

13th European Quality Assurance Forum
Vienna, 15-17 November 2018

CALOHEE: A new innovative approach towards quality assurance?

**Measuring and Comparing Achievements of Learning
Outcomes in Higher Education in Europe (CALOHEE)**

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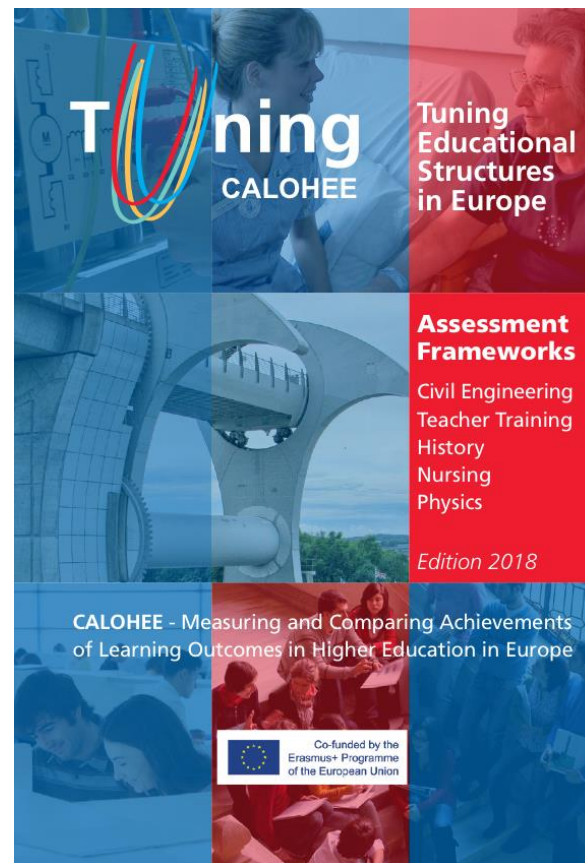
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Towards a more reliable model for evidence-based learning and quality assurance and enhancement

CONTENT

1. Why CALOHEE?
2. CALOHEE Mission
3. CALOHEE Philosophy
4. CALOHEE Assessment model
5. Civic, Social and Cultural Engagement
6. Future step: Actual testing
7. Expected benefits



1. Why CALOHEE ?

The Challenge

Serious concerns that the modernisation of HE programmes based on the student-centred / active learning approach and learning outcomes is not very well implemented throughout Europe (and the wider world).

Source: Tim Birtwistle, Courtney Brown and Robert Wagenaar, A long way to go ... A study on the implementation of the learning outcomes based approach in the EU. In: Tuning Journal for Higher Education. Volume 3, Issue No.2, May 2016, 429-463. Based on study commissioned by the European Commission and the Lumina Foundation for Education (USA).

Confirmed by CALOHEE surveys 2016 and other studies.

30 years of experience in developing ECTS and 18 years of TUNING has shown that the only reasonable way forward is applying this approach.

The Response

What is required:

- **Better tools to reform:** clear (aligned) frameworks, formats, examples of good practice
- Training material and training of academic staff / Staff development programmes
- Developing more **reliable indicators** for (measuring and comparing) quality and relevance of learning
- **Incentives** for meeting standards (respecting diversity and autonomy)

Offering best ways forward is the mission of TUNING and CALOHEE

2. CALOHEE mission

Towards a more reliable model for evidence-based learning and quality assurance and enhancement

Burning questions!

What should be learned?

Why should it be learned?

How should it be learned?

How should this learning be measured?

RATIONALE: Additional instruments needed!

Present instruments for identifying / measuring 'quality' and 'relevance' of learning:

- Offer limited evidence of what is learned and at what level
- QA is mainly **process-oriented** not really outcome focused
- QA is **looking backward** not forward: lack focus on future needs of society and the graduate
- **Peer reviewing is a doubtful model** without internationally agreed subject area reference frameworks + in European context peers very often **not well informed** about modern methods and approaches regarding LTA. Therefore: reviews often biased
- Offer **limited evidence** about the **real quality and relevance** of degree programmes and their performance

What has CALOHEE promised to deliver?

- ***Infrastructure to measure and compare achievements of learning:***
- ***Confirm the interest of stakeholders for its approach***

Instruments:

1. Qualifications Reference Frameworks for 5 subject areas: **Civil Engineering, History, Nursing, Physics, Teacher Education**
2. Assessment Reference Frameworks for these subjects
3. White Paper describing assessment modalities
4. Work plan for the creation and implementation of transnational assessments (at end of first cycle)
5. Input for U-Multirank: Better indicators to identify quality of HE programme (in comparative perspective)

CLEAR

SIMPLE

STRUCTURED

EASY TO USE

Bottom-up approach: the partnership

Feasibility study supported and co-financed by the European Commission in the framework of ERASMUS+ Key Action 3 *Forward Looking Cooperation Projects*

Success requires a well-defined partnership:

- ✓ **75 universities ; 15 per domain / subject area covering 15 countries each**
- ✓ **European Student Union (ESU)**
- ✓ **European Association of Institutions in Higher Education (EURASHE)**
- ✓ **European Consortium for Accreditation in Higher Education (ECA)**
- ✓ **European Network for Accreditation of Engineering Education (ENAE)**
- ✓ **University networks: Coimbra, Santander, UNICA, Utrecht, Compostela**

Other members in the Advisory Board: European University Association (EUA), the European Association for Quality Assurance in Higher Education (ENQA), European Association for International Education (EAIE), U-Multirank, Academic Cooperation Association (ACA), ENIC-NARICs and BIBB (HE-VET)

*The project run by Management Committee and Coordinating Team, supported by **Educational Testing Service (ETS)**, Princeton (USA)*

**Full support for cooperation
by FEANI**

WHY CALOHEE?

Preposition 1:

If academic experts can agree on the set of learning outcomes, they should also be able to compare (and measure) performance in comparative perspective in (inter)national contexts!

This requires transnational agreement on reference points, so-called (subject area / sectoral) reference frameworks.

THE PROOF IS IN THE EATING OF THE PUDDING !

Preposition 2: Comparative Assessments are useful:

*To obtain / provide reliable information about **achievements of learning** in (transnational) comparative perspective at **5 levels**:*

- ✓ Individual level (most challenging)
- ✓ **Programme level**
- ✓ Institutional level
- ✓ **National level**
- ✓ International level



Accountability !

to allow for **degree programme enhancement** focusing on the domain of knowledge taking into account preparation for employment and civic, social and cultural engagement.

Offering main stakeholders reliable information for making informed / evidence-based choices!

WHY?

HOW?

WHAT?

- Meeting the demand for more **reliable information** about the outcomes of learning in Higher Education
- Offering a **drive for quality**, taking fully into account the needs of society, in particular the four major stakeholders: HE students, HE staff and management, employers and employees, and civil society
- An attempt to create (in the longer run) a more effective, less bureaucratic and more reliable instrument for teaching, learning and assessment, quality enhancement and assurance !

WHY?

HOW?

WHAT?

- By showing what a subject area represents after consultation of stakeholders, in terms of **core competences and learning outcomes** according to the discipline
- By **developing instruments** that acknowledge the different missions, profiles and cultural contexts of Higher Education institutions

WHY?

HOW?

WHAT?

- One page set of **Learning Outcomes descriptors** per cycle / discipline based on a merger of EQF for LLL and QF for the EHEA described in terms of **dimensions + learning domains**
- **Assessment Reference Frameworks** offering detail of what can be / should be learned
- The CALOHEE **Assessment Model**
- A Reference Framework for **Civic, Social and Cultural Engagement**

See for descriptors and frameworks of the five subject areas:

<https://www.calohee.eu>



European
Commission



CALOHEE

Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe



Co-funded by the
Erasmus+ Programme
of the European Union

[Home](#)

[Home](#)

- [News](#)
- [Publications for Printing](#)
- [Templates QRF](#)
- [What is CALOHEE?](#)
- [Why CALOHEE?](#)
- [Main objectives](#)
- [Design and Methodology](#)
- [Partnership](#)
- [Subject area groups](#)

Home – CALOHEE Outcomes Presented

The CALOHEE Consortium proudly presents the outcomes of the project *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe*.

These outcomes are conceptual qualifications and assessment frameworks for five subject areas, chosen to represent significant academic domains: Engineering (Civil Engineering), Social Sciences (Teacher Education), Humanities (History), Health Care (Nursing) and Natural Sciences (Physics). The frameworks are flexible reference documents, which offer detailed insight into what students are expected to learn to be prepared well for their future role in society, both in terms of the workplace and civic, social and cultural engagement. They also offer a robust basis for comparing students' performance in European wide context. The instruments allow for precise measurement, while taking into account the different missions, orientations and profiles of Higher Education institutions and their degree programmes.

Subject Area Qualifications and Assessment Reference Frameworks

The Subject Area Qualifications Reference Frameworks (QRF) are the outcomes of elaborations by groups of informed academics and students and of consultations of a wide circle of stakeholders. They are based on a merger of the Qualifications Framework of the European Higher Education Area (QF of the EHEA) and the European Qualifications Framework for Lifelong Learning (EQF for LLL) and are meant to serve as a sound basis for defining the *programme learning outcomes* of individual degree programmes of the first and second cycle (Bachelor and Master). Basing the individualized sets of learning outcomes on the frameworks will guarantee that 'standards' which have been agreed and validated internationally are fully respected.

SEARCH

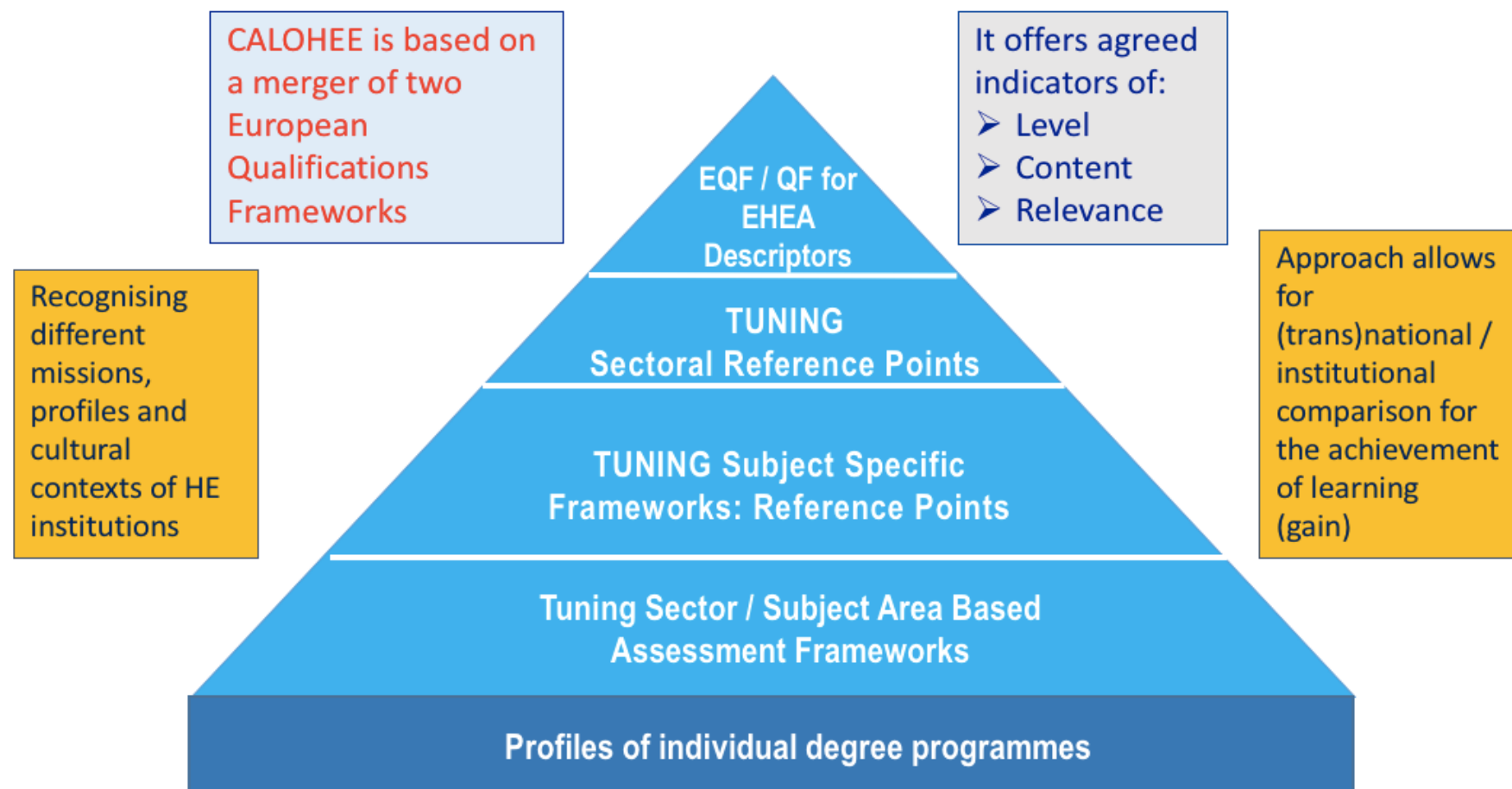
LATEST NEWS

[CALOHEE in Times Higher Education \(13 November 2018\)](#)

[Press Release \(6 November\): At last an international diagnosis of higher education learning is available!](#)

[CALOHEE Publications for Printing](#)

3. CALOHEE Philosophy: Alignment of Frameworks



Key CALOHEE innovation: Merger of the two European Overarching Frameworks

- *Two Frameworks = Two different perspectives / philosophies*
 - *European Qualifications Framework for the European Higher Education Area: **focus on the learning process itself** by making a distinction between 5/6 dimensions*
 - *European Qualifications Framework for Lifelong Learning: **focus on the outcomes of the learning process** (preparation for societal role)*

Full integration results in very powerful instrument for defining high quality and relevance of learning

TEMPLATE FIRST CYCLE – BACHELOR – LEVEL 6

TUNING Qualifications Reference Framework (Meta-Profile) General Descriptors of a Bachelor Programme in the Subject Area of (LEVEL 6)

QF EHEA 1 st cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EQF descriptor Skills Level 6 <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups</i>
Special feature degree programme	Three progressive levels of learning domains			
I. Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study	Dimensions: constructive key elements	1	2	3
II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study				
III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues				
IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences				
V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy				
		Knowledge	Skills	Autonomy and Responsibility

TUNING-CALOHEE General descriptors for MASTER (level 7) Civil Engineering

QF EHEA 2 nd cycle descriptors	SCF domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 - Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research - Critical awareness of knowledge issues in a field and at the interface between different fields	EQF descriptor Skills Level 7 - Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	EQF descriptor Wider Competences Level 7 - Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches - Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Special feature degree programme		Demonstrate knowledge and understanding of the disciplinary, professional, personal and interpersonal requirements necessary to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities*** that may be new or unfamiliar, involve considerations from outside the field of study, incompletely defined and /or conflicting issues and non-technical constraints, and require original/innovative thinking.	Apply knowledge and understanding to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities that may be new or unfamiliar, involve considerations from outside the field of study, incompletely defined and /or conflicting issues and non-technical constraints, and require original/innovative thinking.	Select the most appropriate and relevant established method or new and innovative methods to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities that may be new or unfamiliar, involve considerations from outside the field of study, incompletely defined and /or conflicting issues and non-technical constraints, and require original/innovative thinking.
I. have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	Knowledge and Understanding	<ul style="list-style-type: none"> Demonstrate in-depth knowledge and understanding of mathematics and sciences*** underlying civil engineering specialisation, at a level necessary to achieve the other programme outcomes. Demonstrate in-depth knowledge and understanding of engineering disciplines underlying civil engineering specialisation****, at a level necessary to achieve the other programme outcomes. Demonstrate critical awareness of the forefront of civil engineering specialisation. Demonstrate critical awareness of the wider multidisciplinary context of engineering and of knowledge issues at the interface between different fields. 	<ul style="list-style-type: none"> Apply knowledge and understanding of a specialisation to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities that may be new or unfamiliar, involve considerations from outside the field of study, incompletely defined and /or conflicting issues and non-technical constraints, and require original/innovative thinking. 	<ul style="list-style-type: none"> Identify knowledge and understanding of a specialisation to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities that may be new or unfamiliar, involve considerations from outside the field of study, incompletely defined and /or conflicting issues and non-technical constraints, and require original/innovative thinking.
II. can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study	Analysis and Problem Solving	<ul style="list-style-type: none"> Demonstrate comprehensive knowledge and understanding of methods of analysis of engineering issues (products, processes, systems, situations) in civil engineering subject area, including new and innovative methods, and of their limitations. Demonstrate comprehensive knowledge and understanding of methods of engineering problems, including new and innovative methods, and of their limitations. Demonstrate critical awareness of the need of solutions of civil engineering problems, including new and innovative methods, and of their limitations. Demonstrate critical awareness of the need of solutions of civil engineering problems, including new and innovative methods, and of their limitations. 	<ul style="list-style-type: none"> Conceive and solve complex civil engineering problems that may be unfamiliar or in new and emerging areas of the field of study, incompletely defined and /or conflicting issues and non-technical – societal, health and safety, environmental, economic and industrial – constraints. 	<ul style="list-style-type: none"> Identify the most appropriate and relevant established method or new and innovative methods to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities that may be new or unfamiliar, involve considerations from outside the field of study, incompletely defined and /or conflicting issues and non-technical constraints, and require original/innovative thinking.
	Design	<ul style="list-style-type: none"> Demonstrate comprehensive knowledge and understanding of civil engineering subject area, including new and innovative methods, and of their limitations. Demonstrate critical awareness of the need of solutions of civil engineering subject area, including new and innovative methods, and of their limitations. 	<ul style="list-style-type: none"> Conceive and design complex civil engineering products (devices, artefacts, etc.), processes and systems that may be new or unfamiliar, involve considerations from outside the field of study, incompletely defined and /or conflicting specifications and non-technical – societal, health and safety, environmental, economic and industrial – constraints. Design using knowledge and understanding at the forefront of the engineering specialisation. 	<ul style="list-style-type: none"> Identify the most appropriate and relevant established method or new and innovative methods to solve / design / investigate / conduct complex civil engineering problems / products, processes and systems / issues / activities that may be new or unfamiliar, involve considerations from outside the field of study, incompletely defined and /or conflicting specifications and non-technical constraints, and require original/innovative thinking.
	Investigations	<ul style="list-style-type: none"> Demonstrate comprehensive knowledge and understanding of investigation methods in civil engineering subject area, including new and innovative methods, and of their limitations. Demonstrate critical awareness of the need of solutions of civil engineering subject area, including new and innovative methods, and of their limitations. 	<ul style="list-style-type: none"> Conduct searches of literature, to consult and critically use databases and other sources of information in civil engineering subject area and within broader or multidisciplinary contexts. Consult and apply codes of practice and safety regulations in civil engineering subject area and within broader or multidisciplinary contexts. 	<ul style="list-style-type: none"> Identify the most appropriate and relevant investigation method in civil engineering subject area, including new and innovative methods, and of their limitations. Identify the potential impact of new and emerging technologies at the forefront of civil engineering specialisation on society and environment.
	Practical	<ul style="list-style-type: none"> Demonstrate comprehensive knowledge and understanding of materials, equipment and processes in civil engineering subject area and of their limitations. Demonstrate critical awareness of the societal, health and safety, environmental impact and risks of civil engineering activities. Demonstrate critical awareness of economic, industrial and managerial implications (such as project management) of civil engineering activities. 		<ul style="list-style-type: none"> Identify practical knowledge and understanding necessary to solve / design / investigate / conduct complex engineering problems / products, processes and systems / issues / activities in civil engineering subject area and within broader or multidisciplinary contexts. Identify safe and sustainable implementation and conduction processes of engineering activities in civil engineering subject area and within broader or multidisciplinary contexts. Evaluate and mitigate/minimize societal, health and safety, environmental impact and risks and to optimize economic, industrial and managerial implications of engineering activities in civil engineering subject area and within broader or multidisciplinary contexts.
III. have the skills to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited ...	Decisions making	<ul style="list-style-type: none"> Demonstrate critical awareness of the ethical and social responsibilities linked to the management of work contexts in civil engineering subject area. 	<ul style="list-style-type: none"> Identify, locate, obtain, organize and evaluate information and data in civil engineering subject area and within broader or multidisciplinary contexts. Manage complex work contexts in civil engineering subject area and within broader or multidisciplinary contexts that may be unpredictable and require new strategic approaches, and to take decisions and formulate judgments with incomplete or limited information and data. 	<ul style="list-style-type: none"> Reflect on ethical and social responsibilities linked to the management of complex work contexts in civil engineering subject area and within broader or multidisciplinary contexts, taking decisions and formulating judgments.
IV. can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	Team-working	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the strategies and methods of management of teams composed of different disciplines and levels. Demonstrate awareness of leadership responsibilities. 	<ul style="list-style-type: none"> Function effectively in national and international contexts as leader of a team that may be composed of different disciplines and levels. Manage teams and resources meeting deliverable, schedule and budget requirements. 	<ul style="list-style-type: none"> Identify the most appropriate and relevant strategy and method of team management and to identify elements of successful teamwork. Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.
	Communication	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the communication strategies and of the diverse methods and tools of communication, including new and innovative ones, and of their limitations. 	<ul style="list-style-type: none"> Apply knowledge and understanding of communication strategies and to use diverse methods and tools of communication, including new and innovative ones, to communicate effectively, clearly and unambiguously information, describe activities and communicate their results – and the knowledge and rationale underpinning these – to specialist and non-specialist audiences in national and international contexts and society at large. 	<ul style="list-style-type: none"> Identify the most appropriate and relevant strategy, method and tool of communication.
V. have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	Lifelong Learning	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of one's personal strengths and weaknesses and of the learning methods necessary to follow developments in science and technology and undertake further studies in new and emerging technologies in civil engineering subject area and within broader or multidisciplinary contexts. 	<ul style="list-style-type: none"> Engage in independent lifelong learning and to follow developments in science and technology and undertake further studies in new and emerging technologies in civil engineering subject area and within broader or multidisciplinary contexts autonomously. 	<ul style="list-style-type: none"> Identify the most appropriate learning strategy and method in independent lifelong learning and to follow developments in science and technology and undertake further studies in new and emerging technologies in civil engineering subject area and within broader or multidisciplinary contexts.

Example of a Subject Area Reference Framework based on merger and dimensions

Foundation for more detailed
Subject Area Assessment
Reference Frameworks which
allow for measuring / assessment

Based on
dimensions
and learning
domains
indicating
well defined
progression
levels

TUNING Educational Structures in Europe reflects the idea that universities do not look for uniformity in their degree programmes or any sort of unified prescriptive or definitive European curricula, but rather for points of reference, convergence and common understanding. The protection of academic independence does not restrict the

Respect and promote diversity and autonomy (taking into account agreed reference points)

Explanation

The Subject Area Qualifications Reference Frameworks (Meta-Profiles) presented here are the outcomes of elaborations by groups of informed academic representatives. The approach is bottom-up, produced by international teams of academics + student representatives.

The Reference Frameworks are based on a merger of the Qualifications Framework of the European Higher Education Area (QF of the EHEA) and the European Qualifications Framework (EQF). The EQF facilitates the use of the frameworks presented here in different contexts. While the QF of the EHEA covers in particular the learning process, the EQF focusses on the preparation for life in society and the world of work.

The descriptors in the Reference Frameworks are organized on the basis of 'dimensions'. A dimension indicates a constructive key element, which defines a specific area of knowledge, skills, attitudes and values. The dimensions are derived from the dimensions of the QF of the EHEA. Based on the dimensions, the Reference Frameworks define 'wider competences' -, which reflect a progressive level of achievement.

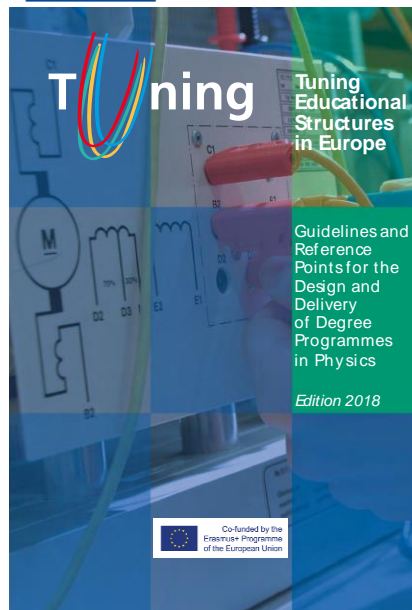
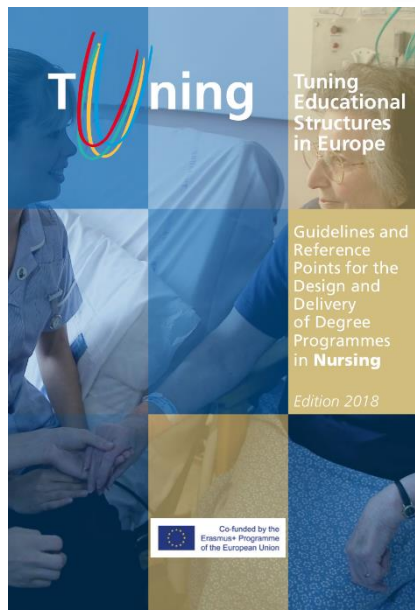
Quality and Relevance Descriptors based on multi dimension approach

The Subject Area Qualifications Reference Frameworks are meant to serve as a sound basis for defining the *programme learning outcomes* of individual degree programmes of the first and second cycle (BA and MA). Basing the individualized sets of learning outcomes on the frameworks will guarantee a sound basis for individualised programme learning outcomes.

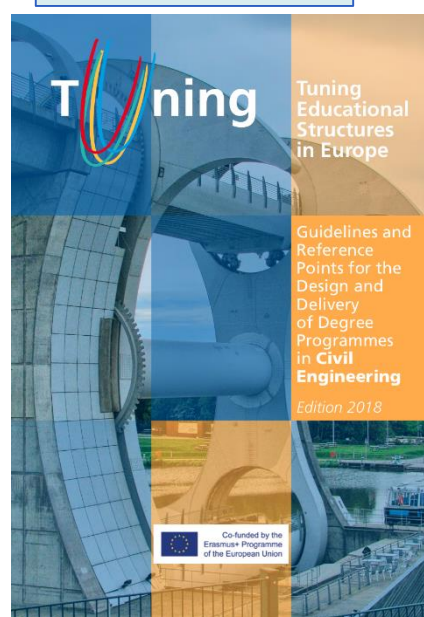
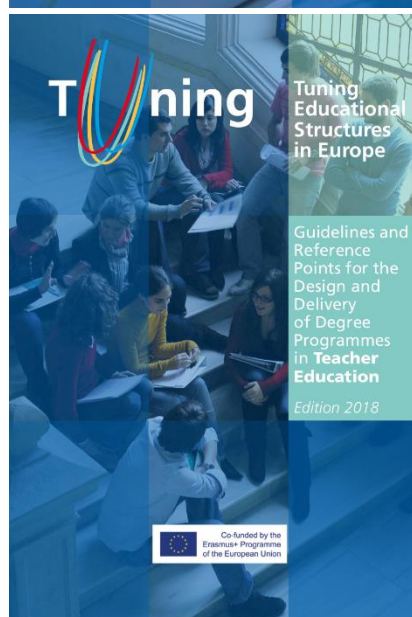
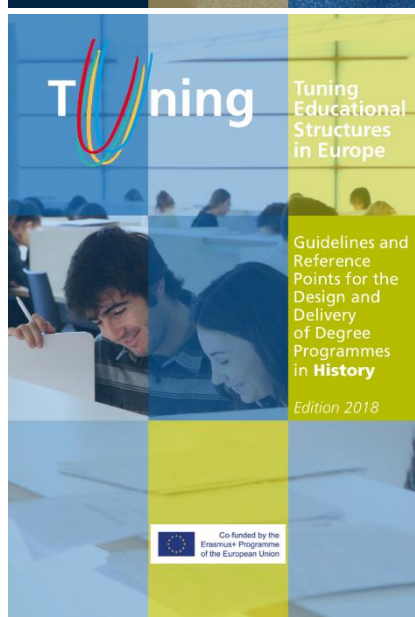
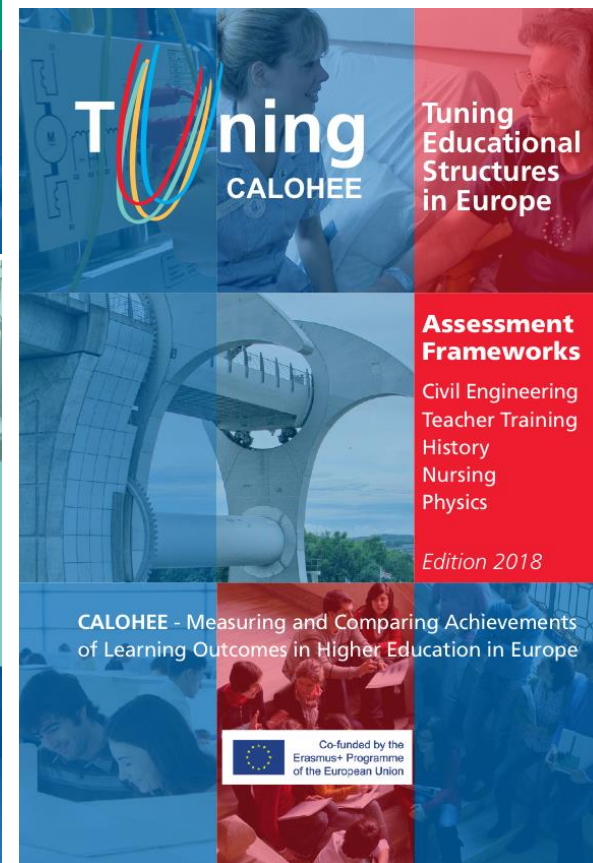
Subject Area Reference Frameworks sound basis for individualised programme learning outcomes

TUNING Guidelines and Reference Points for the Design and Delivery of Degree Programmes

Edition 2018



TUNING – CALOHEE Assessment Reference Frameworks

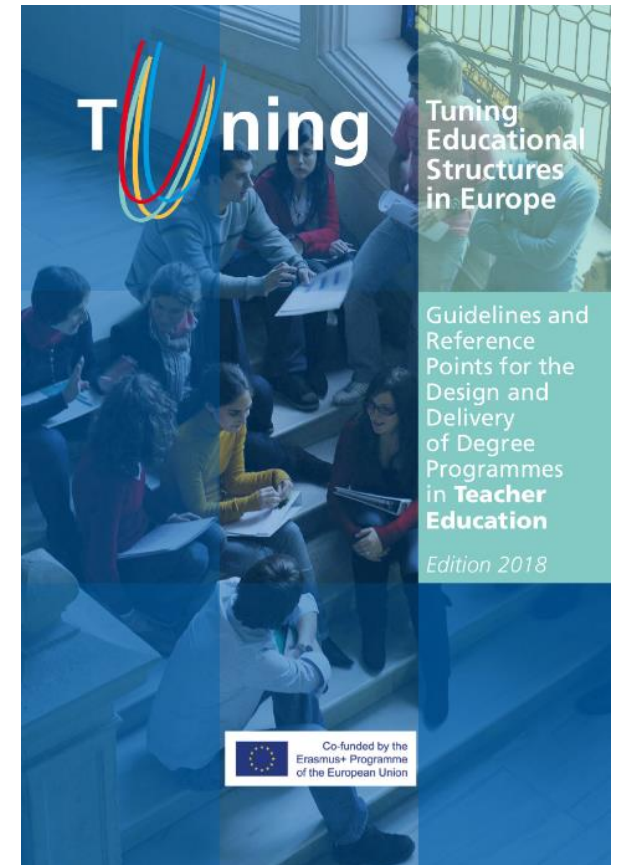


Guidelines and Reference Points for the Design and Delivery of Degree Programmes in Teacher Education

TABLE OF CONTENTS

Executive summary	I
The Tuning Subject Area Qualifications Reference Frameworks (Meta-Profiles) for Teacher Education	II
The Tuning CALOHEE Teacher Education Subject Area Group (2016-2018)	IV
1. General introduction	1
2. CALOHEE Teacher Education Group	4
3. Introduction to the Subject Area of Education	5
3.1 Teacher Education	6
4. Qualifications in Teacher Education	12
5. Teacher Education graduates' typical occupations and tasks	13
6. The meta-profile of the teacher: dimensions, competences and descriptors	14
7. Tuning-CALOHEE Assessment Reference Framework for Teacher Education	21
8. Learning, teaching and assessment	33
9. Conclusions	43
References	44
Glossary	46
Appendix 1: Qualifications in Teacher Education	49
Appendix 2: Occupations and Tasks	51
Appendix 3: List of the first Subject Area Group for Education 2001-2008 (Tuning Education SAG)	59
Appendix 4: CALOHEE Framework for Civic, Social and Cultural Engagement	60
Contact	61

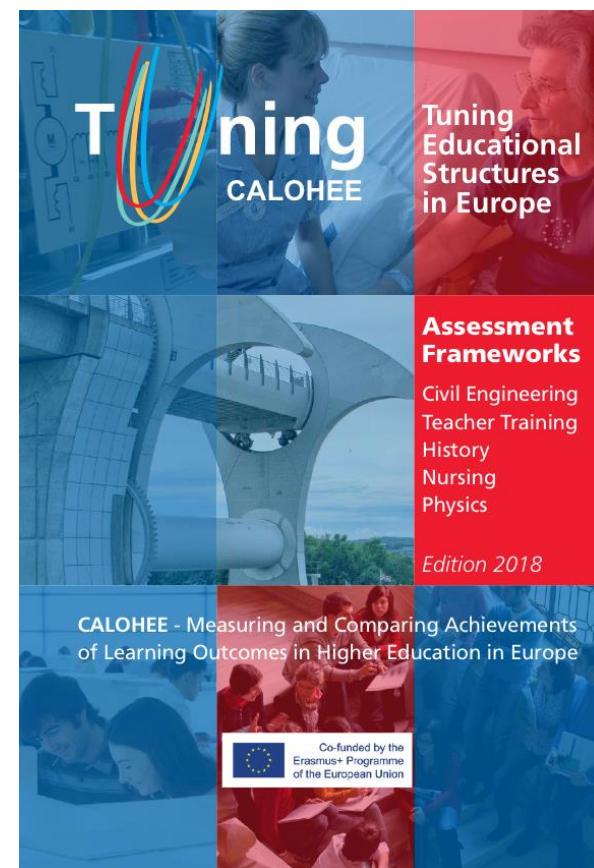
Roles and Tasks



Tuning-CALOHEE Assessment Reference Framework

TABLE OF CONTENTS

0. Introductory remarks	1
1. General introduction	4
2. The Concept of Assessment Reference Frameworks explained	8
3. Descriptors for Civic, Social and Cultural Engagement	16
4. Assessment Reference Frameworks for first and second cycle degree programmes (Bachelor and Master)	25
4.1. Civil Engineering	26
4.2. Teacher Education	49
4.3. History	60
4.4. Nursing	76
4.5. Physics	104
5. Subject Area specific examples of 'Good Practices' in Learning, Teaching and Assessment	124
5.1. Civil Engineering	124
5.2. Teacher Education	131
5.3. History	140
5.4. Nursing	145
5.5. Physics	153



Assessment Reference Frameworks

Relation between descriptors, sub-descriptors, dimensions and aligned assessment, learning, teaching approaches

Dimension	Knowledge descriptor	Skills descriptor	Autonomy and Responsibility (Wider Competence) descriptor
1.	Descriptor K6/7_1	Descriptor S6/7_X	Descriptor C6/7_X
	Sub-descriptor K6/7_X.1	Sub-descriptor S6/7_X.1	Sub-descriptor C6/7_X.1
	Sub-descriptor K6/7_X.2	Sub-descriptor S6/7_X.2	Sub-descriptor C6/7_X.2
	Sub-descriptor K6/7_X.2	Sub-descriptor K6/7_X.2	Sub-descriptor K6/7_X.2
2.	Descriptor K6/7_2	Descriptor S6/7_2	Descriptor C6/7_2
3.	Descriptor K6/7_3	Descriptor S6/7_3	Descriptor C6/7_3
	Assessment approach	Assessment approach	Assessment approach
	Learning approach	Learning approach	Learning approach
	Teaching approach	Teaching approach	Teaching approach

Assessment Reference Framework for Nursing - First Cycle / LEVEL 6 (EQF)



Dimension 1: Professional values and the role of the nurse

	<i>Knowledge</i>	<i>Skills</i>	<i>Autonomy and Responsibility (Wider Competences)</i>
L6_1. Level descriptor	K6_1 The professional, moral, ethical and/or legal principles, dilemmas and issues in day-to-day-practice.	S6_1 The ability to respond appropriately and effectively to professional, moral, ethical and/or legal dilemmas and issues in day to day practice.	C6_1 Within the scope of his/her professional practice and accountability, the ability to adjust their role to respond effectively to population/patient needs. Where necessary and appropriate can challenge current systems to meet population/patient needs.
Subset 1 L6_1.1 Practise within the context of professional, ethical, regulatory and legal nursing codes.	K6_1.1 Identifies professional, moral, ethical and/or legal dilemmas and issues in day-to-day practice.	S6_1.1 Demonstrates the ability to respond appropriately and effectively to professional, moral, ethical and/or legal dilemmas and issues in day-to-day practice.	C6_1.1 Within the scope of his/her professional practice and accountability, demonstrates the ability to adjust their role to respond effectively to population/patient needs. Where necessary and appropriate is able to challenge current systems to meet population/patient needs.
Assessment approaches	Theoretical and/or clinical assessment of knowledge and understanding of professional, ethical, regulatory and legal nursing codes. MCQ/OSCE, case study report. Exemplar – indicators, suggestions Through case study/practice can provide examples of professional, moral, ethical and/or legal dilemmas in practice. Can identify issues that are not case specific and refer to relevant theories and/or legal frameworks.	Theoretical and/or clinical assessment of skills to respond appropriately and effectively to professional, moral, ethical and/or legal dilemmas and issues in day-to-day practice. OSCE, MCQ, practical demonstration (skills lab/ or in clinical practice). Exemplar – indicators, suggestions Through case study/practice can provide concrete examples of how to respond to professional, moral, ethical and/or legal dilemmas in practice.	Theoretical and/or clinical assessment of ability to recognize and challenge current systems/policies in order to meet population/patient needs. Case Study, Debate, Problem Solving Discussion. Exemplar – indicators, suggestions Through case study/practice demonstrates an understanding of the different roles of the nurse (in response to different actors –patient, family, HCP etc.) in responding to professional, moral, ethical and/or legal dilemmas in practice.
Learning approaches	Theoretical and/or clinical.	Theoretical, clinical and/or reflection.	Theoretical, clinical and reflection.
Teaching approaches	Exposure to professional practice, requirements and standards, ethical, regulatory and legal codes.	Exposure to clinical practice and/or case study.	Exposure to clinical practice and/or case study of health care systems and populations.
Subset 2	K6_1.2	S6_1.2	C6_1.2

4. CALOHEE Assessment Model

CALOHEE distinguishes four parameters – categories - to be assessed:

- 1) *Theory: knowledge and methodology*
- 2) *Application of knowledge and skills*
- 3) *Preparation for employability*
- 4) *Civic, social and cultural engagement (active citizenship)*

Doing justice to:

- **Profiles** of the HE institutions: international, national, regional orientation and player or a combination of these (compare U-multi-rank approach)
- **Missions** of the Higher Education institutions: ranging from research intensive to applied
- **Types** of degree programmes: ranging from broad (basis in sector) towards very specialized (in particular at bachelor / first cycle level)
- **Components**: Minors and electives, differing per degree programme (and related to its profile / set of programme learning outcomes)
- **Personal development and preparing for employability and civic, social and cultural engagement**

CALOHEE ASSESSMENT MODEL

Framework acknowledges different missions, profiles and cultural contexts of Higher Education institutions

PARAMETERS / CATEGORIES

EQF:		Knowledge	Skill	Wider Competences		
QF for EHEA		Knowledge: theory and methodology	Application knowledge and skills	Employability	Civic, social and cultural engagement	
DIMENSIONS		Common body of knowledge, skills and wider competences for the <i>subject area</i>				1
						2
						3
						4
						ETC.
						DIMENSIONS

Autonomy and Responsibility

Core Competences (Subject Specific and Generic) / Learning Outcomes

Assessment Frameworks based on parameters and dimensions

DIAGNOSTIC ASSESSMENTS

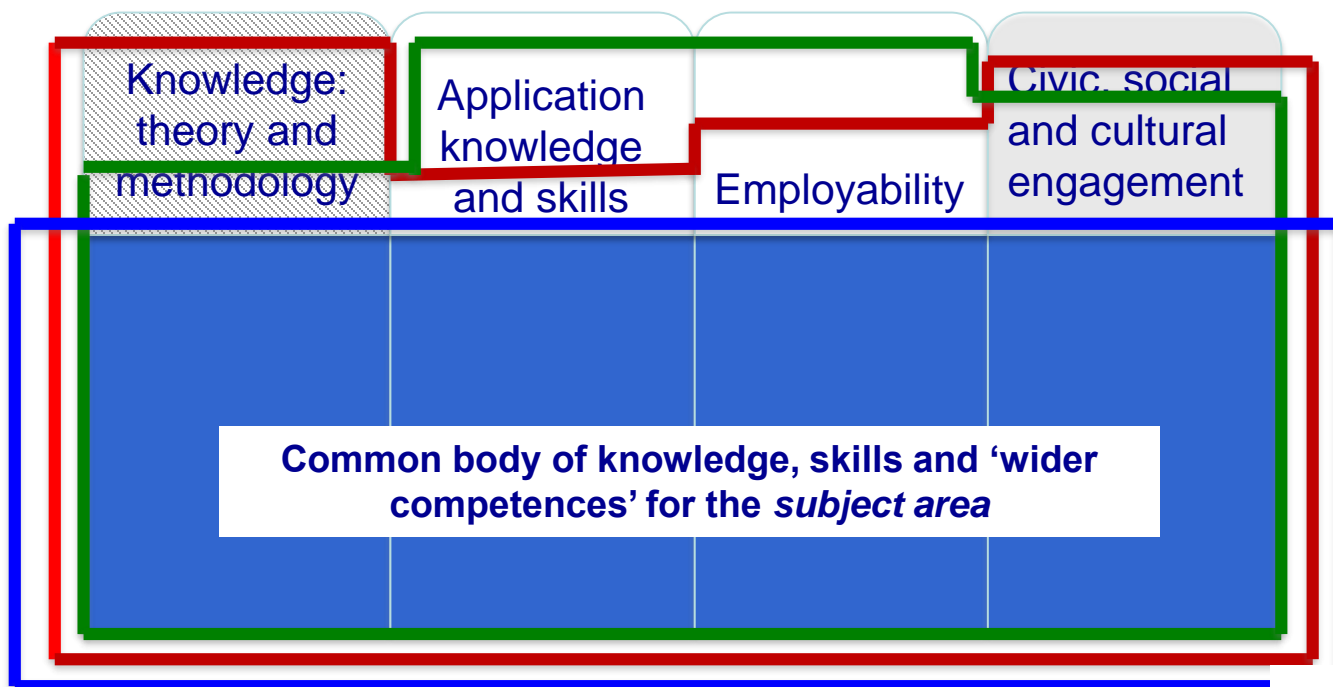
Diagnostic assessments inform stakeholders about meeting agreed quality requirements and the mission of the programme

A dimension indicates a constructive key element which defines a subject area; each subject area is based on a multiple of dimensions

MULTI-DIMENSIONAL APPROACH

Assessment model based on four parameters + subject specific dimensions:

Example of a
research university
(based on profile
and mission)



Example of a
university of applied sciences
(based on profile
and mission)

Shared body

Assessment Reference Framework

5. Civic, Social and Cultural Engagement

Competency reference framework for Civic, social and cultural engagement based on 4 dimensions*:

- **Societies and Cultures: Interculturalism**
- **Processes of information and communication**
- **Processes of governance and decision making**
- **Ethics, norms, values and professional standards**

For each three 'learning domains' are distinguished:

- **knowledge, skills and autonomy and responsibility ('wider competences'):** **reflecting progress of learning**

4 x 3 resulting descriptors should be included in reference frameworks of each subject area

** Dimension = Constructive key elements which defines a subject area / always multiple dimensions*

Another distinguishing and innovative contribution!

CALOHEE Reference Framework for Civic, Social and Cultural Engagement

	Knowledge	Skills	Responsibility and autonomy (Wider competences)
1.	Demonstrate critical understanding of communalities and differences in and between <i>societies and cultures</i>	Identify, describe and analyse issues in and between societies and cultures	Demonstrate engagement by developing scenarios and alternatives and/or identifying best practices of interaction between societies and cultures and – if required - interventions in case of tensions and/or conflicts
2.	Demonstrate critical understanding of the processes of <i>information and communication</i>	Review and judge (mis)use of sources, data, evidence, qualities, intentions and transparency and expert opinions	Active contribution to societal debates using reliable data and information sources and informed judgements
3.	Demonstrate critical understanding of the processes of <i>governance and decision making</i>	Apply and support agreed governing principles, norms and values regarding fairness, transparency, accountability, democracy and relevance in policy making processes	Active contribution to and with local and (inter)national communities, community groups, (political) organisations and pressure groups respecting agreed principles, norms and values
4.	Demonstrate critical understanding of general ethical principles, norms and values and professional standards	Understand and apply the processes of decision making and the consequences of actions taking into account principles, norms, values and standards both from a personal and a professional standpoint.	Active contribution to upholding, promoting and defending general ethical principles, norms, values and professional standards in governance, communication and cultural interaction.

Integration of descriptors in Assessment Reference Framework: Example of *History (Bachelor)*

Dimension 1: Human beings: Cultures and societies			
	Knowledge	Skills	Autonomy and responsibility (Wider Competences)
L6_1. Level descriptor	K6_1 Demonstrate basic knowledge and critical insight into changes and continuities in human conditions, environment, experience, institutions, expression, ideas and values in diachronic perspective.	S6_1 Drawing on knowledge of history, identify and define, with guidance, significant problems and social and	C6_1 Apply historical knowledge and perspectives in addressing present day issues, bringing to bear analytical understanding and respect for individuals and groups in their personal, cultural and social dimension.
Subset 1 L6_1.1 Historical interpretation of changes and continuities	K6_1.1 Show general acquaintance with diverse criteria of historical explanation and understanding on different time- and spatial scales. Demonstrate awareness of how explanations and interpretations are conceptualized.	S6_1.1 Formulate historical explanations and interpretations of phenomena and processes through comparison and differentiation using quantitative and qualitative methods.	C6_1.1 Recognize consistent interrelations concerning phenomena and processes of different nature and scale, at the same time showing awareness of their uniqueness.
Subset 2 L6_1.2 Environmental transformations and knowledge development	K6_1.2 Recognize the impact of knowledge production and accumulation on society and the environment, and vice-versa.	S6_1.2 Evaluate the impact of knowledge production and accumulation on society and the environment, and vice-versa.	C6_1.2 Evaluate the impact of knowledge production and accumulation on society and the environment, and vice-versa.
Subset 3 L6_1.3 Power relations and organization	K6_1.3 Demonstrate knowledge about the development of power relations and organization.	S6_1.3 Recognize tools and mechanisms of power in historical and contemporary contexts.	C6_1.3 Contribute to discussions and debates on power relations and political organization in a broad sense, placing them in historical perspective.
Subset 4 L6_1.4 Knowledge, culture, religious beliefs and practices	K6_1.4 Demonstrate knowledge about modes of expression and transmission of knowledge and culture, including practices concerning moral values, immaterial and transcendental concerns and narratives, and their consequences on every field of human activities and on personal and collective identities.	S6_1.4 Describe different conceptual frameworks, that beliefs and	C6_1.4 Engage critically with the dynamics of collective beliefs and practices and how they are expressed by individuals and groups.
Subset 5 L6_1.5 Intercultural encounters	K6_1.5 Demonstrate knowledge about inter-cultural encounters and their consequences on every field of human activities and on personal and collective identities.	S6_1.5 Describe and illustrate different dimensions (e.g. social, economic, religious, and political) in context.	C6_1.5 Contribute to understanding and respect for individuals and groups in their personal, cultural, economic and political and social dimension; conduct critical appraisal of conflicting views and facilitate intercultural mediation.

Multi-dimensional taxonomy provides a firm basis for developing transnational assessments, making transparent the quality of individual HE degree programmes by using a comparative perspective.

5. Future step: Actual testing in comparative perspective

- Develop and pilot a **series of assessments** in a comparative perspective for two subject areas
- **Target group:** Students at the end of BA
- **Developers** assessments: Academics + test experts will construct assessment bank (items)
- Platform: **Machine-scored testing** (highly innovative)
- Testing **formats:** Will include application of footage, applying computer simulation and progressive choice-making
- **Lengths** of test: 2/3 hours / Student body to be split in 2/3/4 parts

Actual testing (2)

- **To be tested:** Profound knowledge and understanding as well as high level skills and wider competences ('responsibility and autonomy'), such as critical awareness, analysing and composition (including civic, social and cultural engagement).
- **Confidentially:** Pilot result will be kept confidential at HE institutional level; can be aggregated at national and European level
- **Timeframe:** 36-48 months (development of assessment item bank, validating items/approach, programming and actual testing)
- **Budget pilot:** Calculated 1 M initial costs for first Subject Area / involving 4 languages and 6000 students in Subject Area

6. Expected benefits of (comparative) standardised highly sophisticated assessments

- Assessments results will **offer meaningful insights** into strengths and weaknesses of degree programmes and how they compare to each other. **Key information for enhancement!**
- Assessments results will **serve primarily self-diagnosis** by universities. Ultimately be used to inform benchmarking, accreditation and quality comparisons at national and international level. **An incentive for enhancement!**
- Once fully developed, CALOHEE diagnostic approach will be rolled out over Europe and could **inform, complement** or even **replace** the present external degree programme evaluations, by offering more reliable tools for assessing and comparing the outcomes of learning in a European perspective.

IN SUM: CALOHEE offers:

**Academic
engagement**

**Evidence
based tools
for analysis
and
diagnosis**

**Subject
focused
context**

**Serve
European
universities**

**Provide
meaningful
information
to all
stakeholders**

A challenging endeavour with high potential !



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