



ECTS as a Tool for Quality Assurance – Basic Principles and Actual Developments

Qualitative Aspects of Transnational Mobility in Co-operations with Southern European Countries

DAAD, Berlin, Feb. 25th 2008



Bologna - Process

Overview

Goals <i>Declaration</i>	Objectives <i>Measurable</i>	Tools <i>User's friends</i>	References <i>Helpers</i>
Social Dimension Citizen of Europe Employability Lifelong Learning	3 Cycles Learner centred Academic Recognititon	Qualifications Framework <i>Learning Outcomes</i> <i>Levels, Credits</i>	EHEA-QFR NQF SQF Institutional QF Module descriptors
		ECTS Diploma Supplement <i>Credits and Grades</i> <i>Common structure</i>	Key Features National grades Rating Templates
	Standards and Guidelines / Register	Internal / external Evaluation External Accreditation Peer reviews	

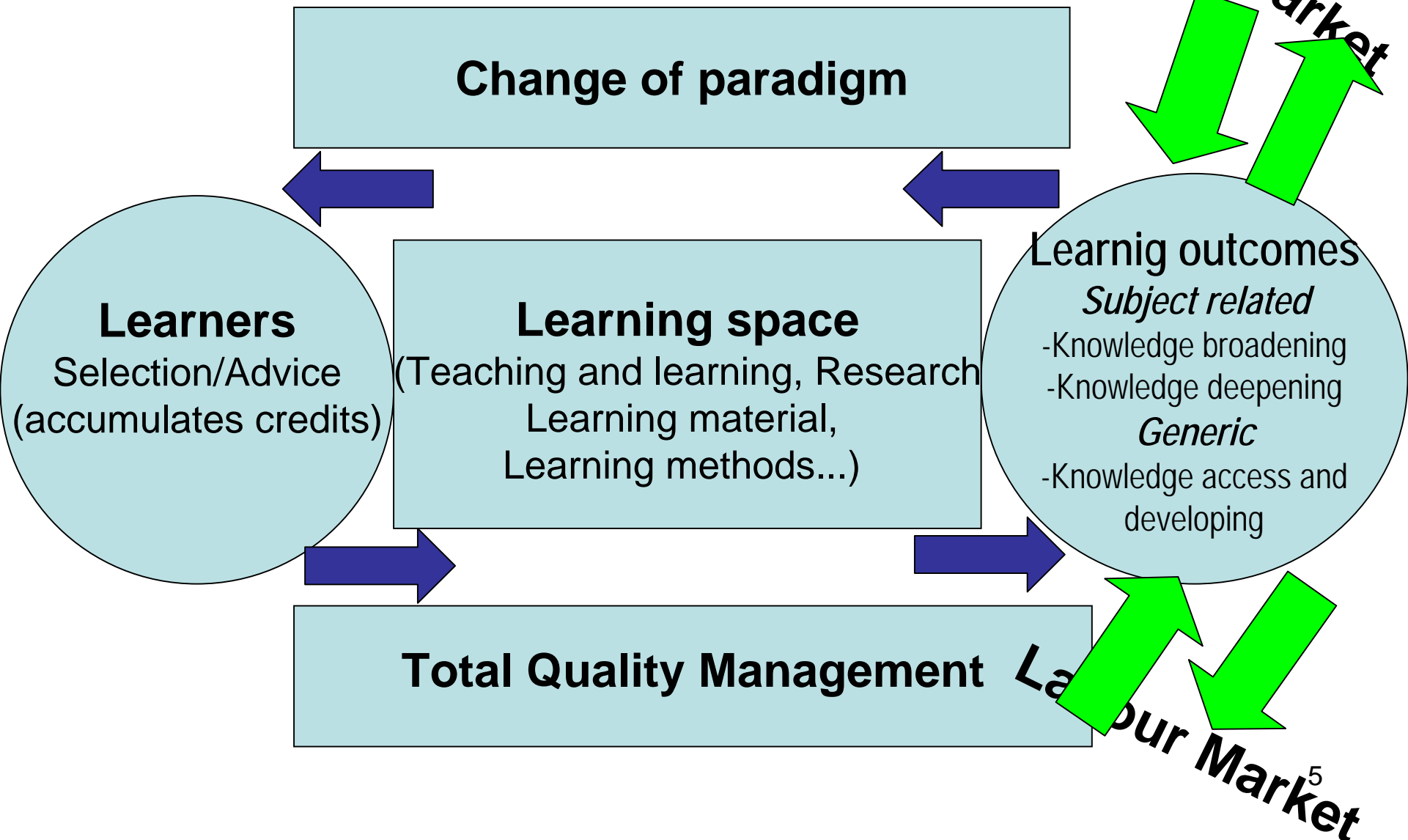




New way(s) of thinking

Student centred –
Outcome oriented

Learning Chain

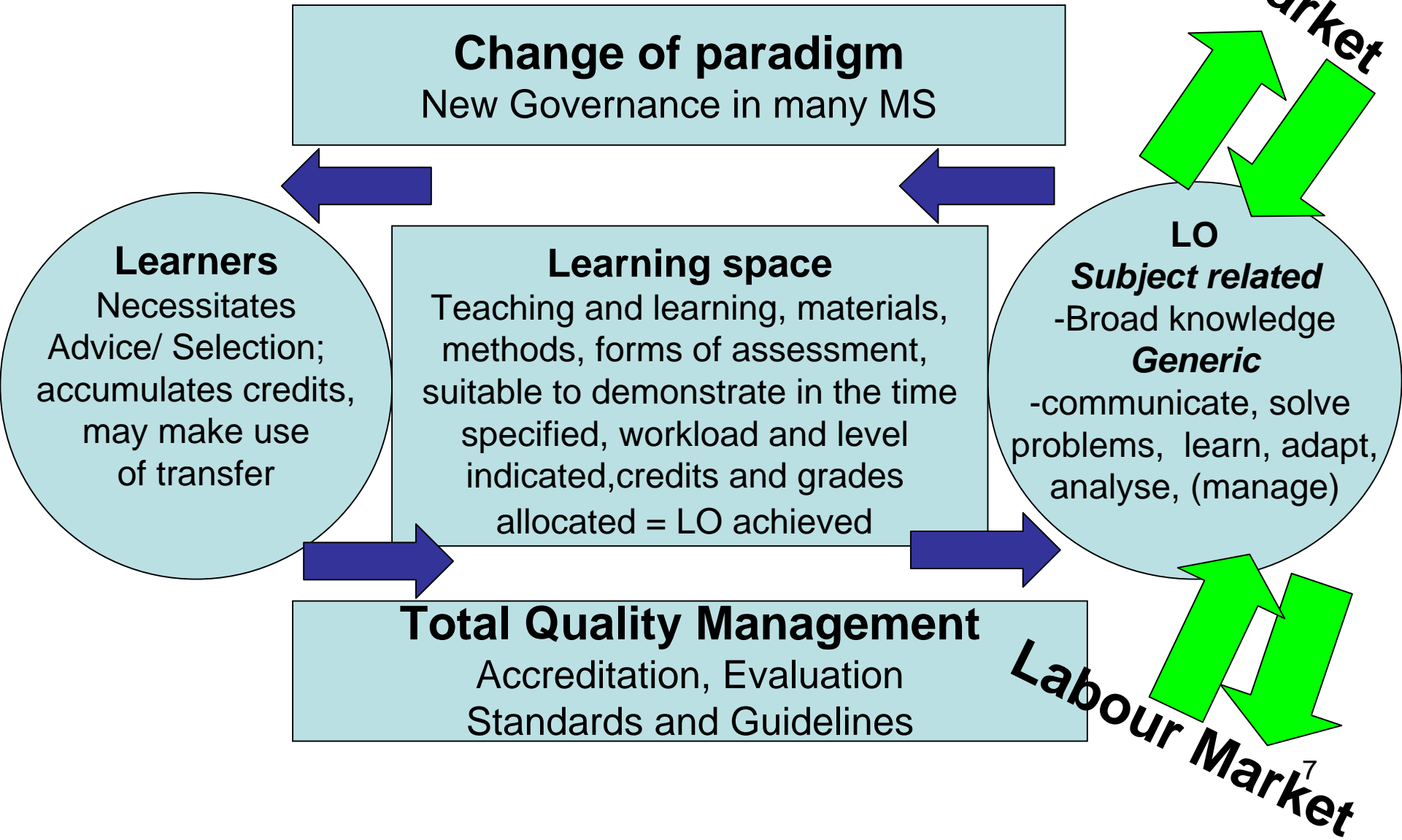


Desired „Can Do“ Profile -

Communication / Ability to work in teams	99% (Tuning Empl 5)	Can analyse	88% (3)
Problem solving	97% (2)	Broad subject related knowledge	87% (Academics 1)
Learn to learn	97% (1)	Knowledge about the EN	78% -
Independent working	96% -	Managerial competence	70% (bottom 5)
Adaptability	96% (4)	Specialisation	68% -

Learning Chain

A PROMISE



The Promise

What?

- A learner can achieve the **learning outcomes (LO)** designed for a learning activity...

LO= „Statements of what a learner is expected to know, understand, and / or be able to do at the end of a period of learning“

How?

- by investing time and effort – his **workload WL)**

WL= „A quantitative measure of all learning activities that may be feasibly required for the achievement of the learning outcomes“

The Promise

- The workload is expressed as a ***quantitative figure* = credit**
- The achievement is expressed as a ***qualitative result* = learning outcomes**
- This is documented = **Learning Agreement**

Guidelines

- The guiding principles for ECTS are the **Key Features**
- The guiding principles for learning outcomes are the **Qualifications Frameworks**, specified within a changing environment (PESTEL), the capabilities of the learner and the expectations of the society (stakeholders).



ECTS Key Features

Being revised

ECTS - Key Features

- Student-centred system
- Based on workload required to achieve learning outcomes
- “Convention” that 60 credits represents an annual workload of a full-time student
- Allocated to all aspects of study programme
- Based on completion + assessment
- Respects the Learning Agreement between student and institutions (transfer + accumulation)

ECTS – Key Features

- About 40 weeks of full-time learning
- Workload of 1,500 – 1,800 hrs per year
- Normally 1 credit equals 25-30 hours
- Time to be invested by the learner to achieve the learning outcomes, including independent studies
- Credits are allocated in such a way that the first academic degree can be obtained on the basis of 180-240 credits predetermined in a respective study-programme
- This has to be stated in the ECTS documents



European Qualifications Frameworks

Bundles of learning
outcomes to define
qualifications

Qualificationsframework

-Referenceframework-

Min. of Education
Higher Education
QFW for EHEA

Bologna-Process

Levels of Qualifications-

-Bachelor
-Master
-Doctorat

Levels of Qualifications

1 – 2 – 3 – 4 – 5
6 – 7 – 8

EU-Commission
QFW for LLL
Brugges-
Copenhagen-
Maastricht-
Process

Described by bundling
learning outcomes according to the
„Dublin Descriptors“ with Credits

Described by bundling
learning outcomes
according to descriptors

Knowledge
and
understanding

Applying
k&u

Making
judgements

Knowledge
&
Under-
standing

Skills

Competences

Communication

Learn to learn

Criteria: „Dublin Descriptors“

Knowledge and understanding

- **1 (*Bachelor*)** [is] supported by advanced text books [with] some aspects informed by knowledge at the forefront of their field of study ...
- **2 (*Master*)** provides a basis or opportunity for originality in developing or applying ideas often in a research context ...
- **3 (*Doctorate*)** [includes] a systematic understanding of their field of study and mastery of the methods of research associated with that field

Readable: horizontal / vertical/ (lateral) - Qualifications: Bundles of LO

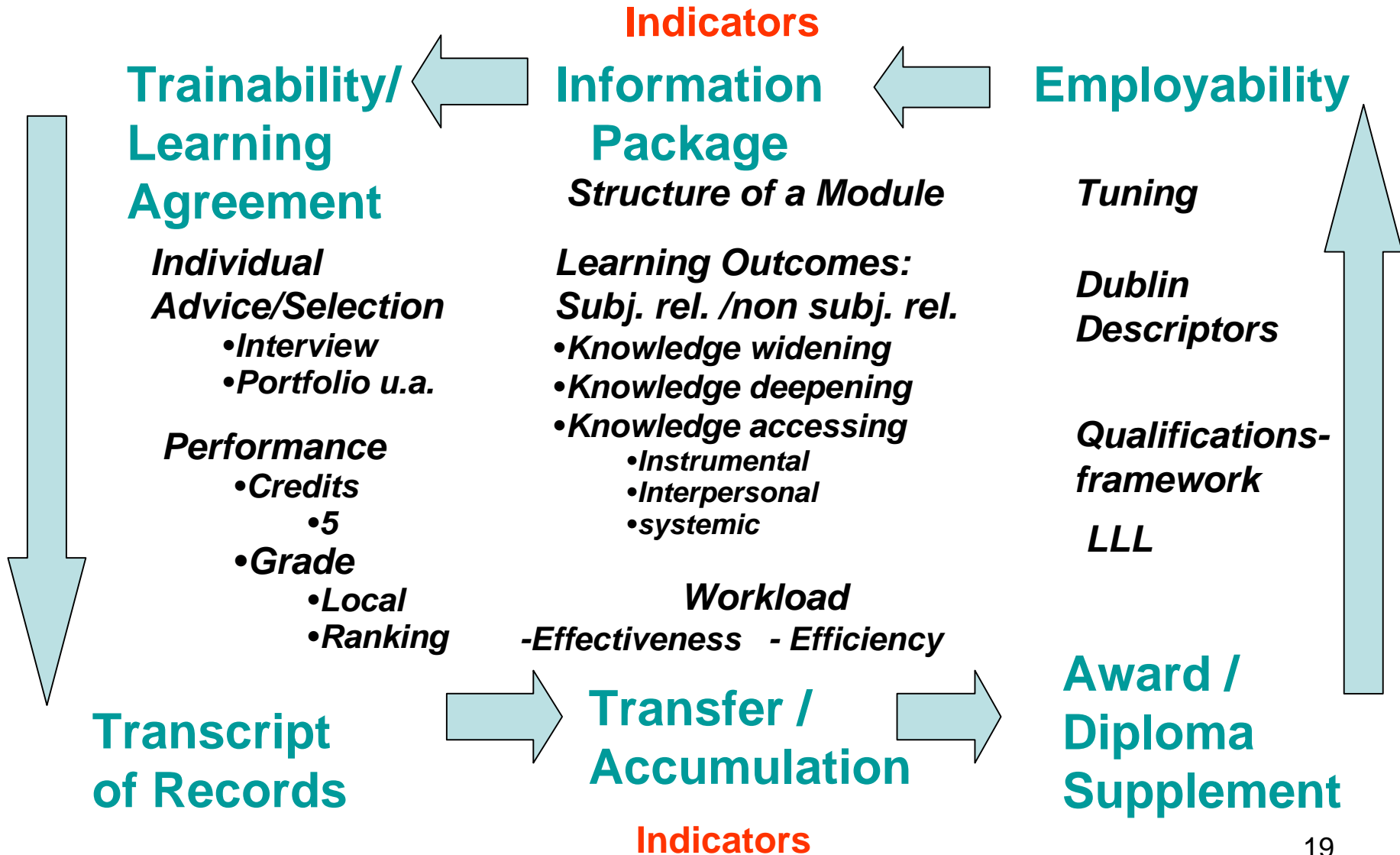
	Knowledge	Skills	Competences
N 6	<p>advanced knowledge of a field of work or study involving a critical understanding of theories and principles</p>	<p>advanced skills, demonstrating mastery and innovation, in a complex and specialised field of work or study</p>	<p>manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work and study Contexts - lead groups in work and study</p>
N 7	<p>highly specialised knowledge, some of which is at the forefront of knowledge in a field of work Or study, as the basis for original thinking critical awareness of knowledge issues in a field and at the interface Between different fields</p>	<p>specialist research and problem-solving skills, including analysis and synthesis, to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>demonstrate leadership and innovation in work and study contexts that are complex, unpredictable and require new strategic approaches take responsibility for continuing personal professional development, for contributing to professional knowledge and practice and for reviewing the strategic performance of teams</p>



Bologna Today

A dream or reality?

Bologna in Action



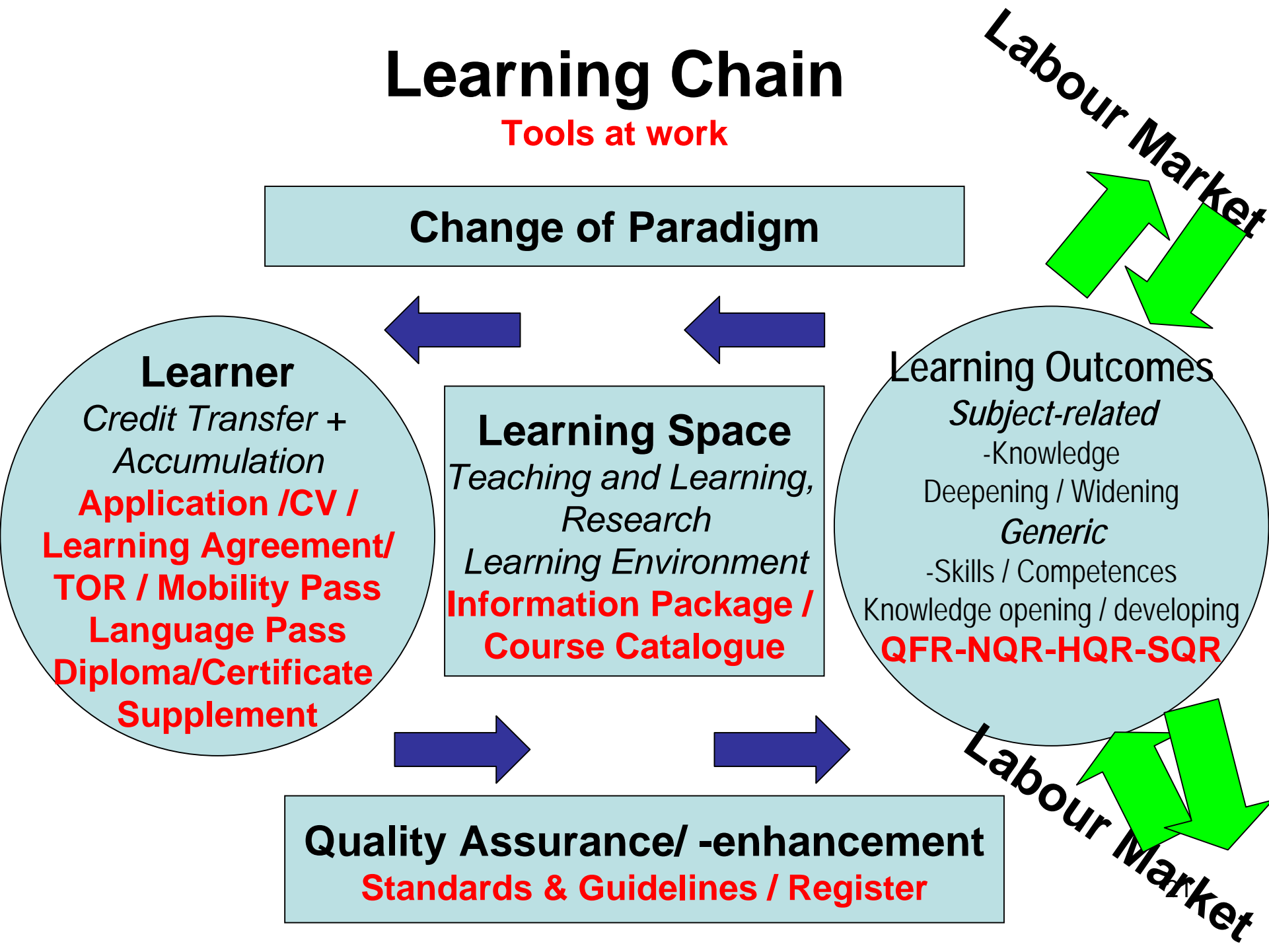


Quality Assurance and Enhancement

Documentation

Learning Chain

Tools at work



Learning Agreement (LA)

By registering for a learning programme

The ***student agrees*** that he has to sit for examinations etc. to be eligible for the desired degree, certificate ...

The ***institution agrees*** to make available the teaching and learning facilities to ensure that the learning outcomes can be achieved in the stipulated time and to award a degree, certificate...as soon as the learner has fulfilled the learning requirements

Transcript of Records (TOR)

- The TOR ***confirms what*** the learner has achieved on the basis of the learning agreement by stipulating the credits linked to the modules etc.
- TOR also ***specifies how*** the learner has achieved the learning outcomes. This is documented by the local grade and an ECTS rating

Grading (an instrument?!)

Of the successful students

- The best 10%
- The following 25%
- The following 30%
- The following 25%
- The following 10%

• *ECTS-Grade*

- *A*
- *B*
- *C*
- *D*
- *E*

LA and TOR

- Are applicable both for **accumulation and transfer purposes**
- For **mobility purposes a common format** for each has been designed (User's Guide)

Information Package

- Contains all information needed for an „outsider“ to be able to start to study in an
 - **Unknown** country, city, institution, programme, methods, modules
 - **Unknown** organisational and may be national culture
 - *See User´s Guide for detailed structure*
 - *Information on the institution*
 - *Information on the degree programmes*
 - *Description of course units / modules*
 - *Description of objectives of programmes*
 - *General information for students*



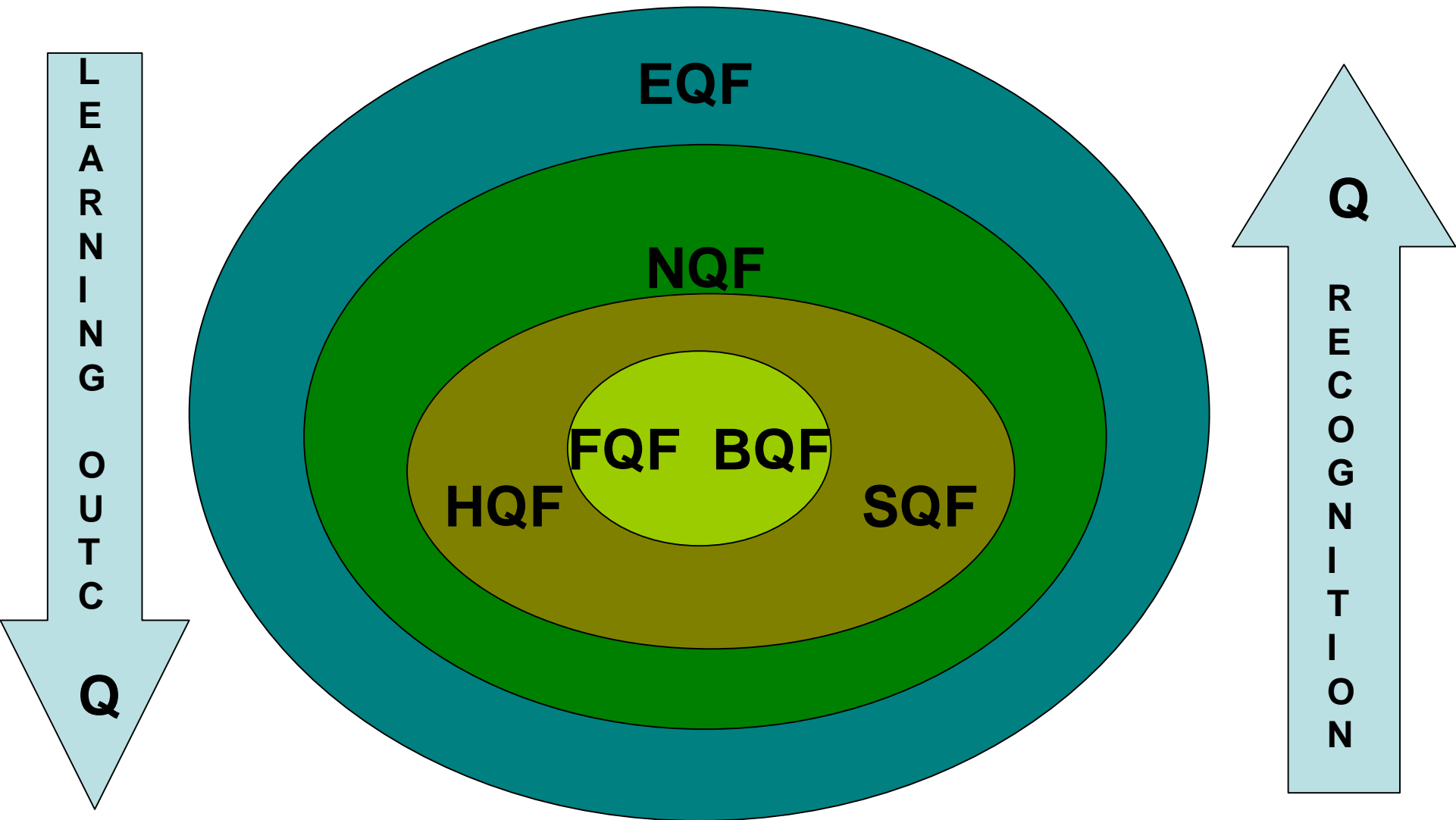
The Diploma Supplement

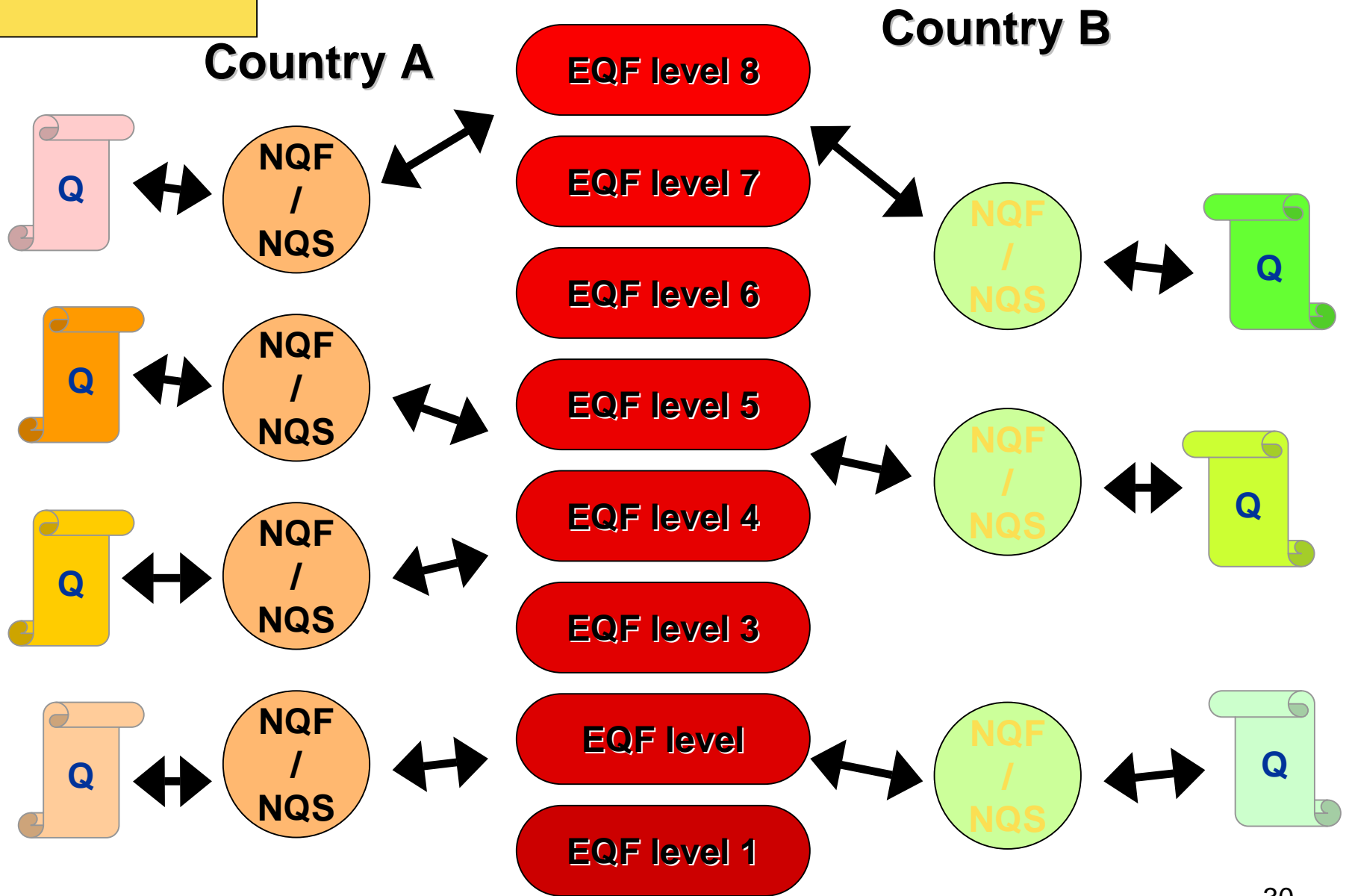
Guarantors

4 E, national authorities, learning institutions

- Standards and Guidelines
- European Register
- National / European Accreditation
- National / European Evaluation Processes
- Internal Evaluation Processes

Onionmodel

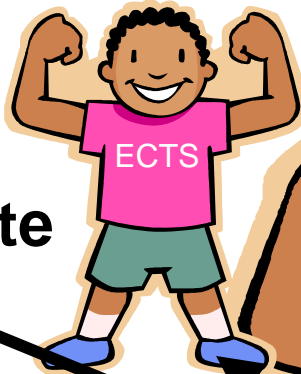




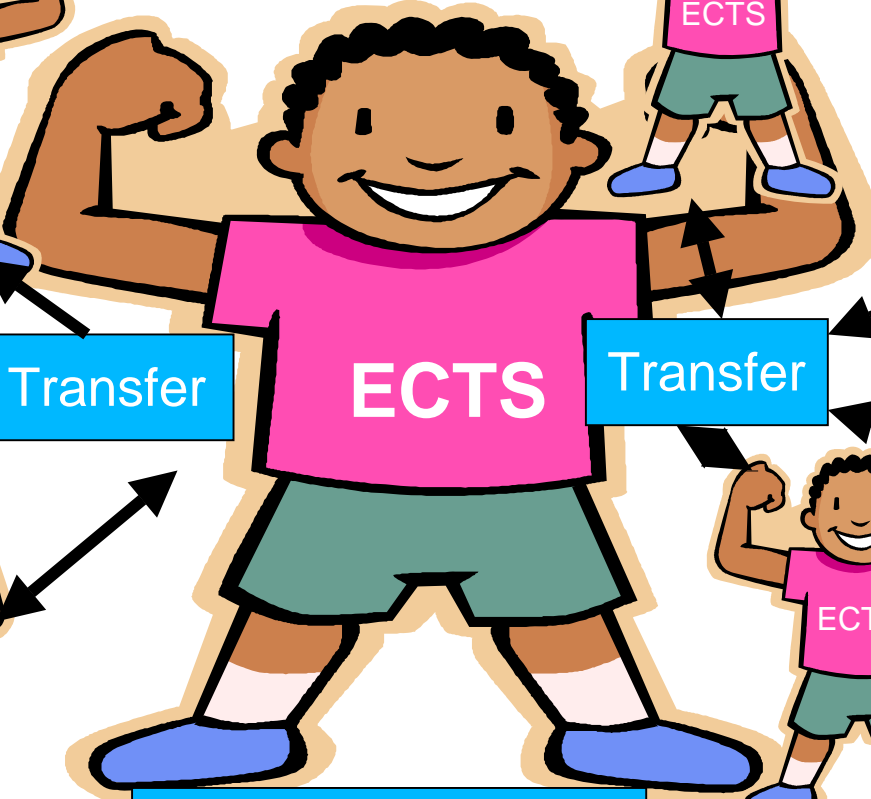
Learning Outcomes and ECTS got married



Communicate



Adapt to situations

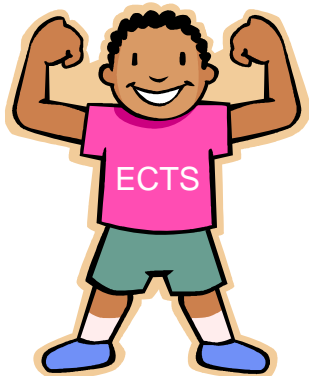


Solve problems

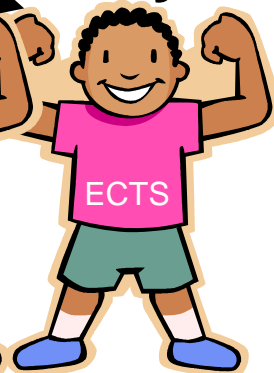
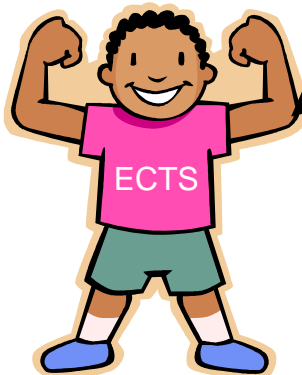
Transfer

Transfer

Analyse



Learn



Accumulation

**broad subject
related knowledge**

Work independently