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Abstract

This article places the learning that takes place in a period of mobility at the heart of the experience. Student mobility is about what learning outcomes are achieved and what credit is therefore accumulated for transfer back in to a home (or indeed some other) university or system. To recognise the credits (gained through achieving the learning outcomes and, optimally, factoring in workload) appropriate tools must be available to be used, tools with transparency and based upon the same underlying requirements regarding quality, level, outcomes. The article moves through the issues, the stakeholder needs, the relentless confusion of terminology and the tools and conclusions. The debates are treated as an exposure to thought rather than an analysis of past references. (HRK / Abstract übernommen)