

# Student mobility within the Bachelor curriculum: Suggestions for improvement

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# 1 Background

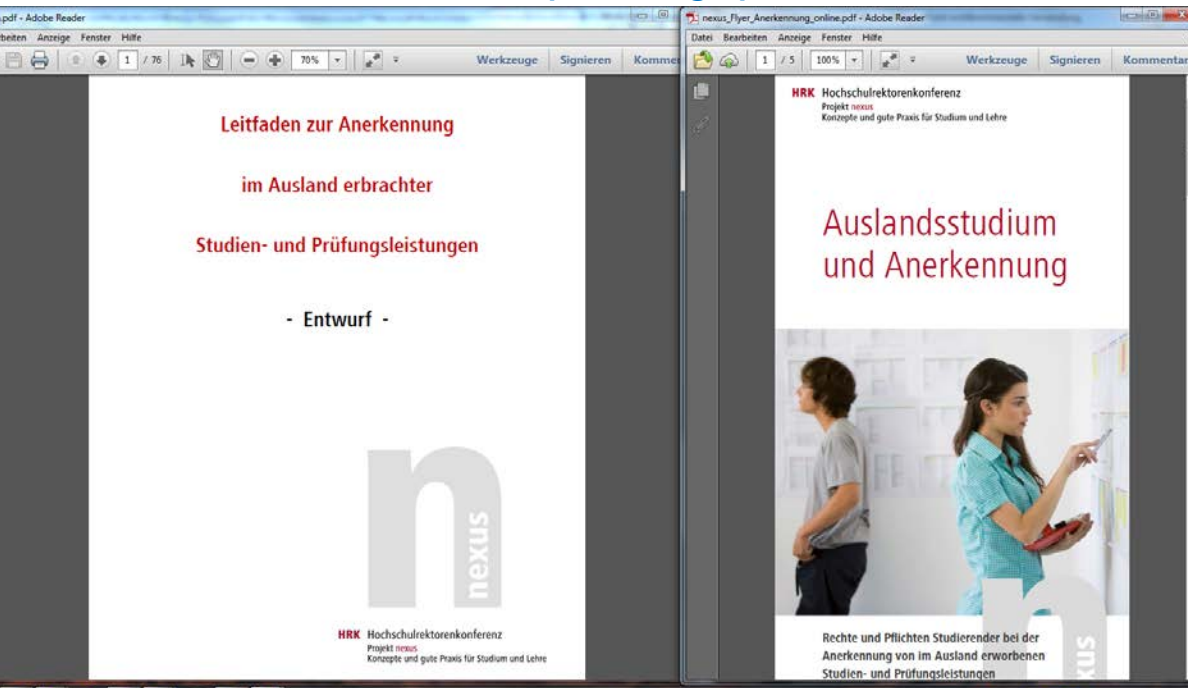
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- The subdivision of higher education (HE) into B.Sc. and M.Sc. opened the door for a new dimension of students mobility. Various opportunities are provided to supplement education and to gain more specific qualifications.
- In most cases, Bachelor curricula were not established as an own independent HE category but derived from the former “Diploma”.
- Such B.Sc. curricula tend to suffer from compression and corresponding regimentation. The chances to set individual priorities are strictly limited.
- *Students risk an involuntary prolongation of their studies in case they want to spent a term abroad and thus to follow the EU recommendations. The “ERASMUS Programme” tries to bridge problems in the recognition of external course achievements but this does not help the “free movers”.*

## 2 Guidelines

Recognition standard in Europe is the „Lisbon Recognition Convention“ (1997, in force starting Feb. 1999), officially the “Convention on the Recognition of Qualifications concerning Higher Education in the European Region” (coop. of EU and UNESCO):

- *The possibility for students to study abroad has been recognised as an essential element of European integration.*
- *“Foreign qualifications shall be recognised unless there is a substantial difference between the foreign qualification for which recognition is sought and the corresponding qualification of the host country”.*



Ratification in Germany 2007. Major step in the realisation is the draft version “Leitfaden zur Anerkennung im Ausland erbrachter Studien- und Prüfungsleistungen“ (2013).

[http://www.htwk-leipzig.de/fileadmin/hochschulrecht/hrk\\_kmk\\_AR\\_SMWK/2012-12-05\\_Leitfaden\\_Entwurf\\_HRK\\_nexus\\_Anerkennung\\_Lissabon.pdf](http://www.htwk-leipzig.de/fileadmin/hochschulrecht/hrk_kmk_AR_SMWK/2012-12-05_Leitfaden_Entwurf_HRK_nexus_Anerkennung_Lissabon.pdf)

Major topics of the “Leitfaden“ (44 p.):

- *The Lisbon Rec. Conv. is the recognition norm.*
- *Student mobility is greatly acknowledged (e.g. cultural benefits, international relations).*
- *Recognition of course achievements does not require a one-to-one congruency.*
- *Important are benefits for the continuation of the respective curriculum and a flexible configuration.*
- *Recognition is formally established, information and support is assured.*
- *There are central contact points which facilitate recognition procedures for students.*
- *“Learning Agreements” and “Mobility Windows” help to realise recognition.*
- *Quality management of curricula is a significant element of both, the home university and the hosting university abroad.*

[http://www.eurorecognition.eu/manual/ear\\_manual\\_v\\_1.0.pdf](http://www.eurorecognition.eu/manual/ear_manual_v_1.0.pdf)

Guidelines (cont.)

<http://www.ehea.info/Uploads/%281%29/2012%20EHEA%20Mobility%20Strategy.pdf>

The screenshot shows the cover page of the 'European Area of Recognition Manual'. The title is 'European Area of Recognition Manual' with a horizontal line underneath. Below the title, it says '(Jan. 2012)'. Further down, the subtitle 'Practical guidelines for fair recognition of qualifications' is displayed. At the bottom, there are logos for the European Union and the Education and Culture DG, along with the text 'Lifelong Learning Programme'.

Guidelines concerning strategies, e.g.:  
Mobility strategy 2020 for the European Higher Education Area (EHEA):  
“In the Leuven/Louvain-la-Neuve Communiqué, we have formulated a mobility target that in 2020, at least 20% of those graduating in the EHEA should have had a study or training period abroad.  
(EU Ministerial Conf. Bucharest 2012, I.)

The screenshot shows the 'Table of Contents' page. The title 'Table of Contents' is centered at the top. Below it is a list of sections and their corresponding page numbers, ranging from 3 to 85. The sections include the EAR consortium, Table of Contents, Acknowledgements, Foreword, Introduction, and various numbered chapters from 1 to 20, including sub-topics like 'Flexible Learning Paths' and 'Recognition of Prior Learning (RPL)'.

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### Milestones for the students

- *Specified obligations of the universities* (home and abroad); e.g. they carry the burden of the proof in case they intend to reject the recognition of external course achievements.
- *Rights of the students*, e.g. to enter an objection against a decision of the university.
- *Obligations of the students*, e.g. via verification of course achievements by means of an authorised transcript of records.
- To do list before, during and after the stay abroad:
  - Before: Learning Agreement, check on the transfer system of grades.
  - During: Deviations need to be communicated to the home university.
  - After: Claim for recognition of course achievements from abroad.

www.naval-acad.bg/ERASMUS/naruchnik.pdf

Google

f. Dr. Gerhard Müll... meincongstar

wird eventuell nicht korrekt dargestellt.

Mit anderem Programm ansehen

Seite: 1 von 28 100%

**INTERNATIONAL EXCHANGE ERASMUS STUDENT NETWORK**

student languages prime experience ECTS Europe Erasmus Student Network European Union

**EXCHANGE**

lifelong learning agreement placement obligations placement university mundus rights world ERASMUS PRIME Study abroad Placement

**recognition**

**Successful Recognition Student Guidebook**

ndbook.pdf

www.aic.lv/bolona/Bologna/contrib/ESIB/TNEhandbook.pdf

ne D2 MeinDSL... Prof. Dr. Gerhard Müll... meincongstar

Seite: 1 von 55 80%

**ESIB**

**European Student Handbook on Transnational Education**

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Education and Culture

### 3 Cases and options for improvement

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#### TUM

- PROMOS: Programme for improvement of the mobility of home students (financial support of internships and B.Sc./M.Sc. theses).
- TUMexchange: study related exchange with currently 25 countries. Assistance by the “International Office”.
- ERASMUS

#### Forest Science (Studienfakultät Forstwiss. und Ressourcenmanagement)

Team for foreign relations: Martin Döllerer & Thomas Schneider

- Average number of students per year (2011, 2012; B.Sc. and M.Sc.(!)):  
ERASMUS + FREE MOVERS: Out: 1 + 2,5    In: 9 + 1
- The most frequent universities (several years):  
Out: ERASMUS: (free movers are registered central for TUM)  
Univ. of Uppsala, Joensuu, Madrid, Padua.  
In: Univ. of Prague, Lausanne (ERASMUS),  
from Japan (TUMexchange) and Brasil (TUM/Wiss. ohne Grenzen).



## TUM study programs

**PhD Sustainable Management  
of Environment and Resources** (German/English)

Undergraduate Program, 3 years

**Master Forest and  
Wood Science**  
(German)

Graduate Program, 2 years

**Master Sustainable  
Resource Management**  
(English)

Graduate Program, 2 years

**Bachelor Forest Science and Resource Management**  
(German)

Undergraduate Program, 3 years

# Bachelor of Science in Forstwissenschaft und Ressourcenmanagement

## Reduction of courses during the 6th term

1 Semester = 30 Credits (CP)

6 SS	Praktikum (10 CP)		Bachelor's Thesis (10 CP)		Projekt (5 CP)	Wahlpflicht (5 CP)	
5 WS	Forstplanung (5 CP)	Forst- und Umweltpolitik (5 CP)	Landschaftsentwicklung (5 CP)	Rohstoffmärkte und Qualitätssicherung (5 CP)	Forstbetriebliche Informatik und wissenschaftliche Methoden (5 CP)	Wahlpflicht (5 CP)	
4 SS	Waldstandorte (5 CP)	Forstliche Verfahrenstechnik und Logistik (5 CP)	Straf-, Zivil- und Öffentliches Recht (5 CP)	Waldbau (5 CP)	Technologie und Verwertungslinien von sonstigen biogenen Rohstoffen (5 CP)	Waldschutz (5 CP)	
3 WS	Natürliche Ressourcen: Boden und Vegetation (5 CP)	Ergonomie und Arbeitsrecht (5 CP)	Forstliche BWL (5 CP)	Wald, Wachstum und Umwelt (5 CP)	Technologie und Verwertungslinien von Holz (5 CP)	Tierökologie (5 CP)	
2 SS	Eigenschaften von Holz und sonstigen biogenen Rohstoffen (5 CP)	Inventur (5 CP)	Einführung in die Wirtschaftswissenschaften (5 CP)	Dendrologie (5 CP)	Ökologiklimatologie (5 CP)	Mathematik II (5 CP)	Physik (5 CP)
1 WS	Chemie (6 CP)	Allgemeinbildung (4 CP)				Mathematik I (5 CP)	Biologie I (5 CP)

Wahlpflicht (à 5 CP):

Grafische Informationssysteme	Fischbiologie und Aquakultur	Gehölzmedizin	Grundlagen der Forstgenetik	Internationale Forstwirtschaft	Nachwachsende Rohstoffe: Züchtung und Plantagentechnologie	Stoffflüsse in Waldökosystemen von der Bestandes- zur Globalebene	Waldpädagogik 1	Waldpädagogik 2
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- Obligatory „Learning Agreements“ (open for changes) reduce the risk of non-recognition; consultation of students and monitoring afterwards; contact with docents; ERASMUS procedure also for „free movers“.
- The „Transcript of Record“ need to be intergrated in the final certificate of the home university, either by replacing local course achievements or by listing subjects and grades from abroad as external contribution.
- The time table for examinations could be coordinated with the schedules of the university abroad (TUM: 6th term of the B.Sc. curriculum).
- Examination boards should stop too restrictive recogniton practices.
- *Agreements between universities (at least consultations) could promote student mobility but are still lacking. Starting with the few mostly elected universities abroad, such agreements will better implement the “Lisbon Recognition Convention”.*

## 4 Conclusions

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- To live in a foreign country and to contact people from various countries surely is a highly valuable experience. → IFSA!
- Prior to the “Bologna Process”, the “Lisbon Recognition Convention” has pushed the doors wide open for student mobility.
- The subdivision in B.Sc. and M.Sc. curricula offered a new dimension of mobility, but within the B.Sc. curricula, it became restricted and is now counteracting EU mobility targets.
- ERASMUS can compensate losses of flexibility but FREE MOVERS do not yet benefit from corresponding improvement.
- Instead establishing a two-class-mobility, it is necessary to
  - improve “Learning Agreements”,
  - integrate “Transcript of Records”,
  - start inter-university cooperation, bi- to multilateral.

**Thanks for your attention ...**

