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Key questions to be answered:

- What are the advantages for the learner of ECTS?
- How do you use credits for accumulation and transfer?
- What is the link between ECTS credits and Workload?
- Are learning outcomes directly related to activities and ECTS credits?
- How do you decide how many credits a degree programme should have? How do you assign credits to different modules?
- Do we need two credit systems?

The benefits of ECTS credits

- ECTS was created to enhance the transparency of study programmes and facilitate recognition
- Can facilitate the programme design and development,
- It provides a common instrument for higher education institutions and students, it meets the concept of credits
- ECTS serves for both mobile and non-mobile students as it supports inter-institutional co-operation
- Through ECTS the programmes can be made more flexible, it supports learner centred approach
- ECTS is a key element of the Framework for Qualifications of the European Higher Education Area

Key Features- May 2007 stipulated that “efforts should concentrate(...) on proper implementation of ECTS based on student workload and LO”

- ECTS are based on the workload students need in order to achieve expected learning outcomes
- Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning
- Workload indicates the time students typically need to complete all learning activities(lectures, seminars, projects, practical work, self-study, examinations)
- 60 ECTS credits are attached to the workload of a full-time year of a formal learning(academic year)
- Credits are allocated to the entire programme as well as to their components (modules, course units, dissertation, work placements, lab work)
- Credits awarded in one programme may be transferred into another programme

Descriptors and time

- Professional profile
- Programme profile related to Dublin descriptors
- Level descriptors(cycles may have levels to show progression)
- Course unit or module descriptors

Credit accumulation and transfer ?

- For national students it is a tool for credit accumulation. For international activities it is a tool for credit transfer and study period recognition, in case of agreed Learning agreement and achieved LO recognition should be automatic.
- When used as transfer, credits facilitate mobility within one institution or one country, from institution to institution, or from one country to country, and between different educational sectors and contexts of learning
- Allows flexibility, diverse learning paths
- ECTS credits do not express the level of expected LO (other tools are used such as level descriptors)



Problems for recognition and ECTS use

- Still partial recognition
- Not recognized the study year abroad
- Recognition by content, matching the content of study period but not based on LO and workload
- Erasmus mobility is highly valued however not enough trust built between partners(Why sign agreement if you do not trust your partners?)
- Recognition of prior experiential learning still needs to be addressed in a proper way



ECTS credits , Learning outcomes and workload

- LO constitute the qualitative element of ECTS, focus on learner's behaviour, can be measurable, assessed
- LO conveys to the student what is to be accomplished
- Workload is time based, it is the quantity of student work of a typical student. It is constant: 40 hours a week to achieve LO.
- LO serve the basis for defining suitable learning activities. In ECTS the estimation of time embraces required activities. It must not be limited to contact hours or guided learning activities
- Checking/ testing of estimated workload is needed; it leads to further adjustment of the workload and /or the type of educational activities if it does not match the actual workload (Tuning methodology)
- The question of the importance of the topic is not the basis for credit allocation

ECTS credits and LLL

- ECTS can be used for accumulation, transfer and recognition of prior learning
- In case of accumulation of credits validation of LO is needed
- The same credits should be awarded for formal and non formal way of studies
- Credit accumulation assists in recognition of prior learning
- Prior learning is experiential in nature, has been achieved outside formal learning
- Only the degree awarding higher educational institution has the right to assess the prior leaning LO and award credits
- ECTS transfer and accumulation are facilitated by the use of Course Catalogue, Student application form, Learning agreement, Transcript of Records

ECTS credits and levels

- A level descriptor is a statement that provides an indication of the depth and extent of learning expected at a specific stage in a programme(Tuning methodology)
- ECTS credits applies to levels 5,6 and 7 of EQF for the sector of HE
- Qualification levels are based on descriptors, generic statements of LO.Levels express differences in advancement/ specialization/complexity of LO
- Level descriptors are used in curriculum design, assignment of credits



ECVET and ECTS

- ECVET is a European system of accumulation and transfer of credits designed for vocational education and training
- It enables the attesting and recording LO of an individual engaged in a learning pathway leading to a qualification, a vocational diploma or certificate.
- It is centred on the individual, based on the validation and the **accumulation of his/her learning outcomes** .
- ECVET is a system designed to operate at the European level, interfacing with national systems and arrangements for credit accumulation, transfer.
- Credits are used for accumulation and transfer
- When used as transfer, credits facilitate mobility (...) from one country to country, and between different educational sectors and contexts of learning
- Allows flexibility, **diverse learning paths**
- The same credits should be awarded for **formal and non formal way of studies**
- **Prior learning** is experiential in nature, achieved outside formal learning
- it supports learner centred approach

Confusion of two systems

- 2 credit systems create a confusion as the ECTS introduction still faces huge problems in terms of proper implementation
- Both systems have common reference points: based on LO, formal, non formal learning paths, so focus on different pathways
- Both allow credit accumulation and transfer, locally and internationally
- Credits are allocated when LO are acquired abroad, in both formal VET or in non-formal contexts. It is centred on the individual

Thank you for the attention

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