



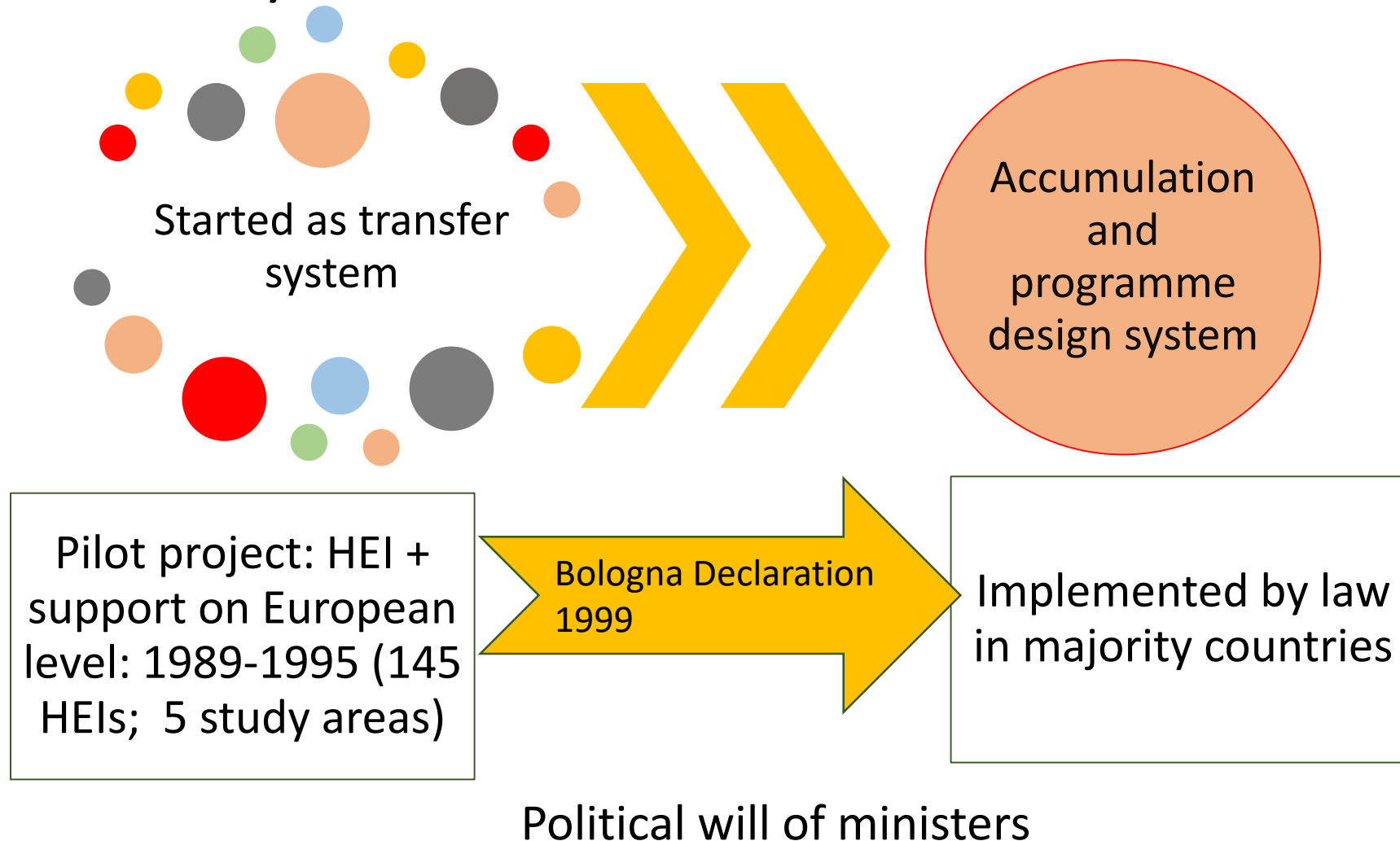
Development of ECTS and ECTS User's Guide

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Riga

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European credit transfer and accumulation system: why and how



Support for institutions and ECTS label

ECTS appraisal visits until 2004; National Bologna expert groups from 2004



First ECTS label attempts

2003 – 91
applications

2004- 55
applications

2005 – 46
applications

Most common mistakes
for course catalogue

- No mirror information in two languages
- Missing information items in degree and course descriptions
- IP/CC is difficult to find on the institutions webpage
- ECTS is used only by some departments
- ECTS is not applied to all students
- Credits do not equal 60 per year (no course structure diagram)
- No information on LO

Main approaches to ECTS implementation on national levels: the same “language” with different “dialects”

National Regulations:

- Attention to credit as a measure for the student workload;
- Variety: absolute number of hours per year and credit VS “corridor”;
- Hierarchy of various legal documents.

Legal

- based on law and/or ministerial decrees (strong presence of the state authorities and regulations)
- Level of implementation depends on precision and prescriptions of the legal acts, experience of HEIs, traditions & collaborative culture

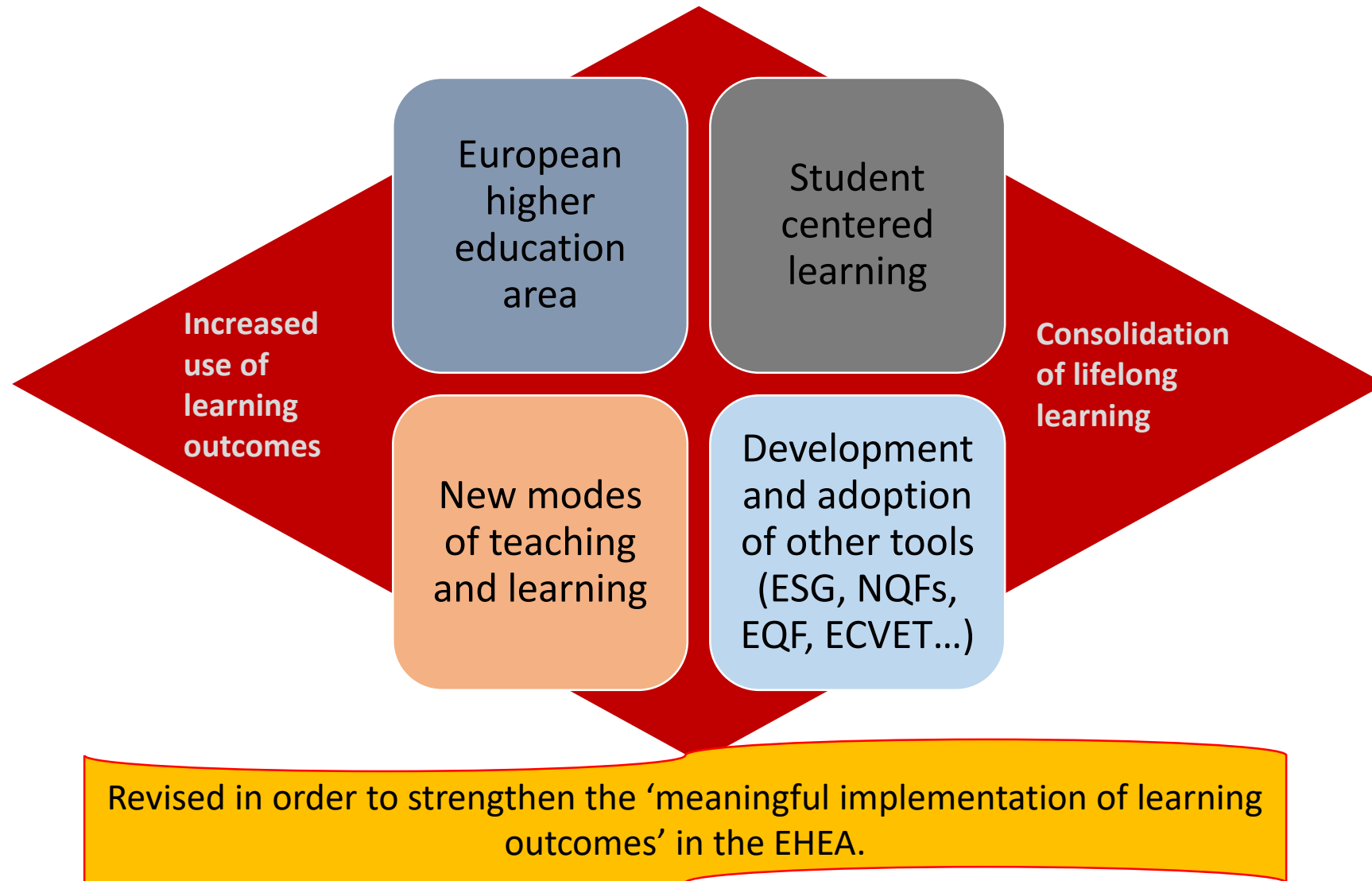
Consensus-based

- based on rectors’ (presidents’) conferences, qualification authorities, informal agreement among HEIs of a country (state authorities are not actively involved).
- Provides elaborate methodological support – guidelines. Permissive rather than prescriptive

Recommendation-based

- no express regulations from the state and no recommendations. ECTS is seen as a good practice.
- The HEIs relate directly to European documents in the spirit of open-coordination method – informal consensus model

ECTS 2015: Why?



ECTS 2015: Who?

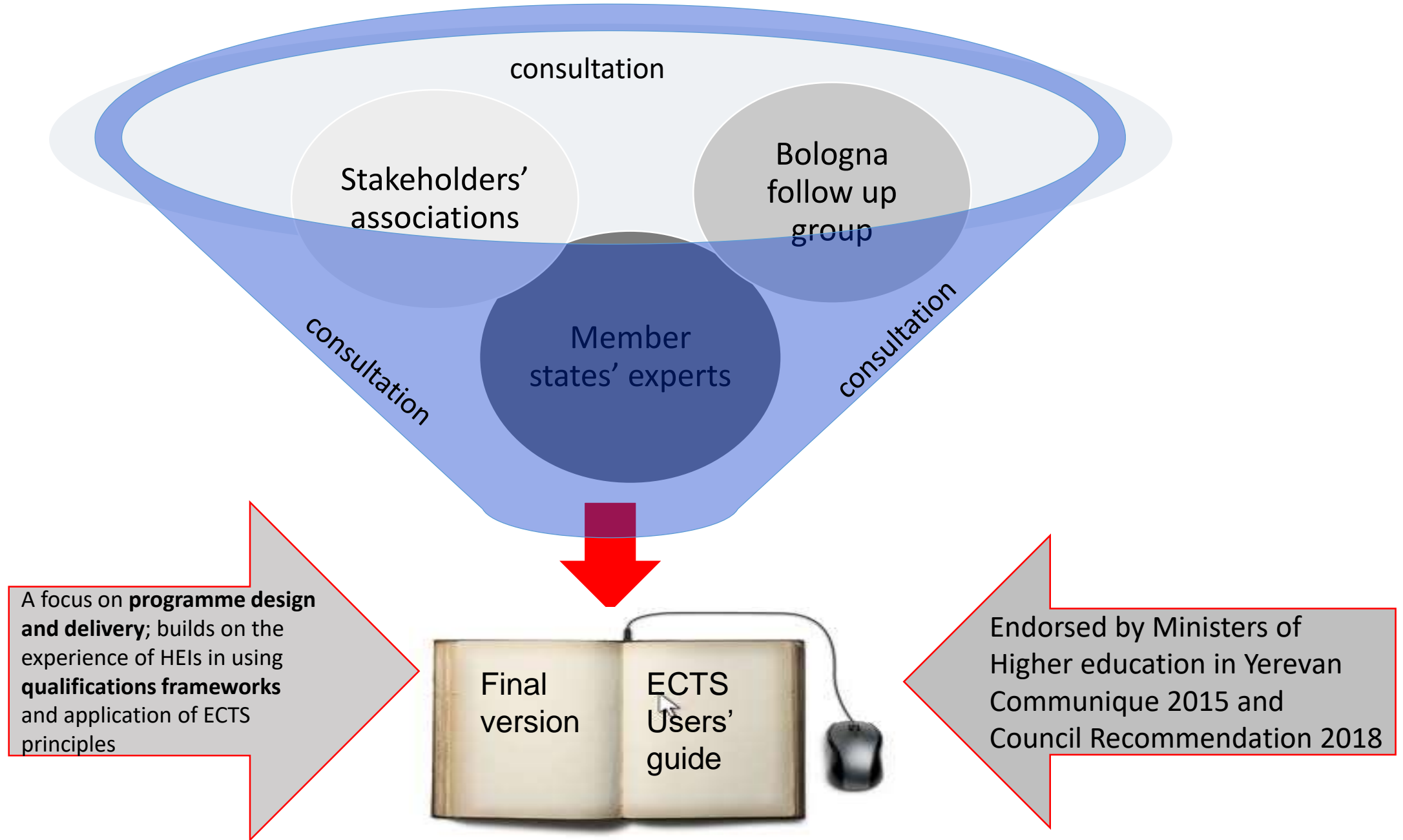


European Commission
– coordination of
drafting and
consultation

Bologna experts
nominated by
countries

Stakeholders'
associations (EUA,
ENQUA, ESU)

ECTS 2015: How?



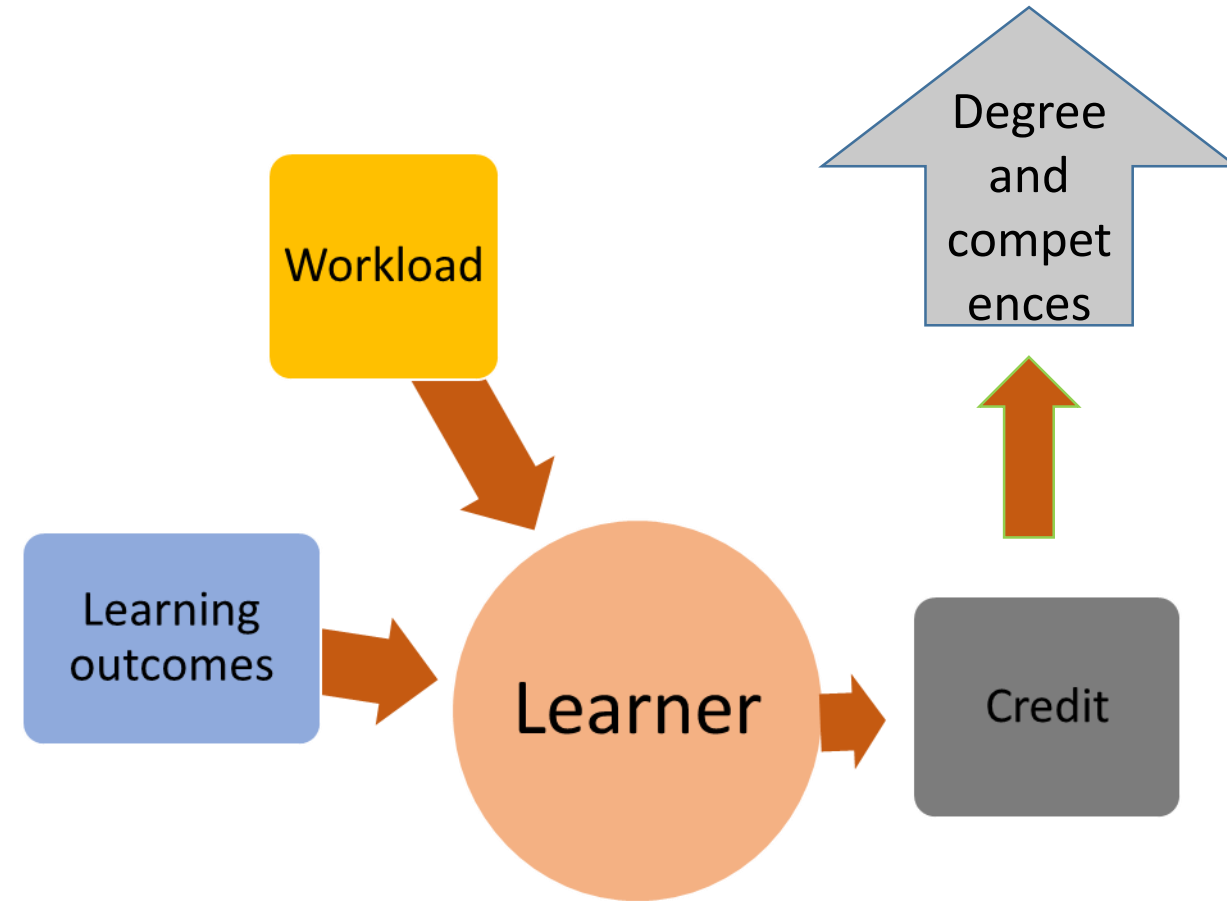
ECTS – shift of paradigm



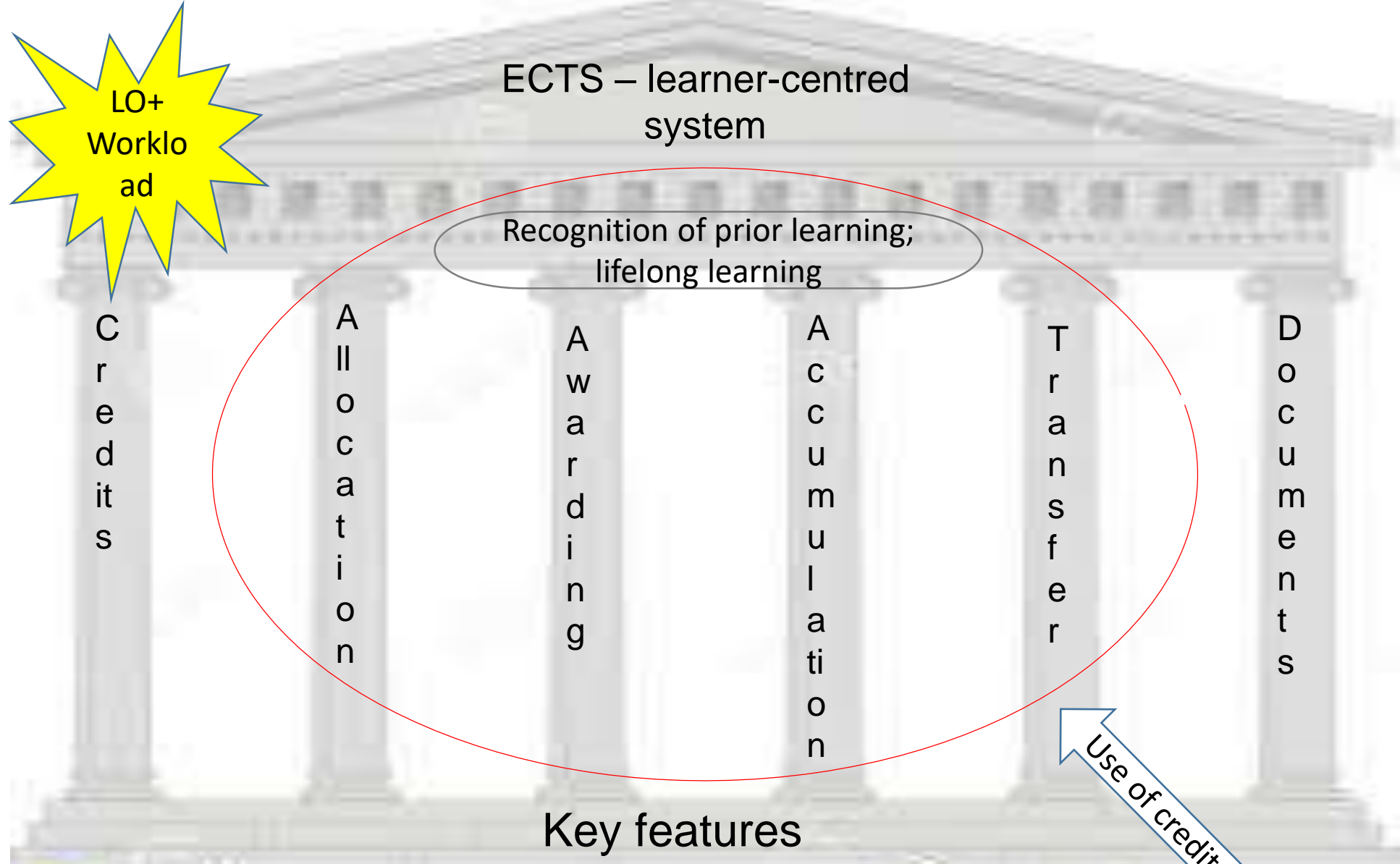
ECTS is a **tool** that helps to design, describe and deliver programmes and award higher education qualifications.



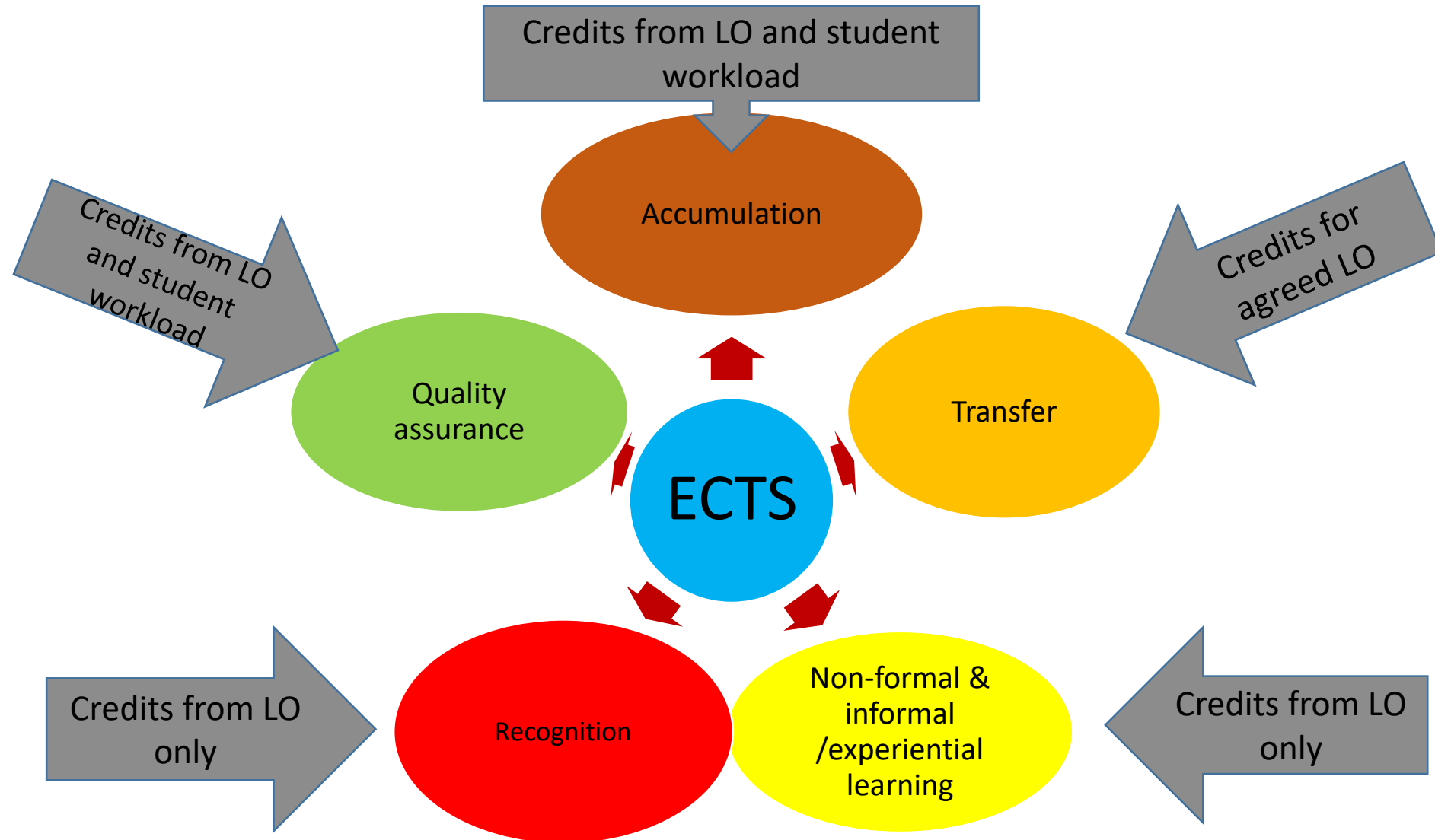
It is a **learner-centred** system for credit accumulation and transfer based on transparency of learning outcomes and learning processes.



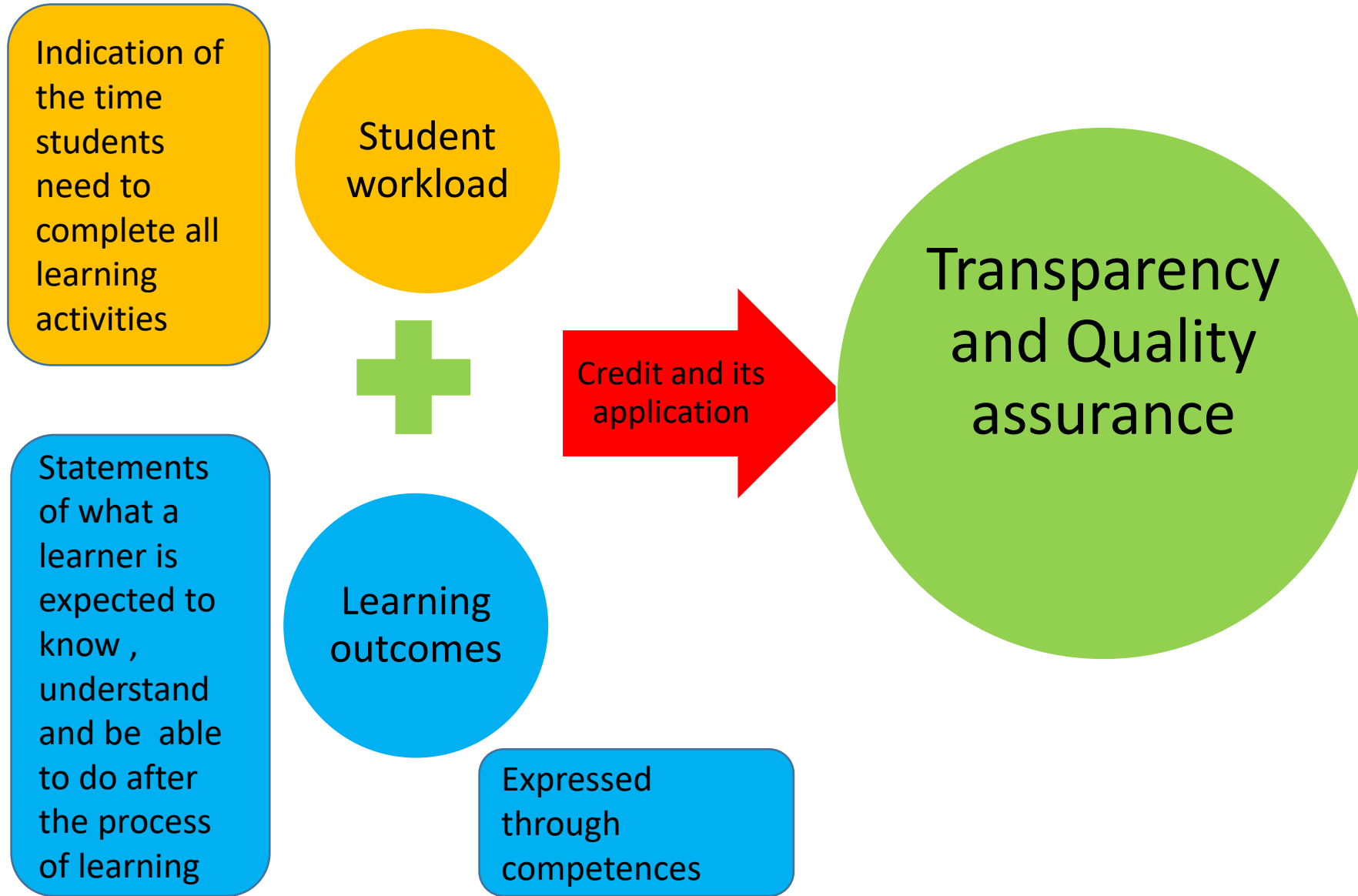
Basic principles



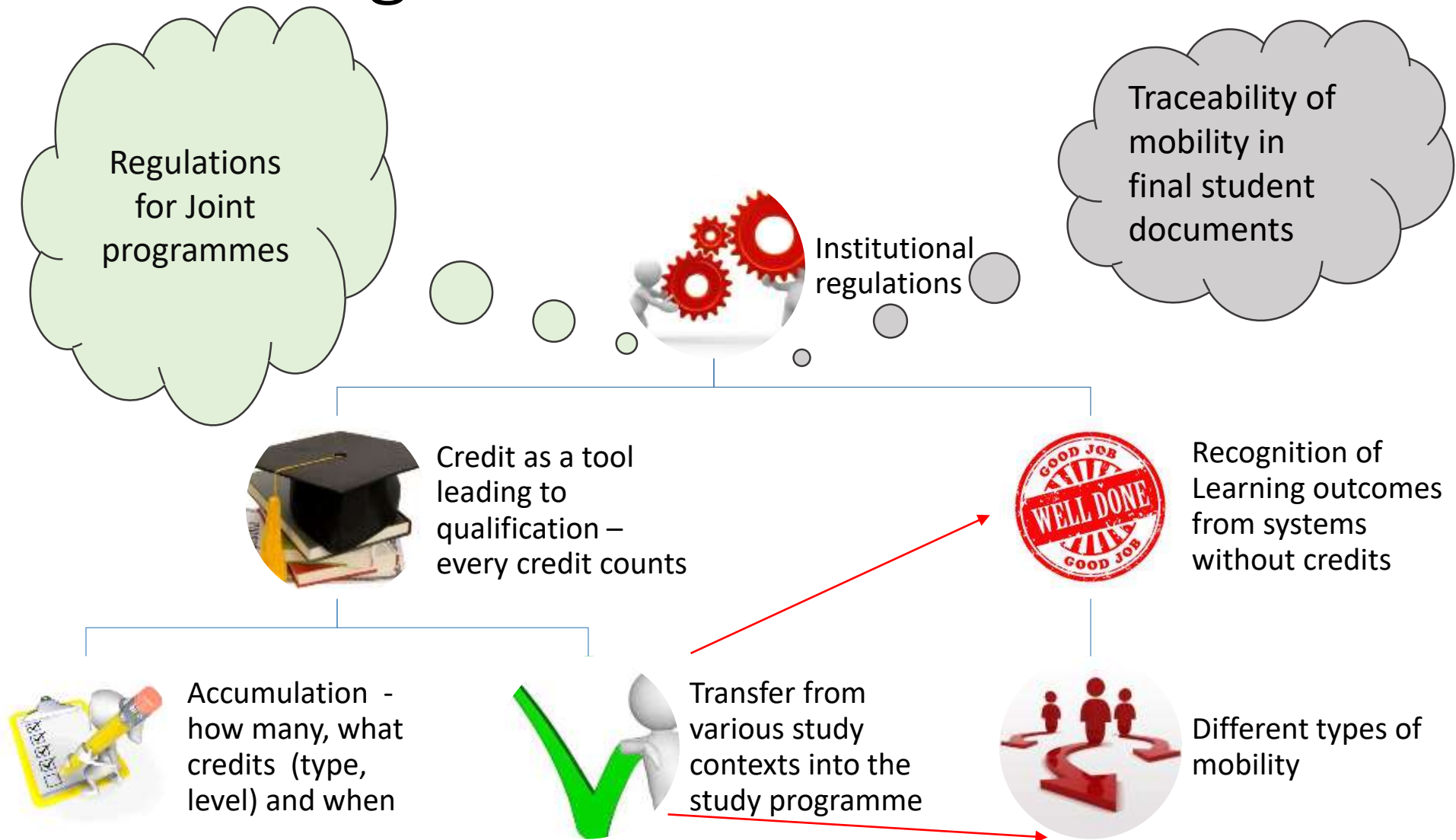
Application of ECTS – macro level



Application of ECTS at micro level - a study programme perspective



Institutional regulations



Mobility

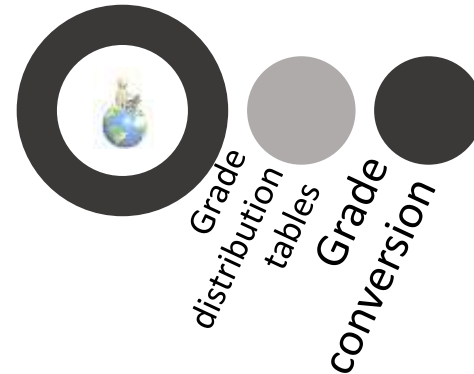
and

Key ECTS documents

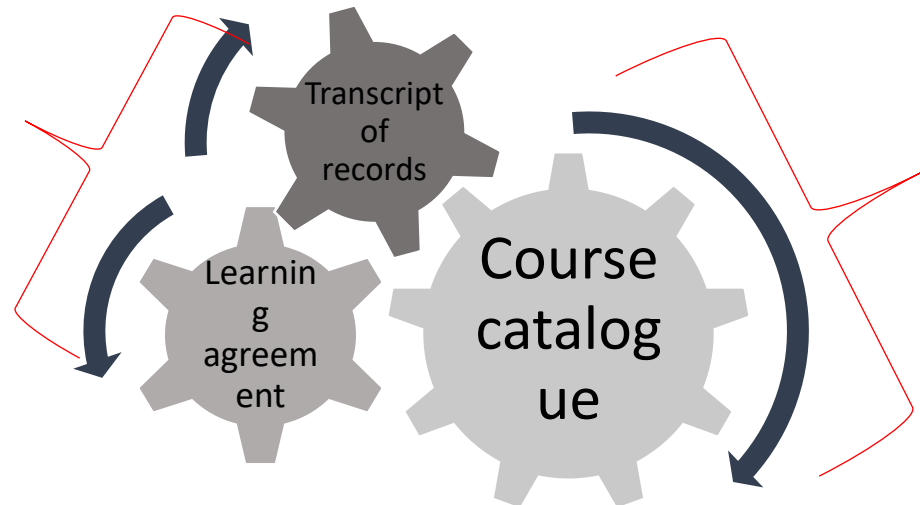
Degree mobility



Credit mobility

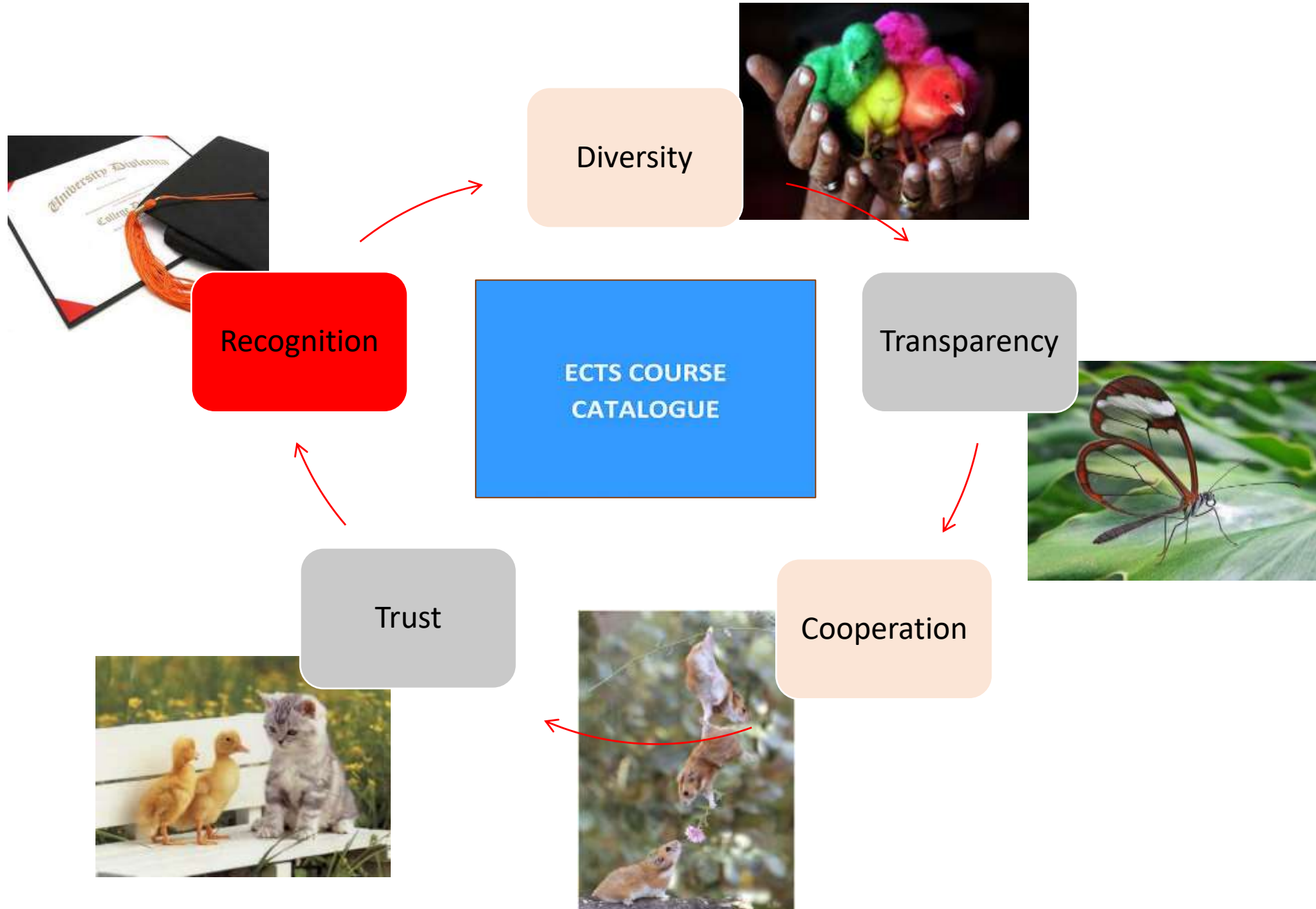


Checklist of compulsory elements



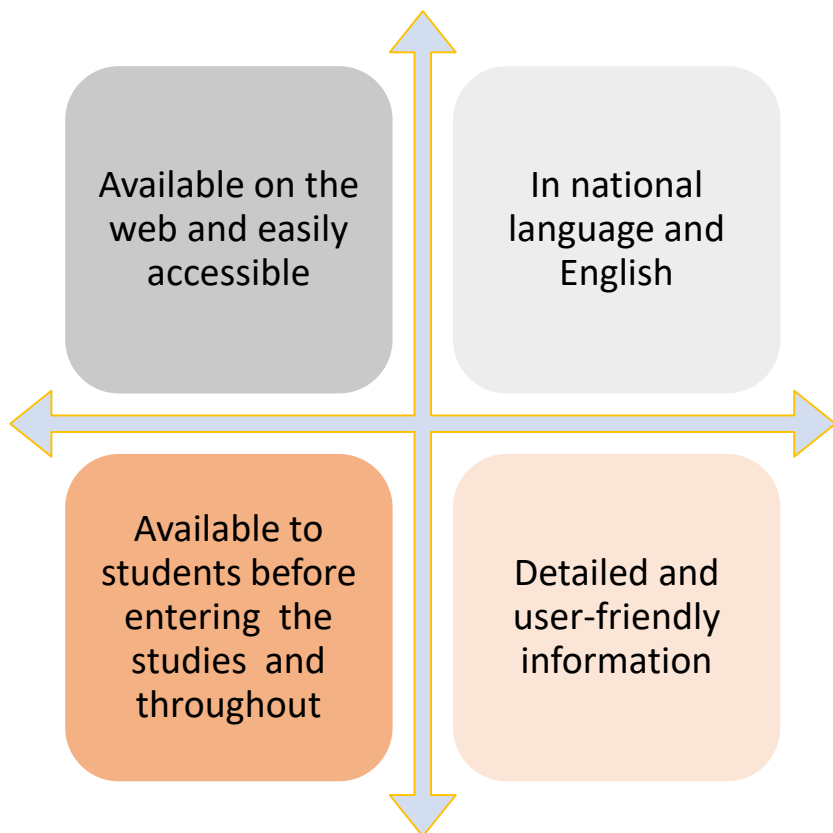
Checklist of recommended contents

5 key words before we start mobility activities



Principle: publish and regularly update the course catalogue on the website well in advance

If ECTS Requirements respected:



Reality

CC not available, only the list of courses at best

CC not easy to navigate

No clear link to CC and not clear when is the CC has been renewed



ECHE monitoring guide (for National Agencies)

Pressure points - tested in 2016

Course catalogue

Recognition

And to some extent:

ECTS grade distribution tables

ECHE: Make it work for you!

Self assessment tool for rectors and vice-rectors

and

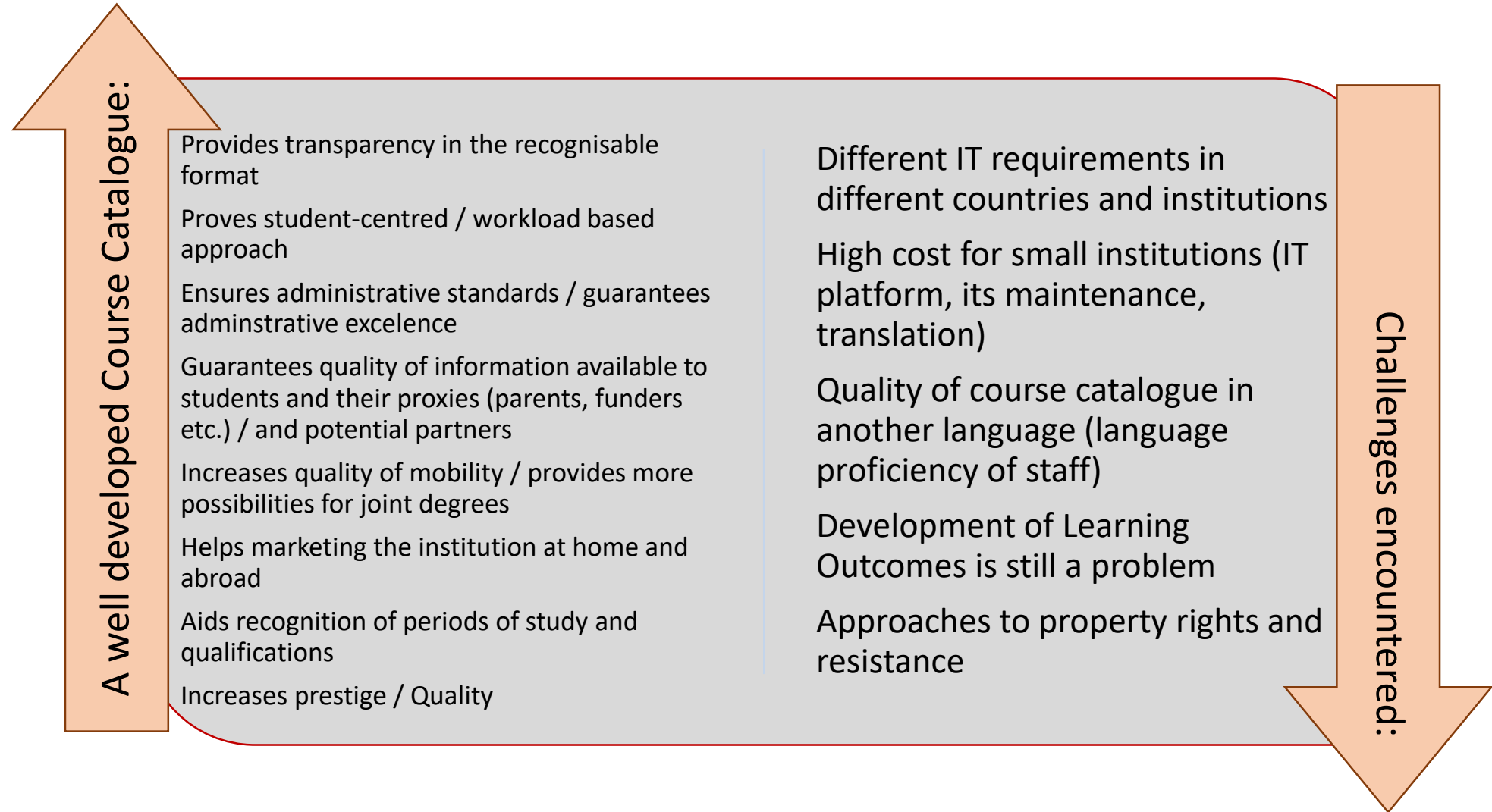
International relations offices and Erasmus + coordinators

ECHE Monitoring Guide 2016 Evaluation Grid

1. Course catalogue (a, b and c were mentioned as the top three priorities)	Strong	Fair	Weak
a) Timely publication and regular update of the course catalogue for the next academic year (recommended elements: course title, content, ECTS credits, learning outcomes, language of instruction, length, general information, restrictions to mobile students and availability before the signature of the learning agreement)			
b) Accessibility of the course catalogue, available in a widely spoken language			
c) Quality of the course catalogue in terms of information needed/ content structure			
d) Accessibility of the course catalogue on the website			

Scale for the choice	
Strong	a) The course catalogue is available in time for the student to prepare the learning agreement and includes the recommended elements (see above): more than 80% of students assess the catalogue as up-to-date and available in time; b) The catalogue is available in a widely spoken language and the main language of instruction; c) Student feedback: more than 80% of incoming students felt that the course catalogue was sufficiently complete for their needs; d) The catalogue can be accessed within two clicks from the homepage (inspired by the ECTS Label criteria) and/or easily through the website's search engine.
Fair	a) Available before the start of the academic year: if 50-80% assesses the catalogue is up-to-date and available in time; b) The course catalogue is partially available in a widely spoken language and/or the language of instruction; c) Check student feedback: 50- 80% of students assess the catalogue as sufficiently complete for their needs; d) The catalogue can be accessed with some difficulty from the homepage.
Weak	a) Not available before the start of the academic year or not at all: less than 50% assesses the catalogue as up-to-date and available in time; b) Not available in a widely spoken language; or check student feedback (question on catalogue in a widely spoken international language).

All international problems start at home!



"In theory, there is no difference between
theory and practice. But in practice, there
is."

Yogi Berra

Thank you for your
attention!

