ERASMUS-EDU-2023-CBHE
Project number: 101128376
**MOBILITY RECOGNITION
FOR INTEGRATION**

MORIN

WP3. Mobility recognition in practice

D3.3 - Recognition practice carried out

Version	Type	Date	Authors	Reviewer	Change
1.0	First draft	April 02, 2025	Atdhe Kabashi, Butrint Bytyqi		Initial version
1.1	Second draft	April, 2024	Atdhe Kabashi, Butrint Bytyqi		Additional reports from partner institutions
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PROJECT DESCRIPTION

Project title: Mobility recognition for integration

Acronym: MORIN

Coordinator: University of Vlora "Ismail Qemali", Albania
Project number: 101128376

Topic: ERASMUS-EDU-2023-CBHE

Type of action: ERASMUS   LS
Project Starting date: 01 December 2023
Project duration: 24 months
Work packages: WP1. Management, coordination and evaluation of MORIN
                WP2. Mobility recognition via learning outcomes
                WP3. Mobility recognition in practice
                WP4. Impact and dissemination of MORIN

DELIVERABLE DESCRIPTION

Work package: WP3. Mobility recognition in practice

Deliverable: D3.3 Recognition practice carried out

Lead beneficiary: BC

Dissemination level: Sensitive

Type: Report

Due date: 31.05.2025

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Abbreviations

AAB College	AAB
Bachelor of Arts	BA
Bachelor of Science	BSc
Biznesi College	BC
Capacity Building in Higher Education	CBHE
Common Regional Market	CRM
European Credit Transfer System	ECTS
European Higher Education Area	EHEA
European Qualifications Framework	EQF
European University of Tirana	UET
Higher Education Institution	HEI
International Relations Office	IRO
Key Action 1	KA1
Learning Outcomes	LOs
Master of Arts	MA
Master of Science	MSc
Palacky University in Olomouc	UP
Professional College of Tirana	KPT
Research and Innovation	R&I
Quality Assurance	QA
Transcript of Records	ToR
University of Niš	UNI
University St Kliment Ohridski Bitola	UKLO
University of Vlora "Ismail Qemali"	UV
Vocational Education and Training	VET
Western Balkan(s)	WB
Western Balkans Six	WB6
Virtual Collaborative Learning	VCL
Learning Agreement	LA
Grant Agreement	GA
Head of Department	HoD

Summary

The MORIN project, "Mobility Recognition for Integration," addresses a critical challenge in higher education across the Western Balkans: ensuring effective academic recognition of student mobility. The project's core objective is to improve the transparency, comparability, and flexibility of recognition and credit transfer processes by adopting a learner-centred approach based on clearly defined learning outcomes (LOs). This approach aims to support student mobility, facilitate regional academic integration, and enhance employability in the WB6 region.

Central to MORIN's work package 3 is the practical testing of mobility recognition procedures through Task 3.3, culminating in Deliverable 3.3, which documents the simulation of real student mobility recognition cases. Each WB partner institution selected actual mobility cases—ranging from semester-long physical exchanges to virtual collaborative learning and short-term study tours—to be independently evaluated by expert recognition committees formed within the project consortium. These committees, organised by subject areas such as Computer Science/IT/Engineering, English Language, and Management and Economics, applied the recognition guidelines based on learning outcomes developed earlier in the project to assess the equivalence and recognition of credits earned abroad. This parallel simulation ran alongside the home institutions' real recognition processes, allowing for direct comparison and constructive dialogue through online meetings.

The mobility cases examined illustrated a spectrum of formats and academic disciplines. For example, the University of Vlora documented a completed physical semester exchange of a computer science student to the Polytechnic University of Cartagena, where courses were carefully matched with home university equivalents, and full recognition was granted based on detailed alignment of learning outcomes. Similarly, the European University of Tirana and Biznesi College showcased virtual mobility cases conducted over ten weeks via digital platforms, where courses in business, IT, and law were fully recognised and embedded within existing syllabi, demonstrating the potential of virtual collaborative learning to expand mobility opportunities even amid legal or logistical constraints.

AAB College's ongoing physical mobility of an English Language student highlighted a more holistic recognition approach. Instead of rigid one-to-one course equivalences, the MORIN recognition committee valued the thematic relevance and interdisciplinary nature of the host institution's courses, such as human rights and cultural diversity, integrating them with the home curriculum's language and communication courses. This flexible, outcome-based recognition model underlined the importance of intercultural competence and ethical communication as integral to student development. Meanwhile, short-term physical mobilities by students at the Professional College of Tirana emphasised experiential learning and the acquisition of digital and ethical competencies related to AI and digital tools, recognised through integration into existing course assignments, despite lacking formal ECTS at the host institutions.

Across all cases, the evaluation revealed a consistent commitment to maintaining academic

integrity while embracing flexibility. The recognition committees prioritised learning outcomes—knowledge, skills, and general competences—over strict curricular matching, enabling recognition of diverse mobility experiences, including physical, virtual, and blended formats. Institutional collaboration, involving academic units, recognition committees, and project coordination, proved essential to transparent and fair decision-making. Embedding mobility recognition within existing curricula and assessment frameworks strengthened the sustainability of these practices and supported the broader internationalisation goals of the participating HEIs.

In conclusion, Deliverable 3.3 validated the MORIN project's learner-centred recognition model as both practical and effective. The simulations and real cases demonstrated how structured, transparent recognition processes based on learning outcomes can overcome common barriers to credit transfer in the Western Balkans. This fosters student academic progression and enriches their intercultural and professional competencies, thereby contributing to regional integration and employability. The collaborative nature of the project ensures that these improved recognition practices are institutionalised and replicable, positioning MORIN as a model for other higher education systems seeking to enhance mobility recognition and international cooperation.

Background

MORIN, "Mobility Recognition for Integration," is a strand 1 CBHE multi-country project (ERASMUS-EDU-2023-CBHE; 101128376) funded by the EU that addresses the regional overarching priority of "Integration of migrants." MORIN involves eight universities, five beneficiaries from the WB region, three from Albania (UV, the project coordinator, UET, and KPT), and two from Kosovo (AAB and BC), three universities associated with the Erasmus+ programme, one EU HEI (UP), and two third-country HEIs (UNI and UKLO).

MORIN, which began on December 1, 2023, will continue for 24 months. The project aims to provide an innovative pedagogical approach that ensures curriculum transparency, comparability, and flexibility to improve recognition and study transfer procedures, specifically among WB6 HEIs. It seeks to revise course contents, methodologies, and assessments to promote student-centred and skills-oriented learning. The focus of MORIN is on the academic recognition of student mobility based on learning outcomes (LOs).

The project's goal is to improve collaboration among WB6 HEIs for student exchange, intra-regional employability, and connection by giving the curriculum an international, global perspective. MORIN seeks to establish institutional procedures for the recognition of credit mobility through the adoption of a learning outcomes model, internationalise the curriculum through global learning outcomes and embedded mobility, and develop a shared regional approach to academic recognition through interconnected paths of action. These efforts will enhance transparency, quality teaching and learning, and future-proof skills, as well as facilitate mobility and credential completion through credit transfer.

MORIN aims to improve academic recognition of student mobility in the Western Balkans (WB6) through a learner-centred approach based on learning outcomes (LOs). Task 3.3 and Deliverable 3.3 simulate real mobility recognition procedures, allowing for evaluation by a consortium-based committee. This process identifies differences and strengths, and recommendations are integrated back into institutional practices. Deliverable 3.3 documents these processes, validating the practical implementation of MORIN's pedagogical approach. By embedding this task within the project's framework, MORIN addresses barriers to mobility recognition, enhances academic staff capacity, and supports sustainable regional academic integration and quality assurance.

1. Introduction

A student mobility process refers to a structured and well-organised framework that facilitates students' temporary relocation to another country or institution to study, work, or gain valuable professional experience. This process allows students to broaden their academic horizons, immerse themselves in a new cultural environment, and develop key personal and professional skills that will benefit them both during and after their studies. Student mobility is typically facilitated through international exchange programmes, such as Erasmus+, as well as through study-abroad initiatives, internships, or cooperative agreements between universities across the world.

The organised framework of the process involves a series of coordinated steps between the home institution (the student's current university), the host institution (the university or organisation abroad), and often a governing or funding body like Erasmus+ or similar programmes. These steps are designed to ensure that students have a seamless experience abroad, both academically and culturally. The mobility process is structured to provide students with clear guidance and support at each stage, ensuring that the academic credits they earn abroad are recognised and that they receive the necessary assistance for a successful experience.

The student mobility process is an essential and organised pathway that opens doors for students to enhance their academic profiles, cultural awareness, and professional prospects by studying or working abroad. Through this structured process, students gain the opportunity to experience different educational systems, adapt to diverse environments, and develop a wide range of competencies that will serve them throughout their personal and professional lives. International mobility programmes such as Erasmus+ exchange programmes and study-abroad initiatives play a critical role in shaping the next generation of global citizens, fostering mutual understanding and collaboration across cultures.

Within the MORIN project framework, Task 3.3, "Mobility Recognition Practices in Action after Rewriting Learning Outcomes," directly addresses this vital aspect of the student mobility process—academic recognition of study periods abroad. Building on guidelines and rewritten learning outcomes developed in earlier project activities (Tasks 3.1 and 3.2), Task 3.3 operationalises recognition practices by simulating real student mobility recognition cases. Each WB HEI partner

This simulation runs parallel to the home institution's real recognition procedure, allowing comparison of decisions to identify differences, strengths, and areas for improvement. Interactive online meetings between the real and simulated recognition committees facilitate dialogue and consensus on recommendations. Where enhancements are identified, partners integrate these into institutional recognition practices, reinforcing flexibility, transparency, and a student-centred approach grounded in learning outcomes. This process ensures that the mobility experience is academically meaningful, supporting students in gaining full recognition for their achievements abroad.

Deliverable 3.3, "Recognition Practice Carried Out," documents the outcomes of these simulations and real recognition procedures. This deliverable validates the learner-centred, skills-oriented recognition approach, supports harmonisation and systematisation of recognition practices across WB HEIs, and advances MORIN's core objective of enhancing academic recognition to facilitate student mobility and regional integration.

By embedding Task 3.3 and Deliverable 3.3 within the broader student mobility process, MORIN ensures that the academic recognition component is practical, transparent, and aligned with international standards. This reinforces the project's mission to improve curriculum comparability and credit transfer mechanisms, thereby enabling students to fully benefit from mobility opportunities. The collaborative, iterative nature of the task—with multiple partners, expert committees, and continuous communication—guarantees quality and coherence in recognition practices, contributing substantially to the development of a sustainable, student-centred mobility framework in the Western Balkans.

Ultimately, Task 3.3 and Deliverable 3.3 translate MORIN's strategic vision into actionable practice, ensuring that the recognition of student mobility is not only conceptually sound but also effectively implemented, thus supporting academic progress, enhancing employability, and fostering integration within the region.

2. Methodology for Task 3.3 and Deliverable 3.3: Simulation of Mobility Recognition Practices

The methodology for this task/deliverable involved selecting and identifying mobility cases, forming multiple recognition committees, and conducting collaborative reviews. To comply with it, the following steps were taken:

Partners in the WB HEI selected one actual student mobility recognition case. These cases included various mobility types, durations, and formats. Due to legal constraints and challenges establishing Erasmus+ mobility collaborations with other WB HEIs, partners were encouraged to

explore exchanges beyond Erasmus+ and consider virtual or shorter mobilities for the simulation.

A shareable Excel file was prepared and distributed by the project coordinator officer (COO) to partners for systematic data collection (https://docs.google.com/spreadsheets/d/1n39zYdVjhgOy_VVSNuYf1-MfPRmPwflveATHRht_3uw/edit?usp=sharing). Partners received continuous guidance and reminders via email communications to support timely and accurate data submission. Multiple recognition committees were established within the MORIN consortium to ensure adequate expertise across three key subject areas: Computer Studies/Science/Engineering, English Language and Literature, and Management and Economics.

Each recognition committee independently evaluated the selected student mobility cases, applying the guidelines developed in Task 3.1 and the rewritten learning outcomes from Task 3.2. The simulation process ran concurrently with the home institution's real recognition procedure, enabling direct comparison of outcomes.

Interactive online meetings were held between the real recognition committees at home institutions and the simulated MORIN committees to discuss evaluation results, identify differences, and agree on recommendations for improvement. The task leader, WP leader, and project coordinator actively facilitated these meetings and communications, providing procedural guidance and addressing queries.

The recognition committees compiled their findings and decisions into structured Excel reports, submitted by May 20, 2025. Deliverable 3.3 is based three key reports: the home recognition committee's official recognition decision (in Albanian and English), the MORIN consortium's simulated recognition procedure report (in English), and a final revised recognition document by the home committee incorporating agreed recommendations, if any (in Albanian).

2.1. Organisation of tasks in the framework of deliverable 3.3

The organisation of tasks within this deliverable has been carefully structured through a sequence of SC meetings, technical coordination sessions, iterative communications, and collaborative activities involving all project partners.

March 12, 2025 – Initial planning and data collection coordination: The first SC meeting of the project's second year focused on organising the work for completing Deliverable 3.3, identified as the final task in WP3. Partners agreed to identify five recognition procedures linked to student mobilities—study, traineeship, or other types—across five different courses, one per WB HEI partner. Recognising challenges such as limited Erasmus+ mobility collaborations and legal constraints (notably Albanian law's non-recognition of virtual learning), the consortium decided to expand the scope beyond Erasmus+ by including virtual and shorter mobilities.

To facilitate systematic data collection, the project coordinator officer (COO) proposed preparing

a shareable Excel file[1] for partners to input key information on each mobility case, including the type of mobility, duration, format (physical, virtual, blended), and host university. Partners were tasked with completing this file by March 31, 2025. The COO and task leader maintained active communication with partners to ensure compliance and data quality.

The meeting also addressed establishing a recognition committee within the consortium to simulate recognition procedures. This committee would evaluate mobility cases independently and compare their decisions with real recognition practices at home institutions, identifying areas for improvement. The deadline for completing Deliverable 3.3 was set for May 31, 2025.

April 4, 2025 – Technical coordination meeting: A focused online meeting between the COO, WP leader, and deliverable leader addressed technical arrangements for the simulation process. Participants discussed the need to clearly define the mobility cases to be simulated, including whether mobilities were ongoing or completed, which was critical given that recognition often occurs months after mobility completion. The COO agreed to add a column in the Excel file to clarify this status.

Concerns were raised about recognising very short mobilities (e.g., one-week exchanges), but it was agreed that such cases could be validly recognised as part of ongoing course evaluations. The meeting also agreed to establish multiple recognition committees, rather than a single one, to enhance expertise across identified subject areas and provide more thorough evaluation.

April 11, 2025 – Steering Committee meeting: Recognition Committees formed: At this meeting, the SC approved the composition of the MORIN recognition committees for three subject areas: Computer Studies/Science/Engineering, English Language and Literature, and Management and Economics. The COO highlighted delays in expert nominations from some partners, prompting urgent follow-ups by email to ensure timely completion. To enhance coordination, the COO initiated a shared Google document to facilitate communication and task organisation among committee members[2]. It was also agreed to develop a step-by-step procedural guide for committee operations. A Word document[3] was created for this purpose and was completed by the COO, the WP leader and the task leader.

May 9, 2025 – Meeting with Recognition Committee members: This meeting brought together the project coordinator, WP and task leader, and recognition committee members to clarify expectations and outline the practical steps for carrying out the simulation. The three committees elected their team leaders, a suggestion made by UNI: Shkelqim Miftari for Computer Studies/Science/Engineering, Bojana Marjanović for English Studies, and Elona Shehu for Management and Economics.

Committee members received detailed instructions on conducting independent simulations

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[1] Identification of recognition procedures. https://docs.google.com/spreadsheets/d/1n39zYdVjhgOy_VVSNuYf1-MfPRmPwflveATHRht_3uw/edit?usp=sharing.

[2] Experts for the MORIN recognition committees spreadsheet, https://docs.google.com/spreadsheets/d/1SsA-CVKqfESYsDXdgf0Xnda8sBjli6adE-yGvP8WeeI/edit?usp=sharing.

[3] Step by step guide for MORIN recognition committees to follow, https://docs.google.com/document/d/1z-dVpeWJq_irBxCvgCxN7hn3yGAizgDTpXIQG_M5Z4U/edit?usp=sharing.

using shared documentation, such as learning agreements, transcripts, and course syllabi. They were advised to hold at least one online meeting among themselves and collaborate closely with home institution coordinators. The final deadline for submitting complete Excel reports was set for May 20, 2025, ensuring sufficient time for the finalisation of the deliverable.

Throughout the process, the COO and task leader played central roles in facilitating communication, sending regular email instructions, reminders, and updates to partners. Shared Excel files and Google documents served as key tools for data collection, expert nomination tracking, and collaborative work. Online meetings between committee members and between real and simulated committees ensured continuous dialogue, transparency, and consensus-building. The recognition committees independently evaluated mobility cases and compared their simulated decisions with those of the home institution committees. Differences and potential improvements were discussed, with agreed recommendations to be incorporated into revised recognition practices at partner HEIs.

2.2. Mobility recognition practices selected for simulation

As outlined above, partners were asked to select recognition practices, either ongoing or completed, to submit for simulation to the MORIN recognition committees. Below are the identified mobility-for-study practices presented by WB HEI within the MORIN consortium. The tables included information about the study programme, type of mobility, duration, format, host HEI, courses or forms of learning taken at the host HEI, LOs for each, course s or forms of learning to be recognised with at the home HEI, LOs for each and any other additional information regarding procedures followed for recognition or remarks. The process as carried out by the recognition committees at each HEI are summarised in these tables.

Study programme	Type of mobility (study/traineeship/other)	Duration (in weeks/months)	Format (physical/virtual/blended)	Host university	Status of the mobility (Completed/Ongoing)	Courses or forms of learning taken at the host university	ECTS	Learning outcomes	Courses or forms of learning to be recognised by the home university	ECTS	Learning outcomes	Approach	Recognition decisions
Computer studies/Computer Science	Study	One semester	Physical	Polytechnic University of Cartagena	Completed	Internet Application	6	- Understanding the history and development of the internet, various internet services, and web architecture. Students also learn about web technologies, including front-end and back-end development, HTML, CSS, JavaScript, server-side programming with PHP, and database operations.	Web programing	6	To create a basic website using HTML and Cascading Style Sheets. To design and implement dynamic web page with validation using JavaScrip. Apply different event handling mechanisms. To design front end web page and connect to the back end databases.	Recognition approach	Full
						Fundamentals of Programming	6	- Understand computer basics. - Understand programming basics. - Understand binary number system. - Begin using the C++ programming language.	Programming in C++	8	Students will be able to write functional code in C++ using the correct syntax.		
						Analysis and Design of Algotithms	6	Students learn to design and analyze efficient algorithms for solving computational problems. They will understand various algorithm design techniques, analyze the efficiency of algorithms, and implement solutions in high-level	Data Structure and Algotithms	8	Understand and implement data structures such as lists, stacks, queues, trees, and graphs. Use various algorithms for searching and sorting data. Solve complex problems using data structures in the C++ programming language.		

								programming languages			
						Fundamentals of Statistical Inference	6	- Identify the principles, processes and methods of statistical inference. - Evaluate inferential problems for various statistical models. - Apply appropriate statistical models and methods for real life data analysis.	Probability and Statistics	8	- Apply probability rules and distributions to model random phenomena. - Perform statistical analyses, including estimation, hypothesis testing, and regression. - Simulate and evaluate stochastic systems and queues.
						Fundamentals of Data Networks	6	The ability to understand network terminology, identify different network types and components, explain networking protocols, and understand network security fundamentals	Intrducion to data networks	8	At the end of the course, students will be able to understand and explain the core concepts of computer networks, including network models, protocols, and architectures.

Table 1. Mobility recognition practices selected for simulation at the University of Vlora.

The table presents a detailed account of the recognition process for a completed student mobility undertaken by a computer science student from UV at the Polytechnic University of Cartagena, as part of the Erasmus+ programme.

The mobility was structured as a one-semester study period conducted in a physical format. The host institution for this exchange was the Polytechnic University of Cartagena, and the mobility is classified as completed. During the mobility, the student enrolled in four main academic courses at the host university, each carrying 6 ECTS. These were carefully matched with corresponding or equivalent courses at the home institution, where they were recognised with 8 ECTS each. This reflects a fair and considered approach to aligning academic content and workload between the two institutions. The learning outcomes achieved through the host university courses were systematically mapped to those of the home university. This ensured that the student acquired comparable knowledge, skills, and general competencies, supporting the integrity of the academic programme. The recognition approach applied was full recognition, indicating that all academic work completed abroad was accepted without reduction or omission. This guaranteed that the student maintained academic progress and avoided any credit loss. Overall, the table demonstrates a comprehensive, transparent, and effective mobility recognition process. It highlights the importance of accurate credit transfer, alignment of learning outcomes, and institutional collaboration to ensure the academic success of mobile students.

Steps followed by the MORIN recognition committee:

An online meeting was held on May 13, 2025 with the participation of the members of the UV, UET and KPT committees. Complete information about the courses followed at the host HEI (courses, ECTS, LO) and those expected to be recognised by UV was provided to the committee by the UV representative. The courses followed by the student at the host institution were reviewed in detail, focusing on their thematic connection with the courses of the home university. The student in the computer science programme had selected five courses at the host university, for a total of 30 ECTS. The courses were recognised for courses that the student is taking at the home university. Specifically, a course such as Internet Application was flexibly recognised for Web Application. Likewise, Fundamentals of Data Networks was recognised for the introduction to Data Networks. The committee based their recognition decisions for each course on their description, which showed a high degree of compatibility, almost ninety per cent to one hundred percent. The specificity of the study programme itself, which is universal and unified, as are programming languages such as C++, gives the possibility of converting subjects and equivalence without problems. To be remarked, however, is the fact that the documentation provided by the host institution indicates that the student did not attend this course. It will be attended at the home institution. The decision of the MORIN recognition committee can be found here, https://docs.google.com/spreadsheets/d/1iwo8mwDw4Dx4CC0QDiceqRpKBg8QsDO7OfELl4kpmV E/edit?usp=sharing.

Study programme	Type of mobility (study/traineeship/other)	Duration (in weeks/months)	Format (physical/virtual/blended)	Host university	Status of the mobility (Completed/Ongoing)	Courses or forms of learning taken at the host university	Credits	Learning outcomes	Courses or forms of learning to be recognised by the home university	Credits	Learning outcomes	Approach	Recognition decisions
Computer Engineering and Information Technology	CBHE project collaboration	10 weeks	Virtual	Biznesi College	Completed	Decision Supporting System (MS Excel),	2	Knowledge The student: - has knowledge of decision-making processes in business and organizational contexts; - understands how spreadsheets and advanced Excel functions support data-driven decisions; - has insight into the integration of data visualization and automation in Excel-based decision systems Skills The student: - can apply advanced Excel tools such as pivot tables, VLOOKUP, and macros to solve practical business problems - can analyze quantitative data and generate decision-support reports - can design models that simulate real-world decision scenarios General Competence The student: - can communicate findings effectively using data presentation tools in Excel - demonstrates initiative in solving complex business cases using digital tools - shows accuracy and	Electronic Business	2	Knowledge The student: -has knowledge of digital business models and their role in modern commerce -understands the principles of e-commerce, including platforms, logistics, and digital payments -has insight into regulatory, ethical, and cybersecurity issues related to online business Skills The student: -can design and evaluate basic e-business models -can use digital tools to plan and simulate online business processes -can assess the performance of e-commerce systems using analytics General Competence The student: -demonstrates an understanding of the evolving digital economy - can communicate e-business strategies clearly to diverse audiences -shows adaptability and problem-solving skills in digital business contexts	Embedded in syllabus; approved by academic units	Fully recognised as part of course evaluation

						critical thinking in digital problem-solving environments							
						System Architecture & Engineering	2	Knowledge The student: - has knowledge of system development life cycles, architecture models, and engineering principles - understands the interdependence of software and hardware in system design -has insight into the challenges and requirements of scalable and secure system infrastructure Skills The student: - can design basic system architectures and evaluate alternative structures - can identify and document system requirements for both user and technical specifications - can use modeling tools to describe and analyze system functionality General Competence The student: -demonstrates a systematic approach to problem-solving in system design - an collaborate with technical and non-technical stakeholders -applies ethical considerations in the design and implementation of digital systems .	Economic Statistics	2	Knowledge The student : -Understand the fundamental concepts and principles of economic statistics, including descriptive and inferential statistics. -Recognize the role of statistics in economic analysis, policy-making, and business decision-making. -Identify various sources of economic data (e.g., national accounts, labor statistics, inflation indices). -Learn key statistical measures such as central tendency, dispersion, correlation, and regression as they apply to economics. -Acquire knowledge of statistical software tools commonly used in economic data analysis. Skills The student : -Collect, organize, and interpret economic data effectively using statistical methods. -Perform statistical analyses such as hypothesis testing, correlation, and regression analysis to support economic reasoning. -Present statistical results in a clear and logical manner through tables, charts, and reports. Use statistical software (e.g., Excel, SPSS, R) for data analysis and visualization.		

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									-Analyze trends and relationships between economic indicators to draw evidence-based conclusions. General Competencies The student : -Develop critical thinking and analytical skills for interpreting complex economic data. -Enhance problem-solving abilities by applying statistical techniques to real-world economic problems. -Communicate statistical findings clearly to both specialized and non-specialized audiences. -Demonstrate awareness of ethical considerations in the collection, analysis, and presentation of data. -Strengthen the ability to work independently or collaboratively in data-driven economic projects.		
					Database Design and Analysis – Delivered virtually via Microsoft Teams in VCL format.	2	Knowledge The student: -has knowledge of database structures, relational models, and normalization principles -understands data integrity, security, and query optimization -has insight into the application of database systems in real-world contexts Skills The student: -can design, model, and implement relational databases using SQL -can analyze complex	Business Law	2	Knowledge The student: -has knowledge of the legal framework governing business operations -understands contract law, company law, and key legal obligations of businesses -has insight into national and EU-level legal contexts relevant to entrepreneurship and commerce Skills The student: -can analyze legal cases and identify applicable laws and regulations -can interpret and apply legal concepts to real-world		

| | | | | | | | datasets and generate meaningful insights through queries -can troubleshoot and optimize database performance in a virtual learning environment General Competence The student: -shows proficiency in virtual collaboration on database projects -demonstrates responsibility in managing digital data with attention to ethical standards -can present database solutions clearly to both technical and non-technical audiences | | | business scenarios -can draft and review basic legal documents, such as contracts and policies General Competence The student: -demonstrates awareness of ethical and legal responsibilities in business -can communicate legal reasoning clearly in both written and oral formats -shows readiness to collaborate with legal experts in interdisciplinary teams | | |

Table 2. Mobility recognition practices selected for simulation at the European University of Tirana.

This table presents a structured overview of a completed virtual mobility undertaken by a Computer Engineering and Information Technology student from UET at Biznesi College, carried out under a CBHE project collaboration with a duration of 10 weeks.

The mobility type and format were virtual, highlighting international academic cooperation without requiring physical relocation. The host institution, Biznesi College, successfully facilitated this mobility through virtual learning platforms such as Microsoft Teams, and the mobility is marked as completed.

During the mobility, the student engaged in six academic courses across key areas, including:

- Decision Supporting Systems (MS Excel);
- Electronic Business;
- System Architecture & Engineering;
- Economic Statistics;
- Database Design and Analysis;
- Business Law.

In terms of credit allocation, each course carried 2 ECTS, reflecting a broad and substantial academic engagement.

The learning outcomes were clearly defined for each course, emphasising:
- Practical use of Excel and statistical tools;
- Design and assessment of e-business models and system architectures;
- Legal reasoning in business contexts;
- Database development and analysis skills;
- Advanced analytical thinking in interpreting economic data.

UET has successfully piloted a regional student mobility collaboration through the Virtual Collaborative Learning (VCL) module, which has been fully integrated into the course syllabus and validated by the UET's academic council.

Steps followed by the MORIN recognition committee:

This procedure was discussed during the online meeting held on May 13, 2025 with the participation of the members of the UV, UET and KPT committees. The approach followed by the MORIN committee was similar to that of the real committee. The forms of learning were embedded in the syllabi, and they were fully recognised as part of the course evaluation. The decision of the MORIN recognition committee can be found here, https://docs.google.com/spreadsheets/d/1iwo8mwDw4Dx4CC0QDiceqRpKBg8QsDO7OfELl4kpmV E/edit?usp=sharing.

Study programme	Type of mobility (study/traineeship/other)	Duration (in weeks/months)	Format (physical/virtual/blended)	Host university	Status of the mobility (Completed/Ongoing)	Courses or forms of learning taken at the host university	Credits	Learning outcomes	Courses or forms of learning to be recognised by the home university	Credits	Learning outcomes	Approach	Recognition decisions
Management and Economics	CBHE project collaboration	10 weeks	Virtual	European University of Tirana	Completed	Electronic Business	2	Knowledge The student: -has knowledge of digital business models and their role in modern commerce -understands the principles of e-commerce, including platforms, logistics, and digital payments -has insight into regulatory, ethical, and cybersecurity issues related to online business Skills The student: -can design and evaluate basic e-business models -can use digital tools to plan and simulate online business processes -can assess the performance of e-commerce systems using analytics General Competence The student: -demonstrates an understanding of the evolving digital economy - can communicate e-business strategies clearly to diverse audiences -shows adaptability and problem-solving skills in digital business contexts	Decision Supporting System (MS Excel),	2	Knowledge The student: - has knowledge of decision-making processes in business and organizational contexts; - understands how spreadsheets and advanced Excel functions support data-driven decisions; - has insight into the integration of data visualization and automation in Excel-based decision systems Skills The student: - can apply advanced Excel tools such as pivot tables, VLOOKUP, and macros to solve practical business problems - can analyze quantitative data and generate decision-support reports - can design models that simulate real-world decision scenarios General Competence The student: - can communicate findings effectively using data presentation tools in Excel - demonstrates initiative in solving complex business cases using digital tools - shows accuracy and critical	Embedded in syllabus; approved by academic units	Fully recognised as part of course evaluation

							Economic Statistic	2	Knowledge	System Architecture & Engineering	2	Knowledge
												thinking in digital problem-solving environments

Economic Statistic	2	Knowledge The student : -Understand the fundamental concepts and principles of economic statistics, including descriptive and inferential statistics. -Recognize the role of statistics in economic analysis, policy-making, and business decision-making. -Identify various sources of economic data (e.g., national accounts, labor statistics, inflation indices). -Learn key statistical measures such as central tendency, dispersion, correlation, and regression as they apply to economics. -Acquire knowledge of statistical software tools commonly used in economic data analysis. Skills The student : -Collect, organize, and interpret economic data effectively using statistical methods. -Perform statistical analyses such as hypothesis testing, correlation, and regression analysis to support economic reasoning. -Present statistical results in a clear and logical manner through tables, charts, and reports. Use statistical software (e.g., Excel, SPSS, R) for data analysis and visualization.	System Architecture & Engineering	2	Knowledge The student: - has knowledge of system development life cycles, architecture models, and engineering principles - understands the interdependence of software and hardware in system design -has insight into the challenges and requirements of scalable and secure system infrastructure Skills The student: - can design basic system architectures and evaluate alternative structures - can identify and document system requirements for both user and technical specifications - can use modeling tools to describe and analyze system functionality General Competence The student: -demonstrates a systematic approach to problem-solving in system design - an collaborate with technical and non-technical stakeholders -applies ethical considerations in the design and implementation of digital systems .

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								-Analyze trends and relationships between economic indicators to draw evidence-based conclusions. General Competencies The student : -Develop critical thinking and analytical skills for interpreting complex economic data. -Enhance problem-solving abilities by applying statistical techniques to real-world economic problems. -Communicate statistical findings clearly to both specialized and non-specialized audiences. -Demonstrate awareness of ethical considerations in the collection, analysis, and presentation of data. -Strengthen the ability to work independently or collaboratively in data-driven economic projects.				
						Business Law	2	Knowledge The student: -has knowledge of the legal framework governing business operations -understands contract law, company law, and key legal obligations of businesses -has insight into national and EU-level legal contexts relevant to entrepreneurship and commerce Skills The student: -can analyze legal cases and identify applicable laws and regulations -can interpret and apply legal concepts to real-world	Database Design and Analysis-Delivered virtually via Microsoft Teams in VCL format.	2	Knowledge The student: -has knowledge of database structures, relational models, and normalization principles -understands data integrity, security, and query optimization -has insight into the application of database systems in real-world contexts Skills The student: -can design, model, and implement relational databases using SQL -can analyze complex datasets and generate		

						business scenarios -can draft and review basic legal documents, such as contracts and policies General Competence The student: -demonstrates awareness of ethical and legal responsibilities in business -can communicate legal reasoning clearly in both written and oral formats -shows readiness to collaborate with legal experts in interdisciplinary teams		meaningful insights through queries -can troubleshoot and optimize database performance in a virtual learning environment General Competence The student: -shows proficiency in virtual collaboration on database projects -demonstrates responsibility in managing digital data with attention to ethical standards -can present database solutions clearly to both technical and non-technical audiences		

Table 3. Mobility recognition practices selected for simulation at Biznesi College.

This table presents a detailed account of a successfully completed virtual mobility by a Management and Economics student from Biznesi College (BC) at the European University of Tirana (UET), conducted over 10 weeks under a CBHE project collaboration.

The mobility took place in a virtual format, enabling cross-border academic engagement without physical relocation. Hosted by UET, the initiative involved the student completing six interdisciplinary courses, each carrying 2 ECTS, in areas such as Electronic Business, Decision Supporting System (MS Excel), Economic Statistics, System Architecture & Engineering, Business Law, and Database Design and Analysis (delivered via Microsoft Teams in VCL format).

Each course defined clear learning outcomes across three dimensions:

- Knowledge: Encompassing digital business models, economic analysis, system design, legal frameworks, and database structures.
- Skills: Ranging from data analysis and Excel application to legal reasoning and database modelling.
- General Competence: Highlighting communication, ethical awareness, and problem-solving in digital and interdisciplinary contexts.

The credit recognition approach embedded these learning components into the student's existing syllabus, with full approval from the BC academic units. All coursework was fully recognised, ensuring smooth academic integration and progression.

Steps followed by the MORIN recognition committee:

This procedure was discussed online meeting by the MORIN committee members (BC, UET and UP committees). The approach followed by the MORIN committee was similar to that of the real committee. The forms of learning were embedded in the course syllabus, and they were fully recognised as part of the course evaluation. The decision of the MORIN recognition committee can be found here, https://docs.google.com/spreadsheets/d/1QNi4O7TMKusoQzvz-UgCkrILhsVUeYmHImdYLtJF07Q/edit?usp=sharing.

Study programme	Type of mobility (study/t raineesh ip/other)	Durati on (in weeks /mont hs)	Format (physical /virtual/b lended)	Host universi ty	Status of the mobility (Completed/On going)	Courses or forms of learning taken at the host university	ECTS	Learning outcomes	Courses or forms of learning to be recognised by the home university	ECTS	Learning outcomes	Approach	Recog nition decisio ns
English Language	Study	One semes ter	Physical	NLA Univers ity College	ongoing (Spring 2025)	Religion, Diversity and Transnation al Processes	10	Knowledge The student: -has knowledge about the significance of transnational religious communities, both locally and globally -has knowledge about the significance of – and changes in – religious belonging and religious community in relation to migration processes and diaspora -has knowledge about the challenges and possibilities related to religious pluralism and multicultural religious diversity -has knowledge about the significance of religion in issues related to diversity, equality, and inclusion -has knowledge about the connections between religion and politics in a transnational perspective -has knowledge about the significance of religion in conflict and peacebuilding -has knowledge regarding conflicts between religion and secularity Skills The student:	Syntax of English Language : the phrase	7	Knowledge - Identify types of phrases and their constituents - Recognize syntactic functions of phrases and other sentence constituents - Describe the relationship between sentence units and syntactic functions - Distinguish between higher and lower level constituents - Analyze sentence constituents and their functions - Relate morphological and syntactic categories Skills -Examine and discuss the form-function inter-relation in language critically -Understand abstract syntactic notions and analyze them through different academic and creative approaches. -Improve their communication skills both in spoken and written discourse -Use syntactic knowledge to analyze naturally occuring talks and texts. Competences -Analyze language from	Recognition approach	Full

| | | | | | | | | -can reflect on the significance of transnational religious community and belonging, both locally and globally
-can critically reflect on the politicization of religion and religion's political salience
-can employ appropriate academic perspectives in the analysis of challenges and opportunities connected to transnational religion, religious pluralism, and multicultural religious diversity
-can employ appropriate academic perspectives in the analysis of challenges and opportunities connected to religion, conflict, and peacebuilding
General competence
The student:
-has insight into opportunities and challenges connected to religion and spirituality in a global, national, and local perspective
-can exchange viewpoints with others in this field and participate in discussions on the development of good practices connected to this field
-can present and discuss academic perspectives on this field of knowledge, both in writing and orally, in a reflective and culturally sensitive way
-has intercultural competence linked to religious dimensions of intercultural understanding and interactions | | | several structural levels (phonetic, morphological and syntactic)
-Produce syntactically more complex language and language adopted to different contexts
-Use language more effectively in different professional contexts
-Organize work that enables the understanding of more complex linguistic notions and study areas | | |

							Intercultural Approaches to Human Rights	10	Knowledge The student: -has knowledge about the historical and cultural context of United Nations´ Universal Declaration of Human Rights -has knowledge about the scientific discussion on the universal validity of the declaration -has knowledge about the scientific discussion on key political and cultural challenges and human rights violations in different cultural contexts, and can update his/her knowledge on human rights violations and human rights work -has acquaintance with research on characteristics of modern human trafficking and slavery -is aware of research on various forms of human rights work and how human rights violations can be sanctioned Skills The student: -can discuss and disseminate knowledge about the UN Declaration of Human Rights and the question of the universal validity of the Declaration -can find, assess, and refer to information and academic literature, and present this to shed light on issues related to political and cultural challenges	British literature	6	Knowledge - Discuss the canonical works of British literature; -Understand the development of British literature from its beginnings to the present, including key historical periods and movements. -Engage in close reading of more complex pieces of literature and identify literary devises, styles and idiolects; -Compare and contrast literary works in formal and thematic terms; -Conduct research of literary analysis and criticism by using scholarly arguments. Skills: -Define and know the difference between a short story, vignette, flash fiction, novel, and the novella. -Write and speak with clarity and precision, and learn the best methods to persuade an audience. -Make a detailed, balanced and rigorous examination of texts or spoken language and the ability to articulate interpretations to others. - A broad vocabulary and ability to use critical terminology appropriately Competences: - Identify plot, character, conflict, setting, voice, point of view, resolution, and		

		and human rights violations in different cultural contexts. -can identify and discuss the characteristics of modern human trafficking and slavery -can analyse human rights situation in selected country cases -can apply his/her knowledge of human rights work, human rights bodies and various forms of human rights violations to assess various forms of work strategies to promote human rights. General competence The student: -can apply knowledge and concepts adequately to discuss gaps between human rights ideals and real world challenges -can critically discuss what human rights consist of, and the concept of universality -can analyse human rights violations in selected countries -can apply knowledge about human rights and discuss strengths and weaknesses of human rights			epiphany. - Identify poetic line, poetic cadence, image, simile, metaphor, dramatic monologue. - Recognize the basic principles of poetic form and distinguishing between metrical verse and free verse, and also by applying his/her understanding of the formal elements in fiction and poetry. - Use critical thinking to examine the ethical and cultural dimensions of American literature and its relevance today.
Diversity and Conviviality in contemporary societies	10	Knowledge The student: -has knowledge of the field of cultural diversity and conviviality concerning migration and social and cultural difference in contemporary societies -has knowledge on the theoretical concepts and	Integrated language skills II	6	Knowledge: -Reproduce complex questions regarding general, familiar topics, as well as statements about their personal preferences. -Outline main ideas and identify key words, supporting details and transitions in both oral and written

research regarding diversity, conviviality, cosmopolitanism, nationalism and difference drawing on multiple disciplines
-has knowledge on the development of the empirical research field and the various discourses in the field
-has knowledge and understanding of contemporary efforts to live together peacefully across difference, within structures of hierarchy and inequality and their associations with other dimensions of power and conflict.
Skills
The student:
-can find, assess, and refer to information and academic literature, and present this to shed light on issues related to political and cultural challenges in different cultural contexts.
-can identify and discuss the central themes in the field of cultural diversity and conviviality
-has ability to think critically and express ideas in written and verbal forms; to be clear about the political and ethical problems associated with living together in contemporary societies marked by diversity and to be empowered to act in pursuit of equality and inclusion in a variety of institutional contexts
General competence
The student:
-can utilize a range of critical

communication
-Understand the usage of English grammar rules and typical everyday vocabulary, as well as common expressions in different contexts
-Differentiate between formal and informal speech
Skills
- Demonstrate the ability to make questions, produce statements and overall communicate effectively in written or spoken discourse.
- Analyze written texts in English not merely for the purpose of identifying main ideas and supporting details, but also to further develop their reading comprehension skills and expand their vocabulary at the same time.
-Compile paragraphs which provide information in a clear and precise manner through the incorporation of main ideas, supporting arguments and while always having in mind the intended audience.
- Construct responses while using the appropriate level of formality during a social interaction.
Competences
- Incorporate information, which has been gathered using either their listening or reading skills, for the purpose of constructing main ideas and supporting arguments.
- Debate with others regarding various topics using

			and theoretical tools as well as having a deep understanding of the complexity of everyday intercultural encounters. -masters analytical skills and reflexivity regarding the possibilities and pitfalls related to living together in difference in contemporary societies.			the appropriate vocabulary and levels of formality. - Elaborate on the meaning of different texts and pieces of conversation - Show confidence while incorporating the four integrated skills in oral/written communication, as well as in formal and informal speech
				English for Specific Purposes II	6	Knowledge: -Recall the ways of approaching an organization and questioning work ethics -Select methods of addressing different business-related issues -Understand the importance of cultural awareness in business. -Recognize appropriate vocabulary to convey thoughts and ideas while presenting, negotiating and describing business issues Skills: - Develop special forms of writing to convey messages on different business-related issues - Present a particular content through the analysis of business-specific language elements. - Comment on one's own work and that of others, using appropriate business terminology and concepts. - Uses concepts and facts to solve problems related to real

											situations in the business environment. Competences: - Express his/her opinion orally or in writing, or in any other form of expression on a certain topic that reflects aspects of preparation in business English. - Conduct research that helps in understanding knowledge and mastering business habits. - Connect new concepts and models with those previously acquired from the business field and other fields and understands the connection between them. - Present personal ideas to others about how to carry out a certain activity by giving reasoned opinions about the expected results.		
									Introduction to Communication and PR	6	Knowledge - describe the traditional and the dynamic models of public relations; - explain employment settings in which public relations professionals work; - demonstrate critical thinking of different mass communication theories; - analyze the importance of persuasion and public opinion for successful public relations; - argue about the qualities of successful public relations tactics Skills		

									- identify aspects of culture which affect a person's worldview, values and behaviour;
									- explain the concepts of cultural contact within the country and abroad;
									- examine the role of mass media in the construction of cultural identities;
									- evaluate the necessary tools to effectively execute public relations programs and campaigns
									Competences
									- identify causes and effects of structure inequalities in race, class, gender, etc;
									- develop the ability to think critically about vital problems in the society;
									- evaluate the importance of effective organization of ideas.
									- analyze the importance of persuasion and public opinion for successful public relations

Table 4. Mobility recognition practices selected for simulation at AAB College.

This table outlines the ongoing physical academic mobility of an English Language student from AAB College to NLA University College in Spring 2025. The mobility, conducted over one semester, forms part of an international academic cooperation and aims to enhance both subject-specific expertise and intercultural competencies. The student is currently enrolled in a set of interdisciplinary courses at the host institution, totalling 36 ECTS. These include "Religion, Diversity and Transnational Processes," "Intercultural Approaches to Human Rights," "Diversity and Conviviality in Contemporary Societies," and "British Literature."

The learning outcomes for each course encompass knowledge acquisition, skill development, and the strengthening of general competencies related to language, culture, inclusion, and global issues.

At AAB College, the courses are being aligned with equivalent academic content for full credit recognition. The courses identified for this purpose included "Syntax of English Language: The Phrase," "Integrated Language Skills II," "English for Specific Purposes II," and "Introduction to Communication and PR." These courses support the student's progression in English language mastery, academic writing, intercultural communication, and understanding of professional contexts.

Steps followed by the MORIN recognition committee:

The MORIN recognition committee set up for this practice met online on 16 May 2025 with the participation of UV, AAB and UNI committee members. Full information about the courses taken at the host HEI (courses, ECTS, and LOs) and those expected to be recognised by AAB was provided for the committee by the AAB representative. The courses taken by the student at the host institution were reviewed in detail, focusing on their thematic relation to the home university courses. For example, courses like "Religion, Diversity, and Transnational Processes" were linked to concepts such as culture, migration, multiculturalism, language diversity, equality, and inclusion, showing an interplay of knowledge scattered across different subjects rather than confined to one course. It was agreed that the courses at the host institution complemented those at the home university, adding cultural and linguistic dimensions that deepened understanding. Language learning is inseparable from cultural context, and subjects like intercultural communication and human rights greatly enhance language mediation skills. The recognition process acknowledged the added benefit of discussing complex topics such as diversity and pluralism in English, which simultaneously improved language proficiency and subject knowledge. Rather than expecting a strict course-to-course equivalence, the process emphasised evaluating learning outcomes in totality—knowledge, skills, and competencies acquired across courses—considering their overall contribution to the student's education.

The recognition committee adopted and highlighted a holistic approach to LOs. Flexibility in recognition was underlined. The committee recognised the impracticality of rigid matching and supported full recognition with remarks explaining the reasoning. The thematic relevance and interdisciplinary value of the host university courses were discussed and validated. The committee acknowledged that the academic experience at NLA complements the home curriculum by enhancing the student's cultural awareness, critical thinking, and English proficiency in diverse and complex societal contexts.

Full recognition was granted, and the process underscored the importance of flexibility in academic mobility. The committee recognised that learning outcomes achieved abroad—particularly those involving diversity, inclusion, and ethical communication—add significant value to the student's overall academic profile.

This mobility stands as a model of best practice in international higher education cooperation, demonstrating the integration of cultural and linguistic learning through a comprehensive, student-centred approach.

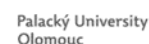| Study programme	Type of mobility (study/traineeship/other)	Duration (in weeks/months)	Format (physical/virtual/blended)	Host university	Status of the mobility (Completed/Ongoing)	Courses or forms of learning taken at the host university	ECTS	Learning outcomes	Courses or forms of learning to be recognised by the home university	ECTS	Learning outcomes	Approach	Recognition decisions
Automotivve Technology /HVAC	Study Tour in the frame of ERASMUS-EDU-2024-CBHE-STRAND-1	1 week (5 days)	Physical	ULSIT, Bulgaria	Completed	These activities facilitate direct exposure to advanced educational practices and technologies in the EU. With a focus on applied solutions and strategic foresight, this workshop supports participants in gaining practical skills, building professional networks, facilitate cross-border collaboration	NA	Understand use of AI in different environments and related issues to ethics, GDPR etc. Understand and utilize internet technologies effectively for research, communication, collaboration, and information management. Communicate concepts clearly and professionally through digital formats, including presentations, written reports, and visual materials. Express ideas effectively both orally and in writing in a variety of professional and academic contexts. Collaborate effectively with peers from diverse countries, sectors, and cultural backgrounds to share information and achieve common goals. Demonstrate responsible, ethical, and secure behavior when using digital tools and IT systems. Work independently and	Introduction to IT (course assignment)	6	Identify and describe 4 core components of computer systems (hardware, software, data and networking elements). Understand the basics of operating systems and common software applications. Demonstrate foundational knowledge of computer systems, including their efficient use, hardware components, basic computer architecture, operating systems, computer networks, internet usage, and essential cybersecurity principles. Explain the role of IT in modern organizations, including business processes, communication, and data management. Analyze different	Embedded in syllabus; approved by academic unit and lecturer of the class	Recognised as part of course evaluation (evaluation for exercises is 10 points, which includes a course assignment whether in team or individually). The course in itself has 6 ECTS. Course assesment method as provided in the course syllabus includes: Participation /active participation in exercises: 10 points; Lab/practice clasess: 30 points; Final exam: 60 points. During

| | | | | | | | | collaboratively on tasks or projects, contributing professionally in group settings. | | | types of IT systems and evaluate their suitability for specific business or educational purposes. Apply problem-solving techniques to basic IT-related issues (e.g., troubleshooting software/hardware problems). Demonstrate basic proficiency in using productivity tools such as Microsoft Office or Google Workspace. Configure and manage basic settings of operating systems and devices. Use internet technologies for research, communication, and Demonstrate creativity and innovation in in using productivity tools. Communicate effectively using digital tools and formats, including presentations and reports. Communicate concepts effectively both orally and in writing. Collaborate with peers from different countries and sectors, backgrounds to | | exercises, students are given course assignements to prepare accordingly. |

								exchange information. Demonstrate responsible and ethical behavior when and in using digital tools and formats IT systems. Demonstrate the ability to work both independently and as part of a team on basic IT-related tasks or projects. Contribute professionally when collaborating with colleagues and clients. Consistently conduct work ethically by following ethical guidelines, adhering to intellectual property rights and reporting research findings accurately and honestly.					
Automotivve Technology	Study Tour in the frame of ERASMUS -EDU-2024-CBHE-STRAND-1	1 week (5 days)	Physical	Uni Salento, Italy (May, 2025)	Completed	Designed as an interactive learning experience, the workshop aims to: • Provide hands-on exposure to AI-powered tools currently shaping personalized learning, intelligent tutoring, assessment automation, and administrative efficiency.	NA	Understand use of AI in different environments and related issues to ethics, GDPR etc. Understand and utilize internet technologies effectively for research, communication, collaboration, and information management. Communicate concepts clearly and professionally through digital formats, including presentations, written reports, and	Introduction to IT (Course assignmen t)	6	Identify and describe 4 core components of computer systems (hardware, software, data and networking elements). Understand the basics of operating systems and common software applications. Demonstrate foundational knowledge of computer systems, including their efficient use,	Embedded in syllabus; approved by academic unit and lecturer of the class	Recognised as part of course evaluation (evaluation for exercises is 10 points, which includes a course assignment whether in team or individually). The course in itself has 6

| | | | | | | • Encourage open discussion around the ethical, pedagogical, and institutional implications of AI in education—including topics such as data privacy, algorithmic bias, and inclusivity.
• Facilitate cross-border collaboration, bringing together educators, policymakers, EdTech innovators, and institutional leaders from across Europe and the Western Balkans to exchange best practices, share challenges, and explore future possibilities.

With a focus on applied solutions and strategic foresight, this workshop supports participants in gaining practical skills, building professional networks, and contributing to the | visual materials. Express ideas effectively both orally and in writing in a variety of professional and academic contexts. Collaborate effectively with peers from diverse countries, sectors, and cultural backgrounds to share information and achieve common goals. Demonstrate responsible, ethical, and secure behavior when using digital tools and IT systems. Work independently and collaboratively on tasks or projects, contributing professionally in group settings. | | | hardware components, basic computer architecture, operating systems, computer networks, internet usage, and essential cybersecurity principles. Explain the role of IT in modern organizations, including business processes, communication, and data management. Analyze different types of IT systems and evaluate their suitability for specific business or educational purposes. Apply problem-solving techniques to basic IT-related issues (e.g., troubleshooting software/hardware problems). Demonstrate basic proficiency in using productivity tools such as Microsoft Office or Google Workspace. Configure and manage basic settings of operating systems and devices. Use internet technologies for research, communication, and | | ECTS. Course assesment method as provided in the course syllabus includes: Participation /active participation in exercises: 10 points; Lab/practice clasess: 30 points; Final exam: 60 points. During exercises, students are given course assignements to prepare accordingly. |

						creation of inclusive, future-ready education systems empowered by AI.					Demonstrate creativity and innovation in in using productivity tools. Communicate effectively using digital tools and formats, including presentations and reports. Communicate concepts effectively both orally and in writing. Collaborate with peers from different countries and sectors, backgrounds to exchange information. Demonstrate responsible and ethical behavior when and in using digital tools and formats IT systems. Demonstrate the ability to work both independently and as part of a team on basic IT-related tasks or projects. Contribute professionally when collaborating with colleagues and clients. Consistently conduct work ethically by following ethical guidelines, adhering to intellectual property rights and reporting research findings accurately		

										and honestly.		

Table 5. Mobility recognition practices selected for simulation at the Professional College of Tirana.

This table describes the recognition process of two short-term physical mobility activities undertaken by students from the Automotive Technology and HVAC study programmes as part of a study tour within the ERASMUS-EDU-2024-CBHE-STRAND-1 project. Each mobility lasted one week (five days) and took place at two different partner institutions: ULSIT in Bulgaria and the University of Salento in Italy, both completed in May 2025.

These study tours were organised as interactive and immersive learning experiences. At ULSIT, the focus was on exposing students to advanced educational technologies and EU practices through workshops and collaborative activities. Participants gained practical skills, enhanced their understanding of applied AI, and built international networks. At the University of Salento, the workshop concentrated on the use of AI in education, covering tools for personalized learning, intelligent tutoring systems, assessment automation, and institutional efficiency. It also addressed ethical considerations such as data privacy, algorithmic bias, and inclusivity, while fostering dialogue between students, educators, and EdTech professionals from Europe and the Western Balkans.

Although the activities did not carry formal ECTS credits from the host universities, the learning outcomes were substantial. Students developed a range of competencies including the responsible and effective use of digital tools, communication in academic and professional settings, ethical behavior in digital environments, and collaboration with peers from diverse cultural backgrounds.

At the home university, these learning outcomes were recognised as part of the course "Introduction to IT," which carries 6 ECTS credits. Specifically, the course assignment component of the class was identified as the most appropriate area for recognition, as it aligns closely with the skills and knowledge developed during the mobility. The assignment was part of the course's assessment structure, which includes participation (10 points), lab/practical classes (30 points), and a final exam (60 points). The course learning outcomes included foundational IT knowledge, problem-solving with digital tools, proficiency in productivity software, and ethical communication and collaboration.The responsible academic unit, together with the course lecturer, approved the recognition of these international activities. The approach followed for recognition was outcome-based, focusing on the demonstrated competencies rather than direct course equivalence. The recognition was embedded into the course syllabus and evaluation structure, ensuring that students benefited academically from their international learning experience.

This procedure was discussed during the online meeting held on May 13, 2025, with the participation of the members of the UV, UET and KPT committees. The approach followed by the MORIN committee was similar to that of the real committee. The forms of learning were embedded in the syllabi, and they were fully recognised as part of the course evaluation. The decision of the MORIN recognition committee can be found here, https://docs.google.com/spreadsheets/d/1iwo8mwDw4Dx4CC0QDiceqRpKBg8QsDO7OfELl4kpmVE/edit?usp=sharing.

In conclusion, both mobilities successfully integrated into the students' academic pathways at their home institution, showcasing a model for recognising short-term physical mobility that contributes meaningfully to student development through experiential, intercultural, and digitally enriched learning.

3. Evaluation of recognition outcomes: Comparisons between simulated recognition practices and real mobility cases

The evaluation of recognition outcomes from both simulated and real mobility cases revealed key trends in how HE institutions ensure the integrity and value of student mobility experiences. Across the cases presented, a consistent focus was observed on aligning learning outcomes, maintaining academic progression, and applying flexible yet rigorous recognition mechanisms.

Recognition practices, such as those observed in the virtual mobilities involving students from UET and BC, demonstrated highly structured and pre-planned approaches. These cases involved virtual learning formats, typically lasting 10 weeks, and were part of Capacity Building in Higher Education (CBHE) project collaborations. Courses were delivered through digital platforms like Microsoft Teams, covering interdisciplinary areas such as electronic business, system architecture, statistics, and business law. Each course had clearly defined learning outcomes across knowledge, skills, and general competences.

Each course carried a specified ECTS value—mostly 2 ECTS each course—and these were mapped directly into the home institution's curriculum. Full recognition was granted often with approval from responsible academic units, ensuring that students experienced no loss of credit. The learning outcomes were carefully integrated into existing syllabi, emphasising a structured and transparent process with strong institutional alignment. The MORIN recognition committee's approach followed a similar trend.

In contrast, **r**eal mobility cases presented more varied and context-dependent approaches. For example, the physical semester-long mobility of an English Language student from AAB College to NLA University College in Norway illustrated a holistic and flexible recognition model

by the MORIN recognition committee. The host courses, totaling 36 ECTS, covered broad topics such as human rights, diversity, and British literature. While the AAB real committee highlighted flexibility in recognition, the MORIN recognition committee, rather than matching courses one-to-one, evaluated thematic relevance and the interdisciplinary value of the host courses during a formal recognition meeting. The recognition was based on the achievement of key learning outcomes—particularly cultural awareness, ethical communication, and critical thinking—rather than strict curricular equivalence.

Another notable real case involved short-term physical mobilities by Automotive Technology and HVAC students who participated in one-week study tours in Bulgaria and Italy. These were immersive experiences focused on digital education tools and AI in learning. While no formal ECTS were issued by the host institutions, the learning outcomes were recognised through integration into a specific course at the home university ("Introduction to IT"). This outcome-based recognition approach reflected the competencies gained—such as digital literacy, communication, and ethical awareness—and was embedded into the existing course's assessment framework.

Institutional collaboration played a critical role in both scenarios. In simulated cases, bilateral agreements and project-based partnerships provided the foundation for credit transfer. In real cases, academic committees, recognition meetings, and faculty coordination ensured that learning achieved abroad was appropriately valued. The MORIN recognition committee's approach followed a similar trend.

In conclusion, both simulated and real mobility recognition practices demonstrated a commitment to academic fairness, transparency, and internationalisation. Together, they formed a comprehensive picture of how modern higher education systems can recognise diverse forms of learning while maintaining academic integrity and promoting global competence.

4. Conclusions

The evaluation demonstrated that both simulated and real student mobility cases achieved effective and fair academic recognition when supported by structured processes and strong institutional collaboration. Full recognition was consistently applied across all cases, ensuring that students maintained academic progress without credit loss. Long-term mobilities typically employed course-to-course equivalence with clearly defined ECTS and learning outcomes, with the exception of the mobility practice presented by AAB in which a holistic approach to the recognition of courses was adopted by the MORIN recognition committee, while short-term mobilities relying on interdisciplinary experiences and other forms of learning, required more flexible, outcome-based approaches.

The growing emphasis on learning outcomes over direct curricular matching reflects an important shift in recognition practices, allowing institutions to value diverse forms of learning

and competencies gained abroad. Institutional cooperation—through academic units, project frameworks, and formal recognition meetings—proved essential in validating and integrating mobility achievements.

Furthermore, embedding mobility experiences into existing curricula and assessment structures strengthens the sustainability of recognition and supports the internationalisation of education. Ultimately, effective recognition practices contribute not only to academic continuity but also to the broader development of students' intercultural, ethical, and professional competencies, reinforcing the value of international mobility in higher education.

Links

Experts for the MORIN recognition committees spreadsheet. https://docs.google.com/spreadsheets/d/1SsA-CVKqfESYsDXdgf0Xnda8sBjli6adE-yGvP8WeeI/edit?usp=sharing.

Identification of recognition procedures. https://docs.google.com/spreadsheets/d/1n39zYdVjhgOy_VVSNuYf1-MfPRmPwflveATHRht_3uw/edit?usp=sharing.

Recognition procedure carried out by the English Studies Committee. https://docs.google.com/spreadsheets/d/1a4UnSWCXcxyGa7k-lZQRHmX9ONOAV41exG-p6GTtS9Q/edit?usp=sharing.

Recognition procedures carried out by the Computer Studies/Science/Engineering etc. Committee. https://docs.google.com/spreadsheets/d/1iwo8mwDw4Dx4CC0QDiceqRpKBg8QsDO7OfELl4kpmVE/edit?usp=sharing.

Recognition procedure carried out by the Management and Economics Committee. https://docs.google.com/spreadsheets/d/1QNi4O7TMKusoQzvz-UgCkrILhsVUeYmHImdYLtJF07Q/edit?usp=sharing.

Table to be completed for reporting the recognition process. https://docs.google.com/spreadsheets/d/1T8DTIzW34asNYBnb5TdbAMjpPsfuFV_RJfoT-8XuSxM/edit?usp=sharing.