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

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University of Groningen, the Netherlands

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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
• 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
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
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's_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 of which will be informed by knowledge on 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.
<table>
<thead>
<tr>
<th>Competence (autonomy + responsibility)</th>
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<tbody>
<tr>
<td>Knowledge and understanding</td>
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<td>Applying kn &amp; understanding</td>
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<td>Making judgements</td>
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<td>Communication</td>
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<tr>
<td>Lifelong learning skills</td>
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</tbody>
</table>
1. Knowledge management and creation
2. Design and management of processes of learning, teaching and assessment
3. Learner empowerment, potential and creativity
4. Values and social leadership
5. Communication
6. Development as professionals and life-long learners
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

https://www.calohee.eu/templates/
• 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
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course/Module</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1st Semester</td>
<td>Agricultural Chemistry and Soil Science</td>
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<td>Animal Production: Principles and Techniques</td>
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<td>Agronomy and Horticultural Crop Production</td>
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<td>Applied Economics, Extension and Systems</td>
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<td>2nd Semester</td>
<td>Microbiology and Genetics I</td>
<td>6</td>
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<td>Agrometeorology and Climate Change</td>
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<td>Agricultural Engineering and Applications</td>
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<td>2</td>
<td>3rd Semester</td>
<td>Statistical Methods for Agricultural Sciences</td>
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<td>Biochemistry and Biotechnology</td>
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<td>Pests, Diseases and Weeds Control</td>
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<td></td>
<td>Animal Production and Science I</td>
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<td>4th Semester</td>
<td>Botany and Crop Physiology</td>
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<td>Scientific Communication Skills</td>
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<td>Microbiology and Genetics II</td>
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<td>Animal Science and Production II</td>
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<td>3</td>
<td>5th Semester</td>
<td>Crop Production Technologies</td>
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<td>Postharvest Management and Agricultural Produce Processing</td>
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<td>Agricultural Management and Marketing</td>
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<td>6th Semester</td>
<td>Entrepreneurship for Small and Medium Agribusiness</td>
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<td>Project II</td>
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<td>Practical Training</td>
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All the courses have the same number of contact hours, so each course must have the same weight in credits.

20 hours per week
The courses have different student workload and so must have different weight in terms of credits.

46 hours per week
1. Student-centred HE

- Feasibility

- Fairness
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

Your own programmes/institutions

Key principles

1) to note down your ideas
2) to share
Student workload: Tuning tools

Outside the contact hours
- Readings
- Written tasks
- Preparation of oral presentations
- Preparation for exams
- ...
<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
<th>1</th>
<th>2</th>
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<th>6</th>
<th>7</th>
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<th>9</th>
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<th>Subtotal</th>
<th>Weeks 1-10</th>
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<tr>
<td>Preparation and follow-up work for scheduled classes</td>
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<td>Reading materials: (hand)books / chapters, articles, etc.</td>
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<td>Preparation of assignments (studying and analyzing (written) materials, preparing and holding interviews writing papers and reports, essays, presentations, modeling, design work, etc.</td>
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<td>Laboratory work (in addition to contact hours)</td>
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<td>Field trips (site visits, etc.)</td>
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<td>Preparation and taking of intermediate tests and examinations (formative exams)</td>
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<td>Preparation and taking of final (summative) examination</td>
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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