



Office Letter from Qingdao Hengxing University of Science and
Technology

Qingheng Education Letter [2024] No. 54

**Notice on Issuing the Management Measures for ECTS Credit
Conversion and Monitoring of Student Self study Workload at
Qingdao Hengxing University of Science and Technology**

Each unit:

The Management Measures for ECTS Credit Conversion and Monitoring of Student Self study Workload at Qingdao Hengxing University are hereby issued for your compliance and implementation.

Qingdao Hengxing University

June 25, 2024

Management Measures for ECTS Credit Conversion and Monitoring of Student Self directed Learning Workload at Qingdao Hengxing University of Science and Technology

In order to promote the internationalization of the school, especially for student exchange and communication with higher education institutions in European countries, this management method for credit transfer and monitoring of student self-learning workload is specially formulated.

Chapter 1 ECTS Credits and Conversion with QHUST Credits

Article 1 ECTS (European Credit Transfer and Accumulation System) was established in 1989 as a tool in the European Higher Education Area (EHEA) aimed at making research and curriculum more transparent, thereby contributing to improving the quality of higher education teaching. For more detailed information, please refer to the ECTS User Guide 2015 (ISBN 978-92-79-43562-1).

Article 2 This article states that ECTS is a student-centered credit accumulation and transfer system. ECTS credits are based on defined learning outcomes and their associated workload. ECTS credits are usually expressed as integers.

Article 3 Learning outcome is a statement of what students know, understand, and are able to do after completing the learning process. The implementation of learning outcomes must be evaluated through procedures based on clear and transparent standards. Learning outcomes depend not only on individual educational modules, but also on the entire profession.

Article 4 Workload is an estimate of the time required for an individual to complete all learning activities (such as attending lectures, attending seminars, doing projects, practicing, on-the-job internships, and personal learning), which need to achieve the prescribed learning outcomes.

Article 5 Our school adopts the Chinese credit system, with one credit usually consisting of 16 class hours or contact class hours (excluding students' self-study time), and each class hour lasts for 50 minutes.

Article 6 Convert Chinese credits for each course into ECTS credits in accordance with the ECTS User Guide and this document. Each major is responsible for the credit conversion of its own courses, and the credit conversion of general education courses is uniformly completed by the teaching unit.

Article 7 Each ECTS credit corresponds to a workload of 25 to 30 hours, including teaching time and self-study time. For intensive practical courses such as military training, centralized experiments, graduation internships, and graduation projects/essays, the estimated weekly workload is 25 to 30 hours and one ECTS credit is allocated.

Article 8 The total student workload for undergraduate degree programs shall be at least 180 ECTS credits and at most 240 ECTS credits. A maximum of 30 ECTS credits are allocated per semester.

Article 9 Application of ECTS in the Scoring System

1. According to China's higher education evaluation system, the grading of course grades and graduation grades mainly adopts a percentage system, and students' graduation materials do not include comprehensive grades or rankings. The certificate only states that the grades are qualified.

2. This rule attempts to establish a five level grading system, with the grading criteria and usage determined by the school's academic affairs department.

3. The corresponding relationship between the percentage system and the five level system is: (1) 90-100 points: excellent;(2) 80-89 points: good;(3) 70-79 points: moderate;(4) 60-69 points: Passed;(5) <60 points: failed; For the convenience of quantitative evaluation calculation, grades can be standardized and then converted into a graded system. The basic standardized processing includes dividing the value of the percentage system by 100 (to obtain a decimal) or 10 (to single digits). The example is as follows:

grade	Percentage score range	Standardized processing 1	Standardized processing 2
excellent	90-100	9.0-10	0.90-1.00
good	80-89	8.0-8.9	0.80-0.89
medium	70-79	7.0-7.9	0.70-0.79
pass	60-69	6.0-6.9	0.60-0.69
fail	< 60	< 6.0	< 0.60

Note: 1) Standardized treatment 1: Divide the original percentage value by 10 and add 2 significant digits;

2) Standard processing 2: Divide the original percentage value by 100 and retain 2 decimal places after the decimal point;

4. There are two ways to calculate students' comprehensive grades based on weighted averages.

Method 1 Calculated based on course grades, the comprehensive grade of students is the weighted average of all courses based on credits, that is, the comprehensive grade of

students = $\sum_{i=1}^n \alpha_i \times \frac{c_i}{C_i}$, where c_i represents the actual score of a course, C_i is the target

score of the course, and the course weight $\alpha_i = \frac{course\ credit_i}{\sum_{i=1}^n c_i}$.

Note: Each student may have different learning courses and a different total number of courses.

Method 2 Based on the achievement of learning objectives, the comprehensive score of students is the weighted average of all learning objectives. Assuming each student has m learning objectives and their achievement levels R_1, R_2, \dots, R_m , the weight of each

objective achievement level is $\beta_i \leq 1$, and $\sum_{i=1}^m \beta_i = 1$ the student's overall score

is $\sum_{i=1}^m R_i \times \beta_i$.

Chapter 2 Monitoring and Control of Student Workload

Article 10 In order to better adapt to the development trend of international

education, standardize and strengthen the supervision of student workload, safeguard the legitimate rights and interests of students, improve the quality of talent cultivation, and promote the high-quality development of education in our school, a management method for monitoring student workload is specially formulated.

Article 11 This management method aims to monitor and manage students' workload in a scientific and systematic manner, reasonably evaluate students' learning workload, and adjust courses and their ECTS credits based on monitoring results. At the same time, establish a feedback mechanism to enable students to evaluate teaching and promote continuous improvement of teaching methods and content.

Article 12 Monitoring Requirements and Methods

(1) Counting students' self-study time

Require detailed statistics of students' self-study time for each course, including the total time required for all learning activities related to the course that students engage in outside of class, such as pre class preparation, exercises and assignments, post class review and preparation, etc.

Teachers should regularly collect records of students' self-study time for monitoring, analysis, and improvement.

(2) Assess student workload

Set the student workload deviation rate as a threshold based on factors such as extracurricular learning, course assignments, study and exam preparation time. The monitoring results show that students' learning time exceeds or falls below this threshold, and the reasons will be analyzed to consider adjusting the course content and its ECTS credit allocation.

If students have a heavy academic burden, it may be necessary to reduce ECTS credits or adjust course content to reduce learning difficulty. If the student's academic burden is too light, it may be necessary to increase ECTS credits or add course content to improve the student's learning difficulty. Teachers will adjust teaching plans and methods based on

students' learning situations and workload assessments to meet their learning needs and improve teaching effectiveness.

Article 13 Monitoring Process and Implementation

(1) Data collection

Regularly collect data on students' self-study time through online learning, questionnaire surveys, and student self reporting. Ensure the accuracy and reliability of data, providing a basis for subsequent monitoring and analysis.

Teachers should clearly explain the purpose and methods of data collection to students before the start of the course, and guide them on how to correctly record their learning time. At the same time, teachers should also provide necessary learning resources and guidance to help students arrange their study time reasonably.

(2) Data analysis

Organize and analyze the collected data on students' self-study time, calculate the actual time required for each course, and compare it with the self-study credit settings in the module manual. Through comparative analysis, understand whether students' learning burden is reasonable and whether there are deviations.

If it is found that a student's learning burden exceeds or falls below a reasonable range, timely communication should be made with the subject teacher to jointly explore solutions. According to the actual situation, it may be necessary to adjust the ECTS credit allocation of the course, optimize the course content, or improve teaching methods.

(3) Result feedback and adjustment

Timely feedback the monitoring results to students and teachers, so that they can understand their learning status and teaching effectiveness. At the same time, encourage interaction and communication between students and teachers to jointly promote the improvement of teaching quality.

Based on monitoring results and student evaluations, make corresponding adjustments and improvements to the course ECTS credits, course content, and teacher

teaching methods. Ensure that students' learning burden is within a reasonable range, and improve their learning effectiveness and satisfaction. The specific adjustment situation is as follows:

Scenario 1: When a student's self-study hours exceed or fall below 20% of the self-study hours in the course plan.

Measure 1: The subject teacher conducts a specific analysis and makes appropriate adjustments for individual time anomalies.

Scenario 2: When a student's self-study hours exceed or fall below 20% of the self-study hours in the course plan, and the proportion of students with such deviations is less than 20%.

Measure 2: The instructor analyzes and adjusts the teaching content, methods, and tools of the course, and continues to observe the next one; If there is no improvement in the results of two consecutive tests, implement measure 3.

Scenario 3: When a student's self-study hours exceed or fall below 20% of the self-study hours in the course plan, and the proportion of students with such deviations exceeds 20%.

Measure 3: The professional leader combines other investigation methods (student exchange, teacher exchange, teaching observation, teaching material review, etc.) to guide teachers to analyze together, or guide the adjustment of the teaching content, teaching methods, teaching tools, etc. of the course, or replace the teacher and observe the next time; If there is no improvement in the test results for two consecutive times, the professional teaching committee will guide substantive adjustments: adjust the course objectives and/or adjust the ECTS credits of the course and report to the school's academic affairs office in accordance with regulations.

(4) Monitoring cycle

The monitoring cycle is conducted once every semester to ensure that every course is monitored.

Article 14 Establish communication and exchange mechanisms with students. Encourage students to evaluate teachers' teaching quality, course content, homework volume, and other aspects through various methods (including evaluation systems), and provide opinions and suggestions. Regularly collect and analyze student evaluation data, take timely measures to improve and optimize existing problems and deficiencies. For students' learning difficulties and problems, teachers should provide timely guidance and assistance to ensure that students can successfully complete learning tasks.

Article 15 Strengthen the protection and management of student data to ensure its security and privacy. Only authorized personnel can access and use student data.

Article 16 Establish a supervision mechanism for monitoring work to ensure the effective implementation of management measures. Regularly inspect and evaluate monitoring work, and promptly rectify any problems found. Strengthen the training and guidance of teachers, improve their teaching level and ability, encourage them to actively participate in monitoring work, and provide better learning support and guidance for students. Strengthen communication and cooperation with domestic and foreign universities, learn from the advanced experience and practices of foreign universities, and continuously improve and optimize student workload monitoring and management methods.