



Education and Culture DG

EXCELLENCE IN EUROPE'S UNIVERSITIES



ECTS and Diploma Supplement Label Holders 2009 & 2010
MAKE MOBILITY A REALITY

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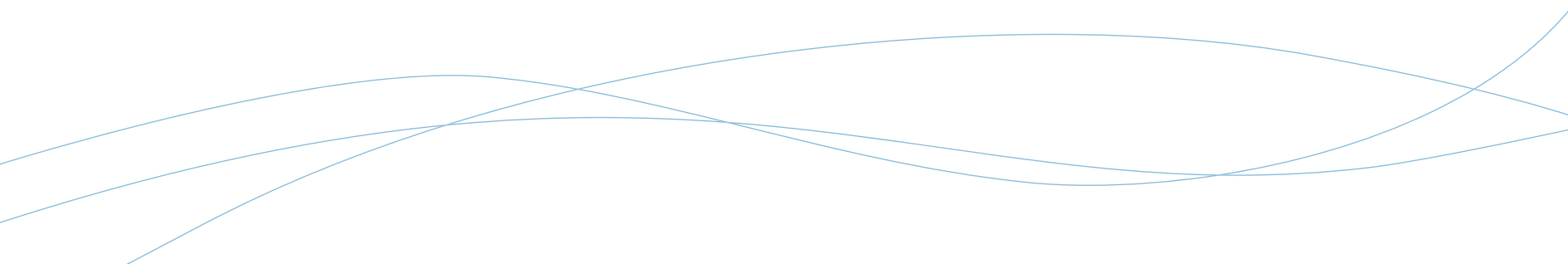


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The Label – a means to an end

Higher education across Europe has been made more transparent by the European Credit Transfer and Accumulation System (ECTS). This system promotes the transfer of learning experiences between different institutions, greater student mobility and more flexible pathways to a degree. It is also of assistance when it comes to curriculum design and quality assurance.

In parallel, the Diploma Supplement (DS) provides a useful standardised description of the nature, level, context, content and status of the studies completed by the holder of a higher education diploma. The basic principles of ECTS and the DS have long been agreed upon by Ministers within the Bologna Process, which aims to create a European Higher Education Area.

In 2007, the European Commission decided to re-launch the awarding of ECTS and DS Labels, as reports from various key Bologna stakeholders clearly indicated that the implementation of both ECTS and the DS was not progressing at the desired pace. These Labels act as an incentive for institutions to apply ECTS and the DS correctly.

Most of the Bologna countries have introduced ECTS through national legislation. Developments as concerns the DS also look positive. The next crucial step, not yet completed in all countries, is effective implementation. And this is where the Labels come in. The Label exercise invites higher education institutions to show that they are actually implementing ECTS and/or the DS correctly. The Commission then rewards their efforts with a label of excellence.

The Label exercise can also highlight flaws in the implementation of ECTS and the DS, both within institutions and at national level. For instance, Label applications have shown that in some countries, national DS legislation prescribes a model that is slightly different from the one agreed at European level. Applications have also shown that the concept of 'learning outcomes' is being applied in various ways, and that the question of student workload is also addressed in different ways when drawing up programmes and curricula. These are important issues for the coming years. By making sure that all the rules of the game are applied, the Labels are ultimately a guarantee for students and learners that the value of their transnational mobility will be recognised in its entirety.

It is important to draw on the experience of the Label holders. That is why the European Commission organises regular conferences and seminars for them, giving them an active role in its mobility policy. Equally, for the Labels to grow in value, adequate publicity must be given to the excellence achieved by those who have gained them. This brochure is one contribution to this effort. It presents the higher education institutions that have obtained one or both of the Labels in 2009 and 2010. I congratulate them for their achievement. They have every reason to be proud of it!



Androulla Vassiliou
Commissioner in charge of Education, Training, Culture and Youth

A handwritten signature in black ink, appearing to read 'Androulla Vassiliou', with a horizontal line underneath.



ECTS and DS award ceremony, Brussels, 11th June 2009.

Introduction

This brochure lets Label holders speak for themselves. They explain why they sought the Label, what it means to them, what efforts were needed, and why they would advise other higher education institutions to apply for it.

The first part of the brochure is devoted to ECTS Label holders – one page for each, including an interview and some basic facts about the institution. The ECTS Label in particular does require considerable commitment of human and financial resources, which is why we have given it special attention.

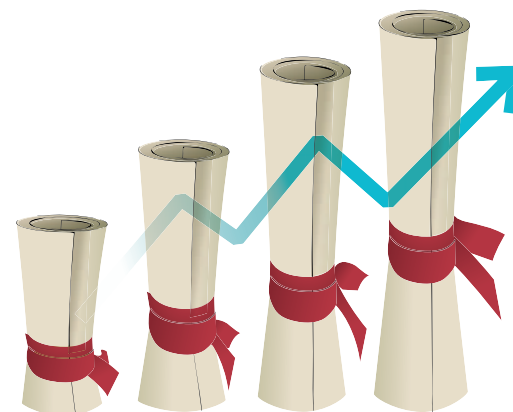
Information on Diploma Supplement (DS) Label holders is also provided. They are listed in the second part of the brochure, along with the relevant data.

After an initial period in 2003-2006, the labels were awarded again in 2009 and 2010. Further rounds are planned for the coming years. In 2011, the deadline for ECTS and DS Label applications will be 15 May.

Each country has a National Agency managing for ECTS and DS label applicants. These agencies are listed in an annex to this brochure. All applications for the Label should be made to the National Agency of the country in which the eligible higher education institution is located. The National Agency will provide the application forms and guidelines and will screen the applications received, with the assistance of independent experts. Applications that are successful in the national screening round will subsequently be examined by an independent European jury of experts, in order to guarantee consistency at the European level. The EU's Education, Audiovisual and Culture Executive Agency (EACEA), in consultation with the European Commission, will take the final decision on the award of the Label.

In the interviews that follow, higher education institutions around Europe give various reasons for seeking the Label. But one recurring theme is internationalisation. When you have the Label, we are told, *'students throughout Europe and the world know that your exchange procedures have been checked by experts'*. It *'certifies a level of transparency and state of progress that strongly support the internationalisation of curricula'*. The Label *'has reinforced the international culture of our organisation'*. And that, surely, is where the future of higher education lies.

For those seeking further information, the web addresses of various relevant bodies, including the European Commission and the EACEA and the National Agencies, are given at the end of this brochure.



INSTITUTION
Universiteit Gent

WEBSITE
www.ugent.be

ADDRESS
Sint-Pietersnieuwstraat 25
B-9000 Gent
Belgium



'It's a sign of transparency' Ghent University, Belgium



Ghent got in very early on the ECTS process, as the university's Institutional Erasmus Coordinator Geneviève Cochez recalls. *'The Erasmus programme had shown us that there were huge problems in transferring study results, knowing each other's curricula and so on. So the European Commission started a pilot project, in which our Prof. Luc François was closely involved.'* Then in 1996, Ghent decided to apply ECTS to student mobility in all its relations with partner institutions. *'Prof. François coordinated this across our departments. All our study programmes delivered material for the course catalogue in Dutch and English.'*

Soon, ECTS systems were being used for all students, including the locals. *'The transcript of records automatically indicates the grading scale, and is also available in English,'* Cochez points out. This makes for *'a more transparent and easier deliberation process'*.

The Label also facilitates inter-university contacts. *'In international projects, for example, Erasmus Mundus Action 1 and Action 2, it's definitely an advantage. It's a sign of transparency towards our partners.'* Now, it needs to be promoted as *'a real label of excellence,'* she thinks. In Ghent University itself, meanwhile, she sees a deeper impact: *'The evolution of the ECTS principle towards an emphasis on learning outcomes means that the role of the teacher has changed fundamentally. From knowledge to competencies, from a teacher-oriented to a student-oriented approach, from input to output.'*

Geneviève Cochez,
Institutional Erasmus Coordinator

Ghent University (UGent) is one of the leading higher education and research institutions in the Low Countries, with 32 000 students and 7 100 staff members. More than 130 departments, spread over 11 faculties, offer courses in every scientific discipline. Both centrally and in initiatives stemming from its faculties, UGent is stepping up its internationalisation. About 10 % of its students are currently from outside Belgium and the Netherlands. It was awarded the ECTS label in 2004 and again in 2009.

INSTITUTION
Katholieke Universiteit Leuven

WEBSITE
www.kuleuven.be

ADDRESS
Oude Markt 13 – Bus 5000
B-3000 Leuven
Belgium



‘The Label makes our offer clearer’ Catholic University of Leuven (K.U. Leuven), Belgium



For K.U. Leuven, applying for the ECTS Label was *‘a logical step, because we have been working with ECTS and its predecessors right from the beginning,’* says Prof. Ludo Melis. He is the university’s Vice-Rector of Education. The Flemish Region’s strong commitment to the Bologna process has helped to move things forward, he thinks. *‘Much of what ECTS requires is actually integrated into the Flemish legislation. So the modifications had already been made.’* In 2004, the syllabi of more than 3 000 K.U. Leuven courses were made available in English. Today over 8 000 are available.

The Label also fits in well with K.U. Leuven’s long-standing commitment to mobility, Prof. Melis points out. *‘We’re an international university with a high proportion of international students and we have a number of exchange programmes, so it is easy to work with ECTS. We want to attract more international students, especially at the Master’s and PhD levels. We have some 60 international programmes, some at the Bachelor’s level, but mostly Master’s and PhD. It’s clear that the Label is an element facilitating international mobility. It makes some parts of our offer clearer to potential students. That’s also important for student mobility in programmes such as Erasmus.’*

That said, he thinks the Label needs a higher profile. *‘The European Commission should promote the Label by convincing more leading universities to adopt the system. The more broadly it spreads, the more it will gain in importance.’*

Prof. Ludo Melis,
Vice-Rector of Education

Of the 37 000 students at the K.U. Leuven, more than 5 000 are international. Science, technology and engineering; philosophy; theology; and law are the main subject areas chosen by its non-Belgian students. Half of its international students come from other EU countries. The university has 1 423 academic staff. Of its 175 Master’s programmes, 73 are taught in English and 47 are interuniversity programmes. It was awarded the ECTS Label in 2005 and 2009.

INSTITUTION
Université de Liège

WEBSITE
www.ulg.ac.be

ADDRESS
Place du 20-Août, 7
B-4000 Liège
Belgium



‘When you have a deadline, you take the final step’ University of Liège (ULG), Belgium



‘Now that we know our partners, I think the next stage will be building double diplomas and joint degrees.’ If Patricia Petit has big plans for the future, it is because the University of Liège has geared up for mobility. As the Head of its International Office, she knows why it applied for the Label: *‘we knew that the quality of our procedures for welcoming mobile students was OK. But we didn’t have any official recognition of that.’* There was also another motive: *‘it was to encourage the faculties and the university administration to finalise the procedure. When you have a deadline, it ensures that you take the final step.’*

In 2004, Belgium’s French-speaking Community decreed the implementation of the Bologna reforms. *‘So we had to adopt the structure of 3 years Bachelor plus 2 years Master and express that in ECTS credits instead of professors’ teaching hours.’* This was *‘really a revolution’* and *‘we had to communicate properly about that to the teaching staff’*. But mobility is now a fact of life, she thinks. *‘All European universities are aware of the need to attract students from abroad, our answer is to focus on the internationalisation of programmes and mobility within the academic project of each student.’*

She suggests promoting the Label by *‘giving added value to the award-receiving institutions – for example, free promotion and publicity’*. Also, the ECTS and Diploma Supplement Labels could be *‘included in the criteria for the upcoming European ranking of universities.’*

Patricia Petit,
Head of the International Office

Mobility is roughly balanced at the University of Liège: about 600 incoming and 600 outgoing students per year. It subsidises mobility for its own students and provides free French tuition for those incomers who need to improve their language skills. Teaching is mainly in French at the Bachelor’s level. A range of English-language Master’s courses is being developed. Of the 18 000 students in the 11 faculties, some 3 100 are from abroad. The university has about 2 500 lecturers and researchers. It was awarded the ECTS Label in 2009 and the Diploma Supplement Label in 2010.

INSTITUTION
Université catholique de Louvain

WEBSITE
www.uclouvain.be

ADDRESS
Place de l'Université 1
B-1348 Louvain-la-Neuve
Belgium



'Benchmarking university education' Catholic University of Louvain (UCL), Belgium



'We have been very active in student exchange programmes ever since the foundation of the Coimbra Group of European universities in 1985. Student mobility has always been of great interest to us, so applying for the Label was a way of ensuring that our processes were at an appropriate quality level. It has also enabled us to take part in some kind of benchmarking of university teaching programmes.'

The ECTS process has raised a few issues for UCL, points out its Vice-Rector for Teaching and Learning, Prof. Vincent Wertz. A particular concern is the assignment of credits.

'Is such and such a course worth three, four or five ECTS credits? Initially, we worked out a formula for converting teaching hours into credits, but some deficiencies soon became apparent, and we still have some difficulties with this issue. And then we ask ourselves the same question about the courses taken by our outgoing exchange students at other universities: is this course really worth the seven or eight credits stated? So we have been careful to sign agreements only with those partners where we have good contacts and can discuss these issues openly.'

More publicity would be good for the Label, he thinks, *'so students really recognise that going to a Label-holding university is a guarantee of being treated qualitatively better than elsewhere'*. This in turn implies that *'the European Commission should aim to convince every really good university to request the Label'*.

Prof. Vincent Wertz,
Vice-Rector for Teaching and Learning

20-25 % of UCL students graduating with a second-cycle (Master's) degree have studied abroad at some stage. Of its 23 000 students, around 5 000 are from abroad. Half of the 1500 PhD students are international. A Louvain International Desk (LID) has recently been created to assist incoming students. Some programmes are taught in English during the first semester and French during the second. About 1 000 academic staff and 1 500 researchers teach in the 14 faculties. An ECTS Label holder since 2006, the UCL received it again in 2009.

Варненски Свободен Университет „Черноризец Храбър”

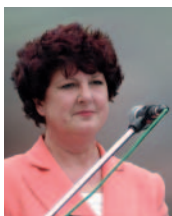
INSTITUTION

WEBSITE
www.vfu.bg

ADDRESS
Chaika Resort
BG-9007 Varna
Bulgaria



‘It guarantees student mobility’ Varna Free University ‘Chernorizets Hrabar’, Bulgaria



‘The leading aspects for Varna Free University are its European orientation, the directives of the Bologna process and the standards of the unified European educational and scientific space. Transparency and comparability of education and qualifications, together with the convertibility of the educational and scientific product, are part of the standards to which we aspire. Academic mobility is one of the real measurement devices for achieving this, and ECTS is the path to that goal.’

The university’s Rector, Prof. Anna Nedyalkova, sees the ECTS process as *‘an indisputable necessity resulting from the broad opening of the university community to an international student and teacher transfer’*. It has enabled the university *‘to clearly define the path throughout the education process, to stimulate the teachers to adopt new forms of teaching, to organise out-of-class workload for the students and to assess their achievements’*.

The Label is a visible sign of that commitment. *‘As a certificate from the European Commission, it guarantees the mobility of the students and facilitates their education at various institutions. Up to now, it has been popular mainly among universities. But in future, it may be advisable to make the Label better known to the employers’ organisations too. This will enable the employers to more accurately gauge the qualities and abilities, knowledge and skills of people who possess higher education from various different universities.’*

Prof. Anna Nedyalkova,
Rector

Currently, some 50 foreign students take part in Varna’s mobility programmes, and this number is growing. Around 450 staff teach 11 000 students in its three faculties: international economics and administration; law; and architecture. It has cooperation and exchange agreements with 35 European universities. The university’s Centre for Euro-Qualification includes a Student Business Incubator, a Career Centre and a Centre for Language Education and Certification. Varna was awarded the ECTS Label in 2010 and the Diploma Supplement Label in 2009.

INSTITUTION
Vysoké učení technické (VUT) v Brně

WEBSITE
www.vutbr.cz

ADDRESS
Antonínská 548/1
CZ-601 90 Brno
Czech Republic



'It's reflected in new cooperation offers'

Brno University of Technology (BUT), Czech Republic



'As part of the Bologna process in the tertiary education sphere, the ECTS Label represents one of the basic quality indicators of the university,' insists Assoc. Prof. Miloslav Švec, Vice-Rector of the Brno University of Technology. For BUT and other Czech higher education institutions, internationalisation has entailed 'a gradual shift from an absolute evaluation' ('excellent', 'very good', 'good' or 'insufficient') to 'a system compatible with the ECTS'. At the present time, 'the organisation of studies in the individual, very diversified degree programmes at all our faculties makes it possible to take full advantage of the use of local grades. The internal transformation to the full-value relative

ECTS system is only possible after the end of the semester or year and as a result it often cannot be applied directly at the time students go abroad in a mobility programme. The ECTS system is fully embedded in our study regulations.'

Gaining the ECTS Label has *'undoubtedly helped raise BUT's prestige'* at home and in Europe. *'We are often congratulated on our achievement when travelling abroad; more particularly this is reflected in new offers to sign bilateral cooperation agreements with foreign universities.'* The Label *'has also had a positive effect on the attitude of individual faculties to the ECTS'*. There is a *'great and steadily increasing interest in studies at BUT on the part of foreign students, most of whom come here within the LLP/Erasmus programme'*.

*Assoc. Prof. Miloslav Švec,
Vice-Rector*

BUT's eight faculties have more than 23 000 students and 1154 academic staff members. It currently offers 74 accredited degree programmes, ten of which are in English. Fields of study are civil, mechanical and electrical engineering, architecture, economics and management, the fine arts and information technology. BUT has general bilateral agreements on cooperation with 90 universities around the world, and each year around 360 bilateral agreements within Erasmus. It gained the ECTS Label in 2009 and is also a Diploma Supplement Label holder.

INSTITUTION
Masarykova Univerzita

WEBSITE
www.muni.cz

ADDRESS
Komenského nám. 220/2
CZ-602 00 Brno
Czech Republic



‘The Label gives us credibility abroad’ Masaryk University (MU), Czech Republic



‘We see the ECTS Label as a way to motivate staff and bring transparency to administration procedures,’ explains Mikulas Bek. He is Vice-Rector for Strategy and External Relations at the Czech Republic’s well established Masaryk University. ‘It sends a good signal to potential partner institutes as well.’

‘Although we are the second largest university in the country, the first destination will always be Prague. We don’t want to be characterised as provincial and the ECTS Label gives us credibility abroad,’ he says. ‘It’s also a sign of quality, which is useful for MU’s graduates wanting to work outside of the Czech Republic,’ Bek adds.

MU was among the first universities to introduce the ECTS system. *‘We started using ECTS credits as “currency” throughout the University back in the early 1990s but these first steps were rather informal,’* he points out. *‘In the beginning it was quite a challenge to persuade 2 000 academics to all work together to produce the same standardised information, but we succeeded.’*

A process which was undoubtedly made easier with the creation of MU’s state-of-the-art online database ISOIS. *‘It minimises the paper work, enables staff to input information quickly and provides the most accurate data and statistics in the fastest way possible,’* states Bek.

With the hard work now behind them, he is convinced of the benefits of being a label holder: *‘the ECTS Label will raise our visibility and make MU more attractive to the outside world.’*

Mikulas Bek,
Vice-Rector for Strategy and External Relations

Masaryk University was established in 1919, and comprises nine faculties with more than two hundred departments, institutes and clinics. Its 40 000-plus students make it the second largest university in the country. MU has an award-winning International Student Club (ISC), which promotes integration of exchange students in Czech student society. It was among the first universities to introduce the ECTS system. MU was awarded the ECTS Label in 2010 and the Diploma Supplement Label in 2009.

INSTITUTION
Vysoká škola ekonomická v Praze

WEBSITE
www.vse.cz/

ADDRESS
nám. W. Churchilla 4
CZ-130 67 Praha 3
Czech Republic



‘The Label has built our image’ Prague University of Economics, Czech Republic



‘We’re the Czech Republic’s leading university in the fields of economics, business and management, so we decided that we needed to become an international player. The ECTS Label was a major part of that,’ Prof. Hana Machková recalls. As Vice-President for International Relations and Public Relations at Prague’s University of Economics (VŠE), she takes a marketer’s view of the Label: *‘It has been important for our image – first of all in the Czech Republic, where we were among the first two institutions to acquire it, and then also internationally. The Label is a useful marketing tool, but it needs more promotion. Its logo needs to become instantly recognisable right across Europe.’*

In fact, the ECTS process has helped to shape the present-day University of Economics. *‘For us, actually applying for the Label was the last step in a process that we started in 2005-6 in three of our faculties,’* Machková says. *‘Ultimately, all of our faculties became attuned to the ECTS system. We had to redesign everything. We used to have a very traditional system, so the modularisation of the courses was an important step. That enabled us to bring in study credits. Our examinations also changed. But these were changes for the better. All of our staff backed the ECTS process, and actually gaining the Label was important to them. One ECTS outcome is that we now have six Master’s degree programmes taught entirely in English. That’s a big plus for this university.’*

Prof. Hana Machková,
Vice-President, International Relations and Public Relations

The University of Economics (VŠE) cooperates with more than a hundred universities worldwide. Founded in 1953, it currently has five faculties in Prague: finance and accounting; international relations; business administration; statistics and IT; economics and public administration. A sixth, based in Jindřichův Hradec, specialises in management. VŠE is attended by more than 19 000 students and has about 650 academic and some 500 non-academic staff. It was awarded the ECTS as well as the Diploma Supplement Label in 2009.

INSTITUTION
Aarhus Universitet

WEBSITE
www.au.dk

ADDRESS
Nordre Ringgade 1
DK-8000 Aarhus C
Denmark



‘Quality assurance for procedures’ Aarhus University, Denmark



‘We sought the Label for external and internal reasons,’ explains Steffen Skovfoged, Head of Studies at Aarhus University. ‘Externally, it’s an EU certificate expressing full institutional and programme transparency, EU quality assurance of administrative procedures concerning student mobility, and international commitment. Internally, it has helped to organise and harmonise structures as well as the presentation of studies and courses. It has also promoted internal flexibility as regards course selection and credit transfers between courses. All the faculties adopted a common programme structure, and collective systems for handling study programmes and a dynamic course

catalogue were developed.’ As for points, ‘all students will acquire exactly 30 ECTS if they pass a semester in accordance with the study programme’.

‘Increased use of international quality standards is part of the university’s international strategy,’ Skovfoged says. ‘The effect of the Label in itself remains to be seen, but the university expects a continuing increase in applications from international students and staff.’

The Label’s importance ‘could be promoted in combination with the Standards and Guidelines for Quality Assurance in the European Higher Education Area,’ he suggests. ‘For example, the two could be more closely linked if the Label were to be expanded to include more elements of quality assurance and development. The elements could be adopted from the standards and guidelines for the programme.’

*Steffen Skovfoged,
Head of AU Studies*

From 2011, Aarhus University will be organised in four faculties: arts (13 000 students); science and technology (4 500 students); health sciences (4 000 students); and business and social sciences (16 500 students). Staff will total 10 400. In 2009, the university had 1 031 outgoing exchange students. There were 1 083 incoming exchange students (251 in arts, 165 in science and technology, 646 in business and social science and 21 in health sciences) and 2 917 full-time non-Danish students. Aarhus was awarded the ECTS Label in 2009.

INSTITUTION
Hochschule Karlsruhe – Technik und Wirtschaft

WEBSITE
www.hs-karlsruhe.de

ADDRESS
Moltkestraße 30
DE-76133 Karlsruhe
Germany



‘An incentive to get things done’ Karlsruhe University of Applied Sciences, Germany



‘When I saw the Label call, I thought these are things that we’re either doing anyway or that we should be doing in a more comprehensive fashion.’ Dr. Joachim Lembach, Director of the International Office at the Karlsruhe University of Applied Sciences, used its application for the Label as a *‘kind of incentive to get things done’*. Once achieved, it became *‘a reward for the considerable efforts that people had made’*.

‘We’ve always done a proper job on our handbooks, general information and learning agreements,’ he says, *‘and the Label was a way of getting that documented and recognised. One thing that we hadn’t been doing comprehensively was to explain our programmes completely in English. Our course descriptions were in the format required for the ECTS, but most of them were only in German. Obviously, it was going to be useful to have them in English too, and to put the English versions online. Even if international students are fluent in German, their supervisors may not be.’* He thinks the Label deserves more publicity. *‘It’s a quality seal that should be more visible. Efforts should be made to get the Label holders together for partnerships.’*

Internally, the Label has ‘focussed our attention on internationalisation. I think it will lead to an increase in the number of double degrees, of which we already have quite a few. Professors tell me that it’s now much easier to negotiate these things. You just point people to our website, and they have all the information they need.’

Dr. Joachim Lembach,
Director, International Office

Around 35 degree courses are taught at the Karlsruhe University of Applied Sciences (HsKA). It is attended by some 6 300 students, a figure that is continuing to rise. Approximately 13% of the students come from outside Germany. Of the 500-strong teaching staff, 200 are full professors. The curriculum is characterised by a specific focus on applied sciences and engineering, extensive laboratory work to supplement lectures, integrated traineeships in industry, and application-oriented thesis topics. HsKA was awarded the ECTS Label in 2009.

INSTITUTION
Università di Bologna – Alma Mater Studiorum

WEBSITE
www.unibo.it

ADDRESS
Via Zamboni, 33
I-40126 Bologna
Italy



'A way of systematising our information'

University of Bologna – Alma Mater Studiorum, Italy



'Working for the Label was a way of systematising the information that all our different programmes and faculties were giving our students. The other idea was to have a general rule within the university on the recognition of study periods abroad which aimed to enhance a culture of shared recognition within the Institution as a whole.' Bologna's application for the Label was *'parallel to the reform of our studies, which was already taking place in line with the Italian legal provisions,'* emphasises Dr. Carla Salvaterra, the university's Deputy Rector for International Relations.

One issue has been the use of English to describe a very large and diverse range of programmes and course units: *'we needed to build a common glossary, as the tendency in many departments and programmes was to borrow the UK terminology which is unfair because it interprets our system through a different one.'* Within the teaching staff, the debate between supporters of bilingualism and of multilingualism continues. *'Our information systems were designed to be multilingual,'* Dr. Salvaterra says, *'but it's very difficult to achieve multilingualism at a university level.'*

The European Commission should, she thinks, take account of the Label when selecting projects for the lifelong learning programme. *'The same goes for national agencies when they are distributing mobility grants. The Label is a sign that students will have a mobility experience that has been properly integrated into their degree course.'*

Dr. Carla Salvaterra,
Deputy Rector for International Relations

5.7% of the 85 000 students enrolled in the University of Bologna's 23 faculties are international. Bologna has 37 international programmes of its own, taught mainly in English, and more than 25 joint programmes with other universities in different countries. In all, it offers 224 degree programmes (first-cycle, second-cycle and single-cycle), as well as post-graduate programmes. It has 3 200 permanent lecturers and researchers and 2 000 contract lecturers. It gained the ECTS Label in 2009 and the Diploma Supplement Label in 2010.

INSTITUTION
Università degli Studi di Parma

WEBSITE
www.unipr.it

ADDRESS
Via Università 12
I-43121 Parma
Italy



‘Internationalisation of curricula’ University of Parma, Italy



‘Since the very beginning of the Erasmus Programme, the University of Parma has always actively responded to the internationalisation objectives encouraged and supported by the European Commission,’ emphasises Pro-Rector Prof. Sandro Cavirani. In 2005, Parma set up an ECTS Label Workgroup to prepare its application and bought in a web-based software package specifically built for the collection and organisation of ECTS Label-compliant information. All teaching staff and researchers were involved in collecting course data.

The process was taken as an opportunity to rectify *‘some weaknesses related to the non-homogeneity of the information and contents description made available to students, as well as an application of ECTS credits not fully conforming to European standards’*. After the Label was awarded, *‘an internal survey was started to check the availability of our teaching staff to teach their courses in English. 735 teaching units (42 %) have declared their availability.’*

He thinks two steps are essential to promote the Label further: *‘financially sustaining the activities related to the award and the maintenance of the ECTS Label, also through the involvement of national governments in the internationalisation process’* and *‘improving the communication campaign addressed to European universities and higher education institutions’*. The Label *‘certifies a level of transparency and state of progress that strongly supports the internationalisation of curricula’*.

Prof. Sandro Cavirani,
Pro-Rector Delegate for International Relationships and ECTS Co-ordinator

In addition to standard degrees, four of Parma’s faculties offer food science degrees strongly linked to the local economy. The academic year 2010-2011 will see the university’s first Advanced Degree Course fully taught in English. Out of 31 000 undergraduates, about 1% are from abroad, but the number of foreign PhD students has increased significantly. Faculty tutors are assigned to international students. 90 Bachelor’s, 39 Master’s and 46 PhD courses are taught in 12 faculties. Parma has 1 079 lecturers. It received the ECTS Label in 2009.

INSTITUTION
LUMSA Università (Libera Università Maria Ss. Assunta)

WEBSITE
www.lumsa.it

ADDRESS
Via della Traspontina 21
I-00193 Roma
Italy



‘More visible, more evident and clearer’ LUMSA University, Italy



‘We used the ECTS system from the beginning, as one of the first universities in Italy to adopt it. So, in order to continue our process of integration into the European higher education space and give our university more visibility, we applied for the Label.’

The hardest part of harmonisation was *‘the introduction of the credit system into our computer set-up,’* LUMSA’s Head of International Relations Pasqua Tamponi recalls. But it was worth it, because *‘LUMSA study programmes have become more visible, more evident and clearer, also for the incoming Erasmus students and the international students.’* ECTS implementation is in any case *‘a big part of LUMSA’s long- and medium-term strategy’* to attract international students, she says.

Being awarded the Label means *‘full quality recognition’*. So *‘at the international level, our university partners are giving more consideration to our teaching offer and are asking us to broaden the old bilateral agreements or to create new ones’*. To attract incoming EU students, the university provides *‘meal tickets and agreements with some local entities in order to help students to find a comfortable accommodation during their mobility period in Rome’*. For international students, *‘we reduce the registration fee by about 50% for the Master’s degree’*. She would like the European Commission to *‘give more visibility to the ECTS through the National Agencies of the member countries and through other European institutions’*.

Pasqua Tamponi,
Head of the International Relations Office

LUMSA has three faculties (education sciences, humanities and law) on adjacent sites, and other branches operate in various parts of Italy. Some 8 500 students are taught by about 800 staff. The university has currently 200 outgoing and 350 incoming students as part of the Erasmus Programme. There are 11 first-level degree courses, 9 Master’s courses, 10 post-graduate courses, 2 schools of specialisation and 8 doctoral research courses. LUMSA received the ECTS Label in 2009 and also holds the Diploma Supplement Label.

INSTITUTION
ISM Vadybos ir ekonomikos universitetas

WEBSITE
www.ism.lt

ADDRESSES
E. Ožėškienės St. 18 | Arklių St. 18
LT-44254 Kaunas | LT-01305 Vilnius
Lithuania



‘Quality assurance’ ISM University of Management and Economics, Lithuania



‘Probably the main reason we applied for the ECTS Label was that we are very active in exchange programmes with other universities. So we saw it as an opportunity to make the task of assigning credits much easier.’ ISM President Professor Nerijus Pacesa thinks the ECTS process is ‘quite healthy for a kind of self-analysis. You need to revise your subject descriptions, to update them and to bring them into line with the standards. That’s good for quality assurance.’

ISM is in the middle of a long-term strategy of internationalisation. *‘The Label, which means evening out the transfer of credits, was one part of that strategy,’* Prof. Pacesa says. *‘We have been moving into programmes that are fully taught in English. We have many exchanges with other business schools, and we’re looking more and more to double degree options in order to open up more opportunities. Our key areas are management and economics. There are also more specific programmes on international management and on economics and politics. Today, we’re a fully fledged university, although specialised in our own key fields.’*

He argues that greater standardisation would further increase the Label’s value. *‘If we want to increase mobility, we need at least some standardisation in order to make it smoother. At the moment, each case takes a lot of effort. You have to build trust. The Label should be a sign that you have gone through certain processes and are ready for mobility and exchange.’*

Prof. Nerijus Pacesa,
President of ISM

The ISM University of Management and Economics offers an undergraduate MSc programme, an Executive Master’s programme and a PhD in management. Some 1 800 students attend its courses on two campuses in Vilnius and Kaunas, and it has about 50 full-time teaching staff. Around 10% of its students currently come from outside Lithuania. ISM has about 50 partnership agreements for student exchange with universities in Europe, Asia, and North and South America. It was awarded the ECTS Label in 2009.

INSTITUTION
Rijksuniversiteit Groningen

WEBSITE
www.rug.nl

ADDRESS
P.O. Box 72
NL-9700 AB Groningen
the Netherlands



‘It was more a matter of Why Not?’ University of Groningen, the Netherlands



‘We had all the things we needed to apply for the Label, so it was more a matter of “Why not?” We reckoned that in future, having the Label might make a difference when applying for EU projects,’ explains Regine van Groningen, EU Programmes Coordinator for the University of Groningen. ‘At the beginning, it was a bit difficult for us to come up with a course catalogue, but when we finally had one entirely in English, we went ahead and applied. We already had a Diploma Supplement Label.’

‘Internally, the Label requirements were a great help to us in getting internationalisation in general moved up the hierarchy of our website,’ she says. ‘The ECTS is definitely part of our internationalisation strategy. Our main focus is Europe, so having all the Bologna elements in place will assist in improving mobility and building European links.’

She thinks that coherent use of ECTS requirements in all EU programmes might help to promote the Label. *‘It’s sometimes difficult to explain why, for instance, in Erasmus Mundus, a certain number of ECTS credits are required to be earned per month, whereas Erasmus scholarships are given to students even if they don’t gain any ECTS credits at all.’*

Groningen’s large number of programmes in English is an attraction for international students, she feels. Another advantage is *‘the long-standing relationship we have with some other universities. The cooperation that we started in 1989 with Eastern European universities still brings in some very good students.’*

Regine van Groningen,
Coordinator EU Programmes

The University of Groningen has a little over 26 000 students. About 10 % of them are from abroad. Of the 1500 PhD students, 50 % are international. Its 2 600 teaching staff teach in Dutch and English, and some programmes are available in both. Out of 120 Master’s programmes, 75 are in English. Its Master’s double degrees with other universities include eight Erasmus Mundus programmes. Its nine faculties teach 120 Master’s programmes and 60 Bachelor programmes. It was awarded the ECTS Label in 2009 and also holds the Diploma Supplement Label.

INSTITUTION
Wageningen UR (University & Research Centre)

WEBSITE
www.wur.nl

ADDRESS
Postbus 9101
NL-6700 HB Wageningen
the Netherlands



‘A recognition of our international-oriented student information’

Wageningen UR (University & Research Centre), the Netherlands



‘We’re an international university and we discovered that we had already done most of the things needed to get the Label.’ Henk Vegter, Head of Wageningen’s Quality and Strategic Information Section, sees the Label as ‘a recognition that we already had international-oriented student information based on transparency and learning outcomes’.

It has not really affected Wageningen’s study programmes, he says. ‘We changed the points system and transformed aims into learning outcomes. We had to change some course details but in the end it was no problem at all.’

The effects of Label are undramatic but probably real, he thinks. *‘I don’t think a student will see the ECTS Label and say “Wow, I’m going to go to that university”, but no doubt it helps. We’ve been attracting international students since 1970. We started with a small MSc programme which gradually expanded to fifteen programmes. Then around 2002, we transposed our own five-year programmes into BSc and MSc programmes.’*

Wageningen is critical of the paperwork generated by ECTS and the Lifelong Learning programme. However there are some advantages. The university’s ECTS coordinator Fred Jonker finds the ECTS grading table fairer and clearer than the standard conversion currently used. *‘When a student can say to a teacher or university that they are among the top ten percent, that means something. Just saying that you have a grade 8 for a subject doesn’t mean much, because maybe the 8 is the best score or maybe it’s the worst.’*

*Henk Vegter, Head of the Quality and Strategic Information Section
Fred Jonker, ECTS Coordinator*

Wageningen UR clusters knowledge and expertise for a growing number of partners and students in the plant, animal, environmental, food and social sciences. It has a broad range of two-year MSc study programmes in English. Most of these programmes offer various possible specialisations. The PhD trajectory takes four years. About 40% of the students on the MSc courses are international. In all, more than 25% of the university’s 6 000 students are from abroad. Wageningen UR gained the ECTS Label in 2005 and again in 2009.

INSTITUTION
Management Center Innsbruck

WEBSITE
www.mci.edu

ADDRESS
Universitätsstraße 15
A-6020 Innsbruck
Austria



‘The Label makes us more competitive’ Management Center Innsbruck (MCI), Austria



‘In our case the structure of the ECTS system was already in place,‘ says Dr. Susanne Lichtmanneger, MCI’s Head of International Relations. ‘So the ECTS Label was used mainly as a tool to get everything ready in English and on our website.’

MCI’s offer has strong international appeal, she feels. *‘We do offer one semester fully taught in English in all of our programmes. Additionally, we offer four Master’s programmes that are taught fully in English. These attract exchange students but also those seeking an international degree. And we have a tourism studies programme, which is a very good fit with our region.’* The Label *‘makes MCI more competitive, especially in the international environment – not only by holding the Label, but more so by fulfilling all the requirements and therefore giving transparent information to all stakeholders.’*

MCI Exchange Coordinator Matthias Sparber thinks that holding the ECTS and Diploma Supplement Labels *‘is also important when, for instance, you’re negotiating new partnership agreements, applying for projects that are co-financed by the European Commission or marketing your offer to international students.’*

The European Commission is doing a good job in promoting the Label, he says. *‘But in marketing, more is always better. So more promotion in the general as well as the specialised media would be important.’* He suggests that some financial recompense for the cost of applying for the Label, in terms of work hours, might persuade more institutions to join.

*Dr. Susanne Lichtmanneger, Head of International Relations
Mag. Matthias Sparber, Exchange Coordinator*

MCI sets out to ‘bridge universities and business’. It has some 2 500 students, 200 full-time staff and 800 part-time staff. External lecturers provide a major part of its teaching. At any given time, about one-third of its students are from outside Austria. Most of them come from neighbouring countries, such as Germany, Italy and Switzerland. MCI has more than 100 incoming and 150 outgoing exchange students each year, and bilateral agreements with over 100 universities worldwide. MCI received the ECTS Label in 2009 and also holds the Diploma Supplement Label.

INSTITUTION
Fachhochschule des BFI Wien

WEBSITE
www.fh-vie.ac.at

ADDRESS
Wohlmutterstraße 22
A-1020 Vienna
Austria



‘The Label is part of our internationalisation strategy’

University of Applied Sciences BFI Vienna (FH bfi Vienna), Austria



‘Our institution as a whole has a very strong commitment to the Bologna process. We saw applying for the Label as a logical step forward. It gave us another opportunity to look more closely at all the processes involved with the ECTS. This time around, learning outcomes were such a huge topic that this led to a reconsideration of our curricula.’

Claus Inanger is the Mobility Coordinator at the University of Applied Sciences BFI Vienna. *‘Internally, our second successful application for the Label was a good opportunity to involve staff and get their commitment again,’* he says. *‘Externally, our partners abroad see that we have the Label, so there’s a certain understanding that they can send their students here and there’s a process in place to ensure an easy exchange of records and so on. So this is part of our internationalisation strategy.’* He suggests that a centralised website for current Label holders could help them to promote it to others.

The university’s own application process for incoming foreign students is now fully online, as are the learning agreements. One special online tool enables students to check whether the timetables for their first choices of course would be compatible. *‘This is pretty helpful for the students and for us,’* Inanger thinks. *‘In the past, we had to change a lot of learning agreements due to overlapping classes.’* The number of incoming students is steadily increasing, he says. *‘We try to make the experience of studying abroad as pleasant as possible.’*

Claus Inanger,
Mobility Coordinator

About 1 700 students currently attend FH bfi Vienna. 60 of these are incoming international students. Most of the university’s 6 Bachelor’s programmes and 5 Master’s programmes are business-oriented. Strong European and international elements are included in its courses on management, the economy, banking and finance. The Bachelor’s programmes are also open to those who have a vocational qualification. The university has approximately 300 teaching staff. It was awarded the ECTS Label in 2006 and 2009. It also holds the Diploma Supplement Label.

INSTITUTION
Politechnika Łódzka

WEBSITE
www.p.lodz.pl

ADDRESS
Żeromskiego 116
PL-90-924 Łódź
Poland



‘Efficient management of time and studies’ Technical University of Lodz, Poland



‘When it comes to international student exchanges, we wanted to prove that we’re one of the best universities in Europe.’ Prof. Krzysztof Józwiak, Vice-Rector for Educational Affairs at the Technical University of Lodz, has also used the Label to rationalise some courses. ‘We had programme fragments that were duplicated within different courses. We were able to replace them with other, more productive elements. So the Label promoted the efficient management of time and of studies.’

The ECTS catalogue has proved ‘an extremely important factor in promoting our outward and inward mobility of students,’ he insists. ‘The Label also helps to ensure the quality of our education. Last but not least, it was possible to take pride in gaining the ECTS Label. Our ranking is better than it was previously.’

The Label needs to be marketed more among the EU Member States, he thinks. Also, its logo should be made available to institutions as soon as they are awarded the Label, so that they can use it on their own materials and letterheads.

‘At Lodz, we offer courses taught in English and French, as well as Polish, so we have much to attract international students. We have also expanded the English-language content of our website, giving students all the information they need before making a decision. So the package that we had to put together in order to apply for the Label is absolutely useful. The number of students coming to our university from abroad is increasing year by year.’

*Prof. Krzysztof Józwiak,
Vice-Rector for Educational Affairs*

Just over 20 000 students attend the Technical University of Lodz. Another 600 are working for doctorates. Each year, it sends between 700 and 1 000 students abroad. The number of international students coming to Lodz is 500-600 a year. This gap is gradually closing, so that inward and outward mobility will soon be in balance. 1 550 staff teach at the university, which has nine faculties, 70 institutes and departments and 120 specialisations. It was awarded the ECTS Label in 2009.

INSTITUTION
Universidade de Aveiro

WEBSITE
www.ua.pt

ADDRESS
Campus Universitário de Santiago
PT-3810-193 Aveiro
Portugal



‘Other universities know who they’re dealing with’

University of Aveiro, Portugal



‘We saw the Label as an opportunity to attract some extra attention to our university and inform our partner universities that they could have confidence in our good practice. That’s very important: other universities know who they’re dealing with. We have become an attractive university for participating in multilateral projects at the higher education level.’

To Niall Power, who handles Mobility and Professional Integration at the University of Aveiro, its application for the Label was ‘a natural move’. The university was part of the original ECTS pilot project, ‘so since 1989 we’ve applied ECTS to student mobility and we’ve developed a certain amount of expertise. We have our own ECTS expert here at the university. So when the Label came round, it was clearly feasible for us to gain it. We had our information packages well under way and we had the ECTS practices quite well rehearsed.’

Once Aveiro started applying for the Label, ‘we did an extremely vigorous internal audit of the information that we have available. That process resulted in a rethink of how we deal with the ECTS. It has been an opportunity for us to improve the quality of our internal processes, making sure that the students have the information they need, when they need it.’ To promote the Label, he suggests that its holders should receive ‘extra points’ in applications for multilateral programmes such as Erasmus. ‘Without a doubt, this Label has reinforced the international culture of our organisation.’

Niall S. Power,
Mobility and Professional Integration

The University of Aveiro is internationally known for its research on materials science and engineering, electronic engineering, environmental engineering and education. These subjects attract international students mainly at postgraduate level. Out of the university’s 10 875 undergraduate and 2 087 postgraduate students, 870 are international, including 260 exchange students. There are 1 081 teaching staff. The university was awarded the ECTS Label in 2004 and 2009, and also holds the Diploma Supplement Label.

INSTITUTION
Universidade do Minho

WEBSITE
www.uminho.pt

ADDRESS
Largo do Paço
PT-4704-553 Braga
Portugal



'Reliability is the added value' University of Minho, Portugal



'We saw the 2004 Label as an opportunity to update and institutionalise our ECTS catalogue,' says Prof. Rui Vieira de Castro, Vice-Rector of the University of Minho. 'We also considered that our International Relations Office had done a very good job on student mobility, and we wanted that recognised. Thirdly, we understood the relevance of integrating the Labels in our internationalisation strategy.' Subsequently, the 2009 Label application was seen as a way of continuing to guarantee quality standards.

He is sure that having the Label makes a difference. *'The added value is that all your study programmes are more reliable for those outside. One practical result is that we are now often invited to seminars in order to discuss our experience and share our good practices. We also feel that our students are now better prepared, more competitive, and better served for all types of mobility, and this also to some extent has to do with the ECTS process and our application for the Label.'*

He thinks the European Commission should proactively involve all the current Label holders in promoting it. *'The EU should look at initiatives implying positive discrimination towards Label holders. It could also promote more networking among them. Finally, monitoring is needed to ensure that the quality associated with the Label is maintained.'* Comparability of grades within the ECTS is, he says, another issue to be faced if full academic recognition and fair treatment are to be ensured.

*Prof. Rui Vieira de Castro,
Vice-Rector*

Students enrolled at the University of Minho currently total 16 900, of whom about 7 % are from abroad. It offers mentoring, a 'buddy system' and Portuguese lessons to foreign students. The 1 150 teaching staff in its 11 schools and institutes cover most fields of study. Engineering, health sciences, communication sciences, biotechnology and biomaterials, physics, nanosciences and nanotechnology are among the areas for which Minho is best known. It was awarded the ECTS Label in 2004 and 2009, and it also holds the Diploma Supplement Label.

INSTITUTION
Universidade Técnica de Lisboa

WEBSITE
www.utl.pt

ADDRESS
Alameda Santo António dos Capuchos 1
PT-1169-047 Lisboa
Portugal



‘The rethink improved some of our programmes’

Technical University of Lisbon, Portugal



‘The Label has had a positive impact on our study programmes because each programme commission had to put all the information into the standardised format. Also, it led to a rethink of some programmes, which were improved as a result.’ The Technical University of Lisbon deliberately set out to increase its foreign student intake, says its Vice-Rector Prof. Helena Pereira. Applying for the Label was part of that strategy. So was the improved English-language content of the university’s website.

The proportion of students from abroad has indeed grown. Prof. Pereira puts this down to the Label and a number of other attractions, one of which is the university’s decentralised structure. *‘We have a tradition of very autonomous functioning of our faculties. That entails a high acceptance of diversity, a permanent dialogue and a participative approach.’* But while this is a structural strength, it did raise some issues for ECTS implementation. *‘Most of the information related to the study programmes is decentralised in the faculties. So we have to compile everything together in a common format, which is not always easy.’*

She thinks the European Commission should continue giving publicity to the Label, but should also build in some direct benefits for Label-holding institutions. *‘For instance, if we could get access to a better share of the Erasmus budget, that would help a lot. Label-holders could also be invited to public sessions in Brussels, as good practice examples.’*

Prof. Helena Pereira,
Vice-Rector

The Technical University of Lisbon has 22 500 students and 1 822 teaching staff within its seven faculties. The proportion of students from abroad is 4.5 % in the first cycle, 8.8 % in the second cycle and 14.7 % at the PhD level. The university has increased its Portuguese language tutoring and its support staff for foreign students. Some courses are taught in English. In its PhD programmes and research, fields of international excellence include IT, chemistry, chemical engineering, physics, ecology, etc. It gained the ECTS Label in 2009.

INSTITUTION
Instituto Politécnico de Tomar

WEBSITE
<http://portal.ipt.pt>

ADDRESS
Av. Cândido Madureira 13
PT-2300-531 Tomar
Portugal



‘Quantitative and qualitative support’ Polytechnic Institute of Tomar (IPT), Portugal



‘We’ve devoted considerable efforts to improving the quality of our support to students as regards their mobility and recognition. The application for the ECTS Label came as a natural consequence of this process.’

IPT’s President Prof. Pires da Silva says the institute’s attractiveness across borders is *‘based on its quality control of the teaching programmes, on the mobility associated with them and on the curricular flexibility associated with a large network of co-operating higher education institutions in other countries’*. So *‘ECTS provides a quantitative and qualitative tool to support this strategy in a smooth way’*. The Label is included in its

official letters, website and other documentation, and this *‘not only increases our outward prestige, but also consolidates the relevance of ECTS inside IPT’*.

First introduced into IPT in 2000, the ECTS system gradually spread across its departments up to 2007. The methodology was first to promote a formal conversion into the ECTS grid, and then to deepen this in a conceptual way. At that stage, some issues were encountered about the implicit estimates of teaching staff workloads. But the conversion has now moved on to its final stage, which has included a re-think of all the programmes on a student-driven basis, with learning outcomes and workloads as a major component of course design.

Prof. António Pires da Silva,
IPT President

IPT is a medium-sized institute with programmes in engineering, archeology, conservation, cultural heritage, arts and management. It gained the Lifelong Learning Erasmus Gold Prize in 2008 from the European Commission for the exceptional quality of their Erasmus Intensive Programmes organised in the Museum of Prehistoric Art in Mação and has a network of higher education partners in over 50 countries worldwide. It currently has about 4 000 students and 300 teaching staff and was awarded the ECTS as well as the Diploma Supplement Label in 2009.

INSTITUTION
Slovenská poľnohospodárska univerzita (SPU) v Nitre

WEBSITE
www.uniag.sk

ADDRESS
Tr. A. Hlinku 2
SK-949 76 Nitra
Slovakia



‘Building our international project capacity’

Slovak University of Agriculture (SUA) in Nitra, Slovak Republic



‘SUA in Nitra was among the first universities in the Slovak Republic to introduce the ECTS and a 3-cycle education system, in line with the Bologna process,’ says the university’s Vice-Rector, Professor Magdaléna Lacko-Bartošová. ‘This entailed developing a university information system, as well as enhancing language training and the competences of academic staff in western European languages. Intercultural training of teachers and students was an important part of the whole system.’

The impact of ECTS on the university was ‘tremendous,’ she says. *‘Courses in English were developed for international and home students. The European dimension within disciplines is evident. New teaching methods and methodologies were introduced. Study programmes in English at the BSc, MSc and PhD levels were set up. Joint study programmes were developed with a strong European dimension and an international curricular content. ECTS has helped us to improve the transparency and transferability of student learning outcomes, while building our institutional capacity for international projects.’* SUA’s services for international students have also been improved. One innovation is a ‘buddy’ system that provides a local student mentor for each incoming student.

Now, she hopes the Label will *‘improve our international visibility and attractiveness, help to build international confidence, benchmark us against other institutions, and contribute to new personal and career opportunities for our students.’*

*Prof. Ing. Magdaléna Lacko-Bartošová,
Vice-Rector, International Relations*

SUA’s mission is to provide education, research and guidance for the development of agriculture and related sciences, creating rural development in Slovakia and linking up with the international community. Its 490 staff teach 10 000 full-time and part-time students within its six faculties: agrobiolgy and food resources; economics and management; engineering; horticulture and landscape engineering; biotechnology and food sciences; and European studies and regional development. SUA in Nitra was awarded the ECTS Label in 2010.

INSTITUTION
Arcada – Nylands Svenska Yrkehögskola

WEBSITE
www.arcada.fi

ADDRESS
Jan-Magnus Janssons plats 1
FIN-00550 Helsingfors
Finland



‘A quality checklist’ Arcada – University of Applied Sciences, Finland



‘We wanted to have a very clear curriculum and course syllabus. We wanted it to be as standardised as possible without losing flexibility, so that we are as transparent as we can be with international students. We have close to fifty different nationalities in our small university.’ The Label also has another advantage, says Arcada’s Head of Development Dr. Jan-Erik Krusberg. *‘It was an opportunity to improve the quality of our communication with students. We were able to produce better descriptions of courses and programmes, and to some extent to standardise the programme format. The Label criteria provided a sort of quality checklist. We have used it to describe what competences a programme should give: what actual knowledge and skills our graduates can bring to the labour market. It also helps us to build up a European qualification framework.’*

He is generally satisfied with the publicity generated for and by the Label. *‘Other universities have noted the fact that we have received the Label. One way of further improving its visibility would be to associate a small monetary award with it, in order to promote its market value.’*

One positive impact of the ECTS process, he feels, is that *‘students simply have a better understanding of how much they need to work during a course and the learning outcomes that the examiner is expecting.’*

Dr. Jan-Erik Krusberg,
Head of Development/Senior Lecturer

Altogether, Arcada has around 2 700 students, mostly at the Bachelor level. It also offers a small but growing number of Master’s programmes. Courses are in Swedish and English. Three Bachelor-level programmes are taught wholly in English. Of the 500 new students each year, about 10 % are international. There are some 170 teaching staff in all. Instead of faculties, Arcada has three multidisciplinary departments. It received the ECTS Label in 2004 and 2009, and the Diploma Supplement Label in 2009.

INSTITUTION
Universitetet i Agder



WEBSITE
www.uia.no

ADDRESS
Postboks 422
NO-4604 Kristiansand
Norway



‘The Label has put us on the map’ University of Agder, Norway



‘We saw the ECTS Label as a way of making ourselves internationally more attractive,’ Svein Arild Pedersen explains. He is the Director of the International Education Office at Norway’s young but growing University of Agder. ‘We’re not Oslo. We’re not Copenhagen. We’re not Paris. We are Kristiansand and Grimstad, which very few people outside Norway have heard of. Getting the ECTS Label has helped to put us on the map.’

‘When you have the Label, students throughout Europe and the world know that your exchange procedures have been checked by experts,’ he points out. ‘It’s also a boon for academic staff and international coordinators. When they want to send students to us, they can check out our study programmes online, in English.’

Other universities might benefit from the Label, Pedersen thinks. *‘It does mean a lot of work at the outset, but it can actually reduce some workloads later on. In the past, when Norwegian students wanted some kind of document in English they had to ask our administrative staff. Now, the students print all this out for themselves, straight from the Web. Our staff also appreciates the availability of the course catalogue when discussing cooperation with and presenting the university to colleagues abroad.’*

In fact, ECTS-level standards helped Agder to gain its current status: *‘when NOKUT, the national accreditation agency, looked at our quality, they also saw that our quality in international cooperation was so good that it satisfied the criteria for becoming a fully-fledged university.’*

Svein Arild Pedersen,
Director, International Education Office

In 2009, the University of Agder had 8 760 students and 550 academic staff. It draws 200-300 exchange students and 40-50 new degree students from abroad each year. The university has five faculties: health and sport sciences; humanities and education; fine arts; engineering and science; economics and social sciences. There are also interdisciplinary education programmes. Founded when six regional colleges merged in 1994, it gained full university accreditation in 2007. It was awarded the ECTS Label in 2004 for the first time and again in 2009, together with the Diploma Supplement Label.

INSTITUTION
Sakarya Üniversitesi

WEBSITE
www.sakarya.edu.tr

ADDRESS
Esentepe Campus
TR-54187 Sakarya
Turkey



'It proves we're on the right path' Sakarya University (SAU), Turkey



'We had two main reasons for seeking the Label. First, ECTS implementation has been part of national Turkish policy since 2005, within the framework of national application of the Bologna process. Sakarya University has always been one of the pioneering universities in that field and has been implementing ECTS in its programmes since 2005. The second reason was that it's part of our strategic quality management system. We recognise that the Label is the highest-standard and only comprehensive benchmark developed so far in this field. Having the Label proves that we are on the right path and doing quite well.'

ECTS implementation 'has had a huge impact' at Sakarya University, confirms its Rector, Prof. Mehmet Durman. 'We believe that "quality" is the most important word now in higher education worldwide. All our programmes were evaluated and some were restructured, merged or discontinued. The number of courses was reduced from about 12 500 to around 6 500. Based on competencies and student workloads, learning outcomes for programmes and courses were revised, with the involvement of the stakeholders. There has been a shift from teacher-centred to student-centred learning.'

He thinks the Label will raise Sakarya's preference rating 'by students and staff both from home and abroad'. It will also help to 'increase our institutional cooperation with European universities'. Slotting the Label into Europe's wider quality assurance work would be one way of promoting it, he says.

Prof. Dr. Mehmet Durman,
Rector

A growing number of courses at Sakarya University are also taught in languages other than Turkish. The SAU has 50 927 students in all, including 24 707 studying for Bachelor's degrees and 21 704 in vocational short-cycle programmes. It takes part in the Erasmus scheme and is working to attract more international students. Within 8 faculties and 14 research centres, the university has 347 departments and programmes. There are 1 290 academic staff. Sakarya received the Diploma Supplement Label in 2009 and the ECTS Label in 2010.

INSTITUTION
Karadeniz Teknik Üniversitesi

WEBSITE
www.ktu.edu.tr

ADDRESS
Rektörlük
TR-61080 Trabzon
Turkey



‘Our stakeholders defined the learning outcomes’

Karadeniz Technical University (KTU), Turkey



‘We had several meetings with all the stakeholders in the institution – including the students, the staff, the employees and the Chambers of Commerce. We launched a very thorough brainstorming about the way education was being conducted in the institution, and the courses were redesigned.’ Prof. Dr. Miraç Akçay, Director of International Relations at the Karadeniz Technical University, saw this as just the start. ‘Learning outcomes have now been defined by the stakeholders for each course and programme, so we thought we should apply for the Label, to show all the stakeholders that this is an ongoing process which should finally lead to quality assurance.’

He hopes the Label will have ‘a major impact on the recognition of our institution worldwide. Internally, it will certainly have an impact. We’ve just been conducting interviews with our lecturers, and they are clearly very happy that the university has received the Label. So we’ve been telling them that this is just the starting point. We have to carry on and redesign the courses all the time, measure what we do, ask the students, ask the other stakeholders, so that we get it right. The lecturers seem to be in agreement with that.’

To promote the Label effectively, ‘its impact should be made very easy to see. The Label-holding institutions should be brought together and asked what benefits they have gained from the Label, and they should then be involved in promoting it to other institutions.’

Prof. Dr. Miraç Akçay,
Director of International Relations/International Erasmus Coordinator

Some 40 000 students attend Karadeniz Technical University. About 500 of them come from outside Turkey. In particular, its programmes on computer science, international relations, public relations, economics, and fine arts attract students from other countries. 110 of its own students studied abroad under the Erasmus Programme in 2009-10. It has 1 800 teaching staff in 14 faculties. There are some 60 Bachelor’s, 60 Master’s and 45 PhD programmes. Opportunities exist for dual degrees and joint degrees. The KTU was awarded the ECTS Label in 2010.

Diploma Supplement Label Holders 2009 & 2010

The aim of the Diploma Supplement (DS) is to facilitate employment on the international labour market. It accompanies a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. The Diploma Supplement is written in a widely spoken European language.




New qualifications proliferate worldwide and countries are constantly changing their qualification systems and educational structures. With an increasing number of mobile citizens seeking fair recognition of their qualifications outside their home countries, the non-recognition and poor evaluation of qualifications is now a global problem. Since original credentials alone do not provide sufficient information, it is very difficult to gauge the level and function of a qualification without detailed explanations.







The Diploma Supplement is a response to these challenges, aiding mobility and access to lifelong learning opportunities. It promotes transparency in higher education and fair and informed judgements about qualifications. It also accommodates rapid changes in qualifications.

Higher education institutions produce the supplement according to a template jointly developed by the European Commission, the Council of Europe and UNESCO.

The following 52 Diploma Supplement Label holders of 2009 and 54 of 2010 have shown their high commitment of providing their students with diploma supplements and have been awarded with the label in exchange.



Country	Awarding Year	University	Website
	2010	Université de Liège	http://www.ulg.ac.be
	2009	Варненски свободен университет „Черноризец Храбър”/ Varnenski Svoboden Universitet „Chernorizets Hbrabar”	http://www.vfu.bg
	2009	Vysoké učení technické v Brně	http://vutbr.cz
	2010	Janáčkova Akademie Múzických Umění v Brně	http://www.jamu.cz
	2009	Masarykova univerzita	http://www.muni.cz
	2009	Veterinární a farmaceutická univerzita Brno	http://www.vfu.cz
	2010	Univerzita Hradec Králové	http://www.uhk.cz
	2009	Technická univerzita v Liberci	http://www.vslib.cz
	2009	Slezská univerzita v Opavě	http://www.slu.cz
	2009	VŠB – Technická univerzita Ostrava	http://www.slu.cz
	2009	Ostravská univerzita v Ostravě	http://www.osu.cz
	2009	Vysoká škola podnikání, a.s.	http://portal.vsp.cz
	2009	Univerzita Pardubice	http://www.upce.cz
	2009	Západočeská univerzita v Plzni	http://www.zcu.cz
	2010	Vysoká škola Chemicko-Technologická v Praze	http://www.vscht.cz
	2010	Česká Zemědělská Univerzita v Praze	http://www.czu.cz
	2009	Akademie múzických umění v Praze	http://www.amu.cz
	2009	Univerzita Karlova v Praze	http://www.cuni.cz
	2009	Vysoká škola ekonomická v Praze	http://www.vse.cz
	2009	Univerzita Jana Evangelisty Purkyně v Ústí nad Labem	http://www.ujep.cz
	2009	Univerzita Tomáši Bati ve Zlíně	http://www.utb.cz

Country	Awarding Year	University	Website
	2010	Syddansk Universitet	http://www.sdu.dk
	2010	Μεσογειακό Αγρονομικό Ινστιτούτο Χανίων/ Mesogiako Agronomiko Instituto Chanion'	http://www.maich.gr
	2010 2010	Université Michel de Montaigne – Bordeaux 3 Université de Reims	http://www.u-bordeaux3.fr http://www.univ-reims.fr
	2010 2010 2009 2009 2009 2010 2009	Politecnico di Bari Università di Bologna – Alma Mater Studiorum Accademia di Belle Arti di Macerata Università Cattolica del Sacro Cuore – Milano Conservatorio di Musica Arrigo Boito – Parma Libera Università «Maria Ss. Assunta» di Roma Conservatorio Statale di Musica «Giuseppe Tartini» – Trieste	http://www.poliba.it http://www.unibo.it http://www.abamc.it http://milano.unicatt.it http://www.conservatorio.pr.it http://www.lumsa.it http://www.conservatorio.trieste.it
	2009 2010	Πανεπιστήμιο Κύπρου/Panepistimio Kyprou Πανεπιστήμιο Λευκωσίας/University of Nicosia	http://www.ucy.ac.cy http://www.unic.ac.cy
	2009 2010 2010	Rezeknes Augstskola Rīgas Tehniskā Universitāte Vidzemes Augstskola	http://www.ru.lv http://www.rtu.lv http://www.va.lv

Country**Awarding Year****University****Website**

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Alytaus Kolegija
Kauno technologijos universitetas
Viesijo Istaiga Socialinių mokslų kolegija
Klaipėdos Valstybinė Kolegija
Vilniaus Universitetas
Vilniaus Gedimino technikos universitetas
Mykolo Romerio universitetas
Vilniaus Kolegija

<http://www.akolegija.lt>
<http://www.ktu.lt>
<http://www.smk.lt>
<http://www.klvtk.lt>
<http://www.vu.lt>
<http://www.vgtu.lt>
<http://www.mruni.eu>
<http://www.viko.lt>



2009
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2010

Technische Universiteit Eindhoven
Rijksuniversiteit Groningen
Universiteit Twente

<http://w3.tue.nl/nl>
<http://www.rug.nl>
<http://www.utwente.nl/nl>



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Fachhochschule Vorarlberg GmbH
Management Center Innsbruck (MCI) Internationale Hochschule GmbH
IMC Fachhochschule Krems GmbH
Universität Wien
Fachhochschule des bfi Wien Gesellschaft m.b.H




<http://www.fhv.at>
<http://www.mci.edu>
<http://www.fh-krems.ac.at>
<http://www.univie.ac.at>
<http://www.fh-vie.ac.at>



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Universidade de Aveiro
Universidade da Beira Interior
Universidade Lusíada
Instituto Superior de Psicologia Aplicada
Instituto Superior de Comunicação Empresarial
Universidade do Minho
Instituto Politécnico de Tomar

<http://www.ua.pt>
<http://www.ubi.pt>
<http://www.ulusiada.pt>
<http://www.ispa.pt>
<http://www.iscem.pt>
<http://www.uminho.pt>
<http://www.ipt.pt>

Country	Awarding Year	University	Website
	2010	Hämeen Ammattikorkeakoulu	http://www.hamk.fi
	2010	Hanken Svenska Handelshögskolan	http://www.hanken.fi
	2009	Arcada – Nylands Svenska Yrkeshogskola	http://www.arcada.fi
	2010	Haaga-Helia Ammattikorkeakoulu	http://www.haaga-helia.fi
	2010	Pohjois-Karjalan Ammattikorkeakoulu	http://www.ncp.fi
	2010	Jyväskylän Ammattikorkeakoulu	http://www.jamk.fi
	2010	Kajaanin Ammattikorkeakoulu	http://www.kajak.fi
	2010	Saimaan Ammattikorkeakoulu	http://www.saimia.fi
	2009	Mikkelin Ammattikorkeakoulu	http://www.mikkelihamk.fi
	2010	Oulun Yliopisto	http://www.oulu.fi/yliopisto
	2009	Pirkanmaan Ammattikorkeakoulu	http://www.tamk.fi
	2010	Seinäjoen Ammattikorkeakoulu	http://seamk.fi
	2010	Tampereen Ammattikorkeakoulu	http://www.tamk.fi
	2010	Turun Yliopisto	http://www.utu.fi
	2010	Oulun Seudun Ammattikorkeakoulu	http://www.oamk.fi
2009	Vaasan Ammattikorkeakoulu – Vasa Yrkeshogskola	http://www.puv.fi	
2009	Laurea Ammattikorkeakoulu	http://www.laurea.fi	
	2010	Linköpings Universitet	http://www.liu.se
	2010	Malmö Högskola	http://www.mah.se
	2009	Bournemouth University	http://home.bournemouth.ac.uk
	2009	University of Kent	http://www.kent.ac.uk
	2009	Swansea University	http://www.swan.ac.uk

Country**Awarding Year****University****Website**

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Háskólinn á Bifröst
Landbúnaðarháskóli Íslands
Háskóli Íslands
Háskólinn í Reykjavík

<http://www.bifrost.is>
<http://www.lbhi.is>
<http://www.hi.is>
<http://www.ru.is>



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Universitetet for miljø-og biovitenskap
Universitetet i Bergen
Høgskolen i Bodø
Høgskolen i Østfold
Universitetet i Agder
Arkitektur- og Designhøgskolen i Oslo
Norges Musikkhøgskole
Høgskolen Stord/Haugesund
Universitetet i Stavanger

<http://www.umb.no>
<http://www.uib.no>
<http://www.hibo.no>
<http://www.hiof.no>
<http://www.uia.no>
<http://www.aho.no>
<http://www.nmh.no>
<http://www.hsh.no>
<http://www.uis.no>



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Orta Dogu Teknik Universitesi
Bilkent Üniversitesi
Anadolu Universitesi
Marmara Üniversitesi
Sabanci Üniversitesi
Ege Üniversitesi
İzmir Yüksek Teknoloji Enstitüsü
İzmir Ekonomi Universitesi
Gebze Yüksek Teknoloji Enstitüsü
Sakarya Üniversitesi
Karadeniz Teknik Üniversitesi

<http://www.odtu.edu.tr>
<http://www.bilkent.edu.tr>
<http://www.anadolu.edu.tr>
<http://www.marmara.edu.tr>
<http://www.sabanciuniv.edu>
<http://www.ege.edu.tr>
<http://www.iyte.edu.tr>
<http://www.iue.edu.tr>
<http://www.gyte.edu.tr>
<http://www.sakarya.edu.tr>
<http://www.ktu.edu.tr>



ECTS Label

The European Commission awards the European Credit Transfer and Accumulation System Label from 2009 to 2013 to:

The institution has committed itself to the rigorous application of the European Credit Transfer and Accumulation System for transnational mobility purposes and has proven excellence in its implementation.

For the European Commission
Brussels, in June 2009

Hélène Clark
Director for Lifelong Learning
European Commission

Gilbert Gascard
Director
Education, Audiovisual & Culture Executive Agency



Diploma Supplement Label

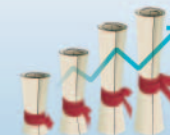
The European Commission awards the Diploma Supplement Label from 2009 to 2013 to:

The institution has committed itself to the rigorous application of the Diploma Supplement and has proven excellence in its implementation.

For the European Commission
Brussels, in June 2009

Hélène Clark
Director for Lifelong Learning
European Commission

Gilbert Gascard
Director
Education, Audiovisual & Culture Executive Agency



European Commission

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For further information, please visit the following websites:

http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm

http://ec.europa.eu/education/lifelong-learning-programme/doc1208_en.htm

