con carácter oficial en su país de origen y expedido en el extranjero por una universidad, institución de educación superior reconocida oficialmente en el mismo o autoridad competente, de acuerdo con la normativa del país al que pertenezcan dichos estudios.

b) Homologación: reconocimiento oficial de la formación superada para la obtención de un título extranjero, equiparable a la exigida para la obtención de un título español cuya obtención se requiere para el ejercicio de una profesión regulada.

c) Declaración de equivalencia: reconocimiento oficial de la formación superada para la obtención de un título extranjero, equiparable a la exigida para la obtención de un nivel académico de Grado, Máster Universitario o Doctorado, con exclusión de los efectos profesionales respecto de aquellos títulos susceptibles de obtenerse por homologación.

d) Profesión regulada: aquella profesión para cuyo acceso al ejercicio se exija estar en posesión de un título universitario oficial con sujeción a lo dispuesto en los artículos 14.8 y 17.6 del Real Decreto 822/2021, de 28 de septiembre, por el que se establece la organización de las enseñanzas universitarias y del procedimiento de aseguramiento de su calidad, según se trate respectivamente de enseñanzas de Grado o de Máster Universitario.

e) Efectos académicos: los inherentes a la obtención de los títulos oficiales que conforman el sistema universitario español y que permiten la prosecución de estudios en el mismo o en diferentes niveles del sistema educativo español.

f) Efectos profesionales: aquéllos proporcionados por los títulos universitarios oficiales exigidos para permitir el acceso al ejercicio de alguna de las profesiones reguladas.

g) Convalidación: el reconocimiento oficial, a efectos académicos, de la validez de estudios superiores realizados en el extranjero, hayan finalizado o no con la obtención de un título, respecto de estudios universitarios españoles.

h) Medida de carácter general: informe motivado de la Comisión de Análisis Técnico de Homologaciones y Declaraciones de Equivalencia, que se realizará atendiendo a los criterios recogidos en este real decreto y que establecerá un criterio general aplicable a la homologación o a la declaración de equivalencia de determinados títulos extranjeros.

i) Correspondencia al nivel del MECES: la determinación de correspondencia a un nivel del MECES de un título universitario oficial español incluido en el artículo 3.3.

j) Título habilitante: aquel exigido para el ejercicio de una profesión regulada en España, cuyo diseño y directrices respondan a lo dispuesto en los artículos 14.8 y 17.6 del Real Decreto 822/2021, de 28 de septiembre, según se trate respectivamente de enseñanzas de Grado o Máster Universitario.

Artículo 3. Ámbito de aplicación.

1. Lo dispuesto en este real decreto se aplicará a los títulos extranjeros, a partir de los cuales se solicite, según el caso, la homologación o la declaración de equivalencia.

2. De igual forma, se aplicará a estudios universitarios desarrollados en el marco de sistemas de educación superior extranjeros o períodos de estos, a partir de los cuales se solicite una convalidación por estudios de un título universitario oficial español.

3. La determinación de la correspondencia al nivel del MECES se aplicará a los siguientes títulos universitarios oficiales españoles pertenecientes a ordenaciones académicas anteriores:

- a) Arquitecto/a.
- b) Ingeniero/a.
- c) Licenciado/a.
- d) Arquitecto/a Técnico/a.
- e) Ingeniero/a Técnico/a.
- f) Diplomado/a.

Artículo 10. *Comisión de Análisis Técnico de Homologaciones y Declaraciones de Equivalencia.*

1. Se crea la Comisión de Análisis Técnico de Homologaciones y Declaraciones de Equivalencia (en adelante, la Comisión), que estará adscrita a la Secretaría General de Universidades del Ministerio de Universidades. Esta Comisión se regirá, en lo no dispuesto en el presente real decreto, por las disposiciones que le sean de aplicación del capítulo II del título preliminar de la Ley 40/2015, de 1 de octubre, de Régimen Jurídico del Sector Público.

2. La Comisión tendrá como funciones la formulación de la propuesta de resolución, así como la adopción de medidas de carácter general, conforme a lo dispuesto en los artículos 15 y 16.b), respectivamente.

3. La Comisión estará compuesta por trece personas, con la siguiente composición:

a) Tres en representación de la Secretaría General de Universidades.

Una de ellas será la persona responsable de la unidad de la Secretaría General de Universidades encargada de la tramitación de estas solicitudes, con rango de subdirector/a general, que ejercerá la presidencia y las funciones de coordinación de la Comisión. Las otras dos serán elegidas entre el personal funcionario de esa Subdirección, con un nivel mínimo de 28 y con funciones en la tramitación de los procedimientos de homologación y de declaración de equivalencia de títulos universitarios extranjeros. Una de ellas actuará como secretario/a, que tendrá voz y voto.

b) Dos en representación de la Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA), que serán propuestas por la persona titular de la Dirección de ese organismo, entre personal laboral o funcionario de la ANECA, con experiencia en los procedimientos de reconocimiento internacional de títulos y estudios de educación superior y en los modelos internacionales de evaluación, certificación y acreditación de la calidad de los programas de estudios.

c) Cuatro personas en representación de los Decanatos de Facultad o de las Direcciones de Escuela universitarias españolas.

d) Cuatro personas elegidas entre el profesorado universitario con vinculación permanente a su universidad, a propuesta de las universidades españolas.

Las personas titulares y suplentes que integran esta Comisión serán designadas por la persona titular de la Secretaría General de Universidades. Las contempladas en los párrafos c) y d) serán nombradas con el previo acuerdo del Consejo de Universidades.

4. Se garantizará una composición equilibrada entre mujeres y hombres según lo dispuesto en el artículo 54 de la Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres, así como una representación plural de las ramas de conocimiento.

5. Las personas a que se hace referencia en los párrafos c) y d) se renovarán cada tres años garantizando igualmente el principio de composición equilibrada previsto en el artículo 54 de la Ley Orgánica 3/2007, de 22 de marzo.

Artículo 11. *Criterios básicos y específicos para la resolución de los procedimientos de homologación y de declaración de equivalencia.*

1. Las resoluciones de los procedimientos de homologación y de declaración de equivalencia de títulos extranjeros se adoptarán tras examinar la documentación que acredite la formación recibida por el o la solicitante. A tal efecto, se deberá atender a los siguientes criterios básicos y específicos.

2. Criterios básicos:

a) La equiparación entre los niveles académicos requeridos para el acceso a las enseñanzas conducentes a la obtención del título extranjero, con respecto al acceso al título universitario español.

b) La equiparación entre el nivel académico que supone la obtención del título extranjero con el que se solicita la homologación o la declaración de equivalencia, al título universitario oficial en España, en el caso de la homologación, y del nivel académico del título universitario oficial correspondiente en España, en el caso de la declaración de equivalencia.

c) Para el caso concreto de una solicitud de homologación a un título de Grado o de declaración de equivalencia al nivel académico de Grado, será condición necesaria que el título extranjero dé acceso a estudios de Máster Universitario o de postgrado equivalentes en su país de origen.

3. Criterios específicos:

a) Las competencias y conocimientos fundamentales que identifican el título extranjero, así como la duración y carga crediticia de las enseñanzas que conducen a la obtención de dicho título.

b) En el caso de la solicitud de una homologación de un título extranjero a un título universitario oficial español que habilite y permita el acceso al ejercicio de una profesión regulada, los títulos extranjeros deberán acreditar la duración y contenidos de los requisitos estipulados en dicha normativa, ya sea nacional, ya sea de la Unión Europea.

c) En los casos en los que los títulos extranjeros presentados para homologación requieran en su país de origen la obtención de otros títulos o el cumplimiento de determinadas condiciones o exigencias adicionales para el ejercicio de la misma profesión, se deberá acreditar estar en posesión de dichos títulos o haber cumplido con los requisitos adicionales.

d) Cuando se solicite la declaración de equivalencia a un nivel académico de un título correspondiente a las enseñanzas realizadas conforme a sistemas de educación de países del Espacio Europeo de Educación Superior, la resolución tendrá en cuenta el nivel académico que les corresponde a los títulos conforme a lo reflejado, en su caso, en el Suplemento Europeo al Título.

e) Se podrán tener en consideración conocimientos y competencias adquiridos por la persona interesada en otras enseñanzas universitarias oficiales diferentes del título extranjero que se trata de homologar o equivaler, atendiendo a que complementen académicamente la formación obtenida a través del título que se pretende homologar o equivaler.

f) De igual forma, en el procedimiento de homologación, se podrá tener en cuenta la experiencia profesional, si esta está relacionada con las competencias profesionales recogidas en las órdenes por la que se establecen los requisitos para las verificaciones de los títulos universitarios oficiales recogidas en el anexo. En todo caso, se establece en un máximo del 15 por ciento del número de créditos del Grado o del Máster Universitario al que el título extranjero pretende homologarse.

g) Asimismo, se podrá tener en consideración, en determinados casos, la diferente duración de las titulaciones en las diversas legislaciones nacionales que dan lugar al mismo título, al tener en cuenta prioritariamente los conocimientos y competencias fundamentales que caracterizan a un título con relación a aquellas que definen dicho título universitario en España.

Sección 2.ª Procedimiento

Artículo 12. Inicio del procedimiento.

1. Las personas interesadas podrán solicitar la homologación o la declaración de equivalencia de títulos extranjeros mediante la presentación de una solicitud en el registro electrónico, accesible a través de la sede electrónica del Ministerio de Universidades, conforme a lo establecido en el artículo 7.

2. Una vez presentada y registrada la solicitud, las personas interesadas podrán conocer en todo momento el estado de tramitación de la misma a través de la sede electrónica del Ministerio de Universidades.

3. Las personas interesadas podrán actuar por medio de representante, entendiéndose con éste las actuaciones administrativas, salvo manifestación expresa en contra del interesado. La representación podrá acreditarse mediante cualquier medio válido en Derecho que deje constancia fidedigna de su existencia, conforme a lo previsto en el artículo 5.4 de la Ley 39/2015, de 1 de octubre.

Artículo 21. Recursos.

Frente a las resoluciones de la persona titular del Ministerio de Universidades a que se refiere el artículo 18, que ponen fin a la vía administrativa, cabrá la interposición del recurso potestativo de reposición, conforme a lo establecido en los artículos 123 y 124 de la Ley 39/2015, de 1 de octubre, sin perjuicio de su impugnación directa ante el orden jurisdiccional contencioso-administrativo según lo establecido por la Ley 29/1998, de 13 de julio, reguladora de la jurisdicción Contencioso-administrativa, en el plazo de dos meses a contar desde el día siguiente a la fecha de su notificación o del día siguiente a aquél en que se produzca el acto presunto.

CAPÍTULO III

Convalidación de estudios universitarios extranjeros o períodos de estos por estudios universitarios oficiales españoles

Artículo 22. Competencias en la convalidación.

1. La convalidación de estudios universitarios extranjeros, o de períodos de estos, por estudios universitarios oficiales españoles parciales corresponde a la universidad española donde se haya solicitado dicha convalidación.

2. La universidad española que proceda a la convalidación de unos estudios universitarios extranjeros dispondrá como máximo de dos meses para la resolución de este procedimiento desde el registro de la solicitud.

Artículo 23. Criterios y condiciones de la convalidación.

El Consejo de Universidades determinará los criterios básicos de acuerdo con los cuales las universidades españolas implementarán el procedimiento de convalidación. Las condiciones específicas de la convalidación serán fijadas por las normativas de cada universidad aplicables a este procedimiento.

Artículo 24. Estudios universitarios extranjeros objeto del procedimiento de convalidación.

1. Podrán ser objeto de convalidación los estudios universitarios extranjeros oficiales en su país de origen, impartidos en una universidad o institución de educación superior oficialmente reconocida en ese país, y cursados por la persona interesada, aunque no se hayan completado y obtenido el título universitario al que conducen estos estudios.

2. No podrán ser objeto de convalidación unos estudios universitarios extranjeros si concurren algunas de las causas de exclusión recogidas en el artículo 4.2.b), c) y d).

3. El trabajo de fin de Grado y el trabajo de fin de Máster Universitario no podrán ser objeto de convalidación.

4. Cuando los estudios hayan concluido con la obtención de un título extranjero que dé acceso a una profesión regulada en España, la persona interesada podrá optar entre solicitar la homologación por el título universitario oficial español correspondiente o la convalidación de estudios, teniendo en cuenta que ambas posibilidades no pueden solicitarse simultáneamente.

5. En los supuestos en que se hubiese solicitado la homologación y esta hubiese sido desfavorable o, siendo condicionada, hubiese transcurrido el periodo máximo de superación de los requisitos formativos complementarios sin haberse acreditado su superación, las personas interesadas podrán solicitar la convalidación de esos estudios universitarios.

4.2. CODE DE L'ÉDUCATION: ARTICLES D123-15 TO D123-22 AND D613-17 TO D613-25



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Code de l'éducation

Version en vigueur au 03 septembre 2024

Partie réglementaire (Articles D111-1 à D977-2)

Livre Ier : Principes généraux de l'éducation. (Articles D111-1 à D167-2)

Titre II : Objectifs et missions du service public de l'enseignement. (Articles D121-1 à R124-13)

Chapitre III : Objectifs et missions de l'enseignement supérieur (Articles D123-1 à D123-22)

Section 4 : Mission de coopération internationale (Articles D123-15 à D123-22)

Sous-section 1 : Coopération internationale des établissements. (Articles D123-15 à D123-21)

Article D123-15

Modifié par DÉCRET n°2015-668 du 15 juin 2015 - art. 1

Les modalités selon lesquelles les établissements publics à caractère scientifique, culturel et professionnel, d'une part, les autres établissements publics d'enseignement supérieur relevant du ministre chargé de l'enseignement supérieur, d'autre part, organisent, dans le cadre de leur autonomie, et dans le respect des règles qui régissent les relations extérieures de la France, des actions de coopération avec des institutions étrangères ou internationales sont fixées par les articles D. 123-16 à D. 123-21.

Article D123-16

Les actions de coopération peuvent intéresser tous les secteurs de l'activité des établissements mentionnés à l'article D. 123-15, et se manifester notamment par la conclusion de conventions d'échange d'étudiants, d'enseignants-chercheurs, d'enseignants et de chercheurs, et portant sur la formation, l'ingénierie pédagogique, des recherches conjointes et la publication de leurs résultats, la diffusion, l'échange ou la réalisation en commun de documents d'information scientifique et technique, l'organisation de colloques et congrès internationaux.

Article D123-17 (abrogé)

Abrogé par DÉCRET n°2015-668 du 15 juin 2015 - art. 2

Les obligations acceptées par les établissements mentionnés à l'article D. 123-15 dans le cadre de leurs actions de coopération internationale n'engagent que les parties contractantes, notamment dans le domaine financier.

Article D123-18

Modifié par DÉCRET n°2015-668 du 15 juin 2015 - art. 3

Les actions de coopération peuvent faire l'objet de dotations particulières provenant des administrations intéressées, notamment des départements ministériels dont relèvent les établissements mentionnés à l'article D. 123-15 et du ministère des affaires étrangères.

Les établissements peuvent également présenter à ces administrations des projets de coopération sous forme de conventions pluriannuelles établies pour une période ne pouvant excéder cinq ans.

Article D123-19

Modifié par DÉCRET n°2015-668 du 15 juin 2015 - art. 4

Tout établissement ayant l'intention de contracter avec une institution étrangère ou internationale, universitaire ou non, communique le projet d'accord au ministre chargé de l'enseignement supérieur, à ses autorités de tutelle et au ministre des affaires étrangères.

Le projet d'accord fait l'objet d'un examen conjoint du ministre chargé de l'enseignement supérieur, des autorités de tutelle et du ministre des affaires étrangères.

Le délai d'un mois mentionné au troisième alinéa de l'article L. 123-7-1 est applicable aux projets d'accords des établissements publics mentionnés à l'article D. 123-15 autres que les établissements publics à caractère scientifique, culturel et professionnel.

En cas de renouvellement de cet accord, il est à nouveau soumis à la procédure de communication.

Article D123-20

Les actions de coopération ont lieu sous la responsabilité des présidents ou directeurs des établissements intéressés, qui en assurent la mise en oeuvre, sous réserve des dispositions réglementaires relatives aux relations entre personnes physiques ou morales françaises et étrangères, et plus particulièrement de celles touchant à la protection du patrimoine scientifique et technique.

Article D123-21

Lorsqu'un engagement international de la France implique l'intervention d'établissements mentionnés à l'article D. 123-15, il appartient au ministre chargé de l'enseignement supérieur, à la demande du ministre des affaires étrangères, d'examiner avec les établissements intéressés les modalités de cette

Article D123-22

L'accueil des étudiants étrangers incombe au ministre chargé de l'éducation, en liaison avec les ministres chargés des affaires étrangères et de la coopération ainsi qu'aux établissements publics à caractère scientifique, culturel et professionnel, dans le respect de l'autonomie de ces établissements.

Cette mission, qui constitue un élément de la politique universitaire, doit tendre notamment à assurer la cohérence entre la formation des étudiants étrangers en France et le développement des centres universitaires dans les pays en voie de



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Version en vigueur au 03 septembre 2024

Partie réglementaire (Articles D111-1 à D977-2)

Livre VI : L'organisation des enseignements supérieurs (Articles D611-1 à D687-2)

Titre Ier : L'organisation générale des enseignements (Articles D611-1 à D614-1)

Chapitre III : Collation des grades et titres universitaires (Articles D613-1 à D613-50)

Section 1 : Règles générales de délivrance des diplômes (Articles D613-1 à D613-30-2)

Sous-section 2 : Diplômes en partenariat international (Articles D613-17 à D613-25)

Article D613-17

Création Décret n°2013-756 du 19 août 2013

Les diplômes mentionnés aux articles D. 613-2 et D. 613-4 peuvent être délivrés dans le cadre de partenariats internationaux, dans les conditions définies par la présente sous-section.

Article D613-18

Création Décret n°2013-756 du 19 août 2013.

Le partenariat international est organisé par une convention conclue entre un ou plusieurs établissements d'enseignement supérieur français et un ou plusieurs établissements d'enseignement supérieur étrangers.
Les établissements français doivent avoir été habilités par l'Etat à délivrer le diplôme concerné par le partenariat international.
Lorsque la délivrance de ce diplôme a fait l'objet d'une habilitation conjointe entre plusieurs établissements français, la convention de partenariat est conclue par chacun de ces établissements.
Le ou les établissements étrangers contractants doivent avoir la capacité de délivrer, au même niveau et dans le même champ de formation, un diplôme reconnu par les autorités compétentes de leur pays.

Article D613-19

Création Décret n°2013-756 du 19 août 2013 .

La convention mentionnée à l'article D. 613-18 définit notamment les modalités de formation, de constitution des équipes pédagogiques, de contrôle des connaissances et des aptitudes et les modalités de certification, dans le respect des exigences de qualité requises par la procédure française d'habilitation à délivrer le diplôme concerné.
Elle fixe les modalités d'inscription des étudiants. Elle précise les conditions de l'alternance équilibrée des périodes de formation dans les pays concernés. Elle détermine les modalités de constitution du jury, de délivrance des crédits européens et d'accompagnement matériel, pédagogique et linguistique des étudiants.
Elle est conclue pour une durée maximale correspondant à la durée restant à courir de l'habilitation mentionnée au deuxième alinéa de l'article D. 613-18.

Article D613-20

Création Décret n°2013-756 du 19 août 2013 .

Dans le cadre du partenariat international, les établissements partenaires peuvent :

1° Soit délivrer conjointement un même diplôme ;

2° Soit délivrer simultanément un diplôme propre à chacun d'eux.

Le diplôme délivré conjointement est reconnu de plein droit en France à condition d'être également reconnu dans le ou les pays partenaires. La convention mentionnée à l'article D. 613-18 mentionne les modalités de cette reconnaissance.

Article D613-21

Création Décret n°2013-756 du 19 août 2013.

Les établissements français bénéficiant de l'habilitation mentionnée à l'article D. 613-18 peuvent mettre en œuvre le partenariat international défini par la présente sous-section sur déclaration adressée aux ministres concernés ainsi qu'à l'instance d'évaluation compétente pour le diplôme faisant l'objet du partenariat international.

Article D613-22

Lors de l'évaluation nationale périodique qui suit la mise en œuvre du partenariat international, un rapport, adressé aux ministres concernés ainsi qu'à l'instance d'évaluation compétente, précise l'objet des conventions conclues, les adaptations en matière de pédagogie réalisées et les résultats obtenus. L'instance d'évaluation se prononce au vu de ce rapport sur la poursuite du partenariat. Elle émet des recommandations prises en compte par la décision de renouvellement.

Article D613-23

Création Décret n°2013-756 du 19 août 2013

Des arrêtés précisent, en tant que de besoin, les conditions d'application de la présente sous-section à certains diplômes particuliers.

Article D613-24

Création Décret n°2013-756 du 19 août 2013

Les dispositions de la présente sous-section sont applicables à un partenariat international conclu avec un organisme créé dans le cadre d'un accord international auquel la France est partie et ayant une mission d'enseignement supérieur.

Article D613-25

Création Décret n°2013-756 du 19 août 2013

Un bilan de l'application des dispositions de la présente sous-section est présenté au Conseil national de l'enseignement supérieur et de la recherche.



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Le service public de la diffusion du droit

Code de l'éducation

Version en vigueur au 03 septembre 2024

Partie réglementaire (Articles D111-1 à D977-2)

Livre VI : L'organisation des enseignements supérieurs (Articles D611-1 à D687-2)

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Sous-section 3 : Etudiants handicapés (Articles D613-26 à D613-30)

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Section 2 : Diplômes sanctionnant certaines formations professionnalisées (Article D613-31)

Section 3 : Validation des études supérieures antérieures pour la délivrance de diplômes (Articles R613-32 à R613-37)

Article R613-32

Modifié par Décret n°2023-1275 du 27 décembre 2023 - art. 1

Les articles R. 613-33 à R. 613-37 fixent les conditions de validation des études supérieures antérieures suivies par un étudiant en vue de l'obtention d'un diplôme délivré, au nom de l'Etat, par un établissement d'enseignement supérieur.

Article R613-33

Modifié par Décret n°2023-1275 du 27 décembre 2023 - art. 1

Peuvent donner lieu à validation toutes études supérieures suivies par le candidat dans un établissement ou un organisme de formation public ou privé, en France ou à l'étranger, quelles qu'en aient été les modalités et la durée.

Article R613-34

Modifié par Décret n°2023-1275 du 27 décembre 2023 - art. 1

Le candidat adresse un dossier de recevabilité de sa demande au ministère ou à l'organisme certificateur, dans les conditions qu'il a préalablement fixées et rendues publiques, notamment sur son site internet ou.

La demande est accompagnée d'un dossier dans les conditions prévues à l'article R. 613-35.

Article R613-35

Modifié par Décret n°2023-1275 du 27 décembre 2023 - art. 1

Pour la validation des études supérieures, le formulaire de candidature est accompagné d'un dossier comprenant les diplômes, certificats et toutes autres pièces permettant au jury de validation d'apprécier la nature et le niveau de ces études. Il comprend l'annexe descriptive du diplôme et les attestations certifiant les crédits européens obtenus représentatifs des études suivies lorsque celles-ci l'ont été dans le cadre défini par l'Union européenne pour favoriser la mobilité, dans un autre Etat européen.

Article R613-36

Modifié par Décret n°2023-1275 du 27 décembre 2023 - art. 1

Le conseil d'administration ou l'instance qui en tient lieu définit les règles de validation des études par l'établissement et de constitution des jurys de validation ainsi que, le cas échéant, les modalités particulières applicables aux divers types de diplômes dans le cadre de la réglementation propre à chacun d'eux.

Pour la validation des études, les jurys sont soit les jurys des diplômes concernés, soit une émanation de ceux-ci, sous leur contrôle.

Lorsque des personnes appartenant à l'entreprise ou à l'organisme où le candidat a exercé son activité sont membres du jury, elles ne peuvent participer aux délibérations concernant ce candidat.

Les membres des jurys sont nommés par le chef d'établissement en considération de leurs compétences, aptitudes et qualifications, en s'efforçant en outre d'assurer une représentation équilibrée entre les femmes et les hommes.

Article R613-37

Modifié par Décret n°2023-1275 du 27 décembre 2023 - art. 1

I.-Le dossier de la demande de validation des études supérieures est soumis au jury constitué et présidé conformément au règlement et aux dispositions régissant le diplôme ou le titre à finalité professionnelle auquel il est postulé.

Le jury de validation procède à l'examen du dossier du candidat et s'entretient avec lui au regard de ce dossier.

Les procédures d'évaluation permettent au jury de vérifier si les acquis dont fait état le candidat correspondent aux aptitudes, compétences et connaissances exigées par le règlement du diplôme ou du titre postulé.

II.-Par sa délibération, le jury décide de l'attribution ou de la non-attribution du diplôme ou du titre visé. Il peut néanmoins délivrer une ou plusieurs parties identifiées de certification professionnelle enregistrée au répertoire national prévu à l'article L. 6113-1 du code du travail, attestant de l'acquisition d'un ou plusieurs blocs de compétences. Dans ce cas, il se prononce sur les aptitudes, compétences et connaissances qui doivent faire l'objet de l'évaluation complémentaire nécessaire à l'obtention du diplôme ou du titre postulé.

Le président du jury adresse au ministère ou à l'organisme certificateur un rapport précisant l'étendue de la validation accordée ainsi que la nature des aptitudes, compétences et connaissances que le candidat doit acquérir et qui doivent faire l'objet d'une évaluation complémentaire en cas d'attribution d'une ou plusieurs parties de certification. Le ministère ou l'organisme certificateur notifie cette décision au candidat.

Les parties de certification obtenues font l'objet d'attestations de compétences remises au candidat, mentionnant les blocs de compétences acquis définitivement.

Le ministère ou l'organisme certificateur prend les mesures nécessaires pour satisfaire toute demande de duplicata de ces attestations ou de la certification obtenue.

Sous-section 1 : Validation des études supérieures antérieures et validation des acquis de l'expérience (abrogé)

Sous-section 2 : Validation des études, expériences professionnelles ou acquis personnels pour l'accès aux différents niveaux de l'enseignement supérieur (abrogé)

Section 4 : Validation des études, expériences professionnelles ou acquis personnels pour l'accès aux différents niveaux de l'enseignement supérieur (Articles D613-38 à D613-50)

**4.3. WET OP HET HOGER ONDERWIJS EN WETENSCHAPPELIJK ONDERZOEK: ARTICLE
10.3.C**

Wet op het hoger onderwijs en wetenschappelijk onderzoek

Toekomstige wijziging(en) op 01-01-2026.

Wijziging(en) op nader te bepalen datum(s); laatste bekendgemaakt in 2021.

Zie het [overzicht van wijzigingen](#).

Geraadpleegd op 30-05-2025.

Geldend van 01-01-2025 t/m heden

Artikel 10.3c. Opleidingscommissies

- 1 Voor elke opleiding of groep van opleidingen wordt een opleidingscommissie ingesteld. De commissie heeft tot taak te adviseren over het bevorderen en waarborgen van de kwaliteit van de opleiding. De commissie heeft voorts:
 - a. instemmingsrecht ten aanzien van de onderwerpen in de onderwijs- en examenregeling, bedoeld in [artikel 7.13, tweede lid, onder a1, b, c, d, e, g, v en z](#),
 - b. als taak het jaarlijks beoordelen van de wijze van uitvoeren van de onderwijs- en examenregeling,
 - c. adviesrecht ten aanzien van de onderwijs- en examenregeling, bedoeld in [artikel 7.13](#), met uitzondering van de onderwerpen ten aanzien waarvan de commissie op grond van onderdeel a instemmingsrecht heeft,
 - d. als taak het desgevraagd of uit eigen beweging advies uitbrengen aan de deelraad, bedoeld in [artikel 10.25](#), en het faculteitsbestuur of het bestuur van de desbetreffende organisatorische eenheid dan wel, indien de hogeschool geen faculteiten omvat, aan het instellingsbestuur, over alle andere aangelegenheden betreffende het onderwijs in de desbetreffende opleiding,
 - e. als taak het bespreken van het visitatierapport, bedoeld in [artikel 5.13, vierde lid](#).
- De commissie zendt de adviezen en voorstellen, bedoeld onder d, ter kennisneming aan de medezeggenschapsraad of de daarvoor in aanmerking komende deelraad.
- 2 Op een advies als bedoeld in het eerste lid, zijn [artikel 10.23, aanhef en onderdelen b, c en d](#), van overeenkomstige toepassing.
- 3 Indien de commissie een voorstel als bedoeld in het eerste lid, onderdeel e, doet aan het bestuur van de faculteit of het bestuur van een andere organisatorische eenheid als bedoeld in [artikel 10.3a](#) dan wel indien de hogeschool geen faculteiten bevat, het instellingsbestuur, reageert het bestuur binnen twee maanden na ontvangst op het voorstel.
- 4 [Artikel 10.17, derde tot en met achtste lid](#), zijn van overeenkomstige toepassing op de opleidingscommissie. In overleg tussen het faculteitsbestuur of het bestuur van de desbetreffende organisatorische eenheid dan wel, indien de hogeschool geen faculteiten omvat, het instellingsbestuur en de deelraad kan, na overleg met de opleidingscommissie, in het bestuurs- en beheersreglement een andere wijze van samenstelling van de opleidingscommissie worden vastgelegd dan verkiezing. Jaarlijks wordt vastgesteld of het wenselijk is de andere wijze van samenstelling te handhaven.
- 5 De opleidingscommissie is bevoegd het bestuur van de opleiding ten minste twee maal per jaar uit te nodigen om het voorgenomen beleid te bespreken aan de hand van een door haar opgestelde agenda.
- 6 Indien een faculteit slechts een opleiding omvat, kan het faculteitsreglement bepalen dat de taken en bevoegdheden van de opleidingscommissie worden uitgeoefend door de deelraad, bedoeld in [artikel 10.25](#).

5. UNIVERSITY AGREEMENTS

5.1. *DOUBLE DIPLOMA AGREEMENT UAB – UT1*

NORMATIVA DELS DOBLES GRAU DE DRET+DROIT AMB LA UNIVERSITÉ TOULOUSE I CAPITOL I LA UNIVERSITÉ PARIS II

(Acord Junta de la Facultat de Dret de data 4 de febrer de 2021, modificat per Acord de la Comissió d'Afers Acadèmics de la Facultat de Dret de 18 de març de 2024)

1. Accés al doble grau

1.1. Les persones interessades en seguir la doble titulació han d'obtenir una plaça en el Grau de Dret, mitjançant la preinscripció universitària.

1.2. Un cop obtinguda la plaça, l'alumnat que desitgi cursar el Doble Grau haurà d'efectuar la corresponent sol·licitud entre el 15/7 i el 15/10, i haurà de lliurar-la a la Gestió Acadèmica de la Facultat adjuntant la documentació següent:

- Expedient acadèmic del batxillerat.
- Certificació de coneixements de francès.
- Currículum Vitae.

Serà possible sol·licitar una preinscripció a fi de garantir, de manera condicionada, l'accés al Doble Grau. A aquests efectes, les persones interessades podran formalitzar la sol·licitud de preinscripció entre el mesos de febrer i maig del curs acadèmic anterior a la seva incorporació a la UAB. A la sol·licitud es podrà indicar-se si la preferència és per la Universitat de París II o per la Universitat de Toulouse I.

Les persones interessades hauran d'aportar documentació a la Gestió Acadèmica de la Facultat en els següents terminis:

-Certificació de coneixements de francès, que s'haurà d'acompanyar juntament amb la sol·licitud de preinscripció.

-Expedient acadèmic del batxillerat i Currículum Vitae, que s'hauran de lliurar a la Gestió Acadèmica dins del termini màxim del 20 de juliol.

La Gestió Acadèmica acordarà admissions amb periodicitat mensual, i d'acord amb les places disponibles a cada Universitat, assignarà a la Universitat de París II o a la Universitat de Toulouse I a les persones que ho hagin sol·licitat. Si durant el període de preinscripció s'assolís el volum de 25 persones admeses, les sol·licituds posteriors quedaran en llista d'espera. L'accés de les persones en llista d'espera al Doble Grau es determinarà, en el seu cas, considerant la nota d'accés a la Universitat.

L'admissió al Doble Grau de les persones admeses en la fase de preinscripció estarà condicionada a que obtinguin plaça per cursar els estudis del Grau de Dret, a través de la preinscripció universitària.

1.3. L'alumnat té fins al dia 1 de Juny del segon curs acadèmic per a presentar el certificat de coneixements de francès, que haurà de ser com a mínim B2.

1.4. No podrà accedir al Doble Grau l'alumnat procedent d'altres universitats que tingui més de 60 crèdits superats, una vegada efectuat el reconeixement de crèdits corresponent.

2. Requisits del programa de Doble Grau

2.1. L'alumnat del Doble Grau haurà de superar abans de continuar els estudis a la universitat de destinació la totalitat de crèdits de primer i segon curs (120 ECTS), més les següents assignatures de tercer curs:

- Dret Financer i Tributari I
- Dret del Treball i de la Seguretat Social I
- Dret Processal I

2.2. Assignatures pendents

- L'alumnat inscrit al Doble Grau pot anar a la Universitat de destí amb una assignatura pendent. La persona de l'equip de deganat responsable del Doble Grau establirà, d'acord amb el professorat que imparteixi la docència de l'assignatura, el mètode per a substituir l'avaluació continua. En tot cas, l'alumnat haurà de fer l'examen presencial a la UAB en les mateixes condicions que els altres alumnes matriculats.
- Si l'alumnat no supera en el temps previst les assignatures corresponents (d'acord amb la via escollida), disposarà d'un curs més per fer-ho. En el cas que els crèdits a matricular, no arribin al mínim (24 crèdits) que preveu el Règim de Permanència de la UAB, l'alumnat sol·licitarà de forma extraordinària, la no aplicació del règim de permanència. El degà, previ estudi de l'expedient, autoritzarà si s'escau la sol·licitud.
- En cas que no s'aconsegueixi superar les assignatures previstes, quedarà exclòs del programa de Doble Grau i haurà de continuar el Grau de Dret a la UAB, si vol finalitzar els seus estudis.

2.3. L'alumnat haurà d'assistir obligatòriament als complements formatius de Dret francès que es realitzen durant el segon curs, impartits per professorat visitant.

2.4. El Doble Grau no inclou pràctiques curriculars.

2.5. L'alumnat del Doble Grau no podrà reconèixer activitats/idiomes, atès que en el seu pla d'estudis ja consten els 240 crèdits necessaris per a finalitzar els estudis.

3. Elecció de la Universitat de destí

3.1. En finalitzar el primer curs, l'alumnat inscrit al Doble Grau haurà d'escollir la Universitat de destí i la via de continuació dels estudis (L'alumnat serà convocat a una reunió durant el mes de maig on haurà de comunicar la seva decisió).

Les Universitats de destí són:

- Université Toulouse I Capitole
- Université Paris II Panthéon -Assas

4. Règim d'estudis

4.1. Elecció de la via.

L'estudiant té la possibilitat d'escollir una de les dues vies:

- Via ordinària: Matriculació de totes les assignatures de segon curs i de les de tercer esmentades anteriorment en el segon any a la Facultat.
- Via lenta: Es reparteixen les assignatures de segon i tercer en dos cursos acadèmics, tenint en compte que el mínim de matrícula que permet el Règim de permanència de la UAB són 24 crèdits.

Una vegada que l'alumnat s'hagi matriculat de segon curs no podrà modificar la via seleccionada.

4.2. Permanència

L'alumnat que segueixi els estudis a França disposarà de dos cursos acadèmics per a superar les matèries corresponents al tercer curs (Licence) i dos més per a superar les matèries corresponents al quart curs (Màster 1). En cas de no poder assolir les matèries en el temps esmentat haurà d'abandonar el Doble Grau i continuar el Grau de Dret a la UAB, si vol finalitzar els seus estudis.

Els terminis indicats anteriorment queden subjectes als possibles canvis de la normativa de règim de permanència a les Universitats de destí (Toulouse o Paris).

Atès que el Règim de Permanència de la UAB fixa el límit d'anys per a cursar el Grau en 7 cursos acadèmics consecutius, si s'ha optat per la via lenta (veure punt 4.1) en els estudis de Dret+Droit, el límit serà de 8 anys (amb independència de si l'alumnat es matricula o no). Passat aquest límit s'haurà esgotat la permanència i l'alumne haurà d'abandonar els estudis Dret+Droit.

5. Abandonament del programa

5.1. En el cas d'abandonament del programa, si l'alumnat ha superat un semestre o curs sencer a França, aquest li serà reconegut dins dels acords del doble grau.

5.2. En el cas que les matèries superades a França no siguin totes les del semestre o curs, si l'alumnat vol que els estudis que pugui haver superat li siguin reconeguts, haurà d'efectuar la corresponent sol·licitud a la Gestió Acadèmica de la Facultat amb la documentació necessària (certificat acadèmic i programes d'assignatures). L'estudi del possible reconeixement, s'efectuarà en les mateixes condicions que per a qualsevol alumne de la Facultat.

5.3. Les sol·licituds d'abandonament del programa del doble grau, han d'efectuar-se per escrit i registrar-les a la Gestió Acadèmica de la Facultat.

5.4. Els alumnes que renunciïn a la doble titulació una vegada acabat i superat el primer curs a França hauran de consultar a la universitat de destinació la possibilitat d'obtenir el títol de la Licence.

5.5 S'aplicarà el Règim de Permanència general de la UAB als alumnes que abandonin la doble titulació Dret+Droit i continuïn els estudis de Grau en Dret.

6. Qualificacions

6.1. Les equivalències de les qualificacions obtingudes a França es calcularan d'acord amb el que s'estableix a l'Annex I.

6.2. L'adaptació de les qualificacions obtingudes a França s'efectuarà obtenint la mitja del semestre que consti a la certificació emesa per la Universitat francesa, i aplicant-la a totes les assignatures del semestre corresponent, matriculades a la UAB. De tal manera que la nota mitja del primer semestre obtinguda a la Universitat francesa serà la nota que consti a totes les assignatures de primer semestre matriculades a la UAB. I la nota mitja del segon semestre obtinguda a la Universitat francesa serà la nota que consti a totes les assignatures del segon semestre matriculades a la UAB.

6.3. En el cas d'haver suspès el semestre o el curs, però que la Universitat francesa hagi donat un apte per compensació, la qualificació serà de 5 (aprovat).

7. Títols

7.1. Els alumnes que finalitzin el Doble Grau Dret+Droit obtindran a la UAB el Títol de Grau en Dret + Suplement Europeu de títol, sense que consti que l'estudiant ha realitzat un Doble Grau. A França obtindran la Licence en Droit i Màster 1.

7.2. Els alumnes interessats podran sol·licitar un Certificat Acadèmic Personal on es faci constar, en les observacions, que són estudiants de la doble titulació però no s'especificaran les assignatures cursades a França perquè aquestes seran certificades per la Universitat francesa corresponent.

ANNEX 1

TAULA D' EQUIVALÈNCIES DE NOTES DOBLE TITULACIÓ DRET+DROIT

Notes França	Notes UAB
16	10
15,9	9,99
15,8	9,95
15,7	9,9
15,6	9,85
15,5	9,8
15,4	9,75
15,3	9,7
15,2	9,65
15,1	9,6
15	9,55
14,9	9,5
14,8	9,45
14,7	9,4
14,6	9,35
14,5	9,3
14,4	9,25
14,3	9,2
14,2	9,15
14,1	9,1
14	9
13,9	8,9
13,8	8,8
13,7	8,7
13,6	8,6
13,5	8,5
13,4	8,4
13,3	8,3
13,2	8,2
13,1	8,1
13	8
12,9	7,9
12,8	7,8

12,7	7,7
12,6	7,6
12,5	7,5
12,4	7,4
12,3	7,3
12,2	7,2
12,1	7,1
12	7
11,9	6,9
11,8	6,8
11,7	6,7
11,6	6,6
11,5	6,5
11,4	6,4
11,3	6,3
11,2	6,2
11,1	6,1
11	6
10,9	5,9
10,8	5,8
10,7	5,7
10,6	5,6
10,5	5,5
10,4	5,4
10,3	5,3
10,2	5,2
10,1	5,1
10	5
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5.2. CIEL AGREEMENT

AGREEMENT
BETWEEN

MAASTRICHT UNIVERSITY (THE NETHERLANDS)
UNIVERSITAT POMPEU FABRA, BARCELONA (SPAIN)
UNIVERSITÉ DE TOULOUSE 1 CAPITOLE (FRANCE)
UNIVERSITY OF ANTWERP (BELGIUM)
UNIVERSITY OF MANNHEIM (GERMANY)
UNIVERSITY OF ZAGREB (CROATIA)
AND
UNIVERSITY COLLEGE DUBLIN (IRELAND)

Main Objective

The present agreement aims to encourage the mobility of students studying Comparative, International or European Law at master's level in each of the partner universities. The partner universities have agreed to cooperate in the establishment of a new programme enabling these students to study for at least one semester in a partner university other than their home university. Students will be presented with a special certificate to be named "European Master in Comparative, International and European Law (CIEL)" if they satisfy the conditions of mobility within the network in the context of the degree they have been registered for in their home institution.

1. Eligibility for Participation

In order to participate in the programme, the students have to be selected and registered in their home institutions in an LL.M Programme or a Master 2 programme or and equivalent programme. The partner universities agree that these students have to fulfil the following conditions:

To have obtained a Bachelor or a first year Master 1 Degree or equivalent

And

To have passed a relevant language test (e.g. the IELTS with 6.5 points of the TOEFL Internet with 90 or equivalent qualification)

2. Eligibility for and Award

The conditions to be met to obtain the Certificate are the following:

- The student must have obtained his/her LL.M or Master 2 or equivalent degree delivered by their home institution
- The student must have spent at least one semester abroad on an Erasmus or equivalent exchange in a partner university and obtained at least 30 ECTs at that University
- In addition, the student must have completed a masters dissertation, according to his/her home University requirements, with two supervisors (one from the home institution and one from the host university), in a language agreed upon by the partner universities of the exchange. The grade will be given on the basis of the requirements of the home University by the two supervisors. It is the responsibility of the student to find both supervisors and ensure that the subject will be approved by the home institution.

3. Registration

Students participating in the present programme shall register at the home institution where they will pay the required fees. The host university in any exchange will not charge any fee, other than the normal administrative costs incurred by all students.

4. The Certificate

The Certificate to be presented to students upon successful completion of the programme will be named:

European Master in Comparative, International and European Law (CIEL)

The Certificate will be presented to students in the name of and on behalf of the seven partner universities on the basis of the present agreement and will be signed by the home university. Each university will use the same template.

5. Organisation of the exchange of students

Each partner university will be permitted to send no more than 4 students per academic year to any of the other universities party to this agreement to spend no more than one year there in the framework of an Erasmus Bilateral Agreement. The students selected by the home institution and names and addresses will have to be sent to the partners 3 months before the beginning of studies. Information on student's exchanges should be sent to the partners as early as possible.

6. Courses

The list of courses available in each university will be sent to all the other partners before the end of June in the year preceding the exchange. Students will not be allowed to take in the host institution courses already taught in the home institution. The home institution will therefore have to agree upon the courses to be taken in the host institution. Courses can be offered in the various languages of each partner university.

7. Coordination - Responsibility

The administrative person in charge of the network is a staff member of the Service Commun des Relations Européennes et Internationales – Université Toulouse 1 Capitole.

Each university will nominate one person to take charge of the programme and will inform its partners of the name of this person and of the person in charge of student mobility. The partners will meet at least once a year and meetings will be hosted by each of the partner universities on a rotational basis. Each partner university will be responsible for supporting the travel expenses of its own staff.

8. Schedule

The programme started in September 2010. This agreement is renewed and commences from 2015. An evaluation will be made within 2 years' time and shall be discussed at the annual meeting.

9. Development of the Agreement

The annual meeting will discuss how cooperation between the partners might be developed. Future cooperation might include

- The development of the programme into an Erasmus Mundus programme
- The development of greater bilateral cooperation between the parties and
- The development of joint doctoral programmes

10. Duration of the Agreement

The present agreement will become effective for a period of 5 years as of the date of its ratification by the appointed representatives of the participating universities. It will be renewed automatically for an equal period of time. Any partner may withdraw from the agreement, giving at least 12 months' notice of their intention. This will not affect the validity of the agreement so far as it concerns the other partners.

SIGNATURES

MAASTRICHT UNIVERSITY

UNIVERSITAT POMPEU FABRA

UNIVERSITÉ DE TOULOUSE 1 CAPITOLE

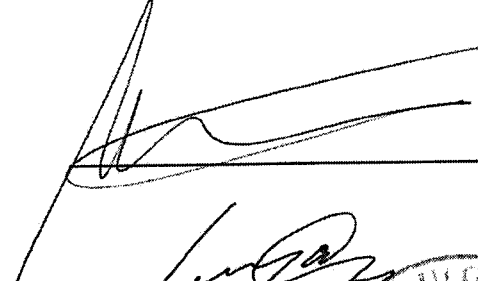
UNIVERSITY OF ANTWERP

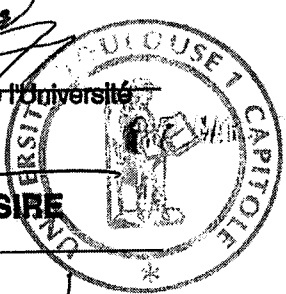
UNIVERSITY OF MANNHEIM

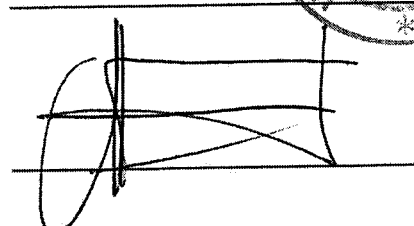
UNIVERSITY OF ZAGREB

UNIVERSITY COLLEGE DUBLIN

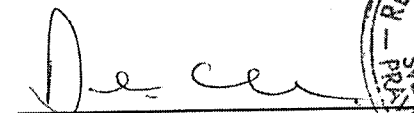
DATE

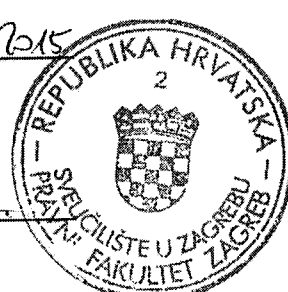


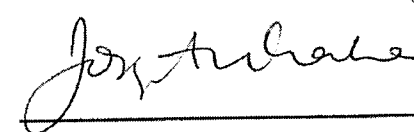
Le Président de l'Université
Bruno SIRE




E. Kade 17.12.2015







6. QUESTIONS FOR THE INTERVIEWS

Broader questions:

1. Name and full position
2. How long have you been in charge of exchange students and programs within your establishment?
3. What is the training followed before taking into these tasks?
4. Which are the documents / policies / agreements you apply to see if a student's transcript is apt for a transfer? European guidelines / national laws, decrees, frameworks and regulations / university internal guidelines. Do these levels talk to each other - is there any incoherence between them?
5. When was the program / course / joint degree created and how/why?
6. In the case of joint degrees or student exchange based in previous university agreements, do you have regular meetings with your partners to articulate programs and collaborative administrative work? Or is this just an academic endeavor?
7. Which documents are used to convert grades from one system to another?
8. What determines whether a student can get their ECTS from one institution to another one?
9. 9. Are the learning outcomes taken into account when convalidating/transferring ECTS?

Specific questions:

1. Which document(s) regulate(s) the Double diploma between UT1 and UAB?
2. Is it the same that regulates the same diploma but between Université Paris-Panthéon-Assas and UAB?
3. Do you use the same system of transfers/recognition of credits as with other exchange programs such as Erasmus?
4. Could you walk us through an example of: you receive the student transcript of a student who has studied in another country for one year; what happens next?

7. QUESTIONNAIRES

Higher education harmonization and academic recognition in the European Union (EU)

The following questionnaire is part of a case study on “Undergraduate and MA student mobility in three universities located in three different EU countries: Spain, France, and the Netherlands - Student Mobility and HEIs Cooperation without Harmonization.”

This case study is being conducted under HAQAA3, a service contract awarded by the European Commission to a consortium led by OBREAL, with the participation of the Association of African Universities (AAU), the German Academic Exchange Service (DAAD), and the European Association for Quality Assurance in Higher Education (ENQA).

The general objective of the study is to demonstrate and clarify how the ECTS operates in practice within and between universities that share joint or double programs. Specifically, it aims to explore the rights of students, the obligations of universities, and their origins. Additionally, the study will examine the specific characteristics of diplomas, transcripts, and certificates obtained by students, as well as the actual practices of mobility programs from the students' perspectives and experiences.

The questionnaire seeks to understand the stance, experience, and perception of university professionals and experts regarding recognition of partial studies abroad.

Thank you for your participation. Your insights are invaluable to our research.

1. What is your position within the University?
 - a. Dean / high directive position
 - b. Administrative personnel
 - c. Professor / Researcher
 - d. Student / Student representative
 - e. Others:
2. How are partial studies abroad/joint diplomas created in your University?
 - a. Through European legislation / regulatory framework
 - b. Through intra-university dialogues / collaboration / coordination / agreements
 - c. Others:
3. Do all partial or full study abroad diplomas function under the same documents and framework?
 - a. Yes, they all function under the same framework.
 - b. No, each one has its own framework.
4. Are there specific EU policies applied to student transcripts to determine their eligibility for transfer?
 - a. Yes
 - b. No
5. If you answered YES, which ones?
6. In the case of joint degrees or student exchanges based on previous university agreements, do you have regular meetings with your partners to articulate programs and collaborative administrative work?

- a. Yes, regular formal meetings
 - b. Yes, informal meetings
 - c. No
7. Which are the most important documents taken into consideration to determine if a student's transcript is eligible for transfer?
- a. EU legal instruments
 - b. National legislation / framework
 - c. Inter-university agreements
 - d. University own internal guidelines
 - e. Others:
8. Please, specify which
9. Which documents are used in your University to convert grades from one system to another?
- a. Transcripts
 - b. Learning agreements
 - c. Inter-institutional documents
 - d. EU guidelines
 - e. National guidelines
 - f. Others:
10. Are the learning outcomes taken into account when validating/transferring ECTS?
- a. Yes
 - b. No
11. Please, elaborate further.
12. Is the harmonization of national legislation the key to recognizing partial studies abroad today?
- a. Yes
 - b. No
13. Do you agree with the following hypothesis: *The study hypothesizes that harmonization of national legislations is expendable in order to recognize partial studies abroad. Interuniversity agreements are of larger significance when it comes to giving flexibility to students as well as universities.*