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

**Rational of the project**

The project builds on the experience and outcomes of the TUNING - CALOHEE Project. The project outcomes intend to strengthen the position of the European and national higher education sector and the degree programmes offered, by evidencing what is actually learned. This involves the development of Subject Area based Qualifications Reference Frameworks (Bachelor and Master) for the wider public and all stakeholders and more detailed Assessment Reference Frameworks for specialists in the field. Both frameworks contribute to the enhancement and fairness of external and internal quality assurance mechanisms.

In other words: reference frameworks offer clear indicators for the design and implementation of degree programmes and show the intended learning to be relevant to society. Relevance in TUNING-CALOHEE involves three meanings: (1) the pleasure of the individual of becoming knowledgeable; (2) the preparation for finding employment which is aligned to what has been learned and (3) preparation for a role in society. From higher education graduates it might be expected that they contribute - in a more managerial role - to the sustainability and further development of society.

**Take away for institutions involved**

The TUNING experience as well as the experience of the CALOHEE project is that the Qualifications Reference Frameworks have serious impact on the sector. They offer guidance and set standards, which will be used by higher education staff, but also Quality Assurance organisations. By participating, the institutions involved have the opportunity to play a key role in developing a fair, sustainable approach to comparing and measuring the achievement of learning outcomes in European higher education, which should also result in an enhancement of their own degree programmes. One of the important goals of this study is to determine if students are in fact prepared for their role in society (personal development, citizenship and employability) after graduation, while also meeting the academic standards associated with their area of specialization. Programmes which can evidence that they meet these aims are obviously more attractive to potential students and to society in general.

**Time investment / costs of the institutions involved**

The investment of the institutions involved is limited to staff time. Meeting costs (travel and subsistence) are covered by the project. The available budget is used mostly for organising face-to-face meetings and to cover the additional staff time for preparing the materials which is thought a task of the coordinating team and the two subject area coordinators per subject area group. The staff time to spend by a Subject Area Member, is limited to:

* three face-to-face meetings (meeting and travel time) (3 times 3 days)
* completing questionnaire offering insight in the type of programmes on offer and state of the art of modes of learning, teaching applied as well as information about type of employment and tasks executed by graduates (approx. 1.5 days)
* online meetings of working groups if thought necessary (up to the total max. of 2 days)
* Preparing for meetings and discussion of outcomes, including discussions with colleagues of the same and in case thought relevant of other institutions in the region / country (approx. 3 times 1-2 days)
* Comparing the own programme(s) with the qualifications reference frameworks on the basis of a fixed format. This allows for identifying strengths and weaknesses and checking/enhancing the profile of the programme(s) analysed (approx. 1 day)
* Promoting the project and disseminating its outcomes when opportunities appear, e.g. participating in workshops, conferences and the like; preparing (research) papers in case thought useful for profiling the own institution and oneself. (depending on possibilities and interests)

Total number of days: appr. 15-20 spread over 24 months (October 2021 - September 2023).

**Methodology**

The project CALOHEE Extension focusses on 5 main subject areas:

* *Business Administration*
* *Information Engineering/ICT*
* *International Relations*
* *Medicine* and
* *Performing and Fine Arts*.

For each subject area, a working group is created, made up of fourteen senior staff/ academics and one student. This offers the opportunity to work together with a group of international colleagues in the academic field to develop conceptual frameworks that can set direction for programmes offered in the academic field. All the five subject areas will build on the work that has already been done as part of the Tuning Educational Structures in Europe and other Tuning related projects in the past.

Step 1 – *Develop a TUNING-CALOHEE Qualifications Reference Framework* for the first and second cycle (bachelor and master)

Step 2 – *Develop a related TUNING-CALOHEE Assessment Reference Framework* for the first and second cycle (bachelor and master)

Step 3 – *Match the Frameworks with existing degree programmes*

An additional action will be the development of an *Assessment Reference Framework for Civic, Social and Cultural Engagement*. For this action a special group of experts is set up, but the participants of the project might be invited to contribute to their work. The work is meant as input for the Subject Area Qualifications Reference Frameworks.

**Requirements**

1) The expert is knowledgeable in the field of study involved. This expertise can stretch from being an academic specialist in the subject area to a professional in curriculum development and learning, teaching and assessment related to the field of studies.

2) Contribution to the working meetings. In order to participate in this study each expert is expected to attend 3 working group meetings devoted to framework development over the period (October 2021- September 2023). It is anticipated that the meetings will be intense but at the same time a very rewarding professional experience.

3) The willingness to have deep discussions with international colleagues about the tough issues of what constitutes the most important learning outcomes in their respective fields.

4) Participants are required to be able to work in English as part of being involved in this study, since the working language of this study is English.