

Qualitative Aspects of Transnational Mobility in Co-operations with Benelux and France

DAAD-Conference
Aachen 16/17. April 2007

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Part 1

Background

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Goals <i>Declaration</i>	Objectives <i>Measurable</i>	Tools <i>User's friends</i>
Social Dimension	3 Cycles	Qualifications Framework <i>Learning Outcomes</i> <i>Levels, Credits</i>
Citizen of Europe	Learner centred Academic Recognition	ECTS Diploma Supplement <i>Credits</i> <i>Common structure</i>
Employability	Quality Assurance and Enhancement	Standards and Guidelines / Register
Lifelong Learning		

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Measure	Learning Outcomes	Object	Test	Reference Point
Quality	Knowledge	What?/ Welche ?	Ex-post	QFR NQF
		How?	Ex-post	National grades Rating
+	+			
Quantity	Skills, competences	How many?	Ex-ante Ex-post	Key Features
		So what?	Formative	Internal / external Evaluation

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Part 2

Key Features

ECTS - Key Features

- Student-centred system
- Based on workload required to achieve learning outcomes
- “Convention” that 60 credits represents an annual workload of a full-time student
- Allocated to all aspects of study programme
- Based on completion + assessment
- Respect for the Learning Agreement between student and institutions

ECTS - Guidelines

- About 40 weeks of full-time learning
- Normally 1 credit equals 25-30 hours
- Time to be invested by the learner to achieve the learning outcomes, including independent studies
- Credits are allocated in such a way that the first academic degree can be obtained on the basis of 180-240 credits predetermined in a respective study-programme
- This has to be stated in the ECTS documents

Consequenzen

- All other forms of learning within LLL can be calculated (Part-time, distance learning etc.).
- It becomes transparent whether it is possible to study the programme in the time foreseen
 - Design of curricula
 - Protection of learners

Definition

Learning outcomes / competences

- Statements of what a learner is expected to know, understand, and / or be able to do at the end of a period of learning

Terminology

Workload

- A quantitative measure of all learning activities that may be feasibly required for the achievement of the learning outcomes

Credit

- A quantified means of expressing the volume of learning based on the achievement of learning outcomes and their associated workload

Documents

- Informationpackage / Course Catalogue
- Learning Agreement
- Transcript of Records
- Diploma Supplement
- Extension within Brugges/Copenhagen/Maastricht (B/C/M-Process)
 - Europass
 - CV, Language Pass, Mobility Pass, Certificate Supplement, Diploma Supplement

ECTS - Links

- Workload = Learning
- Learning assessed = Credits
- Requirement = Learning has to be assessed (this must be possible)
- „Assessability“ = by defining the learning outcomes
- Need = adequate method of assessment

Example

Allocation of Credits - Workload

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Problem 1 = Feeling hungry and being alone at home

- **Objective** = to satisfy hunger
- **Means** = „To do something against it“ (to cook, to eat)
= to work
- **Work** = energy/effort x distance

Example : Walk to the Mensa (refectory) –
about 200m, join the queue, eat

Result: *having eaten* = **Output**

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Problem 2 = Starving and being alone at home

- **Objective** = kill hunger *quickly*
- **Means** = achievement (requirement: quickly - in 15 minutes)
- **Achievement** = energy/effort x distance within a unit of time

Example: anticipated (target) achievement / performance:

Walk to the Mensa, about 200m in 2 min., queueing for 10 min., eating 3 min.

Result: Having eaten in 15 minutes (target=actual situation) = **Output**

Learning Outcome

Starting from here I can have eaten in the Mensa within 15 minutes

This has to be checked / evaluated over a longer period of time – variations in both directions are possible

Outcome = Always alone at home and hungry?

Planned Outcome:

-Feeling well-fed (additional quality – performed achievement which hopefully is sustainable for some time)

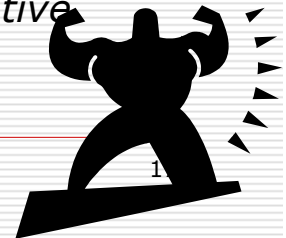
Acquired Competences:

-you can eat in the Mensa and feel well-fed (*knowledge broadening*)

-I can have eaten in the Mensa in 15 minutes if I jump the queue (*knowledge deepening*)

-I know how to jump the queue (knowledge accessing and developing – *instrumental (pushing), communicative (asking), systemic – (I have observed how others do it and use their „method“)*)

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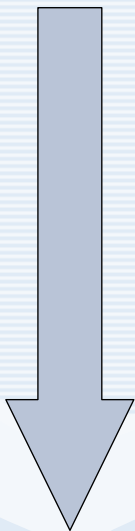
Workload in detail

In ECTS the workload comprises the time spent for lectures, seminars, self-directed studies, preparation for and participation in examinations, etc. with the objective to learn

Part 3

Transfer, Accumulation, Academic
Recognition

Permeability – LLL



Transparency

Trust

„Translation“

Recognition

Accreditation of PL

Permeability

ECTS Good Practice to the advantage of LLL

- Modules are not a prerequisite for the introduction of ECTS but they facilitate it.
- A module carries credit as a whole. It is not possible to achieve credits for parts of a module.

Good Practice

- It is advisable that
 - a module lasts for a specified period of time
 - preferably for no longer than one semester
 - A module should neither be too small nor too large
 - It is suggested that a module should not carry less than 5 credits.
 - It is also proposed that a module should carry 5 or a multiple of 5 credits.

Good Practice

- The effectiveness of the invested workload of the student has to be proven through assessments of any form.
 - Success is not proven by attendance only.
- In case of success the student receives the number of credits predetermined .
 - It is not possible to award fewer or more credits than predetermined.

Good Practice

- A grade which is awarded to the student has nothing to do with a credit.
- The credit cannot be used for putting a weight on the grade
- A credit simply refers to „effort invested/input multiplied by distance within a defined period of time“.
- How the credit was achieved is documented by the grade.
- The „ECTS-Grade“ proposes to move from the individual to the „institutional“ grading.

„ECTS-Grades“ = Rating

- Credits = The learner was successful
- Grades = How (to which extent) was the learner successful in his performance
- Two systems =
 - Local Grades
 - Rating in relation to past cohorts (3-5 years)

Assessment / Rating

Of the successful students

- The best 10%
- The following 25%
- The following 30%
- The following 25%
- The following 10%

• *ECTS-Grade*

- *A*
- *B*
- *C*
- *D*
- *E*

Assessment / Rating

- *Of the unsuccessful students*
- Amendments are required before the performance could be considered as „passed“
- Significant amendments are required
- *Grade*
- **FX**
- **F**

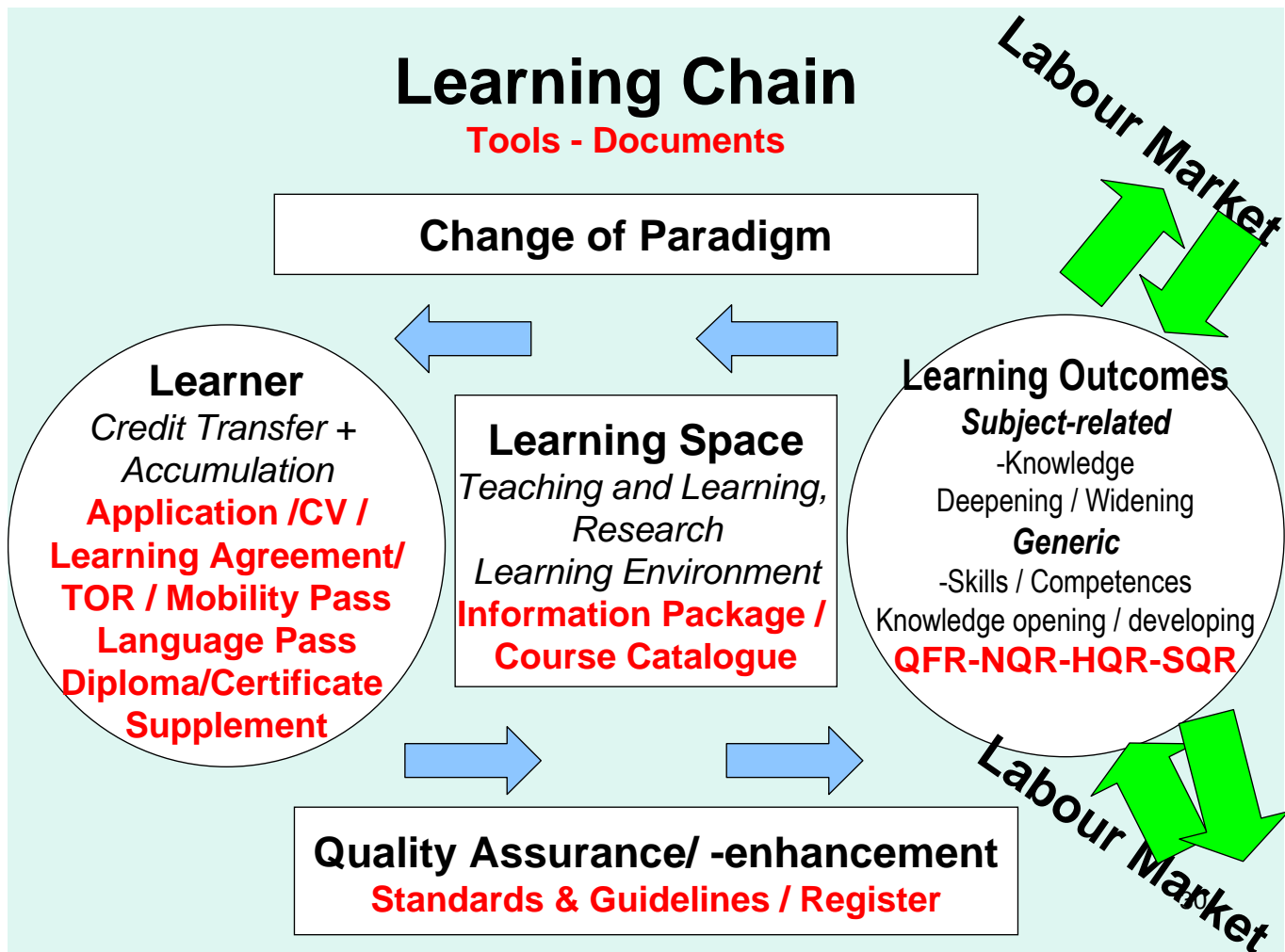
Part 4

The Learning Chain

Instruments – Documentation

- **ECTS**

- Definition of learning outcomes
- Workload
- Allocation of credits
- Local Grade / ECTS Rating
- Information Package
- Student Application Form
- Learning Agreement
- Transcript of Records
- Transfer / Accumulation of Credits and Grades
- APL / APEL / LLL
- Diploma Supplement (also part of the EUROPASS)



Lessons learned

– *Critical Success Factors*

- Student centred
- Common basis (learning hours / workload)
- Convertibility (currency)
- Transparency
- Institutional obligation
- Internal discussion and agreement
- Openness - Trust

Bilateral – European Way

- Bottom-up development (jointly) Accreditation / Evaluation (Peer-Review), Across borders: open for European developments)
- Dynamic process (see ECTS) – „Stay in touch“
- Overcome „Uncertainty Avoidance“
- „Make use of it“

Bologna



**Challenge -
Accept and master**

Jointly