

Lebanon Tempus Information Day 2011

European Credit Transfer and Accumulation System (ECTS) - Training Session

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Education and Culture DG

Lifelong Learning Programme



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> ECTS was created in 1989

- Facilitate Student Mobility
- Facilitates Recognition of Period of Studies Spent Abroad
- Implement a System of Accumulation of Credits
- Promote Life Long Learning

> How to reach those objectives?

- Introducing Common Tools that Facilitate Recognition
 - Learning Agreement
 - Transcript of Records
 - Course Catalogue



- > Credit represents a **measurement** of **learner achievement** on **modular units of learning** and is a **common currency** within a given scheme of **credit transfer**
- **Learner achievement:** ECTS is student or learner-centered
 - **Measurement:** ECTS stimulates identification of learner workload
 - **Modular units of learning:** ECTS permits to engage discussions within departments
 - **Common currency:** ECTS defines a grading system
 - **Credit transfer:** ECTS learning agreement and transcript of records



- > 60 ECTS credits = 1 year workload for a learner
 - Learner workload = time required to complete all planned learning activities
 - Credits are allocated to all educational components of a study Programme

- > ECTS credits are obtained after a successful completion of the work required and appropriate assessment of **learning outcomes**
 - Program level
 - Module or Course level

ECTS Definitions



Example 1 – First Cycle (Bachelor) – *Preferable* *(semester or trimester system and a common basic number of credits)*

Year 1	10		10		60
	10		10		
	10		10		
Year 2	20		20		60
Year 3	5	5	10		60
	5	5	10		
Total					180



Example 2– First Cycle (Bachelor) – *Acceptable*
(common basic number of credits)

Year 1	20			60
	10	10		
	15		5	
Year 2	20		15	60
	25			
Year 3	10	10	20	60
	10	10		
Total				180



ECTS Definitions



Example 3– First Cycle (Bachelor) – *Acceptable* (variable number of credits)

Year 1	16			60
	11			
	9			
	7			
	17			
Year 2	23			60
	9	8		
	13	7		
Year 3	5	14	22	60
	8	11		
Year 4	21			60
	20			
	19			
Total				240



> Estimating workload – 4 steps model

- **Introducing Module/Course Units**
- **Estimating Workload**
- **Checking workload through students/learners evaluation**
 - Standard forms exist
- **Adjustment of workload**



- > “Learning outcomes are verifiable statements of what learners who have obtained a particular qualification, or completed a programme or its components, are expected to know, understand and be able to do. As such they emphasise the link between teaching, learning and assessment.”
- > “Learning Outcomes relate to level descriptors in national and European qualifications framework”



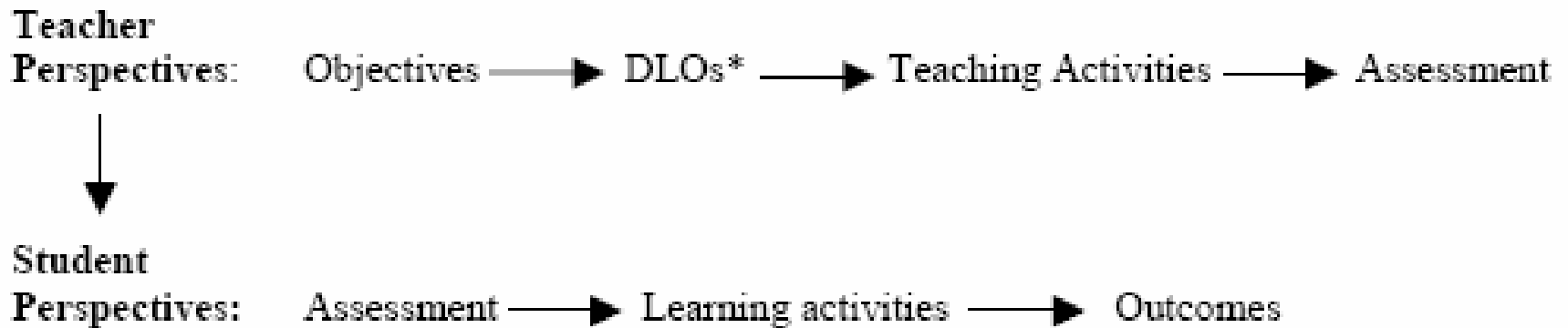
ECTS Definitions: LO, LA and Assessment



Learning outcomes	Teaching and Learning Activities	Assessment
<p>Cognitive</p> <p style="text-align: center;">↑ ↕ ↓</p> <p>Affective</p> <p style="text-align: center;">↑ ↕ ↓</p> <p>Psychomotor</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Demonstrate knowledge Comprehension Application Analysis Synthesis Evaluation </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Integration of beliefs, ideas and attitudes </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Acquisition of physical skills </div>	<p>Lectures</p> <p>Tutorials</p> <p>Discussions</p> <p>Laboratory work</p> <p>Clinical work</p> <p>Group work</p> <p>Seminar</p> <p>Peer group presentation</p>	<p>End of module exam</p> <p>Multiple choice tests</p> <p>Essays</p> <p>Practical assessment.</p> <p>Fieldwork</p> <p>Clinical practice</p> <p>Presentation</p> <p>Project work</p>



ECTS Definitions: Assessment



* Desired Learning Outcomes

*From Kennedy, Hyland and Ryan
Implementing Bologna in your institution*



ECTS Definitions



ECTS Grade	% Successful Students
A	10
B	25
C	30
D	25
E	10
FX	--
F	--

> ECTS Grading is based on the rank of a student in a given assessment



ECTS and Standard Credit Systems



- > When compared to traditional credit systems ECTS seems to be more complicated to define, measure and, follow
- > However, it offers
- > a frame to **continuously reflect** on the programme/course objectives at all academic level
 - Traditional credit systems relate the credit to the contact hour
- > a fair estimation of the student efforts in the learning process making the **process active**
 - Traditional credit systems does not push towards active learning
- > a better and common reading of the level of competences of a learner for accumulation and transfer
 - Traditional credit systems define only the contact-hours



- > ECTS does not guarantee automatic academic recognition
 - It only facilitates this recognition
- > License agreement for student mobility makes recognition obligatory
- > ECTS transcript of records and the **Diploma Supplement** facilitate informed recognition decision
 - Make use of ECTS transparency tools

> Good practices:

- Educational components to be expressed in terms of appropriate learning outcomes, and clear information is available concerning their levels, credits, delivery and assessment
- Studies must be completed in the time officially allocated to them
- Annual monitoring examines any variations in patterns of achievement and results gained
- Students are provided with detailed information

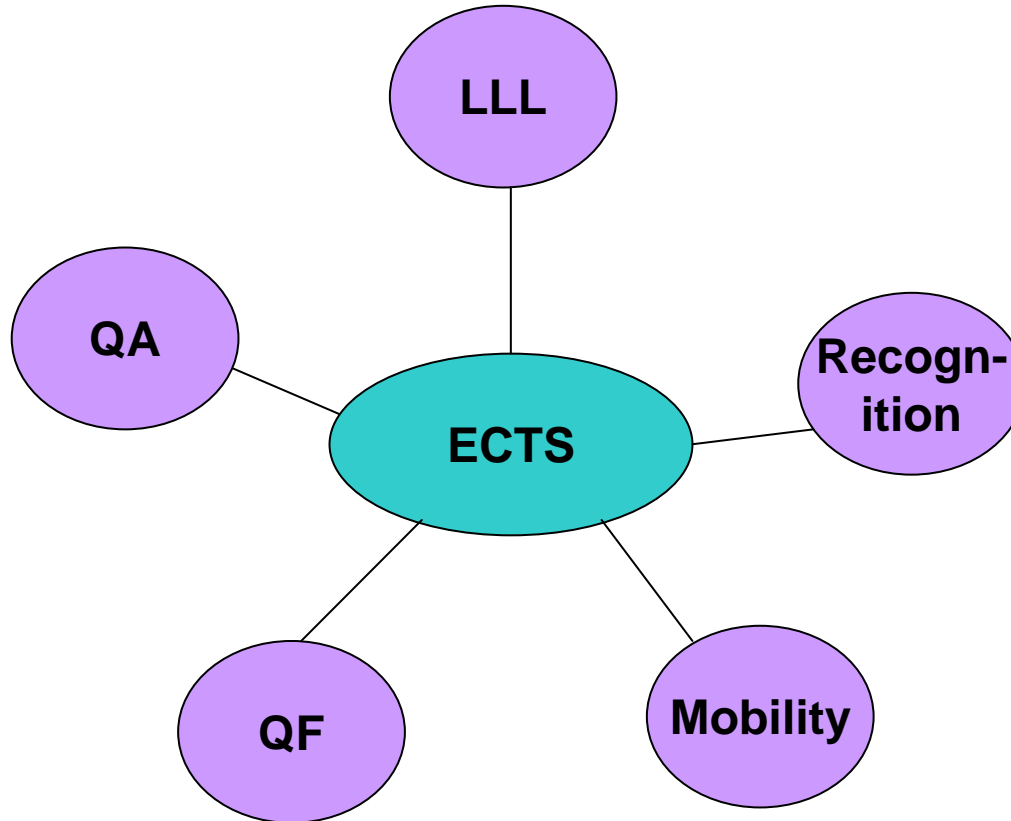


> “If students have achieved learning outcomes in other learning contexts of timeframes (formal, non formal and informal), the associated credits may be awarded after successful assessment, validation or recognition of these learning outcomes.”

- Continuing education
- Non-formal learning
- Informal learning



ECTS a central tool



- > The European Commission has developed the ECTS/ DS Labels to recognise excellent application of either system
- > Selective Process in two phases
 - **First a National selection**
 - **Selection at the European level**



- > Transparency is a key element in ECTS
- > Course Catalogue (published on the web)
- > Student Application Form
- > Learning Agreement
- > Transcript of Records
- > Diploma Supplement



Examples



- [Université Saint Joseph](#)





Thank you



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