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Erasmus+ Programme  
of the European Union

# CALOHEE Flowchart



## **CALOHEE: Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe**

### **WHY?**

- Meeting the demand for more reliable information about the outcomes of learning in HE
- Offering a drive for quality, taking into account fully the needs of society, in particular the four major stakeholders: HE students, HE staff and management, employers and employees, and civil society

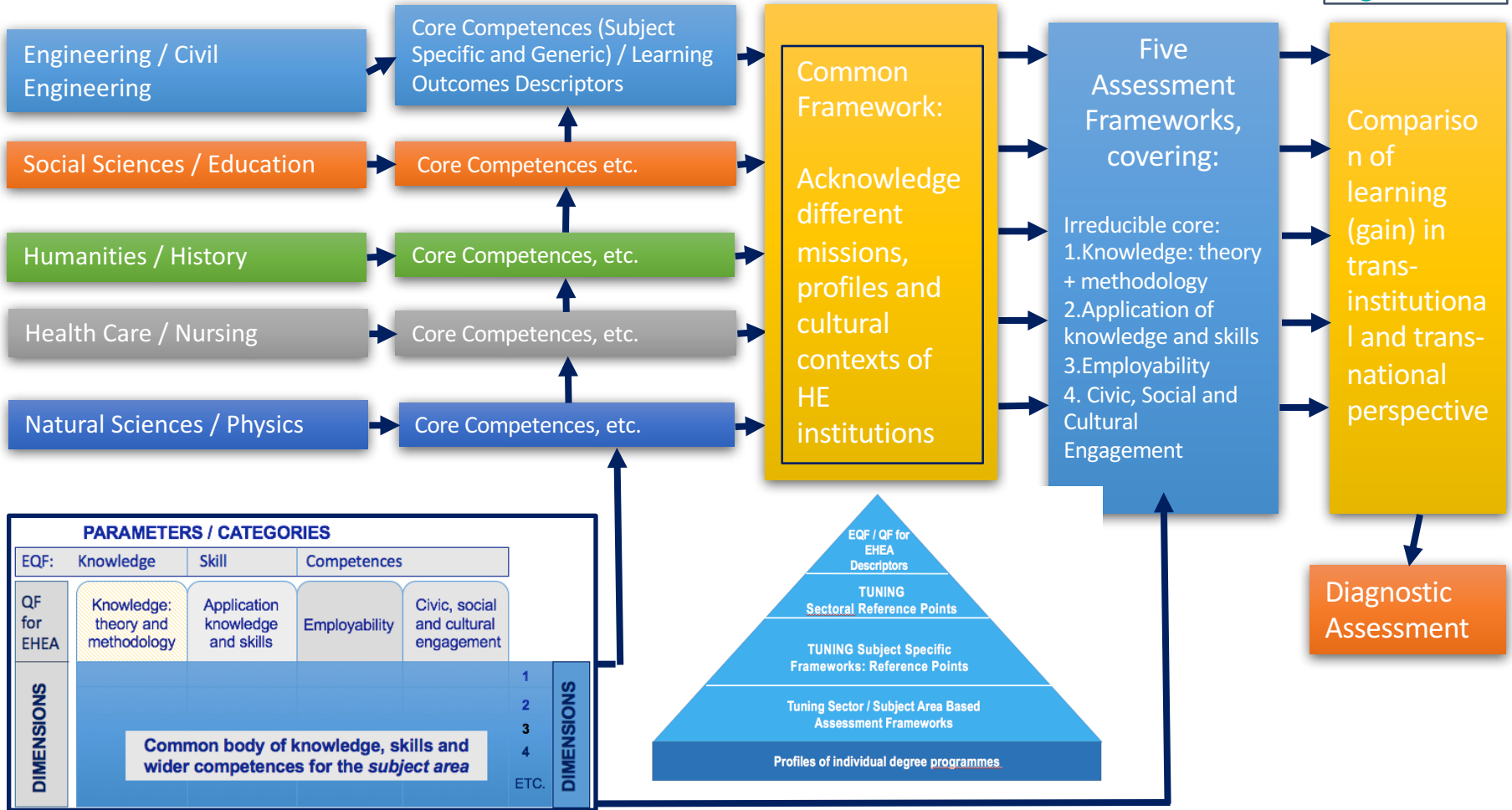
### **HOW?**

- Showing what a subject area does represent after consultation with stakeholders, in terms of core competences and learning outcomes according to the discipline
- Developing instruments that acknowledge the different missions, profiles and cultural contexts of Higher Education institutions

### **WHAT?**

- Offering subject area based agreed frameworks of descriptors which allow for comparing and measuring quality of performance and outcomes set in the context of the institution
- Offering a detailed subject area based agreed Assessment Framework which aligns Learning Outcomes, Activities and Assessments
- Offering an instrument which allows for diagnostic assessment about meeting agreed quality requirements, societal needs and the particular mission of the programme involved

# CALOHEE FLOWCHART



CALOHEE is based on a merger of two European Qualifications Frameworks

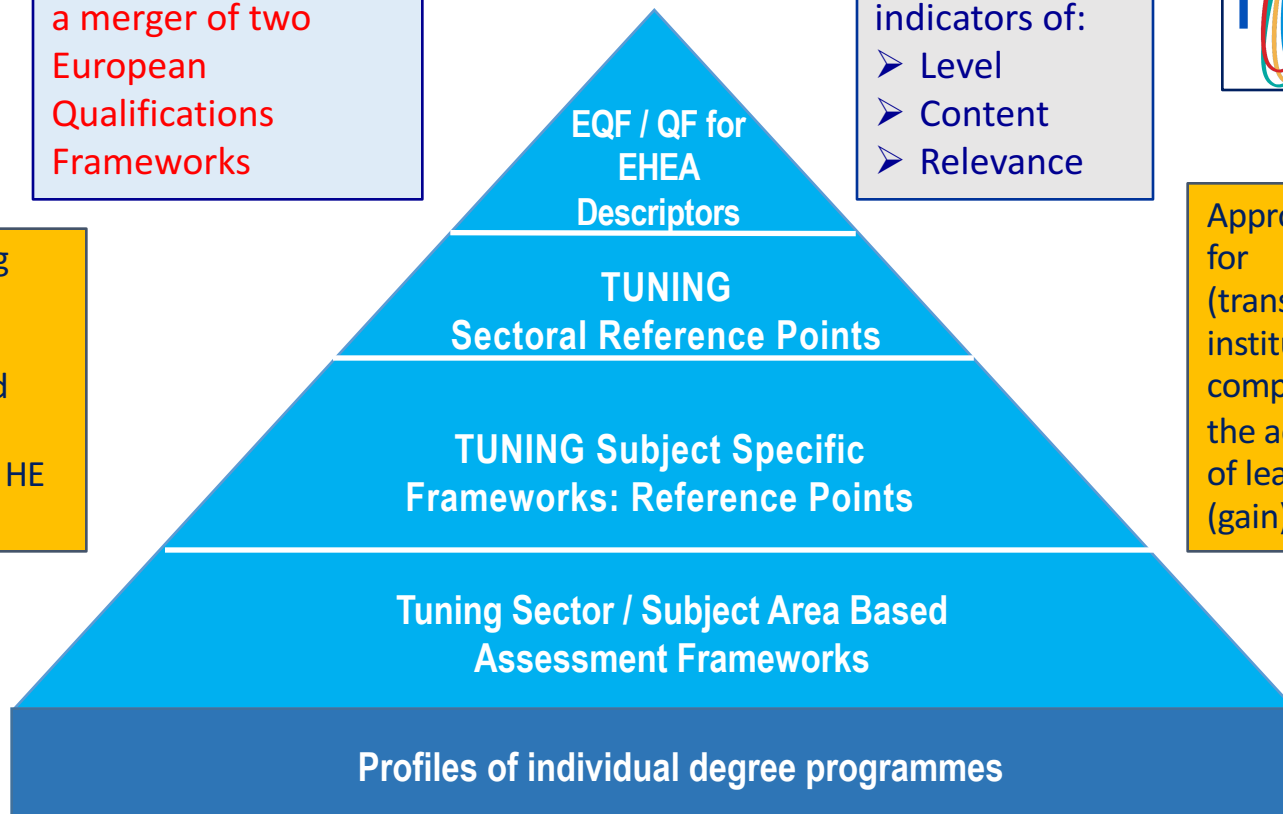
It offers agreed indicators of:

- Level
- Content
- Relevance



Recognising different missions, profiles and cultural contexts of HE institutions

Approach allows for (trans)national / institutional comparison for the achievement of learning (gain)



# CALOHEE ASSESSMENT MODEL



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

## PARAMETERS / CATEGORIES

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

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

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

## Linking Learning, Teaching and Assessment to sets of broken-down Subject Area Competences / Learning Outcomes



Dimension	Knowledge descriptor	Skills descriptor	(Wider) Competence descriptor
1.	Sub-descriptor 1-1	Sub-descriptor 1-2	Sub-descriptor 1-3
2.	Sub-descriptor 2-1	Sub-descriptor 2-2	Sub-descriptor 2-3
3.	Sub-descriptor 3-1	Sub-descriptor 3-2	Sub-descriptor 3-3
4.	Sub-descriptor 4-1	Sub-descriptor 4-2	Sub-descriptor 4-3
5.	Sub-descriptor 5-1	Sub-descriptor 5-2	Sub-descriptor 5-3

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

The totality of dimensions reflects a detailed description of what a programme can contain, leading to learning alignment: Learning Outcomes, Activities and Assessments

Dimension	Knowledge descriptor	Skills descriptor	(Wider) Competence descriptor
1.	Sub-descriptor 1-1	Sub-descriptor 1-2	Sub-descriptor 1-3
1a	Assessment approach	Assessment approach	Assessment approach
1b	Learning approach	Learning approach	Learning approach
1c	Teaching approach	Teaching approach	Teaching approach
2.	Sub-descriptor 2-1	Sub-descriptor 2-2	Sub-descriptor 3-3

## Humanities / History overarching dimension 1: 'The Human Being': Level 7 (MA)

An example from the SAG of **History** to indicate what an Assessment Framework could look like.

Based on a draft prepared by the members of the Subject Area Group of History, prof. Janny de Jong (University of Groningen, The Netherlands) and prof. Kenan Inan (Karadeniz Technical University, Turkey).

Dimension 1	Knowledge descriptor	Skills descriptor	Wider competence descriptor
<b>Descriptor: 'The Human Being'</b>	Demonstrate a broad knowledge and a focused and analytical understanding into changes and continuities of the human condition, environment and experience in institutions and specific modes of expression, ideas and values in a diachronic and comparative perspective.	Draw on knowledge and experience of history to identify, define and formulate significant problems and areas of inquiry with respect to social and cultural interaction.	Utilise the critical and practical tools of historical knowledge to illuminate cultural and social phenomena. Ability to contribute to understanding and respect for individuals and groups in their personal, cultural and social dimension.
<b>Sub-descriptor 1</b>	Demonstrate specific knowledge about the phenomenon of migration in a specific time period and the specific conditions that caused it, and its social cultural and economic impact. (social economic reasons, religious and/or cultural aspects, etc.).	Divide the topic of migration into different aspects (social, economic, religious, political); be able to describe and analyse the problem; find the correct sources, compare to similar cases in time or in different parts of the world.	Contribute in debate and written word to understanding and respect for individuals and groups in their personal, cultural, economic and political and social dimension.
<b>Sub-descriptor 2</b>	Demonstrate specific knowledge about science and technology and how this has influenced political, social and economic affairs (for instance the Age of Exploration, or the industrial revolution and the impact on political, cultural, and social conditions and ideas).	Describe and analyse how technological advances/ developments have influenced societies, governments, urbanisation, cultural institutions, daily life, and (political) ideas.	Raise understanding of the impact of scientific and technological developments on society to the wider public.
<b>Sub-descriptor 3</b>	Demonstrate knowledge about political institutions and conditions: their impact on social strata, the national and international contacts, influence on political ideas and philosophy and on counter movements, and vice versa.	Describe and analyse how political institutions have influenced social and cultural interaction both inside the nation and internationally in time; compare the specific political circumstances of a particular institution or state or other institutions in different parts of the world.	Contribute to discussions and debates on political affairs in a broad sense. Explain the differences between specific political institutions and the role and impact of ideas to the wider public.
<b>Sub-descriptor 4</b>	Demonstrate knowledge about major religions and religious movements and institutions and their social, cultural and political impact upon different societies in different time periods.	Describe and analyse how major religions and religious movements and institutions have influenced social and cultural interaction both inside the nation and internationally in time and how they influenced personal lives.	Raise understanding by explaining the impact of major religions and religious movements and institutions in different societies and different time periods and their effect on the individual.
<b>Sub-descriptor 5</b>	Demonstrate knowledge about causes and effects of major turning points and upheavals in European history, e.g. Renaissance, Enlightenment, the Industrial Revolution, imperialism, First and Second World War, and how Europe in turn was effected by these developments. (e.g. the effects of the import of spices and gold in the 16 <sup>th</sup> century).	Describe, analyse and compare how major turning points in European history have influenced politics, society, culture and personal lives.	Raise understanding by explaining the impact of major turning points and upheavals in European history, their influence outside Europe and how Europe in turn was effected.