

SP - (16392) - COMPARING LEARNING OUTCOMES OF PHYSICS DEGREE PROGRAMMES IN EUROPE: PRELIMINARY RESULTS FROM THE CALOHE2 PROJECT

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Short Abstract

In response to the need for European Higher Education institutions to agree on common references to define the competences of graduates, the EU Project CALOHEE (2016-18) has developed subject-specific assessment frameworks that can be used both to improve HE programmes and to facilitate the comparison of students' achievements. Such frameworks were produced for five subject areas, including Physics, and they were constructed as a merger of the two main European frameworks: the QF-EHEA and the EQF. The CALOHEE Framework for Physics contains 9 subject-specific dimensions related to the dimensions of the QF-EHEA. To more fully describe each dimension, various sub-dimensions were identified, containing descriptors formulated as measurable learning outcomes articulated for the three levels of EQF: "knowledge", "skills", and "wider competence". The follow-up project CALOHE2 was launched in 2020 with the aim to test the fitness for purpose of the frameworks and to prepare a blueprint of a transnational test related to these frameworks. The project comprises experts from 32 universities and representatives from major European quality assurance and accreditation organisations. In this contribution, we present preliminary results of the first task of the project: benchmarking Physics programmes against the CALOHEE frameworks. The mapping was conducted by the members of the CALOHE2 Physics Subject Area Group. Each expert analysed one first cycle and one second cycle degree in her/his institution and analysed the programme documentation in order to match the programme learning outcomes to the sub-dimensions of the CALOHEE Framework, indicating also the EQF level at which it was addressed. As a result of this exercise, maps of the analysed degree programmes were obtained highlighting which sub-dimensions are more developed in the analysed programmes. Preliminary results suggest that the emphasis of programmes is on disciplinary and technical competences, while competences relating to scientific citizenship are addressed unevenly and often underrepresented.