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International Credit Mobility:  
a new challenge for  
the Mediterranean Region

## ICMED INTERNATIONAL MOBILITY TOOLKIT

### DELIVERABLE 3.2.c

## TEMPLATE FOR INSTITUTIONAL WEBPAGES ABOUT ICM PROJECT FOR INCOMING AND OUTGOING ICM PARTICIPANTS

### i) Template for institutional webpage for OUTGOING ICM applicants/participants

<p><b>Contact details of the person responsible for ICM:</b></p> <ul style="list-style-type: none"> <li>• Name/s</li> <li>• Email address</li> <li>• Telephone</li> <li>• opening hours</li> </ul>	
<p>Description of E+ ICM programme <i>Focus on benefits for participants</i></p>	
<p><b>List of available destinations and levels</b> for outgoing mobility (Bachelor, Master, Phd, academic staff, administrative staff) and the corresponding Host University</p>	
<p><b>Description of the Call for application:</b></p> <ul style="list-style-type: none"> <li>• Deadline</li> <li>• List of documents to submit</li> <li>• List of requirements (language, average grade, level of study, academic field/Course of study)</li> <li>• How to submit the documents</li> <li>• Description of the selection procedure</li> </ul>	
<p><b>Information for the candidates who have been granted an E+ outgoing position:</b></p> <ul style="list-style-type: none"> <li>• Documents required before departure (Learning Agreement/Mobility Agreement for staff)</li> <li>• Documents required at the end of the mobility (ToR)</li> <li>• Description of the recognition process at the home university</li> </ul>	
<p><b>Instructions for approval of the Learning Agreement/Mobility Agreement for staff at the beginning of the mobility</b></p>	
<p><b>Instructions and procedure at the home university to obtain the recognition at the end of the mobility</b></p>	

ii) **Template for institutional webpage for INCOMING ICM participants**

<p><b>Contact details of the person responsible for ICM</b></p> <ul style="list-style-type: none"> <li>• Name/s</li> <li>• Email address</li> <li>• Telephone</li> <li>• Opening hours</li> </ul>	
<p><b>Description of the academic calendar<sup>1</sup>:</b></p> <ul style="list-style-type: none"> <li>• terms/semesters duration, start/end date</li> <li>• start-end date of the classes</li> <li>• exams period</li> <li>• list of available courses open to exchange and related language of tuition</li> </ul>	
<p>Instructions for visa applications</p>	
<p>Instructions for accommodation search</p>	
<p>Information about additional <b>services</b> useful to incoming students/staff (examples):</p> <ul style="list-style-type: none"> <li>• Libraries</li> <li>• Canteens</li> <li>• Laboratories</li> <li>• Language and Culture training</li> <li>• Info Days for incoming students</li> <li>• Clubs</li> </ul>	
<p><i>(for student mobility)</i> <b>Description of the credit and grade system<sup>2</sup></b></p>	
<p><i>(for student mobility)</i> <b>Conversion Table of local grade system into ECTS credit and grade system<sup>3</sup></b></p>	
<p><i>(for student mobility)</i> <b>Instructions for approval of the Learning Agreement (LA) at the beginning of the mobility<sup>4</sup></b></p>	
<p><b>Instructions to obtain the Transcript of Records at the end of the mobility</b></p>	

<sup>1</sup> Please refer to the official *ECTS Users' Guide* - Course Catalogue template for suggestions, tips, use of standard vocabulary. [https://ec.europa.eu/education/ects/users-guide/course-catalogue\\_en.htm](https://ec.europa.eu/education/ects/users-guide/course-catalogue_en.htm)

<sup>2</sup> Even if your country/HEI does not apply the ECTS system, please refer to the official *ECTS Users' Guide* for a general understanding of the way the credit and grade system can be described to be easily understood by foreign students): [http://ec.europa.eu/education/ects/users-guide/index\\_en.htm](http://ec.europa.eu/education/ects/users-guide/index_en.htm)

Focus on Grade distribution: [http://ec.europa.eu/education/ects/users-guide/grade-distribution\\_en.htm#ectsTop](http://ec.europa.eu/education/ects/users-guide/grade-distribution_en.htm#ectsTop)

<sup>3</sup> Please refer to the ECTS Users' Guide: [http://ec.europa.eu/education/ects/users-guide/index\\_en.htm](http://ec.europa.eu/education/ects/users-guide/index_en.htm)

Special focus on Credit Mobility: [http://ec.europa.eu/education/ects/users-guide/mobility\\_en.htm#ectsTop](http://ec.europa.eu/education/ects/users-guide/mobility_en.htm#ectsTop)

<sup>4</sup> For a general description of the LA in the E+ programme, please refer to:

[https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/learning-agreement\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/learning-agreement_en)

## Annex 1: ECTS Users' Guide - Course Catalogue:

### Course Catalogue

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The [Course Catalogue](#) includes detailed, user-friendly and up-to-date information on the institution's learning environment that should be available to students before entering and throughout their studies to enable them to make the right choices and use their time most efficiently. The information concerns, for example, the [qualifications](#) offered, the learning, teaching and assessment procedures, the level of programmes, the individual [educational components](#) and the learning resources. The Course Catalogue should include the names of people to contact, with information about how, when and where to contact them.

The [Course Catalogue](#) should be published on the institution's website, indicating the course/subject titles in the national language (or regional language, if relevant) and in English, so that all interested parties can easily access it. It should be published sufficiently in advance for prospective students to make their choices.

The institution is free to decide the format of the Catalogue, as well as the sequencing of the information. However, following a common structure as set out below makes [Course Catalogues](#) more easily comparable and improves transparency. In any case, the Course Catalogue should include general information on the institution, its resources and services, as well as academic information on its programmes and individual [educational components](#).

#### Recommended elements for the Course Catalogue

##### **General information:**

- name and address
- description of the institution (including type and status)
- academic authorities
- academic calendar
- list of programmes offered
- admission requirements, including language policy, and registration procedures
- arrangements for the recognition of [credit mobility](#) and prior learning (formal, informal and non-formal)
- ECTS credit allocation policy (institutional credit framework)
- arrangements for academic guidance

##### **Resources and services:**

- student affairs office
- accommodation/housing
- meals
- cost of living
- financial support for students
- medical facilities
- insurance
- facilities for students with disabilities and special needs
- learning facilities
- international mobility possibilities
- practical information for incoming mobile students

- language courses
- [work placement](#) possibilities
- sports and leisure facilities
- student associations

***Information on programmes:***

- qualification awarded
- length of programme
- number of credits
- level of qualification according to the National Qualification Framework and the European Qualifications Framework
- field(s) of study (e.g. ISCED-F)
- specific admission requirements (if applicable)
- specific arrangements for recognition of prior learning (formal, non-formal and informal) (if applicable)
- qualification requirements and regulations, including graduation requirements (if applicable)
- profile of the programme (see [programme design](#))
- programme [learning outcomes](#)
- programme structure diagram with credits (60 ECTS per full-time equivalent academic year)
- mode of study (full-time/part-time/e-learning etc.)
- examination regulations and grading scale
- obligatory or optional [mobility windows](#) (if applicable)
- [work placement](#)(s) (if applicable)
- [work-based learning](#)
- programme director or equivalent
- occupational profiles of graduates
- access to further studies

For [joint programmes](#), some additional elements are recommended:

- information on the form of the diploma and Diploma Supplement (joint/double/multiple)
- members of consortium and their role
- mobility structure of the programme

***Information on individual educational components:***

- code
- title
- type (compulsory/optional)
- [cycle](#) (short/first/second/third)
- year of study when the component is delivered (if applicable)
- semester/trimester when the component is delivered
- number of ECTS credits allocated
- name of lecturer(s)
- [learning outcomes](#)
- mode of delivery (face-to-face/distance learning etc.)
- prerequisites and co-requisites (if applicable)
- course content
- recommended or required reading and other learning resources/tools
- planned learning activities and teaching methods

- [assessment methods](#) and criteria
- language of instruction

## Annex 2: ECTS Users' Guide – Grade distribution:

### Grade distribution

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Due to different cultural and academic traditions, European educational systems have developed not only different national grading scales but also different ways of using them within the same country, in different subject areas or institutions. While it is essential to acknowledge these differences, it is also important to make them transparent within the European Higher Education Area, so that grades awarded in all countries, subject areas or institutions can be properly understood and correctly compared.

Mobile students have the right to fair treatment and to transparency of their grades when credits are transferred from one institution to another, as access to further studies, grants or other benefits may depend on their level of performance. Transparency of performance levels is equally important for graduates applying for a job in their own or in another country.

To ensure transparent and coherent information on the performance of the individual student, each HEI should provide – in addition to their national/institutional grading scale and an explanation of the scale – a statistical distribution table of the passing grades awarded in the programme or field of study attended by the student ([grade distribution table](#)) showing how the grading scale is actually used in that programme. The grade distribution table was first introduced in the ECTS Users' Guide in 2009, as a replacement for the previous ECTS grading scales (A, B, C, D, E), which are not used anymore.

Even in cases when transferring the grades is not necessary in the local academic tradition of receiving institutions, calculating a [grade distribution table](#) will facilitate fair treatment of the incoming students on their return to the sending institution. It should be noted that it is also good practice to provide internal boards of examiners with detailed statistical data on examination grading in order to make the process more transparent and indicate any disparities which may indicate issues for further consideration.

Partners in joint [degree programmes](#) should agree in advance within their consortium how they will deal with grading and transfer of grades.

[Grade distribution tables](#) show how the existing national or institutional scale is being used in the institution – whether in open access or selective systems – and allow for comparison with the statistical distribution of grades in a parallel reference group of another institution. They represent the statistical distribution of positive grades (pass and above) awarded in each field of study in a specific institution. It is important to provide additional information on success rates at the same level of aggregation, but these should not be used for transfer.

[Grade distribution tables](#) have to be developed in a *standardised* format for reference groups of students enrolled in [degree programmes](#) belonging to the same field of studies. Such groups should be of reliable size in terms of number of students and number of years considered.

Calculating the [grade distribution tables](#) is a task that in many institutions will be undertaken at centralised level. The production of distribution tables should not cause undue difficulties in institutions as the required data are generally available in institutional information systems and the calculation of percentages is easily done with simple software. It only requires the following steps:

1. Identify the reference groups within your institution by using objective and transparent criteria which should be attached to the [grade distribution tables](#) produced. In the absence of methods based on comparable [learning outcomes](#), it is recommended to use the ISCED-F classification which offers a standardised and hierarchical classification of fields of study. In order to have reference groups that are large enough for a statistically relevant comparison, it is recommended to use an ISCED code at the “narrow” or ‘detailed’ levels (UNESCO Institute for Statistics, 2014)
2. Calculate the absolute number of passing grades awarded to each reference group identified in at least the last two years. Remember that information on success rates may be provided in general terms but not in this calculation.
3. Calculate the grade distribution in terms of percentages of the passing grades awarded to the reference group and develop cumulative percentages. As a result, there will be a [grade distribution table](#) with percentages and cumulative percentages for each reference group identified.

The following is an illustrative example of a grading table:

Grades used in institution (from highest to lowest passing grade)*	Number of passing grades awarded to the reference group	Percentage of each grade with respect to the total passing grades awarded	Cumulative percentage of passing grades awarded
10	50	5%	5%
9	100	10%	15%
8	350	35%	50%
7	300	30%	80%
6	200	20%	100%

Total	1,000	100%	
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4. \* Grading systems/approaches may be established at national level.
5. When included in a student's [Transcript of Records](#) and [Diploma Supplement](#), the table will facilitate the interpretation of each grade awarded and will not require any further calculation. The on-going European Grade Conversion System project (EGRACONS) is developing examples for the visual presentation of a grading table.

### **Annex 3: ECTS Users' Guide – Mobility and credit recognition:**

#### **ECTS for mobility and credit recognition**

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This section deals with [credit transfer](#) and recognition in general, which takes place both in [degree mobility](#) and [credit mobility](#).

Successful [learning mobility](#) requires academic recognition and [transfer of credits](#). [Recognition of credits](#) is the process through which an institution certifies that [learning outcomes](#) achieved and assessed in another institution satisfy the requirements of one of the programmes they offer.

Given the diversity of programmes and HEIs, it is unlikely that the credits and [learning outcomes](#) of a single [educational component](#) in two different programmes will be identical. This is even more the case in recognising learning from other learning contexts (for example vocational education and training). An open and flexible approach to the [recognition of credits](#) obtained in another context, including [learning mobility](#), is therefore recommended, based on compatibility of learning outcomes rather than equivalence of course contents. In practice, recognition means that the number of credits gained for compatible learning outcomes achieved in another context will replace the number of credits that are allocated for compatible learning outcomes at the awarding institution.

Institutions should make their recognition policies known and easily accessible.