



# Recognition without problems: the Dutch case

Conference DAAD

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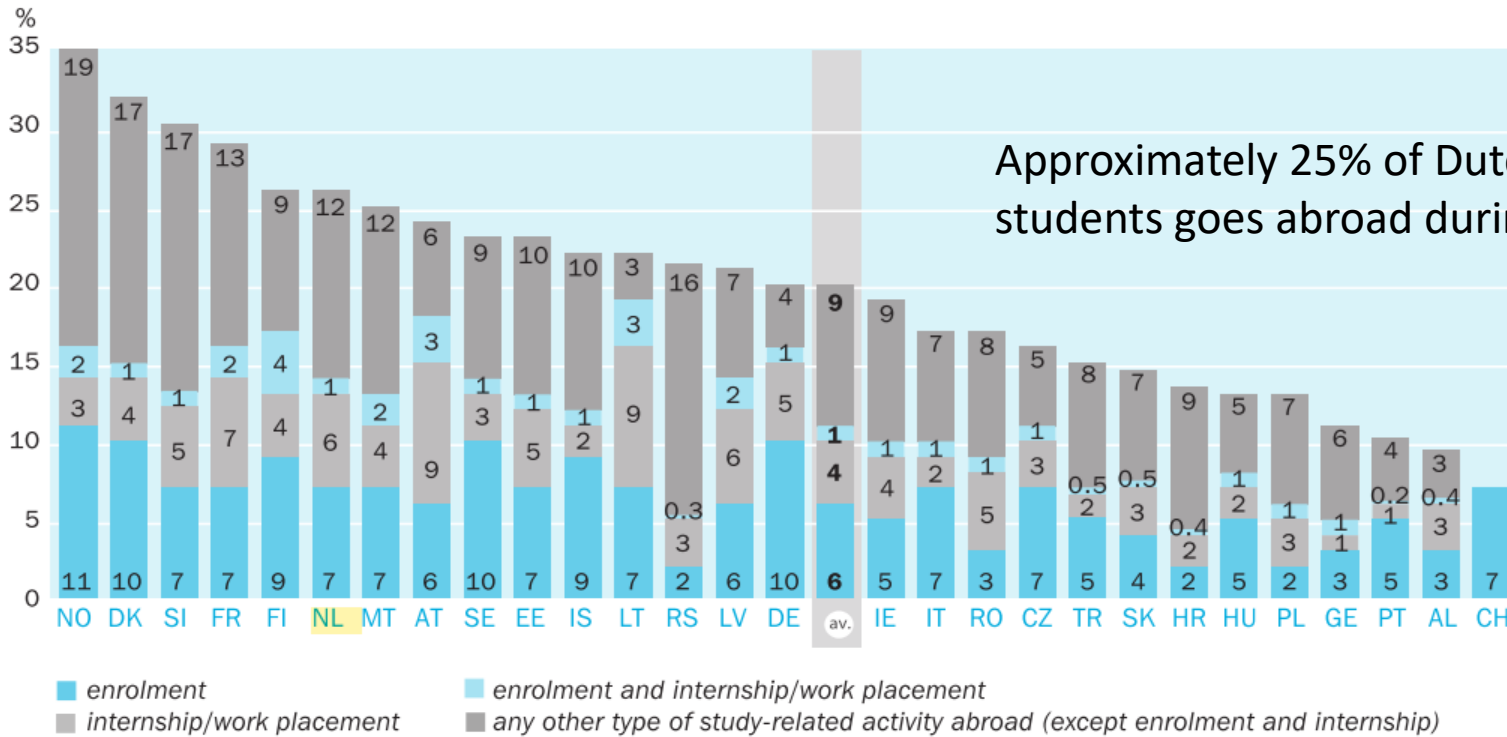




# Recognition some figures

## Students' mobility experience by type of study-related stay abroad

Share of students (in %)



**Data source:** EUROSTUDENT VI, I.2. **No data:** Internship and other types: CH.

**EUROSTUDENT question(s):** 4.0 Have you ever been enrolled abroad since you first entered higher education in #country?, 4.8 Have you ever been abroad for other study-related activities as a student in higher education in #country?

**Deviations from EUROSTUDENT standard target group:** AL, DE, IE, IT, LV, RS.

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# Recognition some figures

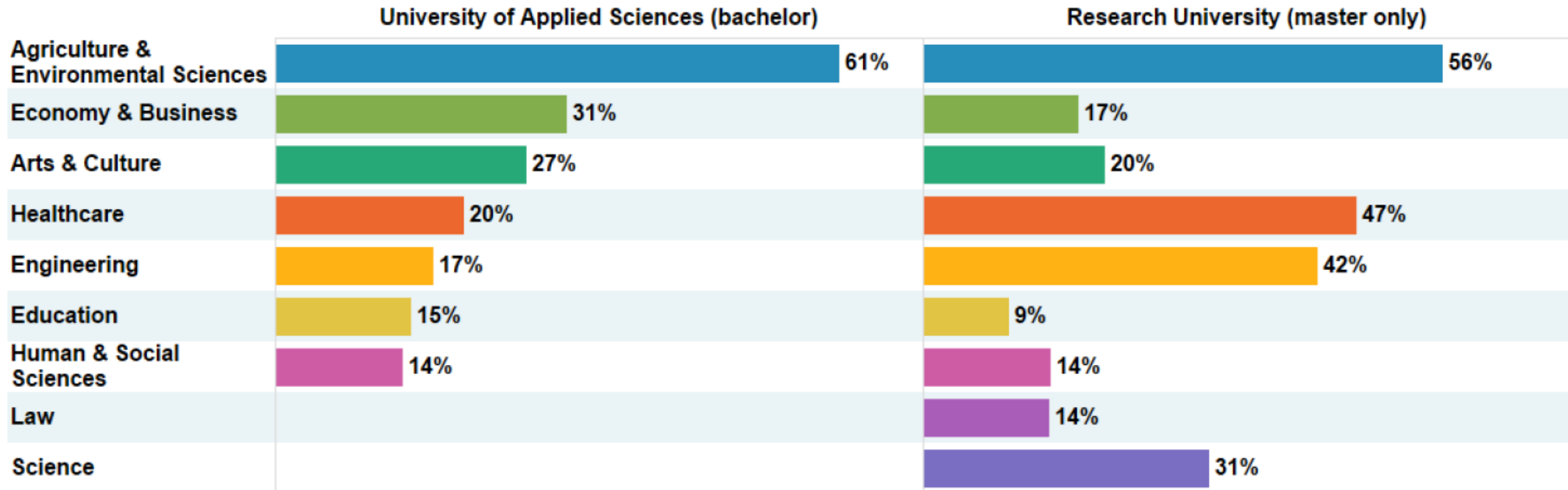


Figure 5: Outgoing credit mobility by field of study, based on recent graduate surveys (2013-14 cohort).

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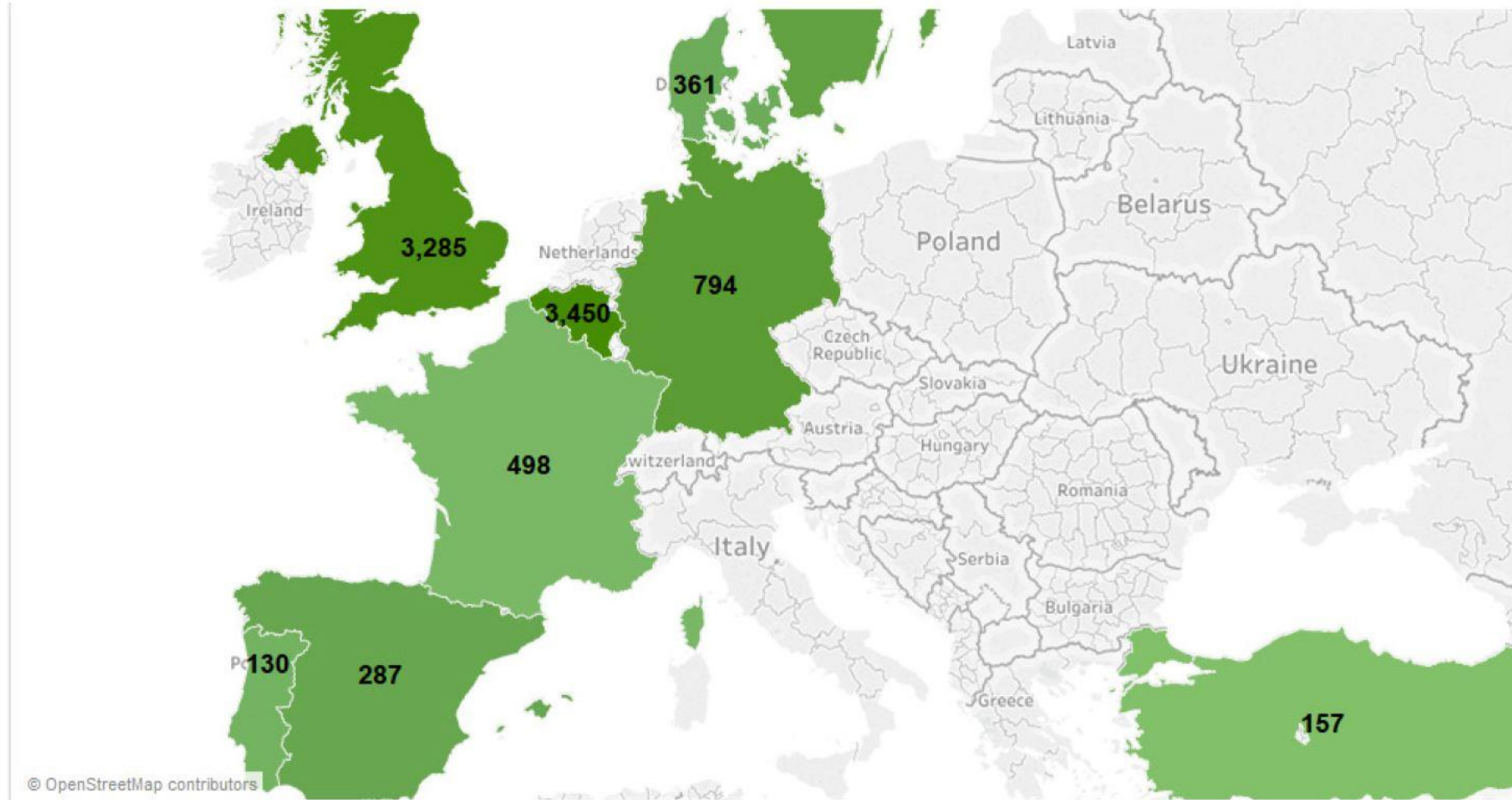
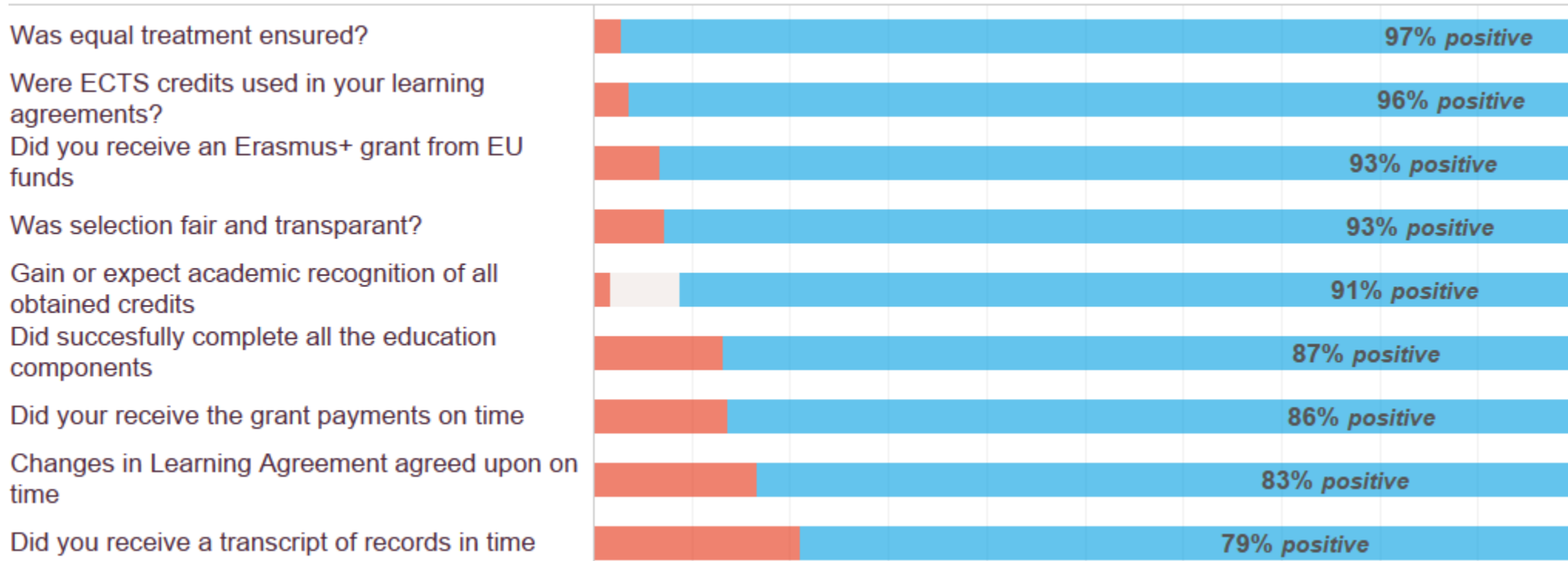


Figure 3: Top 10 destination countries for Dutch degree students in 2013-14, excl. USA (1,900) and Sweden (271).

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# Success factors recognition

- Semester windows
- Organisation and planning
- Process
- Student centred



# Semester windows

- Many Programs have a semester windows for studying abroad
- Curricula contain a minor for electives which can be replaced by studies abroad
- Recognition for courses abroad as replacement for electives is quite easily
- Replacements of core topics more exceptional



# Organisation and planning

- Carefully planned by students and institutions
- Use of learning agreements
- Permission prior to exchange
- Independently organised → Not only within Europe but also outside of Europe



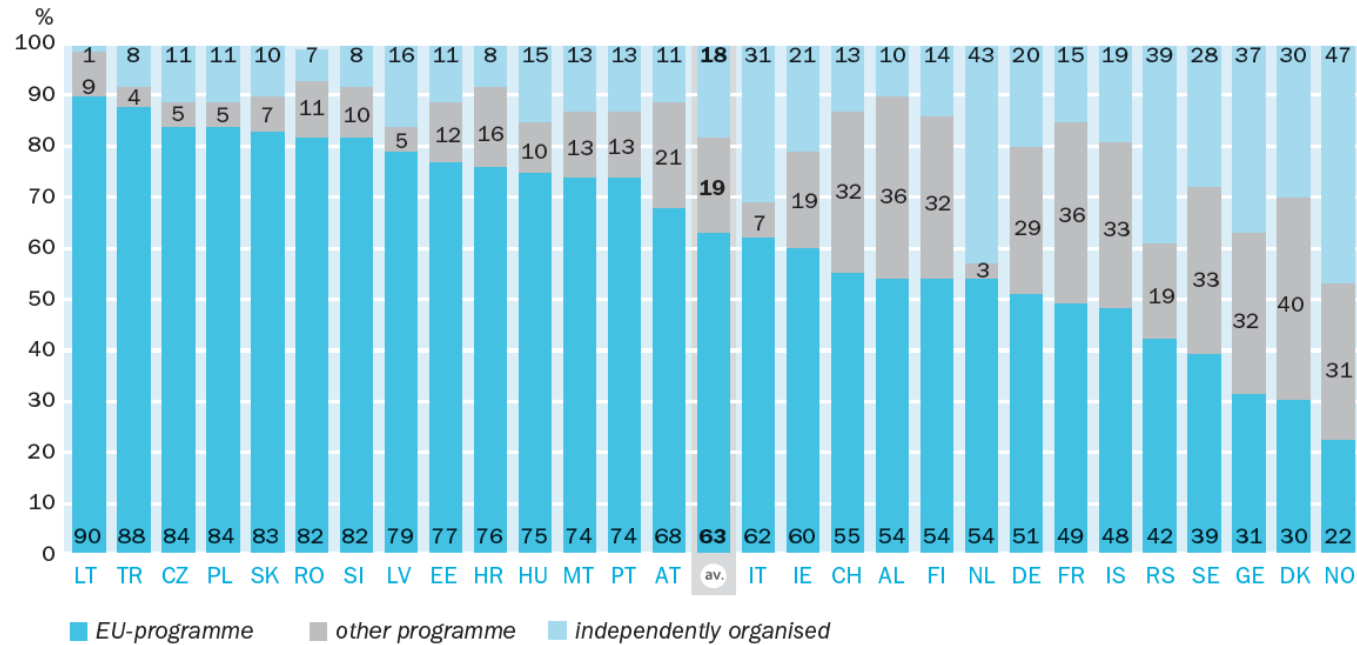


# Organisation and planning

Figure B10.5 [↓](#)

## Organisational framework for enrolment abroad

Share of students who have been enrolled abroad (in %)



Data source: EUROSTUDENT VI, I.8.

EUROSTUDENT question(s): 4.5 Within which of the following organisational frameworks was your enrolment abroad organised?

Deviations from EUROSTUDENT survey conventions: CH.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

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# Process

- Exam committees formal responsible, in practice they monitor the process
- Planning and recognition often delegated to special officers or student advisors.
- Student advisors can discuss options with students and secure consistency in the process



# Student centred

- If something goes wrong...
  - Effort is done to fit the results in some way in the curriculum
  - Or courses are added as extra course
- If course have appropriate level they can be included as additional course in the Diploma supplement →  
Students in NL are normally allowed to take extra courses



# No problems at all?



- Unfortunately not...



# Recognition is only the last step

- It is also very much about:
  - Well written learning outcomes
  - Assessable websites/information
- Recognition starts with:
  - Prior information about a course
  - Prior information about the level
  - Prior information about the place within a curriculum of a course
- After mobility:
  - Transcript of records including a grading table



# Recognition is only the last step

Finally Recognition!



# Recognition is only the last step

- Better information → Less problems with recognition
- Usage of Bologna tools would improve recognition a lot!



# Improving Recognition by using Bologna tools

- Course catalogues:
  - Available in English (at least)
  - Well written learning outcomes
  - Information about complete curriculum
- Grading table:
  - Include grading tables on transcript of records





# Improving Recognition by using Bologna tools

Start at home before asking you partners →

Dutch institutions are working hard to make Course Catalogues Bologna proof and implement Grading tables.



# Future situation

Course catalogue



Grading Table



Recognition



Student satisfaction

