REPORTING TEMPLATE
Bologna & the Erasmus+ charter: from policy to practice

Title of the session: Implementing the Course Catalogue
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Presentations:
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The ECTS Course Catalogue plays an important role in the Bologna process and the Erasmus+ programme and therefore has a prominent place in the Erasmus Charter for Higher Education (ECHE). However, the importance of the ECTS Course Catalogue is not limited to international mobility in the framework of Erasmus+. Providing insight into an institution's educational programmes and teaching and learning environment is also important for (international) recruitment in general and for collaboration with other higher education institutions and with stakeholders in the world of work.

Main ideas of the presentations:
Sharing good practices and addressing lessons learned from past experiences regarding the implementation of the ECTS Course Catalogue from Agder University and University of Wageningen. The presentations provided insights with regard to the importance of implementing the Catalogue and highlighted its advantages which is far-reaching: HEIs, students, parents, and stakeholders for instance.

Discussion issues:
The implementation of the Course Catalogue seems to be a hurdle for HEIs, there is however great interest on how institutions can optimise its use.

A number of recurring themes are:
- Need of dictating clear policies; HEIs propose having firm rules and regulations which are more likely to be properly implemented throughout the organisation.
- Prioritising goals is essential from a logistic perspective.
- Project Management often lacks sufficient information regarding the importance of ECHE and the Course Catalogue. As a result, the risk of insufficient funding for resources, disables a successful and timely implementation of the Course Catalogue.
- The Course Catalogue is often misconceived as an Erasmus+ tool only. Therefore, HEIs are often prone to follow their own procedures which are not always compliant with the programme.

➢ The results of the survey the Dutch Bologna Experts conducted in 2018 confirmed that the Dutch institutions are motivated to implement the ECTS course catalogue, but that a lot of improvement is possible. Such as the language (not always a widely spoken language) and the scope (not all degree programmes) of the catalogue. Issues that affect the implementation are: insufficient awareness at management level of the importance of a course catalogue, convincing all stakeholders, available knowledge and experience, priority and high costs.

Final remarks/ recommendations:

➢ Implementation of a mainstreamed Course Catalogue should be considered.
➢ Sufficient resources should be provided for IT / Software support.
➢ Clear display of the spoken language per course should be provided. Having the content of the Course Catalogue in English while many undergrad courses are taught in Dutch is insufficient and misleading.
➢ Provide a user-friendly digital environment where the site navigation is displayed in a methodical and consistent system (for instance alphabetically, chronologically, faculty or subject-based etc.).
➢ For accreditation purposes, past provided courses and corresponding ECTS should be widely available.

More Lessons learned about succesful implementation: is proves to be important to:

1. … have a clear mandate (at the top and set out through the institution).
2. … have a clear institution wide policy on ECHE compliance.
3. … have an organization both for the projectphase as well as for the daily work organization.
4. … set up an organization with clear and explicit divisions of tasks and responsibilities.
5. … have a good monitoring system for the ongoing process of actualization of the catalogue.
6. … have vailability of adequate resources: IT support and financial resources for translation.
7. … spread the information on the availability of templates following ECTS guidelines.
8. … be aware of the implication of (training in) formulating learning outcomes.
9. … make sure to have well informed people all through the institution.
10. … be explicit about language to avoid misunderstanding for students and staff.
11. … take care of translations 'in house' in order to avoid 'double work' and to realize consistency in terminology (awareness of (unambigious) terminology).