



Ben-Gurion University  
of the Negev

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# ***ECTS Pilot in Ben- Gurion University***

# Bologna Process

- **An agreement of European countries on higher education**
- **Not limited to EU countries.**
- **Limited to the members of the Council of Europe.**
- Bologna Declaration was signed on 19 June 1999 by 29 European countries.
- Today, the Process unites 47 countries which are part of the this project.

# What countries have signed the Bologna Agreement?

## European Union - all 27 countries

Austria  
Belgium  
Bulgaria  
Cyprus  
Czech Republic  
Denmark  
Estonia  
Finland  
France  
Germany  
Greece  
Hungary  
Ireland  
Italy  
Latvia  
Lithuania  
Luxembourg  
Malta  
Netherlands  
Poland  
Portugal  
Romania  
Slovakia  
Slovenia  
Spain  
Sweden  
United Kingdom

## Non-European Union

Albania  
Andorra  
Armenia  
Azerbaijan  
Bosnia and Herzegovina  
Croatia  
Georgia  
Holy See  
Iceland  
Liechtenstein  
Montenegro  
Moldova  
Norway  
Macedonia  
Russia  
Serbia  
Switzerland  
Turkey  
Ukraine



# Principals of Bologna

- **International mobility of students and staff.**
- **Autonomous universities.**
- **Student participation in the governance of higher education.**
- **Public responsibility for higher education.**
- **The social dimension of the Bologna Process.**

Later on, more and more conventions and declarations enriched the process and added action lines:

- **Bologna Declaration 1999**
- **Prague Communiqué 2001**
- **Berlin Communiqué 2003**
- **Bergen 2005**
- **London 2007**
- **Leuven 2009**

**A total of 10 action lines identified**

# The 10 Bologna Process action lines

## **Established in the Bologna Declaration of 1999:**

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European co-operation in quality assurance
6. Promotion of the European dimension in higher education

## **Added after the Prague Ministerial summit of 2001:**

7. Focus on lifelong learning
8. Inclusion of higher education institutions and students
9. Promotion of the attractiveness of the European Higher Education Area

## **Added after the Berlin Ministerial summit of 2003:**

10. Doctoral studies and the synergy between the European Higher Education Area and the European Research Area

# Bologna in the broader context

For the EU, the Bologna Process is part of a broader effort in the drive for a Europe of knowledge which includes several programs and initiatives like:

- Lifelong learning and development.
- Strategic framework for the Open Method of Coordination in Education and Training.
- The Copenhagen Process for enhanced European co-operation in Vocational Education and Training.
- Initiatives under the European Research Area.





# Basic Terminology of Bologna

	EHEA Framework (Bologna)
Bachelor Degree	First cycle
Masters Degree	Second cycle
Doctorate	Third cycle

- Module= Course in American Terminology
- Course= Track/ Program (include several modules)

# פרוייקט טמפוס CORINTHIAM

- מוסדות שותפים: האוניברסיטה העברית, בצלאל, המרכז הבינתחומי, אוניברסיטת בן גוריון, אוניברסיטת חברון, אוניברסיטת אל-קודס, אוניברסיטאות נוספות באירופה.



# Tempus Project- Objectives

- Introduction of quality mechanisms specific to the process of internationalisation and the services offered by the Central Offices for International Relations.
- Preparation of specialists in EHEA, **implementation of ECTS** , Diploma Supplement and other instruments that facilitate exchange mobility and joint ventures between EU and the Middle East region
- Establishment of Central Offices Responsible for the Integration at Home of Internationalisation as assurance of quality. Development of a strategy for Internationalisation.
- **Pilot project on the implementation of ECTS at faculty level.**
- Dissemination of results to third parties in Middle East .

# ECTS

European Credit Transfer and  
Accumulation System

# ECTS and Bologna

- “ECTS is a tool that helps to design, describe, and deliver programmes and award higher education qualifications. The use of ECTS, **in conjunction with outcomes-based qualifications frameworks, makes programmes and qualifications more transparent and facilitates the recognition of qualifications.** ....ECTS is one of the cornerstones of the Bologna Process.”

ECTS Users' Guide p.7 (2009)

- “ECTS is a **learner-centred** system for credit **accumulation** and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility”.
- **ECTS credits are based on the workload students** need in order to achieve expected learning outcomes

ECTS Users' Guide p.7 (2009)

# חלקים ביישום ECTS

1. עיצוב טכני של הסילבוס (ראה דוגמא). ביצוע: רכזת טמפוס.
2. חישוב ECTS Credits. ביצוע: המרצה ורכזת טמפוס.
3. כתיבת Learning Outcomes. ביצוע: המרצה (בהדרכת רכזת טמפוס).

# 1. יישום ECTS - עיצוב הסילבוס

- סילבוס מפורט על פי קריטריונים מקובלים באוניברסיטאות המובילות באירופה.
- ראה קדם פילוט לדוגמא.



# Implementing ECTS- ECTS Credits Calculation

## The ECTS system

- Focuses on the learner.
- Based on Workload
- “Workload- indicates the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations) required to achieve the expected learning outcomes.
- “60 ECTS credits are attached to the workload of a full-time year of formal learning (academic year) and the associated learning outcomes.”

ECTS Users' Guide p.11 (2009)

# יחס עקרוני בחישוב פשוט 3:2

ECTS	נק"ז	
30	20	בסמסטר
60	40	בשנה
180 (240 בתואר של 4 שנים)	120 (160 בתואר של 4 שנים)	בתואר ראשון
60-120	לרוב 40	בתואר שני

# משמעות

1 נק"ז = ECTS 1.5

1 ECTS = 25-30 שעות עבודה של הסטודנט

1 נק"ז = 13 שעות לימוד פרונטליות (ככלל)

← 1.5 ECTS = 38-45 שעות עבודה.

← 1 נק"ז = 38-45 שעות עבודה (כולל הנוכחות בשיעור).

← כל 1 נק"ז כולל 25-32 שעות עבודה של הסטודנט בבית (כולל קריאה, הכנה למבחן, וכו').

Example:

the module “Independent Student Research”

Professor Clive Lipchin

(2 BGU Credits):

2 hours of presence in class X 14 weeks= 28

1 hour of reading X 14 weeks= 14

15 hours of preparing presentation= 15

25 hours of work on the final paper proposal= 25

40 hours of work on the final paper= 40

Total time required of Hours: 122 Hours

Divided by 25= 4.88

# Advantages of ECTS System

- השוואה של עומס העבודה בקורסים שונים.
- אינדיקציה למקרים בהם קורסים בעלי נק"ז זהה דורשים עומס עבודה שונה מהסטודנטים.  
(החלטה של המחלקה כיצד להתמודד עם הנושא)

# Two parallel systems?

choice	contact hour credits	ects credits
course 1	4	6
course 2	4	6
course 3	4	6
course 4	4	6
course 5	4	6
course 6	4	10
course 7	4	2

student A	contact hour credits	ects credits
course 1	4	6
course 2	4	6
course 3	4	6
course 4	4	6
course 5	4	6
	20	30

student B	contact hour credits	ects credits
course 1	4	6
course 2	4	6
course 3	4	6
course 4	4	6
course 6	4	10
	20	34

student C	contact hour credits	ects credits
course 1	4	6
course 2	4	6
course 3	4	6
course 4	4	6
course 7	4	2
	20	26

# Implementing Learning Outcomes

**Learning outcomes are statements of what a student should know, understand and/or be able to demonstrate after completion of a process of learning .**

- The learning activity could be, for example, a lecture, a module or an entire programme.
- Learning outcomes must not simply be a “wish list” of what a student is capable of doing on completion of the learning activity.
- Learning outcomes must be simply and clearly described.
- Learning outcomes must be capable of being validly assessed.

(D. Kennedy)

# Implementing Learning Outcomes

- While aims and objectives focus on the lecturer, Learning Outcomes focus on the learner
- While the ECTS credit system is the common currency for education, Learning Outcomes are the common language for education.
- Facilitate comparability across the various systems in different countries.



How do I write Learning  
Outcomes?

# Learning Outcomes- Practical Guides

## Implementing Bologna in your institution

C 3.4-1

Using learning outcomes and competences

Planning and implementing key Bologna features

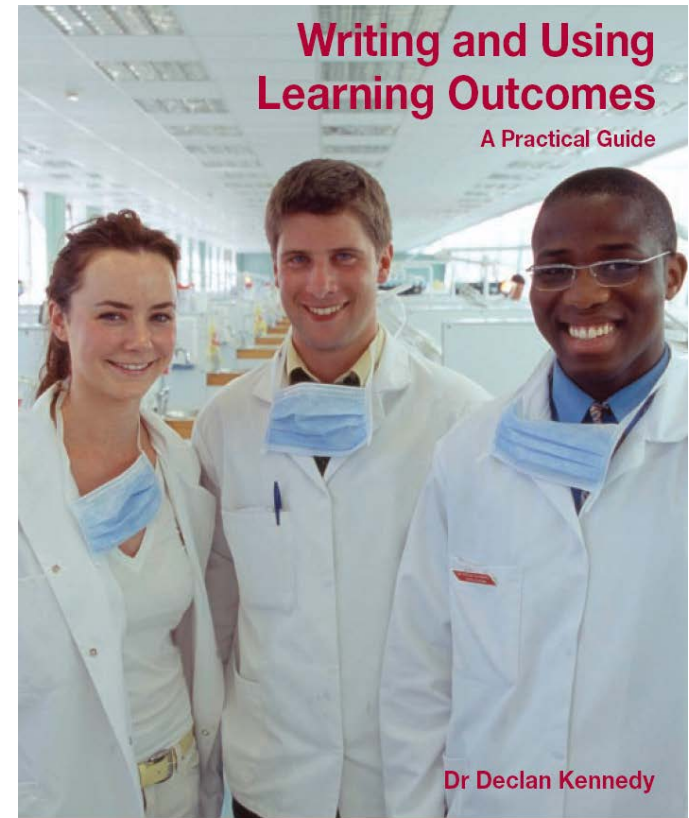
## Writing and Using Learning Outcomes: a Practical Guide



Declan Kennedy, Áine Hyland, Norma Ryan

### Abstract

Given that one of the main features of the Bologna process is the need to improve the traditional ways of describing qualifications and qualification structures, all modules and programmes in third level institutions throughout the European Higher Education Area should be (re)written in terms of learning outcomes. Learning outcomes are used to express what learners are expected to achieve and how they are expected to demonstrate that achievement. This article presents a summary of developments in curriculum design in higher education in recent decades and, drawing on recent practical experience, suggests a user-friendly methodology for writing modules, courses and programmes in terms of learning outcomes.



# Advantages of ECTS

## - **Mobilization:**

- ECTS makes teaching and learning in higher education more transparent across Europe.
- Facilitates the recognition of all studies.
- Enhanced employability in Europe.
- Facilitate Students Exchange (incoming and outgoing).
- Attract European Students

# Advantages of ECTS

## European Standards → International Recognition:

- **“Learning outcomes are important for recognition, since the basis for recognition procedures is in the process of shifting from quantitative criteria such as the length and type of courses studied, to the outcomes reached and competencies obtained during these studies. The principal question asked of the student or the graduate will therefore no longer be “What did you do to obtain your degree?” but rather “What can you do now you have obtained your degree?”. This approach is of more relevance to the labour market and is certainly more flexible when taking into account issues of lifelong learning, non-traditional learning and other forms of non-formal educational experiences”**

**Council of Europe, 2002.**

# Advantages of ECTS

- **Learning Outcomes**

**From the students perspective:**

- **Make it clear what students can hope to gain from following a particular course or lecture.**
- **Help students understand precisely what is expected of them.**
- **A more transparent learning environment.**

# Advantages of ECTS

- **Learning Outcomes**

From the teacher perspective:

- **Ensure that appropriate teaching method and assessment strategies are employed.**
- Help to explain more clearly to students what is expected of them and thus help to guide them in their studies – motivation and sense of purpose.
- Help teachers to clarify their thinking about what they want to achieve and the common language of learning outcomes helps to facilitates discussion with colleagues.

# Other advantages of ECTS

- Aids curriculum design and quality assurance.
- Comparison of the workload in different courses.
- Indication for gaps of workload.

# Issues and Potential Problems

- Learning outcomes should not be reductionist but rather expansive and intended to promote the higher order thinking skills.
- Danger of assessment-driven curriculum if learning outcomes too confined.
- How best to deal with sceptical attitude of some staff members – “dumbing down”, “restricting academic freedom”? Hence, important to introduce Learning Outcomes in a proper fashion using sources of good practice and advice.



# Diploma Supplement

- The Berlin ministerial summit of 2003 called for 'every student graduating as from 2005 to receive the Diploma Supplement automatically and free of charge '

# Diploma Supplement

- It aims to describe the qualification they have received in a standard format that is easy to understand and easy to compare. It also describes the content of the qualification and the structure of the higher education system within which it was issued. It is not a curriculum vitae and simply acts as a supplementary explanation of the qualification rather than a substitute for it.

# ☺ At the end of this talk you should be able to:

- *Describe* the elements of the pilot project.
- *Calculate* a course's ECTS Credits.
- *Describe* what is meant by the term *learning outcome*.
- *Outline* Bloom's Taxonomy of Educational Objectives.
- *Discuss* the linking of Learning Outcomes to Teaching and Learning activities and Assessment.
- *Summarise* the advantages and problems of our pilot.
- *Decide* whether you would like to have the pilot implemented in the Department of Politic and Government.

# Resources

- Presentation of *Dr. Norma Ryan, Bologna Process*, University College Cork, 5th July 2010.
- Presentation of Dr Declan Kennedy, *Implementing Bologna*, International Summer Schooll on University College Cork Ireland, 5 – 9 July 2010.
- Declan Kennedy, Áine Hyland, Norma Ryan, *Writing and Using Learning Outcomes- a Practical Guide* :

<http://www.bologna.msmt.cz/files/learning-outcomes.pdf>

- [http://www.europeunit.ac.uk/sites/europe\\_unit2/bologna\\_process/index.cfm](http://www.europeunit.ac.uk/sites/europe_unit2/bologna_process/index.cfm)
- <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>
- [http://ec.europa.eu/education/higher-education/doc1290\\_en.htm](http://ec.europa.eu/education/higher-education/doc1290_en.htm)