

Guidelines for the Credit Recognition Process

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Foreword

Dear Colleagues,

When students seek to transfer credits for courses and examinations completed externally (i.e. in other TUM schools or departments or at other national and international institutions of higher education, etc.) to be counted toward their degree program requirements at TUM, as a rule, competent authorities in the students' fields of study (i.e. the module coordinators of the relevant degree programs) are called upon to assess whether **substantial differences** in the **learning outcomes** of the respective qualifications exist.

But, when exactly is a difference **substantial**? What exactly are **learning outcomes** and how can these be identified and compared to one another? What does “reversed burden of proof” mean? And what procedures are to be followed when recognition is denied? The following guidelines provide assistance in these and many other matters concerning the credit recognition process.

Sections I-V spell out the legal and organizational frameworks of the process, while sections V-XII offer further instructions and practical illustrations of the process stages.

Nevertheless, should you have questions about the credit recognition process, which are not addressed here, or questions regarding any other Bologna-related concern, feel free to contact us at the address provided on the last page of this publication or at www.lehren.tum.de/team-hrs/

Sincerely,

Academic and Student Affairs Office

I. An Overview of the Legal Framework for Credit Recognition

One of the central goals of the Bologna Process is to **facilitate the recognition** (i.e. transfer) of credits and examinations (referred to in the following as *credits*) among institutions of higher education, fostering student **mobility and flexibility** with regard, for example, to:

- International mobility (abroad - Germany),
- Changing from one type of higher education institution to another (university of applied science to university),
- Changing majors within the home institution.

In addition, the credit system seeks to foster **permeability in the educational system** as a whole (e.g. between institutions providing vocational/professional training and institutions of higher education).

The legal framework for the recognition of qualifications in higher education is contained in the Lisbon Recognition Convention, or LRC (*Convention on the Recognition of Qualifications Concerning Higher Education in the European Region*), which was drawn up in 1997 under the auspices of the Council of Europe and UNESCO and ratified by Germany in 2007. The agreement introduces the notion of “substantial difference” to replace the criteria of “equivalency” applied in previous conventions. The regulations set out in the Lisbon Recognition Convention are gradually being introduced into the higher education laws of the German states and specified in greater detail in university examination regulations.

1. Substantial Difference (cf. BayHSchG, Art. 63, Lisbon Convention, Art. VI 1)

Qualifications will be recognized provided that **no substantial difference with regard to acquired competencies (learning outcomes)** exists.

2. Credits to be Recognized (cf. APSO § 16)

Learning outcomes describe the results of a learning process. How and where these outcomes were achieved (e.g. at another university, a Fachhochschule [university of applied science], a professional educational institution, nationally or internationally) shall not play a role in the recognition process (**location and institution independent recognition**).

In the absence of substantial difference, the following qualifications will be recognized:

- Those acquired in **degree programs** at a university in **Germany**,
- Those acquired through **distance learning programs** in **Germany**,
- Those acquired in degree programs at a **university outside of Germany**,
- Those acquired in **Bavaria** within the scope of **alternative forms of study, special programs** or the **VHB (Virtuelle Hochschule Bayern)**.

Restrictions, such as the establishment of minimum periods of study at the degree awarding institution, the setting of limits on the number of credits that may be recognized, or regulations precluding the recognition of certain types of modules (e.g. final theses), are not permissible.

In addition, knowledge and skills acquired **outside the university** are eligible for recognition. Any knowledge and skills acquired outside the university setting may not make up more than 50% of the prescribed university studies.

3. Reversed Burden of Proof (cf. BayHSchG, Art. 63, Lisbon Convention, Art III)

The **burden of proof** in cases where recognition is denied on grounds of substantial difference lies with **the competent authority of the university** to which the application for recognition was submitted. This stipulation represents a significant change in the recognition process, in which, prior to this agreement, students generally were required to provide proof of equivalency.

II. What is Being Recognized? Learning Outcomes

Learning outcomes form the basis of the decision for the recognition of credits earned outside the degree awarding institution.

Learning Outcomes Defined

Learning outcomes are measurable achievements formulated as statements specifying what students are able to DO, e.g. what skills, knowledge or behavior they are able to demonstrate, upon completion of a learning unit or module.

Taxonomy of Learning Outcomes

To ensure the comparability of learning outcomes at TUM, we require a **shared vocabulary** with which to describe them. For this, we refer to a **taxonomy**¹ of **cognitive processes** providing information about the level, or cognitive stage, of the learning outcome:

On this continuum, “remember” represents the lowest and “develop” the highest stage of cognition (cf. fig. 1, no. 3), whereby it is generally understood that each higher stage of cognition subsumes those below it, e.g. “apply” (stage 3) includes “remember” (stage 1) and “understand” (stage 2).

The following schematic provides an example of how to formulate a learning outcome statement:

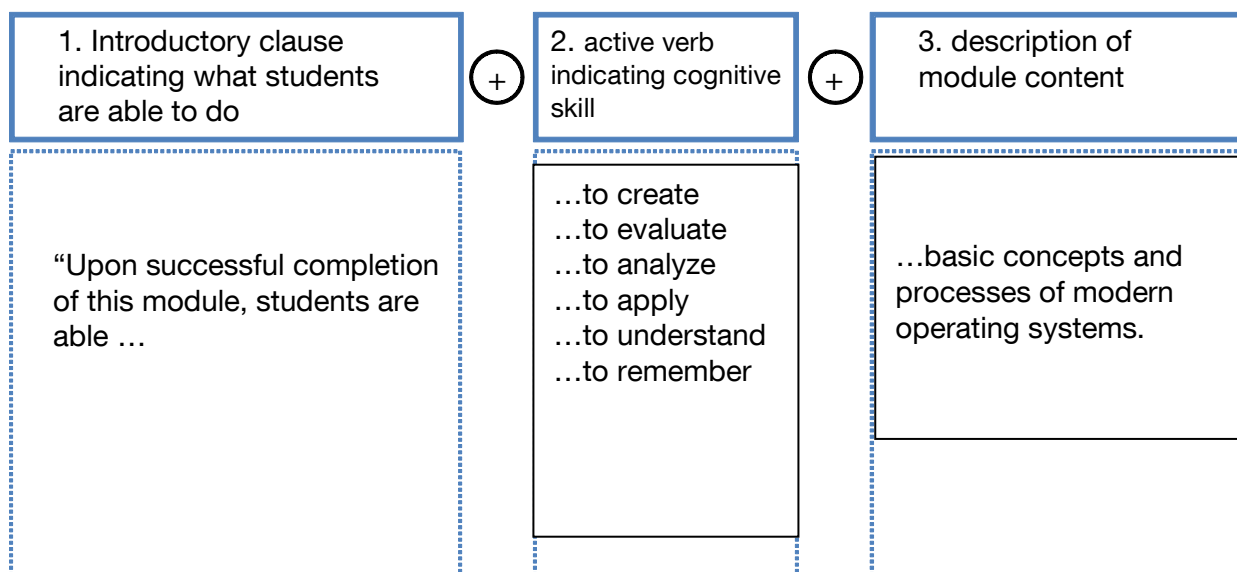


Image 1: Schematic for the formulation of learning outcome statements

Example: Learning outcome of the fictive module “Operational Systems” (excerpt)

“After successful completion of the learning units of this module, students are able to understand the basic concepts and processes of modern operating systems and apply the most important commands of the Windows Vista operating system.”

¹ L.W. Anderson u. D.R. Krathwohl (Eds.) (2001): A Taxonomy of Learning, Teaching and Assessing. A Revision of Bloom’s Taxonomy of Educational Objectives. Addison Wesley Longman.

III. What is the Criterion for Recognition? Substantial Difference

- The LRC stipulates that periods of study must be recognized, “unless **substantial difference** can be proved between the study completed at the external (partner) institution and that required for the components of the program which this study is to replace, i.e. for which recognition is being sought at the degree awarding institution.”
→ **In the absence of substantial difference in learning outcomes, credits are to be recognized in full.**
- The LRC, furthermore, provides for flexible and efficient recognition. → **Recognition should be granted whenever possible rather than hindered.**
- Learning outcomes form the basis of the decision on the existence of substantial difference. → As such, the careful and detailed description of **learning outcomes in module descriptions** and **qualification profiles in the degree program documentation** at TUM take on greater significance. For a more thorough discussion, please refer to the [manuals](#) provided by the Academic and Student Affairs Office.
- **The purpose of recognition** is always the **successful progress of study**. → Rather than comparing learning outcomes in minute detail, the objective is to review and assess **learning outcomes as prerequisites for continued study** and students' ability to successfully complete their degree programs.
- The following criteria can offer support in the review and assessment of learning outcomes. → **Failure to meet one of these criteria, however, does not necessarily compromise the successful continuation of study** and, thus, should not automatically result in the denial of recognition:

Quality

- Determine if the institution of higher education and, where appropriate, the degree program fulfill quality assurance standards (e.g. within the scope of accreditation).

Level of Qualification

- Question: At which level of qualification (bachelor's, master's) were the credits acquired (abroad)? The [Deutsche Qualifikationsrahmen](#) (DQR) [German Qualification Framework] provides assistance in attributing the level of qualification.

Workload

- Workload is expressed in the form of **ECTS credits** within the European Higher Education Area.
- A quantitative difference in credits (i.e. the number of ECTS credits awarded) does not, as a rule, serve as grounds for the denial of recognition. Emphasis is placed, instead, on the qualitative outcomes of the learning process, i.e. **acquired competencies and skills**.

Profile

- Determine if the acquired learning outcomes are relevant to the degree program profile of the degree awarding institution (e.g. areas of concentration, qualifications and competencies to be acquired, orientation on research and application, etc.).
- Substantial differences concerning admissions prerequisites to programs of further study (e.g. master's or doctoral programs)
- Substantial difference in the areas of concentration of degree programs

If substantial differences are determined to exist:

- These differences must be clearly demonstrated to the student seeking recognition.
- The denial of recognition must be submitted in writing.
- In cases where recognition is denied, students have the right to oppose the decision and are to be informed of this right and the process in the official notification of denial.
- Students should be informed if there is a possibility for the partial recognition of credits.

IV. Reversed Burden of Proof and Students' Obligation to Cooperate

Reversed Burden of Proof:

Reversed burden of proof means that if the recognition of credits and examinations earned outside the degree awarding institution is denied, it is the **responsibility of the competent authority at the degree awarding institution** to provide evidence of the existence of substantial difference in learning outcomes.

Reversed burden of proof does not, however, release students from their obligation to cooperate in the recognition process.

Obligation to Cooperate:

According to the General Academic and Examination Regulations (APSO) of the Technische Universität München, students are required to “submit the documentation required for the recognition of credits. (...) The documents to be submitted include, but are not limited to, module descriptions including learning outcomes, forms of teaching, contents, workload and requirements, as well as the system applied for grading the module.” (APSO § 16 Abs. 4).

Titles of modules/module components or course reading lists alone are not sufficient to determine the existence of substantial difference in learning outcomes (the decision of an Augsburg court, in which the student was required to present additional information on acquired credits for which recognition was sought, serves here as precedent).

Limitations of the Obligation to Cooperate:

If the institution at which the relevant credits were acquired cannot provide the desired documentation, the student shall not suffer any disadvantage as a result. In such cases, students may provide information on learning outcomes drawn from other sources, such as module descriptions, which many, if not all, universities and universities of applied science generally compile. Students must state the reason why they are not able to provide the desired documentation.

If students are required to provide supporting material in the absence of desired documentation, it must be born in mind that **the effort required to do so on the part of the student should remain within reasonable boundaries** (cf. p.10).

Recognition is teamwork!

The recognition process can only end satisfactorily for all parties if both students and decision-making authorities at the university **cooperate in a fair and transparent manner.**

Deadlines

Article III.5 of the LRC stipulates that requests for the recognition of credits must be processed within a predetermined, **reasonable time period.**

TUM has adopted the recommendations of the Hochschulrektorenkonferenz HRK [German Rectors' Conference], which suggest a period of **4-6 weeks** after submission of the request.

V. The Recognition Process in Practice: Three Steps

The assessment of learning outcomes to determine if substantial difference exists is a three-step process, which, due to differences in disciplinary cultures from institution to institution and in the contexts in which this decision is made, cannot follow a rigid formula.

Nevertheless, we would like to provide some helpful recommendations in the form of a three-step process in keeping with the principles of **substantial difference, reversed burden of proof, and the obligation to cooperate**, as described above.

- Step 1:** Determine the learning outcomes for the relevant credits at TUM
- Step 2:** Determine the learning outcomes for the credits earned at the external institution and for which recognition is being sought
- Step 3:** Assess for substantial difference

Step 1: Determine the learning outcomes for the relevant credits at TUM

Determining the learning outcomes for the relevant credits at TUM should be as simple as referring to the module description. **Module descriptions** provide information about the scope, content and targeted learning outcomes of specific learning units at TUM.

The wording of module descriptions should thus:

- Focus on the *outcome* of the learning process rather than on its content, or input.
- Be neither too general nor too concrete.
- Be oriented on a particular level of cognition the student is to have obtained upon completion of the module (refer to the taxonomy cited in footnote 1).

→ **The more careful the description of learning outcomes, the easier the decision about credit recognition can be made.**

For more information on the wording of learning outcomes, see the guidelines for “How to Write a Module Description,” available as a download (no. 1.8) at <http://www.lehren.tum.de/downloads/liste/>.

Step 2: Determine the learning outcomes for the credits earned at the external institution and for which recognition is being sought

Ideally, you should be able to determine learning outcomes for credits earned at an external institution by referring to that institution’s module descriptions. This, however, is often not the case. Learning outcomes are frequently not available in the form of module descriptions; or, when module descriptions are available, they are poorly formulated or provide insufficient detail. In such cases, you must refer to alternative sources to determine learning outcomes.

Within the scope of students’ **obligation to cooperate**, there is a range of possibilities for determining learning outcomes:

- You may speak to the student in person to acquire more details about learning outcomes,
- You may examine teaching and learning materials (e.g. scripts, textbooks, literature lists, student notes, readers, case studies, homework, exercise sheets, protocols, learning portfolios, laboratory reports, presentation materials, etc.),
- You may review examination questions and grade components (e.g. seminar papers, essays, drafts, laboratory reports, oral presentations, etc.),
- You may search the Internet for more information on the relevant institution's degree programs,
- You may contact the relevant competent authority at the external institution,
- etc....

If students can provide a valid reason why they are unable to submit the documentation necessary for determining learning outcomes, the absence of desired documentation shall not work against them, in accordance with the principle of **reversed burden of proof**. Furthermore, the amount of effort required by the student to provide alternative sources of information for determining learning outcomes shall not be excessive.

It is not permissible, for example,

- to require extensive, time-consuming summaries or synopses of lectures, teaching, learning or examination materials;
- to require students to take oral or written examinations to determine learning outcomes;

The rule applies that the student has already earned the credits in question through examination. Repeat oral or written examination at TUM contradicts the principle of recognition for credits *already earned*.

The difference between a personal interview with the student (permissible) and an oral examination (not permissible) lies in the nature of the inquiry.

- Interview: Which learning outcomes (knowledge, skills, competencies) were obtained in the module for which the student is seeking credit recognition?
- Oral Exam: Which learning outcomes (knowledge, skills, competencies) obtained in the relevant module can the student recall within the course of verbal exchange?

Step 3: Assess for substantial difference

Once learning outcomes for both the relevant credits at TUM and for the credits earned at the external institution have been determined, it remains to assess them for **substantial difference**.

The decisive criterion here is **goal of recognition**. Again, learning outcomes need not be compared one-to-one in minute detail, but rather reviewed with regard to requisite qualifications for successful continued study. In this sense, the correspondence of the external credits to module credits at TUM, which the former are to “replace,” is technical in character. Equivalency of content and level of mastery no longer constitutes the key factor in this assessment, though it can be a helpful construct. The review for substantial difference demands a great deal of flexibility, as well as a degree program design and modularization that foster mobility.

VI. Assigning the Number of Credits

If there is no substantial difference in learning outcomes, as a rule, students receive the number of credits assigned to the relevant learning unit(s) at TUM.

Significant Differences in the Number of Credits

In keeping with the principle of substantial difference (and of equivalency), the number of credits assigned to the learning units of the different institutions **need not be identical**.

For the recognition of required module credits, the following applies:

If the student earned **more credits** for the module completed at an external institution than are assigned to the corresponding required module at TUM, the student can only be awarded the number of credits assigned to the module as designated in the Academic and Examination Regulations of the degree program at TUM (FPSO). Any credits in excess of this number are forfeited. The grade earned by the student for the credits at the external institution will be the grade recorded for the required module at TUM.

If the student earned **significantly fewer credits** for the module completed at an external institution than are assigned to the corresponding required module at TUM *and* it has been determined that **no substantial difference in learning outcomes exists**, the student is to be awarded the number of credits assigned to the module as designated in the TUM FPSO of the relevant degree program. NB: Though, as we have said, the number of credits awarded for learning units need not be identical, a significantly lower number of credits may indicate the presence of substantial difference in learning outcomes.

If the required TUM module encompasses competencies not contained in the module for which recognition is being sought, yet no substantial difference was determined to exist between the remaining acquired competencies of the two modules, then students can be asked to demonstrate the missing competencies through the completion of supplemental requirements. For example, if the external module did not encompass laboratory work or did not consider certain aspects of the subject matter that are part of the required TUM module, then the student can be asked to compensate for these missing components. In such cases, the TUM Examination Board is to determine the type of work to be required and the number of credits to be awarded. The module coordinator and the student are to work together to find a fair and reasonable form of compensation (possibilities include, a partial written exam, an oral exam, a short seminar paper, a presentation, etc.).

The overall grade for the module is calculated as a weighted average. The grades are weighted according to credits earned externally and at TUM (cf. example on p. 13).

A credit transfer request cannot be wholly rejected solely on the basis of significantly fewer credits. This goes against the principle of recognition. A difference in the number of credits when no substantial difference in learning outcomes exists is not adequate grounds for rejecting the request for recognition (cf. p. 14).

For the recognition of examination credits, the following applies:

If the competencies acquired in a pass/fail course at an external institution correspond to those of a graded course at TUM, the grade for this course will not be included in the grade average (the divisor will be reduced accordingly).

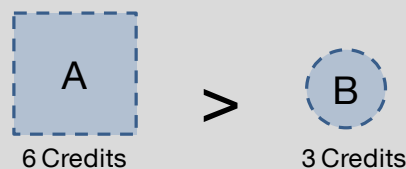
For the recognition of required elective and elective module credits, the following applies:

If the student earned **more credits** for the module completed at an external institution than are assigned to the corresponding required elective or elective module at TUM, it should be determined if the excess credits can be applied to other (required) elective modules of the degree program curriculum.

If the student earned **significantly fewer credits** for the module completed at an external institution than are assigned to the corresponding required elective or elective module at TUM *and* it has been determined that **no substantial difference in learning outcomes exists**, the student is to be awarded the number of credits assigned to the module as designated in the TUM FPSO of the relevant degree program. If this is not the case, the student can compensate for the missing credits by completing supplemental requirements in the relevant amount of credits. This may include, for example, completing an additional course from the (required) electives catalogue.

Sample: Earning supplemental credits for required modules:

6 credits are awarded for the required TUM module (A). For the recognized external module (B), only 3 credits are awarded.



If no substantial difference in learning outcomes exists between module A and B, 6 ECTS credits are to be awarded for the module.

If this is not the case, the Examination Board can require the student to complete supplemental work in the amount of the deficient credits. It is recommended that the supplemental work correspond to the forms of evaluation used in the required TUM module.

For example, if the TUM module requires a seminar paper, the student may submit a seminar paper whose workload is equivalent to no more than 90 hours (= 3 Credits x 30 h).

Grade calculation:

The student earned a grade of 2,3 for module B.

A grade of 2,7 is earned for the seminar paper (equivalent to 3 credits) submitted to TUM.

→ The student earns a final grade of 2,5 for module B (now 6 Credits) $[(2,3 + 2,7)/2]$

VII. Grade Calculation

If the grading system applied to coursework and examinations administered at external universities or equivalent institutions of higher education complies with the grading system of TUM, the grade assigned to the student's performance by the external institution will be applied to the relevant credits at TUM.

If, however, the grading systems do not comply, grades will be converted according to the so-called **modified Bavarian formula** (cf. APSO §16 (6)):

$$x = 1 + 3 \frac{N_{\max} - Nd}{N_{\max} - N_{\min}}$$

x = converted grade to be determined
 N_{max} = best achievable grade
 N_{min} = lowest passing grade
 Nd = grade achieved

This formula accounts for differences in grading systems between German states. Conversion serves to ensure that the best achievable grade in other countries is equivalent to the best achievable grade within the German grading system and, likewise, the lowest passing grade.

Information on various grading systems is available at www.anabin.kmk.org. To navigate there, click on "Bildungswesen" on the upper right of the header and select the relevant country from the dropdown list. Now, select "Notensystem der Hochschulen" from the navigation list on the left. There, you will find the values for N_{max} and N_{min}. As the KMK advises, it is important, here, to consider the standard practices of the respective country in the assigning of grades.

When inputting the maximum value (N_{max}) in the modified Bavarian formula, the actual grading practices of the university (school or department) at which the credits were earned are to be taken into consideration. The final decision is always the responsibility of the Examination Committee of the school or department of the degree awarding institution (§ 16 Abs. 6, 7 APSO). Students are to be informed in advance about the use and purpose of the Bavarian formula.

Explanation:

If the best achievable grade in a particular country is de facto never or seldom awarded, it is recommended that this grade **NOT** be used as N_{max} in the grade conversion formula. The same applies to conversion using **percentages**, provided as additional values, for example, for countries using letter-grading systems, such as the UK, to facilitate conversion. It is often unrealistic to take 100% as the maximum value (N_{max}), since it is almost never awarded in practice. Here, it is recommended that the mean of the best grade interval (e.g. if the best grade is awarded for 70% - 100% of acquired points, then N_{max} would be equal to 85%) or the highest percentage achieved.

In cases of doubt, the student is obliged to present official documents from the external institution (e.g. the grade distribution for the relevant examination, statements attesting whether or not the best achievable grade is ever assigned, etc.) The Examination Board of the degree-awarding institution always determines the extent to which such a procedure

may be used. This board is also responsible for determining an appropriate grade conversion key (§ 16 Abs. 7 APSO), in cases where the Bavarian formula cannot be used.

We recommend, as a rule, the careful **documentation of grade calculation** in order to facilitate the process in the future through reference to precedents, as well as to ensure equal treatment in all cases. Finally, such documentation must be available for reference should the student appeal the decision.

We recommend, further, that students be informed of the use and purpose of the Bavarian formula **in advance of their stay abroad**. Student should be made aware that varying grade scales and the conversion of grades using percentages may result in the assignment of a lower grade (i.e. the grade of A from the UK is not automatically equivalent to *sehr gut* in the German system). Moreover, students should be made aware of the difference between courses evaluated through examination and those operating on a “pass/fail” basis. Specifically, they should be informed that “pass/fail” courses will not be included in the calculation of grades at TUM.

VIII. Rejecting the Credit Recognition Request

In keeping with the principle of **reversed burden of proof** (cf. p. 4), the request for recognition may only be rejected if the competent authority at TUM can prove the existence of substantial difference in learning outcomes, as described above.

The Examination Board must present the grounds for its decision **in writing**, clearly communicating the justification of its rejection.

What information must the rejection contain?

The statement of rejection must clearly explain that the learning outcomes of the modules being assessed indicate the presence of substantial differences in quality, e.g. there are substantial differences in content and/or cognitive levels:

- Describe, first, the learning outcomes of the relevant credits at TUM. As in the module description, state what the student is able to do upon completion of the relevant learning unit.
- Juxtapose these learning outcomes to those acquired by the student at the external institution, pointing to the specific differences.
 - For differences pertaining to cognitive levels, refer to the stages of cognition reference on page 5 of these guidelines.
 - For differences pertaining to content, refer to specific competencies contained in the learning outcome descriptions. Here, it is important that you maintain the focus on qualitative differences in the acquired skills, knowledge or ability that would hinder the student's continued successful study rather than differences in minute details (cf. p. 7) to justify your decision.
- Differences in the number of **credits**, of the **type of institution** at which the credits were acquired (e.g. university of applied science), or in the **location** (country/German state) of the external institution are **not legitimate grounds for rejection**. These factors may only be seen as indicators for the potential existence of substantial differences, which remain to be presented and justified.

Sample Notification of Rejection

“The review of your application for credit recognition has been completed in compliance with § 16 Para. 1 APSO. Accordingly, credits acquired at external institutions will be recognized toward the student's degree program at TUM, unless substantial difference exists in the acquired competencies (learning outcomes).

For the purposes of this review, in compliance with § 16 Para. 4 APSO, you submitted the following documents: <<list documents>>

After careful consideration of the submitted documents, the Examination Board has decided to reject recognition of the following credits <<title of module>>.

The grounds for this decision are as follows: <<Justification (to be completed by competent authority, as a rule, module coordinator)>>

<<Legal Remedies (see appendix, p.22)>>“

Signature of Examination Board Chair

IX. Organizational Tips for the Recognition Process

In assessing credits for the existence of substantial difference it is important to keep the following in mind:

1. Students should obtain information in advance of the transfer to TUM.

→ We recommend that students consult with a departmental student advisor before they enroll at TUM to determine which of their credits may be recognized and identify the competent authority (module coordinator) of the relevant degree program. However, a legally binding decision on credit recognition can only be made after the student's official enrollment at TUM.

NB: To transfer credits from institutions outside Germany (for those students who began there studies in another country and plan to transfer to TUM as the degree-awarding institution), students must submit an official request for credit recognition to the Registrar's Office.

(vgl. <http://www.tum.de/studium/im-studium/anererkennung-von-studienleistungen/anererkennung-von-leistungen-aus-vorstudien-an-auslaendischen-hochschulen/>)

2. Module coordinators and students should maintain a positive working relationship.

→ In keeping with the principles of reversed burden of proof and the student obligation to cooperate (cf. p.8), the following applies: To students, the more complete and convincing the documents submitted with the application for review, the faster and simpler the recognition process. To module coordinators, students should not be unduly burdened in the recognition process. **The recognition process is teamwork!**

3. Module coordinators are to reach their decisions on the request as quickly as possible.

→ As a rule, decisions about the existence of substantial difference in learning outcomes should be made within a period of 4 weeks. If students require a decision before the start of the new semester, it is their responsibility to contact the module coordinator and submit the request in a timely manner.

4. The process is to be transparent.

→ Students seeking recognition shall be informed of the decision by the module coordinator as soon as it has been reached. The module coordinator is to be available for discussion should the student have questions about the decision.

5. Students alone should not bear the organizational burden.

→ Communication with the Examination Board and other organizational units should not be made the sole responsibility of the student.

6. Decisions regarding the recognition of credits can serve as precedents for subsequent requests.

→ Decisions regarding credit recognition are stored in a database by the Examination Board and may be referenced in processing subsequent credit recognition requests (equal treatment). As each request is unique to some extent, however, it is important to consider the specific factors influencing the original decision (e.g. the bundling of several modules, etc.).

7. All rejected requests must be documented.

→ The TUM must provide grounds for its decision to reject credit recognition, i.e. it must provide specific and clear information justifying its rejection in each case.

X. The *Learning Agreement* and the Recognition of Credits Earned Abroad

If recognition is or will be sought for credits earned in another country, students can conclude a Learning **Agreement** in advance of their study abroad. The Learning Agreement is made between the student, the degree-awarding institution and the external institution. It is an instrument of the *European Credit Transfer Systems* (ECTS) introduced to facilitate recognition and, in turn, student mobility.

How does the Learning Agreement work?

In advance of the **study abroad**...

... **students** declare which courses/modules they will complete and how many credits they plan to earn during their stay abroad (→ “Details of the Proposed Study Programme Abroad”). Completion of the Learning Agreement requires students to closely examine the course offerings of the external institution well in advance of their stay abroad.

...the **degree-awarding institution** declares that the credits earned at the external/partner institution will be recognized and credited upon the student’s return – **provided there is no substantial difference in learning outcomes to the relevant credits at TUM**. The assessment of credits for substantial difference is the responsibility of the respective module coordinator, whose decision is forwarded to the appropriate Examination Board, which makes the final decision on the recognition of credits. The Erasmus Representative of the student’s school or department signs the Learning Agreement.

...the **external/partner institution** confirms that the student’s planned course of study as indicated on the agreement can be achieved during the stay abroad.

Should changes be made to the Agreement during the stay abroad, these modifications must be entered into the Learning Agreement within one month of the student’s arrival at the partner institution. The amendment is to be signed by a representative of the partner institution and the International Affairs Delegate of the student’s school or department (→ “Changes to original proposed study programme”).

After the stay abroad, students are required to present a *Transcript of Records* listing the credits acquired during the period of study at the partner institution. The credits entered into the Learning Agreement will be recognized insofar as they correspond to those acquired during the study abroad.

The Learning Agreement as Part of ERASMUS

Students participating in an **ERASMUS program** are **required** to complete a Learning Agreement before the period of study abroad begins. The Learning Agreement for ERASMUS programs currently in use at TUM is appended at the end of these guidelines.

For assistance with or questions concerning this form, please consult with the Erasmus Representative of your school or department.

The Learning Agreement as Part of TUMexchange and Self-Organized Study Abroad

A standardized Learning Agreement is not required for students participating in **TUMexchange** (an exchange program for purposes of study at selected universities outside

the EU) or for student-organized study abroad. Some partner universities provide forms analogous to the Learning Agreement.

The extent to which credits earned in such exchanges may be provisionally recognized in advance should be clarified with the International Affairs Delegate of the student's school or department.

Contact:

A list of **current International Affairs Delegates** is available at:

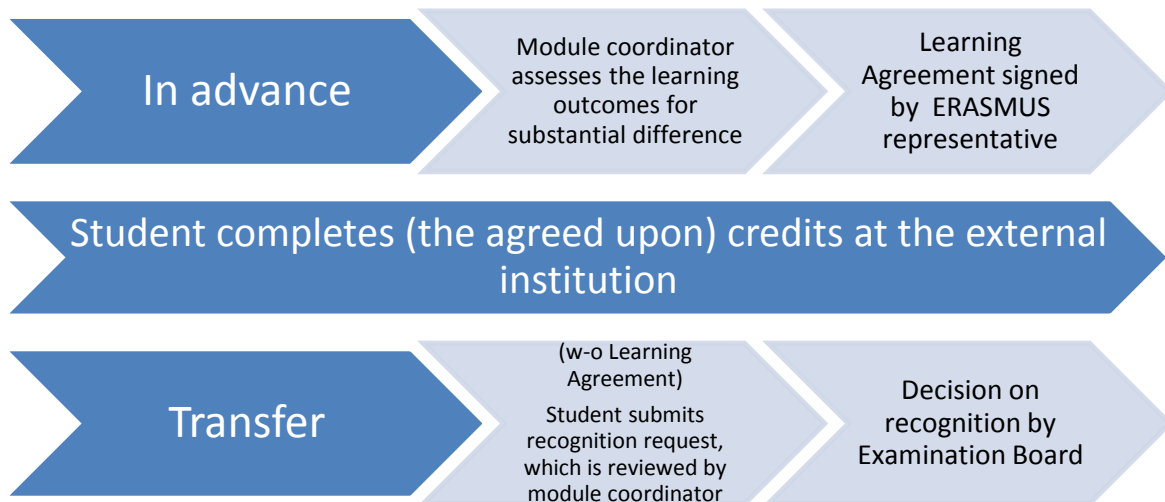
<http://www.international.tum.de/de/kontakt-und-beratung/auslandsbeauftragte/>

A list of **current ERASMUS Representatives** is available at:

<http://www.international.tum.de/auslandsaufenthalte/studierende/erasmus/erasmus-sms/beauftragte/>

XI Procedural Schematic

Recommendation for the Recognition Process at TUM:



XII. Contact:

Do you have questions regarding credit recognition?
We are glad to help!

Academic and Student Affairs
Arcisstr. 19, 80333 München
Fax: +49.89.289.25209
www.lehren.tum.de

Contact for all TUM schools and departments for general information on recognition

Rudolf A. Bauer Tel 089.289.25210 bauer@tum.de

Contacts for legal questions concerning recognition

Simone Hey Tel 089.289.28377 hey@zv.tum.de
Annette Eiberle Tel 089.289.28206 eiberle@zv.tum.de

Gabriele Kunnes Tel 089.289.25285 kunnes@zv.tum.de
(in Elternzeit)
Petra Burdach Tel 089.289.25222 artmannp@zv.tum.de
(in Elternzeit)

Contacts for questions concerning recognition and study abroad:

A list of **current International Affairs Delegates** is available at:
www.international.tum.de/de/kontakt-und-beratung/auslandsbeauftragte/

A list of **current ERASMUS representatives** is available at:
www.international.tum.de/auslandsaufenthalte/studierende/erasmus/erasmus-sms/beauftragte/

Appendix

1. Legal Remedies
2. ERASMUS-Learning Agreement (Muster)

Legal Remedies

Within one month after announcement of the decision you may either file opposition to (cf. 1) or take direct legal action against the decision (cf. 2).

1. When filing opposition:

Opposition must be filed to

Technische Universität München,
Hochschulreferat Studium und Lehre – Rechtsangelegenheiten
Arcisstraße 21, 80333 München.

in writing or declared in person for the record of the Hochschulreferat.

Should a decision on the merits of the opposition not be made within a reasonable time limit without sufficient reason, an action may be brought before the Bayerisches Verwaltungsgericht [Bavarian Administrative Court] in Munich, Postfach 20 05 43, 80005 Munich; court office address: Bayerstraße 30, 80335 Munich, in writing or declared for the record of the clerk's office of this court. The action may not be brought before expiration of a period of three months after the opposition has been filed unless a shorter time limit is required due to the special grounds of the case. The action must state the claimant, the defendant [TUM], and the subject matter of the action and should contain a specific claim. The facts and evidence substantiating the action should be stated and the decision against which the action is taken should be enclosed as original or copy. Together with the action and any relevant briefs, copies should be enclosed for the other parties involved.

2. When directly filing an action:

The action must be submitted to

Bayerisches Verwaltungsgericht in München,
(P.O.B) Postfach 20 05 43, 80005 München
(court office) Bayerstraße 30, 80335 München

in writing or declared in person for the record of the clerk's office of this court. The action must state the claimant, the defendant [TUM or the Free State of Bavaria], and the subject-matter of the action and should contain a specific claim. The facts and evidence substantiating the action should be stated and the decision against which the action is taken should be enclosed as original or copy. Together with the action and any relevant briefs, copies should be enclosed for the other parties involved.

Note on Legal Remedies:

- The Gesetz zur Änderung des Gesetzes der Verwaltungsgerichtsordnung [act amending the law governing the execution of the Code of Administrative Court Procedure] of 22 June 2007 (GVBl p. 390) offers the claimant a choice of proceedings for the field of [examination law/aptitude test], i.e. the claimant may either file an opposition or directly file an action.
- An opposition or action may not be filed in electronic form (for example, by e-mail).
- By virtue of German federal law, an advancement of court fees is required for proceedings before administrative courts as of 1 July 2004.

ECTS - EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM LEARNING AGREEMENT

ACADEMIC YEAR 20..../20.... - FIELD OF STUDY:

| |
|--|
| Name of student: |
| Sending institution: Country: |

DETAILS OF THE PROPOSED STUDY PROGRAMME ABROAD/LEARNING AGREEMENT

| |
|--|
| Receiving institution: Country: |
|--|

| Course unit code (if any) and page no. of the information package | Course unit title (as indicated in the information package) | Number of ECTS credits |
|--|--|---|
|--|--|---|

if necessary, continue the list on a separate sheet

| |
|--|
| Student's signature Date: |
|--|

SENDING INSTITUTION

We confirm that the proposed programme of study/learning agreement is approved.

Departmental coordinator's signature *

Institutional coordinator's signature

.....

.....

Date:

Date:

RECEIVING INSTITUTION

We confirm that this proposed programme of study/learning agreement is approved.

Departmental coordinator's signature

Institutional coordinator's signature

.....

.....

Date:

Date:

* Das Learning Agreement ist nur rechtsgültig, wenn durch einen offiziellen TUM-Erasmusbeauftragten die Unterschrift geleistet wurde. Die Entscheidungsbefugnis über die Anerkennungsfähigkeit der in diesem Formular gelisteten Kurse liegt beim zuständigen Prüfungsausschuss.

CHANGES TO ORIGINAL PROPOSED STUDY PROGRAMME/LEARNING AGREEMENT

(to be filled in ONLY if appropriate)

ACADEMIC YEAR 20..../20.... - FIELD OF STUDY:

| |
|--|
| Name of student: |
| Sending institution: Country: |

| Course unit code (if any) and page no. of the information package | Course unit title (as indicated in the information package) | Deleted course unit | Added course unit | Number of ECTS credits |
|---|---|--------------------------|--------------------------|------------------------|
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if necessary, continue this list on a separate sheet

| |
|--|
| Student's signature Date: |
|--|

| | |
|--|--|
| SENDING INSTITUTION | |
| We confirm that the above-listed changes to the initially agreed programme of study/learning agreement are approved. | |
| Departmental coordinator's signature * | Institutional coordinator's signature |
| Date: | Date: |

| | |
|--|--|
| RECEIVING INSTITUTION | |
| We confirm by the above-listed changes to the initially agreed programme of study/learning agreement are approved. | |
| Departmental coordinator's signature | Institutional coordinator's signature |
| Date: | Date: |

* Das Learning Agreement ist nur rechtsgültig, wenn durch einen offiziellen TUM-Erasmusbeauftragten die Unterschrift geleistet wurde. Die Entscheidungsbefugnis über die Anerkennungsfähigkeit der in diesem Formular gelisteten Kurse liegt beim zuständigen Prüfungsausschuss.