Bartësi Privat i Arsimit të Lartë
Private Bearer of Higher Education

ALMA MATER EUROPAEA
CAMPUS COLLEGE "REZONANCA"

Tel.+383 38 544-754 URL: http://www.rezonanca-rks.com

Framework for Calculating ECTS Credit System

1. Introduction

The European Credit Transfer and Accumulation System (ECTS) is a cornerstone of modern higher education across Europe, designed to enhance transparency, comparability, and student mobility within the European Higher Education Area (EHEA). As a student-centered framework, ECTS measures the workload required to achieve learning outcomes and competencies associated with specific academic programs, ensuring a harmonized approach to curriculum design and evaluation.

This document serves as a practical guide for the calculation and allocation of ECTS credits within the academic programs offered at Alma Mater Europaea Campus College Rezonanca. It is intended to support faculty, program coordinators, and quality assurance teams in aligning their practices with the principles of ECTS while ensuring the workload accurately reflects the demands placed on students. Additionally, this guide emphasizes the importance of balancing academic rigor with feasibility, fostering an environment where students can succeed in achieving the intended learning outcomes.

The framework outlined herein is adapted to the unique needs and strategic objectives of Alma Mater Europaea Campus College Rezonanca, providing clear methodologies for assessing student workload, structuring course activities, and defining credit values. It incorporates a comprehensive approach to measuring the full spectrum of student engagement, including classroom instruction, independent study, project work, and practical training.

By adhering to the guidelines set forth in this document, Alma Mater Europaea Campus College Rezonanca reaffirms its commitment to academic excellence, equitable learning experiences, and alignment with international educational standards. The framework not only facilitates the accurate calculation of credits but also ensures that all stakeholders—students, educators, and administrators—can collaboratively contribute to a transparent and effective learning process.

The purpose of this Handbook is not to examine the implications of implementing the ECTS credit system in general but rather to provide concise guidelines for its appropriate adaptation. It is intended for members of the academic councils of university departments, members of departmental quality assurance committees, departmental ECTS coordinators, other professors, and students.

In short, it is for all participants in the educational process who are interested in calculating student workload expressed through study programs in ECTS credits and aligning it with the official documents and regulations of the Bologna Process and the standards of Alma Mater Europaea Campus College Rezonanca.

This document draws inspiration from the *Handbook for Calculating the ECTS Credit System* (University of Zadar, 2012). While it incorporates some translated and adapted content, substantial modifications and additional context have been included to address the unique requirements of Alma Mater Europaea Campus College Rezonanca.

2. ECTS key features

The European Credit Transfer and Accumulation System (ECTS), introduced in 1989, is a student-focused framework designed to quantify the workload required to achieve the objectives of a study program, as defined by its learning outcomes. It does not measure the intrinsic value of a course or the professional status of its instructor but focuses exclusively on the student effort necessary to meet program goals.

Learning Outcomes and Workload

ECTS credits reflect the volume of learning based on clearly defined learning outcomes and their associated workload. For a full-time academic year, 60 ECTS credits are typically allocated. These credits are distributed across various educational components, each tied to specific learning outcomes and the time required to achieve them. In most cases, credits are expressed as whole numbers.

Learning outcomes describe the knowledge, skills, and competencies students are expected to acquire upon completing a course or program. These outcomes are assessed using transparent, well-defined criteria and are tied to both individual courses and entire programs. Additionally, they are aligned with national and European qualifications frameworks, providing a standardized method to describe qualification levels.

Workload represents the estimated time required for a student to complete all learning activities—such as lectures, seminars, assignments, projects, and individual study—necessary to achieve the specified learning outcomes. The workload for a full-time academic year is generally set at 1,500 to 1,800 hours, meaning one credit corresponds to 25–30 hours of work. While this estimation provides a benchmark, the actual time required can vary depending on individual students' learning pace.

Credit Allocation, Awarding, and Accumulation

Credit allocation involves assigning a specific number of ECTS credits to qualifications, degree programs, or individual educational components. This process is guided by national legislation, institutional practices, and alignment with qualifications frameworks. Credits are allocated based on the time and effort required to achieve the learning outcomes of each component, considering the benchmark of 60 credits for a full academic year.

Awarding credits is the formal recognition of students' achievements upon meeting the learning outcomes for a qualification or its components. This is typically demonstrated through successful assessment of required activities. Credits can also be granted for learning outcomes achieved in informal or non-formal settings, provided they are validated through appropriate assessment processes.

Accumulation of credits allows students to collect and document their achievements. Credits can be accumulated to meet qualification requirements or to record lifelong learning accomplishments. This flexibility supports both academic progression and personal development.

Credit Transfer

The transfer of credits enables recognition of credits earned in one institution or program by another institution or program. This process is essential for facilitating student mobility, as it ensures that learning completed elsewhere contributes to qualification requirements. Agreements between institutions can streamline the automatic recognition and transfer of credits, enhancing the student experience in international and collaborative programs.

Supporting Documentation

The effectiveness of ECTS is supported by key documents, including the Course Catalogue, Learning Agreement, Transcript of Records, and Work Placement Certificate. These documents provide transparency and standardization, ensuring that ECTS credits are recognized and understood across institutions. Additional transparency is provided through the Diploma Supplement, which offers a comprehensive overview of student achievements.

By focusing on workload, learning outcomes, and transparency, ECTS provides a robust framework for credit transfer, accumulation, and recognition across higher education institutions, fostering greater student mobility and program compatibility.

3. ECTS for Programme Design, Delivery, and Monitoring

The European Credit Transfer and Accumulation System (ECTS) facilitates transparent and flexible program design, helping higher education institutions (HEIs) plan curricula using credits tied to learning outcomes, workload, activities, and assessments. Effective ECTS implementation requires institutional frameworks, staff training, and team-based decisions to enhance program coherence.

Key Context for Program Design New program development begins with defining the qualification level, referencing national and European qualifications frameworks (QF-EHEA and EQF-LLL). These frameworks describe learning outcomes across knowledge, skills, and competencies, ensuring compatibility between higher education cycles (Bachelor, Master, Doctorate) and vocational qualifications.

Credit Allocation and Levels

- **Short Cycle**: 120 ECTS (Level 5 EQF)
- **First Cycle (Bachelor)**: 180–240 ECTS (Level 6 EQF)
- **Second Cycle (Master)**: 90–120 ECTS (Level 7 EQF)
- **Third Cycle (Doctorate)**: Credit use varies (Level 8 EQF)

HEIs must align institutional frameworks with national and international systems, considering credit levels and descriptors for program progression. Credits represent varying complexity across study years, guided by overarching frameworks.

Program Context and Stakeholder Input Program design should align with institutional missions, professional requirements, and academic frameworks. Needs analysis and stakeholder consultations (e.g., employers, graduates) ensure relevance and demand. HEIs can promote multi-disciplinary programs by combining educational components with a minimum credit value.

By embedding ECTS principles, institutions support transparency, student mobility, and effective curriculum development.

Programme Profile

The programme profile outlines distinctive features such as the field of study, level, key learning outcomes, and learning environment. It clarifies what generic and subject-specific competencies students will develop, as well as the employability potential of the programme. The profile should be created in consultation with stakeholders, including academic peers, employers, graduates, and students, and included in the Course Catalogue.

Programme Learning Outcomes

Learning outcomes specify what students will know, understand, and be able to do upon completing the programme. Key principles for formulating outcomes include:

- Reflecting the context, level, and content of the programme.
- Being concise, consistent, understandable, and achievable within the defined workload.
- Linking outcomes to learning activities, assessment methods, and criteria.
  Typically, 10–12 learning outcomes per programme are recommended. Outcomes should use active verbs (e.g., "analyze," "design") and indicate how achievements are demonstrated.

Programme Structure and Credit Allocation

Educational components, such as courses, research projects, and work placements, are defined by their learning outcomes and workload. Each component is allocated credits proportionate to the 60 credits required for a full-time academic year. Modular structures (e.g., 5, 10, 15-credit modules) are common, with flexibility for interdisciplinary learning. Progression rules, such as prerequisites and credit thresholds, ensure students advance systematically through the programme.

Learning, Teaching, and Assessment

Effective programme delivery aligns learning outcomes, teaching methods, and assessments. Key principles include:

- Open dialogue with stakeholders and student participation in programme design.
- Transparent information in the Course Catalogue about structure, outcomes, workload, and progression rules.
- Flexibility in learning activities, including the use of digital technologies.
  Assessment must verify achievement of learning outcomes using appropriate methods (e.g., exams, portfolios) and criteria.

Monitoring Credit Allocation

Programmes are periodically reviewed to ensure credit allocation, learning outcomes, and workload are realistic and achievable. Monitoring methods include surveys, focus groups, and performance data analysis. Feedback from students, staff, and stakeholders is crucial for revisions. If discrepancies arise, workload, credits, or programme design may need adjustment. Changes should be communicated transparently to foster a feedback culture.

This summary highlights the ECTS framework's essential components for ensuring transparency, consistency, and flexibility in programme design and implementation.

4. Student Workload for an Academic Year and Time Allocation for One ECTS Credit

The European Credit Transfer and Accumulation System (ECTS) operates on the principle that a full-time student completes 60 credits within one academic year. This translates into a workload of approximately 1,500 to 1,800 hours annually across European higher education institutions. Based on this standard, a single ECTS credit represents an estimated 25 to 30 hours of student engagement.

At Alma Mater Europaea Campus College Rezonanca, this principle has been incorporated into the Academic Regulations, ensuring consistency with international standards. The regulation specifies:

One ECTS credit corresponds to 25–30 hours of student work. This encompasses active participation in teaching sessions, examinations, independent study, and all other academic activities required to fulfill course objectives.

This calculation reflects the time students invest not only in direct contact hours, such as lectures and seminars, but also in preparatory and follow-up work, independent study, assignments, and other learning activities. The purpose of this approach is to ensure a realistic balance between the academic demands placed on students and the time required to achieve the intended learning outcomes.

By aligning with these internationally recognized parameters, Alma Mater Europaea Campus College Rezonanca ensures that its programs meet the expectations of quality and transparency in higher education while fostering a learning environment that supports academic success and personal development.

5. Course Systems as Components of the Study Program

Study programs can be structured as either modular or non-modular systems, each offering a distinct approach to credit allocation based on workload and program requirements.

Modular Systems

In modular systems, courses or modules have a predetermined credit value, typically 5 ECTS credits or multiples thereof. The workload for each module reflects the cumulative tasks a student must complete to meet the program's learning objectives, including the time required to accomplish these tasks.

For instance, a module assigned 5 ECTS credits corresponds to an estimated workload of 125 to 150 hours of student effort, including class time, independent study, and assessments.

Non-Modular Systems

Non-modular systems do not rely on fixed module sizes. Instead, ECTS credits are allocated based on the course’s structure, defined learning outcomes, and associated tasks. While the credit values of individual courses may differ, the total workload must adhere to the ECTS standard of 60 credits per academic year or 30 credits per semester.

The College ensures that both modular and non-modular systems align with the principles of the European Higher Education Area (EHEA), facilitating transparency, comparability, and student mobility.

Example of a Modular Course System

In a modular system, each course is designed with a consistent workload allocation and credit value. The following example illustrates how courses contribute equally to the program:

Instructor	Course Name	Hours (Lecture + Practice + Lab)	ECTS Credits
Prof. Dr. Sc.	Course I	2 + 1 + 0	5
Doc. Dr. Sc.	Course II	2 + 0 + 1	5
Dr. Sc.	Course III	1 + 1 + 1	5
Mr. Sc.	Course IV	2 + 1 + 0	5
Prof. Dr. Sc.	Course V	1 + 2 + 0	5
Dr. Sc.	Course VI	1 + 0 + 2	5

Each course includes two hours of lectures, one hour of practice, and no lab work weekly (2+1+0), with all courses contributing equally to the overall credit count. Each course contributes **5 ECTS credits**, making it easy to calculate the cumulative credit total and workload for a semester or academic year. Courses include varying combinations of lecture, practice, and lab hours to accommodate the nature of the subject. A semester with six such courses would total **30 ECTS credits**, aligning with the requirements for a full-time student under ECTS guidelines.

Example of a Non-Modular Course System

In non-modular systems, credit values vary by course, but the cumulative total aligns with the program's requirements for the semester or academic year. The following example demonstrates this approach:

Instructor	Course Name	Hours (Lecture + Practice + Lab)	ECTS Credits
Dr. Sc.	Course I	2 + 1 + 0	5
Prof. Dr. Sc.	Course II	2 + 1 + 0	5
Dr. Sc.	Course III	2 + 0 + 1	6
Mr. Sc.	Course IV	2 + 0 + 0	4
Prof. Dr. Sc.	Course V	2 + 0 + 0	4
-	Elective Course 3	1 + 1 + 0	3
-	Elective Course 4	1 + 1 + 0	3

In this system, courses vary in structure and credit value, while still meeting the ECTS requirements. Each course's components, such as lectures, practice sessions, and lab work (e.g., 2+1+0), determine its credit allocation.

Both systems ensure flexibility and alignment with the workload required to achieve defined learning outcomes, supporting diverse educational approaches and promoting academic mobility.

6. Educational Activities Assessed with ECTS Credits

Categories of Teaching Methods in Academic Courses:

- Lectures
- Seminars
- Research Seminars
- Tutorials
- Exercises

- Laboratory Work
- Guided Learning
- Independent Learning
- Field Work
- Project Work
- Problem-Based Learning (PBL)
- Clinical Practice or Rotations
- Online Learning and Virtual Classrooms
- Workshops and Skills Training
- Internships or Work-Based Learning
- Mentoring Sessions, etc.

Types of Learning Activities:

- Attending lectures
- Working on specific assignments
- Problem sets
- Writing academic papers, essays, or reports
- Practicing technical, clinical, or laboratory skills
- Reading textbooks, journals, or case
- Conducting independent or group research projects
- Developing presentations or conducting workshops
- Participating in group discussions or debates
- Learning to critique the work of peers
- Leading meetings
- Participating in practical simulations or role-plays
- Reviewing case studies or solving real-world problems
- Completing e-learning modules or interactive exercises
- Preparing for assessments, quizzes, or final exams
- Engaging in community-based or experiential learning activities
- Developing creative solutions in design or project-based tasks, etc.

Types of Assessment:

- Oral exams
- Written exams
- Assignments
- Portfolios
- Presentations
- Research reports
- Continuous assessments, etc.

7. The Need to Verify Student Workload

To ensure that students can master course material and successfully pass the required exams, it is essential to assess:

- The minimum amount of instruction necessary to achieve learning outcomes.
- The core literature students need to study.
- The role and significance of practical components.

Responsibility for evaluating these factors lies with all stakeholders in the educational process, including department heads, course instructors, lecturers, assistants, and students themselves.

Students, in particular, are in the best position to assess the difficulty and organization of courses, providing valuable insights into the alignment of student workload with expectations. ECTS credits are awarded based on a realistic assessment of the workload required by an average student to achieve the specified learning outcomes.

Verification Process for ECTS Allocation

Credits are assigned based on the estimated workload of an average student and take into account:

1. **Learning Outcomes:** The skills and knowledge students are expected to acquire.
2. **Workload Analysis:** Involves gathering and analyzing data on the time students spend on coursework, independent study, and other academic activities.
3. **Fairness:** Credit allocation aims to balance student workload, avoiding overly demanding or excessively easy programs.

This system protects students from programs that are either too demanding or insufficiently challenging and supports educators in designing and delivering achievable academic programs.

8. Calculating Workload in ECTS Credits for Writing Assignments and Exam Preparation

The workload for writing a seminar paper or other academic assignment is estimated based on the length of the text. For a single page of text (approximately 1,800 characters), it typically requires 4 hours of work, from which 2.5 hours for research and 1.5 hours for drafting and writing.

International standards often assume that students can process a certain amount of reading material within an hour, depending on its complexity. The following table illustrates the estimated reading and comprehension rates for different types of academic material (for medical students often assumed by European universities, based on the complexity of the material):

Material Complexity	Reading Speed (Pages per Hour)	Learning Speed (Pages per Hour)	Description
Highly Complex Material	8–10 (Av=9)	4–6 (Av=5)	Advanced textbooks, scientific articles, or research papers requiring deep understanding.
Moderately Complex Material	12–15 (Av=13.5)	6–8 (Av=7)	Standard medical textbooks or lecture notes with technical terminology.
Less Complex Material	18–20 (Av=19)	10–12 (Av=11)	General reference books, introductory materials, or well-structured summaries.

This table highlights the typical assumptions about how much medical students can read and learn in an hour, reflecting the standards often found in European medical programs. It provides a benchmark for calculating ECTS credits or structuring study plans.

The course instructor is responsible for determining whether the assigned literature is classified as "complex" or "simpler," using shared guidelines. In some cases, even a smaller volume of highly demanding material may require more time to read and learn than the averages mentioned above.
Additionally, specialized seminar assignments, particularly those that significantly impact the final grade, may require considerably more time for preparation than the standard estimate for writing one page of text.
To ensure the accuracy of workload criteria, it is recommended to gather and compare feedback from students regarding their actual experiences.

9. Incorrect Methods of Calculating Student Workload

ECTS credits are designed to quantify the total workload required by students in terms of time investment. They do not reflect the academic level of a course or the professional standing of the instructor. For example, an introductory course might demand more time and effort from students than a more specialized or advanced one.
It is important to note that ECTS credits are not directly linked to the number of lecture hours. For instance, a single hour of lecture may require an additional three hours of independent study and preparation. Conversely, a two-hour seminar might necessitate several days of preparatory work.
In essence, an effective credit system must account for all components of student workload, including lectures, seminars, independent study, exam preparation, and other academic activities as outlined in Section 5. Focusing solely on contact hours, without considering the broader spectrum of learning activities, undermines the foundational principles of the ECTS framework.

10. Examples of Verifying Student Workload

Example 1: A course in the study program is allocated 5 ECTS credits.

Workload Assessment:

Activity	Details	Time (Hours)	ECTS Credits
Lectures	25 hours	25	1.0
Seminars and Exercises	13 hours	13	0.52
Writing Seminar Paper	Writing a 10-page paper (4 pages/h)	40	1.6
Complex Literature	Book with total 240 pages		
- Reading	Reading complex material (10 pages/h)	24	0.96
- Studying	Studying complex material (5 page/h)	48	1.92
Simpler Literature	Book with total 250 pages		
- Reading	Reading simpler material (20 pages/h)	12.5	0.5
- Studying	Studying simpler material (10 pages/h)	25	1.0
Total Workload		187.5 Hours	7.5 ECTS

Total Workload: Approximately **7.5 ECTS credits**

Conclusion:
The course requires an adjustment of the student workload by approximately **62.5 fewer working hours** or a more appropriate reallocation of ECTS credits within the study program to reflect the actual workload.

Example 2: A course in the study program is allocated 4 ECTS credits.
Workload Assessment:

Activity	Details	Time (Hours)	ECTS Credits
Lectures	15 hours	15	0.6
Seminars and Exercises	15 hours	15	0.6
Writing Seminar Paper	Writing a 7.5-page paper (4 pages/h)	30	1.2
Complex Literature	Book with total 150 pages		
- Reading	Reading complex material (10 pages/h)	15	0.6
- Studying	Studying complex material (5 page/h)	30	1.2
Simpler Literature	Book with total 250 pages		
- Reading	Reading simpler material (20 pages/h)	7.5	0.3
- Studying	Studying simpler material (10 pages/h)	15	0.6
Total Workload		127.5 Hours	5.1 ECTS

Total Workload: Approximately **5 ECTS credits**

Conclusion:
The course requires an adjustment of the student workload by approximately **27.5 fewer working hours** or a more appropriate reallocation of ECTS credits within the study program to align with the actual workload.

Example 3: A course in the study program is allocated 5 ECTS credits.
Workload Assessment:

Activity	Details	Time (Hours)	ECTS Credits
Lectures	15 hours	15	0.6
Seminars and Exercises	15 hours	15	0.6
Writing Seminar Paper	Writing a 7.5-page paper (4 pages/h)	30	1.2
Complex Literature	Book with total 80 pages		
- Reading	Reading complex material (10 pages/h)	8	0.32
- Studying	Studying complex material (5 page/h)	16	0.64
Simpler Literature	Book with total 120 pages		
- Reading	Reading simpler material (20 pages/h)	6	0.24
- Studying	Studying simpler material (10 pages/h)	12	0.48
Total Workload		102 Hours	4.08 ECTS

Total Workload: Approximately **4 ECTS credits**

Conclusion:

The course requires an adjustment of the student workload by approximately **23 additional working hours** or a more appropriate reallocation of ECTS credits to accurately reflect the actual workload within the study program.

Example 4: A course in the study program is allocated 7 ECTS credits.

Workload Assessment:

Activity	Details	Time (Hours)	ECTS Credits
Lectures	30 hours	30	1.2
Seminars and Exercises	15 hours	15	0.6
Writing Seminar Paper	Writing a 10-page paper (4 pages/h)	40	1.6
Complex Literature	Book with total 230 pages		
- Reading	Reading complex material (10 pages/h)	23	0.92
- Studying	Studying complex material (5 page/h)	46	1.84
Simpler Literature	Book with total 140 pages		
- Reading	Reading simpler material (20 pages/h)	7	0.28
- Studying	Studying simpler material (10 pages/h)	14	0.56
Total Workload		175 Hours	7.0 ECTS

Total Workload: 7 ECTS credits

Conclusion:

The course is appropriately assigned **7 ECTS credits** within the study program, as the workload aligns well with the credit allocation.

11. Methods for Adjusting Student Workload in Cases of Incorrect ECTS Credit Allocation

Student workload and/or activities should be adjusted when workload assessments indicate that the estimated workload is inaccurate and does not align with the prescribed workload. The outcome of such assessments or content upgrades should aim to adjust the workload and/or modify the activities within a course/module.

In **module-based systems**, it is necessary to adjust the amount of material used for the course and/or the methods of teaching, learning, and activities, as the number of credits (in our example, 5 or a multiple thereof) is fixed and cannot be changed.

In **non-modular systems**, the amount of material can also be adjusted, but the number of credits may be modified. This will have an impact on other components of the program since the total number of credits in the program is fixed (e.g., 30 per semester, 60 per year, etc.).

Adjustments can include:

- **Increasing or decreasing content volume:** Adding or removing reading material, assignments, or projects to align with workload expectations.
- **Revising teaching and learning methods:** Changing from lectures to seminars, incorporating more practical activities, or using online resources to balance workload.
- **Modifying assessment methods:** Adjusting the weight of exams, papers, or continuous assessments to reflect actual student efforts.

This ensures that student workload is fair, feasible, and consistent with the intended learning outcomes and credit allocation.

12. Student Workload Calculation Table

Course Name: _____

Instructor: _____

Assistant: _____

Instructions

Please estimate the number of hours you dedicate weekly to all activities related to this course. If a specific activity does not apply to you, leave the row blank.

	Weeks of learning														
Workload	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Regular preparation for lectures															
Regular preparation for seminars/labs															
Preparation for midterm exams															
Independent work on additional activities (e.g., seminar presentations, reports, assignments)															
Number of pages of literature used															
Studying for the final exam															
Time spent in class															
Other activities (specify which)															

This table can be used to monitor and evaluate the distribution of student workload across different activities throughout the semester.

13. ECTS and supporting documents

The effectiveness of ECTS is supported by key documents, including the:
Course Catalogue,

Learning Agreement,
Transcript of Records, and
Work Placement Certificate.

13.1 Course Catalogue

Course Catalogue should include general information on the institution, its resources and services, as well as academic information on its programmes and individual educational components

Recommended elements for the Course Catalogue
General information:

- name and address
- description of the institution (including type and status)
- academic authorities
- academic calendar
- list of programmes offered
- admission requirements, including language policy, and registration procedures
- arrangements for the recognition of credit mobility and prior learning (formal, informal and non-formal)
- ECTS credit allocation policy (institutional credit framework)
- arrangements for academic guidance

Resources and services:

- student affairs office
- accommodation/housing
- meals
- cost of living
- financial support for students
- medical facilities
- insurance
- facilities for students with disabilities and special needs
- learning facilities
- international mobility possibilities
- practical information for incoming mobile students
- language courses
- work placement possibilities
- sports and leisure facilities
- student associations

Information on programmes:

- qualification awarded
- length of programme
- number of credits
- level of qualification according to the National Qualification Framework and the European Qualifications Framework
- field(s) of study (e.g. ISCED-F)
- specific admission requirements (if applicable)
- specific arrangements for recognition of prior learning (formal, non-formal and informal) (if applicable)
- qualification requirements and regulations, including graduation requirements (if applicable)
- profile of the programme (see chapter on programme design)
- programme learning outcomes
- programme structure diagram with credits (60 ECTS per full-time equivalent academic year)
- mode of study (full-time/part-time/e-learning etc.)
- examination regulations and grading scale
- obligatory or optional mobility windows (if applicable)
- work placement(s) (if applicable)
- work-based learning
- programme director or equivalent
- occupational profiles of graduates
- access to further studies

For joint programmes, some additional elements are recommended:

- information on the form of the diploma and Diploma Supplement (joint/double/ multiple)
- members of consortium and their role
- mobility structure of the programme

Information on individual educational components:

- code
- title
- type (compulsory/optional)
- cycle (short/first/second/third)
- year of study when the component is delivered (if applicable)
- semester/trimester when the component is delivered
- number of ECTS credits allocated
- name of lecturer(s)
- learning outcomes

- mode of delivery (face-to-face/ distance learning etc.)
- prerequisites and co-requisites (if applicable)
- course content
- recommended or required reading and other learning resources/tools
- planned learning activities and teaching methods
- assessment methods and criteria
- language of instruction

The Course Catalogue should be published on the institution's website, indicating the course/subject titles in the national language (or regional language, if relevant) and in English, so that all interested parties can easily access it. It should be published sufficiently in advance for prospective students to make their choices.

13.2 ECTS and supporting documents for credit mobility

The **Learning Agreement** provides an official, binding commitment between the student, the sending institution, and the receiving institution/organisation/company on all the learning activities to be carried out. The approval of the Learning Agreement and its amendments is possible through digital signatures or copies of scanned signatures, sent electronically, according to institutional regulations or practice

13.2.1 Learning Agreement for credit mobility for studies

Recommended elements for the Learning Agreement for credit mobility for studies:

- name and contact details of the student
- names, addresses and academic and/or administrative contact persons of sending and receiving institutions
- student's field of study at sending institution (ISCED-F codes)
- study cycle (short/first/second/ third cycle)
- period of study (from/to) at the receiving institution
- study programme abroad: link to the Course Catalogue at the receiving institution and list of educational components to be taken (with codes and ECTS credits)
- educational components from which the student will be exempted at the sending institution if the components taken abroad are successfully completed or stipulating that the mobility period as a whole will be recognised (for example, this will be the case of mobility windows and degrees which integrate a compulsory period abroad)
- signatures of the three parties (the student, representatives of sending and receiving institutions

13.2.2 Learning Agreement for work placements

Recommended elements for the Learning Agreement for work placements:

- name and contact details of the student
- names, addresses and contact persons of sending institution and receiving organisation/ company/etc.
- student's field of study at sending institution (ISCED-F codes)
- study cycle (short/first/second/ third cycle)
- type of organisation/company (private/public/etc.)
- period of training (from/to) at the receiving institution and ECTS credits
- learning outcomes to be acquired by the trainee at the end of the traineeship
- detailed programme of the traineeship period, including tasks/deliverables
- number of working hours per week
- level of competence in the workplace language that the student has or agrees to acquire by the start of the study period (if applicable)
- monitoring arrangements and evaluation plan
- provisions for changes for the Learning Agreement for work placements
- recognition arrangements in the sending institution
- signatures of the three parties (the student, representative of the sending institution, and receiving organisation/ company – including the supervisor of the trainee)

13.3 Transcript of Records

The Transcript of Records provides an up-to-date record of students' progress in their studies: the educational components they have taken, the number of ECTS credits they have achieved, and the grades they have been awarded. Since the Transcript is a vital document for recording progress and for recognising learning achievements, it is crucial to determine who is responsible for producing it, how it is issued, and how it is delivered. Most institutions produce the Transcript of Records from their institutional databases. It is important to keep it in mind that the Transcript may be used in other contexts, thus information should be provided in a transparent, complete and clear way. In case of credit mobility, the receiving institution provides a Transcript of Records to all mobile students and sends it to the sending institution and the student at the end of their period of study, in order to certify formally the work completed, the credits awarded, and the local grades received during the mobility period. This should be sent within a reasonably short period of time after proclamation of the student's results at the receiving institution (see chapter on credit mobility and recognition).

Recommended elements for the Transcript of Records:

- name of the student
- ID and/or contact details of the student (if applicable)
- names and contacts of the institution

- field of study of the student and/or name of the programme
- current year of study
- educational components taken at the institution (with codes, credits and local grades)
- description of the institutional grading system
- grade distribution information for the reference group identified
- date of issue and signature of the responsible person

The sending institution should provide the student with their Transcript of Records (or equivalent document/database), without further requirements from him or her in a reasonable period of time. This ensures clarity about the recognition outcomes of the mobility period abroad. In mobility for studies, it is recommended to include the components that have been replaced in the student's home degree, the number of credits that they represent and, when applicable, the translation of the grades received by the student abroad. When the mobility period is recognised as a whole rather than component by component, the sending institution should just record the number of credits, local grades (where applicable) and learning outcomes defined for the whole mobility period. In the case of traineeships, the Transcript of Records of the sending institution will contain at least the information necessary to fulfil all the recognition arrangements agreed in the Learning Agreement before the mobility. This may include granting a concrete number of credits, a grade, etc.

13.4 Work Placement Certificate

The Work Placement Certificate aims to provide transparency and bring out the value of the experience of the student's work placement. This document is issued by the receiving organisation/enterprise upon the trainee's completion of the work placement, and it can be complemented by other documents, such as letters of recommendation

Recommended elements for the Work Placement Certificate:

- name of the student
- name of the organisation/ enterprise
- contact details of the organisation/enterprise [street, city, country, phone, e-mail address, website]
- type of organisation/enterprise (private/public/third sector/…)
- start and end of the work placement
- detailed programme of the work placement, listing the tasks
- knowledge, skills (intellectual and practical) and competences acquired (learning outcomes achieved)
- evaluation of the student's performance
- date of issue, name and signature of the responsible person at the receiving organisation/enterprise

14. Grade conversion

When institutions decide to transfer their mobile students' grades, the academic responsible for credit transfer should compare the grade distribution table from his/ her reference group with the one developed by the other institution for the parallel reference group. The position of each grade within the two tables can be compared and, on the basis of this comparison, individual grades are converted. Typically, the percentage ranges of the grades overlap. The objective of the exercise is transparency. Therefore, the receiving institution should decide in advance whether they will take the minimum, average or maximum comparable grade of overlapping ranges.

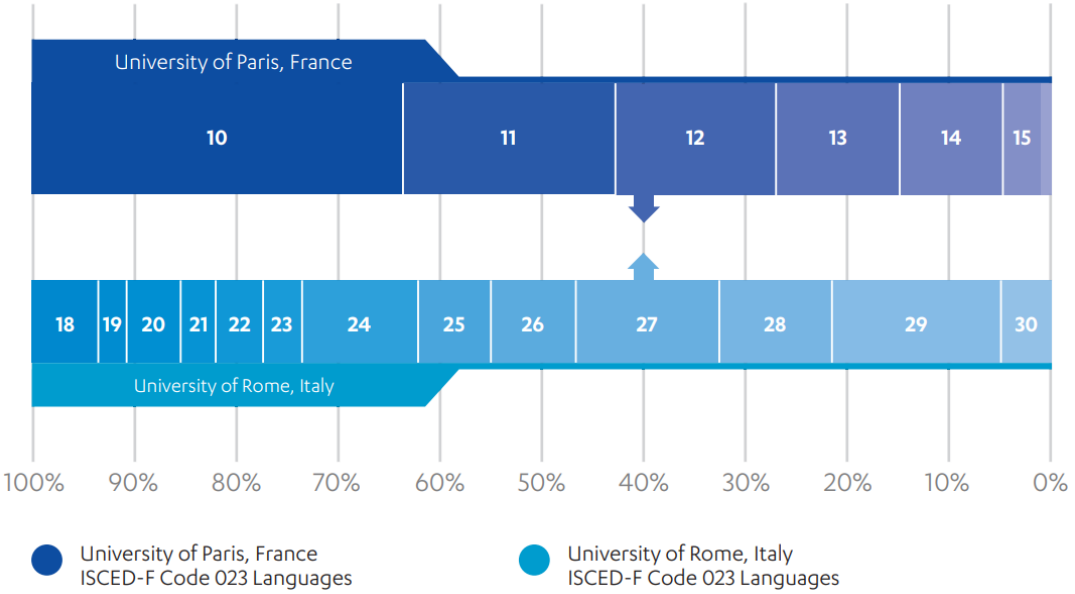
Annex 1 includes examples of how grade conversion can be put into practice.

Examples for grade conversion:

1 Grade conversion based on two grade distribution tables from two reference groups belonging to different national grading systems:

Reference group A in Italy (Passing grades ranging from 18 to 30 cum laude) Reference group/Field of study: ISCED Code 023 Languages

Reference group B in France (Passing grades ranging from 10 to 20) Reference group/Field of study: ISCED Code 023 Languages.



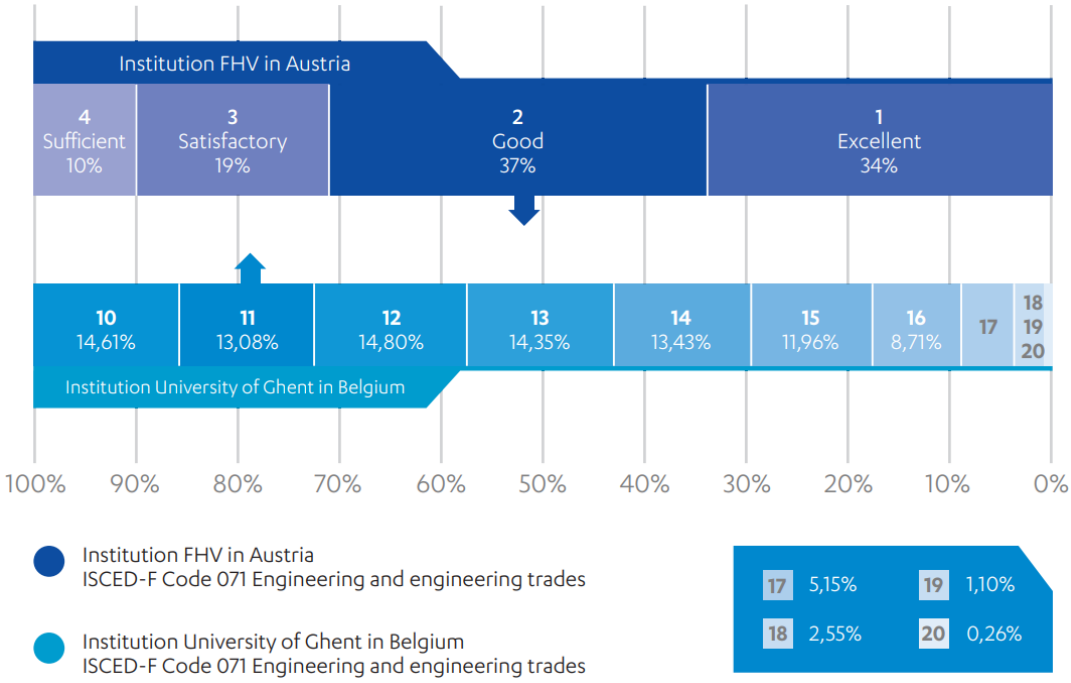
In this case, the percentage ranges of the grades overlap. The receiving institution should have decided in advance whether they will take the minimum, average or maximum comparable grade of overlapping ranges. Therefore, if the University of Rome had decided in advance that they would use the minimum or

the average, the student's grade would be 27 and if they had decided that they would use the maximum, the student's grade would be 28.

2 Grade conversion based on two grade distribution tables from two reference groups belonging to different national grading systems:

Institution FHV in Austria (Passing grades ranging from 1 to 4) Reference group/Field of study: ISCED Code 071 Engineering and engineering trades

Institution University of Ghent in Belgium (Passing grades ranging from 10 to 20) Reference group/Field of study: ISCED Code 071 Engineering and engineering trades.



In this example a grade 2 (Good) from the institution in Austria would be transferred into a grade 13 in the institution in Belgium. A grade 11 from the institution in Belgium would be transferred into a grade 3 (Satisfactory) in Austria. In this case both institutions have decided to use the average in case of overlapping percentage ranges.

RECTOR

Akad. Prof. Dr. Arain R. Idrizaj, MD, PhD

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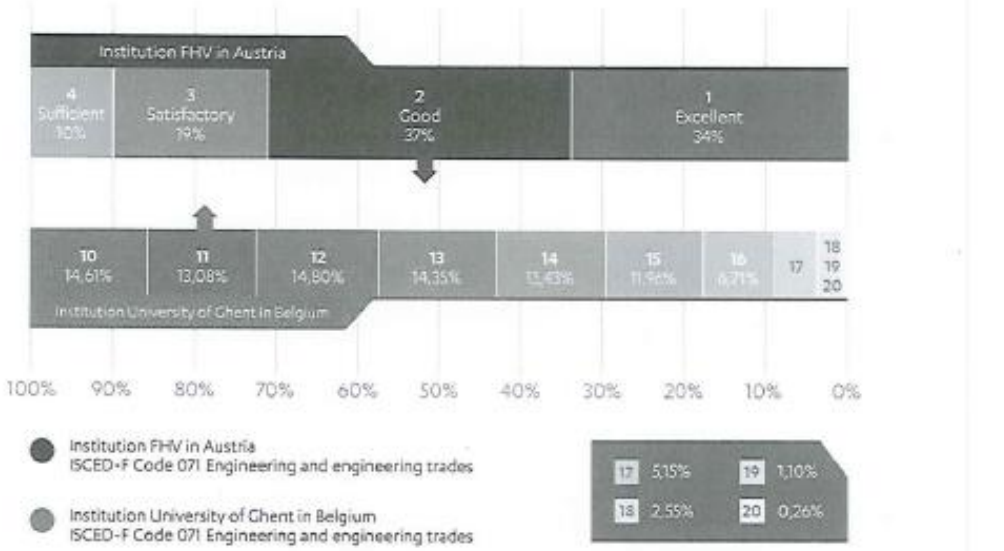

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