

# **ECTS and UGent: a long tradition**

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## ECTS: the history from 1989 till now

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- Problems universities faced during internationalisation before ECTS:
    - Lack of information about the available courses
    - Lack of academic compatibility
    - Lack of trust among the institutions in academic respect
  - ° 1989 as pilot scheme within Erasmus programme
  - Aim: to facilitate recognition of study period abroad through transfer of credits
  - Pilot projects successful → history, physics UGent
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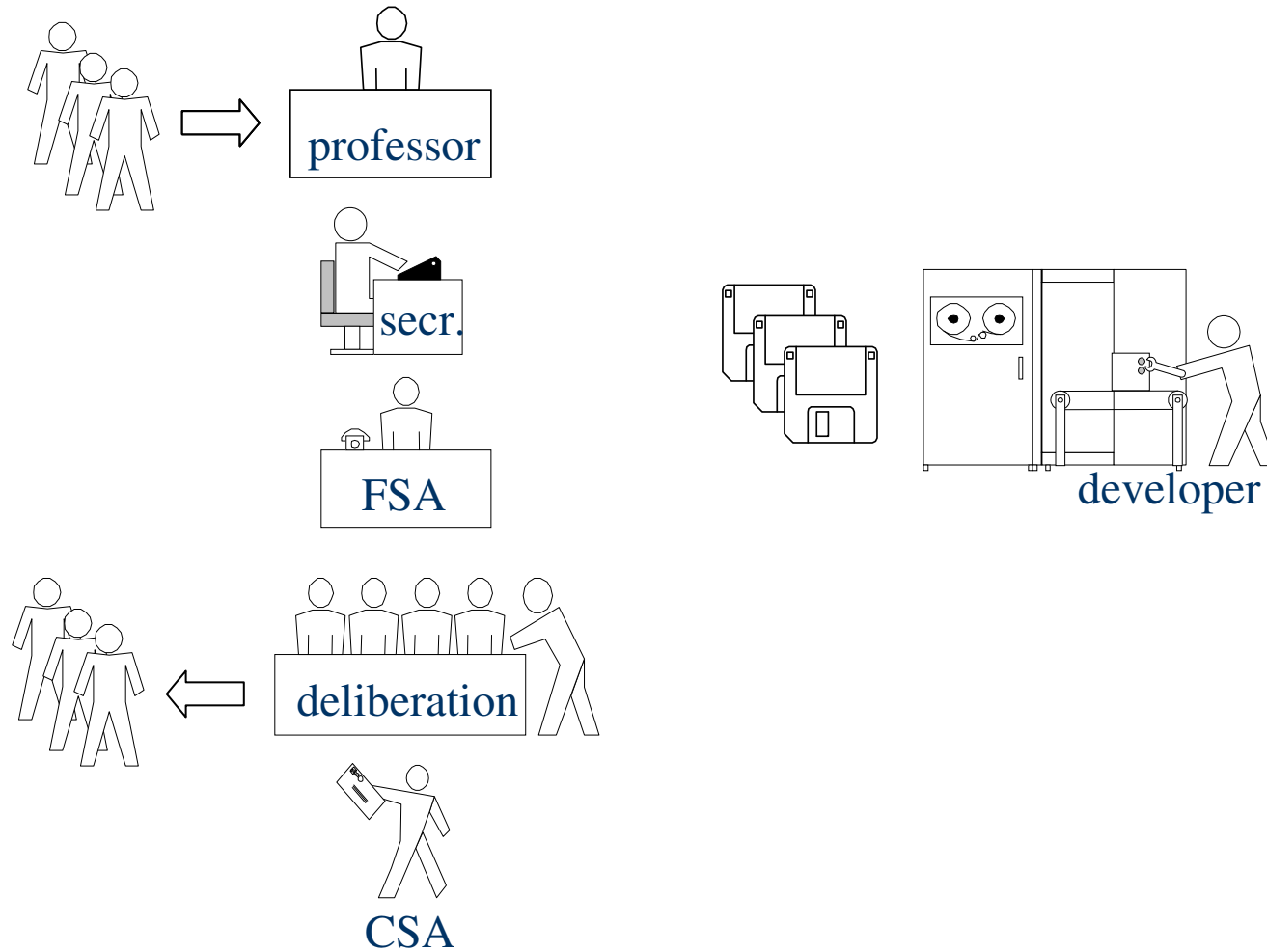
## UGent and ECTS before Bologna

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- 1991: University decree: 'European comparable credits'; no reference to ECTS (too new)
  - Gradually: term ECTS settled in
  - 1992: ECTS-credits adopted by UGent in all fields of education → process completed in 1994
  - 1996-2000 : Task Force to generalize course catalogue + integration in ICT database → inevitable effect of ECTS
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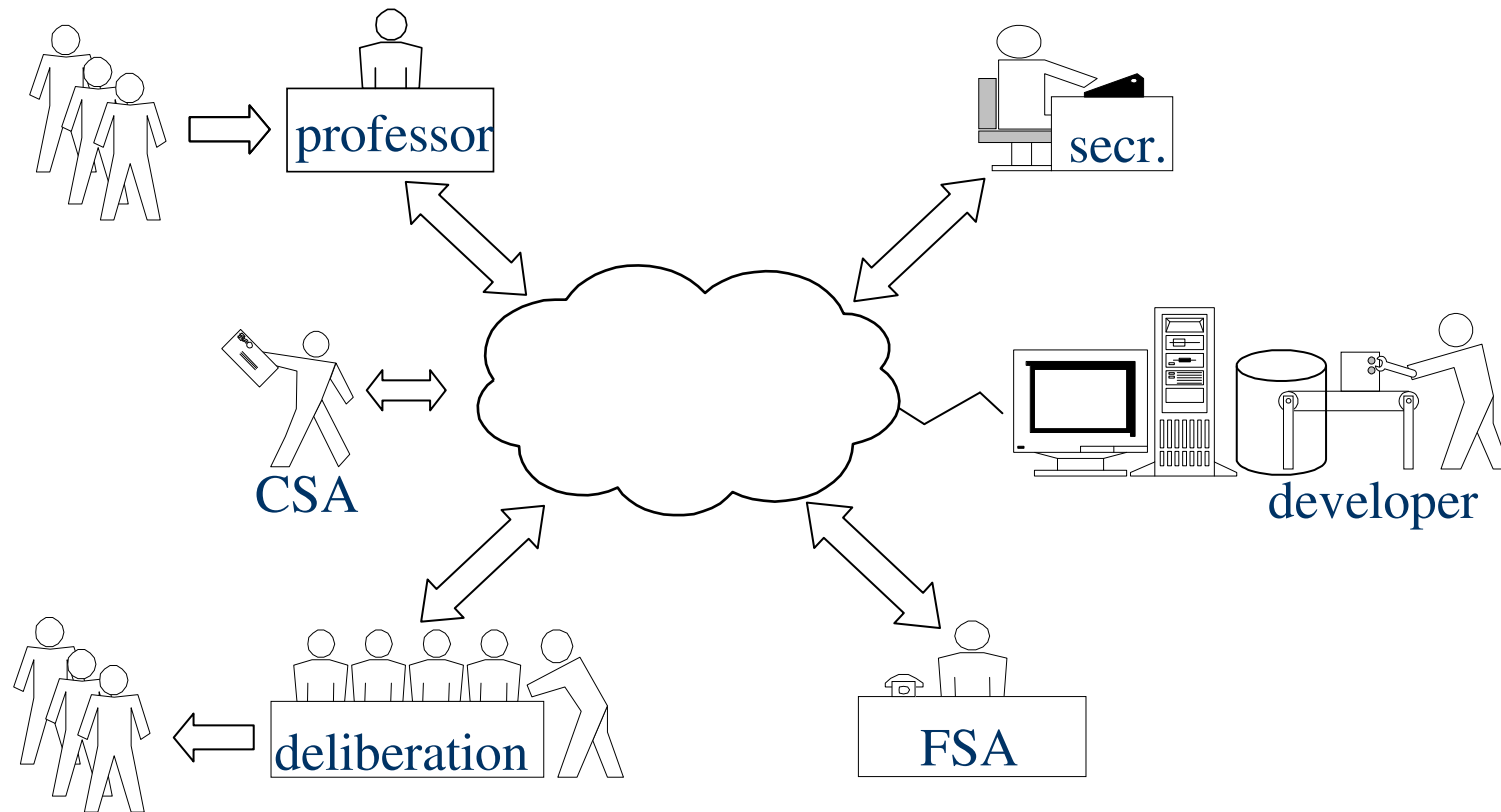
# Workflow before central ICT-use

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# Workflow with central ICT-use

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## ECTS: the history from 1989 till now

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- New Developments since Bologna (1999)
    - From input to output
    - Focus on learning outcomes
    - From knowledge to competences
    - From teacher- to student-oriented approach
    - ECTS as accumulation system (Flexidec, ut supra)
  - ⇒ Flanders: structural decree of 2003 recommends ECTS, no obligation
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## ECTS: the history from 1989 till now

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- Flanders: Flexibisation decree (2004): ECTS as transfer and **accumulation** system
    - Transfer: not only for international mobility but also for **reorientation** between or within Flemish HE-institutions
    - Accumulation: to promote Lifelong Learning
      - APL
      - Linking programmes
      - Preparatory programmes
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## ECTS: the advantages

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- Study programmes: easy to read and compare
  - Can be used for all types of programmes (LLL, modules..)
  - Mobile and non-mobile students benefit
    - used for accumulation within institution
    - used for transfer between institutions
  - ECTS covers self-study and work experience (competences)
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## ECTS: the obstacles

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- Mindchange for teachers → convince them of the 'benefits' instead of the 'administrative workload'
  - Information package: a lot of work (and updates) required
  - ≠ ECTS-credits: 1 ECTS, 0.5 ECTS → Flanders: min. 3 ECTS
  - Conversion of ECTS grades
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# ECTS Grading Scale & problems

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Grade	best/ Next	Definition
A	10 %	
B	25 %	
C	30 %	
D	25 %	
E	10 %	
FX		Fail - some more work required before the credit can be awarded
F		Fail - considerable further work is required

Browsing the web learns that the interpretation of the scale did not lead to transparency of the system → goal not reached

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- Differences with the ECTS grading scale
    - In EGIT no “intermediate code” is used (A,B,C,D,E)
    - The marks of the students are no longer divided in previously defined categories (following a Gaussian curb)
    - At the moment of the transfer, a mark, which –based on the accumulated percentage of a comparable group- is as close as possible looked for
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# Grading (interpretation) table

Partner institution	%	Acc %		Home institution	%	Acc %
30 lode	5.6	5.6	<b>17</b>	20	0.0	0.0
30	15.7	21.3	<b>15</b>	19	0.0	0.0
29	0.5	21.8	<b>15</b>	18	2.0	2.0
28	12.3	34.1	<b>14</b>	17	5.0	7.0
27	11.8	45.9	<b>14</b>	16	3.0	10.0
26	9.0	54.9	<b>14</b>	15	15.0	25.0
25	8.2	63.1	<b>13</b>	14	30.0	55.0
24	11.3	74.4	<b>13</b>	13	25.0	80.0
23	2.7	77.1	<b>13</b>	12	10.0	90.0
22	6.0	83.1	<b>12</b>	11	5.0	95.0
21	2.3	85.4	<b>12</b>	10	5.0	100.0
20	5.7	91.1	<b>11</b>			
19	1.9	93.0	<b>11</b>			
18	6.9	99.9	<b>10</b>			
total	100.0				100.0	



- Remaining difficulties
    - Gray area between two categories
    - Weak use of the grading scale → better use of EGIT?
    - To be done by academics or to be build in the software?
    - ‘From data concerning a given reference group which are easily available in institutional records’ is rather vague → different interpretation of reference groups and therefore hard to compare (programme? Class? Year?) especially with regards to flexibility
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# Quality Assurance and ECTS:

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- ECTS is an integral part of Quality Assurance in education
    - Quality Assurance elements linked to ECTS
      - (TUNING model)
      - (ECTS Users' guide)
      - **Study workload evaluation**
      - **ECTS-label/Diploma Supplement-label**
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# Student workload: essential element of ECTS

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- 1 ECTS = 25-30 hours study time
  - 60 ECTS = one academic year
  - 1500-1800 hours a year
- ⇒ Important to check with reality.

Ghent University: two methods

- Prospective method: difficult approach
  - Retrospective method: minimal approach
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# Student workload: essential element of ECTS

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- Prospective method:
    - 10 groups at random: 10% 'generation' students
    - Each group is representative (male/female)
    - Every group is registering in the same time during 4 weeks in the academic year
      - 2 'normal' weeks of classes
      - 1 week in the study period before the exams
      - 1 week in exam period
    - Classes < 70 students → 5 groups and 8 weeks registration
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# Student workload: essential element of ECTS

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- Form with a timetable and the following information
    - Planned activity? (college, study, workshop,...)
    - Who? (alone, together with friend,...)
    - Place? (home, dorm, library,...)
    - Study materials? (book, hand-outs,...)
    - Study activity? (reading, learning, writing ...)
    - Discipline? (course)
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# Student workload: essential element of ECTS

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- Prospective method: advantages
    - Stronger design
    - High student participation: 60-65%
    - Short time to registrate the information and data
    - Difficult to manipulate
    - A lot of information given
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# Student workload: essential element of ECTS

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- Prospective method: disadvantages
    - Complex procedure
    - Too much information and data
    - A lot of procedures to evaluate it
    - High development costs (labour-intensive)
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# Student workload: essential element of ECTS

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- Retrospective method
    - After a semester of a year
    - For every course the following information:
      - Participation in the planned activities
      - Preparation time for the planned activities
      - Tasks
      - Studying during the semester
      - Preparation of exams
      - Other study activities
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# Student workload: essential element of ECTS

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- Retrospective method: advantages
    - Easy procedure
    - Little information and data
    - Fast analysis is possible
    - Low cost
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# Student workload: essential element of ECTS

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- Retrospective method: disadvantages
    - Student participation < 50%
    - Frequently: forms filled in incorrectly
    - 'subjective' reaction of students
    - Different memories
    - Other factors such as mood of the day, ...
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## Diploma Supplement: benefits

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- Supplement to an official diploma certifying the award of a degree/qualification
  - Transparency tool linked to ECTS
  - Transparency tool for the labour market
  - Facilitate swift and informed recognition decisions
  - Also for non-mobile students (QA)
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## Diploma Supplement: obstacles

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- UGent does not automatically regenerate the DS in another 'widely European spoken language'
    - ⇒ can not apply for the DS label!
  - Not used by all partners → transparency?
  - Effective?
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## ECTS-label/DS-label

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### ECTS-label

- UGent was awarded the ECTS-label in 2004 and 2009
- Quality label → perception in EHEA?

### DS-label

- Correct way of using the Diploma Supplement
  - Quality label → perception in EHEA?
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## ECTS: the Future

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- Will be used after 2010: future-oriented concept!
- Continuous update of ECTS is required to be successful
- Working towards the European Higher Education Area with more institutions: success-story
- Glad to be a part of it!

Thank you for your attention

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