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ECTS Users' Guide - European Commission

The ECTS Users' Guide offers guidelines for implementing ECTS and links to useful supporting documents. Following the request from Bologna Ministers in Bucharest (Bucharest Communiqué, 2012), the ECTS Users' Guide of 2009 has been revised, in order to strengthen the 'meaningful implementation of learning outcomes' in the EHEA.

ECTS Users' Guide - European Commission

Accumulation System (ECTS). It also presents the ECTS key documents. The Guide is offered to assist learners, academic and administrative staff in higher education institutions as well as other interested parties. The 2009 Users' Guide elaborates on the previous version of 2005. It has been updated to take

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ECTS Users' Guide | Education and Training

Introduction to the ECTS Users' Guide. The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area (EHEA) for making studies and courses more transparent and thus helping to enhance the quality of higher education. The ECTS Users' Guide offers guidelines for implementing ECTS and links to useful supporting documents...

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The grade distribution table was first introduced in the ECTS Users' Guide in 2009, as a replacement for the previous ECTS grading scales (A, B, C, D, E), which are not used anymore.

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ECTS also provides a tool for the design of programmes of study. This Users' Guide describes the ECTS method and how it can function in practice. It contains basic rules (key features), practical advice, examples of good practice, a glossary and answers to some frequently asked questions.

EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM

on the statistical distribution of passing grades in each programme (ECTS User Guide, 2009). The ECTS grading scale is a norm-referenced (Karran, 2004). It showed how the national scale was actually being used in that context and allowed for comparison with the statistical distribution of grades in a parallel programme of another institution. The ECTS scale supplements the national grading scale, though it does not replace it. Accord-

The Grades Transfer from One Grading Scale to Other ...

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credits and/or the value for an ECTS credit in terms of workload, fixing the workload per ECTS credit usu-ally within a range of 24 to 30 hours. Countries themselves use different ranges according to the ECTS User Guide, allowing some flexibility for institutions to elaborate on their study programmes and al-

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ECTS USERS' GUIDE 2015 - Bologna Process

European Credit Transfer and Accumulation System (ECTS) is a standard means for comparing academic credits, i.e., the "volume of learning based on the defined learning outcomes and their associated workload" for higher education across the European Union and other collaborating European countries.

"The ECTS Users' Guide gives guidelines for implementing ECTS and links to useful supporting documents. The Guide was adopted by Ministers for Higher Education of the EHEA at the Yerevan ministerial conference in 2015."-- Publisher's website.

Process engineering emerged at the beginning of the 20th Century and has become an essential scientific discipline for the matter and energy processing industries. Its success is incontrovertible, with the exponential increase in techniques and innovations. Rapid advances in new technologies such as artificial intelligence, as well as current societal needs – sustainable development, climate change, renewable energy, the environment – are developments that must be taken into account in industrial renewal. Process Engineering Renewal 1 – the first volume of three – focuses on training, demonstrating the need for innovation in order for the field to have a framework that is sustainable, in a highly

changeable world.

Through an in-depth examination of higher education actors and policy instruments in the case of the implementation of Bologna in Ukraine, this book aims to analyse the process of the Bologna reform in Ukraine and investigate Bologna as a case of Europeanisation in the post-Soviet context.

With Brexit looming, a major issue facing UK Higher Education is whether the UK will be able to stay in the Erasmus Programme. This book sits at the intersection of three main interrelated themes - EU citizenship, the current state of the university in Europe, and student mobility - as they play out in the context of an EU funded programme established not least to promote European identity, European consciousness and European citizenship. Exploring through interviews with students from many countries, this book weaves together the themes of citizenship creation as a device for building a nation and a polity, the university as a public space in the era of the marketization of higher education, and communicative interaction as the mechanism by which citizenship is created. Ultimately it asks if the building bricks of national citizenship can be transposed to the transnational scale, and assist in creating the transnational, EU citizenship. It finds, surprisingly, that far from encouraging and facilitating the communicative interaction on which the development of EU citizenship was postulated, central features of the Erasmus Programme inadvertently work against this outcome. This book will be of key interest to scholars and students of EU law and European and EU studies, Citizenship Studies, sociology, and more broadly to higher education in general.

One of the central features in current educational reforms is a focus on learning outcomes. Many countries have established or revised standards to describe what teachers are supposed to teach and students are expected to learn. More recently, the emphasis has shifted to considerations of how standards can be operationalized in order to make the outcomes of educational efforts more tangible. This book is the result of a symposium held in Kiel, that was arranged by two science education groups, one at the IPN (Leibniz-Institute for Science and Mathematics Education at the University of Kiel) in Germany and the other at the University of York, UK. The seminar brought together renowned experts from 12 countries with different notions of the nature and quality of learning outcomes. The aim was to clarify central conceptions and approaches for a better understanding among the international science education community. The book is divided into five parts. In Part A, the organizers set the scene, describing the rationale for arranging the symposium. Part B provides a broad overview about different approaches, challenges, and pitfalls on the road to the clarification of meaningful and fruitful learning outcomes. The set of papers in Part C provides deep insights into different, although comparable approaches which aim to frame, to assess, and to promote learning and learning outcomes in science education. Smaller projects are presented as well as broad, coordinated national programs. The papers in Part D outline the individual historical development from different national perspectives, reflecting the deficits and problems that led to current reforms. Finally, a summary of the organizers analyses the conclusions from different vantage points.

The contributions to this volume aim to stimulate discussion about the role of assessment in the learning experiences of students in music and other creative and performing arts settings. The articles offer insights on how assessment can be employed in the learning setting to enhance outcomes for students both during their studies at higher education institutions and after graduation. An international group of leading researchers offers an exciting array of papers that focus on the practice of assessment in music, particularly in higher education settings. Contributions reflect on self-, peer- and alternative assessment practices in this environment. There is a particular emphasis on the alignment between assessment, curriculum structure and pedagogy.

Romania hosts the 2012 Bologna / European Higher Education Area Ministerial Conference and the Third Bologna Policy Forum. In preparation for these meetings, The Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) organised the Future of Higher Education - Bologna Process Researchers' Conference (FOHE-BPRC) in Bucharest on 17-19 October 2011, with the support of the European University Association (EUA) and the Romanian National Committee for UNESCO. The conference brought the voices of researchers into international-level policy making in higher education. The results of the conference are presented in this book. Until now, empirical evidence supporting policies and reforms in higher education has often been a matter of local or regional focus. The development of a pan-European process in higher education policy drives a need to explore wider research topics on which to base policies. This book offers an unprecedented opportunity for higher education researchers to interact and contribute to the political process shaping the European Higher Education Area (EHEA), and to national policy agendas in more than 100 participant countries for the 2012 ministerial events. The book collects more than 50 articles focusing on vital issues in European higher education. These are arranged in sections addressing the European Higher Education Area (EHEA) Principles; Teaching and Learning; Quality Assurance; Mobility; Higher Education Governance in the EHEA; Funding of Higher Education; Diversification of Higher Education Missions; Higher Education Futures and Foresight.

Situated at the interface between study abroad and second language acquisition research, this book adopts a threefold thematic focus to study abroad and the language learner, investigating learner beliefs about study abroad, learner experiences of study abroad in relation to a range of individual, cultural and social factors, and the nature of learner development while abroad at an intercultural, personal and linguistic level. Chapters present studies of learners in different geographical contexts, with different first and second language combinations. The studies draw on different methodologies, incorporating quantitative, qualitative and mixed-method approaches. Presenting findings with implications for learner preparation, expectations and support during study abroad, and highlighting developmental issues within second language acquisition, *Study Abroad and the Second Language Learner* will be of interest to all study abroad and second language acquisition researchers, as well as programme organisers, language instructors and other stake holders.

Internet technologies and systems are nowadays the key enablers of digital economy and modern world-wide connected society. This contributed book is a collection of cautiously

chosen articles delivered by specialists with significant level of expertise in the domain of Internet technical foundations and its applications. The content of the book is divided into three parts: Internet - technical fundamentals and applications Information management systems Information security in distributed computer systems This book is a reference tool prepared for scientists and other persons involved in designing, implementation and evaluation of internet technologies. Its readers can be found among researchers, teachers and also students of computer science and related disciplines.

The Tuning Russia project is a result of the effort and dedication of many people with a commitment to higher education. From the outset it has been clear that the Tuning Russia project is both a project and an experience. It is a project that has brought together leading representatives of higher education institutions in Russia and Europe to discuss the most significant aspects of university systems with the ultimate aim of bringing about improvements through the sharing of good practices.

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