

# The European Credit Transfer and Accumulation System as a Tool

---

DAAD-Conference Qualitative Aspects of  
Transnational Mobility in Co-operations with  
Nordic and Baltic Countries  
Hamburg 24/25th Sept. 2007



# Part 1

Background

<p><b>Goals</b> <i>Declaration</i></p>	<p><b>Objectives</b> <i>Measurable</i></p>	<p><b>Tools</b> <i>User's friends</i></p>
<p>Social Dimension</p>	<p>3 Cycles</p>	<p>Qualifications Framework <i>Learning Outcomes</i> <i>Levels, Credits</i></p>
<p>Citizen of Europe</p>	<p>Learner centred Academic Recognititon</p>	<p>ECTS Diploma Supplement <i>Credits</i></p>
<p>Employability</p>	<p>Quality Assurance and Enhancement</p>	<p><i>Common structure</i></p>
<p>Lifelong Learning</p>		<p>Standards and Guidelines / Register</p>

Measure	Learning Outcomes	Object	Test	Reference Point
Quality  +  Quantity	Knowledge  +  Skills, competences	What?/ Welche ?	Ex-post	QFR NQF
		How?	Ex-post	National grades Rating
		How many?	Ex-ante Ex-post	Key Features
		So what?	Formative	Internal / external Evaluation

A stylized, light-colored illustration of two hands shaking, positioned diagonally across the page. The hands are rendered in a simple, blocky style with soft shading to suggest depth. The background is a light beige color with a subtle, repeating pattern of horizontal lines.

# Part 2

## Key Features

# 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
- Respect for the Learning Agreement between student and institutions

# ECTS - Guidelines

- About 40 weeks of full-time learning
- 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

# Consequenzen

- All other forms of learning within LLL can be calculated (Part-time, distance learning etc.).
- It becomes transparent whether it is possible to study the programme in the time foreseen
  - Design of curricula
  - Protection of learners

# Definition

## **Learning outcomes / competences**

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

# Terminology

## **Workload**

- A quantitative measure of all learning activities that may be feasibly required for the achievement of the learning outcomes

## **Credit**

- A quantified means of expressing the volume of learning based on the achievement of learning outcomes and their associated workload

# Documents

- Informationpackage / Course Catalogue
- Learning Agreement
- Transcript of Records
- Diploma Supplement
- Extension within Brugges/Copenhagen/Maastricht  
(B/C/M-Process)
  - Europass
    - CV, Language Pass, Mobility Pass, Certificate Supplement, Diploma Supplement

# ECTS - Links

- Workload = Learning
- Learning assessed = Credits
- Requirement = Learning has to be assessed (this must be possible)
- „Assessability“ = by defining the learning outcomes
- Need = adequate method of assessment

# Example

Allocation of Credits - Workload

# Problem 1 = Feeling hungry and being alone at home

---

- **Objective** = to satisfy hunger
- **Means** = „To do something against it“ (to cook, to eat)
- = to work
- **Work** = energy/effort x distance

*Example :* Walk to the Mensa (refectory) – about 200m, join the queue, eat

***Result: having eaten = Output***



# Problem 2 = Starving and being alone at home

- ❑ **Objective** = kill hunger *quickly*
- ❑ **Means** = achievement (requirement: quickly - in 15 minutes)
- ❑ **Achievement** = energy/effort x distance within a unit of time

*Example: anticipated (target) achievement / performance:*

Walk to the Mensa, about 200m in 2 min.,  
queueing for 10 min., eating 3 min.

**Result:** Having eaten in 15 minuten (target=actual situation) = **Output**

# ***Learning Outcome***

---

Starting from here I can have eaten in the Mensa within 15 minutes

*This has to be checked / evaluated over a longer period of time – variations in both directions are possible*

# Outcome = Always alone at home and hungry?

---

## ***Planned Outcome:***

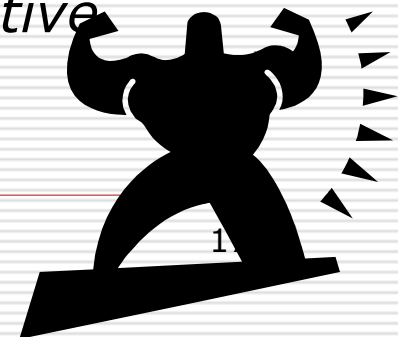
-Feeling well-fed (additional quality – performed achievement which hopefully is sustainable for some time)

## ***Acquired Competences:***

-you can eat in the Mensa and feel well-fed (*knowledge broadening*)

-I can have eaten in the Mensa in 15 minutes if I jump the queue (*knowledge deepening*)

-I know how to jump the queue (knowledge accessing and developing – *instrumental (pushing), communicative (asking), systemic – (I have observed how others do it and use their „method“)*)



# Workload in detail

---

In ECTS the workload comprises the time spent for lectures, seminars, self-directed studies, preparation for and participation in examinations, etc. with the objective to learn

# All Methods

---

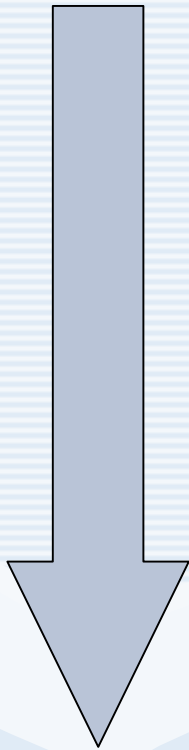
- Evaluation Method
- Percentage Method
- Determination Method



# Part 3

Transfer, Accumulation, Academic  
Recognition

# Permeability – LLL



Transparency

Trust

„Translation“

---

Recognition

Accreditation of PL

---

Permeability

# ECTS Good Practice to the advantage of LLL

- Modules are not a prerequisite for the introduction of ECTS but they facilitate it.
- A module carries credit as a whole. It is not possible to achieve credits for parts of a module.

# Good Practice

- It is advisable that
  - a module lasts for a specified period of time
  - preferably for no longer than one semester
  - A module should neither be too small nor too large
  - It is suggested that a module should not carry less than 5 credits.
  - It is also proposed that a module should carry 5 or a multiple of 5 credits.

# Good Practice

- The effectiveness of the invested workload of the student has to be proven through assessments of any form.
  - Success is not proven by attendance only.
- In case of success the student receives the number of credits predetermined .
  - It is not possible to award fewer or more credits than predetermined.

# Good Practice

- A grade which is awarded to the student has nothing to do with a credit.
- The credit cannot be used for putting a weight on the grade
- A credit simply refers to „effort invested/input multiplied by distance within a defined period of time“.
- How the credit was achieved is documented by the grade.
- The „ECTS-Grade“ proposes to move from the individual to the „institutional“ grading.

# „ECTS-Grades“ = Rating

- Credits = The learner was successful
- Grades = How (to which extent) was the learner successful in his performance
- Two systems =
  - Local Grades
  - Rating in relation to past cohorts (3-5 years)

# Assessment / Rating

## *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*

# Assessment / Rating

- *Of the unsuccessful students*
- Amendments are required before the performance could be considered as „passed“
- Significant amendments are required
- **Grade**
- **FX**
- **F**

# Part 4

## The Learning Chain

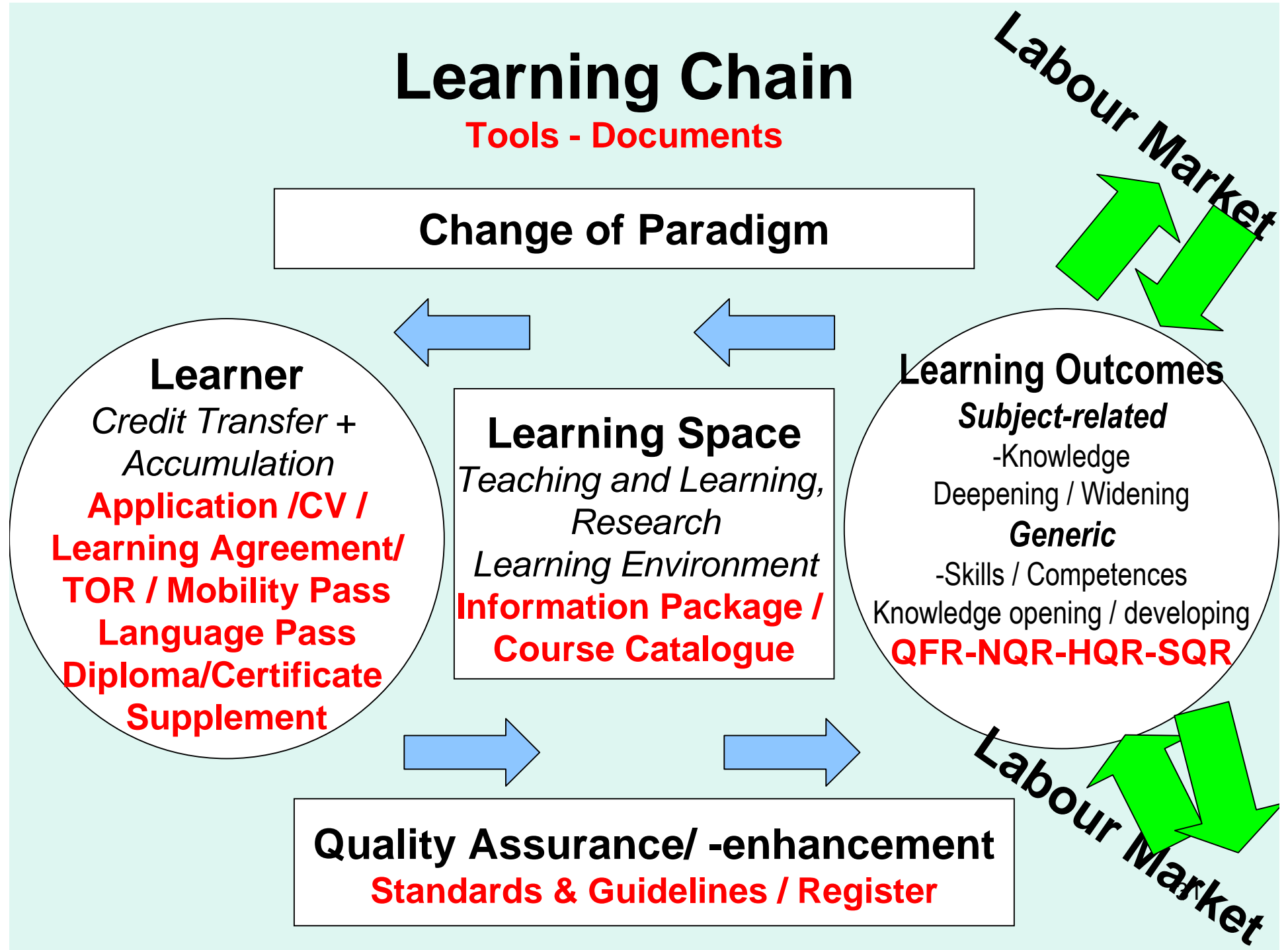
# Instruments – Documentation

- **ECTS**

- Definition of learning outcomes
- Workload
- Allocation of credits
- Local Grade / ECTS Rating
- Information Package
- Student Application Form
- Learning Agreement
- Transcript of Records
- Transfer / Accumulation of Credits and Grades
- APL / APEL / LLL
- Diploma Supplement (also part of the EUROPASS)

# Learning Chain

Tools - Documents



# Lessons learned

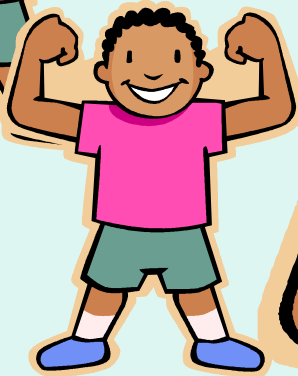
## – *Critical Success Factors*

- Student centred
- Common basis (learning hours / workload)
- Convertibility (currency)
- Transparency
- Institutional obligation
- Internal discussion and agreement
- Openness - Trust

# Bilateral – European Way

- Bottom-up development (jointly) Accreditation /Evaluation (Peer-Review), Across borders: open for European developments)
- Dynamic process (see ECTS) – „Stay in touch“
- Overcome „Uncertainty Avoidance“
- „Make use of it“

# Bologna



**Challenge -  
Accept and master**

**Jointly**