

Harmonisation, Quality Assurance
and Accreditation in Africa



ACTS Pilot Phase

MODULE 3

International / institutional systems and practices for recognition: how -and how much- specific instruments are needed

Supporting written document

How to use this document

This document is designed as a reading companion of Module 3. We advise you to read it before your participation in the live session (as a conceptual primer) and come back to it after the live session (for deeper engagement with the key arguments). It also includes self-reflection prompts to help you connect the content to your own institutional context.



ASSOCIATION OF AFRICAN UNIVERSITIES
ASSOCIATION DES UNIVERSITES AFRICAINES
اتحاد الجامعات الأفريقية



Deutscher Akademischer Austauschdienst
German Academic Exchange Service



MODULE 3 AT A GLANCE

Module 1 has focused on the nature of an academic credit system (on the ‘CS’ of the acronyms: its history, what is its function in the design of curricula, the different credit systems that exist, etc.) as well as on the current situation in Africa and the different credit systems used in its different regions.

Module 2 has focused on the ‘T’ of the acronym. Transfer for Mobility. It has examined two main issues:

- understanding, using as a basis an analysis of the effective operation of the European Credit Transfer System (ECTS), how a credit system can be used as an instrument to facilitate student mobility.
- promoting the reflection on existing and possible future practices of student mobility at the African continental and regional level.

The main lesson that has been drawn is that:

- legally, the main instrument of credit transfer are the agreements between specific Universities in the framework of their respective, different (i.e. non-harmonized) national legislations; and
- politically, what is just needed is the openness of Governments to facilitate these agreements between Universities.

Module 3 will examine the practicalities of student mobility:

- firstly, it will “unpack” the problem of recognition, a problem that covers three issues that are different in substance and must receive a different treatment.
- secondly, it will refer to a specific instrument on recognition, the UNESCO Addis Convention, explaining both its political importance and its legal limitations.
- thirdly (and mainly), it will examine the practicalities of student exchange presenting not so much the “literature” on the topic, but very concrete real examples that are meant to “open the mind” and to demonstrate that student mobility and academic recognition is in the hands of Universities themselves, even in the absence of common legal rules.

How can Module 3 help you?

- By allowing you to differentiate three different issues concerning “Recognition”
- By allowing you to understand that the Addis Convention on Recognition, while being useful politically, cannot solve by itself the problems of recognition involved in student mobility
- By making you aware that the process of student mobility in the European context is, essentially, a bottom-up project based on inter-University agreements
- By allowing you to understand how these inter-University agreements operate in the EU and could operate in Africa

SECTION 1

MOBILITY AND RECOGNITION: THREE DIFFERENT PROBLEMS; THREE DIFFERENT POLITICAL CONTEXTS: HAQAA'S POLICY BRIEF ON RECOGNITION

1.1 ANALYZING "RECOGNITION": THREE DIFFERENT POLICY ISSUES

As already explained in HAQAA3's Policy Brief 1, the term "Recognition" embraces three different issues when applied to diplomas or qualifications in HE. First, a very neat distinction must be drawn between the **academic** and the **professional effects of diplomas**. Second, as far as the academic effects, a distinction must also be drawn between those of the diplomas required to access further periods/stages of instruction and those of **credits/disciplines** that are components of one programme leading to the obtention of a diploma.

The first issue: the recognition of the professional effects of diplomas

The professional effects of academic diplomas are, in most if not all countries, a heavily regulated area (with, very often, different regulations for the different diplomas/professions). Furthermore, based on this regulation, powerful institutions and bodies (mainly professional bodies) have been created, which press for the continuation, or even strengthening, of these national regulations. The application of this set of regulations lies outside the remit of Universities and other HE institutions (HEIs).

The second issue: the recognition of academic effects of diplomas

The academic effects of diplomas and qualifications in order to pursue studies are much less regulated (depending on the degree of autonomy conferred in each country to Universities and HEIs). And, in any case, it belongs to Universities and HEIs to apply the regulations.

Comparing the first and the second issues

Two unquestionable conclusions stem from this distinction:

- The weight and importance of legal rules is much greater in the professional effects of diplomas, while the weight and importance of Universities' own action is much greater in that of the academic effects of diplomas.
- The professional effects of diplomas play a decisive role outside the higher education system; the area in which they are decisive is that of the organization of economic activities. On the contrary, the academic effects of diplomas play their role within the higher education system and its organization.

*The third issue: the academic recognition of **components of diplomas (credits/subjects)***

Universities are very complex institutions in their inner operation. The complexity certainly depends on their internal organization, and whether this is conceived more or less “top-down” (with a very strong and legitimate central authority from which emanates all decision-making power) or more or less “bottom-up” (with the authorities getting their legitimation from below, mainly by election by the members of the University community).

However, even taking this into account, a clear distinction must be established between the **effects of diplomas**, which concern Universities as a whole (or at least their Faculties or Schools), and **that of the components of the diplomas (credits/disciplines)**, which concern individual Departments or even professors. If one University accepts the diploma issued by another University in order to give access (only “access”, of course, not “the right to be admitted”), to a higher level of instruction, this does not detract from the value of its own diploma. But if a credit / discipline obtained in another University is “recognized” as a valid component of its diplomas, some of its departments/lecturers might feel “robbed” of their courses, which too often are considered as a sort of private property. Any person with a minimum knowledge of the University world will easily understand this distinction.

Key insight

Do you understand that “Recognition”

- refers to three extremely different issues
- arising in three extremely different contexts and
- to be tackled by three different instruments?

1.2 THE CONTINENTAL/REGIONAL CONTEXTS AND THE INSTRUMENTS TO TACKLE THESE THREE DIFFERENT ISSUES

Once the distinctions have been clearly established, the determination of the continental/regional contexts and instruments to tackle the three issues is quite evident (concerning the instruments, those discussed in chapter 1 of the HAQAA Materials are considered: legal rules, common public activities/programmes, and diplomatic instruments):

- As far as the issue of the **professional effects of diplomas** is concerned,
 - **The context is** not that of Universities but that of the organization of economic activities. In terms of continental and regional integration, **that of market integration** (or in other terms, that of the creation of an internal market).
 - And, **as instruments are concerned, the production of regional or continental rules is absolutely necessary**. It is unthinkable that one State will waive for nationals of other States (who have got their diplomas in accordance with a different set of rules) the rules it applies to its own nationals. In terms of integration, the only solution is to arrive at some set of common rules.

- Concerning the issue of the **academic effects of diplomas**,
 - **In terms of context**, it becomes much more “**inter-University**”:
 - Is a University free or not, in the variable degree of autonomy that all of them have, to accept students with a diploma from another fellow University for a higher-level programme of studies?
 - And mainly: are Universities willing and motivated to give access to postgraduate studies to graduates from other Universities? Has this willingness not existed in the past and everywhere in many cases?
 - **In terms of instruments**,
 - **Are there rules** limiting explicitly the freedom/autonomy of Universities to accept graduates of other Universities for higher-level programmes of studies? If this is the case, shouldn't they be removed or modified / harmonized?
 - Can the interest (of students and Universities) in academic movement be incentivized by adequate **continental and regional programmes of support and diplomatic instruments favouring dialogue and collaboration**?
- Concerning the issue of the **academic effects of the components of diplomas** (credits / disciplines),
 - **In terms of context**, the issue is not so much “**inter- University**” but “**inner-University**”. Indeed, it is very difficult to imagine that a Department is unable to “recognize” the courses accomplished in other Universities (or even other Faculties or Schools in the same University). The problem boils down to the willingness of Departments and lecturers to do it.
 - **In terms of instruments**, the situation is quite similar to that concerning diplomas:
 - **Are there rules** limiting explicitly the freedom/autonomy of Universities and Departments to “recognize” the courses accomplished in other Universities? If this is the case, shouldn't they be removed or modified / harmonized?
 - Can the interest (of students and Universities) in academic movement be incentivized by **adequate continental and regional programmes of support and diplomatic instruments favouring dialogue and collaboration**?

**Two
key
Insights**

Do you understand that the recognition of the **professional effects of diplomas** is an issue to be tackled outside the higher education system (probably in the context of economic integration) while the recognition of the **academic effects of diplomas to move to higher level of studies** is an issue with which most Universities in the world have dealt without experiencing any major problem? ; haven't we, many of us, followed postgraduate studies

in Universities different from those in which we earned our undergraduate diplomas?.

And do you understand that **recognition of partial studies** is an issue that can be solved simply by agreements between Universities in the framework of divergent national legislations?

1.3 THE EXAMPLE OF THE EUROPEAN UNION (AND THE EUROPEAN HIGHER EDUCATION AREA– EHEA – PROCESS)

The European process of integration in HE has been so often taken as an example (and misunderstood) that it remains worth being considered in both its tracks, interrelated but very different: EU action and the Bologna process. The following table summarizes its main features:

	<i>EU action</i>	<i>Bologna Process</i>
<i>Professional effects of diplomas</i>	Partial harmonization by the enactment of legal rules	Nothing
<i>Academic effects of diplomas</i>	Not a priority	- No public activities - Unilateral action - Mainly left to Universities' autonomy - Government agencies and services may provide assistance
<i>Academic effects of components of diplomas (credits/disciplines)</i>	- Common public activities (Erasmus programme and others) - Diplomatic instruments (promotion of ECTS and agreements between Universities)	- No public activities - Diplomatic instruments involving governments - Mainly left to Universities Autonomy and to bi-plurilateral agreements between Universities, taking advantage of EU action

Key questions and insights

Are you able to differentiate between Action by the European Union and Action by Member States (from within and outside the EU)?

Do you understand that Erasmus, as Action by the EU –EEC at the time-, was launched well before the Bologna Process was even conceived, and continues to be implemented outside it?

Are you aware that there is no EU legislation regulating the recognition of partial periods of studies, a matter left to Universities themselves in the framework of their respective national legislations and the interuniversity agreements they sign between themselves?

SECTION 2

THE ADDIS CONVENTION ON RECOGNITION: ITS POLITICAL IMPORTANCE AND ITS LEGAL LIMITATIONS (REVISED CONVENTION ON THE RECOGNITION OF STUDIES, CERTIFICATES, DIPLOMAS, DEGREES AND OTHER ACADEMIC QUALIFICATIONS IN HIGHER EDUCATION IN AFRICAN STATES)

2.1. THE POLITICAL IMPORTANCE OF THE CONVENTION

This is not the place to revise the history or the high political importance of the [Addis Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States](#).

Such history and political importance have very aptly been discussed elsewhere. For example, [HERE](#).

And Module 2 of this ACTS Pilot emphasized, as we have recalled in the Introduction of this document (“Module 3 at a Glance”), that, for credit transfer to exist, “politically, what is needed is just the openness of Governments to facilitate [...] agreements between Universities”: No better prove of openness than ratifying the Addis Convention.

Now, what matters for us now in this Module 3 are two questions:

- Whether the Convention suffices in itself to guarantee effective recognition and actual mobility of students, and
- Whether effective academic recognition and actual mobility are possible even if the Convention has not been ratified by some states.

The following subsection discusses the first question, and the rest of the guide can be interpreted as a positive response to the second question.

2.2 THE LEGAL LIMITATIONS OF THE CONVENTION

Relation between international law and internal applicable legislation

There is no need to be a law expert to be aware that the domestication of international law is very difficult, in particular in Africa. Therefore, we must recognize that, even if the Addis Convention on Recognition was ratified by 13 African states, its application to recognition between them would not be guaranteed. In most states, not only in Africa but in the world, international law is not directly applicable; therefore, the effective application of its provisions requests a prior difficult process of modification of internal legislation (and of practices based on it).

The legal limitations embedded in the Convention’s provisions

Let’s examine some of the Convention’s main provisions (emphasis added):

Article III.2 - Obligations related to the recognition of qualifications

1.- *Each Party shall recognize, for the purpose of access to each of its higher education programmes, the qualifications issued by the other Parties that meet the general requirements for access to these respective higher education programmes, unless a substantial difference can be shown between the general requirements for access in the Party in which the qualifications were obtained and those in the Party in which recognition of the qualifications is sought.*

Article III.3 - Recognition of partial studies

Each Party agrees to recognize the level of learning outcomes / competences, provided that it corresponds to the equivalent studies of a higher education programme whose recognition is requested.

Article IV.3

Each Party shall ensure that the procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent, reliable, fair and non-discriminatory, in particular, by making public such procedures and criteria.

Article IV.6

Decisions on recognition of qualifications shall be made within a reasonable time limit specified beforehand by the competent recognition authority and calculated from the time all necessary information in the case has been provided. *If recognition is withheld, the reasons for the refusal to grant recognition shall be stated, and information shall be given concerning possible measures the holder of the qualifications may take in order to obtain recognition at a later stage. If recognition is withheld, or if no decision is taken, the holder of the qualifications shall be entitled to make an appeal within a reasonable time limit.*

The conclusion to be drawn is clear: Non-recognition is possible in the framework of the Convention. Using the words of one of the best European experts in the field, Prof. Howard Davies, adviser on this topic to the European University Association and leading member of the Bologna Follow Up Group (BFUG), the Convention, if ratified and adequately domesticated, “just reverses the burden of proof”: It is up to the institutions to justify the denial of recognition and not up to the applicant to justify its well-founded. But for this to really operate a costly and lengthy legal appeal procedure must be launched.

Therefore, it seems safe to conclude that the main effect of the Convention is political: making manifest and public the willingness of States who ratify it to promote and facilitate recognition of diplomas and partial studies.

Two key Insights

Do you understand that the ratification of the Addis Convention is important politically as a demonstration of the openness of African States to students-and-graduates mobility with ALL other African States?
But do you also understand that the ratification of the Addis Convention

- does not guarantee that this mobility will take place,
- and is not indispensable for mobility to take place between universities in different African States?

SECTION 3.

HOW STUDENT MOBILITY FOR PERIODS OF STUDY REALLY OPERATES (THE EU EXAMPLE)

3.1 ERASMUS

Erasmus was born as a programme to be implemented through inter-university agreements. Universities are the main mobility agents: they open and offer their students mobility possibilities through arrangements with other universities.

3.1.1.- Let's examine first the paradigmatic Università di Bologna (UNIBO) example

1.- INTERNATIONAL DOUBLE DEGREES

UNIBO offers over 70 double, multiple, and joint degree programs, mostly at the Master's (Second Cycle) level, in partnership with top global institutions. You can explore available pathways and eligibility through the [UNIBO International Degree Programmes Catalogue](#). As a few examples, International Relations: Multiple partnerships (e.g., with MGIMO, Sciences Po, or the University of Salzburg). Engineering: Programs like Aerospace Engineering (e.g., with KTH Royal Institute of Technology, Sweden) and Automation Engineering (e.g., University of Stuttgart, Germany). Economics & Business: Programs with partners like the University of Glasgow or specialized European business schools. Arts & Humanities: E.g., Visual Arts with the Université de Paris Sciences et Lettres (PSL) in France.

How the programs work:

- Duration & mobility: Students typically spend one year or specific semesters (often the second year) at a partner university abroad.
- Dual qualification: Upon completion, students are awarded a degree from both UNIBO and the partner institution, making credentials highly recognized in multiple countries.
- Tuition: Students generally continue paying tuition fees to their home university during the exchange period and are exempted from paying full fees at the host university.

Application process:

- Applications are generally competitive and managed during your first year of study, often coinciding with the spring Erasmus+ call for applications. Selection is based on academic merit, language proficiency (often requiring B2 level in English or the local language), and a motivation letter.

2.- ERASMUS SHORT PERIOD UNDERGRADUATE MOBILITY

UNIBO also offers short period undergraduate mobility with many Universities, **BUT NOT, BY FAR, WITH ALL**. And the Universities with which it offers the mobility are updated every year.

In UNIBO's own words:

- “The list of partner universities where students can spend a mobility period is updated every year, thus it is available only once the call for *application is published*.”
- “The University of Bologna (UNIBO) does not publish a single static PDF of all Erasmus destinations because partner agreements vary by specific degree program. To find the exact universities available for your major, you must log in to the official UNIBO database using your student credentials”

Each academic year, UNIBO publishes, in Italian and English, an [Erasmus + Mobility Announcement](#) for that particular year, with a List of Exchange vacancies.

3.1.2.- As the U. Bologna, most EU Member States Universities have a) Double diplomas, and b) Programmes of exchange/mobility: let's concentrate on b)

All EU Universities operate similarly but not identically (there is no “harmonization”). We will examine some concrete examples.

Universitat de Barcelona

- [General information](#)
- [Map for Physics](#)
- [Map for Law](#) (different from the one for Physics)

Universitat Autònoma de Barcelona

- [Call for applications](#)
- [Resolution of the Call](#)

Two key questions and insights

Do you understand that the “legal basis” in undergraduate student mobility in Europe is not general legislation that creates obligations on Universities and gives rights to students but the agreements Universities sign between them?

And, as a consequence, the “first step” in the mobility process, from the students' perspective, is “the call opening the possibilities for mobility” published by the University in which he/she is enrolled?

3.2 HOW UNIVERSITIES AGREE, IN EACH SPECIFIC CASE, ON THE “EQUIVALENCE” BETWEEN STUDIES IN THE HOST AND THE HOME UNIVERSITIES

We will examine two examples. Both share two characteristics:

- The “equivalence” is established between **sets of subjects/disciplines, not between pairs of them.**
- **There is no mention of learning outcomes.**

The first is that of a double diploma between the Universitat Autònoma de Barcelona (UAB) in Spain and Université Toulouse Capitole (UT1) in France, followed up by a short period mobility (one semester) between UT1 and the Maastricht University (MU) in the Netherlands. This example is very meaningful because its two components share one characteristic: the number of credits of the set of subjects declared “equivalent” in the home University is smaller than the ones obtained in the host University:

- In a full academic year in UT1, the student passed a set of subjects amounting to 60 credits, but the set of subjects declared “equivalent” in UAB amounted only to 42.

UAB **ACORD D'ESTUDIS**
Universitat Autònoma de Barcelona **PROGRAMES DE MOBILITAT D'ESTUDIANTS**

DADES DE L'ESTUDIANT		
Nom Nora Torrent Angrill	NIP 537439	NIA 1552966
Doc. Identitat 26510040Y	Telèfon 637872008	Email Nora.Torrent@e-campus.uab.cat
Centre Facultat de Dret		
Estudi Grau en Dret		
Programa de mobilitat Erasmus+		
Institució de destinació UNIVERSITÉ TOULOUSE I CAPITOLE (França)		
Curs acadèmic 2021/2022	Període de l'estada Curs acadèmic 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 I (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 crédits en destinació		66,0	66,0		Total crédits en origen			42,0	42,0

- In a semester in MU, the student passed a set of subjects amounting to 30 credits, but the set of subjects declared equivalent in UT1 amounted only to 21.

 **Maastricht University**

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
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



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	14.46/20	ADM	16/32	
DMKFA20	MIR M2 DIDE Droit international et comparé				
DMSKFAA	S3 DIDE Droit international et comparé	14.54/20	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
DMSKFAA	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

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



The second is that of a typical Erasmus exchange between UAB in Spain and the Universidade de Lisboa in Portugal prolonged for a whole academic year. The number of credits of the subjects declared “equivalent” in the home University is the same as that obtained in the host University: 30 (30, not 60, as in principle should be the case for a full academic year).

UAB
Universitat Autònoma
de Barcelona

ACORD D'ESTUDIS
PROGRAMES DE MOBILITAT D'ESTUDIANTS

DADES DE L'ESTUDIANT

DADES DE L'ESTUDIANT		
Nom Berta Torrent Angrill	NIP 626858	NIA 1666101
Doc. Identitat 26965823W	Telefon 639542209	Email Berta.Torrent@autonoma.cat
Centre Facultat de Psicologia i de Logopèdia		
Estudis Grau en Psicologia		
Programa de mobilitat Erasmus+		
Institució de destinació Universidade de Lisboa (Portugal)		
Curs acadèmic 2026/2027	Període de l'estada Curs acadèmic complet	
Nivell / idioma Portuguès / A2		

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
	Risco, Crise e Resiliência Familiar e Comunitária	6,0	6,0		102582	Infância i Famílies en Contexts de Dificultats	Optativa	6,0	6,0
	Antropologia Cultural	6,0	6,0		102564	Psicologia Cultural i de la Comunicació	Optativa	6,0	6,0
	Psicopatologia	6,0	6,0		105775	Psicopatologia de l'Edat Adulta	Optativa	6,0	6,0
	Perturbações do Desenvolvimento Cognitivo	6,0	6,0		102539	Discapacitat Intel·lectual i Trastorns del Desenvolupament	Optativa	6,0	6,0
	Temas de Psicologia e Desafios Sociais	6,0	6,0		102563	Psicologia Social Aplicada	Optativa	6,0	6,0
Total crèdits en destinació		30,0	30,0		Total crèdits en origen			30,0	30,0

**Two key
questions
and insights**

By looking at the facts, do you understand that learning agreements are not sophisticated documents on learning outcomes but a two-columns document with one column listing a set of subjects in a host University and the second column listing the set of subjects the home University will considered passed even if the student has not followed them?

Do you understand that what matters, in a learning agreement, is not the total number of credits in each column (which might differ) but the qualitatively different lists of subjects in each column?

3.3 HOW UNIVERSITIES “VALIDATE” STUDIES OF ITS STUDENTS ABROAD IN APPLICATION OF DIFFERENT NATIONAL LEGISLATIONS

As we have explained in the Guide for Module 2 of this ACTS Pilot, and HAQAA3 Policy Brief n.11 explains in its closing section, the terminology “Credit Recognition” can lead to a misunderstanding. It can give the wrong impression that the home University in country A accepts the courses passed by a mobile student in a host University in country B and introduces them to the students’ records (and to the transcripts resulting from them and given to the students).

This is not how “Credit Recognition” works in real practice. And it cannot be so because, in order to award the final diploma, the home University in country A must certify that the student has been enrolled in, and has completed, all the courses in the programme’s curriculum leading to the diploma; and, by hypothesis, the curriculum does not include courses passed and graded in foreign Universities.

What really happens is that the home University in country A certifies as passed and graded courses in its own curriculum that the student has not actually taken at that University (and for which the student has therefore received no grade there). In accordance with HAQAA’s research, this can be done in three different ways:

- The home University simply certifies as passed and graded courses in its own curriculum that the student has not actually taken at that University (example from Spain).
- The home University certifies that these courses the student has not followed at the home university (but in which he/she has been enrolled) have been “convalidated” (example from Italy).
- The home University skillfully introduces in the programme’s curriculum a quite undefined “open course” (for example, “études de spécialisation”) which is considered passed and graded when the foreign host University certifies that the student has successfully completed the required courses there (example from France).

The credits obtained in the foreign University are not “stacked and counted towards a qualification ... replacing credits usually acquired through a course or module that is part of the programme”, as it is often asserted. The credits obtained abroad remain “credits abroad”; the home University does not integrate them in its records and transcripts as “its” credits. It simply uses them to “consider as passed and graded” the home credits in which the student has been enrolled but that he/she has never followed.

Therefore, the problem (and the solution) is entirely confined to the application of national law, and can be formulated as follows: Universities, all of them, and their Faculties, Departments and lecturers, have the capacity to assess whether a student can pass a course and give him or her a grade. Is there a legal impediment to do it on the basis of the studies followed in a fellow University?

By the way, this is what explains and justifies the possibility that the number of credits recognized / validated in the home University is (as in the cases shown in the previous section) smaller than those obtained in the host University. Even in that case, the mobility is a “good business” for the student because he/she keeps ALL the credits obtained abroad, in the host University, and, additionally, has a number of them validated in his/her

home University. You could say, in students' jargon, that "exchange credits (or at least some of them) count double".

Let's see now in detail three examples of these different ways.

For the first (the home University simply certifies as passed and graded in it courses that the student has not followed), please examine carefully the transcript (annexed to the official European Supplement to the Diploma) certified by the UAB to a student who studied the third and fourth academic years in UT: there is no mention of the two years spent in UT1 and a number of subjects appear as followed and passed in UAB when they were not.

Assignatures Asignaturas Subjects	Nivell Nivel Level	ECTS ECTS ECTS	Qualificació Calificación Grade	Any acadèmic Año académico Academic Year
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 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 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

For the second (the home University certifies that these courses the student has not followed and passed, but in which he/she has been enrolled, have been "convalidated") please examine carefully the official transcript produced and certified by the Università di Milano to a student in the same situation as that of the previous example:): there is no mention of the two years spent in UT1 but a series of subjects in Milano appear just as "convalidato" ("validated/convalidated").

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 MEDIEVALE E MODERNO (12 CFU)	IUS/19	30	23-05-2019	12
DIRITTO COSTITUZIONALE (12 CFU)	IUS/08	28	04-07-2019	12
FILOSOFIA DEL DIRITTO (9 CFU)	IUS/20	25	05-09-2019	9
ISTITUZIONI DI DIRITTO PRIVATO	IUS/01	27	20-09-2019	12
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 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		36.95192		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.

For the third (the home University skillfully introduces in the programme's curriculum a quite undefined "open course" - for example, "enseignements de spécialisation" - that is considered passed and graded if the foreign host University certifies that the student has completed some requested courses there) please examine carefully the official transcript produced and certified by the UT1 to a student in the same situation as that of the previous two examples who spent a semester at the MU in The Netherlands): there is no mention of that semester in Maastricht and the 30 credits the student earned there, but the transcript certifies as passed 21 credits (**only 21**) of Enseignements de spécialisation.

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

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

A key observation that, in itself, summarizes the whole guide for module 3 of the ACTS pilot

By looking at the examples that we have offered to your consideration, do you understand that subjects passed abroad in a host University ARE **NOT "IMPORTED"** TO THE HOME UNIVERSITY?

Do you understand that what happens is that THE HOME UNIVERSITY "VALIDATES / CONVALIDATES / CONSIDERS PASSED" A LIST OF SUBJECTS OF ITS OWN CURRICULUM just because the student has followed and passed another list of subjects in a host university abroad?

MATERIALS FOR MODULE 3

RECORDING

- Prof. Ramon Torrent, President Obreal – Distinguishing the different meanings and contexts of recognition

WRITTEN MATERIALS

- HAQAA3 Policy Brief N° 1 – Unpacking recognition in higher education: different issues, different policy contexts, different instruments. A policy-oriented eye-opener
- HAQAA3 Case study on undergraduate and master's student mobility and higher education institutions cooperation without harmonization

OTHER RECORDINGS

- Addis Abeba Convention on the recognition of studies, certificates, diplomas, degrees, and other academic qualifications in higher education in African states
- How recognition works in Europe, the case of an ENIC NARIC
- National and regional regulations on recognition, case studies from selected countries, with a detailed account of how recognition works in practice
 - Senegal
 - Morocco
 - Mozambique
 - CAMES regional convention 1972
 - IUCEA regional frameworks
- European universities' practices: how recognition works in practice