

# ECTS: Current situation

By The European  
Students Union

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# The European Students' Union

Umbrella organisation of **45 National Unions of Students** from **39 countries**.

Representing students since 1982: Advocacy, capacity building, European level projects.

Monika Skadborg: Background in the Danish member, now in the leadership of ESU

## ESU QA activities in a nutshell:

- Stakeholder in Bologna Process: Decide ESG
- Member of E4 group: Govern EQAR, Organize EQAF
- Experts' Pool: Providing reviewers and trainings
- We love student centered learning



# ECTS why?



- Comparability is helpful for mobility

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# ECTS why? And how?



- Comparability is helpful for mobility
- Recognition = more flexibility for students
- Transparent implementation of LO = prerequisite for Student Centered Learning
- Bottom-up implementation of LO:
  - Not atomisation or homologation of education
  - Rather a way of aligning expectations and empowering students

# ECTS: How is it going?



Bologna with Student Eyes study in 2018:

Out of 43 National Unions of Students:

- 19 were either satisfied or very satisfied with the implementation in their country.
- 12 were either dissatisfied or very dissatisfied.
- This is an improvement from 2015 but there is still work to do.

# Student identified issues with ECTS



- 1 ECTS is not = 1 ECTS
- Between countries



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- 1 ECTS is not = 1 ECTS
  - Between countries
  - Between institutions

# Student identified issues with ECTS



- 1 ECTS is not = 1 ECTS
  - Between countries
  - Between institutions
  - Within institutions

# Student identified issues with ECTS

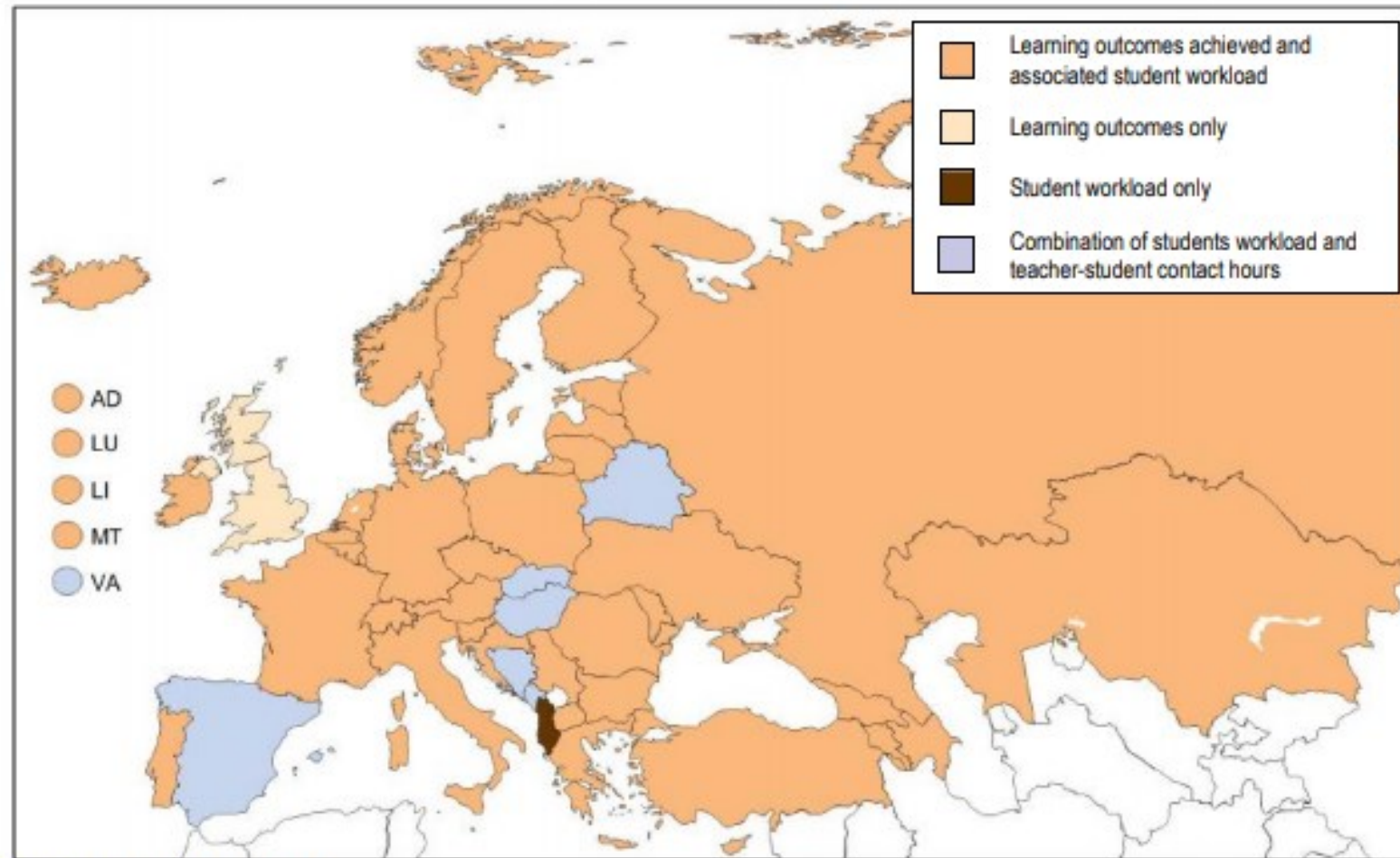


- 1 ECTS is not = 1 ECTS
  - Between countries
  - Between institutions
  - Within institutions
  - => A need for monitoring and having feedback loops

# Student identified

- 1 ECTS is not = 1 ECTS
- Between countries
- Between institutions
- Within institutions
- => A need for monitoring

Figure 2.7: Basis to allocate ECTS credits in the majority of higher education institutions, 2016/17



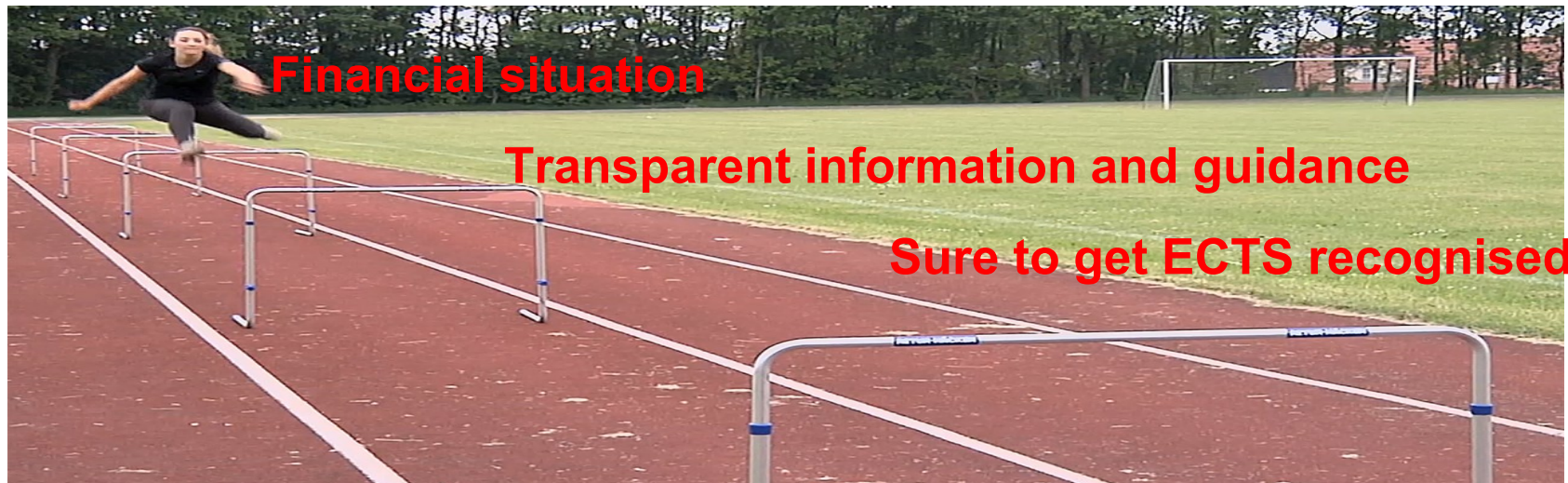
Source: BFUG data collection.

Lack of clear transparent link between LO and ECTS

- => A need for spreading tools for showing this link

# Country example

“overall concept of the RPL system is the same in all HEIs, but there are some little **differences the process** how RPL is actually implemented (e.g. who is responsible for the RPL inside the HEI, **who decides if the ECTS will be taken** into account). Recently, more and more HEIs have started to ask for **fees to cover the administrative** side (...) major differences in the **quality of counselling regarding RPL**”



=> Need for **clearer guidelines**, meetings between HEI, **training of counsellors?**...

# Country example



“The main issue identified by the Union of Students is one of **over-assessment**. This can include the requirement for learners to complete assessments that:

- are repeatedly assessing the same learning outcomes
- are **excessive in the workload** burden placed on the learner for the weighted value of the assessment
- are unnecessarily complex, large, or long
- require the learner to undertake activities that **don't relate to the learning outcomes** being assessed.”

=> Potential solution: Exam evaluations, just like course evaluations. Monitoring in QA.



# THANK YOU FOR YOUR ATTENTION



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