ECTS

and

Programme design

ECTS

❖ For **all** learning

➢ Whenever

➢ Wherever

➢ However

it takes place

ECTS - Credits

* **Learner Centred**
* Flexible
* Can be accumulated and/or transferred
* Can be used at all levels (Cycles)
* Facilitate
  * Curriculum Planning
  * Team Work
  * Multi and Inter Disciplinary Programmes
* Aid Recognition
* Require Transparency
* Support a Quality Culture

How?

Credits provide

* A shared vocabulary and methodology

* A shared/agreed measure of volume of learning

  - Based on

  ➢ **Learning outcomes**

  ➢ **Associated workload**

  ➢ **Assessment criteria and methods**

  ➢ **60** ECTS credits = **Academic year**

Learning outcomes?

* What a learner knows, understands and is able to do – demonstrated by assessment

Workload?

* The time typically needed for **all** learning activities to achieve learning outcomes

* e.g. - annual work load 1500 hours –
  * 1 credit = 25 hours work

* But **always** related to learning outcomes

* Credits awarded **only** when learning outcomes are assessed and achieved

What do we need?

* An **Institutional Credit Framework**
  * Correlated with International and National Qualifications Frameworks indicating –
    * Standard number of credits per unit
    * Levels within a qualification – especially first cycle

  * Shared understanding of credits – staff training and development
* A trained curriculum/programme development team

Where do we start?

* Institution / Department mission?
* Professional requirements?
* Needs analysis?
* Consultation – employers – graduates – students
* The Programme profile

The Profile – where are we going?

* Field of study - distinctive features - purpose
* Level - total number of credits
* Main focus – general, specialist, professional
* **Programme Learning Outcomes***
* Generic and Specific competences
* Learning and assessment
* Employment – further study

* **Programme Learning Outcomes**?

➤ Should reflect level and content

➤ Be succinct e.g. no more than 10 – 12

➤ Mutually consistent

➤ Achievable within workload

➤ Assessable – clear published criteria

Constructing the Programme?

* Components – Modules -
➢ Must conform to institution credit framework – number of credits per component/module
➢ Must have learning outcomes, assessment criteria and methods
➢ Must contribute to and be consistent with programme learning outcomes
➢ Learning outcomes mapping matrix helpful
➢ Should be succinct c. 6 - 8

Will it work?

* Coherence?

* Learning Outcomes?

* Assessment?

* Workload?

* Credits – **60** per academic year

* and -

  ➢ Mobility Windows?

  ➢ Progression Requirements?

General Principles

* **Learner centred** – dialogue – participation – workload – appropriate assessment criteria and methods
* Transparency
* Reliability
* Published up-to-date Information
* Consistency
* Flexibility

and then?

* Monitor – Review – Quality Assure – Enhance
* Are the programme / module / component Learning Outcomes achievable – adequate?

How do we know?

* Feedback:
  ➢ Learners – Staff – Stakeholders
* Discussion:
  ➢ Group – Individual learners and staff
* Results

Problems?

* Sort out quickly!
* If necessary revise
  * Learning outcomes
  * Learning activities
* In extremis – review programme

❖Credits – simple, quality driven tool benefitting learner and teacher

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* But - as with all tools should be used with care, understanding and training – consult the **ECTS Guide**

ECTS and Programme design

Thank You