

# Full implementation of ECTS-compatible credit system at institutional level: key principles & tools

Robert Wagenaar & Maria Yarosh

International Tuning Academy,  
University of Groningen, the Netherlands

2-6 March 2020

# Achievements & Challenges

– Session 1 (Mon) –

- ✓ An introductory presentation by the Ministry Representative
- ✓ University Representatives' Presentations
- ✓ Initial discussion about challenges at national level

# Intended learning outcomes

1. Help faculty, staff and students of one's own and other higher education institutions understand the key principles of the Bologna Process and the European Credit Transfer and Accumulation System and distinguish such key principles from most common misconceptions or 'myths' that act as obstacles to successful implementation.
2. Design action plans for achieving full implementation of ECTS-compatible credit system at institutional level, based on the full set of ECTS-implementation indicators and deep understanding of tools and strategies that have proven instrumental in international context.
3. Cooperate with others on creating resources and preparing professional development activities that will equip faculty, staff and students of one's own institution with knowledge, skills and attitudes necessary for successful adoption of an ECTS-compatible credit system at institutional level.

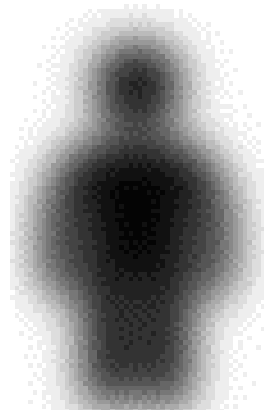
- 1) Student workload: monitoring & credit allocation
- 2) Learning outcomes: formulation & revision of TLA
- 3) Assessment (incl. grading)
- 4) Supporting documents & administrative support
- 5) Monitoring implementation & Quality Assurance
- 6) Bringing everyone 'on board'

# Global Overview Session

- Presentation by the Ministry Representative
  - followed by a Q&A/Open discussion
- Break
- Key principles of Bologna and ECTS
  - followed by a Q&A/Open discussion

# Learning Outcomes: key principles

**LOs** = statements of  
what the individual  
**knows,**  
**understands &**  
**is able to do**  
on completion of a learning process.



**Observable behaviour**

**Knowledge  
Skills  
Attitudes**

**No**  **no credits**

**Programme & Course LOs!**

**Well-defined LOs**



Relevant

Complex

Realistic

Clear

Measurable





PLOs

- Team effort
- Reference Frameworks & Taxonomies
- Different stakeholder contributions

# European Qualifications Framework for LLL

## Level 6:

- advanced **knowledge** of a field of work or study, involving a critical understanding of theories and principles
- advanced **skills**, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts
- take responsibility for managing professional development of individuals and groups

# EQF for LLL

## **Level 6:**

- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles

## **Level 7:**

- 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 and/or research
- critical awareness of knowledge issues in a field and at the interface between different fields

# EQF for LLL

## **Level 6:**

- advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study

## **Level 7:**

- specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields

[http://ecahe.eu/w/index.php/European\\_Qualifications\\_Framework#Level\\_6](http://ecahe.eu/w/index.php/European_Qualifications_Framework#Level_6)

# Framework for Qualifications of the European Higher Education Area

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication
- Lifelong learning skills

[http://ecahe.eu/w/index.php/Framework\\_for\\_Qualifications\\_of\\_the\\_European\\_Higher\\_Education\\_Area#First\\_cycle\\_-\\_Bachelor.27s\\_level](http://ecahe.eu/w/index.php/Framework_for_Qualifications_of_the_European_Higher_Education_Area#First_cycle_-_Bachelor.27s_level)

# First cycle - Bachelor's level

---

**This cycle typically include 180-240 ECTS credits**

Qualifications that signify completion of the first cycle (e.g. Bachelor's degrees) are awarded to students who:

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

	KN	S	Competence (autonomy + responsibility)
Knowledge and understanding			
Applying kn & understanding			
Making judgements			
Communication			
Lifelong learning skills			



1. Knowledge management and creation Knowledge and understanding
2. Design and management of processes of learning, teaching and assessment Applying kn & understanding
3. Learner empowerment, potential and creativity
4. Values and social leadership Making judgements
5. Communication Communication
6. Development as professionals and life-long learners LLL skills

<https://www.calohee.eu/templates/>

**Click here for the WORD Template First Cycle – Bachelor – Level 6: Civil Engineering**

**Click here for the WORD Template Second Cycle – Master – Level 7: Civil Engineering**

**Click here for the Word Template First Cycle – Bachelor – Level 6: Teacher Education**

**Click here for the Word Template Second Cycle – Master – Level 7: Teacher Education**

**Click here for the Word Template First Cycle – Bachelor – Level 6: History**

**Click here for the Word Template Second Cycle – Master – Level 7: History**

**Click here for the Word Template First Cycle – Bachelor – Level 6: Nursing**

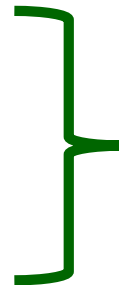
**Click here for the Word Template Second Cycle – Master – Level 7: Nursing**

**Click here for the Word Template First Cycle – Bachelor – Level 6: Physics**

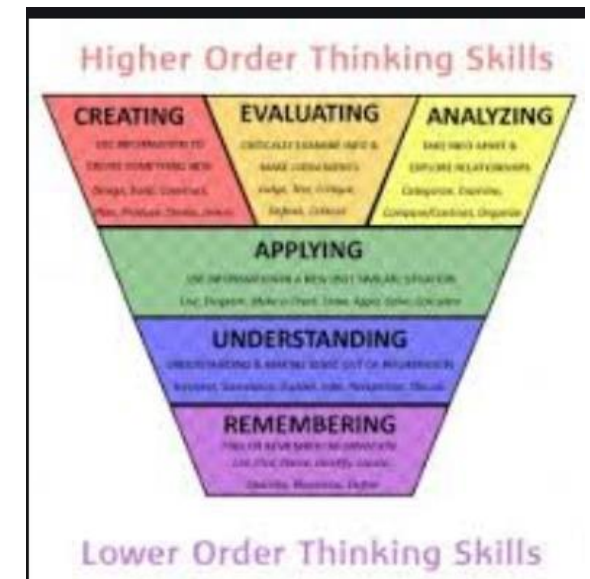
**Click here for the Word Template Second Cycle – Master – Level 7: Physics**

- Course LOs must lead to Programme LOs

- Learning experiences  
Teaching activities  
Assessment tasks



Students  
achieve  
LOs



# Learning Outcomes: reflection on own programmes

**What about your programme(s)?**

10' to reflect  
5'/participant to share






# Student workload: Key principles

Year	Semester	Course/Module	Credits
1	1st Semester	Agricultural Chemistry and Soil Science	6
		Animal Production: Principles and Techniques	6
		Agronomy and Horticultural Crop Production	6
		Applied Economics, Extension and Systems	6
			6
	2nd Semester	Microbiology and Genetics I	6
		Agrometeorology and Climate Change	6
		Food Science and Technology	6
		Agricultural Engineering and Applications	6
2	3rd Semester	Statistical Methods for Agricultural Sciences	5
		Biochemistry and Biotechnology	6
		Pests, Diseases and Weeds Control	6
		Animal Production and Science I	6
	4th Semester	Botany and Crop Physiology	4
		Scientific Communication Skills	8
		Microbiology and Genetics II	6
		Animal Science and Production II	6
3	5th Semester	Crop Production Technologies	6
		Postharvest Management and Agricultural Produce Processing	6
		Project I	8
		Agricultural Management and Marketing	6
	6th Semester	Entrepreneurship for Small and Medium Agribusiness	4
		Project II	8
		Practical Training	10





## Programme

Day	Course	Contact hours
Mon	Course A	 4
Tue	Course B	 4
Wed	Course C	 4
Thu	Course D	 4
Fri	Course E	 4

A typical week











All the courses have the same number of contact hours, so ... each course must have the same weight in credits

20 hours per week



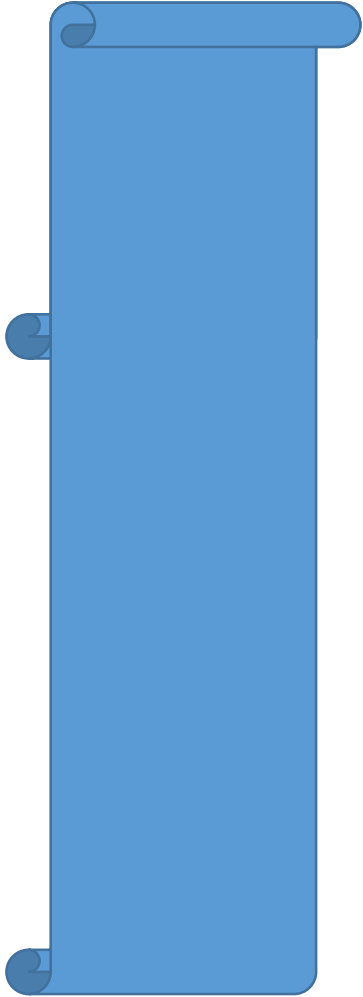




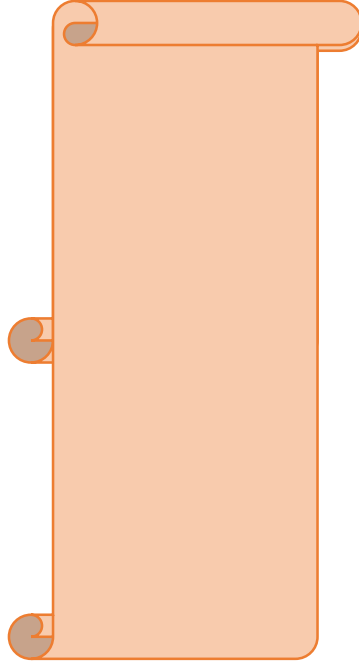
Day	Course	Contact hours	Outside the classroom	
Mon	Course A			8
Tue	Course B			6
Wed	Course C			12
Thu	Course D			12
Fri	Course E			8

The courses have different student workload and so must have different weight in terms of credits

46 hours  
per week



~~≠~~



# Student workload: Key principles

## 1. Student-centred HE

- Feasibility
- Fairness



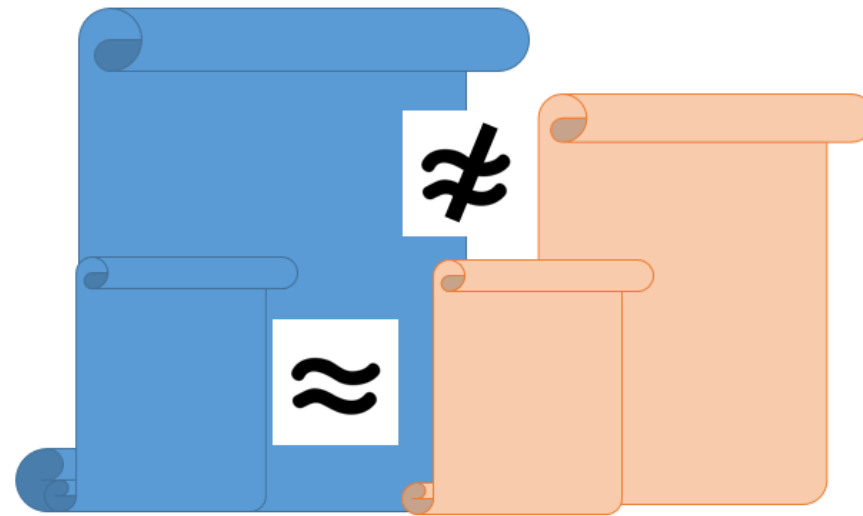
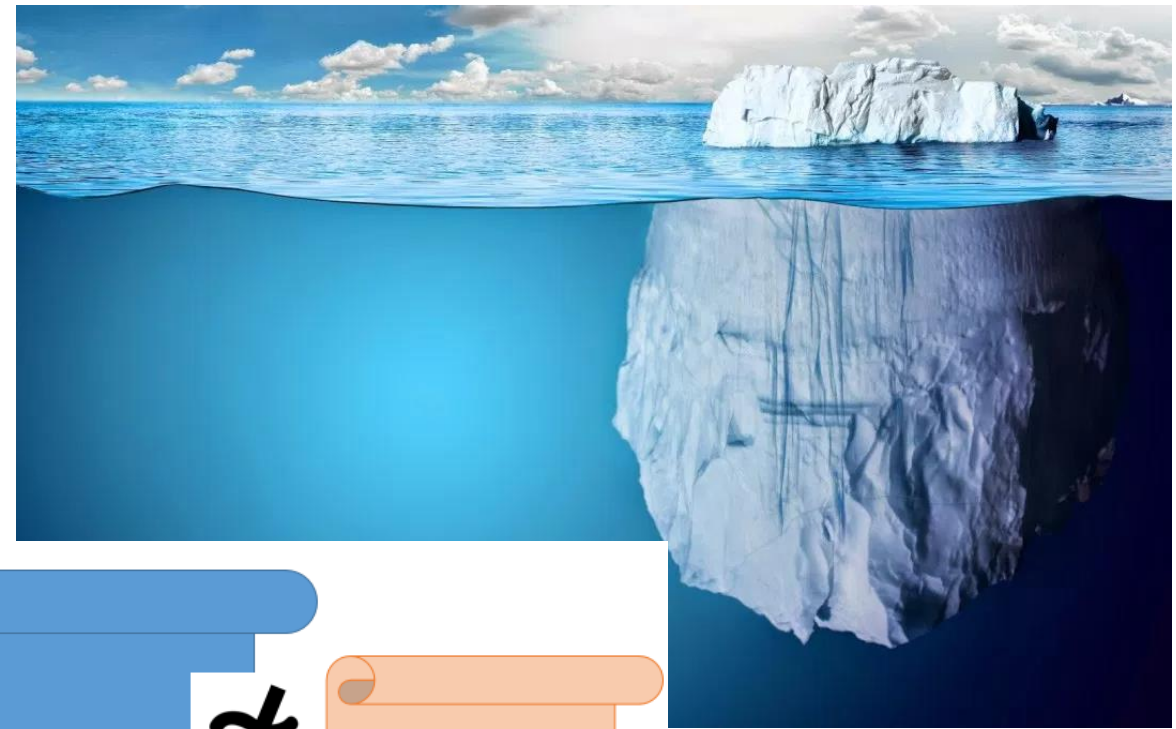
**Responsible curriculum design**

1. Student-centred HE

2. Transparency

→ Comparability

→ Recognition



1. Student-centred HE
2. Transparency
3. Flexibility based on key agreements





1. Academic year = 60 ECTS
  2. 1 ECTS = 25-30 hours of student's work
- (180 + 120 / 240 + 60)





- Teachers plan
- Students & teachers “verify”



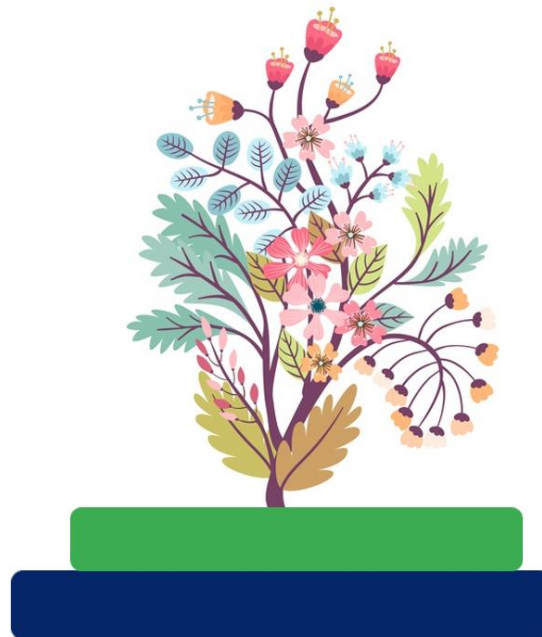


# Student workload: Key principles

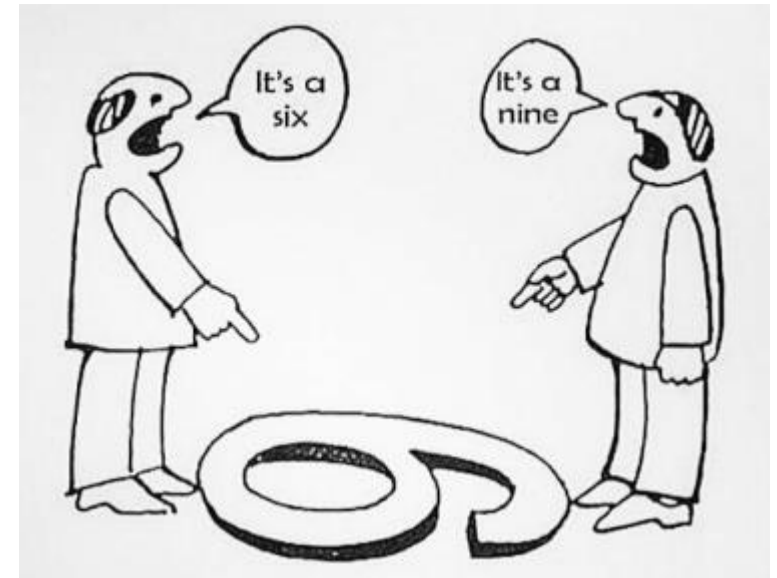
## 1. Full picture



## 2. Key rules & full flexibility



## 3. Teachers/Planners & Students/Learners



# Student workload: institutional experience

- Reflections/reactions/comments/questions

1) to note down your ideas  
2) to share

Your own programmes/institutions



Key principles

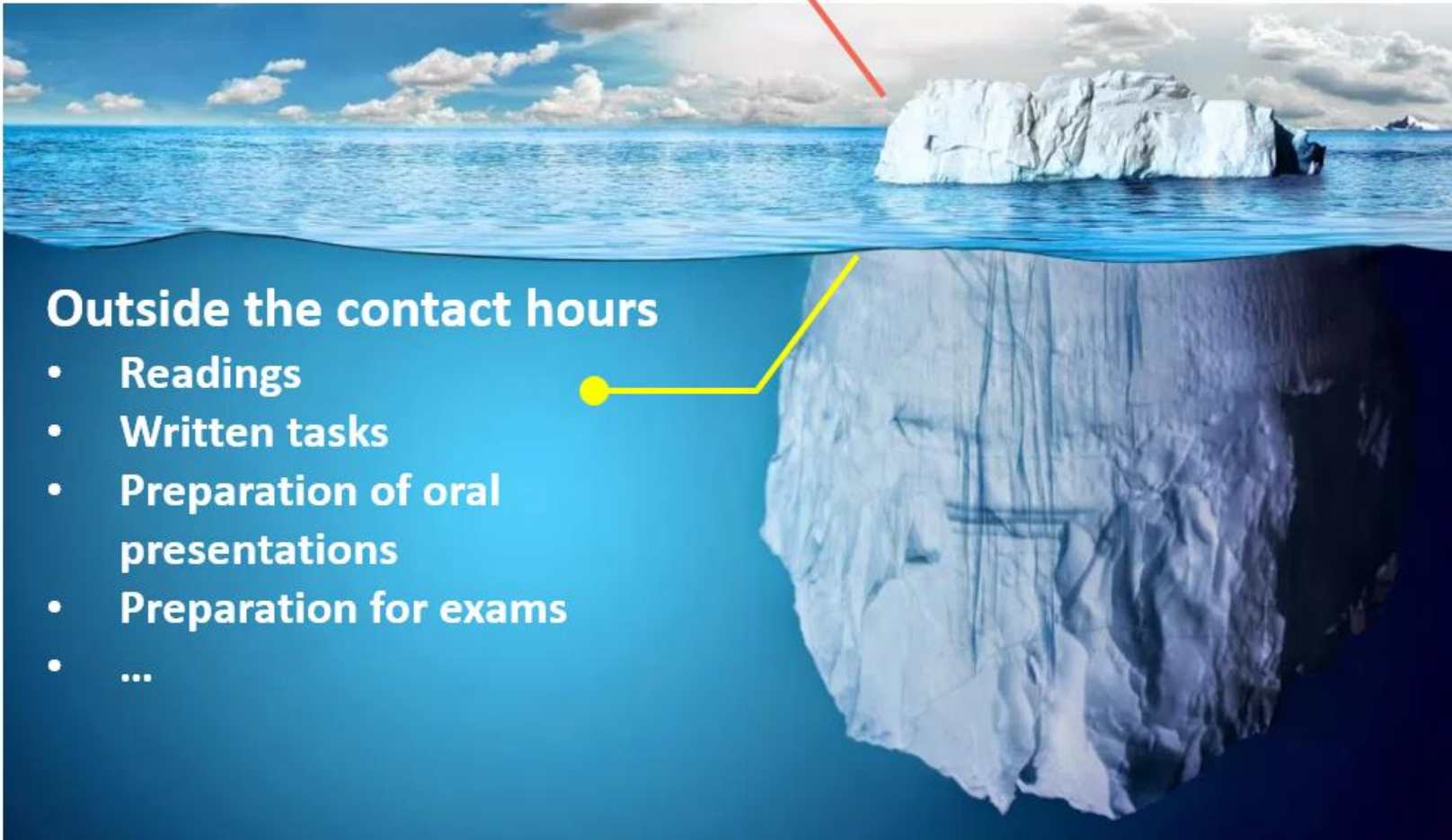
# Student workload: Tuning tools

**Contact hours**



**Outside the contact hours**

- Readings
- Written tasks
- Preparation of oral presentations
- Preparation for exams
- ...



[illegible]

What is the percentage of time reserved in the undergraduate programme for general education, sports, culture, military training, societal philosophy, language learning, etc. .... %

When broken down (should add up to 100%, covering the percentage included in the previous question):

General education: ....%

Sports: ....%

Culture: ....%

Military training: ....%

Ideology / Societal philosophy: ....%

Language learning: ....%

Job hunting: ....%

Preparation for (post-)graduate studies / preparation for entrance exam: ....%

Others 1 (.....): ....%

Others 2 (.....): ....%

Type of system:

☐ Year (no partitioning in periods)

☐ Semesters

☐ Trimester

☐ Blocks

Start date of academic year\*: day/month

End date of academic year\*: day/month

Total number of working weeks per academic year (including the time to prepare for and to take examinations)\*: .....

Division of ☐ semester 1 / ☐ trimester 1 / ☐ block 1:

Teaching period: .... weeks; start date: .... / .... (day/month)\*; end date: .... / .... (day/month)\*

Preparation period for examinations: .... weeks; start date: .... / .... (day/month); end date: .... / .... (day/month) (if appropriate):

Examination period: .... weeks; start date: .... / .... (day/month); end date: .... / .... (day/month)

THANK YOU VERY MUCH