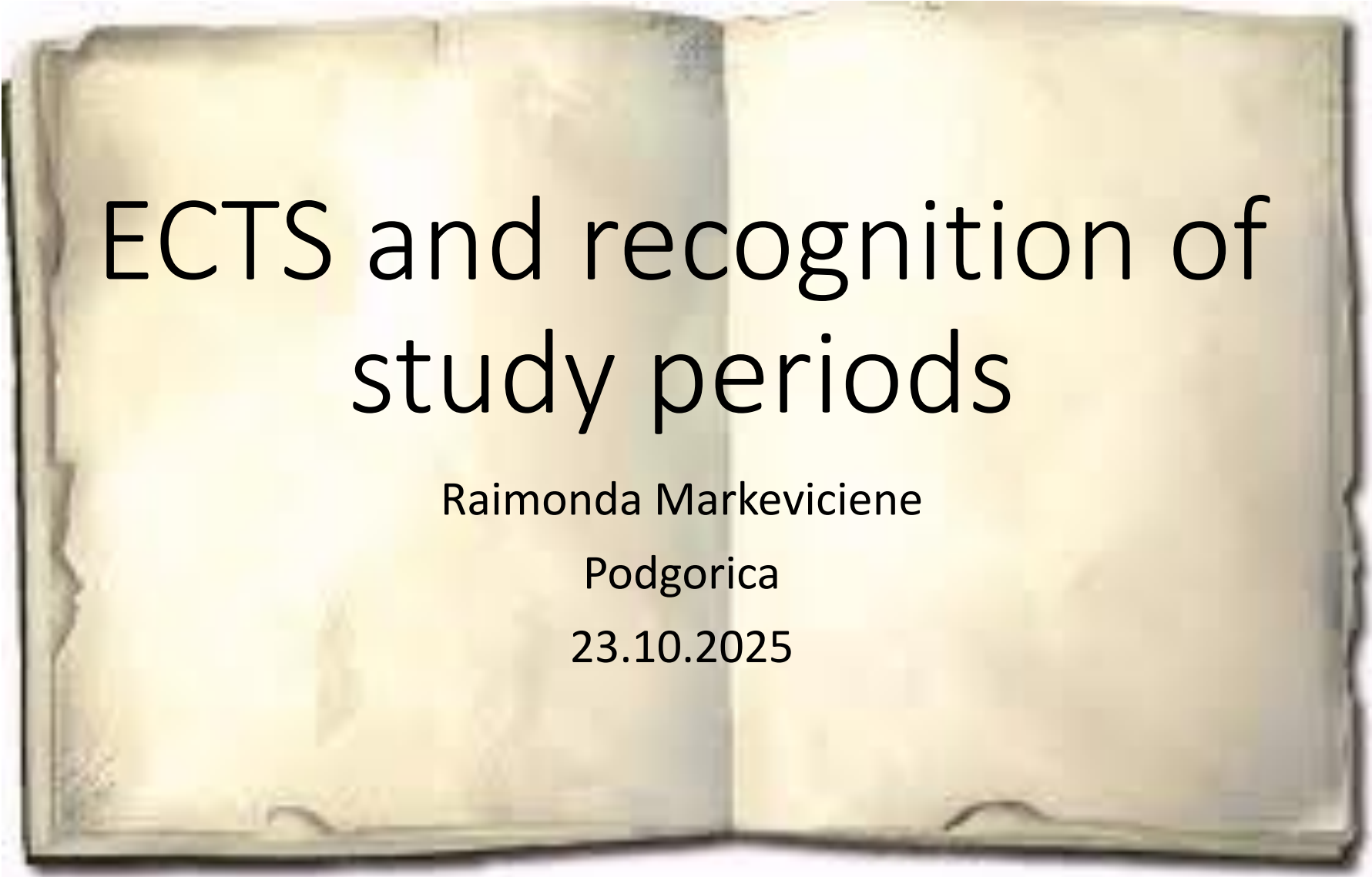




ECTS and recognition of study periods

Raimonda Markeviciene

Podgorica

23.10.2025

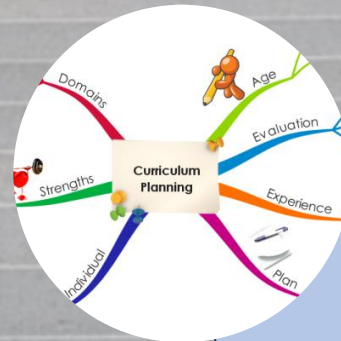
Bologna tools for quality transparency and recognition



Diploma Supplement

Quality assurance

ESG (European standards and guidelines)

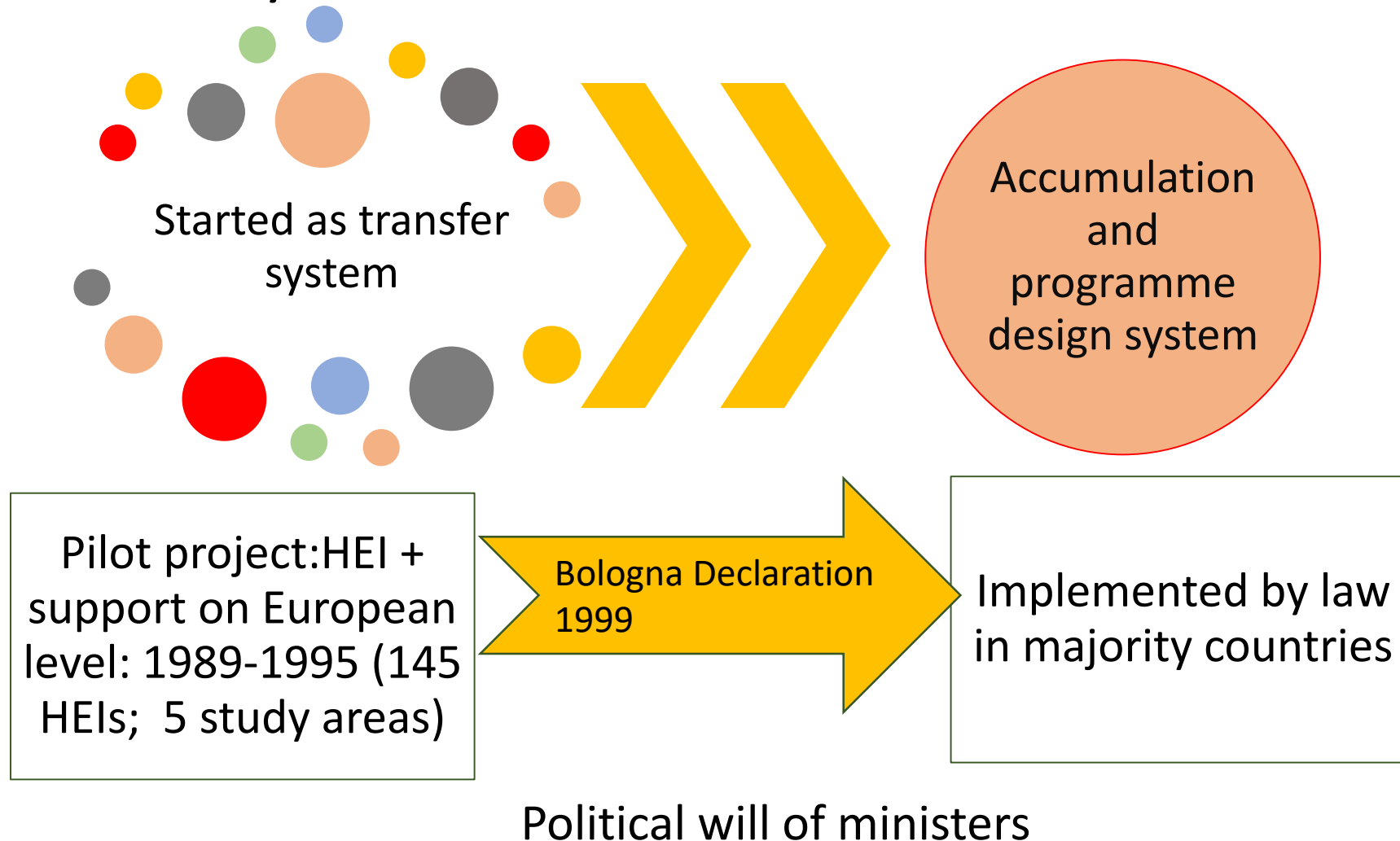


ECTS



Qualifications frameworks

European credit transfer and accumulation system: why and how



Main approaches to ECTS implementation on national levels: the same “language” with different “dialects”

National Regulations:

- Attention to credit as a measure for the student workload;
- Variety: absolute number of hours per year and credit VS “corridor”;
- Hierarchy of various legal documents.

Legal

- based on law and/or ministerial decrees (strong presence of the state authorities and regulations)
- Level of implementation depends on precision and prescriptions of the legal acts, experience of HEIs, traditions & collaborative culture

Consensus-based

- based on rectors’ (presidents’) conferences, qualification authorities, informal agreement among HEIs of a country (state authorities are not actively involved).
- Provides elaborate methodological support – guidelines. Permissive rather than prescriptive

Recommendation-based

- no express regulations from the state and no recommendations. ECTS is seen as a good practice.
- The HEIs relate directly to European documents in the spirit of open-coordination method – informal consensus model

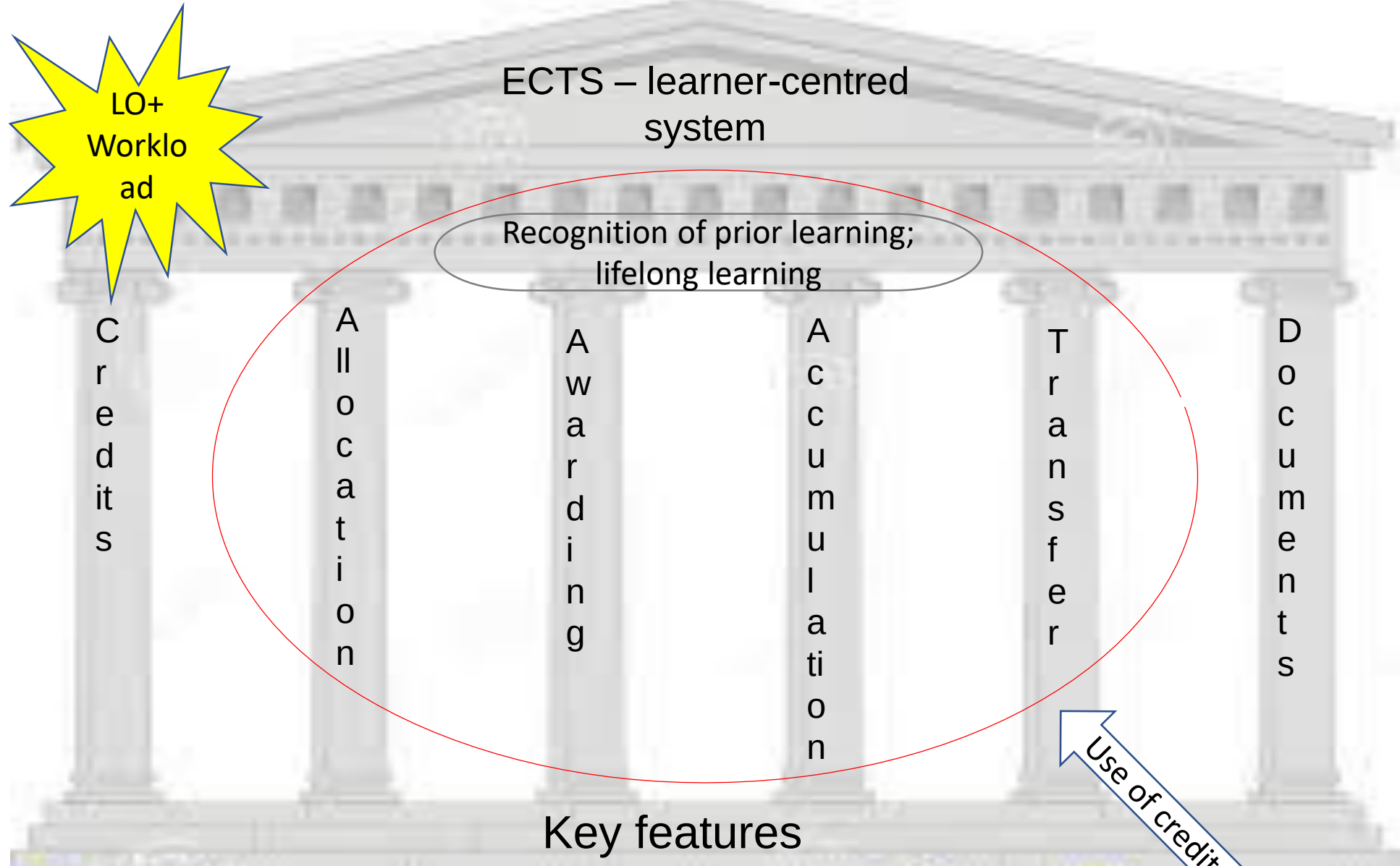
Overview of national regulations on the number of learning hours per academic year

Countries	Hours range/ academic year	Hours range/ credit	Status of the proclamation
Austria	1,500 h	25 h	Law
Belgium (Fl)	1,500/1,800 h	25/30 h	Decree (law on the Flemish level)
Belgium (Fr)	1440 h	24 h	Decree(law of the French Community)
Czech Re- public	1,500/1800 h	25/30 h	Good practice, recommendation of ECTS Key Features.
Cyprus	1500h/1800 h	25/30 h	New Law for Higher Education (under consideration in 2008)
Denmark	1,650 h	27/28 h	Letters from the Ministry
Estonia	1,560 h	26 h	University Act law
Finland	1,600 h	27 h	Act of the Council of State
France	1,650 h	25/30 h	Recommendation by the University Presidents' conference
Germany	1,800 h	30 h	KMK (Kultusministerkonferenz = Standing Conference of the Ministers of the Federal States). Element of Accreditation
Greece	1,500/1,800 h	25/30 h	Ministerial Decision
Hungary	1,620/1,800 h	30 h	Act on Higher Education and attaching Governmental Decree
Iceland	1,500/2,000 h	25/33 h	No proclamation, but understanding among universities
Ireland		20/30 h	Recommendation on the principles and operational guidelines devised by the National Qualifications Authority of Ireland
Italy	1,500 h	25 h	Ministerial Decrees
Latvia	1,600 h		Law
Lithuania	1,600 h		Law and Decree

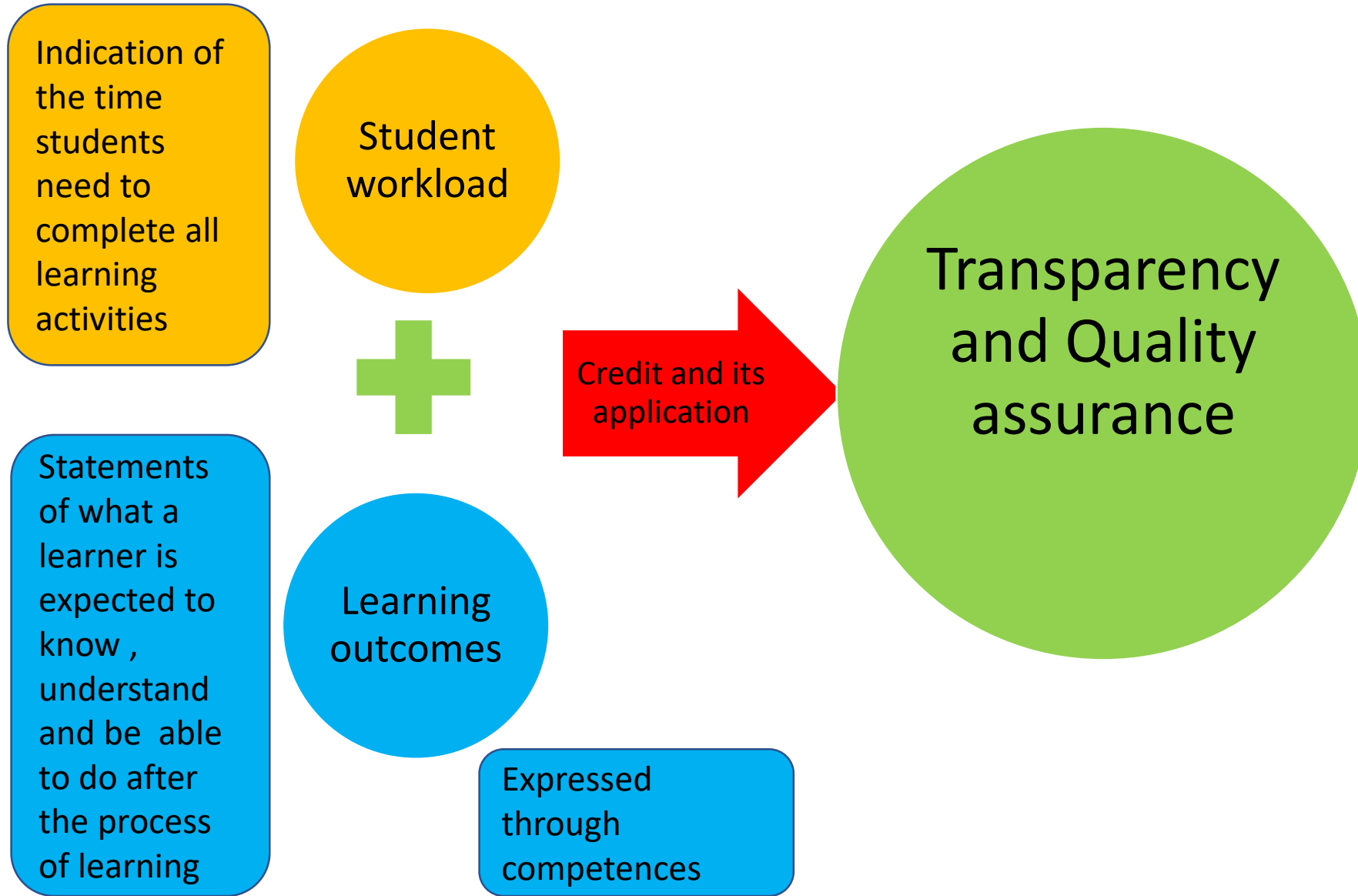
Basic principles of ECTS

ECTS users' guide: [https://op.europa.eu/en/publication-](https://op.europa.eu/en/publication-detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1)

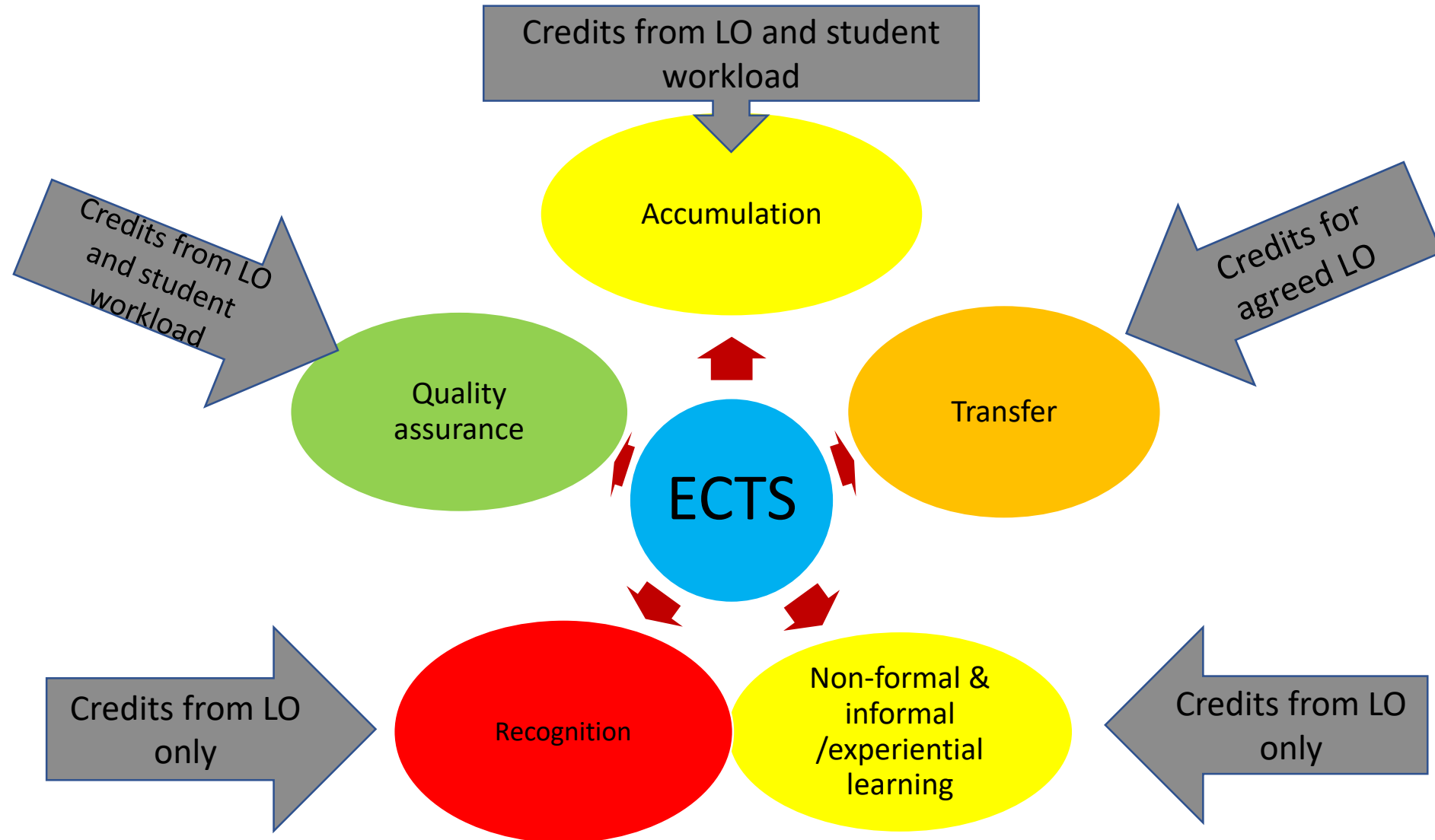
[detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1](https://op.europa.eu/en/publication-detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1)



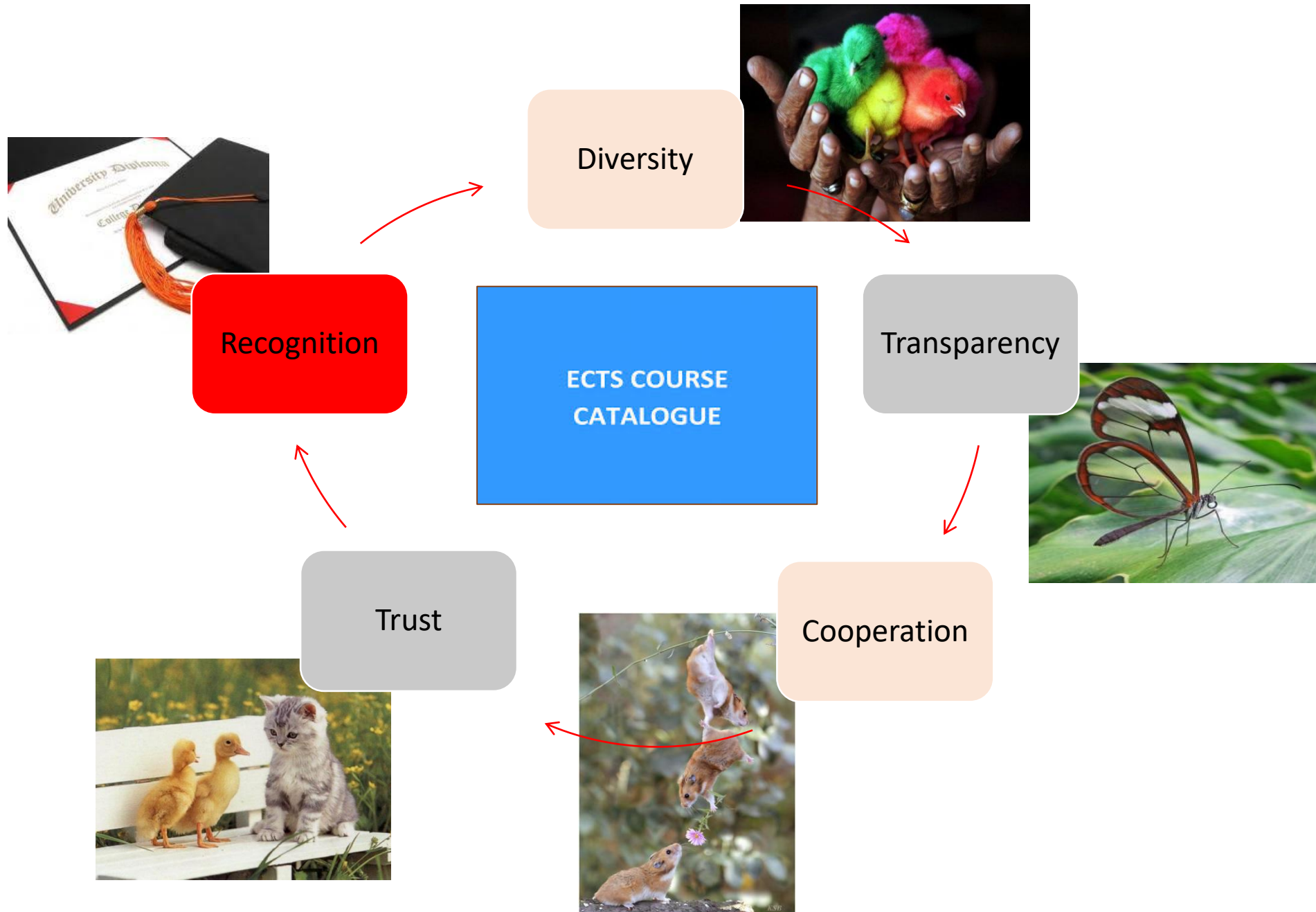
Application of ECTS at micro level - a study programme perspective



Application of ECTS – macro level



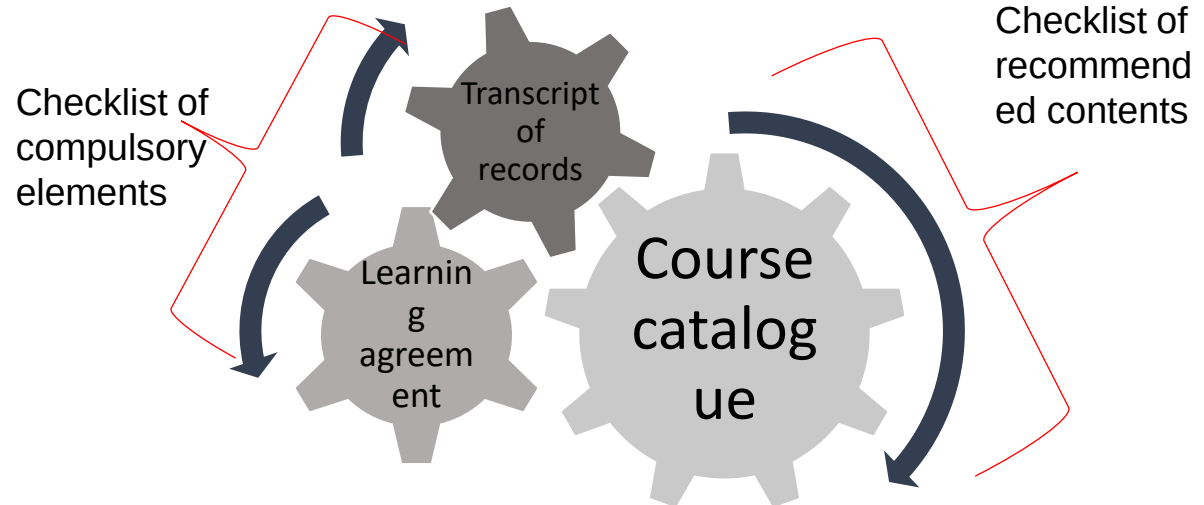
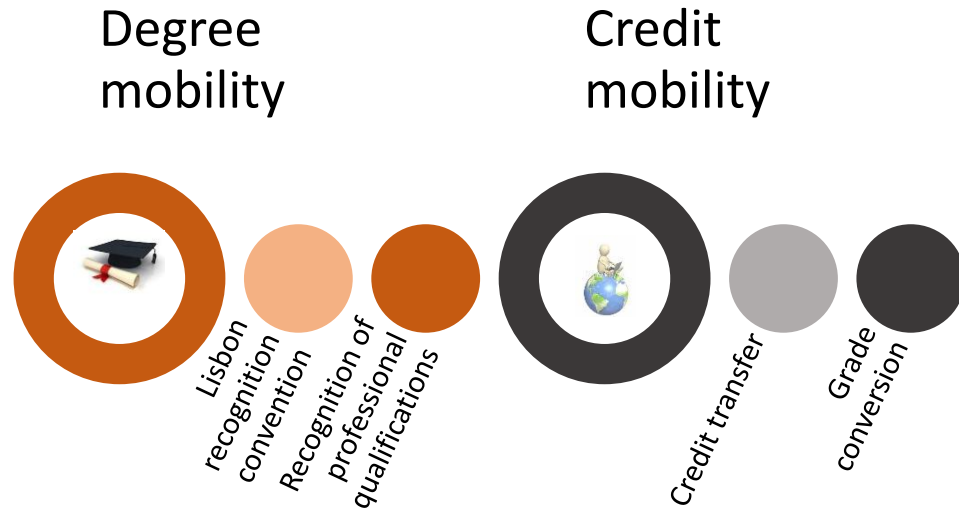
5 key words before we start mobility activities



Mobility

and

Key ECTS documents



Path to recognition of credit mobility

GOLDEN RULE:

All credits gained during the period of study abroad or during the virtual mobility – as agreed in the Learning Agreement and confirmed by the Transcript of Records – should be transferred without delay and counted towards the student's degree without any additional work by or assessment of the student.



Background

Golden rule = work of the whole institution + informed decision

Basic elements

Information

Learning agreement

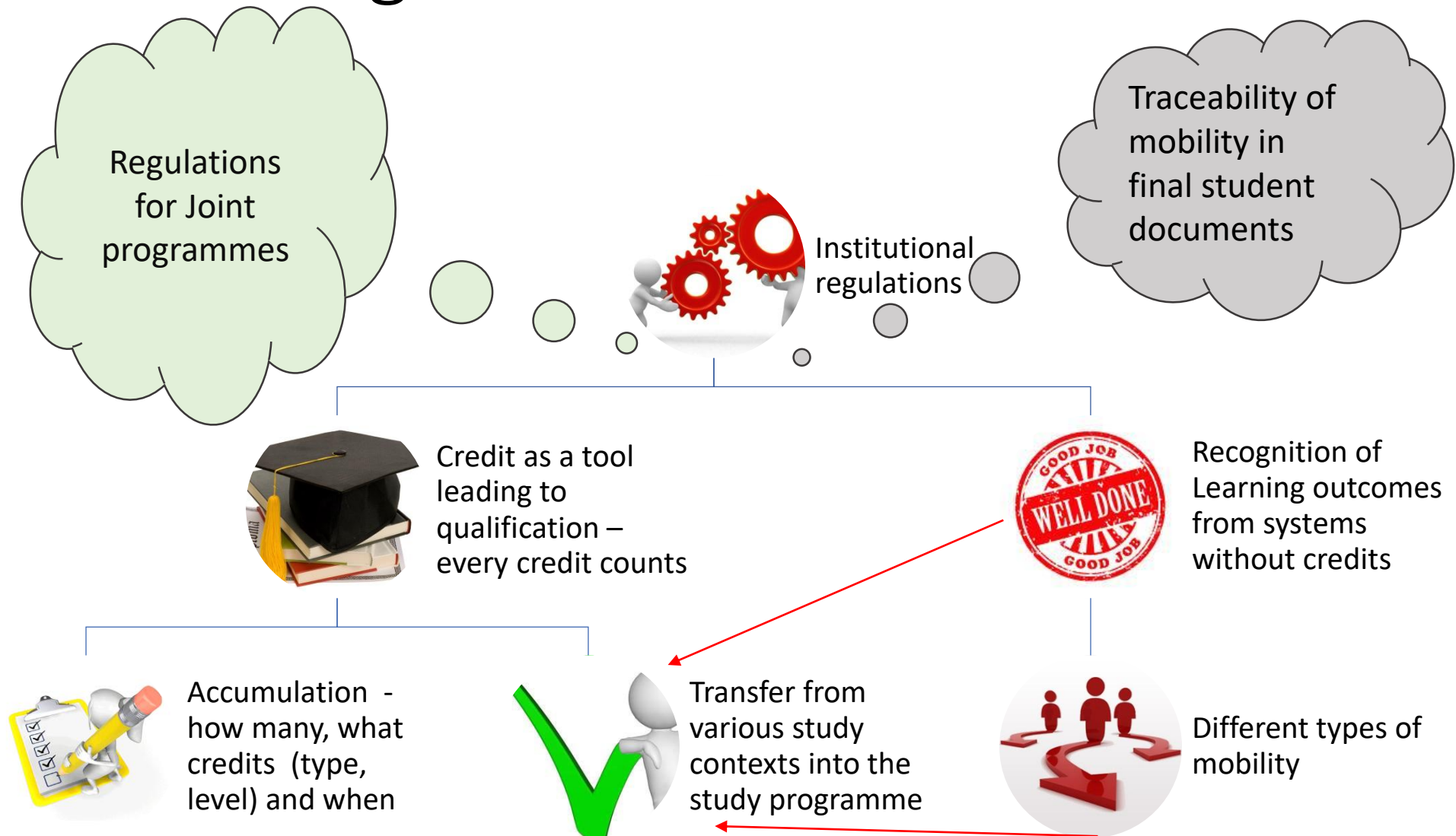
Tools

Information package/course catalogue

Transcript of records (Before and after mobility; credits, grades)

Signed before departure, changed if necessary

Institutional regulations



Keep to the
Golden
rule!

Most common RECOGNITION practices

Good practice

Institutional framework

Replacing the whole period (e.g. Study period abroad -30 ECTS credits) – Note: ToR of partner institution should become a part of the Diploma Supplement (graduation documents)

Translating /transferring course titles of partner institutions and using partner credits

Transparency in
students' learning
path;
Respect to
partners;
Credit thinking

Not recommended

Replacing partner course titles and credits with those of the sending institution;

Students
documents report
incorrect data;
courses abroad
cannot be not
traced;
transparency
principle violated

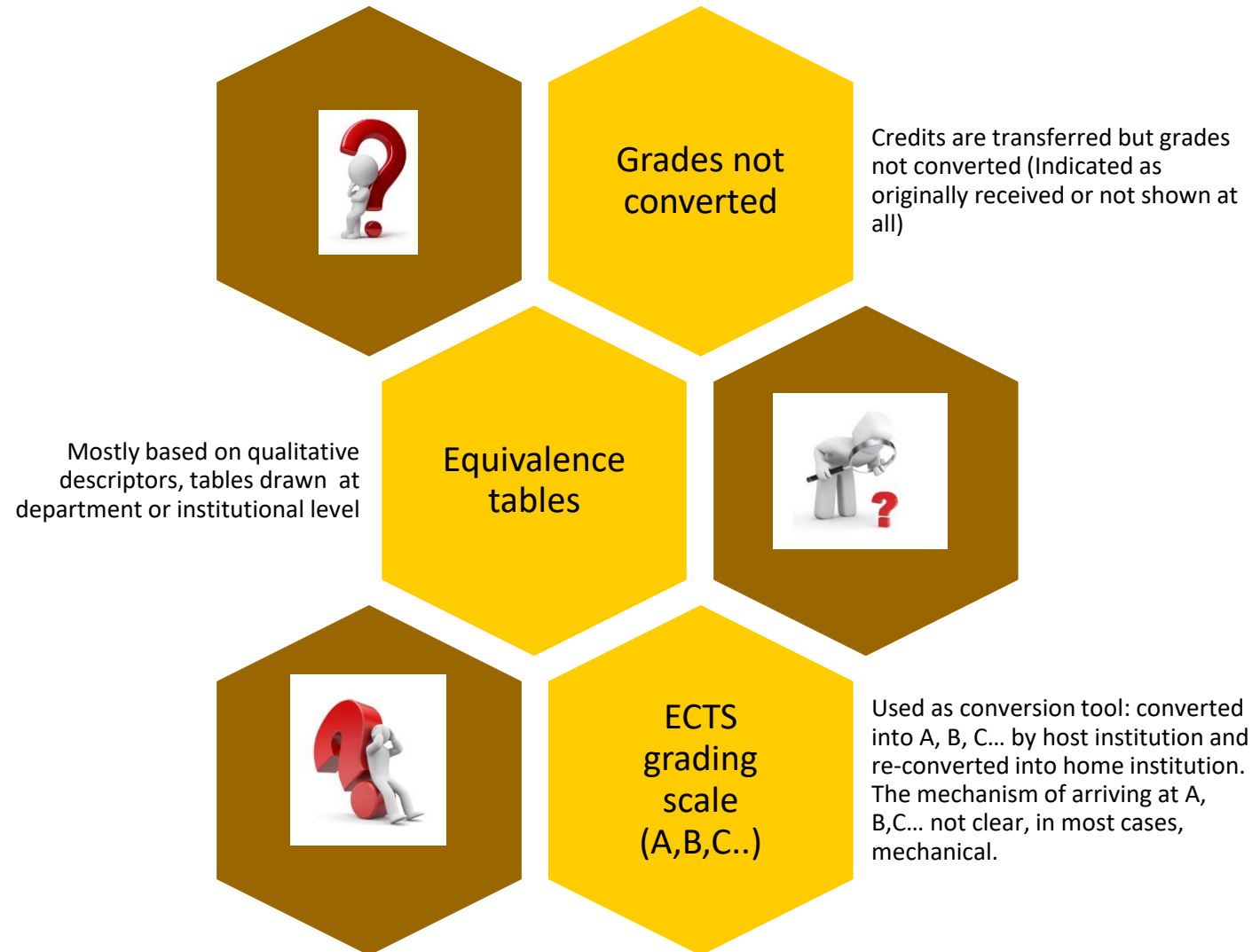
Grading



Grading scales and cultures in Europe

Italy	18	19	20	21	22	23	24	25	26	27	28	29	30	30 cum laude
Belgium	10	11	12	13	14	15	16	17	18	19	20			
Netherlands	6	7	8	9	10									
Spain	5,00 - 5,49	5,50 - 5,99	6,00 - 6,49	6,50 - 6,99	7,00 - 7,49	7,50 - 7,99	8,00 - 8,49	8,50 - 8,99	9,00 - 9,49	9,50 - 10,0				
Norway	E	D	C	B	A									
UK	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100		
Germany	5	6	7	8	9	10	11	12	13	14	15			

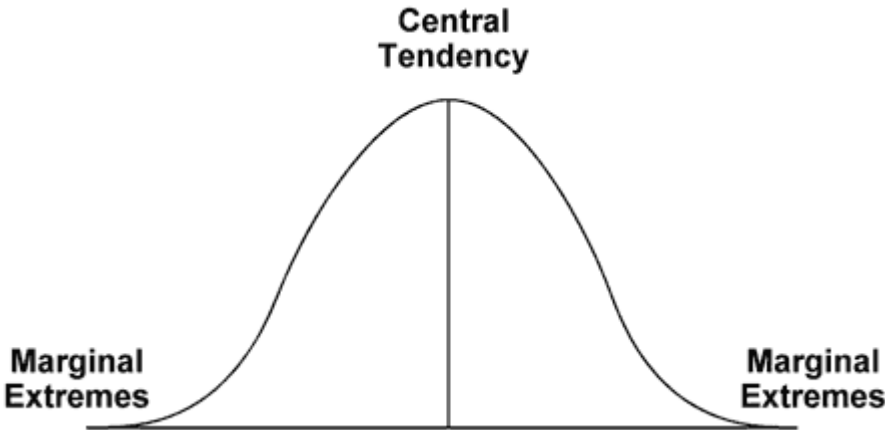
Most common grade conversion practices



Historic flashback: ECTS grading table - underpinning philosophy and misinterpretation

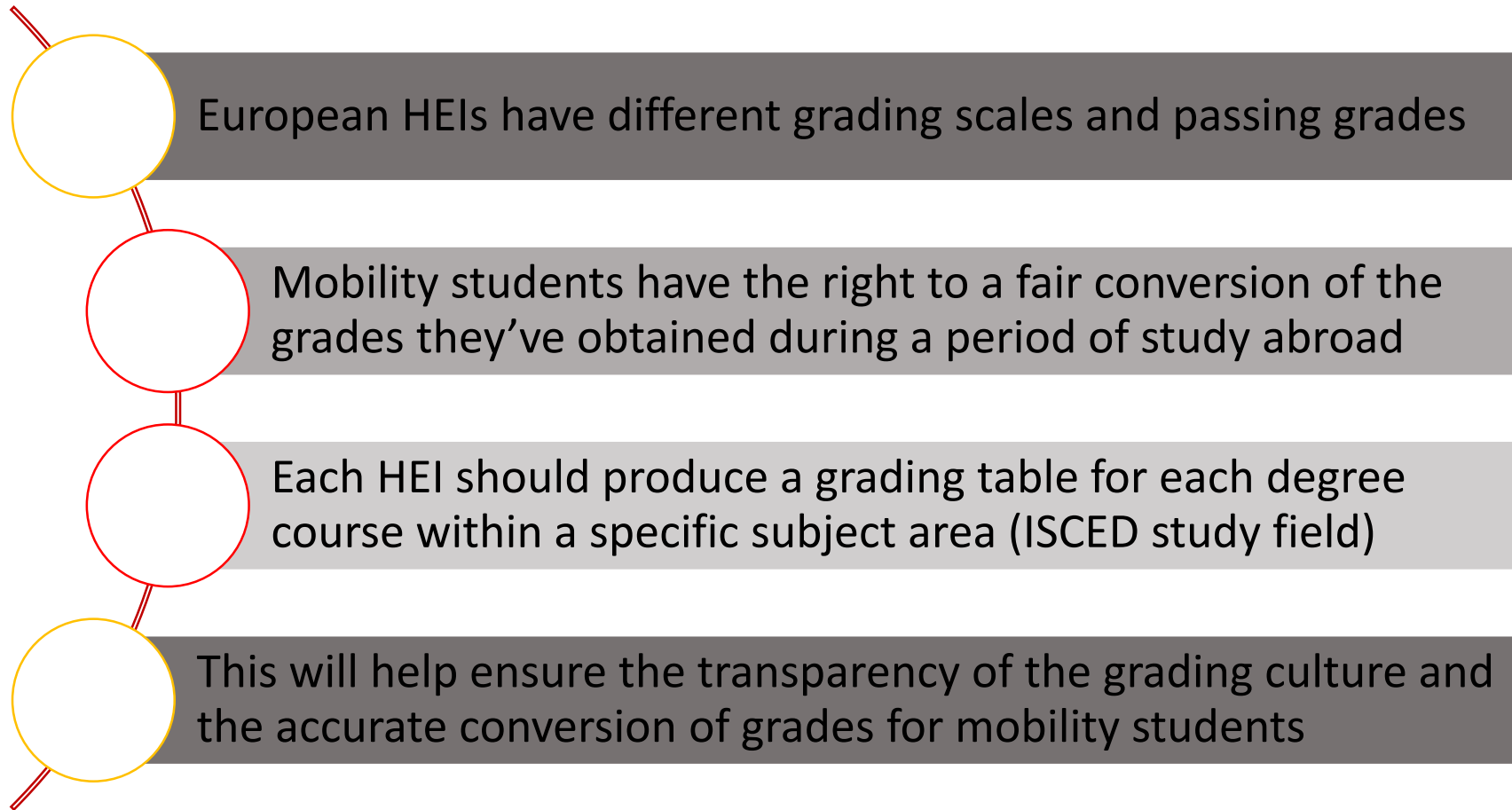
Since 2005

ECTS grade	Grade distribution
A	10%
B	25%
C	30%
D	25%
E	10%
F	Fail (with minor problems)
FX	Fail



Local mark	ECTS grade
10 (excellent)	A
9 (very good)	B
8 (good)	C
7 (highly satisfactory)	C
6 (satisfactory)	D
5 (sufficient)	E (pass)
4, 3, 2, 1 (insufficient)	F-FX

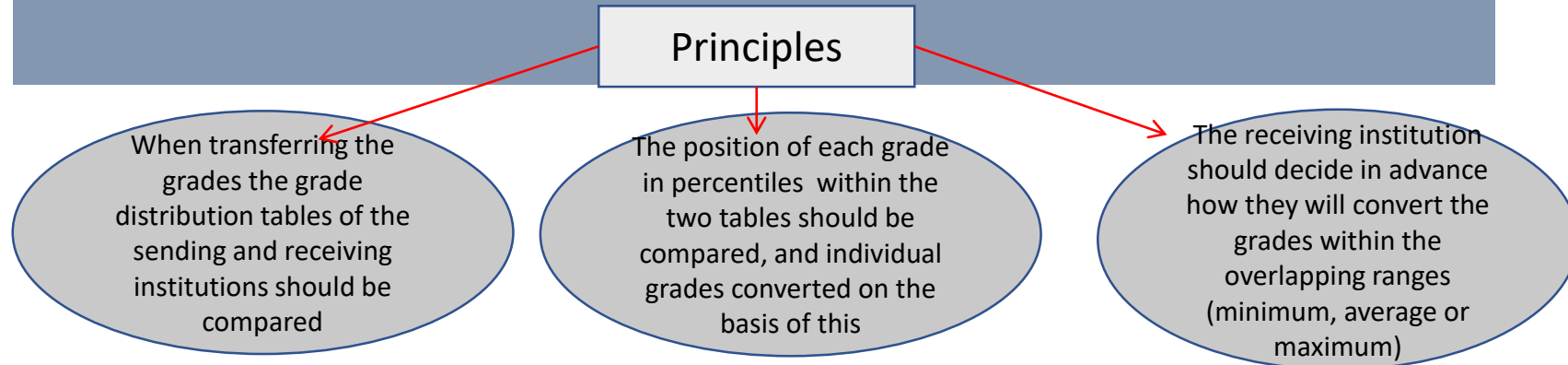
The ECTS Users' Guide says:



ECTS Users' Guide of 2015 – Grade distribution

Grades used in institution (from highest to lowest passing grades)*	Number of passing grades awarded to the reference group	% 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	1000	100%	* Grading approaches may be established at national level

EGRACONS example based on ECTS Guide's recommendations and



A concrete institution in Italy

18	19	20	21	22	23	24	25	26	27	28	29	30	30 lode
6.9%	1.9%	5.7%	2.3%	6.0%	2.7%	11.3%	8.2%	9.0%	11.8%	12.3%	0.5%	15.7%	5.7%
100*	93,1	91,2	85,5	83,2	77,2	74,5	63,2	55	46	34,2	21,9	21,4	5,7

A concrete institution in France

10	11	12	13	14	15	16	17	18	19	20
34.79%	18.59%	18.45%	12.05%	9.46%	3.65%	2.30%	0.43%	0.22%	0.06%	0%
100	65,21	46,62	28,17	16,12	6,66	3,01	0,71	0,28	0,06	0

*Accumulated percentage in red

27 in Italy becomes 12 in France

Importance of grading and recognition practices (Lithuanian case)



Tuition fees based on performance (rotation principle)



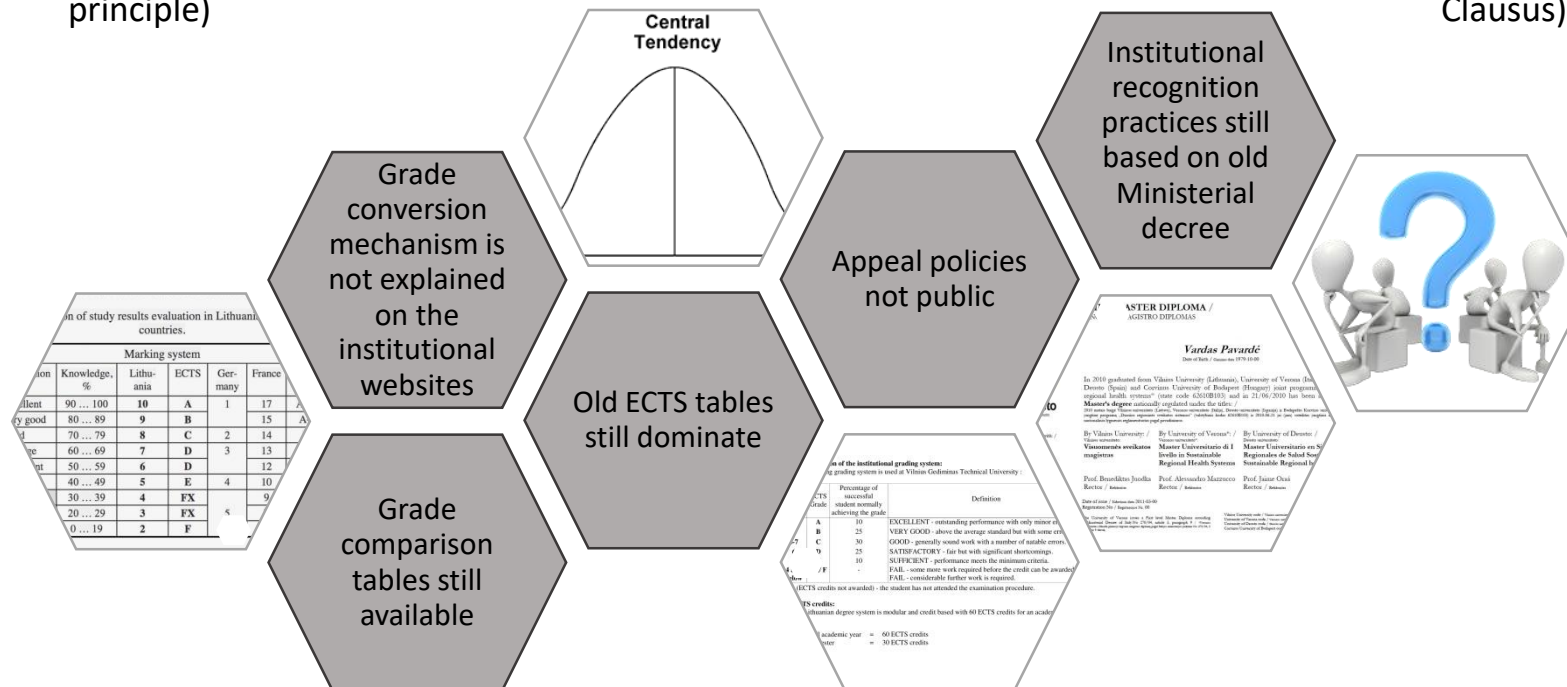
Student performance (fail of 15 credits)



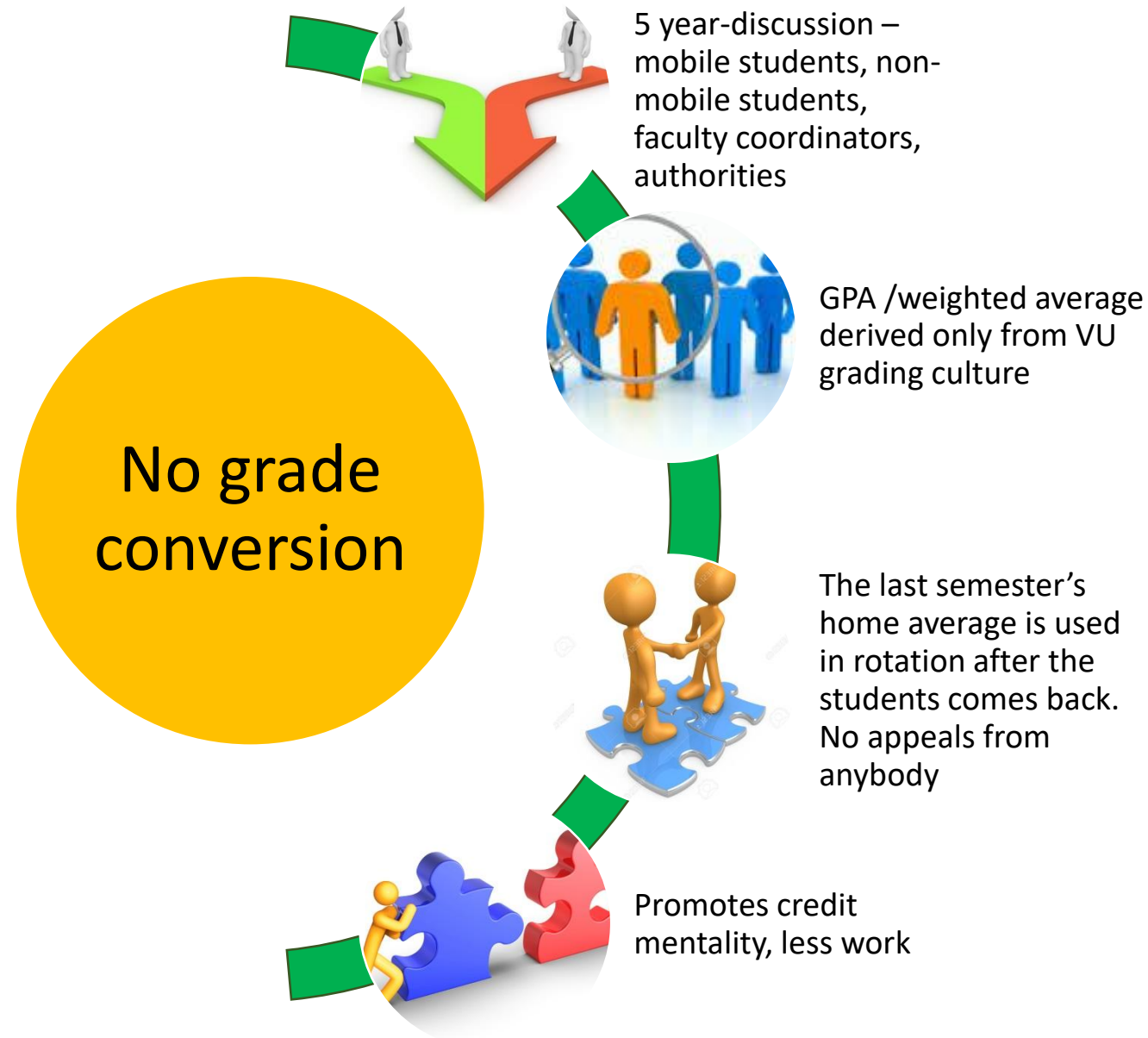
Student stipends



Access to master programmes (Numerus Clausus)



Vilnius University case



Pridėtinis lapas

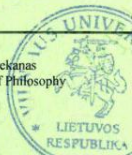
Additional page

4.3. Išlaikyti egzaminai ir įskaitos:

Programme details:

Nr. No	Dalykas (modulis) Course unit (module)	Dalyko apimtis kreditais Workload by credits	Pažymys ar įskaita Evaluation	Paprastasis (M), išvestinis (G) pažymys arba įskaita (P) ² Mark (M), grade (G) or pass (P) ²
1	2	3	4	5
Pagrindinės studijų krypties (šakos) dalykai (moduliai) Major Field Course Units (Modules)				
1	Klinikinė sveikatos psichologija Clinical Health Psychology	7,5	10 (puikiai)	M
2	Konsultavimas sveikatos priežiūros įstaigose Psychological Counseling in Health Setting	6	9 (labai gerai)	M
3	Magistrinio darbo projektas Project of Master Thesis	7,5	įskaityta	P
4	Mokslų tyrimo darbas Scientific Research Work	7,5	8 (gerai)	M
5	Priklausomybių psichologija Addiction Psychology	6	10 (puikiai)	M
6	Profesinė praktika Professional Practice	24	9 (labai gerai)	M
7	Sveikatos stiprinimas ir prevencija Health Promotion and Prevention	4,5	10 (puikiai)	M
8	Šiuolaikiniai psichologinių tyrimų ir statistinės analizės metodai Advanced Methods of Psychological Research and Statistics	6	10 (puikiai)	M
9	WAIS-III/WASI WAIS-III/WASI	7,5	9 (labai gerai)	M
10	Žmogaus neuropsichologija Human Neuropsychology	6	10 (puikiai)	M
11	Bendroji psichopatologija ³ General Psychopathology ³	9	30/30	-
12	Kognityvinė psichologija ³ Cognitive Psychology ³	9	30/30	-
13	Psichoanalitinės psichoterapijos elementai ³ Elements of Psychoanalytic Therapy ³	6	23/30	-
Iš viso Total		106,5		
Pagrindinės studijų krypties (šakos) baigiamasis darbas ar (ir) baigiamieji egzaminai Major Field Thesis and/or Final Examinations				
1	Magistro baigiamasis darbas ⁴ Master Degree Thesis ⁴	15	8 (gerai)	M
Iš viso Total		121,5		

Filosofijos fakulteto dekanas
Dean of the Faculty of Philosophy



prof. Arūnas Povilūnas

² Paprastas pažymys (M) įrašomas, kai lentelėje nurodytas dalykas yra įtrauktas į studijų programą; išvestinis pažymys (G) įrašomas, kai lentelėje apibendrintu pavadinimu nurodyti keli dalykai, studijų programoje sudarantys teminį bloką ar modulį, o pažymys yra apskaičiuojamas iš visų dalykų vertinimų; įskaita (P) rašoma, kai studijų rezultatai nevertinami pažymiu.

² Mark (M) is entered when the course in the table is part of the study programme; Grade (G) is entered when a thematic bloc or module under a general title in the table is comprised of several courses; Pass (P) is entered when learning outcomes are not assessed by a mark.

³ Institucija, kur išklausti studijų programos dalykai: Università degli Studi di Pavia (Italija), 2015 m. Šių dalykų įvertinimai nėra konvertuoti į Lietuvos aukštojo mokslo vertinimo sistemą.

³ Course units taken at Università degli Studi di Pavia (Italy), 2015. The grades shown for this course are of the host institution.

⁴ Magistro baigiamasis darbas - ..

⁴ Master Degree Thesis - ..

(1) **Course unit code:** Refer to the ECTS Course catalogue

(2) **Duration of course unit:**
Y = 1 full academic year
1S = 1 semester 2S = 2 semesters
1T = 1 term/trimester 2T = 2 terms/trimesters

(3) **Level of the course:** B – 1st cycle (Bachelor)
M – 2nd cycle (Master)
I – Integrated programme

(4) **Grading:**

a) **Description of the institutional grading system:** Two evaluation systems run side by side at Vilnius University since September 1, 1993: ten-point system and pass/fail system. Examinations and work defence evaluations are graded, 5 and higher being a passing grade and 4 and lower - a failing grade. The courses that do not end with examinations use the pass/fail system to test if a student has earned the credits allocated to it. A student passes when he/she proves that he/she assimilated not less than 50% of required knowledge scope.

Pass/fail system	Marking system	Definition
Pass	10 (Excellent)	Excellent performance, outstanding knowledge and skills
	9 (Very good)	Strong performance, good knowledge and skills
	8 (Good)	Above the average performance, knowledge and skills
	7 (Highly satisfactory)	Average performance, knowledge and skills with unessential shortcomings
	6 (Satisfactory)	Below average performance, knowledge and skills with substantial shortcomings
	5 (Sufficient)	Knowledge and skills meet minimum criteria
Fail	4	Insufficient Knowledge and skills do not meet minimum criteria/below minimum criteria
	3	
	2	
	1	

b) **Grading distribution percentages in the faculties** (data of three academic years 2020-2023):

Vilnius University grade and its definition	Distribution of grades awarded in Vilnius University (%)															
	Faculty of Chemistry and Geosciences	Faculty of Economics and Business Administration	Faculty of Philology	Faculty of Philosophy	Faculty of Physics	Life Sciences Center	Faculty of History	Kaunas Faculty	Faculty of Communication	Faculty of Mathematics and Informatics	Faculty of Medicine	Institute of International relations and Political s	Faculty of Law	Business School	Faculty of Medicine	Faculty of Law
	Bachelor															Integrated studies
10 (excellent)	24,2	20,6	22,9	26,1	24,4	20,9	28,1	20,5	29,8	20,6	31,4	22,6	n.a.	25,3	28,9	13,3
9 (very good)	24,0	25,2	25,2	28,5	23,5	24,3	26,8	26,3	31,0	20,2	31,9	27,3	n.a.	29,4	32,4	19,0
8 (good)	20,6	22,6	22,5	23,2	19,2	22,4	22,5	23,1	22,7	18,9	20,0	25,1	n.a.	21,9	21,3	22,0
7 (highly satisfactory)	14,8	15,9	14,6	13,4	14,4	16,7	13,0	15,0	10,8	16,5	10,6	15,5	n.a.	12,2	10,8	19,7
6 (satisfactory)	9,0	9,5	8,8	5,9	10,4	9,9	6,3	9,0	4,1	13,3	4,3	6,9	n.a.	6,8	4,7	14,9
5 (sufficient)	7,4	6,2	6,0	2,9	8,1	5,8	3,3	6,0	1,6	10,4	1,8	2,5	n.a.	4,6	2,0	11,1
	Master															
10 (excellent)	38,4	22,9	33,4	39,1	35,2	43,5	48,5	30,6	37,5	31,0	39,1	33,6	15,4	29,6		
9 (very good)	28,6	29,8	25,7	32,0	26,6	29,6	24,5	32,5	31,3	21,3	32,4	32,8	19,2	34,4		
8 (good)	18,9	24,6	22,0	18,5	19,4	16,9	17,5	20,7	19,1	18,6	18,4	21,3	23,3	22,0		
7 (highly satisfactory)	8,3	13,0	11,8	6,9	10,4	6,5	6,6	9,6	8,2	13,2	7,1	9,0	18,1	8,6		
6 (satisfactory)	4,0	6,0	5,3	2,5	4,6	2,5	2,0	4,1	2,5	9,3	2,2	2,4	13,6	3,2		
5 (sufficient)	1,9	3,7	1,8	1,0	3,8	1,0	1,0	2,4	1,4	6,6	0,8	0,8	10,4	2,2		

(5) **ECTS credits:**
1 academic year =60 ECTS

Vilnius University grade and its definition	Distribution of grades awarded at Vilnius University in percentages														
	Faculty of Chemistry and Geosciences	Faculty of Economics and Business Administration	Faculty of Philology	Faculty of Philosophy	Faculty of Physics	Life Sciences Center	Faculty of History	Kaunas Faculty	Faculty of Communication	Faculty of Mathematics and Informatics	Institute of International relations and Political s.	Centre of Oriental Studies	Faculty of Medicine	Faculty of Medicine	Faculty of Law
	Bachelor													Integrated studies	
10 (excellent)	18,3	12,6	16,4	17,7	20,6	21,0	18,7	16,2	18,4	15,1	21,7	24,8	15,9	22,4	10,7
9 (very good)	20,8	17,6	22,2	22,0	18,4	22,6	21,1	23,0	24,1	15,9	25,1	24,8	23,5	31,5	15,2
8 (good)	21,6	22,2	24,4	23,7	18,6	22,1	23,5	23,0	25,0	18,4	24,4	21,9	27,3	24,5	20,4
7 (highly satisfactory)	17,7	20,0	18,6	18,6	16,3	16,8	18,0	17,3	17,2	18,8	16,1	14,0	19,3	13,3	20,8
6 (satisfactory)	11,8	14,9	11,5	11,0	12,5	10,5	11,3	12,2	9,6	16,7	8,2	8,6	9,3	5,9	17,0
5 (sufficient)	9,8	12,7	7,0	6,9	13,6	6,9	7,3	8,4	5,7	15,0	4,5	5,8	4,8	2,3	15,8
	Master														
10 (excellent)	32,0	15,3	25,0	28,6	43,2	32,2	37,4	26,1	25,3	26,6	28,0	30,0	45,9		
9 (very good)	26,0	21,1	26,3	30,6	26,5	30,6	28,2	31,4	28,4	18,0	33,7	28,8	22,4		
8 (good)	19,9	23,3	27,3	21,3	15,8	20,7	20,9	22,4	24,9	17,5	23,5	25,9	15,0		
7 (highly satisfactory)	12,6	18,5	13,4	11,2	7,9	10,1	9,1	11,2	11,9	15,9	9,6	10,5	6,1		
6 (satisfactory)	6,3	12,3	5,7	5,1	3,8	4,6	3,1	5,9	6,1	12,4	3,7	3,8	3,7		
5 (sufficient)	3,2	9,6	2,3	3,2	2,8	1,7	1,4	3,0	3,4	9,6	1,5	1,0	6,9		

Recognition of Prior Learning: Bergen Communique, 2025:

https://ehea.info/media.ehea.info/file/2005_Bergen/52/0/2005_Bergen_Communique_english_580520.pdf

ECTS Users' Guide

HE institutions should award credits for learning outcomes acquired outside the formal learning (independent study; (voluntary)work)

If these learning outcomes satisfy the requirements of the study programme, the same number of credits should be awarded

Appropriate staff in the department of the subject area should be appointed with the authority and training to make such a decision

If non-formal learning already includes reliable assessment, it should be taken into account; In other cases, assessment methods and criteria should be established (e.g. portfolio

- Specific arrangements for recognition of prior learning (forma, non-formal and informal) if any

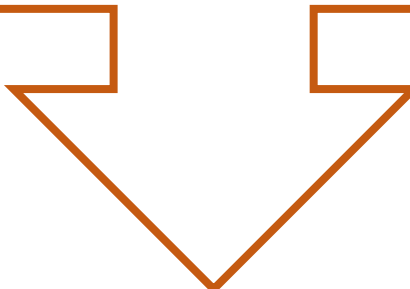
ECTS Course Catalogue



Variety of tools: [Cedefop information hub on validation of non-formal and informal learning | CEDEFOP](#)

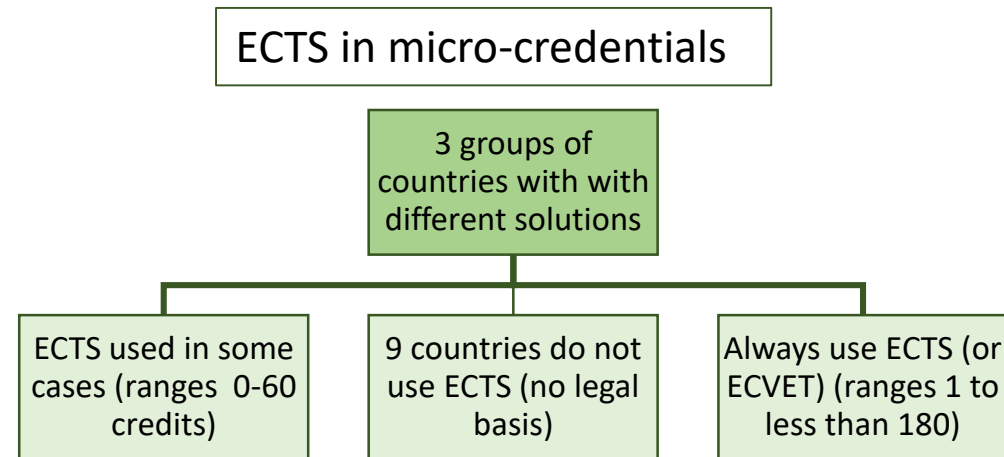
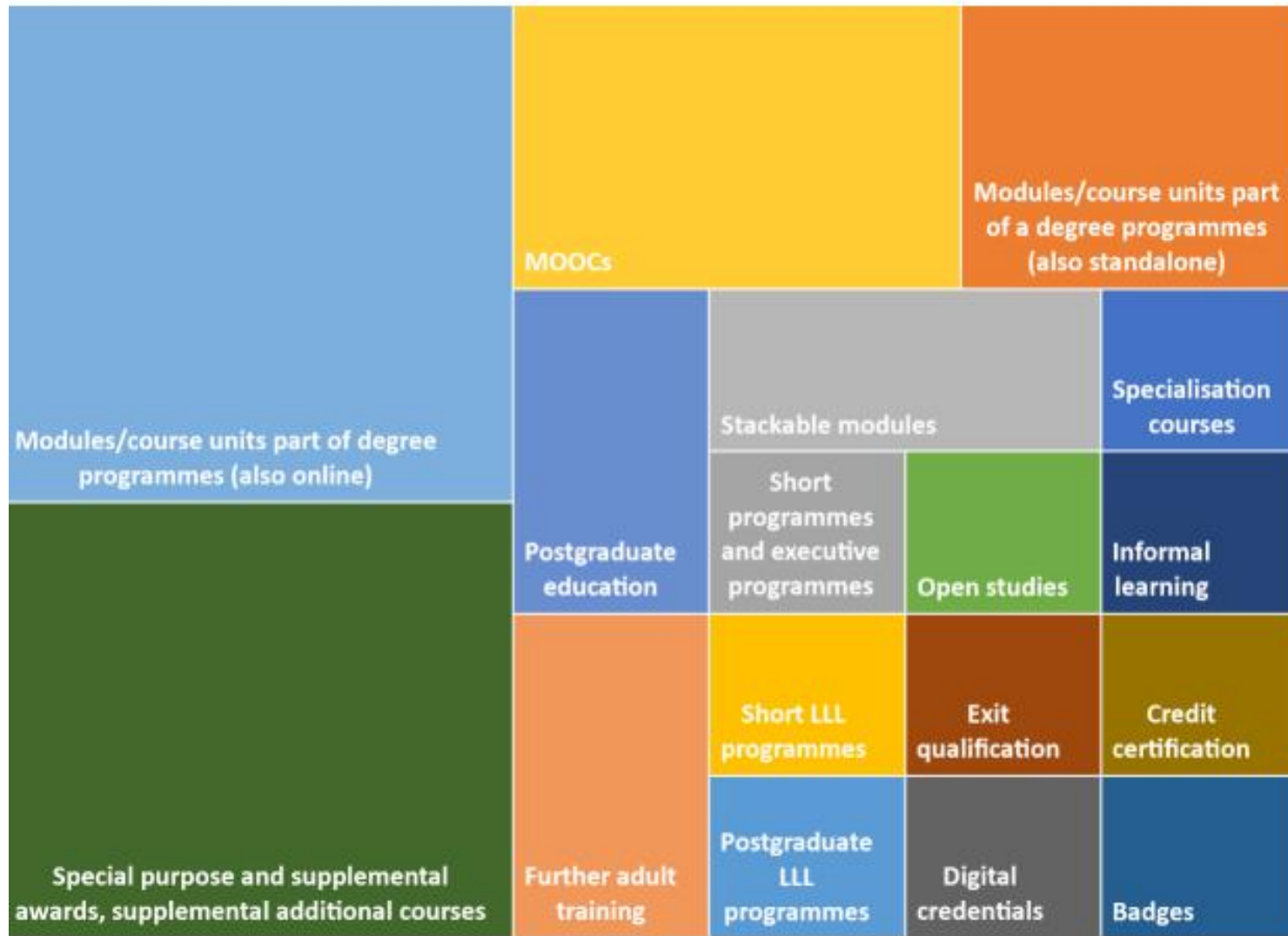
Micro-credentials in Bologna context: Microbol project: <https://microbol.microcredentials.eu/>

“A micro-credential is a small volume of learning certified by a credential. In the EHEA context, it can be offered by HEIs or recognised by them using recognition procedures in line with the Lisbon Recognition Convention or recognition of prior learning, where applicable. A micro-credential is designed to **provide the learner with specific knowledge, skills or competences that respond to societal, personal, cultural or labour market needs**. Micro-credentials have explicitly defined learning outcomes at a **QF-EHEA/NQF** level, an indication of associated workload in **ECTS credits**, assessment methods and criteria, and are subject **to QA in line with the ESG**”



In a nutshell: A micro—credential is a certified small volume of learning

Microbol: Examples of micro-credentials offered/recognised by HEIs (35 countries)



NQF is open only in 11 countries, with 9 experimenting

Legal provisions: legally allowed but no specific legislation (15 countries)

Approaches in practice (applicability)

RPL (Recognition or Prior Learning) (of non-formal learning), for entrance into a full degree programme

Recognition of credits obtained in the framework of any credentials awarded upon completion of any form of education provided by a recognised HEI or another authorised awarding body, or recognition of credits from other non-HE providers, as long as the recognising HEI ensures high educational quality

Modular units/single courses within a study programme, with the possibility to provide a final certificate

LLL, further and adult education, general postgraduate education, continuing education and specialisation programmes that can be regulated or not regulated (but in any case, subject to institutional accreditation)

Examples of approaches to recognition (single cases):

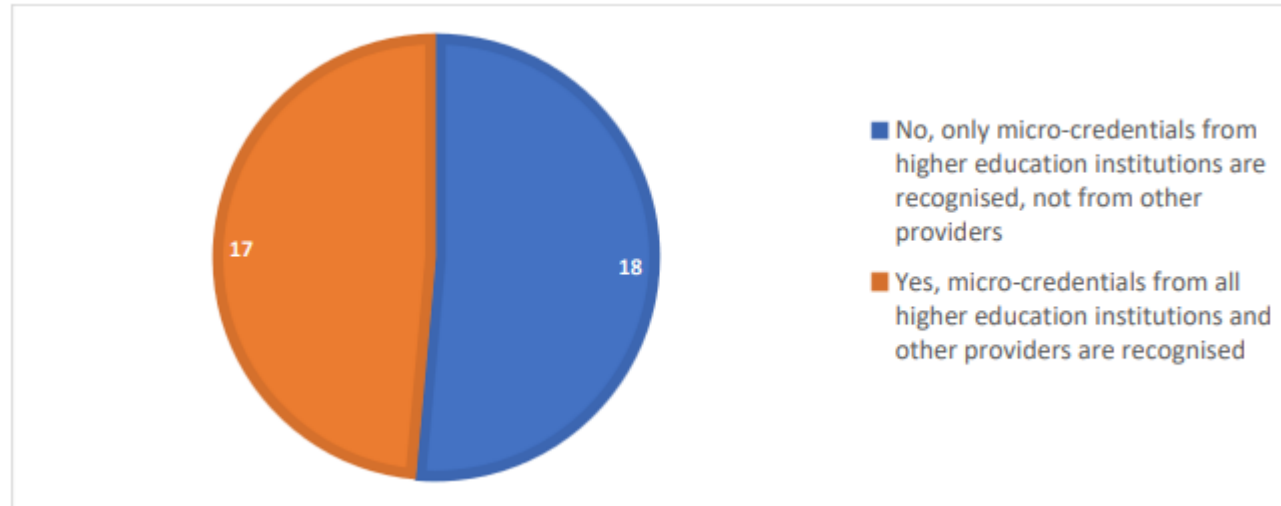
ENIC-NARIC issues comparability statements for qualifications corresponding to a learning programme of a minimum of 200 hours;

Criteria contained in the “Practitioners’ guide for recognition of e-learning”;

If study is offered as single courses are delivered by HEIs as part of a full study programme, they can be recognized;

Validation of Prior Learning (VPL) as a route to achieve a formal qualification or credits

Microbol: recognition of micro-credentials offered by non-higher education providers



Challenges:

External Quality Assurance

Possible approach:

HEIs may recognise those microcredentials not coming from the HE sector by using recognition procedures in line with the LRC or RPL, where applicable

Conclusions:

1. what constitutes a micro-credential varies greatly across the countries: in the form of course units within a degree programme, MOOCs and special purpose awards.; or in the framework of postgraduate education as stackable/stand-alone modules, short LLL courses and adult training;
2. very different legal approaches to micro-credentials across the countries

Legal provisions for recognition in Lithuania

Ministerial decree on: Description of the procedure for recognition of partial studies in higher education institutions

The results of study periods are recognised in accordance with the Higher Education Institution regulations, set in line with the Decree

The study period is recognised if the achieved learning outcomes essentially correspond to the needs of the programme or part of it

Recognition without restrictions if LA was not violated

In case of the failed modules the HEI rules for covering missing modules apply

Study period with LA

Free modules – no restriction

Final thesis/exam – not recognized

Recognised not more than 75% of the scope of the same cycle study programme

Recognition without LA

Another type of institution

no more than 75 % of the volume of the first-cycle study programme

no more than 25 % of the volume of professional studies, second-cycle study programs

no more than 40 % of the volume of the integrated study programme

Diploma Supplement: titles and credits converted into recognizing institution's system. Grades might not be converted.

"In theory, there is no difference between
theory and practice. But in practice, there
is."

Yogi Berra

Thank you for your
attention!

