



Experiences for the implementation of ECTS in the external evaluations of programs

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European Credit Transfer and Accumulation System (ECTS)

- Initially, the Bologna Process considered a European Credit System as a contribution to removing barriers to academic mobility and facilitating mutual recognition of qualifications and periods of study.
- **Credit** has an important role in curriculum design and in validating successive (ranges) studies (according to cycles), in an era of lifelong learning.
- **The European Credit Transfer System (ECTS)** is widely used in the Bologna signatory countries as a mechanism for student transfer (mobility) and accumulation.
- The ECTS system has contributed to the drafting of the National and European Qualifications Framework.
- In legal acts ECTS credits were sanctioned for the first time in Law 9741/2007 "On Higher Education in the Republic of Albania"
- The legal acts that followed (DCM and various Instructions) always had and are based on ECTS
- In Albania, credits are used in all HEIs and in all study programs.

Importance of the European Credit Transfer and Accumulation System (ECTS)

- The European Credit Transfer and Accumulation System (ECTS) **is a tool** of the **European Higher Education Area** to make studies and courses more transparent. It helps **students mobility** between countries and **recognize their academic qualifications** and periods of study abroad.
- ECTS credits obtained by the student in a higher education institution **allow to be counted** in his studies in another HEI.
- **ECTS credits represent learning based on defined learning outcomes and their workload.**
- ECTS **increase the flexibility** of study programs for students. They also support and are the basis for planning, delivering and evaluating higher education programs.
- Credits are **a key tool** in the Bologna Process, which aims to make national education systems more internationally comparable. ECTS also helps make other documents, such as the **Diploma Supplement, clearer** and easier to use in different countries.
- The European Credit Transfer and Accumulation System (ECTS) **has been adopted** by all countries in the European Higher Education Area as a national credit system.

Some distinct elements in ECTS

- ▶ 60 ECTS credits are equivalent **to one full year of study or work**.
- ▶ In a standard academic year, these credits are usually **divided into several smaller courses / modules**.
- ▶ ECTS is applied to support student mobility between higher education institutions.
- ▶ **Differences between national higher education systems in Europe can lead to problems with recognizing qualifications and periods of mobility abroad.**
- ▶ ECTS also **makes it possible to mix different forms of learning**, such as university and work-based learning, within the same study program or through lifelong learning.
- ▶ For the first time, together with ECTS, **the student's individual work** was taken into account in his / her total teaching load.
- ▶ Diploma Supplements, Course Catalogs, Teaching Agreements, and Record Transcripts help identify and transfer student-earned credits during a period of mobility abroad.
- ▶ ECTS user guides describe the system and how it is used in more detail.

ASCAL experience in evaluating study programs designed according to the above descriptors and based on ECTS

Legal acts on which ASCAL is based:

- Law on Higher Education, Instructions no. 4, 5 and 15 of the MES that have already been replaced by DCM 41, 112 and their amendments.

In the Guidelines cited above, Credits are defined as follows:

1. A credit of university education corresponds to **25 teaching hours** of student work.
2. The average amount of work done during a year of university studies, by a full-time student, is **60 credits**, which correspond to **1500 teaching hours** of student work, which include hours in the auditorium and hours for his independent work.
3. **The hours for independent student work** are not less than half of the total fund of 1500 teaching hours.
4. The weekly load in the auditorium for lectures, seminars, exercises and laboratories is in the range of 20-25 teaching hours.

ECTS credits according to the type of study diplomas

► To earn a degree:

1. **Bachelor (Bsc)**, the student must have accumulated **180 -240 credits** (ECTS).
2. **Master of Science (Msc)**, the student must have accumulated **120 credits** (ECTS).
3. **Master of Science (Integrated Program) Msc (PI)**, the student must have accumulated at least **300 - 360 credits** (ECTS).
4. **Professional Master (MP)**, the student must have accumulated **60 -120 credits** (ECTS).
5. **Executive Master (ME)**, the student must have accumulated at least **60 -120 credits** (ECTS).
6. **Professional Diploma (non-university)**, the student must have accumulated **120 credits** (ECTS).
7. **Diploma in Long-Term Specialization Programs** in Medicine (SPA) the student must have earned at least **120 - 300 credits** (ECTS)
8. **Certificate** at the end of a study program of continuing education, the student must have accumulated the required number of credits, determined by the respective institution of higher education for that study program.

Allocation of teaching hours for a credit

Type of activity	Number of credits	Hours in auditor	Individual work hours	Total Hours
Lessons	1 credit	6 - 12	19 - 13	25
Seminars	1 credit	6 - 8	19 - 17	25
Exercise	1 credit	12 - 18	13 - 7	25
Laboratory	1 credit	18 - 25	7 - 0	25
Project course/	1 credit	1 - 2	24 - 23	25
Practice/expeditions	1 credit	20 - 25	5 - 0	25
Diploma thesis preparation	1 credit	1 - 2	24 - 23	25

Based on the table above, the allocation of teaching hours of a credit for "Lectures", means:

6 hours in the auditorium - **19 hours** of individual study = 25 hours (3 hours of preparation for 1 hour of lecture)

8 hours in the auditorium - **17 hours** of individual study = 25 hours (2 hours of preparation for 1 hour of lecture)

10 hours in the auditorium - **15 hours** of individual study = 25 hours (1.5 hours of preparation for 1 hour of lecture)

12 hours in the auditorium - **13 hours** of individual study = 25 hours (1 hour of preparation for 1 hour of lecture)

Possible reports of formative activities in a discipline / subject with 6 credits

Formative activity in a discipline/subject	Number of credits for each activity in a subject	% of relevant credits of Formative activities
Lessons	2.5 – 4 credits	42 - 67% of credits
Seminars /Exercise	1 – 2 credits	17 - 33% of credits
Laboratory	1 – 2 credits	17 - 33% of credits
Project course/	1 - 2 credits	17 - 33% of credits

Raste ndarjesh të krediteve dhe orëve mësimore kur hartohet një program studimi

- The division of teaching hours for a lecture credit depends on the type of discipline and the most appropriate way to acquire it, for example, the division can be used:

Disciplines of social sciences and humanities

- 1 credit lectures in the auditorium = 7 - 9 hours, and individual study = 18 - 16 hours;

Natural and applied science disciplines

- 1 credit lectures in the auditorium = 8 - 10 hours, and individual study = 17 - 15 hours;

Foreign language disciplines

- 1 credit lectures in the auditorium = 12 hours, and individual study = 13 hours.

Model for methodological purpose: Discipline with 6 credits

Course / Module	Teaching hours																			
	Lectures				Seminars				Laboratory				Practice				Total ECTS	Hours in the auditorium	Hours of Individual Work	Total Hours
	ECTS	Hours for 1 credit-lecture	Hours in the auditorium	Hours of Individual Work	ECTS	Hours for 1 credit-lecture	Hours in the auditorium	Hours of Individual Work	ECTS	Hours for 1 credit-lecture	Hours in the auditorium	Hours of Individual Work	ECTS	Hours for 1 credit-lecture	Hours in the auditorium	Hours of Individual Work				
Medicine & Anatomy	2	10	20	30	2	8	16	34	1	20	20	5	1	25	25	0	6	81	69	150

When a table is constructed very correctly, what can be the big misunderstanding?

The hours in the auditorium are considered **as the hours of the lecturer** (because he/she realizes them), **but in fact the curriculum is built and they are considered the hours of the student.** Often hours are calculated with staff pay tables

Cases when in the ECTS curriculum erroneously assigned by the program developers

Course / Module		Teaching hours											
		Lectures		Seminars		Laboratory		Practice		Total ECTS	Hours in the auditorium	Hours of Individual Work	Total Hours
		Hours in the auditorium	Hours of Individual Work	Hours in the auditorium	Hours of Individual Work	Hours in the auditorium	Hours of Individual Work	Hours in the auditorium	Hours of Individual Work				
1	Course 1	20	30	16	34	20	5	25	0	6	81	69	150
2	Course 2	25	25	14	36	12	13	0	25	6	51	99	150
3	Thesis									10	0	250	250

What are the mistakes:

1. **Different rules** have been used, of dividing the hours-work in the auditorium into a form of teaching
2. **Internship/practice hours** are set as a form of **individual work**. It should be the opposite, practice hours are considered classrooms in the auditorium **FOR THE STUDENT**, even though they are not in the classroom.
3. **At the diploma**, the **leading activity of the pedagogue** is completely **eliminated**, which under no circumstances can be 0 hours.

Cases when in the ECTS curriculum erroneously assigned by the program developers

Course / Module		Teaching hours			
		Total ECTS	Hours in the auditorium	Hours of Individual Work	Total Hours
1	Course 1 (elective)	6	60	90	150
2	Course 2 (elective)	7	70	105	175

What are the mistakes:

1. There are **no clear rules** and **transparency** for the division of hours for 1 credit, in different forms of teaching
2. Different types of teaching forms are "deleted". In this case the **recognition** of credits is almost **impossible by another university** and the course is considered lost for the student;
3. The university finds it difficult **to control its staff**, which has to carry out various forms of teaching
4. Student assessment **is difficult** to accomplish throughout the year.
5. Elective courses in no case can have different amounts of credits, because students of the same class receive / earn different credits.

Cases when in the ECTS curriculum erroneously assigned by the program developers

Course / Module		Teaching hours			
		Total ECTS	Hours in the auditorium	Hours of Individual Work	Total Hours
1	Course 1	3	60	90	150
2	Course 2	7	70	105	175
3	Course 3	10	100	150	250
4	Course 4	2	20	30	50
5	Course 5	5	50	75	125
6	Course 6	9	90	135	225
7		36			

What are the mistakes:

1. What are the mistakes:
2. There are no harmonized semesters, in equal workload for the student
3. Has not established "harmonized" credits between subjects. This leads to the concept of "large" subjects" and "small" subjects. This situation is wrong for several reasons:
4. It is difficult to make the schedule due to non-harmonization
5. It often happens in these cases that despite the loans with such different amounts, the schedule is almost the same. For example,
 - Course with 9 credits 3 hours of lectures and 2 hours of seminars and
 - course with 5 credits 2 hours of lectures and 2 hours of seminars

Conclusion:

ECTS have greatly facilitated the work of:

- **Designing study programs** by making them comparable, measurable, changeable (refresh / reorganization)
- **Transfer of students** from one HEI to another, from one program to another within the same institution, etc.
- **Student mobility** (in the framework of Erasmus projects)
- **Enrollment of students** from one cycle to another study
- **International recognition of diplomas**
- **Mobility of academic staff**
- **Transparency** of assessment in program subjects
- **Organizing the program** itself in schedules, semesters, years, etc.
- **Drafting national legal acts** and those within a university