

ECTS und die amerikanischen Hochschulen

RD Conference in Berlin in Berlin on 10.October 2008



Content and key questions

1. Where is the discussion on ECTS at this point?
 - ECTS within the development of study programmes
 - ECTS within the development of modules
2. What practice has be developed?

Workload as an instrument for quality assurance and management

 - What is the role of the students?
 - How can workload be assigned to courses unit activities
3. How to measure workload: StOEHN

1. Bologna Process - ECTS and its importance

- **Transparent and comparable degrees:**
first qualifying degree 180 – 240 ECTS-points
second qualifying degree MA 60 -120 ECTS-points
third qualifying degree PhD ??
- **Support of mobility within Europe, Germany and between different institutions of higher education**
- **Support of European cooperation and the cooperation between the different institutions of higher education in Germany**
- **Support of an European and national dimension by the application of a common language (learning outcomes) and a common currency**
- **Life long learning (ECTS-points on basis of learning outcomes are the connection between VET and higher education) – EHEA, EQF, national and professional qualification frameworks**
- **Support of attraction of the European area of institutions of higher education by a common basis (learning outcomes, ECTS-points), as well for systems outside Europe**
- **possibility, to give credit to the growing demand of part time students (LLL)**

- Student workload and ECTS-points:

Definition: Time in hours to achieve a specified learning outcome measured in ECTS-points.

ECTS = European standardized education currency to measure student workload

European System for imputation, transfer and accumulation of course achievements

Definition: The student workload in a year equals the value of 60 ECTS-points (1.500 – 1.800 h of work, 1 ECTS: 25-30 h)

IMPORTANT : learning outcomes are expressed as competences; the workload is based upon the sum of all activities expected within the framework of a study programme
Activities are planned to achieve learning outcomes;
evaluation through students must be planned as well!

1. Bologna-process - workload and its importance in Germany

1. Specific prescriptions of the Länder

2. Criteria for the accreditation:

(agreement of the accreditation council 8.10.2007 with effect from 01.01.2008)

feasible study courses, realistic assumption and

- Check of workload,
- application of ECTS
- proper modularisation

3. Referred to the system accreditation

- Implementation of a system, enabling the institutions of higher education to check their range of study courses regularly and systematically for validation
- Usage as a controlling instrument within a circulation

A common language in Europe: Learning outcomes and competences

- **Learning Outcomes** are described in competences to be achieved by accomplishing the modules (minimum requirement)
- **Learning Outcomes** have to be defined by the teacher

- **Competences** = combination of attributes, abilities and attitudes

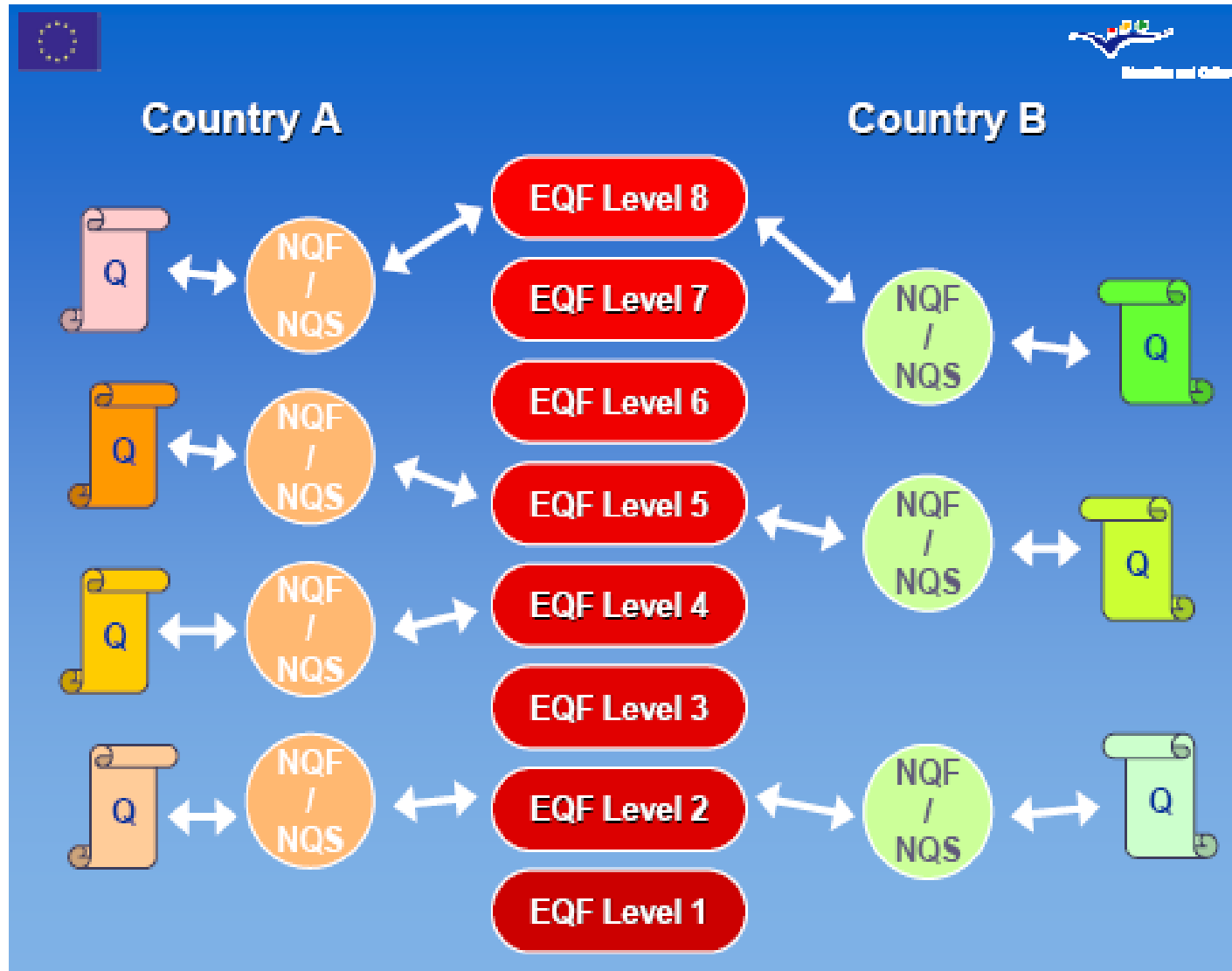
- **Competences** are acquired by the learner

Learning outcomes and ECTS-points are the guiding principles for qualification frameworks

Qualification frameworks in EUROPE: a bundles of learning outcomes to define qualifications, (levels, credits and quality) on the basis of general descriptors

1. European qualifications framework (for all sectors of education)
2. Framework for qualifications of the European Higher Education Area (EHEA)
3. National Qualifications framework
4. Subject sectoral/benchmark qualifications framework (the Tuning-Project explores the significance and nature of subject specific and general competences)
5. Qualifications framework of the institution

European Qualification Framework (EQF)



| | | |
|----------------------------------|--|---|
| | | |
| <p>First cycle qualification</p> | <p>Qualifications that signify completion of the first cycle are awarded to students who:</p> <ul style="list-style-type: none"> • 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 judgments 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. | <p>Typically include 180-240 ECTS credits</p> |



Socrates - Tempus



International environment



2. ECTS as part of a Bologna-conform development of the curriculum – example :

Tuning

1) Identification of needs

- Employers, institutions, higher education institutions, employees

2) Creation of study programme - profiles

3) Definition of Learning Outcomes

- General competences
- Specific competences

4) Development of a curriculum

- content
- structure (modules Credits/Workload, Levels)

5) Development of equivalent teaching and learning methods

6) Transfer to appropriate measures

7) Exams and assessment methods

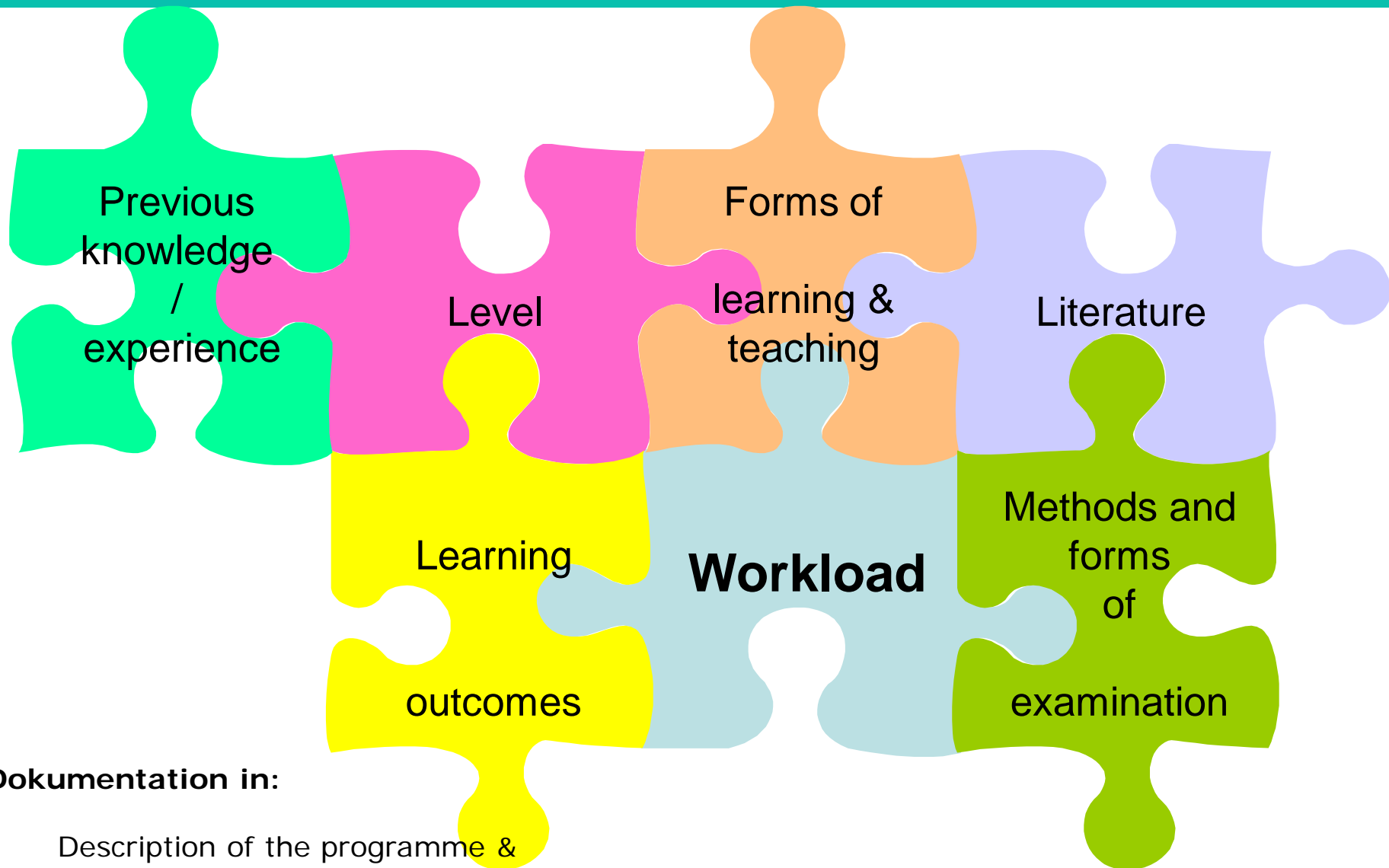
8) Evaluation to ensure quality

Considering resources

- academic resources
- organisational resources
- financial resources



Development of study programmes & modules



Dokumentation in:

Description of the programme & module (course unit)

The definition of learning outcomes and ECTS (workload) is necessary for the quality assurance of a study course:

- Qualitative measurement takes place after the achievement of learning outcomes in the predicted time (performance) – **What?**
- Qualitative measurement takes place by the assessment, how the performance was achieved (grade) – **How?**
- Quantitative measurement takes place by the assignment of the in credits expressed workload – **How much?**



What is the role of academics in calculation the students workload?

- workload of an **average** student referred to the in the module description defined learning outcomes and their form of examination
- can only be assessed after successful accomplishment of the module
- takes in lectures, seminars, private study, preparation for exams, essays, etc.
- have to assessed for all components of a study course (modules, courses, interns, thesis)
- the approximation of workload is made by the teachers

Is influenced by:

- side activities (hobbies, jobs, etc)
- tuition fees

Methods of capturing workload

- Questionnaire (paper based)
 - Semester accompanied (danger of weariness of panel) or at the end of semester
 - separated or integrated in the evaluation questionnaire
 - On voluntarily basis or compulsive before exams or performance record
- Keeping diary (time consuming, only for small cohorts, for identification of relevant criteria of workload)
- Workshop for focus groups (useful for first estimation)
- Integrated with evaluation questionnaire (tolerated by agencies; moment does not reflect the actual workload)
- **Online questionnaire** → StOEHn (= **S**tudent **O**nline Workload **E**valuation of Aachens institutions of **H**igher education)

Was ist StOEHN?

StOEHN

=

Student **O**nline Workload **E**valuation der of
Aachens institutions of **H**igher education

=

Online questionnaire via CAMPUS Office

→

www.campusoffice.fh-aachen.de

=

Joint projekt

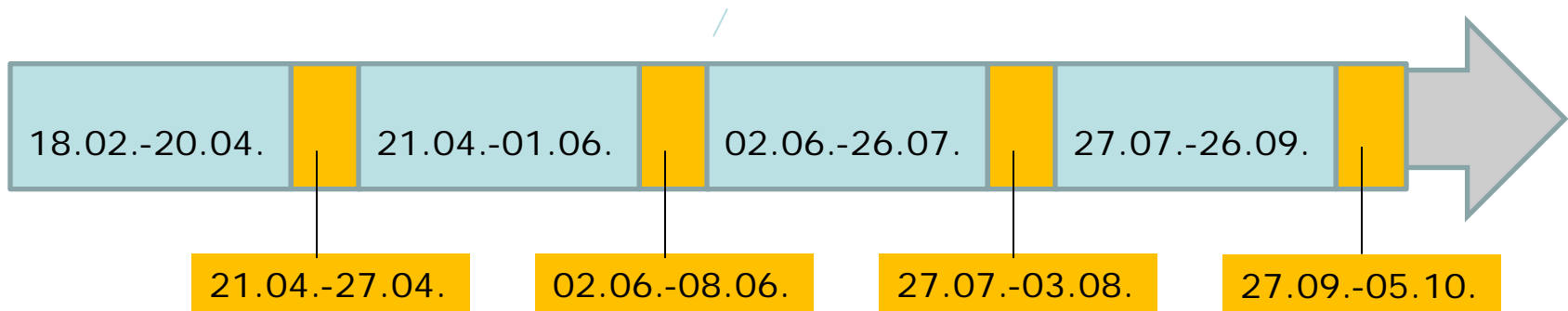
1. Check of feasibility of the Bachelor- and Master study courses
 - Successful finishing in predicted time?
 - Distribution of workload sensitive?
(over the semester / during the complete study course)
2. Basis for workload per module
 - Until now: estimation of workload and determination in ECTS-credits by lecturer
 - Now: check of this determination by you (the students) aided by StOEHN
3. Sustainable assurance of quality of the education in the institutions of higher education

Which benefit do I as a student have by StOEHn?

- Input for the person in charge of the study course, whether the planning regarding workload are applicable
 - on this basis are early corrections possible
- In the long run: more students achieve a degree

How does StOEHN works?

- 4 reference and survey periods in summer semester 2008



- Advice note regarding the start of the respective survey and reminder via e-mail
- Log-In for online survey via CAMPUS – Office entry
www.campusoffice.fh-aachen.de

How is the questionnaire designed?

- Information about the **time of presence** at events of particular modules (e.g. lecture, seminar, etc.)
 - so called contact hours
- Information about times for **private study** (e.g. preparation and wrap-up at home, in the library, learning)
- Consideration of **pre-knowledge** (e.g. specific training) and time spend for **part-time jobs**
- Your **proposal** for improvement of workload

StOEHN...

[Einstiegsseite](#)

[Persönliche Gesamtansicht](#)

[Studierenden Feedback](#)

[Informationen zu StOEHN](#)

[FAQ](#)

Wenn Sie Hilfe brauchen
oder Fragen haben, wenden
Sie sich bitte an
stoehn@fh-aachen.de

Studentische Online Workload Erfassung

Die FH Aachen möchte mit Ihrer Hilfe den Workload...

Die Workload Ermittlung dient zur Überprüfung der...
vorgesehenen Zeit auch erfolgreich abschließen zu können.

Der pro Modul angegebene Workload basiert auf...
Veranstaltungen und durch Angabe der Zeiten...
Anregungen zur Optimierung der Arbeitsbelastung.

Nur durch Ihre aktive Teilnahme an der Erhebung...
somit die Qualität Ihrer Hochschulausbildung nicht...

Über das gesamte Semester soll deshalb Ihr Workload...
erhalten Sie eine entsprechende Benachrichtigung per E-Mail.

Die Ergebnisse der Befragung über das gesamte Semester werden nach Semesterende im Internet veröffentlicht. Die von Ihnen...
streng vertraulich behandelt und nicht an Dritte weitergegeben. In anonymisierter Form werden sie zur Veröffentlichung des gesamten...

Bitte kontaktieren Sie bei Rückfragen: stoehn@fh-aachen.de

StOEHN ist ein gemeinsames Projekt der FH Aachen und der RWTH Aachen

Aktueller Erhebungszeitraum: 25.03.2008 bis 06.04.2008

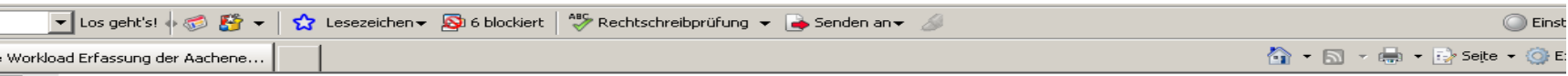
Aktueller Bezugszeitraum: 14.01.2008 bis 17.02.2008

Sie können innerhalb des aktuellen Erhebungszeitraums jederzeit zu StOEHN zurückkehren und Ihre Angaben aktualisieren:

[\[Starten\]](#)

Survey periods = period, in which
you can declare your workload
Reference periods = period, which
you declare the workload for
→ **IMPORTANT: the following
declarations are to be done for
the mentioned referenced
period!!!**

Selection of modules



(Vor-) Ausgewählte Module (= Module, die laut Studienplan für dieses Semester vorgesehen sind und Module, die zu wiederholen sind) im Studiengang: Kommunikationsdesign (B)

| Auswahl | Modulcode | Modulbezeichnung | Bisher erfasster Aufwand [h] (nach Sem.) | |
|-------------------------------------|-----------|-------------------------------------|--|-------|
| | | | WS 2007/2008 | Summe |
| <input checked="" type="checkbox"/> | 42230 | Bezugswissenschaften | 0 | 0 |
| <input checked="" type="checkbox"/> | 42220 | Designgeschichte | 0 | 0 |
| <input checked="" type="checkbox"/> | 42170 | Farbe, Form, Komposition | 0 | 0 |
| <input checked="" type="checkbox"/> | 42530 | Grundlagen Audio / Video 1 | 0 | 0 |
| <input checked="" type="checkbox"/> | 42540 | Grundlagen Computertechnik / EP 1 | | |
| <input checked="" type="checkbox"/> | 42510 | Grundlagen Drucktechnologie 1 | | |
| <input checked="" type="checkbox"/> | 42520 | Grundlagen Fotografie 1 | | |
| <input checked="" type="checkbox"/> | 42210 | Kunstgeschichte | | |
| <input checked="" type="checkbox"/> | 42110 | Projekt 1: Visuelle Komposition | | |
| <input checked="" type="checkbox"/> | 42120 | Projekt 2: Struktur/Interaktion | | |
| <input checked="" type="checkbox"/> | 42130 | Projekt 3: Typographie/Layout | | |
| <input checked="" type="checkbox"/> | 42140 | Projekt 4: Bildnerische Wahrnehmung | 0 | 0 |
| <input checked="" type="checkbox"/> | 42150 | Projekt 5: Bild/Text/Wirkung | 0 | 0 |
| <input checked="" type="checkbox"/> | 42160 | Projekt 6: Erzählen/Bewegtbild | 0 | 0 |
| <input checked="" type="checkbox"/> | 42180 | Zeichnerische Grundlagen | 0 | 0 |

Modules, that are scheduled for this semester by the curriculum

Bitte wählen Sie zusätzlich belegte Module und/oder Wahlmodule durch Anklicken der "Auswahl" aus.

| Auswahl | Modulcode | Modulbezeichnung | Bisher erfasster Aufwand [h] (nach Sem.) | |
|--------------------------|-----------|-----------------------------------|--|-------|
| | | | WS 2007/2008 | Summe |
| <input type="checkbox"/> | | Bachelorarbeit | 0 | 0 |
| <input type="checkbox"/> | 46510 | Designtheorie | | |
| <input type="checkbox"/> | 44210 | Designtheorie/Designgeschichte | | |
| <input type="checkbox"/> | 46210 | Fachliche Sondergebiete | | |
| <input type="checkbox"/> | 44310 | Freie Angebote | | |
| <input type="checkbox"/> | 46310 | Freie Angebote | | |
| <input type="checkbox"/> | 44530 | Grundlagen Audio / Video 2 | | |
| <input type="checkbox"/> | 44540 | Grundlagen Computertechnik / EP 2 | | |
| <input type="checkbox"/> | 44510 | Grundlagen Drucktechnologie 2 | 0 | 0 |

Modules, that you take in addition, e.g. elective modules

Schritt 2: Aufwand erfassen:

Bezugszeitraum: 4 Wochen vom 12.11.2007 bis 09.12.2007

A. Modul: Kunstgeschichte ([42210](#))

1. Haben Sie eine modulbezogene Vorbildung (Berufsausbildung, Praktika, Volontariate, Leistungskurse, etc.)?

Ja Nein

2. Wie viele Kontaktstunden (à 45min) haben Sie im Bezugszeitraum für folgende Veranstaltung aufgewendet?

Titel

Kunstgeschichte ([42210](#))

Vorlesung (V2)

Kunstgeschichte, Prof. Dr. phil. Fabo

Offer = events that have taken place in the reference period



Private study is the time you needed at home for preparation and wrap-up

3. Wie viele Zeitstunden (à 60min) haben Sie im Bezugszeitraum für das Selbststudium aufgewendet?

- Vor- und Nachbereitung von Veranstaltungen, Repetitorien, etc. (Prüfungsvorbereitung)
- Hausarbeiten, Referate, Präsentationen etc.

Zeitstunden
(à 60min)

Zeitstunden
(à 60min)

4. Haben Sie einen Vorschlag, wie die Arbeitsbelastung in diesem Modul optimiert werden kann?

[\[Weiter\]](#) [\[Zurück\]](#)

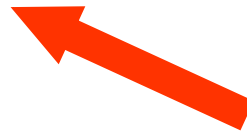
Direkt zu Seite: [Modulauswahl](#) [1234567](#) [Abschluss](#)

Schritt 2: Aufwand erfassen:

Bezugszeitraum: 4 Wochen vom 15.10.2007 bis 11.11.2007

B. Modulübergreifend

Wie viele Zeitstunden (á 60min) haben Sie für Nebenjobs, soziales Engagement und Gremienarbeit im Bezugszeitraum aufgewendet?

 Stunden

This question will only be asked once a survey period - not for every module.

Was kann an dieser Erhebungsmethode verbessert/verändert werden?

[\[Weiter\]](#) [\[Zurück\]](#)

Direkt zu Seite: [Modulwahl](#) [1234567](#) [Abschluss](#)

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Schritt 3: Erhebung abschließen:

Bitte bestätigen Sie zum Abschluß Ihre Angaben. Nur bestätigte Angaben gehen in die Auswertung ein. Im Folgenden sind alle Ihre Angabe Bestätigte Angaben können Sie während des aktuellen Erhebungszeitraums noch ändern.

Bezugszeitraum: **12.11.2007 bis 09.12.2007**

| Referenz | Modulbezeichnung | Vorbildung | Aufwand Kontaktzeit [h] | Aufwand Selbststudium [h] | Gesamt [h] | Pro Woche [h] |
|-----------------------|-------------------------------------|------------|-------------------------|---------------------------|------------|---------------|
| 42230 | Bezugswissenschaften | Nein | 0 | 0 | 0 | 0 |
| 42220 | Designgeschichte | Nein | 0 | 0 | 0 | 0 |
| 42170 | Farbe, Form, Komposition | Nein | 0 | 0 | 0 | 0 |
| 42530 | Grundlagen Audio / Video 1 | Nein | 0 | 0 | 0 | 0 |
| 42540 | Grundlagen Computertechnik / EP 1 | Nein | 0 | 0 | 0 | 0 |
| 42510 | Grundlagen Drucktechnologie 1 | Nein | 0 | 0 | 0 | 0 |
| 42520 | Grundlagen Fotografie 1 | Nein | 0 | 0 | 0 | 0 |
| 42210 | Kunstgeschichte | Nein | 0 | 0 | 0 | 0 |
| 42110 | Projekt 1: Visuelle Komposition | Nein | 0 | 0 | 0 | 0 |
| 42120 | Projekt 2: Struktur/Interaktion | Nein | 0 | 0 | 0 | 0 |
| 42130 | Projekt 3: Typographie/Layout | Nein | 0 | 0 | 0 | 0 |
| 42140 | Projekt 4: Bildnerische Wahrnehmung | Nein | 0 | 0 | 0 | 0 |
| 42150 | Projekt 5: Bild/Text/Wirkung | Nein | 0 | 0 | 0 | 0 |
| 42160 | Projekt 6: Erzählen/Bewegtbild | Nein | 0 | 0 | 0 | 0 |
| 42180 | Zeichnerische Grundl | Nein | 0 | 0 | 0 | 0 |
| | Nebentätigkeit | | 0 | 0 | 0 | 0 |
| Summe: | | | 0 | 0 | 0 | 0 |

After checking your data please click on „confirmation“. Your data will be transfered in anonymized form.

[\[Bestätigen\]](#)
[\[Zurück\]](#)

- Measurement of actual workload per module and study course
- Workload-distribution during the semester
- Effects of side activities and pre-knowledge
- If so gender analysis
- Comparison first-time passers and repeaters
- As well as: further detailed analysis' on this basis

What happens with the data?

- While sending the data will be anonymous form
 - No conclusions on certain persons possible
- Publishing of the results in anonymous form on the internet
 - www.stoehn.fh-aachen.de
stoehn@fh-aachen.de
www.campusoffice.fh-aachen.de

What are the key documents of ECTS?

- Information Package / Course catalogue
- Learning agreement
- Transcript of records
- Diploma supplement
- EUROPASS
- ➔ **Goal: full academic recognition**

ECTS Grading system

- Points are recognised
 - The quality is documented by grades
 - Passed performances are credited with ECTS-Credit Points and grades
- | | |
|------------|-----------------|
| ▪ A | best 10% |
| ▪ B | next 25% |
| ▪ C | next 30% |
| ▪ D | next 25% |
| ▪ E | next 10% |

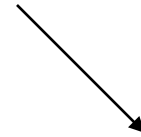
- Information regarding:
 - University
 - Faculties/ Departments
 - Organisation and structure of study programmes
 - Courses and Lectures

- Annual revision
- Consignment to partners
- Presentation on the Internet

Learning agreement

- Records the studied programme (incl. Credit Points)
- Mandatory for home as well as partner institution

Student reads information package



Application form

Learning agreement is scheduled and signed by all three parties before the student's departure



- List of student performances before and after the visit of the partner institution
- Declaration of ECTS-Credits and grades as well as of the applicable grade according to the ECTS-evaluation scheme
- All parties (home institution, partner institution, the student) are to receive a copy

Tasks of the home institution:

- Certification of assessed modules before stay
- Thereby simplification of integration process at partner institution

Tasks of the partner institution:

- Certification of assessed modules during stay: most important document
- Has to be delivered asap

- Diploma Supplement is a document attached to a higher education degree
- Contains a description of the nature, level, context, content and status of the studies
- Provides transparency and facilitates academic and professional recognition of qualification
- A Diploma Supplement label will be awarded to all institutions which deliver a Diploma supplement to all graduates

- Europe-wide consultation process – 32 countries in Education and Training 2010
 - Bologna follow-up group
 - European Social Partner organisations
 - Industry and sector organisations
 - Education and Training at national levelResults: Input to drafting of Council and EP Recommendation
- 8 common reference levels (learning outcomes)
- Common principles support EQF levels and provide guidelines for cooperation
- Implementation is voluntary
- Commitment from national and sectoral bodies