

**Guidelines For Application**

# **European Credit Transfer System (ECTS)**

**Universitas Negeri Surabaya**

»» »» »»  
**2021**



## **Preface**

Universitas Negeri Surabaya is one of the educational institutions that implementing Tridarma of Higher Education (teaching, research, and community service) that aims to contribute Indonesia development.

Therefore, to practicing Tridarma of Higher Education, Unesa carries out various efforts to improve the quality of education by implementing European Credit Transfer System (ECTS). For this purpose, Guidelines for Application European Credit Transfer System (ECTS) has been prepared in Universitas Negeri Surabaya year 2021.

Guidelines For Application European Credit Transfer System (ECTS) consist of six section, (1) introduction, (2) ECTS key features, (3) ECTS for Programme Design, Delivery and Monitoring, (4) ECTS for Mobility and Credit Recognition, (5) ECTS and Quality Assurance, (6) ECTS and Supporting Documents.

Hopefully this guidelines can be used and provide recommendations for future improvements.

Surabaya, June 2021  
Rector

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## **Section 1 Introduction**

The European Credit Transfer System (ECTS) is an instrument of the European Higher Education Area in making studies and courses more transparent to improve the quality of higher education. ECTS was instituted in 1989, in the Erasmus program, as a way of transferring credits earned by college students while studying abroad into calculated credits. for the student's degree when returning to study at the original institution. Over time, this instrument is used not only to transfer credit, based on workload and learning outcomes but also to calculate it in the degree program at the institution. ECTS assists in the design, description, and delivery of programs. In addition, it allows integrating various types of learning in a lifelong learning perspective and facilitates student mobility by facilitating the introduction process and study period. Work, distance learning and college student status (full time, part-time), and for many learning contexts (formal, non-formal, and informal).

The ECTS Guide follows the Bologna Ministers in Bucharest (Bucharest Communiqué, 2012) and the 2009 revised ECTS Guide. The revised guide takes into account recent developments in the Bologna Process such as the establishment of EHEA, lifelong learning, a significant change from teacher-centered higher education to higher education. student-centred, increased use of learning outcomes, and development of new ways of learning and teaching. This guide can be used by college students, students, academic and administrative staff, and stakeholders.

The issuance of Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), and Law Number 12 of 2012 concerning Higher Education, which encourages all universities to conform to these provisions. KKNI is a statement of the quality of Indonesian Human Resources (HR) whose qualification levels are based on the level of ability stated in the formulation of learning outcomes. Higher education curriculum development must be based on the 1945 Constitution, Law no. 12 of 2012, another National Standard for Higher Education in Permendikbud No. 3 of 2020, as well as the applicable provisions. The Independent Learning Policy-Independent Campus (MBKM) is supported by a variety of forms of learning (Article 14 SN-Dikti) and facilities for college students to take their studies in three (3) semesters outside of their study program (Article 18 SN-Dikti). Implementation of the Independent Learning-Independent Campus (MBKM) Program for Applied Bachelor and Undergraduate Programs (except: in Health). Various regulations provide significant benefits for college student's opportunities to gain learning experiences at European Universities that use ECTS calculations in the recognition of their learning. Reference in the recognition of unit credit in Indonesia with Partner Universities in Europe.

## Section 2 ECTS Key Features

**ECTS** is a student-centered system for the accumulation and transfer of credits, based on the principle of transparency of the learning and assessment process. The aim is to facilitate the planning, implementation, and evaluation of study programs and student mobility by identifying learning achievements and qualifications as well as learning periods.

**ECTS credits** express learning volume based on defined learning outcomes and associated workload. 60 ECTS credits are allocated towards learning outcomes and related workload of a full-time academic year or equivalent, which usually consists of several educational components for which the credits (based on learning outcomes and workload) are allocated. ECTS credits are expressed in integers.

**Learning outcomes** are statements about what college students know, understand and can do after completing the learning process. Achievement of learning outcomes must be assessed through procedures based on clear and transparent criteria. Learning outcomes are linked to individual educational components and the program as a whole.

**The workload** is an estimate of the time college students usually need to complete all learning activities such as lectures, seminars, projects, practical work, and student learning needed to achieve the learning outcomes specified at the State University of Surabaya. Workloads range from 1,500 to 1,800 hours for an academic year, which means that one credit equals 25 to 30 hours of work.

**Credit allocation** is awarding a certain number of credits for a qualification or program. Credits are allocated to all qualifications or programs by Indonesian and/or European national qualification frameworks. Allocations to education components, such as courses, dissertations, work-based learning, are based on an allocation of 60 credits per full-time academic year, according to the estimated workload required to achieve the learning outcomes specified for each component.

**The granting of credit** is the formal act of granting credit to qualification and/or its components if a student achieves the specified learning outcomes. National authorities must indicate which institution has the right to grant ECTS credits. Credits are awarded to college students upon completion of study requirements and achieving specified learning, as evidenced by appropriate results. If college students have achieved learning outcomes in formal, non-formal, or informal forms, credit can be given through assessment and recognition of these learning outcomes

**Credit accumulation** is the process of collecting credits given to achieve learning outcomes for educational components informal contexts and other learning activities carried out in informal and non-formal contexts. College students can accumulate credits for:

- obtain qualifications, as required by the degree-granting university;
- documenting personal achievements for lifelong learning goals.

**Credit transfer** is the process of holding credit at the State University of Surabaya recognized elsewhere (formal context) to obtain a qualification. Student credits in one program can be transferred from the State University of Surabaya for programs offered by the same or other institutions. Universities, faculties, departments can enter into agreements that guarantee credit recognition and transfer.

**ECTS documentation:** The use of ECTS credits is facilitated and enhanced with supporting documents (Course Catalogs, Learning Agreements, Transcripts of Notes, and Certificates of Work Placement). ECTS also contributes to transparency in other documents such as the Supplementary Diploma.

## **Section 3 ECTS for Programme Design, Delivery and Monitoring**

### **3.1 Undergraduate Programme**

When a new program is developed, the first decision usually concerns the level of qualification to be awarded, which is determined based on the relevant legislation and the existing qualifications framework (European, national, university). This will be evidence that not all learning outcomes are at the same level, hence the full implementation of the credit system requires guidance.

The QF-EHEA and EQF provide an overarching framework within which national and institutional frameworks and descriptors must be calibrated. National frameworks are usually more detailed than these overarching frameworks.

To implement ECTS as a credit system, the State University of Surabaya needs an institutional framework related to national and international frameworks. The university framework will show how ECTS credits will be used, usually determining the minimum credit score of the education component to facilitate an inter/multidisciplinary program (which will be created by combining educational components from various disciplines). European and national frameworks indicate the final qualification level.

It should be realized that not all credits earned to achieve a qualification are at the same level (for example, the learning outcomes achieved by undergraduate college students in the third year will tend to be more complex than those achieved in the previous year). first).

Before designing a program in detail, it should be set in the context of the university and department's mission statement, professional specifications (rules, requirements), and the university's academic framework for credit allocation. It is also recommended to conduct a needs analysis and consult with stakeholders (employers, graduates, communities) to ascertain the needs of the program.

### **3.2 The Programme Profile**

The program profile shows the field of study, program level, the main focus, expected main learning outcomes after completion, main learning and learning environment, teaching and assessment activities. An effective program profile will explain to college students and stakeholders what general competencies and courses will be developed and potential employability. For this purpose, it is recommended that the profile be determined in consultation with the relevant stakeholders. The stakeholders in question are academic colleagues, social partners, employers, graduates, and student representatives, and are presented clearly and transparently. The profile must be part of the program description included in the manual (<http://bakpk.unesa.ac.id/page/buku-pedoman>).

For this program profile guide:

The components of the program profile are learning outcomes and competencies as the main constituents of the program. In EHEA the terms 'learning outcomes' and

'competencies' are used with different approaches and in slightly different terms of reference.

### **Competence**

Competence means a proven ability to use knowledge, skills, and personal, social, and/or methodological studies in work situations as well as in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy. Competence can be general/can be transferable and specific. Competence expresses how graduates can be expected to apply a combination of learning outcomes (ie knowledge, skills, overall formation) into the context of life and work. While competence on the other hand is the quality, ability, capacity or skill developed and possessed by college students (Lokhoff et al. al., 2010). Competence is defined as a proven ability to use personal, social, or methodological knowledge, skills, and abilities, in work or study situations and for professional and personal development.

### **Learning outcomes**

Learning outcomes reveal what college students will know, understand, and can do after completing a learning process. This means that the level of competence achieved by college students is verified by assessment. Learning outcomes are student-centered, and learning outcomes are focused on the results of teaching and learning activities (Kennedy, 2007). In addition, learning outcomes must be measurable achievements that arise from the learning experience. This means, the level of competence achieved by college students and verified by assessment.

In determining which learning outcomes and competencies should be part of the graduate profile, the institution must consider the context, constituency, needs, vision, and mission of the institution and the social environment of its graduates. The process of determining general and specific learning outcomes and competencies should include consultation with institutional constituents, internal and external stakeholders, employers, college students, alumni and faculty representatives, and institutions. Institutions should also consult international and national guidelines, level descriptors, and higher education benchmarks.

Development of study program profiles, where competencies and learning outcomes at the level of a study program are systematically linked to competencies and learning outcomes at the subject level. Competencies and learning outcomes are formulated by academic staff, involving college students and other stakeholders. The results provide a clearer picture of the characteristics of the program with precisely defined key competencies and learning outcomes associated with the course of study, as well as a clearer description of job potential.

### **3.3 The Programme Learning Outcome**

- a. The learning outcomes of the study program are formulated based on the profile of the study program. This learning achievement describes the knowledge, understanding, and abilities of college students after graduating from the study program taken.

- b. The learning outcomes of the study program must be included in the course catalog and the Diploma Companion Certificate (SKPI)
- c. How to formulate study program learning outcomes

Several considerations need to be made in formulating study program learning outcomes. The following is a list of several considerations that can be used as guidelines in formulating study program learning outcomes.

1. Learning outcomes must reflect the context, level, scope, and content of the study program.
2. The learning achievement statement should be short and clear.
3. Learning outcomes must be consistent with one another.
4. Learning outcomes must be easy to understand and can be proven based on the actual achievements obtained by college students when they graduate from the study program taken.
5. Learning outcomes must be achieved by college students according to the workload that has been determined.
6. Learning outcomes must be related to learning activities, assessment methods, and assessment criteria.
7. There are no rules regarding the ideal number of study program learning outcomes at a certain level. Based on experience, the number of learning outcomes for a good study program ranges from 10 to 12 items.
8. The formulation of a good study program learning achievement generally follows the following three rules:
  - a) Use an active verb to express the knowledge, understanding, or ability that college students are expected to be able to do after graduating from the study program taken (for example, graduates can "describe", "apply", "make conclusions", "assess", "plan").
  - b) Clarify the learning achievement in question (objects or skills, for example, can explain "the function of hardware components", or can present "living room design by hand")
  - c) Clarify how to display the learning outcomes obtained (for example, to provide an overview of materials frequently used in electrical engineering; to develop a research design by applying the latest scientific methods)

### **3.4 The Programme Structure and Allocation of Credits**

The study program curriculum structure includes graduate profiles, study program learning outcomes (PLO), course details, course learning outcomes (CLO), Semester Learning Plans (RPS), and a successful evaluation system. The profile of the study program is described in courses that support the achievement of learning outcomes. The formation of courses is carried out by analyzing the linkages of study materials and the possibility of the effectiveness of competency achievement, and appropriate learning strategies or approaches. The formation of courses is described in the form of PLO, CLO Matrix, and study materials.

The Indicators and CLO are used as a reference for developing study substance or lecture material/content. The substance of the next study is linked to indicators and CLO, which will determine what learning experience college students should get,

which will have implications for the approach and/or learning strategy and the time used to achieve each learning goal. The SKS weight of each course is determined based on the PLO charged to the course, which is formulated more specifically into CLO and the student's learning experience through forms, methods, and learning assessments for 16 weeks of learning. Each course with a credit weight is included in the curriculum structure consisting of a certain number of semesters depending on the level of the study program. 1 SKS is equivalent to 1.59 ECTS.

The selection of learning forms and methods is based on the expected abilities that have been determined in a learning stage by the PLO. The forms of learning are lectures, responses, tutorials, seminars or equivalent, practicum, studio practice, workshop practices, field practice, research/research, community building/thematic community service, student exchange, internship/work practice, teaching assistance, humanitarian projects, entrepreneurial activities, independent studies/projects, and/or other equivalent forms of learning. While the learning methods are: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes. The entire study load for the undergraduate education program is a minimum of 144 credits. One credit is equivalent to 170 minutes/week/semester of college student learning experience. Calculation of credits and equivalence based on the form of learning:

- a. Forms of Lecture Learning, Responses, Tutorials, 50 minutes/week/semester learning process activities; Structured Assignment Activities 60 minutes/week/semester; and Independent Activities 60 minutes/week/semester
- b. Seminar learning forms, or other similar forms of learning, 100 minutes/week/semester learning process activities; and Independent Activities 70 minutes/week/semester
- c. Learning forms are Practicum, Studio Practice, Workshop Practice, Field Practice, Work Practice, Research, Design, or Development, Military Training, Student Exchange, Internship, Entrepreneurship, and/or Community Service 170 minutes/week/semester. (PermenDikBud No. 3 of 2020: Article 19)

College students are allowed to carry out learning activities outside the study program, either within the same university or outside the student's home university. Learning activities that can be carried out by college students outside of their study program, such as student exchange, internship/work practice, teaching assistance in an educational unit, research/research in an agency/institution, conducting humanitarian projects, entrepreneurial activities, independent studies/projects, or building a thematic real work village/college. These activities can be taken by college students spread over a maximum of 3 (three) semesters (Attachment including: MBKM curriculum guide, Unesa curriculum development script, OBE curriculum guide)

### **3.5 Learning Teaching and Assessment**

The study program defines PEO, implements PEO in PLO, CLO, and LLO, and evaluates PEO achievement. PEO and PLO are stated in the curriculum document of the study program. CLO and LLO are stated in the RPS of each subject in the study program.

- a. **General Principles of Learning, Teaching, and Assessment**  
 Study programs need to have general principles related to learning, teaching, and assessment. Whatever the learning, teaching, and assessment model used in the study program. General principles related to learning, teaching, and assessment in study programs, refer to the principles set out in the UNESA Academic Guidelines book. The learning methods used are adapted to the characteristics of the courses, including group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that effectively facilitate graduate learning outcomes. Each course can use one or a combination of several learning methods in a form of learning. The forms of learning used can be in the form of lectures, vi-learning, blended learning, responses and tutorials, seminars and practicum, studio practice, workshop practices, or field practice. Documents: University Academic Manual, Curriculum Documents, Alumni Tracer Documents, and graduate users
  
- b. **Open dialogue and participation**  
 The study program must apply a student-centered approach in its development. The study program carries out an open dialogue to obtain aspirations and input from college students, lecturers and also educated staff. In addition, the study program also involves all stakeholders in the development of the study program, including student representatives. Documents: College student Aspiration Net, curriculum sanctioning and public test, tracer study (alumni and users), study program meeting)
  
- c. **Transparency and reliability**  
 The Curriculum Document provides reliable, up-to-date, and quality information related to the study program. The curriculum document contains structures, components, learning outcomes, workload, learning/teaching approaches, assessment methods, assessment criteria, and progression rules.  
 (Progression Rules Academic Manual Number of credits and cumulative graduation and form of academic sanctions, maximum credit taking table)  
 (Curriculum Documents Structure, Components, PLO, Portfolio/Workload, learning approaches, assessment methods, assessment criteria)
  
- d. **Consistency**  
 Lecturers are responsible for the consistency between the learning outcomes program with learning and teaching activities and assessment procedures. To ensure that consistency is carried out through PLO measurements carried out by the study program. Documents: PLO assessment and Curriculum Tool Documents
  
- e. **Flexibility**  
 Lectures carried out by the study program must be flexible and accommodate the different choices and needs of college students. The organization of learning, teaching, and assessment activities and flexible schedules include more

opportunities for college students to study independently. (curriculum document, university MBKM curriculum guide).

The study program must also be inclusive and accommodate college students with different profiles and needs. In addition, the study program also integrates digital technology in the teaching and learning process as well as assessment with the same credit allocation as the traditional approach so that lectures can be accessed from anywhere. Lectures in the study program are held in the form of face-to-face, structured, independent, and/or online. Implementation of virtual learning lectures a maximum of 4 (four) meetings. Document: Lecture Terms in the Academy Manual

f. Performance Appraisal

Recognition of credits for college student learning outcomes follows the number of credits programmed for the course. Achievement Learning Outcomes are manifested in the form of Semester Achievement Index (IPS) and Grade Point Average (GPA) which are calculated from the learning outcomes of all programmed courses (mandatory and elective), including courses that score 0 (zero) or E. Assessment of results college student learning includes 4 components (participation, assignments, UTS, and UAS) proportionally. Documents: Academic Manual, Assessment Standards.

Assessment methods cover a wide range of written, oral and practical tests/exams, projects, and portfolios that are used to evaluate student progress and ensure achievement of learning outcomes for a unit of subject or module. Document: RPS.

Assessment criteria are descriptions of what college students are expected to do, to show that learning outcomes have been achieved. Document: Assessment Rubric on RPS.

The assessment method and criteria were chosen must be consistent with the PLO and learning activities in the study program. Documents on Portfolio, Workload Assessment including. Assessment Standards (Academic Manual), Curriculum Documents, RPS, Workload Assessment Portfolio, Assessment Rubric.

## **Section 4 ECTS for Mobility and Credit Recognition**

This section discusses recognition and credit transfer in general, both in taking degrees outside of study programs (degree mobility) and taking credit scores outside of study programs (credit mobility). The success of learning mobility requires academic recognition and transfer of credit scores. Credit score recognition is the process by which an institution ensures that the learning outcomes that have been carried out by other institutions can meet the requirements of one of the programs they offer. Given the diversity of programs and universities, the possible credit scores and learning outcomes for each learning component of two different programs can be just not the same. An example is the recognition of learning outcomes from different contexts (vocational education and training). A more flexible approach to credit score recognition originating from different contexts, including learning outside the study program is urgently needed, based on its suitability for learning outcomes, not with the equivalent of course content college. Recognition means the number of credits earned for appropriate learning outcomes obtained in other contexts will replace the number of credits provided for appropriate learning outcomes at the degree-granting institution. Institutions must make policies that are accessible and widely known to the public

### **4.1 Degree Mobility**

Degree programs have different numbers of ECTS credits. For recognition of further study qualifications, differences in the number of ECTS credits obtained after completion of certain qualifications are not taken into account. Learning outcomes for study program graduates (program learning outcomes) must be the main consideration. This means that comparable undergraduate programs may be considered for postgraduate admission, independently of either 180 or 240 ECTS credits.

#### **The Lisbon Recognition Convention**

The Lisbon Recognition Convention, which entered into force in 1999, includes the official framework for cross-border academic recognition

36. Qualifications for approximately the same level may differ in terms of content, profile, workload, quality, learning outcomes. In the assessment of foreign qualifications, these differences can be handled flexibly, only fundamental differences regarding the purpose for which the recognition is carried out (for example, de facto academic or professional recognition) can later lead to partial or non-recognition of foreign qualifications.

37. Recognition of foreign qualifications must be approved unless there is a substantial difference between the qualification for which the recognition is applied and the relevant qualification in the country concerned.

The European Area of Recognition Manual (EAR Manual, 2012) explain the interpretation of these fundamental differences:

By focusing on the five important elements that make up a qualification (level, workload, quality, profile, and learning outcomes) and by paying attention to these

basic (substantial) differences, the authorized recognition officer has changed his approach, no longer expecting foreign qualifications to be the same as those used for foreign qualifications offered in their own country, but with a focus on “recognition” by accepting non-substantial differences

The fundamental difference between a foreign qualification and a very significant national qualification is that it prevents the applicant from succeeding in the desired activity, such as further study, research or employment.

The proof of the substantial difference is in the competent recognition official from the country of origin and the guidelines are:

- a. Not every difference is considered “substantial”
- b. The existence of a substantial difference does not necessarily deny the recognition of foreign qualifications
- c. The difference must be substantial in terms of the function of the qualification and the purpose of seeking that recognition

(other references: E. Stephen Hunt and Sjur Bergan (2010))

### **Professional qualification recognition**

ECTS can be used as an additional tool in defining the duration of full-time courses in seven professional sectors. The requirement to specify the duration of the course for one full academic year and the total hours will be the same for medical doctors, general nurses, dentists, and midwives. For veterinary surgeons, pharmacists, and architects, this obligation only applies to the full academic year. Similarly, ECTS can also be used at levels (d) and (e) of the qualification network used in the General System, which includes all profession-based qualifications in EU and EEA

The new directive has expanded its scope to recognition of the job placements required to have access to regulated professions. This can be done in any EU/EEA member country, wherever qualification is granted and is given full acknowledgment. Paragraph 27 states that 'Recognition of professional internships completed in another Member State shall be based on a clear written description of the learning objectives and assigned tasks, which will be determined by the training supervisor in the host Member State.' Article 55a obliges the Competent Authority to 'publish guidelines on the organization and recognition of professional training carried out in the other Member States or third countries, in particular on the supervisory role of traineeships.'

Finally, a general training framework based on the 'common set of knowledge, skills, and competencies required in the education and training system applicable in at least one-third of the Member States. This curriculum may be proposed by representatives of professional bodies operating at the EU or national level, or by the Authority authorized. The curriculum can be referred to the European Qualifications Framework and is free to use ECTS.

## **4.2 Credit Mobility**

ECTS is designed to facilitate inter-institutional learning mobility for a short period (credit score mobility). ECTS has been developed and adopted with the aim of credit score accumulation. ECTS also plays an important role in student mobility by facilitating the transfer and recognition of the academic achievements of college students studying outside the study program/university.

Some supporting documents for ECTS:

- a. Course catalog
- b. Learning Agreement
- c. Transcripts
- d. Training Certificate

Note:

All credits earned during the study abroad period or during virtual mobility as agreed in the Learning Agreement confirmed by the Transcript must be transferable without delay and count towards the student's academic achievement without awarding the student any additional work or assessment.

### **4.2.1. The period before credit score mobility (taking credit numbers outside the study program/university)**

To facilitate the management of credit score mobility and its recognition, there are three parties involved-college students, sending and receiving institutions, or organizations/companies-which must approve the program abroad. They must formalize it in a Learning Agreement, to be signed by the three parties before the start of the mobility period. The Learning Agreement is intended to confirm to the college student that the credits they achieves during the mobility period will be recognized. Providing templates for Learning Agreements for study and training for institutions participating in the program is seen as very important. Guidance should also be provided to institutions on how to use the template files, and set specific deadlines for institutions to comply with.

The educational component that must be completed during the mobility period should not be selected based on of the equivalence of the educational component offered at the sending institution. The learning outcomes of all study abroad programs must be compatible with or be able to complement the learning outcomes of the sending university which will provide recognition after the study abroad period is completed. This will make it easier for credit scores obtained at the receiving institution to be flexibly replaced with an equivalent amount of credit from the sending institution.

The Learning Agreement should identify a suitable set of educational components to be taken at the receiving institution and how these components will be integrated into the sending institution's program. The number of credits that can be obtained at the receiving institution must be proportional to the length of study abroad. College students are expected to take the educational component of 60 ECTS per academic year.

Accepting institutions are committed to enrolling college students in the planned education component, verifying that the component is available for credit score mobility activities.

Once signed by the third party, the Learning Agreement file can be modified thereafter, if necessary, with the consent of the third party concerned.

#### **4.2.2. The period after the mobility of the credit score (taking credit numbers outside the study program/university)**

The receiving institution provides files of study results/Transcript of Notes within a fairly short time (determined between the two institutions) after the announcement of the results of college student studies at the receiving institution to the sending institution. After completing the educational components included in the Learning Agreement and confirmed by the documents Study results/Transcript Notes sent by the receiving institution, the sending institution must fully acknowledge the agreed number of ECTS credits, then transferred to the courses the college student has taken and used to fulfill the qualification requirements. The sending institution must specify how the education component is taken abroad has been integrated with the education component at the sending institution. Where possible values can be converted (see section 4.3). All this information should be recorded in a Transcript of Records (or equivalent document/database) and available to college students.

Institutional procedures should be established for the assessment of the educational component, in case the student has not completed it successfully at the receiving institution. The procedure must be communicated to the student beforehand.

The Supplement Diploma (Surat Kependamping Ijazah/SKPI) is designed to provide a transparent record of their academic achievements. Therefore, the educational component that has been completed abroad will be included in the Transcript of Records attached to the SKPI along with the title (and its translation into the language in which the SKPI was issued), as a marker of the institution where the student has taken the credit score and its value.

#### **4.2.3. Institutional rules and regulations**

##### **Institutional Commitment**

Specific institutional arrangements should be made to address other learning experiences, to allow for the accumulation of credit scores and transfers through various types of mobility, work experience, virtual learning, prior learning, and informal learning. Agencies should clearly define responsibilities for the process of implementing and monitoring credit score mobility and ensure that application procedures and selection criteria for credit score mobility are transparent and fair, and that clear mechanisms are in place. A special staff must be appointed in each department or study program and authorized to discuss study abroad programs with college students and agree and sign the Learning Agreement on behalf of the sending institution, before the credit score mobility period and the Transcript of Records after the credit score mobility period.

Others should not be asked to negotiate academic recognition with university/departmental staff or committees who are not authorized to do so, before

or after their period of study abroad, nor should college students be asked to take other exams or have to do extra work upon their return.

### **Selection of partner institutions**

It is recommended to enter into an exchange agreement with an institution that:

- a. offers a transparent description of their program, including learning outcomes, credits, learning, and approaches to teaching and assessment methods;
- b. learning, teaching, and assessment procedures are acceptable to the sending institution without requiring college students to take any additional assignments or exams;
- c. guaranteed quality by the system in each country. Agreements can be made not only with institutions offering similar programs but also with those providing complementary programs.

### **Integration of credit score mobility into the program**

The arrangement of credit score mobility in the curriculum facilitates recognition. Institutions can:

- a. identify the semester or year when studying abroad can be carried out properly by the program;
- b. schedule in the semester/year an educational component with learning outcomes that can be easily achieved abroad (eg international or comparative courses, additional/elective courses, dissertation preparation, language courses, job placements);
- c. identify partner institutions, where compatible/complementary learning outcomes can be achieved.

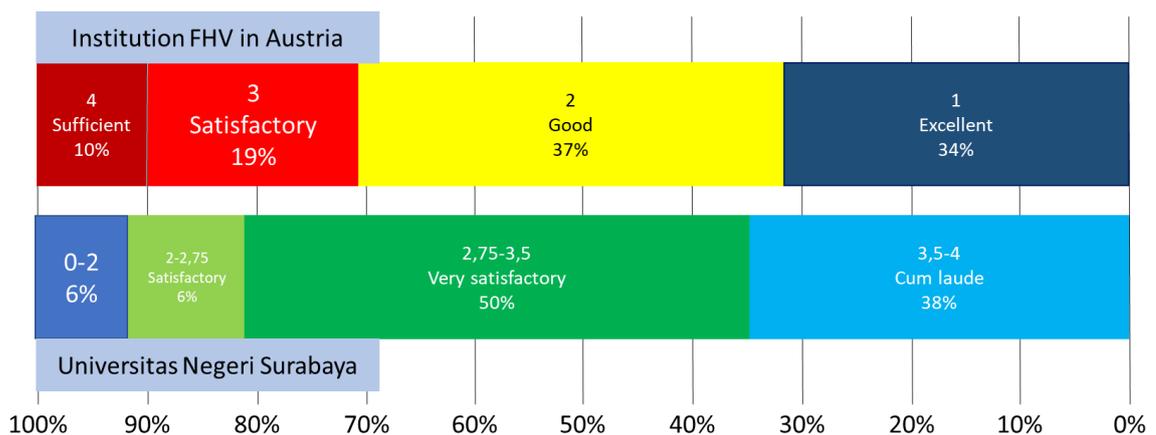
### **4.3 Grade Conversion**

When Unesa decides to transfer the value of mobile college students who have taken college, the academic department is responsible for transferring credits for that value by comparing the distribution table of scores from Unesa's reference group with those developed by other institutions in parallel. The position of each value in the two reference tables can be compared according to the reference table of each institution, based on this comparison, the mobile student's value can be converted. Usually, the ranges of percentage values in the distribution overlap each other. For that, it is necessary to equalize with the aim of transparency. Therefore, Unesa and the receiving institution must decide in advance whether they will use comparable minimum, average or maximum scores from the overlapping ranges. The following is an example of creating a Unesa Student Score Conversion

Faculty	0 - 2		2 - 2.75		2.75 - 3.5		Cumlaude 3.5 - 4		Number of College students
	total	%	total	%	total	%	total	%	
	<b>Economics and Business</b>	425	4.26	530	5.31	5830	58.37	3203	
<b>Postgraduate</b>	456	5.96	78	1.02	2240	29.28	4875	63.73	7649
<b>Education</b>	484	3.41	404	2.85	6899	48.64	6396	45.10	14183
<b>Engineering</b>	1217	10.05	1346	11.11	6552	54.10	2995	24.73	12110
<b>Language and Arts</b>	789	5.64	806	5.76	7013	50.13	5383	38.47	13991
<b>Mathematics and Natural Science</b>	405	3.95	979	9.56	5484	53.53	3377	32.96	10245
<b>Sports Science</b>	557	7.88	488	6.90	3820	54.03	2205	31.19	7070
<b>Social Sciences and Law</b>	366	4.09	580	6.48	4652	51.98	3352	37.45	8950
<b>Total Frequency</b>	4699		5211		42490		31786		84186
<b>Absolute</b>	6%		6%		50%		38%		100%
<b>Cumulative</b>	100%		94%		88%		38%		

Data source: SIAKADU Student GPA Report

Examples of the conversion value to college students from Austria in Unesa or otherwise.



College students from FHV Austria studying at Unesa with a score of 2.8 will be converted to the current rate at FHV Austria. Then the possible values that will appear in Austria are as follows:

- If Unesa and FHV Austria agree that the applicable value is the maximum value, then the value obtained by the student is 2 (Good)
- If Unesa and FHV Austria agree that the applicable value is the average value, then the value obtained by the student is 2 (Good)
- If Unesa and FHV Austria agree that the applicable value is the minimum value, then the value obtained by the student is 3 (Satisfactory)

Unesa college students studying at FHV Austria get a score of 3 (Satisfactory) which will be converted to the applicable grade at Unesa. Then the possible values that will appear at Unesa are as follows:

- If FHV Austria and Unesa agree that the applicable value is the maximum value, then the value obtained by the student is 2.7-3.5 (very satisfactory)

- b. If FHV Austria and Unesa agree that the applicable value is the average value, then the value obtained by the student is 2.75-3.5 (very satisfactory)
- c. If FHV Austria and Unesa agree that the applicable value is the minimum value, then the score obtained by the student is 2-2.75 (satisfactory)

## Section 5 ECTS and Quality Assurance

Quality assurance for the application of ECTS is divided into 2 types, namely internal quality assurance and external quality assurance. Internal quality assurance consists of all procedures that must be carried out by study programs to ensure that the quality of study programs and study program qualifications are by their specifications and related parties, such as quality assurance agencies. External quality assurance reviews are carried out by quality assurance agencies that provide feedback to institutions and information to users. The principles and processes on quality assurance apply to all types of learning and teaching (formal, non-formal, informal, new types of learning, teaching, and assessment). European standards and guidelines (European Standards and Guidelines or abbreviated as ESG) for quality assurance in higher education (ENQA, 2005) support internal and external quality assurance.

### **Postscript**

ESG is a set of internal and external quality assurance standards and guidelines in higher education. The ESG is not a standard for quality, nor is it a suggestion on how to implement a quality assurance process, but it does provide guidelines that cover areas that are vital to preparing a quality and learning environment in higher education. ESG must be interpreted in a broader context, which includes a qualification framework, ECTS, and a diploma companion (Diploma Supplement) which also contributes to developing transparency and trust among higher education college students in the EHEA (European Higher Education Area).

Standards 1.2, 1.3, 1.4, and related guidelines that refer to areas related to ECTS (on specific study design, student-centered learning, teaching and assessment and student admissions, learning progress, submission of student achievement reports, and certification).

Good practice in the use of ECTS will help institutions improve the quality of study programs and offer courses outside of study programs. So ECTS must be guaranteed through appropriate evaluation processes (eg monitoring, internal and external reviews, and feedback from college students) and continuous quality improvement. In evaluating the effectiveness of the study program (including learning outcomes, workload, and assessment methods) several measuring tools will be used, including measuring the dropout rate or the average study failure or length of the study period. A study program is considered effective if the objectives of the study program can be achieved according to a predetermined deadline, meaning when college students get the predetermined learning outcomes, collect credits (SKS), and obtain qualifications as planned in the study program. However, careful analysis is needed. to be able to critically distinguish between one element and another, this is because these elements may indicate ineffective planning or implementation by the study program or insufficient measurement to support college students.

The following are indicators that can be used to evaluate the quality of implementing ECTS:

- a. Educational components are expressed related to appropriate learning outcomes, and clear information about levels, credits (SKS), implementation and assessment is available;
- b. The study period can be completed before the predetermined time limit (eg the study load is equated with the academic year, semester, trimester, or component of the course realistically);
- c. Annual monitoring assesses any variation in results and results and is followed up with appropriate revisions;
- d. College students are facilitated with detailed information and advice so that they can follow the rules of progress, explore options for flexible pathways and choose components of education at the level according to their qualifications;
- e. College students get their results on time.

For mobility and recognition of student achievement, it means:

- a. The credit transfer process includes the monitoring, review, and validation of the process;
- b. Appropriate staff is appointed as the party responsible for credit recognition and everything related to credit transfers;
- c. Learning Consent is completed in all cases; its development, and all forms of subsequent changes;
- d. Incoming mobile college students are obliged to carry out educational components from the available Course catalog; they will be graded and ranked like college students from that college;
- e. Detailed transcripts are provided by including credits and levels taken;
- f. Recognition is awarded for all credits on the educational component that have been completed as part of the Learning Agreement for which the final version of the agreement has been approved; the results of the recognition will be issued and published in a timely transcript;
- g. The grading table is used to interpret the grading so that grades – and not just credits – accurately reflect all final-achievement qualifications.

Student representatives must be actively involved in the ECTS quality assurance process:

- a. On internal quality assurance, where college students provide information (through filling out surveys regularly); participate in the preparation of the college self-evaluation report; actively involved in the agency/organization that is responsible for the internal quality assurance process and monitoring the allocation of ECTS credit.
- b. In external quality assurance, where college students are members of the external assessment team from universities and/or study programs.

**Section 6 ECTS and Supporting Documents**  
**6.1 Summary of Curriculum**

**SUMMARY OF CURRICULUM**

**1. The Vision and Mission of Institution**

**Vision of Universitas Negeri Surabaya (Unesa):**

Excellent in Education, Strong in Science

**Mission of Universitas Negeri Surabaya:**

- (1) To organize education and learning centered on students by using effective learning approaches and technology
- (2) To conduct research in education, natural sciences, social and cultural sciences, arts, and/or sports, and technological development whose findings are beneficial for the development of science and public welfare
- (3) To disseminate science, technology, arts, culture and sports, and research results through community service oriented towards empowering and accustoming society
- (4) To embody Universitas Negeri Surabaya as a center of education not only for primary and secondary education but also for scientific centers based on the noble values of national culture
- (5) To organize autonomous, accountable, and transparent governance for quality assurance and quality improvement.

**The Vision and Mission of Faculty**

**2. Program Educational Objectives (PEO)**

**3. Program Learning Outcomes (PLO)**

**4. Program Structure**

**4.1 The Curriculum**

**4.2 Program Structure**

## PROGRAM STRUCTURE

Mapping of the courses that support the Program Learning Outcomes (PLO).

No	Code	Course Title	CU	ECTS	KNO-1	KNO-2	SKI-1	SKI-2	SKI-3	SKI-4	COM-1	COM-2	COM-3	SOC-1	SOC-2
1															
2															
3															
4															
5															
6															
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28															
29															
30															
31															
32															
33															
34															
35															
36															
37															

**Table 1.** List of elective courses

Odd Semester				Even Semester			
No	Code	Course Title	CU	No	Code	Course Title	CU
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

**Table 2.** Course Structure for Bachelor Stage

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
No	Code	Course Title	CU	No	Code	Course Title	CU
1							
2							
3							
4							
5							
6							
7							
		<b>Total</b>				<b>Total</b>	
3 <sup>th</sup> Semester				4 <sup>th</sup> Semester			
No	Code	Course Title	CU	No	Code	Course Title	CU
1							
2							
3							
4							
5							
6							
7							
8							
		<b>Total</b>				<b>Total</b>	
5 <sup>th</sup> Semester				6 <sup>th</sup> Semester			
No	Code	Course Title	CU	No	Code	Course Title	CU

1							
2							
3							
4							
5							
6							
		<b>Total</b>				<b>Total</b>	
7 <sup>th</sup> Semester				8 <sup>th</sup> Semester			
No	Code	Course Title	CU	No	Code	Course Title	CU
1							
2							
3							
4							
		Elective courses					
		<b>Total</b>				<b>Total</b>	

**Table 3. Course Formation Analysis Matrix**

Program learning Outcome	Course Learning Outcome	Teaching Materials					
		1	2	3	4	5	6
1	CLO1			MK1		MK2	MK2
	CLO 2		MK3				
	etc						
2	CLO 4			MK5			
	CLO 5						
	etc						
etc							

Note: MK1 and MK2 have different study materials in one competency. MK3: three study materials with one competency. MK5 and MK6: one study material to achieve many competencies. A course is a package of study material.

## 6.2 Module Handbook

Module/Course Handbook

<b>Module/Course Title</b>					
<b>Module/Course Title</b> (if used)	<b>Student Workload</b> x hours	<b>Credits (ECTS)</b> x	<b>Semester</b> X semester	<b>Frequency</b> e.g. each semester, each winter term, odd semester, even semester etc.	<b>Duration</b> X semester(s)
1	<b>Types of courses</b> a) e.g. seminar b) ....		<b>Contact hours</b> x hours	<b>Independent study</b> X hours	<b>Class size</b> X students
2	<b>Prerequisites for participation (if applicable)</b> e.g. must have successfully completed module xy e.g. requires language skills at level xy				
3	<b>Learning outcomes</b>				
4	<b>Subject aims/Content</b>				
5	<b>Teaching methods</b>  e.g. project work, case studies, group work, lectures, discussions, seminars, etc.				
6	<b>Assessment methods</b>				
7	<b>This module/course is used in the following study programme/s as well</b>				
8	<b>Responsibility for module/course</b>				
9	<b>Other information</b> e.g. bibliographical references				

### 6.3 Semester Learning Plan (RPS) and Course Assessment

#### Semester Learning Plan (RPS) and Course Assessment

 <b>UNESA</b> <small>Universitas Negeri Surabaya</small>		<b>Universitas Negeri Surabaya</b> <b>Faculty of .....</b> <b>Undergraduate ..... Study Program</b>						<b>Document Code</b>				
<b>Semester Lesson Plan</b>												
<b>COURSE</b>			<b>CODE</b>		<b>CLUSTER</b>		<b>WEIGHT (credits)</b>		<b>ECTS</b>		<b>SEMESTER</b>	<b>Compilation Date</b>
							T=	P=	T=	P=		
<b>AUTHORIZATION</b>			<b>Developer</b>			<b>Coordinator</b>				<b>Head of the Study Program</b>		
<b>Program Learning Outcome (PLO)</b>		<b>PLO charged in this course</b>										
				<b>Course Learning Outcome (CLO)</b>								
		<b>Expected ability of each learning stage (Sub-CLO)</b>										

<b>Brief description of the course</b>		
<b>Learning Materials</b>	<b>Subject aims/Content</b> 1.	
<b>References</b>	<b>Primary:</b>	
	1. .	
	<b>Supplement:</b>	
<b>Dosen Pengampu Lecturers</b>		
<b>Requirements course</b>		

Week	Expected ability of each learning stage (Sub-CLO)	Assessment		Learning Form, Learning Methods, Student Assignment, [ Estimated time]		Learning materials [References]	rating weight
		Indicators	Criteria & Form	offline	online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1			Criteria:  Non-test form:	-	[ x 50 minutes]  <b>Task 1:</b>		

Week	Expected ability of each learning stage (Sub-CLO)	Assessment		Learning Form, Learning Methods, Student Assignment, [ Estimated time]		Learning materials [References]	rating weight
		Indicators	Criteria & Form	<i>offline</i>	<i>online</i>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
8	<b>Midterm Exam</b>						
16	<b>Final Semester Examination</b>						

**Note:**

1. Indicators of ability assessment in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
2. Program Learning Outcome (PLO) are abilities possessed by each PRODI graduate including the internalization of attitudes, assignments of knowledge, and skills according to the level of the study program obtained through the learning process.
3. PLO charged to courses are some of the learning outcomes of the study program graduates (CPL-PRODI) which are used for the formation / development of a course consisting of attitude aspects, general skills, special skills, and knowledge.
4. Course Learning Outcome (CLO) is an ability that is described specifically from the CPL charged on a course, and is specific to the study material or learning material for that course.
5. Sub-CLO is the ability that is specifically described in the learning material of the course.
6. Assessment Criteria are benchmarks that are used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be quantitative and qualitative.
7. Assessment techniques: test and non-test.
8. Forms of learning: Lectures, Responses, Tutorials, Seminars or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service, and / or other equivalent forms of learning.
9. Learning methods: Small Group Discussion, Role-play & simulation, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual learning, project-based learning, and other equivalent methods.
10. Learning materials are details or descriptions of the study material which can be presented in the form of several main topics and sub-topics.
11. Assessment weight is the percentage of the assessment of each sub-CLO achievement which is proportional to the difficulty level of achieving that sub-CLO and the total is 100%.
12. PB = Learning Process, PT = Structured Assignment, KM = Independent Activities.



THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY

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### Study Result Card

Name :  
NIM :  
Study Program :

Period :

Course	CU	ECTS	Score	Weight	CU*N	ECTS * N
<b>Total</b>						

GPA :

Surabaya,  
Academic Advisor

NIP



**Study Plan Card (KRS)**  
**Semester ..... (Odd/Even)**

**NIM** : \_\_\_\_\_ **Study Program** : \_\_\_\_\_  
**Name** : \_\_\_\_\_ **NIP DPA** : \_\_\_\_\_  
**Semester** : \_\_\_\_\_ **Academic Advisor Name** : \_\_\_\_\_

No.	Code	Course	Class	CU	ECTS	Information
<b>Total SKS</b>						
<b>Information :</b> * Cross the rejected course * If there are additional courses, please fill them in the table below..						
No.	Code	Course	Class	CU	ECTS	Information

Surabaya,

Approval  
Academic Advisor

Students Signature

NIP

NIM



**Score List**

Period ..... odd/even

**Course** : **Lecturer** :  
**Class** :  
**Study Program** :

No	N I M	Student Name	Participation	Assignment	UTS	UAS	NA	NH	Presence
1.			0.00	0.00	0.00	0.00			
2.			0.00	0.00	0.00	0.00			
3.			0.00	0.00	0.00	0.00			
4.			0.00	0.00	0.00	0.00			
5.			0.00	0.00	0.00	0.00			
6.			0.00	0.00	0.00	0.00			
7.			0.00	0.00	0.00	0.00			
8.			0.00	0.00	0.00	0.00			
9.			0.00	0.00	0.00	0.00			
10.			0.00	0.00	0.00	0.00			
11.			0.00	0.00	0.00	0.00			
12.			0.00	0.00	0.00	0.00			
13.			0.00	0.00	0.00	0.00			
14.			0.00	0.00	0.00	0.00			
15.			0.00	0.00	0.00	0.00			
16.			0.00	0.00	0.00	0.00			
17.			0.00	0.00	0.00	0.00			
18.			0.00	0.00	0.00	0.00			
19.			0.00	0.00	0.00	0.00			
20.			0.00	0.00	0.00	0.00			
21.			0.00	0.00	0.00	0.00			
22.			0.00	0.00	0.00	0.00			
23.			0.00	0.00	0.00	0.00			
24.			0.00	0.00	0.00	0.00			
25.			0.00	0.00	0.00	0.00			
26.			0.00	0.00	0.00	0.00			
27.			0.00	0.00	0.00	0.00			
28.			0.00	0.00	0.00	0.00			
29.			0.00	0.00	0.00	0.00			

30.			0.00	0.00	0.00	0.00			
31.			0.00	0.00	0.00	0.00			
32.			0.00	0.00	0.00	0.00			
33.			0.00	0.00	0.00	0.00			
34.			0.00	0.00	0.00	0.00			
35.			0.00	0.00	0.00	0.00			



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