



Teaching, Learning and Assessment

CHARM-EU educational experience

Contents

Master's in Global Challenges for Sustainability	3
What are my responsibilities as a student?	6
What are the different roles in the teaching within CHARM-EU?	6
Which competencies & knowledge are at the core of the programme?	7
Learning journey	9
What is CHARM-EU mentoring like?	10
What is a Personal Development Plan (PDP)?	10
What can I expect from my mentor and what is my responsibility?	10
How is the E-Portfolio used?	11
Who has access to my E-portfolio?	11
What is expected from me in terms of class attendance & participation?	12
What do I need to do when I can't attend?	12
How will I be assessed?	13
What are the different types of assessments?	13
What are the assessment levels?	14
Why do the assessments levels differ per Phase?	15
What does the Phase Assessment Committee do?	16
How does grading work?	17
What is the CHARM-EU grading scale?	17
What is the cultural and international aspect of grading?	17
How do CHARM-EU grades compare internationally?	18
What can I do when I have more questions?	19
Who can I contact for queries, appeals or problems?	19
FAQ	20
Annex A: CHARM-EU grading scale	21
Annex B: Grade distribution table	22
Annex C: PLO Domains	23
Annex D: E-portfolio instruction	25
Annex E: Further Reading	26

Master's in Global Challenges for Sustainability

CHARM-EU

- **Challenge-Driven**
- **Accessible**
- **Research-based**
- **Mobile**

European University

CHARM-EU is part of the innovative European Universities Initiative, seeking to create European universities of the future. You will be one of the first students to take part in a European University and experience a new way of teaching and learning.

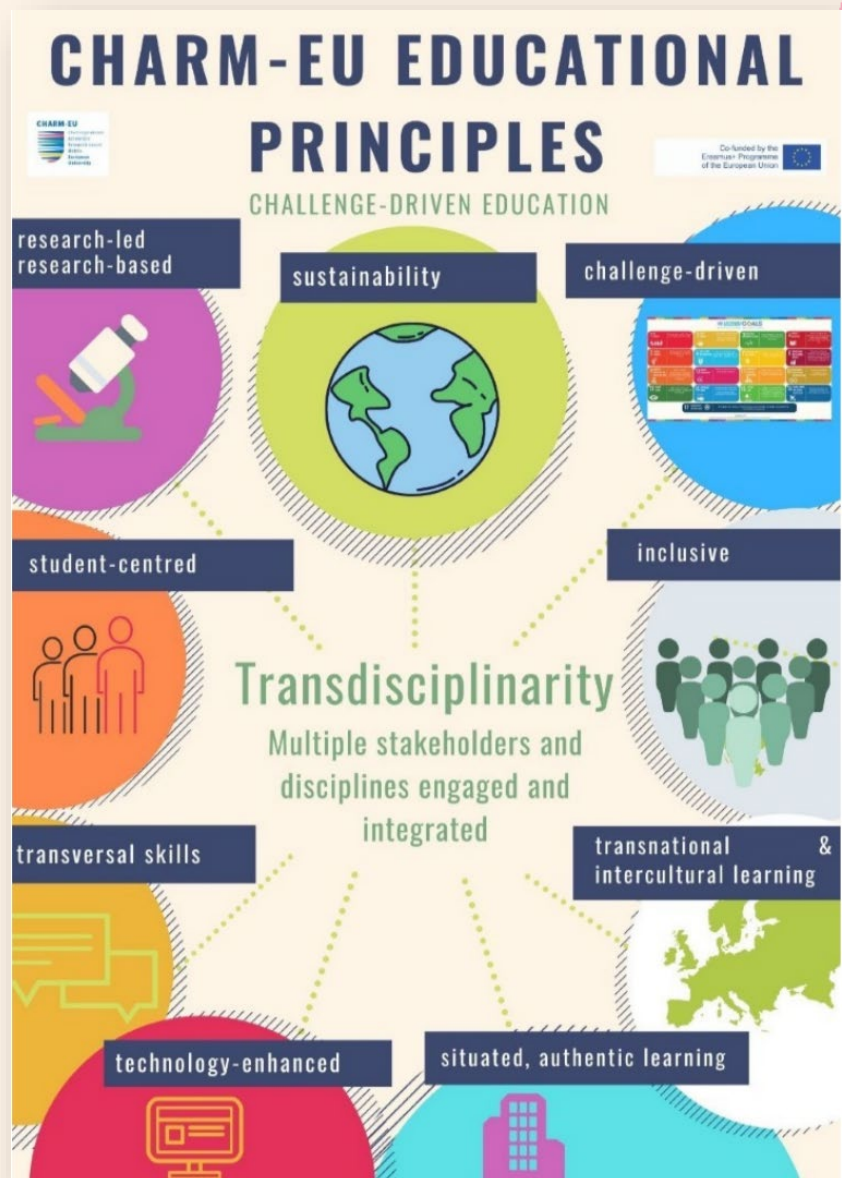
In this document we will explain what you can expect from teaching and learning in the **Master's programme Global Challenges for Sustainability** and what is expected from you. More information on the content of the modules can be found in the module descriptors. Information on student services is available in Teams. Information of other aspects of the programme can be found on the website.

*Disclaimer: The rules, regulations, policies and procedures on which this document is based can be found on the CHARM-EU website.
Please be aware that no rights can be derived from this document.*

CHARM-EU Educational principles

To create a university of the future, and give you the best possible learning journey, CHARM-EU teaching follows [10 educational principles](#) ([link to more extensive information on these principles](#)) which shape your educational experience.

Throughout the Master's in Global Challenges for Sustainability we are seeking improvement in our teaching and learning approaches, and as pioneers for CHARM-EU, we encourage you to share your experiences with us.



How will I learn?

The Master's in Global Challenges for Sustainability consists of different teaching and learning methods. This can be group work, workshops, lectures, coaching sessions, meet-the-expert sessions, field trips and more. Every module coordinator has designed the module in a way that it matches with the intended learning outcomes and content.

The CHARM-EU Educational experience

- A **transdisciplinary approach** where teachers, students and external stakeholders work closely together, and different (disciplinary) perspectives are integrated.
- You will work on real-world, authentic problems in **challenge-based** modules and in authentic, realistic contexts through **situated learning** in interaction with peers.
- The curriculum is building on the **Sustainable Development Goals** (SDGs) and on the **research** findings from teaching staff which are integrated in the programme
- The curriculum embraces **inclusiveness and diversity**.
- Through **mobility** you will be experiencing transnational and intercultural learning.
- **Technology platforms and tools** are integrated to help your learning.
- Assessment is on content knowledge, as well as on your **competencies and skills** such as collaboration, communication and reflective skills.
- Our **student-centred approach** moves away from the teacher-centred approach, which means you are invited to take responsibility for your learning.

What are my responsibilities as a student?

As a student you are in the lead of your learning experience. This means that you are responsible for your progress. This includes investing enough time and effort in your work and critically reviewing the feedback you receive, and consequently reflecting and acting on it to improve your performance.

So, it means being present in class and actively participating in the group work and discussions. The Master's in Global Challenges for Sustainability is a blended hybrid programme. This means that you will physically attend classes in the Hybrid Classroom, which will be connected to the Hybrid Classrooms in the other locations. In general you will not follow classes from home.

You are also responsible for maintaining your E-Portfolio and getting it ready for assessment in time.

What are the different roles in the teaching within CHARM-EU?

- ◆ **Module coordinator:** Designs and coordinates a course module to match the Programme Learning Outcomes with the module learning outcomes.
- ◆ **Guest (teacher):** Teaches content to students through e.g. lectures, tutorials, workshops or other learning activities.
- ◆ **Supervisor:** Monitors the overall progress of the (group) work.
- ◆ **External stakeholder:** Delivers specific expertise as (external) professionals with the aim to provide perspectives to the challenges.
- ◆ **Mentor:** Guides students in their learning journey through student-mentor meetings. Monitors progression in relation to the Programme Learning Outcomes and provides Mentor advice (see Assessment for further information).
- ◆ **Teaching assistant:** Is present in the Hybrid Classroom to assist and support the students and teachers with technical issues and to generate a positive working interactive atmosphere.

Which competencies & knowledge are at the core of the programme?

During the programme you will develop yourself based on eight **Programme Learning Outcomes (PLO) Domains**. PLO domains convey what you are expected to have achieved at the end of the Master's. They are connected to the outcomes of each module (Module Learning Outcomes) and at the core of all Module assessments.

1. Sustainability

As a graduate you will possess a thorough understanding of sustainability and how important it is to analyse it across various academic fields. This entails a robust knowledge of its core principles, theories, and practical applications.

2. Transdisciplinarity

Transdisciplinarity is about blending ideas and knowledge from different disciplines. As a graduate, you will have an advanced understanding of this, specifically relating to ethical issues and active citizenship.

3. Solving challenges

A graduate should adeptly tackle societal challenges by analysing complexities and understanding how sustainability issues emerge and are managed. This involves employing diverse methodologies and theories to craft effective solutions.

4. Collaboration

At the end of the programme a graduate is required to excel in collaborative work, both as an transdisciplinary team member and in engaging with stakeholders.

5. Communication

The graduate showcases mastery in communication skills. This includes effectively engaging with various stakeholders and the general public. They excel in effectively addressing complex issues, particularly those aimed at driving behavioural change.



6. Scholarship

Furthermore, graduates should demonstrate astute scholarship, critically evaluating research and connecting it to real-world challenges. As a graduates you've learned to design and integrate different disciplinary and transdisciplinary research methodologies.

7. Professional and personal development

Specifically you will hone your reflective skills, as well as demonstrate an aptitude for nurturing lifelong learning abilities.

8. Digital skills

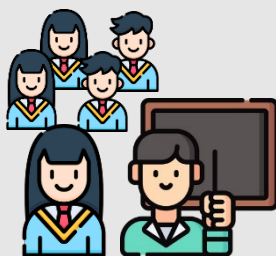
The graduate showcases advanced proficiency in recognising and applying cutting-edge technological tools. Additionally, they skilfully manage, analyse, and communicate complex data. They proficiently identify and thoughtfully interpret various forms of media and information. Furthermore, they utilise an extensive array of communication tools and digital technologies effective for dissemination and communication.

This is a summary of each PLO domain, a more extensive list can be found in Annex C.

Learning journey



START



PHASE END



To next phase

Student-mentor match

Each student begins the programme by attending introduction events. Quickly thereafter the student is matched with a mentor.

Learning activity

The students follows the Modules in the Phase.

Module assessments

Various Module assessments take place, these could include essays, pitches, and teamwork.

Students upload all assessments in the E-portfolio.



Feedback on assessments

Teachers provide meaningful feedback to students **in the E-portfolio** after each Module assessment..

Complete E-portfolio

The student includes the PDP and MAF.

Phase level decision

At the end of each Phase, a holistic evaluation takes place which results in a Phase level decision (pass/fail). This is done by the Portfolio Assessment Committee.



Student-mentor meeting

During the Phase you schedule mentor meetings.



What is CHARM-EU mentoring like?

A mentor is an academic teacher and/or researcher from a CHARM-EU partner institution who tracks your progress and coaches you throughout all three phases of the Master's programme. Together with your mentor you discuss the feedback you receive in your E-portfolio in relation to the PLO domains to check that you are at the expected level of the phase (novice, intermediate, advanced). The mentor also helps you with the learning goals you have set in your personal development plan (PDP).

What is a Personal Development Plan (PDP)?

In your Personal development plan (PDP), you note down significant reflections on your personal and professional development throughout your studies in the Master's programme. The reflections in your PDPs change over the course of the Master's programme. At first you may reflect on your current situation and identify the skills you wish to develop. Later on during the Master's the focus may turn to what you aim to achieve or what job you will look for. During every phase of the programme you include multiple PLO domains and identify your strengths and pinpoint the areas that require further development.

Your PDP will be read by your mentor and the PAC examiner. Once you have submitted your PDP, you request your mentor to comment and thus provide you feedback.

What can I expect from my mentor and what is my responsibility?

You will have approximately 2-3 contact hours with your mentor in each Phase. Yourself and your mentor can agree on how many times you meet, as long as you have at least one meeting halfway through each Phase. You are responsible for scheduling these student-mentor meetings.

Your mentor will critically review your learning progress and advise you, this will be documented in the E-Portfolio.

How is the E-Portfolio used?

The E-portfolio collects all your module assessments in one place so that your progress can be monitored. The platform we use is 'eJournal'.

Who has access to my E-portfolio?

Of course you have access to your portfolio. Furthermore, it can be accessed by your mentor, the teaching staff and the PAC examiners (PAC- Portfolio Assessment Committee).

For administrative purposes the staff of JVAO has access. Should you need support you can check the eJournal support environment or contact the VLE (Virtual Learning Environment) mailbox.

User-case: an example of the E-portfolio in practice

Your group has worked on a module assignment called: '*Essay sustainability*'. The guest teacher is the appointed assessor for this essay.

Step 1: You and your group members work on the module assignment '*Essay sustainability*' and submit it in eJournal. One group member submits it and each one of you checks that it has been submitted.

Step 2: The guest teacher assesses the essay. Moreover, they give each group member feedback, plus the level indication for the PLO domains that are related to this assignment.

Step 3: In your dashboard this Module assignment '*Essay sustainability*' is visible including the level assessment and the feedback.

What is expected from me in terms of class attendance & participation?

This Master's has a very student-centred approach in which you will work with your peers on real-world, authentic problems in challenge-based modules. Absenteeism can negatively affect other students in the class due to the high degree of group work activities and group assessments. Even though teaching in the programme is hybrid, it is not an online programme, and all students are expected to all educational activities in person in their CHARM-EU Hybrid Classroom.

CHARM-EU has an [Absence Policy](#) which all students should read and familiarize themselves with. It contains information about your responsibilities for attendance during the Master programme and how we can support you.

What do I need to do when I can't attend?

If you need to record an Absence, please use this [form](#) as early as possible, and ensure you do not have any unnotified absences. Information will be shared with Teaching Assistants for them to inform Teachers of your absence.

If you will be absent for longer than 4 days, please complete the form **and** contact the Module Co-Ordinator.

What constitutes unsatisfactory attendance?

Unsatisfactory attendance is defined as

- More than 8 notified absences in a Phase and / or
- More than 5 unnotified absences in a Phase

Please consult the [policy](#) for the procedures following unsatisfactory attendance.

How will I be assessed?

CHARM-EU uses a Programmatic Assessment method. This is an innovative and effective approach which prioritises learner feedback and uses a mix of different assessment methods. In contrast with conventional grading, you will not receive a pass/fail decision and grade after each single assignment nor at the end of a module but only at the end of each Phase. Only the Capstone phase has mid-term assignments which need to be at the expected level before progressing.

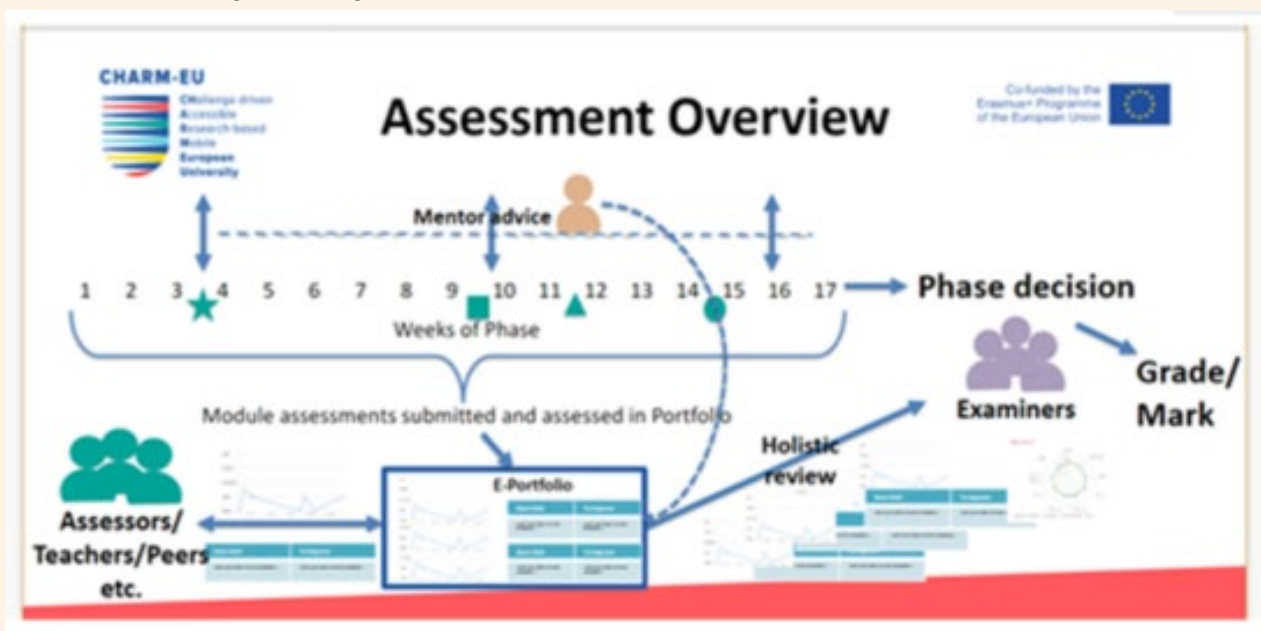
What are the different types of assessments?

In this Master's programme there are 3 types of assessment:

- ♦ **Module assessments:** You cannot pass nor fail the module assignments, rather the feedback helps you in your learning. These assessments are done by teachers, peers and other stakeholders and consist of:
 - feedback and feedforward
 - an indication on the achieved level per PLO domain related to the assignment.

You can find these assessment in your E-Portfolio. Each assessment is one datapoint for the relevant PLO domain.

- ♦ **Mentor advice:** Your mentor will critically review your learning progress and the mentor's comment on your PDP are documented in the E-Portfolio.
- ♦ **Phase decisions:** This is the holistic evaluation of all the level assessments you obtained with a Phase. This results in a Phase level assessment per PLO domain, including meaningful feedback & feedforward. This is a pass/fail decision.



What are the assessment levels?

A PLO domain has different criteria, i.e., indicators. Each of those indicators has a rubric, which is a tool to assess your work. The same rubric is used throughout the entire programme to track your development. As mentioned above, you receive feedback on each PLO domain multiple times per phase which you can use to improve your performance.

The following diagram is an example of how the PLO 'sustainability' will be assessed in a module assessment using a rubric.

For each PLO the following levels can be distinguished:

- Pre-novice
- Novice
- Intermediate
- Consolidated
- Advanced
- Expert

For example:

You start without any knowledge on sustainability. This means you start at pre-novice level. During Phase 1 you gain knowledge and skills. More and more you receive a 'novice' (or higher) level in the feedback on your module assessments, this means you are steadily improving.

In the next phase the assignments expect more knowledge on this topic and therefore get harder thus raising the expected level.

PLO 1 Sustainability

PLO 1 Sustainability

Indicators	Pre-novice		Novice		Intermediate		Consolidated		Advanced		Expert	
	Pre-novice -	Pre-novice +	Novice -	Novice +	Intermediate -	Intermediate +	Consolidated -	Consolidated +	Advanced -	Advanced +	Expert -	Expert +
1.1.Critically analyses and evaluates the concept of sustainability as it is constructed and represented within multiple disciplines and by extra-academic actors	No demonstrated knowledge of the concept of sustainability.		Demonstrates knowledge of the concept of sustainability in a learning goal or assessment from the module.		Analysis and evaluation of the concept of sustainability demonstrated in a learning goal or assessment from the module or by extra academic actors.		Demonstrates strengthened and secure understanding of sustainability concepts through consistent application in a specific professional context.		Demonstrates understanding of how sustainability is represented within multiple disciplines and by extra-academic actors.		Critically analyses and evaluates the concept of sustainability with multiple disciplinary lenses.	
					Demonstrates the ability to analyse and evaluate the concept of sustainability in academic or extra-academic contexts. Key Indicators: <ul style="list-style-type: none"> - Identifies and explains sustainability concepts. - Applies basic analytical frameworks. - References academic or extra-academic sources. 		Demonstrates the ability to evaluate the concept of sustainability in a professional context. Key Indicators: <ul style="list-style-type: none"> - Shows consistency and depth in analysis and evaluation 		Demonstrates nuanced understanding of how sustainability is represented across multiple disciplines and by extra-academic actors. Key Indicators: <ul style="list-style-type: none"> - Integrates perspectives from multiple disciplines. - Evaluates representations of sustainability critically. - Engages with complex, real-world issues. 			

Why do the assessments levels differ per Phase?

At the end of each Phase the minimum level for each PLO must be achieved as indicated in this table. As you progress in the Master's programme the level you are expected to obtain increases.

You may start at Novice but at the end of the master's you are expected to be on Advanced level. Similarly, as you progress throughout the programme the assignments increase in difficulty. The expectation evolves in equal measure with your learning journey.

Assessment levels Per Phase													
Pre-novice		Novice		Intermediate		Consolidated		Advanced		Expert			
Phase 1: Preparatory phase													
	Grade range		Grade range		Grade range								
Below expectation	0-30 - 35 -45	Expected level	50-80	Above expectation	85-100								
Pre-novice minus/ discontinue	0 - 30	Novice minus	50 or 55	Intermediate minus	85								
Pre-novice / remediation	35 or 40 or 45	Novice	60 or 65 or 70	Intermediate	90-95								
		Novice plus	75 or 80	Intermediate plus	100								
Phase 2: Flexible phase													
	Grade range		Grade range		Grade range								
Below expectation	0-30	Below expectation	35-45	Expected level	50-80							Above expectation	85-100
Pre-novice / discontinue	0 - 30			Intermediate minus	50 or 55							Advanced minus	85
		Novice / remediation	35 or 40 or 45	Intermediate	60 or 65 or 70							Advanced	90-95
				Intermediate plus	75 or 80	Advanced plus	100						
Phase 3: Experiential phase													
	Grade range		Grade range		Grade range								
Below expectation	0-30	Below expectation	35-45	Expected level	50-80							Above expectation	85-100
				Consolidated minus	50 - 55							Advanced minus	85
Novice / discontinue	0 - 30	Intermediate / remediation	35 - 45	Consolidated	60 or 65 or 70							Advanced	90-95
				Consolidated plus	75 - 80	Advanced plus	100						
Phase 4: Capstone phase													
	Grade range		Grade range		Grade range								
Below expectation	0-30	Below expectation	35-45	Expected level	50-80							Above expectation	85-100
				Advanced minus	50 - 55							Expert minus	85
Intermediate / discontinue	0 - 30	Consolidated / remediation	35 - 45	Advanced	60 or 65 or 70							Expert	90-95
				Advanced plus	75 - 80	Expert plus	100						

This also means that the grading is not related to a level but rather evolves as well. If you receive a Novice appraisal at the end of Phase 1 this is expected and the grade you receive will be around 65. But at the end of Phase 2 a Novice appraisal means you performed below expectation and thus the corresponding grade is lower.

When the PLOs have been met at the expected level or above, you receive 30 ECTS. If one or more PLOs in the Phase assessment are below the expected level, you will be offered to remediate. In cases of severe underperformance (below 35), you may have to re-do the Phase or quit the Master's programme.

What does the Portfolio Assessment Committee do?

At the end of each Phase, all your Module assessments are collected in your E-Portfolio. The PAC reviews these in your E-portfolio, and they provide the Phase decision.

You are assessed by two PAC-examiners, who look at the assessment levels in your E-Portfolio, your PDP and the Mentor's advice.

They will not re-assess your original module assignment. Each individual assessment is only one data point in a broader continuum of evaluations.

The PAC-examiners look at your progression per PLO to determine the final level per PLO domain. By reviewing all the assessments, the PAC examiners obtain a holistic picture of your learning journey which enables them to conclude which level you reached on each PLO Domain at the end of the Phase.

Only these high-level decisions are open for appeal. The Appeals policy and procedure can be found on the CHARM-EU website under Policies & Regulations.

Important note:

You are responsible for having all Module assessments, your PDP and mentor advice in place and validated before the PAC assesses your E-portfolio. If they are not in place, this may lead to a fail decision.

Important note:

The grade of each module equals your Phase grade, which will be registered in your student record.

How does grading work?

The Master's programme is innovative in its approach to teaching and assessment as well as in its grading method. In general, educational programmes that use programmatic assessment want to give grades less importance, but rather focus on the feedback and PLO level assessment and translate this into a pass/fail decision. However, both students and society call for a more numerical evaluation as this helps explaining a students' achievement internationally. CHARM-EU therefore developed its own grading scale.

What is the CHARM-EU grading scale?

CHARM-EU uses a 0-100 scale, the grading is mostly in instances of 5 (e.g.: 60-65-70). The achieved level in PLO domains relates to the grades as shown in the table in Annex B.

- ◆ **A pass mark is 50** on each Phase (and thus all modules related to that Phase) is 50 and above, below 50 is a fail;
- ◆ You will be given the opportunity **to remediate in case you have a 35 - 49**. To remediate, you design a remediation plan, in consultation with your mentor and the Phase Assessment Committee;
- ◆ In case you have been marked **below 35** you can unfortunately not proceed;
- ◆ The average of the results of the all phases makes up the final result (GPA) of the degree.

What is the cultural and international aspect of grading?

Since the Master's programme is truly intercultural and international as teaching is conducted jointly at all participating universities CHARM-EU has taken the cultural dimension of grading into account.

You are probably aware there are considerable cultural differences in educational systems when it comes to grading and grading scales. Cultural attitudes and values toward education can influence grading practices, for example some cultures prioritise rote memorisation, while others emphasise critical thinking and creativity. Some countries have more detailed grading scales, while others have broader categories. Even within countries and universities there may be different ways of assessing and grading depending on the subject area.

Regardless of the complexity, CHARM-EU aims to ensure that students' academic achievements are accurately and fairly represented when their educational qualifications are recognised in another country. The CHARM-EU grading scale aims to ensure transparency and consistency in the grade process.

How do CHARM-EU grades compare internationally?

While it is essential to acknowledge differences in grading cultures, it is also important to make them transparent, so that CHARM-EU grades can be properly understood and correctly compared in the international context.

Among other methods CHARM-EU uses the Grade distribution table to ensure that students receive clear and transparent information on grading. The table shows how the existing scale is being used and allows for comparison with the statistical distribution of grades in a parallel reference group of another institution (for a current example see Annex B).

This enables a match with other colleges or universities. Inherently eliminating risks of grade inflation and taking into account the grading culture of the institution/country.

The CHARM-EU grade distribution table for your cohort is published in the diploma supplement which you will receive together with your diploma upon successful completion of the programme. The diploma supplement contains additional information on the Master's programme to help stake holders understand the specifics of the Master's Global Challenges for Sustainability.

What can I do when I have more questions?

On the CHARM-EU website you can find a lot of additional documents and tools. The student information portal (SIP) on Moodle contains relevant information on the programme and on each location. The JVAO can help you find the right contacts and is your first point of contact.

The student information portal on [Moodle](#) (login required) contains very important information on all aspects relevant for you as a student.

The Policies and Regulations are in a separate section on the website. Here you can find the Appeals policy and procedure, the Right to Review procedure and much more. In particular the Academic Rules & Regulations (ARR) + Rules & Regulations on Assessment & Progression are important.

The Resource Center has some interesting background information in several languages. If you are interested you can find **research and reading material** on programmatic assessment, grading and more in Annex E.

Who can I contact for queries, appeals or problems?

During the phase, your queries regarding evaluation of individual assignments or group work can be discussed with the assessor or the Module coordinator. If you have an appeal or a problem, or if you encounter irregularities during a module or assessment, you can contact the Board of Examiners. Before you do so, we encourage you to try to solve the matter yourself first.

Also students have the right to ask further explanation or a review of their Phase assessment. The procedure is outlined in the [Right to Review Procedure](#).

The [Appeals policy](#) specifies when and how you can contact the CHARM-EU Appeals Board. This is an independent board consisting of experienced academics from each of the partner universities.

FAQ

Q1: What is the assessment timeline?

A1: The Phase Assessment will take about 5-6 weeks to complete.

Q2: How are the final Phase grade decided? Is this based on the mean or average of the PLOs?

A2: The PAC looks at the PLO levels and the feedback, both are equally important. They look at your development during the Phase to establish progress.

Q3: What happens if I perform above expectation?

A3: The PAC is aware of what the expected level is. If your performance is above expectation your grade will also be in the high end of the grade scale. So, your grade is still high, even though the level is not the highest level within the programme.

Q4: What should I avoid to maintain academic integrity?

A4: Avoid fraud and plagiarism, such as cheating, using unauthorised resources, or passing off others' work as your own. These actions can lead to serious consequences. More information can be found in the Rules & Regulations.

Q5: How will my journey be reviewed at the end?

A5: The Board of Examiners (BoE) will conduct a final review of your journey to determine if you have successfully completed the Joint Degree Programme.

Q6: What support services are available?

A6: Throughout the programme, you can access mentors, academic services, and accommodations for disabilities or chronic illnesses to ensure your success.

Q7: What happens after I complete the program?

A7: If you fulfil all program requirements, the Board of Examiners will award you the joint degree certificate, with accompanying diploma supplement with contains your GPA and information on the Master's Programme in Global Challenges for Sustainability.

Q8: Can I follow the classes from another location?

A8: You may not attend another face to face hybrid classroom or location (f. example from home) than where you are placed for a Phase. If you attend from another location, this is deemed an absence, unless there is prior approval by the Programme Board.

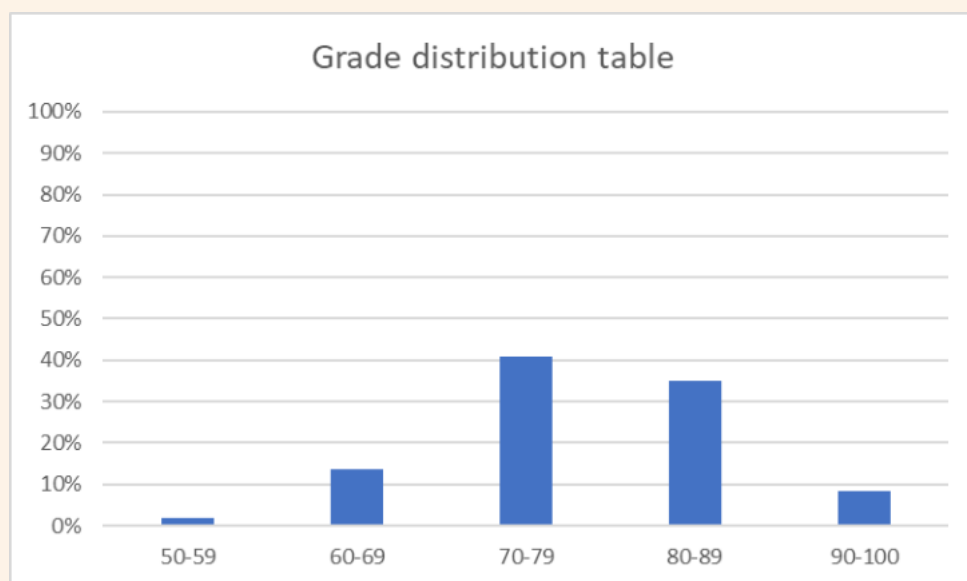
Annex A: CHARM-EU grading scale

Assessment levels Per Phase													
Pre-novice		Novice		Intermediate		Consolidated		Advanced		Expert			
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		Consolidated / remediation	35 - 45	Advanced	60 or 65 or 70	Expert	90-95						
				Advanced plus	75 - 80	Expert plus	100						

Annex B: Grade distribution table

The grading scale is from 0 to 100. A pass grade corresponds to 50. The Grading Tables provide statistical distributions of grades awarded. They show which percentage of all passing grades that were awarded in the two most recent academic years.

This calculation is done based on the phase grades for the first three student cohorts (academic years 2021-22 to 2024-25) and phase 1 grades for cohort 4 students (academic year 2024-2025).



Annex C: PLO Domains

1. Sustainability

The graduate:

1. Critically analyses and evaluates the concept of sustainability as it is constructed and represented within multiple disciplines and by extra-academic actors.
2. Demonstrates sufficient and solid knowledge (conceptual, theoretical and empirical) on sustainability issues and their interlinkages.

2. Transdisciplinarity

The graduate:

1. Formulates an advanced understanding of transdisciplinary practice, knowledge and epistemologies.
2. Reflects upon and integrates multiple disciplinary and transdisciplinary perspectives, to understand the relevant ethical issues and the role of active citizenship, in particular within a European context.
3. Prepares, executes and evaluates a transdisciplinary (research) project.

3. Solving challenges

The graduate:

1. Analyses, investigates and evaluates complex societal challenges.
2. Explains how sustainability challenges are caused, dealt with and addressed by various stakeholders.
3. Uses a range of methodologies and theoretical frameworks to appraise the complexity of and solve societal challenges.
4. Interprets and connects complex challenges to diverse stakeholder, disciplinary and intercultural perspectives that encompass global and European citizenship.
5. Identifies, selects and devises robust, adaptable, ethical solutions, using intercultural perspectives (including gender).
6. Acquires advanced competency of problem solving, creative thinking, entrepreneurialism and innovation.

4. Collaboration

The graduate:

1. Demonstrates expertise in the collaborative and facilitative skills to support their practice as a transdisciplinary team member (team work).
2. Collaborates with relevant stakeholders e.g., colleagues, peers, experts, professionals, clients and other external stakeholders.
3. Demonstrates inclusivity and (inter)cultural competence in teamwork.

5. Communication

The graduate:

1. Demonstrates expertise in the communicative skills to support their practice.
2. Communicates effectively with diverse stakeholders, e.g., clients, colleagues, peers, other relevant stakeholders and the public.
3. Communicates effectively on complex issues that aim for behavioural change.

6. Scholarship

The graduate:

1. Understands and critically evaluates research and literature and other data sources.
2. Rigorously assesses, designs and integrates different disciplinary and transdisciplinary research methodologies.
3. Connects research questions, data and findings to their challenges.

7. Professional and personal development

The graduate:

1. Demonstrates reflexive skills
2. Shows skills fostering lifelong learning (e.g., career development, self-management, feedback literacy)

8. Digital skills

The graduate:

1. Demonstrates expertise in the identification and application of the latest technological tools.
2. Analyses, handles, uses and communicates complex bodies of data ethically (data management, modelling and visualization).
3. Demonstrates digital skills.
4. Identifies and critically interprets different types of media and information (media and information literacy).
5. Utilises a broad range of appropriate communication tools and digital technologies to create materials for dissemination and communication.

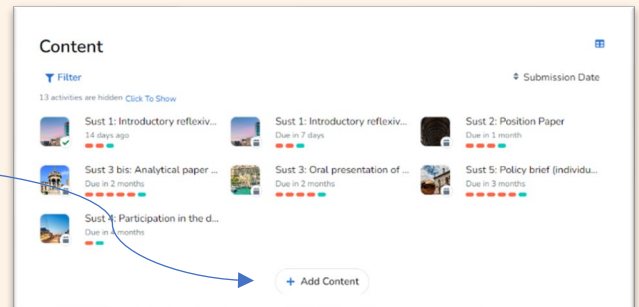
Annex D: E-portfolio instruction

Your portfolio in eJournal

Find all the assignments per phase.

By adding content you can add your PDP and if relevant your CHARM-EU Needs assessment report.

Regularly check your dashboard to monitor your progress.



Request formal assessment

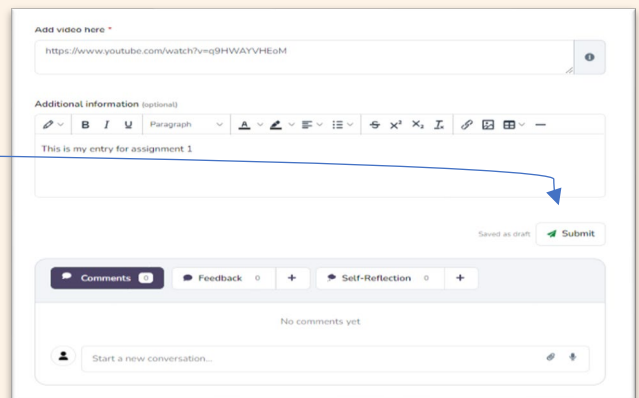
a. Individual work

1. Upload the assignment.
2. Submit.

b. Group work

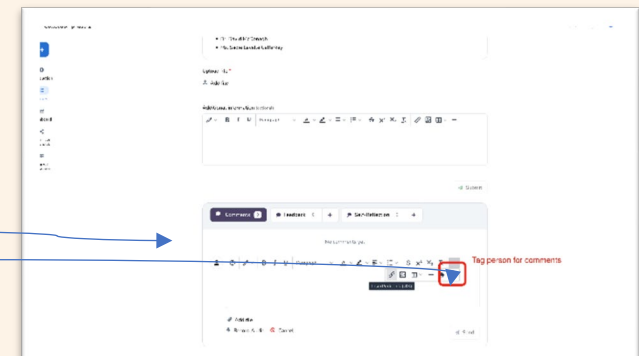
Your group members appear at the top, next to the rubric.

1. Each person uploads the assignment.
2. One group member submits it.
3. Each member checks the submit button in their own portfolio is gone.



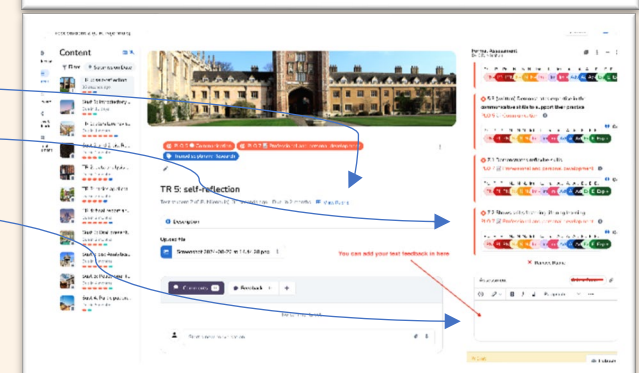
Ask mentor advice

1. Upload your PDP according to the guidelines.
2. Submit your PDP
3. Invite your mentor to comment.
4. Always use @ to directly contact your mentor.



Give peer feedback

1. Read the rubric
2. Select the correct level assessment - note the CHARM-EU grading scheme in Appendix A! Available levels differ per phase.
3. Add written feedback:
 - Tip & Top
 - Constructive
 - Based on rubric
4. Do not add an overall grade
5. Publish when ready



Annex E: Further Reading

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