Are the current strategies and instruments for quality-assured recognition practices effective?

- Random processes + decision
- No institutional overview of full process
- Lack of trust in LOs (approach) in traditional subjects
- Lack of understanding of LOs
- Focus on learning outcomes
- Training + networking
  - Student involvement (e.g., in accreditation, int. bodies)
- All clients, no carrots

- Centralized office
  - Handbooks + database for continuity + alignment
  - Specific staff, facilitators / liaison officers

- Mobility maps
  - Lists with already recognized courses

- Institutional (need) dialogue
  - Internal Aibi

- Separate / proper appeals / reporting service / monitoring
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 experience?
- Different competences?
- No contradiction to earn ECTS for virtual mobility.
- Complementarity virtual mobility physical mobility
- Virtual mobility windows?
- Virtual mobility tools for recognition of virtual mobility
- How to reach 50% or 20% international experience of your students?
- Two-way road (between institutes)
- Strategic decision of HEI to wide their exchange programmes
- Quality circle?
Microcredentials: potential or challenge for lifelong learning and mobility?

Opportunities:
- Flexible, individual learning paths
- Recognition of skills acquired "on-the-job" and for work
- Engaging in networks and communities
- Skills development
- Different types of learning, e.g., in companies (e.g., international corporations)
- Further training for professionals (e.g., in medical or engineering sectors)
- Non-academic (private) providers

Challenges:
- Recognition between C-D Universities
- Time and resources needed (lack of perspectives)
- Transparency and transferability
Which elements do you consider essential for an ideal future of recognition in higher education?
How can HEIs provide an inclusive environment for non-traditional students?

Definition
NON-Traditional

- students with responsibilities (care, kids)
- students whose parents did not study
- dyslexic students/disabled students
- Adult learners mainly, with work experience (mature students)
- demographic minorities
- non-traditional depends on national circumstances

What is a NON-traditional student?

- nearly everyone today?
- refugees/students without "Abitur"

Change?/
Mission?

- HEIs should be at safe space for everyone
- financial support is the key to support non-traditional students
- providing flexibility without lack of quality
- non-traditional students bring many competencies, we should build on this!
- give HEI staff more international experience
- flexibility done is not the next one!
- HEI's should be an open time regulations!