Are the current strategies and centralised instruments for quality-assured Random processes recognition practices effective? decisions Handbooks + dalahare No institutional for continuity + ovorier of full ralso for students (timple votion) Specific HOFF Lack of Frust in LOS (approach) in traditional padriori / Naison subject . All Hidy)+ Lack of underlanding no corrote motorsity maps Lade of underland.
of recognition + Huder
of Hudies + Hold Focus on Learning automes Lists with already Training + net-working Institutional (ised) fludent involvement (e.g. in accorditation, Malague int. bodies) Intonal ATU /beder obbeats/ reporting sorice

Virtual mobility: how will it impact student mobility and its recognition in the future?

Why doing virtual mobility if it doesn't improve the international

Different competences

removal of mobility obstactes

through more virtual mobility
there is a higher probability
that students are using it more,
which strengthens stalls (Diversity,
language)

enhaces the interest for physical mobility

No controduction to enter ECTS for virtual mobility.

Vi vtual mobility windows?

appropriate Tools for recognition of virtual mobility

How to reach 50% or 20% international experience of your student,

complementarith virtuel mobility physical mobility

Laws? Clarges? Digital fleribility Two-way road (blueen Strategic decision of HEI to wide their exchange programmes

Quality Circle 7

Microcredentials: potential or challenge for lifelong learning and mobility?

OPPORTUNITIES

FLEXIBLE,
INDIVIONAL
LEARNING PATHS

RECOCH I TION
OF SKILLS ACCURAÇED
OF THE JOB " LOT ACCURACY
ON THE JOB" LOT ACCURACY
ENCHOLOGIC
ENCHOLOGIC
COMMUNITIES
TOMMUNITIES
TOMMUNI

DIFFERENT TYPES &
LEARNING -> has
achieve (O
achieve (necessituded comp.

FURTHER TRAINING
FOR FOR FOR TRAINING
PROFESS; CHARLES
PR

NON-ACADEMIC
(PRIVATE)
PROVIDERS
LOASÉQUENCES?

CHALLENGES

RECOGNITION

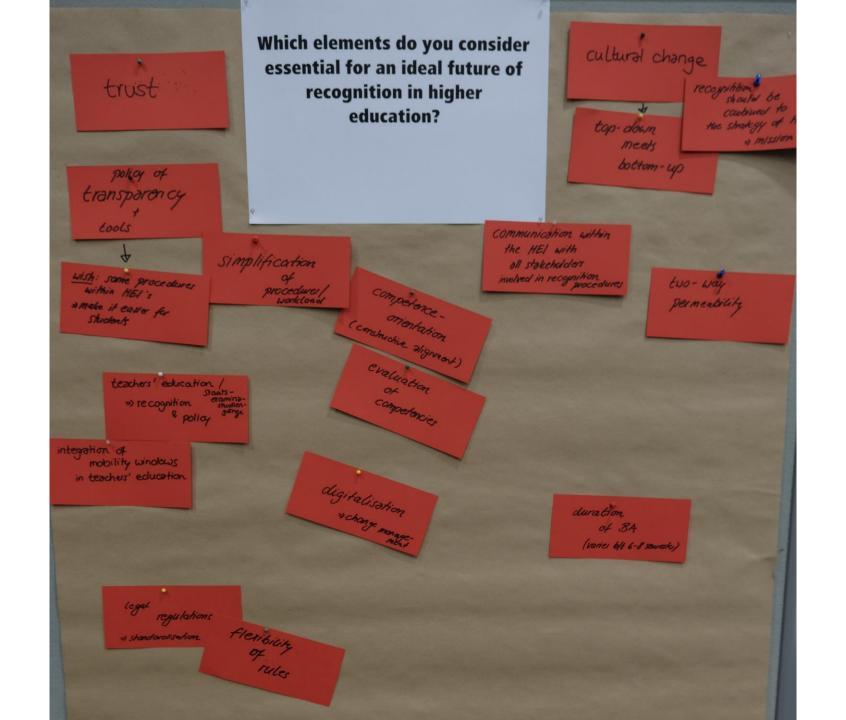
6 excuses

C->

UNIVERSITES

Tight and
RESOURCES mended
(from Htt Perspective)

TRANSPACENCY TEANSFÉRIBILITY



How can HEIs provide an inclusive environment for traditional students?

Islands will responsibilityer (core, kids) excludants what presents did not shalf > dyslexic students / disabled students

What is a NON-tendition Drearly overy are today? => refigres/studate without "Abitor"

· Adult Lawrest many, with work experience ("making "students)

· damographic minorities enon-tenditional depends on national circumstences

· by Gormany: " dual " ERFLYLS" + ERFLYLS on flexibility in Germany Acus

Dipolividual students requiere individual solutions (admission

corriculum)

s) must important: at the and own => give HEI - Staff More informational experience

Be sold on the + providing Floribility without lack of Quality =) non-truditional stretests bring many competencies we should boild

=HET's should be a safe - space for everyone of financial support is the lary to sapport non-tantional students

in can interview (ough without downal)