



**EDUCATION
TRAINING
YOUTH**

EUROPEAN CREDIT TRANSFER SYSTEM

ECTS USERS' GUIDE

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THE ECTS USERS' GUIDE

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INTRODUCTION

The European Community promotes interuniversity cooperation as a means of improving the quality of education for the benefit of students and higher education institutions, and student mobility is a predominant element of that interuniversity cooperation. The Erasmus programme clearly demonstrates that studying abroad can be a particularly valuable experience as it is not only the best way to learn about other countries, ideas, languages and cultures; increasingly it is also an important element in academic and professional career development.

The recognition of studies and diplomas is a prerequisite for the creation of an Open European area of education and training where students and teachers can move without obstacles. That is why the European Credit Transfer System (ECTS) was developed in a pilot scheme established within the Erasmus programme as a means of improving academic recognition for study abroad. The external evaluation of ECTS has demonstrated the potential of the system and the European Commission has decided to include ECTS in its proposal for the Socrates programme, in particular in Chapter I on higher education (Erasmus). ECTS is now moving from its restricted pilot stage towards a much wider use as an element of the European dimension in higher education.

ECTS provides an instrument to create transparency, to build bridges between institutions and to widen the choices available to students. The system makes it easier for institutions to recognise the learning achievements of students through the use of commonly understood measurements - credits and grades - and it also provides a means to interpret national systems of higher education. ECTS is based on three core elements: information (on study programmes and student achievement), mutual agreement (between the partner institutions and the student) and the use of ECTS credits (to indicate student workload).

This Guide has been designed to help potential users of the European Credit Transfer System (ECTS) to implement the system in practice. The principal elements of ECTS are presented briefly as they have been developed, thoroughly tested and refined in the pilot scheme by 145 European universities from all Member States and EEA countries.

MAIN CHARACTERISTICS OF ECTS

As stated in the introduction, ECTS system is based on three core elements: information (on study programmes and student achievement), mutual agreement (between the partner institutions and the student) and the use of ECTS credits (to indicate student workload). These three core elements are made operational through the use of three key documents: the information package, the application form/learning agreement and the transcript of records. Most of all, ECTS is made operational by students, teachers and institutions who want to make study abroad an integral part of the educational experience.

In itself, ECTS in no way regulates the content, structure or equivalence of study programmes. These are issues of quality which have to be determined by the higher education institutions themselves when establishing a satisfactory basis for cooperation agreements, bilaterally or multilaterally. The code of good practice called ECTS provides those actors with tools to create transparency and to facilitate academic recognition.

Full academic recognition is a *conditio sine qua non* for student mobility in the framework of the Socrates/Erasmus programmes. Full academic recognition means that the study period abroad (including examinations or other forms of assessment) replaces a comparable period of study at the home university (including examinations or other forms of assessment), though the content of the agreed study programme may differ.

The use of ECTS is voluntary and is based on mutual trust and confidence in the academic performance of partner institutions. Each institution selects its own partners.

ECTS provides transparency through the following means:

1. ECTS credits which are a numerical value allocated to course units to describe the student workload required to complete them (see the section on “ECTS credits”);
2. The information package which supplies written information to students and staff on institutions, departments/faculties, the organisation and structure of studies and course units (see the section on “Information package”);
3. The transcript of records which shows students’ learning achievements in a way which is comprehensive, commonly understood and easily transferable from one institution to another (see the section on “Transcript of records”);
4. The learning agreement covering the programme of study to be taken and the ECTS credits to be awarded for their satisfactory completion, committing both home and host institutions, as well as the student (see the section on “Student application form/Learning agreement”).

Good communication and flexibility are also needed to facilitate the academic recognition of studies completed or taken abroad. In this respect the ECTS coordinators have an important role to play as their main tasks are to deal with the academic and administrative aspects of ECTS (see the section on “ECTS coordinators”).

The full range of course units of the department/faculty/institution using ECTS should in principle be made available to the mobile student, including taught doctorate course units. Students should be enabled to follow regular course units - and not courses specifically designed for them - and should not be precluded from the possibility of fulfilling the host institution’s requirements for a degree or diploma.

ECTS also enables further studies abroad. With ECTS, a student will not necessarily go back to the home institution after the study period abroad; he/she may prefer to stay at the host institution - possibly to gain a degree - or even move to a third institution. The institutions themselves decide whether or not this is acceptable and what conditions the student must fulfil to obtain a diploma or

transfer registration. The transcript of records is particularly useful in this context as it provides a history of the students' academic achievements, which will help institutions to make these decisions.

GENERAL CONDITIONS FOR THE USE OF ECTS

INSTITUTIONAL COMMITMENT

ECTS can only succeed when there is voluntary participation, transparency, flexibility and a climate of mutual trust and confidence. Staff need to be informed and trained to apply the principles and mechanisms of ECTS.

More specifically the following is required :

- The appointment of an ECTS institutional coordinator;
- The appointment of ECTS departmental coordinators by subject area/discipline in all departments/faculties intending to use ECTS;
- The allocation of ECTS credits to course units;
- The production of an Information package in all subject areas/disciplines in which ECTS will be/is used, in the native language and in another EU language;
- The use of student application forms, transcripts of records and ECTS learning agreements.

RESOLVING PROBLEMS

Committed institutions will find that the transparency and the discipline of ECTS makes academic recognition a relatively simple process, in which decisions can be reached openly on the basis of good information. However, there are always decisions to make which may be crucial to the future of the students concerned - academic decisions or decisions on simple practical matters. It is a basic principle of ECTS that such decisions be made in accordance with the principle of "treating the visiting ECTS student as a normal student of the institution".

ECTS CREDITS

WHAT ARE ECTS CREDITS?

ECTS credits are a numerical value (between 1 and 60) allocated to course units to describe the student workload required to complete them. They reflect the quantity of work each course unit requires in relation to the total quantity of work necessary to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, tutorials, fieldwork, private study - in the library or at home - and examinations or other assessment activities. ECTS is thus based on a full student workload and not limited to contact hours only.

ECTS credits are a relative rather than an absolute measure of student workload. They only specify how much of a year's workload a course unit represents at the institution or department allocating the credits.

In ECTS, 60 credits represent the workload of an academic year of study and normally 30 credits for a semester and 20 credits for a term.

ECTS credits ensure that the programme will be reasonable in terms of workload for the period of study abroad.

Two examples:

1. a student whose choice of course units results in a programme of study totalling 120 ECTS credits for an academic year would have to work twice as much as an average local student at the receiving institution; and
2. a student whose programme of study totals 30 ECTS credits for a whole academic year would be undertaking much less work than the average local student and would in effect be studying part-time.

ECTS CREDIT ALLOCATION

How to allocate ECTS credits to course units?

ECTS credits should be allocated on a “top-down” basis. The starting point should be the full programme structure and the normal pattern of courses a student would have to take in an academic year to complete the qualification in the official length of study. Allocating credits to individual course units on a “bottom-up” basis is very complicated and may result in a total of more than 60 credits for a year, thus making credit transfer very difficult.

The use of decimals in credit ratings (e.g. 1.82 credits) should be avoided or at least limited to the use of half credits. While it may be mathematically correct it can create problems as most institutions are unlikely to find it necessary to allocate credits with such precision.

The process of ECTS credit allocation invites institutions to describe their curricular structures in a common currency but does not require any changes to those structures. In certain circumstances ECTS credit allocation can be a simple mathematical or mechanistic activity, in others it may initially involve considerable negotiation within a faculty/department or institution.

In modular programmes where all course units are equally weighted, or where there is a credit system based on student workload, all that is required is to apply a conversion factor. For example, the Norwegian degree system is modular and credit based with 20 credits for an academic year. To convert Norwegian credits to ECTS credits simply means multiplying the Norwegian credit value by a factor of 3 to obtain the equivalent ECTS credit value.

For other credit systems based exclusively on class contact hours the use of a conversion factor may still be appropriate provided the other workload elements mentioned above are accounted for.

Sometimes there is an uneven distribution of workload between the semesters within an academic year but this should not constitute a major problem provided that the academic year totals 60 credits. Should it be the case, a note about it in the Information Package will avoid surprises to students who are constructing a programme of study abroad which includes course units from different years of study.

The overall philosophy of ECTS is to allow for flexibility and this applies to the allocation of credits. It is up to the institutions to demonstrate consistency in allocating credits between similar programmes of study.

To which course units should ECTS credits be allocated?

ECTS credits should be allocated to all the course units available - compulsory or elective courses. Credits should also be allocated to project work, thesis and industrial placements where these “units” are a normal part of the degree programme, including postgraduate degrees as long as the learning achievements are assessed.

Is there a relationship between ECTS credits and the level or difficulty of a course unit?

There is no relationship between the two. The level of a course unit cannot be specified in ECTS credits. In ECTS the level of a course unit is described by the offering institution in the Information Package. There you will find the aims and objectives of the course, the pre-requisite knowledge required, teaching and learning methods used, the mode of assessment and the description of the course content. These elements are supplemented where necessary by personal contacts between academics. All of this helps the student and coordinator at the sending institution to assess the suitability of a particular course unit for transfer and the level at which it will be recognised in the programme at the home institution. It is entirely up to the academics to evaluate the workload, and so to allocate the credits. It is entirely up to the academics to evaluate the workload, and so allocate the credit. A more advanced or higher level course must not, therefore, carry more ECTS credits than a less advanced course, just because of its level.

Is there a relationship between ECTS credits and contact hours?

In the simplest case, yes there is, but remember that ECTS credits are not based on the contact hours themselves, but on the total workload which the contact hours generate. When a year of a course in an institution consists entirely of traditional lectures, tutorials and examinations, it is quite likely that the contact hours are directly related to the student workload, and so to the ECTS credits for each course unit. The exact nature of the relationship may change as the course progresses; this will be evident if successive years of a course have different totals of contact hours, though each year should total 60 ECTS credits. Neighbouring institutions teaching students of differing abilities may choose different teaching strategies, for example, one institution may teach a 5-credit course unit as 24 lecture hours, 6 tutorial hours and 60 hours of private study before revision and examination, whereas the other institution may teach the same 5-credit course unit in 24 lecture hours, 36 tutorial hours and 30 hours of private study. Both institutions in this example achieve comparable outcomes with the same total workload, and allocate the same number of ECTS credits even though the contact hours are very different.

It is more complex when a course includes large blocks of contact time devoted to supervised laboratory work or design classes. It is clear that one of these contact hours does not involve the same total work as a traditional lecture hour, and would be converted wrongly into ECTS credits if it were treated as the same. A laboratory hour would be valued at between a quarter and half of a lecture hour, depending on institutional practice. When project work is largely unsupervised, it is easiest to consider what proportion of the year would be needed to complete the project on a full-time basis, i.e. to think in “weeks” rather than “hours”.

What about credits for course units offered within more than one degree programme?

Sometimes the same course unit is available to students following different degree programmes but the total workload calculation suggests different credit ratings depending on the degree programme. Departments new to credit allocation could agree different credit ratings as an interim solution, but in the long term institutions are likely to prefer (or indeed insist upon) one credit rating for one course unit.

What about optional or elective course units?

As stated before, optional or elective units must be allocated credits along the same lines as for a core or compulsory course unit, that is, on the basis of the proportion of workload it represents in relation to the overall workload of a year's study. What is an optional or elective course unit in one institution may well be a core or compulsory course unit in another. In some institutions optional or elective units are not included in the regular study programme but can be taken in addition to it. ECTS credits in that case should be allocated to optional units according to the workload they would represent if they were included in the programme.

What to do when the official length of study is less than the average time taken by students to complete it?

In some higher education systems the average length of time taken by students to complete their studies is more than the official length of the study period. ECTS credits should always be allocated on the official length or duration of a degree not on the average length of time it might take local students to complete the degree.

This may create problems for visiting students as their 60 credit programme of study may be perceived by them as requiring them to undertake substantially more work than the average local student.

Also in some institutions, students are allowed to split their examinations between different examination periods or even postpone them until they feel they can take them with the greatest success. Visiting students do not usually have this flexibility as they need to achieve results in order to start classes at the beginning of the academic year at the home institution. Where either of these situations might place visiting students at an academic disadvantage in comparison with local students and make it difficult to obtain 60 credits, the position should be clearly explained in the information package so that the student and coordinators can construct a programme which is realistic in terms of workload but will not disadvantage the mobile student in the examinations.

THE AWARD OF ECTS CREDITS TO STUDENTS

What is the difference between credit allocation to course units and the award of credits to students?

ECTS credits are allocated to course units but are only awarded to students who successfully complete the course by satisfying the assessment requirements. In other words students do not get ECTS credits simply for attending classes or spending time abroad - they must satisfy the assessment regulations specified at the host institution to demonstrate that they fulfilled the stated learning objectives for the course unit. The assessment procedure may take various forms: written or oral examinations, coursework, a combination of the two or other means such as presentations at seminars, information on which should be included in the Information package .

What to do if the visiting student is not able to sit the regular examination?

Some degree programmes consist of integrated teaching modules spread over more than one academic year for which students have to complete all elements before they are allowed to take the examination at the end of the course. Such a system may create problems for visiting students who spend either a semester or a year at the host institution. They will only be able to take part of the course unit and will not be able to be assessed on it nor to receive ECTS credits from the host institution as they have not completed the course.

Practical solution:

Institutions in this position if they wish to use ECTS may choose to adapt their degree programmes to make them more accessible to the incoming student. If they retain the status quo, some flexibility is recommended on their part in allocating ECTS credits to the different parts of the course unit and organising intermediate assessment procedures for visiting students.

What to do if the home examination cannot be replaced?

As stated before, full academic recognition implies not only that the period of study abroad replaces a comparable period of study at home but also that the foreign examination (or other form of assessment) replaces the home examination. The experience of Erasmus and ECTS shows that most institutions are able to guarantee their students full academic recognition. Sometimes, the home examination covers a broader range of subjects and cannot be replaced formally. In those cases, the home institution must give a guarantee to the student that the foreign examination will be taken into account in the fullest possible way, e.g. by giving partial exemptions of the home examination.

What about the assessment of project works, theses and industrial placements?

As for all course units, learning outcomes and assessment methods should be described in the information package. Either the rules of the host institution will be prevailing, or joint assessment by home and host institutions (and industry) can be considered in these cases.

Credits are not awarded for good marks - the amount of credit for a course is fixed and is the same for all students who succeed in the assessments. The quality of the student's performance on the programme of study is given by grades (See the section on the ECTS grading scale).

ECTS CREDIT TRANSFER

How are ECTS credits transferred?

Home and host institutions prepare and exchange transcripts of records (see the section on Transcripts of records) for each student participating in ECTS before and after the period of study abroad. Copies of these transcripts are given to the student for his/her personal file. The home institution recognises the amount of credit received by their students from partner institutions abroad so that the credits for the course unit passed replace the credits which would otherwise have been obtained from the home institution. The Learning Agreement gives the student a guarantee in advance that the credits for the approved programme of study will be transferred (see the section on "ECTS Application Form/Learning Agreement").

Two good models of credit transfer are in common use.

Some home institutions have a year-by-year or semester-by-semester course pattern. Here, the learning agreement between the institutions and the student will show a block of course units chosen to replace the year or the semester at the home institution. The successful student, on return, will receive a block of credits, which may be shown as such on the student record rather than a list of individual course units. Thus full academic recognition is given.

Other home institutions define their qualification in terms of a list of course units to be taken and passed over a number of years. These learning agreements will list course units or groups of course units which correspond to the home course units against which academic recognition will be given. The home course units might indeed be written on the learning agreement alongside the host course units.

On return, the successful student is awarded credit in respect of the home institution's course units. The total number of credits recognised in this way should match the total number awarded by the host. Thus full academic recognition is given.

This second model is the more difficult to use, but unit-by-unit transfer is needed for some national systems and for the specific requirements of some professions. Where the home course includes elective material as a curriculum requirement, credit transfer in respect of these components may be particularly simple. Indeed, institutions can use student mobility with ECTS to extend the range of options available to their students.

PARTIAL FAILURE

The award of credit is the responsibility of the host institution, and students sometimes return home with fewer credits than they had hoped. If the host institution offers their own students a second attempt at an assessment, the mobile student should take advantage of this procedure. When the host's procedures are at an end, the matter of the students' progress rests with the home institution, in accordance with its rules.

In the event of serious failure, the student may need to repeat the period of study at the home institution, lengthening the student's course. Credit should be transferred for any course units in which the student has succeeded. In the event of partial failure, the home institution may permit the student to take its own assessments, and may then award its own credit. Institutional rules are very diverse in this respect.

ECTS COORDINATORS

Institutions using ECTS will appoint an ECTS institutional coordinator and one ECTS departmental coordinator for every participating department or faculty. Their role will be to deal with the administrative and academic aspects of ECTS and to advise students.

This section describes in general terms the role that ECTS coordinators play in the implementation process of ECTS, though the precise division of responsibility between institutional and departmental coordinators may vary from institution to institution. It is up to the institution to decide on the division of tasks between ECTS coordinators and other colleagues dealing with international relations.

The ECTS institutional coordinator

The essential role of the institutional coordinator is to ensure the commitment of the institution to ECTS principles and mechanisms.

His/her general duties will be to promote ECTS both within the institution and outside, eg. within international cooperation programmes, to facilitate the practical implementation of ECTS and to provide support to departmental coordinators. Especially in large institutions, it is important that the institutional coordinator be a person sufficiently senior to have strong links with both the academic and the administrative structures of the institution.

His/her more specific tasks will be to inform students about ECTS and coordinate the preparation, production and distribution to partners of the information package(s) with the departmental coordinator(s). The institutional coordinator will also be responsible for contractual arrangements with the European Commission and with the National Grant-Awarding Authority.

The ECTS departmental coordinator

The departmental coordinator will usually be the contact person of students and academic staff within the department or faculty and deal with most practical and academic aspects of the implementation of ECTS.

He/she will inform students about ECTS in more practical details, eg. provide students with the information packages available from partner institutions, help students to fill in the student application form, explain the academic recognition procedures and documents (learning agreement, transcript of records) etc. The departmental coordinator will guide the student to devise a programme of studies combining academic requirements with individual interests.

Communication between home and host institutions is normally conducted by departmental coordinators who will exchange application forms and signed copies, discuss programmes of studies, prepare transcripts of records for outgoing students before their study period abroad as well as for returning students at the end of their study period in the institution.

Departmental coordinators will inform their colleagues about ECTS and its implications in terms of allocation of credits to all courses of the department/faculty. He/she will prepare the part of the information package which deals with their department/faculty.

Both coordinators will ensure smooth integration of incoming students within their institution. They will also ensure that their outgoing students are making progress at the host institution by being in regular contact with them.

THE INFORMATION PACKAGE

Each institution using ECTS produces information packages as guides for potential partners and students and staff at partner institutions, to its courses, curricula, academic and administrative arrangements. Information packages are intended to facilitate curriculum transparency, to help teachers guide students to choose appropriate programmes and plan their studies abroad, and to provide practical information.

The information packages may be the first contact a student or coordinator has with another institution so they should be concise documents setting out what the institution is offering in such a way that students, guided by their teachers, can make a realistic assessment of which study abroad option suits them best. Complementary information can be provided at a later stage, once the application to a host institution has been accepted.

Information packages should be systematically updated each year and should be readily accessible to users, students and teaching staff, either in hard copy or on diskette. Electronic networking among partner institutions has proved an effective means of disseminating information packages. It is recommended that each institution should produce its information in the native language and at least one other EU language and distribute them to their partners in due time in order to allow students and their teachers to make their choices and to organise the programme of study abroad.

With the increase in participation in ECTS, there is a move towards the presentation of ECTS information packages on the Internet. This is an entirely logical move, but Internet packages can only really replace paper copies when staff and students of partner institutions all have Internet access on a regular basis. The following information package structure lends itself well to Internet. It is obvious that an ECTS information package, whether on paper or on Internet, must present curricula and course units expressed in ECTS credits and must avoid any possibility of confusing institutional or national credit systems with ECTS.

The following notes attempt to address most of the questions to which prospective ECTS users will want answers in the information packages. It will be clear that some elements are crucial for implementing ECTS notably:

- good course unit descriptions;
- details of examination systems and grading schemes;
- credits.

Other elements are very useful in practice and a checklist of contents of information packages is offered below together with some examples of good practice. It is up to institutions to organise their information packages; however, the following structure is recommended as one which has been tested and proven to be effective by institutions using ECTS.

CHECKLIST OF ELEMENTS TO INCLUDE IN AN INFORMATION PACKAGE

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- C. The institutional coordinator
- D. General description of the institution
- E. Registration procedures

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- B. Getting there
- C. Cost of living
- D. Accommodation
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 - 1. Medical facilities
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- F. Study facilities at the host institution
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 - 2. Specialist facilities
- G. Other practical information
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III - THE DEPARTMENT

- A - General description
 - Information on the department and characteristics general to all courses.
- B - Degree structure
 - 1. Qualifications
 - 2. Course structure diagram
- C - Individual Course Units

1. Identification
2. Description
3. Level
4. Mandatory or optional course units
5. Teaching staff
6. Length and period (1st semester, 2nd semester etc.)
7. Teaching and learning methods
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INDICATION OF CONTENT

INTRODUCTION - WHAT IS ECTS?

The introduction gives a brief description of ECTS, largely for the benefit of students reading the information package. A specimen introduction (based on the opening pages of this Users' Guide) is shown in the appendix.

I - THE INSTITUTION

A - Name and address

Complete name and address, including telephone and telefax numbers (with country and region or city dialling codes) and e-mail box. A map of the town or city centre, or university campus, may give a good general idea of where the institution and its different premises are situated.

B - Academic calendar

Dates of the academic year, course programme (year, semesters, terms), main examination periods and holidays.

C - The ECTS institutional coordinator

Comprehensive contact information, including the full name, address, telephone and telefax numbers, and e-mail box for both the coordinator and those who take over when s/he is not available. Times at which the coordinator is most likely to be available in person should be indicated.

D - General description of the institution

Brief history of the institution followed by a description of its size (enrolments, staff strength), status (public or private, university or non-university), organisation and structure.

E - Registration procedures

Information under this heading is essential in determining the feasibility of a study abroad programme. It should include the following where applicable:

- 1) Application deadline;

- 2) Dates and deadlines for registration and documents to be completed and submitted and the deadlines for them;
- 3) Details regarding any preparatory programme or induction course, where applicable;
- 4) Linguistic requirements, including the level of proficiency advised or required, any mandatory certificate of ability, and language preparation courses or proficiency tests, etc.;
- 5) Information as to any financial outlay required from students.

II - GENERAL PRACTICAL INFORMATION

A - Host country formalities

Details of what is expected of any adult visitor to the country of the host institution. Students should be clearly aware of the formalities involved in obtaining residence or work permits (where necessary) and registering with the appropriate national, regional or local authorities.

The information package might also provide a check-list of key practical matters a student should think about before departure abroad.

B - Getting there

Besides giving the official postal address, telephone and telefax numbers and e-mail box of the institution, students should know exactly where, when and to whom they have to report on arrival.

C - Cost of living

An indication of the average cost of living in the place of study abroad should be given. Where possible, it should include examples of likely expenditure levels for key items to be considered in the budget of students abroad for several months and any special facilities available to students (restaurants, cafeteria, etc.).

D - Accommodation

The present section should provide full details on the contact persons, points and hours within the host higher education institution or elsewhere, where foreign students can obtain advice and help in finding suitable accommodation.

The formalities students may have to complete to secure it should be clearly itemized. Deadlines and rules for registration should be stated. Where applicable, the availability of accommodation for students with special needs, including the handicapped, or those accompanied by partners or children should be indicated. Students should be informed of the comparative costs of different types of accommodation, and associated expenditure and formalities.

E - Health and insurance

1. Medical facilities

Prospective students should receive information about the conditions under which they may benefit from medical facilities and hospital services.

2. Special needs students

Complete name and address, telephone and telefax numbers, and e-mail box of the service which students with special needs should contact.

3. Insurance cover

Students should be informed as to how they may obtain insurance cover under the social security system of the host country, and about alternatives which may be available to cover health and other risks where state provision appears inadequate.

F - Study facilities at the host institution

1. Libraries

Information on the scale, scope and location of library provision and associated facilities at the institution should be given in this section, as should all charges relating to their use. Opening hours and periods and conditions for the loan of books etc. should be especially clearly stated.

2. Specialist facilities

Facilities, e.g. laboratories, computer facilities, hospital premises for medical students, etc. will be described in the departmental section.

G - Other practical information

Practical information on banks, public transport etc.

H - Extra-mural and leisure activities

A brief reference to student union or other student associations (contact points, formalities and conditions of membership) and sport and cultural activities available to students may be included under this heading. Supplementary information on leisure activities can be provided separately.

III - THE DEPARTMENT

A - General description of the department

1. The ECTS departmental coordinator: Comprehensive contact information, including the full name, address (including P.O. box where applicable), telephone and telefax numbers, and e-mail box for both the coordinator and those who take over when s/he is not available. Times at which the coordinator is most likely to be available in person should be indicated.
2. Brief description of the structure and organisation of the department, including the number of staff and students, and an indication of the main research interests.
3. Brief description of the specialist facilities (library, laboratory, workshop or other premises and equipment, etc.).
4. List of the degree programmes offered and duration of studies.
5. A description of the principal teaching and learning methods used and on the ways in which students are assessed including, for example, written and oral examinations, the results of practical laboratory assignments or fieldwork, the satisfactory completion of placements, or the writing of a satisfactory thesis. If assessment is done differently for each course unit, details will be given under "Individual course units" below (under C).
6. The local grading scale: each higher institution uses a grading system. There are many different systems in Europe. The information should describe the system used by the institution, if necessary per course unit in order to facilitate the conversion of grades or marks to a rating on the ECTS grading scale (for further details, see the section on "The ECTS grading scale").

B - Degree structure

This section should complement the information given immediately above to include the following:

1. Qualifications

Description and structure of the regular degree programmes offered in the department (no special course unit need to be designed for ECTS purposes only). Information on how students could fulfil the requirements for a degree/qualification.

2. Course structure diagram

It is useful to make a diagram or table of the structure of the degree programme(s), showing the number of ECTS credits allocated to each course unit. See the examples at the end of this section (see also the section on “ECTS Credits”).

C - Individual course units

In principle all course units should be included in the information package.

Course units are defined by the department and they may be grouped into larger modules or blocks of learning within the global course structure.

In cases where the availability of course units may depend on a minimum number of students enrolling, that minimum should be clearly indicated.

Though research in itself is excluded from ECTS, students may undertake research projects essential to obtaining a degree (e.g. the U.K. Master’s degree). Projects of this kind should thus be well-defined in the information package, with credits allocated and assessment procedures and methods described (see below).

The description of the individual course units is the most important part of the information package. Its preparation requires special care and should include the following:

1. Identification

The title of the course unit and its code (if any).

2. Description

A clear description of the content of each unit. While ideally concise, the presentation should be sufficiently detailed for potential partners to understand the topics and themes covered.

3. Level

Course unit level may be indicated with reference to the following:

- a) Prerequisite: an indication of the prior knowledge assumed at the start of the course unit, including a guide to the books and other course learning material students might usefully consult in advance, pre-requisite courses;
- b) Aims and objectives: the description of the intended learning outcomes of each course unit, in terms of its aims and objectives;
- c) Bibliography: any books or other learning material which they will be required to use as the course unit progresses.

4. Compulsory or optional course units

The information package should state whether the course unit is compulsory in that it must be successfully completed by all students seeking to obtain a given qualification/degree at that institution, or whether it is one of a range of options, only a limited number of which have to be completed.

5. Teaching staff

Full names should be given for staff involved in the delivery of a course unit.

6. Length

The total time normally required to complete the course unit should include the number of hours devoted to it each week, and the term, semester and year of the overall course in which it is normally taken, with a possible cross-reference to any diagramme under B - 2. above. Where topics from different units are studied in parallel, the percentage of time spent per day per topic should be indicated if possible.

7. Teaching and learning methods

Details will be given on the following kinds of teaching and learning methods, the hours per week and the number of weeks devoted to them:

- a) lectures;
- b) tutorials (conventional tutorial arrangements or special provision for individual tutoring should be specified);
- c) group seminars or workshops;
- d) laboratory work;
- e) project or fieldwork;
- f) other practical activity;
- g) distance teaching methods (where applicable);
- h) other methods.

8. Assessment

The nature, duration, timing and frequency of forms of assessment specific to the course unit should be carefully enumerated and described. Examination periods may have to be stated if different from the standard examination periods of the institution.

Examination procedures and formalities should be detailed, for instance deadlines for registration.

In some institutions, special arrangements are allowed for mobile students, e.g. the authorization for them to sit exams in languages other than that of the host institution, the use of dictionaries in exams, or extended time limits for the completion of exam papers, etc. Similar arrangements should be indicated.

There should be similar information about the procedures and arrangements for students wishing to re-sit exams, including also the dates (often out-of-semester/term) at which they can do so.

The following are likely to be among the common ways in which student performance is measured:

- a) written or oral examinations;
- b) essays;
- c) dissertations - The language in which dissertations are to be given must be agreed between home and host institutions prior to the students' departure. The number of credits must be clearly established;
- d) theses - The language in which theses are to be prepared and the way in which they will be assessed should be agreed between home and host institutions prior to the students' departure. Theses should normally be written in accordance with academic practice at the host institution, and any courses which may be linked to their preparation should be identified and explained in accordance with the recommendations of this Guide. The aims and expected learning outcomes should be made as explicit as possible, and the number of credits must be clearly established. Students should be made fully aware of the deadline for the completion of theses;
- e) projects or practical work;
- f) placements must be open to students if their completion is an integral part of the host institution qualification. Credits allocated to placements should be clearly stated and students must know how the outcomes of any placement will be measured;
- g) testimonial;
- h) continuous assessment.

How learning is assessed and the relative importance attached to the different stages and types of assessment should be specified as clearly as possible. For example, students should know if they will be less penalised for a poor end-of-semester exam result if they have performed well in practical work or essay writing over that semester.

9. The language

Any course units offered in languages other than the native one should be specified.

10. ECTS credit allocation

A credit rating must be allocated to all course units on the basis of 60 credits for an academic year, even where the latter are grouped into modules or larger course “blocks”. A rating must also be given to substantial projects (theses, dissertations, laboratory assignments, fieldwork, etc.) within units. (For further information, see the section -- “ECTS credits”).

IV - GLOSSARY

A glossary of the terminology used in the information package could be useful to avoid misunderstandings. For instance, a “seminar” may have a different meaning in different countries.

V - EXAMPLES OF GOOD PRACTICE

Examples of degree course structures are added as well as examples of individual course unit descriptions. These are models of good practice adaptable to the needs of individual institutions.

DESCRIPTION OF DEGREE COURSE STRUCTURE - EXAMPLE 1

International Business Administration

The aim of the International Business Administration programme is to prepare the student for professional tasks with an international orientation, in business, in public administration, or international organizations.

The programme is designed to allow for the integration of language courses with courses in Business Administration/Economics/Economic Geography. Students specialize in one of the following languages: French, German, Japanese or Spanish.

The programme includes 6 1/2 semesters of compulsory courses, corresponding to 195 credits, while 1 1/2 semesters, or 45 credits are devoted to one of the following majors:

- ✓ International Marketing (Marketing Dept.)
- ✓ International Management Control (Dept. of Managerial Economics)
- ✓ Economics (Economics Dept.)
- ✓ International Economic Geography (Dept. of Economic Geography)

Each major is composed of a number of courses and a 15 credit project paper, which is completed during the eighth semester.

Throughout the programme, students are required to participate in a number of study periods abroad.

A total of 135 students are admitted to the first semester each fall.

An overview diagram of the course structure is attached overleaf.

International Business Administration - Programme Overview

Year 1, Semester 1 (Fall)	
Economic Geography 7,5 credits	Intro. Financial Accounting 7,5 credits
English 15 credits	
Year 1, Semester 2 (Spring)	
Management Accounting 7,5 credits	Statistics 10,5 credits
Economic History 4,5 credits	
Language Specialization 7,5 credits	
Total Year 1 : 60 credits	
Year 2, Semester 3 (Fall)	
Principles of Microeconomics 7,5 credits	Principles of Macroeconomics 7,5 credits
Language Specialization 7,5 credits	Principles of Int. Economics 7,5 credits
Year 2, Semester 4 (Spring)	
Commercial Law 7,5 credits	Economic Policy 7,5 credits
Language Specialization 15 credits	
Total Year 2 : 60 credits	
Year 3, Semester 5 (Fall)	
Intro. Marketing 7,5 credits	Accounting Systems 7,5 credits
Language Specialization 15 credits	Financial Accounting 7,5 credits
Year 3, Semester 6 (Spring)	
Elective 7,5 credits	B. Admin/Econ. 7,5 credits
Language Specialization 7,5 credits	
Total Year 3 : 60 credits	
Year 4, Semester 7 (Fall)	
International Management 7,5 credits	Major 1 7,5 credits
Language Specialization 7,5 credits	Major 2 7,5 credits
Year 4, Semester 8 (Spring)	
Major 1 7,5 credits	Project Paper 15 credits
Major 2 7,5 credits	
Total Year 4 : 60 credits	

Total study : 240 credits

DESCRIPTION OF DEGREE COURSE STRUCTURE - EXAMPLE II

Aufbau des Studiums Maschinenbau

Das Studium des Maschinenbaues ist unterteilt in zwei Studienabschnitte, und zwar in das

✓ Grundstudium, das in der Regel nach 4 Semestern mit der Diplom-Vorprüfung abgeschlossen wird, un in das sich daran anschließende

✓ Hauptstudium, das nach 6 Semestern mit der Diplom-Hauptprüfung deren Abschluß die Diplomarbeit bildet, beendet wird.

Während des Studiums muß ein Industriepraktikum im Gesamtumfang von 20 Wochen abgeleistet werden.

4 s e m e s t e r	Gesamt 120 credits	
	1. + 2. Semester 60 credits	1. Prüfungsabschnitt
		2. Prüfungsabschnitt
	3. + 4. Semester 60 credits	3. Prüfungsabschnitt
		4. Prüfungsabschnitt
Diplom- Vorprüfung		

6 s e m e s t e r	45 credits + 80 credits + 25 credits + 30 credits (Praktikum) = 180 credits	
	Studienarbeit 15 credits Konstruktiver Entwurf 15 credits Seminarvortrag 4 credits Fachlabor 4 credits Metrologie 5 credits Programmieren 2 credits Gesamt : 45 credits	Prüfungen am Ende eines jeden Semesters und in dervorlesungsfeien Zeit
		Wahlfächer 15 credits Vertiefungsfächer 40 credits Grundfächer 25 credits Gesamt 80 credits
Diplomarbeit 25 credits		

GESAMTES STUDIUM : 300 CREDITS

Aufbau des Maschinenbaustudiums an einer Technischen Universität.

Das Grundstudium bis zur Diplom-Vorprüfung umfaßt die Fächer Mathematik, Technische Mechanik, Werkstofftechnologie und Werkstoffkunde, Technisches Zeichnen, Chemie, Maschinenelemente, Strömungsmechanik, Thermodynamik/Wärme- und Stoffübertragung, Physik sowie Elektronik. Diese für alle Studenten verbindlichen Grundlagenfächer stellen das unumgängliche Fundament zum Verständnis der weiterführenden Vorlesungen und Übungen im Hauptstudium nach der Diplom-Vorprüfung dar (siehe Bild).

DESCRIPTION OF DEGREE COURSE DESCRIPTION - EXAMPLE III

Programme of Studies : English Philology

First year		Second Semester	
First Semester	ECTS Credits	Second Semester	ECTS Credits
Spanish Language. Phonetics (Spanish)	4	Spanish Language. Morphosyntax 1 (Spanish)	4
General Linguistics I (Spanish/Basque)	4	General Linguistics II (Spanish)	4
Theory of Literature (Spanish/Basque)	5	English Phonetics (English)	5
Second Language and Literature I German/French/Italian (Spanish)	5	Second Language and Literature II German/French/Italian (Spanish)	5
English Language I (English)	6	English Literature II (English)	6
English Literature. General introduction (English)	4	English Literature. General introduction (English)	4
Free choice	2	Free choice	2
Total 30		Total 30	
Second year		Second Semester	
First Semester	ECTS Credits	Second Semester	ECTS Credits
Theory of Literature	5	Comparative Literature Studies	4
Second Language and Literature III German/French/Italian	3	General and Professional Ethics	3
English Language III	6	English Language IV	6
English Literature - 19 th century I	4	English Literature - 19 th century I	5
English Linguistics II	5	English Linguistics II	5
Translation	4	American Literature I	4
Free Choice	3	Free Choice	3
Total 30		Total 30	
Third year		Fourth year	
First Semester	ECTS Credits	Second Semester	ECTS Credits
Spanish Language III		English Language IV (English)	17.5
Semantics and Lexicography (Spanish)	11	English Literature III (English)	14
Spanish and Comparative Literature Studies (Spanish)	8.5	English Linguistics I (English)	17.5
English Language III (English)	11	Optional (choose one)	
American Literature (English)	11	- German Language I (German)	11
English Literature (English)	8.5	- American Literature (English)	11
Germanic Linguistics (German)	5	- Applied Linguistics:	
Modern Language	5	- Teaching Methods in English (English)	11
		- British History (English)	11
Total 60		Total 60	
Fifth year			
	ECTS Credits		
English Language V (English)	12		
English Literature II (English)	15		
English Linguistics II (History of the English Language) (English)	24		
Optional (choose one)			
- German Language II (German)	9		
- American Literature II (English)	9		
- Methods of Linguistics Analysis (English)	9		
Total 60			

Total study : 300 credits

COURSE UNIT DESCRIPTION - EXAMPLE I

LENGUA INGLESA IV

1er Cl.; 2º Sem.; 5 H/sem.; 7 Créd.

Descripción básica de la lengua inglesa. Teoría y práctica des Inglés. Enseñanza y práctica de los 4 “skills” - escucha, lectura, escritura, expresión. Profundización en la gramática. Se trata que el alumno amplíe y consolide sus conocimientos de inglés de manera que posea, al finalizar el 1º curso, un buen dominio de reglas gramaticales y un aumento de léxico para que pueda seguir sin dificultad las asignaturas de la especialización de Filología Inglesa.

Profesor:

Mét. Enseñanza : Clases magistrales. Clases prácticas

Mét. Examen: Examen oral. Examen escrito

LENGUA ESPAÑOLA III (SEMANTICA Y LEXICOLOGIA)

1er Cl.; Año comp.; 4H/sem.; 12 Créd.

Introducción teórica a las teorías tradicional, estructuralista y generativista del estudio del significado léxico y oracional. Estas teorías se aplicarán a la descripción de la lengua española.

Asimismo, se pondrá al alumno en contacto con la teoría y práctica lexográfica como instrumento de la semántica.

Profesor:

Mét. Enseñanza : Clases magistrales. Clases prácticas

Mét. Examen : Examen escrito : teórico y práctico

LITERATURA INGLESA II (s. XIX)

1er Cl.; 2º Sem.; 4H/sem.; 5,5 Créd.

Como el propio nombre indica, es una introducción general a la Literature Inglesa y se ha comenzado en este primer Cursos por el s. XIX, estudiando los principales movimientos, corrientes, etapas, tema y autores.

Profesor:

Mét. Enseñanza : Clases magistrales. Clases prácticas

Mét. Examen: Examen escrito. Presentación de trabajos

LITERATURA COMPARADA

1er Cl.; Año comp.; 3Hsem.; 9 Créd.

El curso consistirá en la exposición de los principios teóricos y metodológicos básicos de la literatura comparada. Igualmente se plantearán los problemas relativos a la relación entre la literatura y las demás artes.

Profesor:

Mét. Enseñanza : Clases magistrales. Clases prácticas

Mét. Examen : Examen escrito

COURSE UNIT DESCRIPTION - EXAMPLE II

Subject - matter : MACHINES THERMIQUES Department : GÉNIE ÉNERGÉTIQUE		
Course 4th	Energetical Eng. Mechanical Eng.	Complusory : X Optional Annual : 1st term : X 2nd term :

Total number of hours : 90 + Laboratoire If fixed : Hours per week : Theory : 4 Seminars : 2	Laboratory : 12 Sessions of 4 hours Project:
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CODE:	ECTS CREDITS 10
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AIMS:

Donner une très bonne connaissance des problèmes théoriques et pratiques liés à la compression des gaz et de bonnes connaissances de base sur le fonctionnement et la modélisation élémentaire des machines frigorifiques, des turbines et des moteurs à combustion interne.

PROGRAMME :

- Ventilateurs et compresseurs : étude comparée des différents types de compression, compresseur à piston, compresseurs volumétriques rotatifs, compresseurs centrifuges et axiaux.
- Moteurs alternatifs à combustion interne. Cycles thermodynamiques, moteurs à allumage commandé, moteurs diesel.
- Moteurs à flux continu: turbines à vapeur, turbines à gaz, turbo réacteurs.
- Machines frigorifiques - Liquéfacteurs.

BIBLIOGRAPHY

- 1/R. VICHNIEVSKY - Thermodynamique appliquée aux machines. MASSON 1967
- 2/ L. VIVIER - Turbines à gaz et à vapeur - ALBIN Michel 1965
- 3/ J. L. DIXON - Thermodynamics of turbomachinery - Pergamon Press 1975
- 4/ R. C. HARMAN - Gaz turbine engineering - Mc Milan Press 1981
- 5/ R. S. BENSON R. D. WITHEHOUSE - internal combustion engines - Pergamon Press 1979

ASSESSMENT METHODS : Interrogations écrites - devoirs de synthèse

PRE -REQUISITE : Thermodynamique Appliquée

PERSONAL WORK REQUIRED : Apprentissage du cours - Préparation de problèmes (3h/semaine)

COURSE UNIT DESCRIPTION - EXAMPLE III

Course title: Solar Energy and Geothermal Heat	Course-No.*: 307.075	Semester : 7. Semester
Course type: Lecture	Hours/Week/WS/SS 2 L/WS	Number of credits 3

Lecturer : Name

Institute/Department : Name and Address, Telephone, Fax

Status of the course in the study Programme:

Optional course of the study programmes for the branch “Power Engineering” of Mechanical Engineering, Economics in Mechanical Engineering, Economics in Mechanical Engineering and of Civil Engineering.

Course description:

Physical and meteorological fundamentals of solar radiation, measurements and estimations, calculation of direction and intensity of radiation, selected topics of heat transfer, theory and practice of solar collectors, solar thermal plants for heating of tap-water, swimming pools and dwellings, solar cooling, solar-thermal and photovoltaic power plants, special applications and future projects.

Geophysical fundamentals and practical examples for the use of geothermal heat.

Objectives of the course:

The student should obtain knowledge of theoretical fundamentals and of practical methods for assessing solar energy and geothermal heat. S/he should be able to calculate and design plants referring to these forms of energy.

Teaching method: Lectures, supported by transparencies and slides.

Prerequisites : Basic knowledge of mathematics and physics are necessary and of heat transfer is desirable.

Teaching aids : Scripts referring to the actual topics are distributed during lectures.

Examination method : Oral examination, upon appointment.

Registration for course : No

Registration for examination: With lecturer, personally or by phone.

Remarks : This lecture is suitable for students of all technical branches.

Abbreviations:

Course-No. : denotes the course number in the course catalogue published by the University.

WS: Winter Semester

SS: Summer Semester

THE STUDENT APPLICATION FORM AND LEARNING AGREEMENT

The student application form

After having chosen a host institution, looked carefully at the host institution's information package and consulted his/her ECTS departmental coordinator, the student will fill in a student application form.

In order to fill in the form, the student must already have a precise idea on the programme of study he/she wishes to follow at the host institution, elaborated in conjunction with the home institution's ECTS departmental coordinator and with the agreement of the home institution's ECTS institutional coordinator.

The student may also wish to include a second or even third choice of host institution in the application form, should the first choice of destination not be accepted. In this case, the student, with the approval of the coordinator, will have to prepare a learning agreement for each intended destination.

The learning agreement

When the three parties involved - the student, the home institution and the host institution - agree about the study programme abroad, they sign a learning agreement attached to the application form. This agreement, which describes the programme of study abroad, must be signed before the student leaves for the host institution. Good practice in the use of the learning agreement is a vitally important aspect of ECTS.

The student agrees to undertake the programme of study at the host institution as an integral part of his or her higher education.

The home institution provides the student with a guarantee that the home institution will give full academic recognition in respect of the course units listed on the agreement. The institution should consider carefully who should sign this agreement on its behalf. It is good practice that the institution also gives the student a written record showing exactly how the academic recognition will be carried out, for example, which of the institution's course units will be shown as being completed at the host. If the programme of study is to receive only partial recognition, or if the home institution is to award some of the credits itself, this must be made clear on the learning agreement.

The host institution confirms that the programme of study is acceptable and does not conflict with the host institution's rules. However, it is recognised that a modest proportion of the course units may conflict on the final timetable, if timings are not known at the time of signing. Similarly, it may not be known whether sufficient students will register for course units with a minimum registration requirement, but in signing the learning agreement the institution allocates a place on a course unit with a maximum permitted number of students, provided that a place is available at the time of signing.

A copy of the signed learning agreement should be given to all parties involved, the home institution, the host institution and the student.

Changes to agreed programme of study

Students may have to modify the agreed programme of study upon arrival at the host institution for a variety of reasons: timetable clashes, unsuitability of chosen courses (in level or content), etc. The learning agreement form therefore provides for changes to the originally agreed study programme/learning agreement.

Agreement to the changes by all parties must be obtained in order to guarantee full academic recognition of all course units followed abroad. It is important that the student knows that the courses and programme of study finally selected must be approved by the sending and receiving institutions in order to be fully recognised. Changes to the originally agreed programme of study will be indicated on the reverse side of the learning agreement and duly counter-signed by the student and the coordinators of both the home and host institutions.

It must be stressed that changes to the originally agreed programme of study should be made within a relatively short time after the student's arrival at the host institution. A copy of the new learning agreement should be given to the student and the coordinators of the home and host institutions.

Model forms

Blank copies of the model forms are appendices to this Guide.

The student application form and the learning agreement presented in this Guide are indeed only models. It is sometimes necessary for institutions to provide other documents to comply with institutional rules. However, there is an advantage in institutions keeping one form for student applications to most or all of its partners, and to administrators being accustomed to taking data from one style of ECTS application form for incoming students from its partners.

THE TRANSCRIPT OF RECORDS

Credit transfer in ECTS operates by means of exchange of transcripts of records between home and host institutions and vice versa.

Transcripts of records describe the learning achievements of each ECTS student prior to and after the period of study abroad. Every course taken by the student is recorded on the transcript of records with not only the ECTS credits but also with the grade awarded according to the local grading scale and, possibly, the grade awarded according to the ECTS grading scale. The combination of grades and ECTS credits represents the performance of the student in qualitative and quantitative terms respectively.

A signed copy of the transcripts of records should be given to all parties involved, the home institution, the host institution and the student.

Transcripts of records produced by the home institution for outgoing students prior to their period of study abroad

Transcripts of records for outgoing ECTS students should include full details of previous higher education study and should be attached to the student application form sent to the intended host institution(s).

Some of the items which cannot yet be filled in at the time of the application (e.g. grades for the current academic year) can be supplemented at a later stage.

The availability of a transcript of records before the student goes abroad makes his/her insertion into a foreign programme of study easier. It helps the ECTS coordinators of the host institution to determine if the level of all course units in the programme of study proposed in the application form is appropriate and if all prerequisites have indeed been fulfilled.

Transcripts of records produced by host institutions for returning students at the end of their period of study abroad

The transcript of records constitutes the main document for supporting the student's claim for full academic recognition and transfer of ECTS credits, and provides evidence of studies abroad to future prospective employers.

Transcripts of records must be produced as quickly as possible after the student has been assessed on all course units of the programme of study, in order to facilitate full academic recognition and proper insertion into the next academic year if need be, either at the home institution if the student returns there or at a new host institution.

Further studies abroad

An ECTS student may either return to the home institution, stay at the host institution - possibly to gain a degree - or move to another host institution. The institutions themselves will decide whether or not this is acceptable and what conditions the student must fulfil in order to transfer registration and/or to get a diploma. The transcript of records will be a particularly useful means of helping institutions to make these decisions since it provides a detailed history of the student's academic achievements.

Model form

A blank copy of the model form of the Transcript of records is appended.

The transcript of records form presented in this Guide is indeed only a model. It is sometimes necessary for institutions to provide other types of transcripts of records or equivalent documents in order to comply with institutional or national academic recognition regulations. Institutions using ECTS are thus free to use their own version of the transcript of records, provided it contains the elements of the model herewith presented.

The information provided on the rear of the transcript is important to understanding the student's performance. It is good practice to include additional information on the general performance of students in the assessments, for example a general statement about the proportion of students normally passing assessments and notes of any low or high pass rates in the course units taken by the student.

THE ECTS GRADING SCALE

INTRODUCTION

ECTS guarantees academic recognition of studies abroad by providing a way of measuring and comparing the student's learning achievements, and transferring them from one institution to another. A distinction must be made between credits, which reflect the quantity of work and grades, which represent the quality of work.

This section gives a complete description of the ECTS grading scale, explains the bases on which it was developed and how it can be used. We would like to draw the readers' attention to the fact that the ECTS grading scale is a spin-off of ECTS, developed during the course of the pilot phase as a perceived need for a scale facilitating the translation of grades obtained in another institution with a different grading system.

THE ECTS GRADING SCALE, A COMMON CURRENCY TO MEASURE THE QUALITY OF STUDENT ACHIEVEMENTS

Examination and assessment results are usually expressed in grades. However, many different grading systems co-exist in Europe. Moreover, the area of grade transfer was highlighted as a major anxiety by student participants in ECTS, as indeed for mobile students in general:

- a) on the one hand, interpretation of grades varies considerably from one country to another, if not from one subject area to another, or from one institution to another;
- b) on the other hand, failure to communicate grades might have serious consequences for mobile students.

As a result, the European Commission convened a working group of experts in order to identify the issues involved. Information, comments and statistical data provided by 80 institutions out of the 84 institutions participating in ECTS at that time, were taken into account to refine the proposed ECTS grading scale. All subject area groups agreed to use the ECTS grading scale in order to test its effectiveness.

The ECTS grading scale has thus been developed in order to help institutions translate the grades awarded by host institutions to ECTS students. It provides information on the student's performance additional to that provided by the institution's grades; it does not replace the local grade. Higher education institutions make their own decisions on how to apply the ECTS grading scale to their own system.

A EUROPEAN-WIDE "FACILITATING SCALE"

It arose from the various discussions held among the five subject area groups as from the beginning of the pilot phase that grade transfer could be carried out effectively with the help of a "facilitating scale" understood everywhere in Europe. This concept of a "facilitating scale" meant that:

- the scale was sufficiently well-defined and that any institution could use it to allocate ECTS grades for courses taken there;
- the ECTS grade therefore gave additional information to that afforded by the institution's mark, but did not replace it;
- the ECTS grading scale was understood by other institutions which could award an appropriate mark on their own scale for any incoming or returning student with ECTS grades;

- the ECTS grade would be indicated, alongside the mark awarded by the institution on the student's transcript of records showing the learning achievement of each student before and after the period of study.

In other words, this "facilitating scale" would increase transparency, but would never interfere with the normal processes of awarding marks within each institution.

In debating the ECTS grading scale, consideration was given to strict numerical definitions based on the ranking of students in the class and to more qualitative definitions based on a common understanding of keywords such as "good" and "excellent". Neither approach by itself was deemed to give satisfactory results. Indeed:

- a strict numerical approach would define boundaries which might be irrational against national criteria and which might be impossible to draw if the national grading system discriminates only broadly;
- similarly, clear (and indeed extreme) differences appeared between institutions in their understanding of keywords.

The ECTS grading scale is therefore based on the combined use of appropriate keywords and numerical definitions intended to assist the transparency of the keywords.

THE ECTS GRADING SCALE

ECTS grade	Percentage of successful students normally achieving the grade	Definition
A	10	EXCELLENT - outstanding performance with only minor errors
B	25	VERY GOOD -above the average standard but with some errors
C	30	GOOD -generally sound work with a number of notable errors
D	25	SATISFACTORY- fair but with significant shortcomings
E	10	SUFFICIENT - performance meets the minimum criteria
FX	-	FAIL- some more work required before the credit can be awarded
F	-	FAIL- considerable further work is required

The number of grades on the ECTS grading scale is a compromise. Fewer grades would transfer too little information; more grades would imply a level of accuracy that does not exist and would entail a great deal more mechanical work in awarding the grades. The definitions of the five pass grades have been chosen to maximise the significance of grades "A" and "E".

The dual use of the word "excellent" and of the statistic "the top ten percent of students" represents two approaches to a common goal. The scale does not impose a definition of excellence on each institution, rather it imposes this definition on ECTS grade "A". Much thought has been devoted to the selection of the figure of 10%. A more exclusive definition would be difficult to achieve in some institutions, but a more generous definition would lower the impact of the truly able student.

Moreover, the grading scale is not based on the assumption of any distribution of student marks; it is based on an ECTS definition of excellence. In the end, the ECTS definition of excellence and the resulting grade are designed to facilitate transfer but not to replace or obscure the mark awarded by the host institution.

Although the point above concentrates on “excellence”, the definitions of the lower grades are of great importance to a very large number of students and the same care is needed in implementing the ECTS grading scale at all levels of achievement.

HOW TO USE THE ECTS GRADING SCALE

It is not possible to define a single relationship between the grading systems of European countries. In the majority of countries, there is a grading system which is general throughout the state but by no means universal; moreover, the definition of a “pass” mark on a given scale may vary between institutions, and the extent to which all of the available range of marks is used varies considerably from institution to institution, from year to year and from subject area to subject area.

It is therefore one of the foundations of the ECTS grading scale that the scale is sufficiently well defined for institutions to make their own decisions on the application of the scale.

The way of fitting an institution’s marks onto the ECTS grading scale is as follows:

- The institution examines the distribution of the marks awarded to its students. To obtain a 10-25-30-25-10 pattern, the boundaries between grades would be drawn at 10%, 35%, 65% and 90% of the total number of successful students.
- It may not be sensible or possible to draw a statistical boundary at the mark obtained by precisely the top 10% of students, and the keywords should be considered as well as the statistics. The scale has a strong statistical underpinning, but the statistics are to be combined with a realistic descriptive approach. For example, in assigning an ECTS grade “A”, a British institution awarding first-class Honours to 8% of its students may well decide to retain the same definition of “excellence” for the ECTS grade, and an Italian institution awarding *30 e lode* to 14% of its students will probably have no means of discriminating amongst these students. On the other hand, the award of *Matricula de Honor* by a Spanish institution is made to less than 5% of its students and so would be too limited a definition of excellence for ECTS purposes.
- The low discrimination of published marks in Spain, the Netherlands and perhaps Greece may make the drawing of ECTS grade boundaries rather difficult. In an extreme example, 70% of the students in a class were awarded a mark of 7 in the published record of a Dutch institution, easily encompassing both ECTS grades “C” and “D”. Common practice, however, is to publish the mark of 7 even though the examiner awards marks of higher discrimination, perhaps 6.8 or 7.2. It is hoped, therefore, that the examiner’s marks can be used in these countries to achieve a realistic distribution of students among the ECTS grades.
- The distribution of marks used to establish the grades is important. Mark distributions may vary from year to year of the course, and there may also be differences between quantitative and qualitative degree classes. The closer an institution can get to a single relationship between its own marks and the ECTS grading scale, the easier the grading process will become, but ease of operation must be balanced against significant and systematic deviation from the definitions of the grading scale, in other words, against injustice to students.
- Where the number of students taking a class is quite small, a strict division of this small number into the 10-25-30-25-10 pattern is not helpful. However, experience suggests that:
 - a) the marks over several classes of similar level follow a common distribution, and
 - b) the distribution of marks over a five-year period is more likely to produce a balanced result.

- The information given by the ECTS grade relates the student's performance to that of others in the class. Clearly a high-level student placed in a low-level class is likely to obtain a higher grade than he or she would be expected from his or her general performance; similarly a student accustomed to descriptive courses is likely to be at a disadvantage in a host institution which emphasises numerical skills. No grading scale will overcome this sort of problem: the information transferred on the transcript of records should show what actually happened, and not what might have happened or could have happened if ...
- Grades must be attached to the award of credits for individual classes when they are presented on the transcript of records. It is therefore important that the distribution of year-average marks is not assumed to be appropriate for the determination of these grades as year-average marks will almost certainly give a distribution significantly different to those of the constituent classes that make up the average; for example, more students will achieve a given very high mark in one individual class than will obtain that mark as an average across all the classes of the year. This can have a major effect on the definition of ECTS grade "A", and to a smaller extent on grade "B".
- ECTS grades "A" to "E" accompany the award of credit, and grades "FX" and "F" attract zero credit; the distinction between "FX" and "F" will however assist in determining the future curriculum of some not-very-successful students. Those institutions which are unable to distinguish levels of failure will use only the "F" grade and will ignore "FX".
- When both the home and the host institutions have decided how their marks are converted to and from ECTS grades, the transfer of grades takes place, for example:
 - a) An Italian student passes an examination in a French institution with a mark of 13 out of 20. At this French institution, the mark of 13 is a "Good" performance which translates as ECTS grade "C". The transcript of records shows both the mark of 13 and the ECTS grade "C". On the basis of these two pieces of information, the home institution in Italy awards a mark of 27 out of 30.
 - b) A German student barely succeeds in passing one of his classes in Spain, and the transcript of records shows both the Spanish mark of 5 out of 10 and the ECTS grade "E". The German institution recognises the credit awarded with a mark of 4.0 on a scale from 1.0 (very good) to 5.0 (insufficient).
 - c) A Portuguese student in The Netherlands scores a mark of 9 out of 10 which clearly puts her into the top 10% of the class. She is graded "Excellent" and the transcript of records shows both the mark and the ECTS grade "A". The home institution in Portugal uses this information to award a mark of 19 out of 20.

As can be seen from the above, higher education institutions are free to apply the ECTS grading scale the way they feel is most appropriate. Nevertheless, a certain amount of flexibility will be strongly advisable since the ECTS grading scale was designed to reflect the different grading systems existing in the EC member states and EFTA countries and cannot, by itself, cover all possible cases of grade ratings and distributions.



SPECIMEN TEXT OF THE “INTRODUCTION” FOR THE INFORMATION PACKAGE

INTRODUCTION

WHY ECTS?

The European Community promotes interuniversity cooperation as a means of improving the quality of education for the benefit of students and higher education institutions, and student mobility is a predominant element of that interuniversity cooperation. The Erasmus programme clearly demonstrates that studying abroad can be a particularly valuable experience as it is not only the best way to learn about other countries, ideas, languages and cultures; increasingly it is also an important element in academic and professional career development.

The recognition of studies and diplomas is a prerequisite for the creation of an Open European area of education and training where students and teachers can move without obstacles. That is why the European Credit Transfer System (ECTS) was developed in a pilot scheme established within the Erasmus programme as a means of improving academic recognition for study abroad. The external evaluation of ECTS has demonstrated the potential of the system and the European Commission has decided to include ECTS in its proposal for the Socrates programme, in particular in Chapter 1 on higher education (Erasmus). The ECTS system is now moving from its restricted pilot stage towards a much wider use as an element of the European dimension in higher education.

ECTS provides an instrument to create transparency, to build bridges between institutions and to widen the choices available to students. The system makes it easier for institutions to recognise the learning achievements of students through the use of commonly understood measurements - credits and grades - and it also provides a means to interpret national systems of higher education. The ECTS system is based on three core elements: **information** (on study programmes and student achievement), **mutual agreement** (between the partner institutions and the student) and the use of **ECTS credits** (to indicate student workload).

MAIN CHARACTERISTICS OF ECTS

As stated in the introduction, the ECTS system is based on **three core elements**: information (on study programmes and student achievement), mutual agreement (between the partner institutions and the student) and the use of ECTS credits (to indicate student workload). These three core elements are made operational through the use of **three key documents**: the information package, the application form/learning agreement and the transcript of records. Most of all, ECTS is made operational by students, teachers and institutions who want to make study abroad an integral part of the educational experience. In itself, ECTS in no way regulates the content, structure or equivalence of study programmes. These are issues of quality which have to be determined by the higher education institutions themselves when establishing a satisfactory basis for cooperation agreements, bilaterally or multilaterally. The **code of good practice** called ECTS provides those actors with tools to create **transparency** and to facilitate **academic recognition**.

Full academic recognition is a *conditio sine qua non* for student mobility in the framework of the Erasmus and Socrates programmes. Full academic recognition means that the study period abroad (including examinations or other forms of assessment) replaces a comparable period of study at the home university (including examinations or other forms of assessment), though the content of the agreed study programme may differ.

The use of ECTS is **voluntary** and is based on **mutual trust and confidence** in the academic performance of partner institutions. Each institution selects its own partners.

TRANSPARENCY

ECTS provides **transparency** through the following means:

- **ECTS credits**, which are numerical values allocated to course units to describe the **student workload** required to complete them. They reflect the **quantity** of work each course unit requires in relation to the total quantity of work necessary to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, tutorials, fieldwork, private study - in the library or at home - and examinations or other assessment activities. ECTS is thus based on a **full student workload** and not limited to contact hours only. In ECTS, 60 credits represent the workload of an academic year of study and normally 30 credits for a semester and 20 credits for a term.
- **The ECTS information package** which supplies written information to students and staff on institutions, departments/faculties, the organisation and structure of studies and course units.
- **The ECTS learning agreement** covering the programme of study to be taken and the ECTS credits to be awarded for their satisfactory completion, committing the student to undertaking study abroad as an integral part of his or her higher education, the home institution to guaranteeing full academic recognition of the credits gained abroad and the host institution to providing the agreed course units, subject to timetabling.
- **The ECTS transcript of records** which shows students' learning achievements in a way which is comprehensive, commonly understood and easily transferable from one institution to another.

Good communication and **flexibility** are also needed to facilitate the academic recognition of studies completed or taken abroad. In this respect the **ECTS coordinators** have an important role to play as their main tasks are to deal with the academic and administrative aspects of ECTS.

The **full range of course units** of the department/faculty using ECTS should in principle be made available to the mobile student, including taught doctorate course units. Students should be enabled to follow **regular course units** - and not courses specifically designed for them - and should not be precluded from the possibility of fulfilling the host institution's requirements for a degree or diploma. ECTS credits ensure that the programme will be **reasonable in terms of workload** for the period of study abroad, for example, a student whose choice of course units totals 120 ECTS credits for an academic year would have to work twice as much as an average local student at the receiving institution, and a student whose programme totals 30 ECTS credits for a whole academic year would be undertaking much less work than the average local student and would in effect be studying part-time.

ECTS also enables **further studies abroad**. With ECTS, a student will not necessarily go back to the home institution after the study period abroad; he/she may prefer to stay at the host institution - possibly to gain a degree - or even move to a third institution. The institutions themselves decide whether or not this is acceptable and what conditions the student must fulfil to obtain a diploma or transfer registration. The transcript of records is particularly useful in this context as it provides a history of the students' academic achievements, which will help institutions to make these decisions.

ECTS - EUROPEAN CREDIT TRANSFER SYSTEM

STUDENT APPLICATION FORM

(Photograph)

ACADEMIC YEAR 19../19..

FIELD OF STUDY:

This application should be completed in BLACK in order to be easily copied and/or telefaxed.

SENDING INSTITUTION

Name and full address:

Department coordinator - name, telephone and telefax numbers, e-mail box

Institutional coordinator - name, telephone and telefax numbers, e-mail box

STUDENT'S PERSONAL DATA

(to be completed by the student applying)

Family name: First name (s):

Date of birth:

Sex: Nationality:

Place of Birth:

Current address: Permanent address (if different):

Current address is valid until:

Tel.: Tel.:

LIST OF INSTITUTIONS WHICH WILL RECEIVE THIS APPLICATION FORM (in order of preference):

Institution	Country	Period of study		Duration of stay (months)	N° of expected ECTS credits
		from	to		
1.
2.
3.

Name of student:

Sending institution: Country:

Briefly state the reasons why you wish to study abroad ?

LANGUAGE COMPETENCE

Mother tongue: Language of instruction at home institution (if different):

Other languages	I am currently studying this language		I have sufficient knowledge to follow lectures		I would have sufficient knowledge to follow lectures if I had some extra preparation	
	yes	no	yes	no	yes	no
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORK EXPERIENCE RELATED TO CURRENT STUDY (if relevant)

Type of work experience	Firm/organisation	Dates	Country
.....
.....

PREVIOUS AND CURRENT STUDY

Diploma/degree for which you are currently studying:
 Number of higher education study years prior to departure abroad:
 Have you already been studying abroad ? Yes No
 If Yes, when ? at which institution ?

The attached Transcript of records includes full details of previous and current higher education study. Details not known at the time of application will provided be at a later stage.

Do you wish to apply for a mobility grant to assist towards the additional costs of your study period abroad?
 Yes No

RECEIVING INSTITUTION

We hereby acknowledge receipt of the application, the proposed learning agreement and the candidate's Transcript of records.

The above-mentioned student is provisionally accepted at our institution
 not accepted at our institution

Departmental coordinator's signature

Institutional coordinator's signature

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.....
	to be continued on a separate sheet				Total:

(1) (2) (3) (4) (5) see explanation on back page

Diploma/degree awarded:

.....
.....

Date

Signature of registrar/dean/administration officer

Stamp of institution:

NB : This document is not valid without the signature of the registrar/dean/administration officer and the official stamp of the institution.

(1) **Course unit code:**

Refer to the ECTS information Package

(2) **Duration of course unit:**

Y = 1 full academic year

1S = 1 semester

1T = 1 term/trimester

2S = 2 semesters

2T = 2 terms/trimesters

(3) **Description of the institutional grading system:**

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(4) ECTS grading scale:

ECTS Grade	% of successful students normally achieving the grade	Definition
A	10	EXCELLENT - outstanding performance with only minor errors
B	25	VERY GOOD - above the average standard but with some errors
C	30	GOOD - generally sound work with a number of notable errors
D	25	SATISFACTORY - fair but with significant shortcomings
E	10	SUFFICIENT - performance meets the minimum criteria
FX	-	FAIL - some more work required before the credit can be awarded
F	-	FAIL - considerable further work is required

(5) **ECTS credits:**

1 full academic year	=	60 credits
1 semester	=	30 credits
1 term/trimester	=	20 credits

.....

if necessary, continue this list on a separate sheet

Student's signature Date:
--

SENDING INSTITUTION	
We confirm that the above-listed changes to the initially agreed programme of study/learning agreement are approved.	
Departmental coordinator's signature Date:	Institutional coordinator's signature Date:

RECEIVING INSTITUTION	
We confirm by the above-listed changes to the initially agreed programme of study/learning agreement are approved.	
Departmental coordinator's signature Date:	Institutional coordinator's signature Date:

ECTS - SYSTEME EUROPÉEN DE TRANSFERT DE "CRÉDITS"

FORMULAIRE DE CANDIDATURE DE L'ÉTUDIANT(E)

(Photographie)

ANNÉE ACADEMIQUE 19../19..

DOMAINE D'ÉTUDES:

La présente demande doit être complétée à l'encre **NOIRE** afin de permettre une copie et/ou télécopie aisée.

ÉTABLISSEMENT D'ORIGINE
 Nom et adresse complète:

 Coordonnateur (trice) de département/faculté - nom, téléphone, télécopie et e-mail :.....

 Coordonnateur (trice) d'établissement- nom, téléphone, télécopie et e-mail :.....

IDENTITÉ DE L'ÉTUDIANT(E)
(à compléter par l'étudiant(e) - le/la candidat(e))

Nom: Prénom(s):
 Date de naissance:
 Sexe Nationalité:.....
 Lieu de naissance:
 Adresse actuelle: Adresse permanente (si différente):

 Adresse actuelle valable jusqu'au:
 Tél.: Tél.:

LISTE DES ÉTABLISSEMENTS QUI RECEVRONT LA PRÉSENTE DEMANDE
(dans l'ordre de préférence)

Établissement	Pays	Période d'études		Durée du séjour (en mois)	Nombre de crédits ECTS prévus
		du	au		
1.
2.
3.

Nom de l'étudiant(e):
 Établissement d'origine:
 Pays:

Expliquez brièvement pourquoi vous désirez étudier à l'étranger ?

.....

COMPÉTENCES LINGUISTIQUES

Langue maternelle: Langue d'enseignement dans l'établissement d'origine(si différente):

Autres langues	J'étudie actuellement cette langue		Je la connais suffisamment pour suivre les cours		Une préparation supplémentaire me donnera les connaissances suffisantes pour suivre les cours	
	oui	non	oui	non	oui	non
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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EXPÉRIENCE PROFESSIONNELLE RELATIVE AUX ÉTUDES ACTUELLES (le cas échéant)

Type d'expérience professionnelle	Entreprise/organisation	Dates	Pays
.....
.....

ÉTUDES ANTÉRIEURES ET ACTUELLES

Diplôme que vous préparez actuellement:
 Nombre d'années d'études supérieures antérieures au départ à l'étranger:
 Avez-vous déjà étudié à l'étranger ? Oui Non
 Si oui, quand et dans quel établissement?

Le relevé de notes en annexe détaille les études supérieures antérieures et actuelles. Les détails inconnus au moment de la demande seront fournis ultérieurement.

Souhaitez-vous demander une bourse de mobilité pour faire face aux frais supplémentaires de vos études à l'étranger ? Oui Non

ÉTABLISSEMENT D'ACCUEIL

Par la présente, nous accusons réception de la candidature, du contrat d'études proposé et du relevé de notes du (de la) candidat(e).

L'étudiant(e) ci-dessus est accepté(e) à titre provisoire dans notre établissement
 n'es pas accepté(e) dans notre établissement

Signature du Coordonnateur de département/faculté

Signature du coordonnateur d'établissement

Date:

Date :

(1) (2) (3) (4) (5) voir explications au verso

Diplôme décerné:

.....

Date
l'établissement

Signature du secrétaire général/doyen/administratif

Cachet de

NB : Ce document n'est pas valable sans signature.

(1) **Code du cours:**

Voir le dossier d'information ECTS

(2) **Durée du cours:**

Y = 1 année académique

1S = 1 semestre

2S = 2 semestres

1T = 1 trimestre

2T = 2 trimestres

(3) **Description du système de notation de l'établissement:**

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(4) **Échelle de notation ECTS :**

Note ECTS	% d'étudiants admis qui devraient obtenir la note	Définition
A	10	EXCELLENT - résultat remarquable, avec seulement quelques insuffisances
B	25	TRES BIEN - résultat supérieur à la moyenne, malgré un certain nombre d'insuffisances
C	30	BIEN - travail généralement bon, malgré un certain nombre d'insuffisances notables
D	25	BIEN - travail généralement bon, malgré un certain nombre d'insuffisances notables
E	10	BIEN - travail généralement bon, malgré un certain nombre d'insuffisances notables
FX	-	SATISFAISANT - travail honnête, mais comportant des lacunes importantes
F	-	PASSABLE - le résultat satisfaisant aux critères minimaux
		INSUFFISANT - un travail supplémentaire est nécessaire pour l'octroi d'un crédit
		INSUFFISANT - un travail supplémentaire considérable est nécessaire

(5) **Crédits ECTS:**

1 année académique	=	60 crédits
1 semestre	=	30 crédits
1 trimestre	=	20 crédits

ECTS - SYSTEME EUROPÉEN DE TRANSFERT DE "CRÉDITS" CONTRAT D'ÉTUDES

ANNÉE ACADÉMIQUE 19.../19... -DOMAINE D'ÉTUDES:

.....

<p>Nom de l'étudiant(e):</p> <p>Établissement d'origine: Pays:</p>
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DÉTAILS DU PROGRAMME D'ÉTUDES A L'ÉTRANGER/DU CONTRAT D'ÉTUDES ENVISAGÉ

<p>Établissement d'accueil: Pays:</p>

Code du cours (le cas échéant) et page du dossier d'information	Titre du cours (comme indiqué dans le dossier d'information)	Nombre de crédits ECTS
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Si nécessaire, utilisez une feuille séparée

<p>Signature de l'étudiant(e) Date:</p>

.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	.	<input type="checkbox"/>	<input type="checkbox"/>	.

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Si nécessaire, utilisez une feuille séparée

Signature de l'étudiant(e) Date:

ÉTABLISSEMENT D'ORIGINE	
Nous confirmons que les modifications au programme d'études/contrat d'études énumérées ci-dessus sont approuvées.	
Signature du coordonnateur de département/faculté Date:	Signature du coordonnateur d'établissement Date:

ÉTABLISSEMENT D'ACCUEIL	
Nous confirmons que les modifications au programme d'études/contrat d'études énumérées ci-dessus sont approuvées.	
Signature du coordonnateur de département/faculté Date:	Signature du coordonnateur d'établissement Date:

**ECTS - EUROPÄISCHES SYSTEM ZUR ANRECHNUNG VON
STUDIENLEISTUNGEN**

**ANTRAGSFORMULAR FÜR
STUDIERENDE**

(Foto)

AKADEMISCHES JAHR 19../19..

FACHBEREICH:

Bitte den Antrag in **SCHWARZ** ausfüllen, damit Photokopien und/oder Telefaxkopien lesbar bleiben.

ENTSENDENDE HOCHSCHULE Name und vollständige Adresse: Fachbereichskoordinator - Name, Telefon-und Telefaxnummer, E-mail Box:..... Hochschulkoordinator - Name, Telefon-und Telefaxnummer, E-mail Box :.....

ANGABEN ZUM/ZUR STUDIERENDEN
(vom Antragsteller auszufüllen)

Name:	Vorname:
Geburtsdatum:	
Geschlecht:	
Staatsangehörigkeit.....	
Geburtsort:	
Gegenwärtige Adresse :	Ständige Adresse:
.....
.....
Gegenwärtige Adresse gültig bis:
Tel.:	Tel.:

HOCHSCHULEN, AN DIE DIESER ANTRAG GESCHICKT WIRD (Reihenfolge der gewünschten Hochschulen)

Hochschule	Land	Auslandsstudium		Dauer des Auslandsstudiums (in Monaten)	Voraussichtliche Anzahl der Anrechnungspunkte
		von	bis		
1.
2.
3.

Name des/der Studierenden:
Entsendende Hochschule:
..... Land:

Nennen Sie bitte kurz die Gründe für Ihr Auslandsstudium :

SPRACHKENNTNISSE

Muttersprache: Unterrichtssprache an der Heimathochschule (falls nicht Muttersprache):.....

Andere Sprachen	Ich lerne im Moment diese Sprache		Ich kann Vorlesungen in dieser Sprache folgen		Mit zusätzlicher sprachlicher Vorbereitung könnte ich Vorlesungen in dieser Sprache folgen	
	JA	NEIN	JA	NEIN	JA	NEIN
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDIENBEZOGENE ARBEITSERFAHRUNGEN (falls zutreffend)

Art der Arbeitserfahrung	Unternehmen/Organisation	von...bis	Land
.....
.....

ANGABEN ZUM STUDIUM

Angestrebtes Diplom/angestrebter Abschluß:
Anzahl der Semester vor Beginn des Auslandsstudiums.....
Haben Sie bereits im Ausland studiert ? JA NEIN
Falls ja, wann und an welcher Hochschule?

Die beigelegte Datenabschrift enthält alle wichtigen Angaben zum bisherigen Studium. Weitere Angaben, die zum Zeitpunkt der Antragstellung noch nicht vorlagen, werden nachgereicht.

Beantragen Sie ein Mobilitätsstipendium zur Deckung der zusätzlichen Kosten ihres Studienaufenthaltes im Ausland ? JA NEIN

GASTHOCHSCHULE

Hiermit bestätigen wir den Eingang Ihres Antrags, des vorgeschlagenen Studienvertrags und der Datenabschrift des Bewerbers/der Bewerberin.

- Der obengenannte Student ist/ vorläufig von unserer Hochschule angenommen worden
Die obengenannte Studentin ist nicht an unserer Hochschule angenommen worden

Der Fachbereichskoordinator Der Hochschulkoordinator

..... Datum: Datum :

	fortführen				Gesamt:
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(1) (2) (3) (4) (5) Erläuterungen befinden sich auf der Rückseite

Erworbene Diplome/Abschlüsse:

.....

Datum Unterschrift des Dekans/Ltd. Verwaltungsbeamten
Hochschulstempel

Hinweis : Dieses Dokument ist nur mit Unterschrift des Dekans/Ltd. Verwaltungsbeamten und offiziellem Hochschulstempel gültig.

(1) **Kurskode:**
Für Angaben des entsprechenden Kodes siehe ECTS-Informationspaket

(2) **Kursdauer:**
Y = ein volles akademisches Jahr
1S = 1 Semester 2S = 2 Semester
1T = 1 Trimester 2T = 2 Trimester

(3) **Beschreibung des Notensystems, das an der Hochschule angewendet wird:**

.....

(4) **ECTS-Bewertungsskala:**

ECT S-Note	Prozentsatz der erfolgreichen Studenten, die diese Note in der Regel erhalten	Definition
A	10	HERVORRAGEND - ausgezeichnete Leistungen und nur wenige unbedeutende Fehler
B	25	SEHR GUT - überdurchschnittliche Leistungen, aber einige Fehler
C	30	GUT - insgesamt gute und solide Arbeit, jedoch mit einigen grundlegenden Fehlern
D	25	BEFRIEDIGEND - mittelmäßig, jedoch deutliche Mängel
E	10	AUSREICHEND - die gezeigten Leistungen entsprechen den Mindestanforderungen
FX	-	NICHT BESTANDEN - es sind Verbesserungen erforderlich, bevor die Leistungen anerkannt werden können
F	-	NICHT BESTANDEN - es sind erhebliche Verbesserungen erforderlich

(5) **ECTS-Anrechnungspunkte:**

1 volles akademisches Jahr = 60 Anrechnungspunkte
 1 Semester = 30 Anrechnungspunkte

1 Trimester = 20 Anrechnungspunkte

**ECTS - EUROPÄISCHES SYSTEM ZUR ANRECHNUNG VON
STUDIENLEISTUNGEN
STUDIENVERTRAG**

AKADEMISCHES JAHR 19.../19... - FACHBEREICH:

.....

Name des/der Studierenden:
Entsendende Hochschule: Land:

**VORGESCHLAGENES STUDIENPROGRAMM FÜR DAS
AUSLANDSSTUDIUM/STUDIENVERTRAG**

Gasthochschule: Land:

Kursnummer(falls zutreffend) und Seite des Informationspakets	Bezeichnung des Kurses (laut Informationspaket)	Anzahl der ECTS - Anrechnungspunkte
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Falls erforderlich, Liste auf einem getrennten Blatt fortsetzen.

Unterschrift des/der Studierenden

<p>.....</p>	<p style="text-align: center;">.</p> <p>.....</p> <p style="text-align: center;">.</p> <p>.....</p> <p style="text-align: center;">.</p> <p>.....</p> <p style="text-align: center;">.</p> <p>.....</p> <p style="text-align: center;">.</p> <p>.....</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;">.</p> <p>.....</p> <p style="text-align: center;">.</p> <p>.....</p> <p style="text-align: center;">.</p> <p>.....</p> <p style="text-align: center;">.</p> <p>.....</p> <p style="text-align: center;">.</p> <p>.....</p>
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Falls erforderlich, Liste auf einem getrennten Blatt fortsetzen

Unterschrift des/der Studierenden	Datum:
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<p>ENTSENDEDE HOCHSCHULE</p> <p>Hiermit bestätigen wir, daß die o.a. Abänderungen des Studienprogramms/des Studienvertrags genehmigt wurden.</p>	
Unterschrift des Fachbereichskoordinators	Unterschrift des Hochschulkoordinators
Datum:	Datum:

<p>GASTHOCHSCHULE</p> <p>Hiermit bestätigen wir, daß die o.a. Abänderungen des Studienprogramms/des Studienvertrags genehmigt wurden.</p>	
Unterschrift des Fachbereichskoordinators	Unterschrift des Hochschulkoordinators
Datum:	Datum:

ECTS - EUROPEAN CREDIT TRANSFER SYSTEM

STUDENT APPLICATION FORM

(Photograph)

ACADEMIC YEAR 19../19..

FIELD OF STUDY:

This application should be completed in BLACK in order to be easily copied and/or telefaxed.

SENDING INSTITUTION

Name and full address:

Department coordinator - name, telephone and telefax numbers, e-mail box

Institutional coordinator - name, telephone and telefax numbers, e-mail box

STUDENT'S PERSONAL DATA

(to be completed by the student applying)

Family name: First name (s):

Date of birth:

Sex: Nationality:.....

Place of Birth:

Current address: Permanent address (if different):

Current address is valid until:

Tel.: Tel.:

LIST OF INSTITUTIONS WHICH WILL RECEIVE THIS APPLICATION FORM (in order of preference):

Institution	Country	Period of study		Duration of stay (months)	N° of expected ECTS credits
		from	to		
1.
2.
3.

Name of student:

Sending institution:

Country:

Briefly state the reasons why you wish to study abroad ?

.....

.....

.....

LANGUAGE COMPETENCE

Mother tongue: Language of instruction at home institution (if different):

Other languages	I am currently studying this language		I have sufficient knowledge to follow lectures		I would have sufficient knowledge to follow lectures if I had some extra preparation	
	yes	no	yes	no	yes	no
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORK EXPERIENCE RELATED TO CURRENT STUDY (if relevant)

Type of work experience	Firm/organisation	Dates	Country
.....
.....

PREVIOUS AND CURRENT STUDY

Diploma/degree for which you are currently studying:

Number of higher education study years prior to departure abroad:

Have you already been studying abroad ? Yes No

If Yes, when ? at which institution ?

The attached Transcript of records includes full details of previous and current higher education study. Details not known at the time of application will provided be at a later stage.

Do you wish to apply for a mobility grant to assist towards the additional costs of your study period abroad?

Yes No

RECEIVING INSTITUTION

We hereby acknowledge receipt of the application, the proposed learning agreement and the candidate's Transcript of records.

The above-mentioned student is

provisionally accepted at our institution

not accepted at our institution

Departmental coordinator's signature

Institutional coordinator's signature

.....
Date:

.....
Date :.....