100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
The work	The work	The work	The work	The work	The work	The work produced
produced is	produced is	produced	produced	produced	produced	fails to meet all of
exceptional in	of excellent	meets all of	meets all of	meets all of	fails to meet	the intended learning
most/all	quality,	the intended	the intended	the intended	all of the	outcomes and is
aspects,	exceeding	learning	learning	learning	intended	inadequate for this
substantially	expectation	outcomes and	outcomes	outcomes at.	learning	level.
exceeding	s for this	exceeds the	and exceeds	but rarely	outcomes	
expectations	level in	threshold	the threshold	exceeding the	and is	
for this level.	many	expectations	expectations	threshold	marginally	
	aspects.	for this level	for this level	expectations	inadequate	
	aspects.			•	for this level.	
				101 11110 101011	101 11110 101011	
		in several of them	in some of them.	for this level.	for this level.	

Knowled Exceptional Accurate Accurate in Accurate, with Largely Accuracy Superficial/partial with accurate limited in ge and breadth and breadth, with depth in substantial Understa breadth and depth of coherent in depth in many several across most inaccuracies/omission nding knowledge and breadth, with areas of aspects of areas, with depth; some s/irrelevancies in (Students understanding of depth in specific legal understanding limited depth inaccuracies/o understanding of the understanding the development most areas should areas relating of the missions in development of develop to the development of understanding European integration and of Furopean of the of the development of development development of an integration and European of the its external relations. Union Institutions, EU understan its external of Furopean European integration and European development of integration and relations, Union legislation, EU decision ding of integration its external integration and European relations, Union integration and the Institutions, EU and its its external its external making process enforcement of EU law relations, Union developm legislation, EU external relations. Institutions, EU its external ent of decision making relations. Union legislation, EU Institutions, EU relations, Union and judicial review. Institutions, EU European process. Union decision making legislation, EU Institutions, EU decision making integratio enforcement of Institutions, legislation, EU process, legislation, EU n and its EU law and ΕU decision enforcement of process, decision making external judicial review. legislation, making EU law and enforcement of process, relations, EU decision process, judicial review. EU law and enforcement of Union enforcement of judicial review. EU law and making Institution judicial review. process, EU law and enforcement judicial review. s. EU legislation of EU law , ĒU and judicial decision review. Locates and Locates and Range of Relies on inadequate making Exemplary Locates and organises a organises an information/evi range of poor-quality process, exploration and **Explores** explores a satisfactory acceptable dence limited, information. mostly from enforcem evaluation of wide range of range of and range of inaccurately evaluates ent of EU information/idea information/evi understood/organised; information/evi information/evi familiar/given information secondary law and s from an dence with dence, with dence often sources, j, i.e. extensive range from a wide some use of limited use of Substantial errors in judicial from given/familiar laws relevant understanding of legal review) of sources, range of primary primary sources, i.e. to EU's sources, i.e. including sources. secondary concepts, theories primary sources both primary laws relevant laws relevant sources, i.e. policies., and and/or practice, or to EU's to EU's (may be at the & secondary laws relevant decisions by none; forefront of (some may policies, and policies, and to EU's the courts on knowledge/pract be at the decisions by decisions by policies, and the application Fails to engage ice), i.e. laws forefront of the courts on the courts on decisions by of those laws, with/address relevant to EU's knowledge/p the application the application the courts on sometimes complex/abstract/unfa policies, and ractice), i.e. of those laws; of those laws. the application miliar ideas or their poorly organised; decisions by the laws of those laws. implications, or relevant to courts on the Thorough applications, to a wide Satisfactory application of EU's understanding Understanding range of EU's policies. Adequate of abstract those laws. policies, and understanding of main legal decisions by legal concepts, of the relevant understanding concepts, Highly the courts on theories and/or of the main theories and/or legal concepts. legal concepts, practice not developed the current critical application practice and theories and/or theories and/or wholly understanding of of those practice: some of their practice and accurate: implications abstract legal laws: their main Engagement concepts. and implications Limited ability Developed applications to theories and/or to deal with and with understandin applications; unfamiliar/abst cutting-edge a wide range of abstract or practice, their g of abstract EU's policies.. unfamiliar ract ideas or Understanding implications and legal ideas and their implications applications to a concepts, of more implications and wide range of theories abstract and applications to EU's policies. and/or aspects applications to a wide range current sometimes a wide range of EU's practice and of EU's policies is several of developed. policies. slight. their implications and applications to a wide range of EU's policies

Cognitiv	Applies and	Selects and	Applies	Uses	Uses	Superficial	Relies on description,
e Skills (Students	refines appropriate	applies appropriate	appropriate methods to	appropriate (largely given)	appropriate given methods	analysis of unfamiliar/unpr	no analysis or evaluation;
should be	methods to	methods to	address/solve	methods to	to analyse	edictable	o variation,
able to	address/solve	address/solv	complex	analyse	unfamiliar/unpr	issues/proble	Fails to apply learning
relate	complex,	e complex,	issues/problem	unfamiliar/unpr	edictable	ms, lacking in	to different contexts;
discussio	unfamiliar and	unfamiliar	s, some	edictable and	issues/proble	evaluation;	Door investigation with
ns concernin	unpredictable problems;	and unpredictabl	unfamiliar/unpr edictable;	complex issues/proble	ms, with limited	Little attempt	Poor investigation with erroneous
g current	problems,	e	edictable,	ms, with some	evaluation;	to apply prior	conclusions/practical
developm	Exceptional	issues/probl	Largely	evaluation and	Cvaldation,	learning to	solutions, or none,
ents in	critical	ems;	consistent and	reformatting of	Limited	new contexts;	inadequately argued
Europe	judgement in		critical	information;	application of		or evidenced.
and	analysis,	Critical	judgement in		prior learning	More	
evaluate	evaluation and	judgement in	analysis,	Applies some	to new	descriptive	
EU politics	reformatting of information and	analysis, evaluation	evaluation and reformatting of	aspects of prior learning	contexts;	than analytical and tends to	
and	application of	and	information	to different	Tendency to	rely on	
policies	prior learning in	reformatting	and application	contexts;	description	familiar/given	
as well as	differing	of	of prior	,	and reliance	material or	
EU's	contexts;	information	learning in	Investigation	on	approaches;	
external		and	different	generates	familiar/given		
relations).	Excellent	application	contexts;	satisfactory	material or	Basic	
	investigative skills. and	of prior learning in	Thorough	conclusions/pr actical	approaches;	investigation generates few	
	research skills	different	investigation	solutions with	Basic	or partial and	
	beyond	contexts;	generates well-	limited	investigation	often	
	expectations for		founded	creativity/origin	generates	derivative	
	this level;	Systematic	conclusions/pr	ality.	adequate,	conclusions/pr	
		and	actical		mainly	actical	
	Creative/original	thorough	solutions with		derivative	solutions,	
	conclusions or	investigation	some aspect of		conclusions/pr actical	insufficiently	
	practical solutions are	generates well-founded	creativity or originality.		solutions,	argued/eviden ced.	
	convincingly	conclusions/	originality.		adequately	oca.	
	justified/argued/	practical			argued/eviden		
	evidenced.	solutions			ced.		
		showing					
		some					
		originality or creativity.					
Practical	Consistent	Competence	Competence,	Achieves a	Achieves basic	Marginally fails	Fails to achieve basic
and Professi	competence, within broad	, within broad	within broad parameters, in	basic level of	competence in	to achieve	competence in the
						hooio	required encoiclined
				competence in	all the required	basic	required specialised
	parameters, in	parameters,	all the required	all the required	specialised	competence in	practical, scholarly or
Skills	parameters, in all the required		all the required specialised	all the required specialised	specialised practical,	competence in (some of) the	practical, scholarly or
onal Skills (Students should be	parameters, in	parameters, in all the	all the required	all the required	specialised	competence in	practical, scholarly or work-related skills; no
Skills (Students should be able to	parameters, in all the required specialised practical, scholarly or	parameters, in all the required specialised practical,	all the required specialised practical, scholarly or work-related	all the required specialised practical, scholarly or work-related	specialised practical, scholarly or work-related skills, with little	competence in (some of) the required specialised practical,	practical, scholarly or work-related skills; no awareness of
Skills (Students should be able to discuss	parameters, in all the required specialised practical, scholarly or work-related	parameters, in all the required specialised practical, scholarly or	all the required specialised practical, scholarly or work-related skills, with	all the required specialised practical, scholarly or work-related skills, with	specialised practical, scholarly or work-related skills, with little awareness of	competence in (some of) the required specialised practical, scholarly or	practical, scholarly or work-related skills; no awareness of professional
Skills (Students should be able to discuss issues	parameters, in all the required specialised practical, scholarly or work-related skills, with	parameters, in all the required specialised practical, scholarly or work-related	all the required specialised practical, scholarly or work-related skills, with indications of	all the required specialised practical, scholarly or work-related skills, with more	specialised practical, scholarly or work-related skills, with little awareness of professional	competence in (some of) the required specialised practical, scholarly or work-related	practical, scholarly or work-related skills; no awareness of professional
Skills (Students should be able to discuss issues related to	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of	parameters, in all the required specialised practical, scholarly or work-related skills,	all the required specialised practical, scholarly or work-related skills, with indications of more	all the required specialised practical, scholarly or work-related skills, with more developed	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and	competence in (some of) the required specialised practical, scholarly or work-related skills, with only	practical, scholarly or work-related skills; no awareness of professional
Skills (Students should be able to discuss issues related to developm	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds	all the required specialised practical, scholarly or work-related skills, with indications of more developed	all the required specialised practical, scholarly or work-related skills, with more developed capability in at	specialised practical, scholarly or work-related skills, with little awareness of professional	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight	practical, scholarly or work-related skills; no awareness of professional
Skills (Students should be able to discuss issues related to developments in	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of	practical, scholarly or work-related skills; no awareness of professional
Skills (Students should be able to discuss issues related to developments in Europe	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds	all the required specialised practical, scholarly or work-related skills, with indications of more developed	all the required specialised practical, scholarly or work-related skills, with more developed capability in at	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight	practical, scholarly or work-related skills; no awareness of professional
Skills (Students should be able to discuss issues related to developm ents in Europe authoritati vely and	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional	practical, scholarly or work-related skills; no awareness of professional
Skills (Students should be able to discuss issues related to developm ents in Europe authoritati vely and articulatel	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and	practical, scholarly or work-related skills; no awareness of professional
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Skills (Students should be able to discuss issues related to developments in Europe authoritati vely and articulatel y in a written	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness of	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and	practical, scholarly or work-related skills; no awareness of professional
Skills (Students should be able to discuss issues related to developments in Europe authoritati vely and articulatel y in a written and oral	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and	practical, scholarly or work-related skills; no awareness of professional
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Skills (Students should be able to discuss issues related to developm ents in Europe authoritati vely and arriculatel y in a written and oral manner, showing a thorough compreh ension of the EU politics	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness of professional contexts and	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and	practical, scholarly or work-related skills; no awareness of professional
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Skills (Students should be able to discuss issues related to developments in Europe authoritati vely and articulatel y yin a written and oral manner, showing a thorough comprehension of the EU politics and policies.)	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness of professional contexts and	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and	practical, scholarly or work-related skills; no awareness of professional contexts/expectations
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Skills (Students should be able to discuss issues related to developm ents in Europe authoritati vely and aarticulatel y in a written and oral manner, showing a thorough compreh ension of the EU politics and policies.) Transferr able and Key	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and expectations.	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness of professional contexts and expectations .	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and expectations.	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and expectations.	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and expectations.  Organisation and presentation of	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and expectations.	practical, scholarly or work-related skills; no awareness of professional contexts/expectations  Work is disorganised poorly presented with poor/inappropriate
Skills (Students should be able to discuss issues related to developm ents in Europe authoritati vely and aarticulatel y in a written and oral manner, showing a thorough compreh ension of the EU politics and policies.) Transferr able and Key	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and expectations.  Excellent presentation and organisation of work and lucid	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows of professional contexts and expectations.	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and expectations.	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and expectations.  Satisfactory organisation and presentation of	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and expectations.  Organisation and presentation of work and	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and expectations.  Elements of disorganisatio n/poor presentation/	practical, scholarly or work-related skills; no awareness of professional contexts/expectations  Work is disorganised, poorly presented with poor/inappropriate expression/communic
Skills (Students should be able to discuss issues related to developm ents in Europe authoritati vely and articulatel y in a written and oral manner, showing a	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and expectations.  Excellent presentation and organisation of work and lucid communication	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness of professional contexts and expectations .	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and expectations.  Presentation and organisation of work appropriate to	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and expectations.  Satisfactory organisation and presentation of work,	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and expectations.  Organisation and presentation of work and communicatio	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and expectations.  Elements of disorganisatio n/poor presentation/poor or	practical, scholarly or work-related skills; no awareness of professional contexts/expectations  Work is disorganised, poorly presented with
Skills (Students Should be able to discuss issues related to developm ents in Europe authoritati vely and articulatel y in a written and oral manner, showing a thorough compreh ension of the EU politics and policies.)  Transferr able and Key Skills	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and expectations.  Excellent presentation and organisation of work and lucid	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness of professional contexts and expectations .	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and expectations.  Presentation and organisation of work appropriate to context and	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and expectations.  Satisfactory organisation and presentation of work, communicatio	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and expectations.  Organisation and presentation of work and communications adequate in	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and expectations.  Elements of disorganisatio n/poor presentation/poor or inappropriate	practical, scholarly or work-related skills; no awareness of professional contexts/expectations  Work is disorganised, poorly presented with poor/inappropriate expression/communication;
Skills (Students should be able to discuss issues related to developments in Europe authoritati vely and articulatel y in a written and oral manner, showing a thorough comprehension of the EU politics and policies.)  Transferr able and Key	parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and expectations.  Excellent presentation and organisation of work and lucid communication	parameters, in all the required specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness of professional contexts and expectations .	all the required specialised practical, scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and expectations.  Presentation and organisation of work appropriate to	all the required specialised practical, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and expectations.  Satisfactory organisation and presentation of work,	specialised practical, scholarly or work-related skills, with little awareness of professional contexts and expectations.  Organisation and presentation of work and communicatio	competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and expectations.  Elements of disorganisatio n/poor presentation/poor or	practical, scholarly or work-related skills; no awareness of professional contexts/expectations  Work is disorganised, poorly presented with poor/inappropriate expression/communic

politics	on;			context/purpos	vancies;		
and		Referencing/	Referencing/cit	e;		Errors/omissio	Work lacks
policies	Work	citation	ation		Some errors in	ns in	independence, does
are much	demonstrates	comprehensi	consistent and	Referencing/cit	referencing/cit	referencing/cit	not address objectives
debated,	autonomy and	ve;	accurate;	ation largely	ation;	ation, or none;	and fails to take
students	initiative in		·	consistent/acc			responsibility for
will	setting	Work	Work	urate:	Work	Work	outcomes:
acquire a	challenging	demonstrate	demonstrates	,	demonstrates	demonstrates	,
capacity	objectives and	S	independence	Work	adequate	insufficient	Fails to engage
for	taking	independenc	and occasional	demonstrates	independence	independence	in/shows deficiencies
informed	accountability	e and some	initiative in	satisfactory	in addressing	in attempting	in team-working;
debate.	for outcomes:	initiative in	setting	independence	aiven	to address	in team working,
i.e.,analys	ioi outcomes,	setting	objectives	in addressing	objectives and	given	Self-evaluation and
is of	Evidences	challenging	beyond those	objectives	taking some	objectives and	reflection
complex	sustained team-	objectives	given and	(some beyond	responsibility	taking	inadequate/absent
problems,	working and	and taking	taking	those given)	for outcomes:	responsibility	with no insight.
devising		accountabilit	accountability	and taking	ioi outcomes,	for outcomes;	with no insignt.
	clear leadership		,	responsibility	Tendency to	ioi outcomes,	
strategies	skills;	y for	for outcomes;		,	Over-reliance	
, working	Critical reflection	outcomes;	F. data and a	for outcomes;	rely on		
with the			Evidences a		support/directi	on	
EU law in	and self-	Evidences	high level of	Evidences	on from	support/directi	
real-life	evaluation	developed	team-working	team-working	others;	on from	
contexts)	sustained and	team-	and some	and basic	Limited	others;	
	exceptionally	working and	leadership	leadership	teamworking		
	insightful.	some	skills;	skills;	skills;	Underdevelop	
		leadership				ed	
		skills;	Sustained	Satisfactory	Self-evaluation	teamworking	
			reflection and	self-evaluation	and reflection	skills;	
		Reflection	self-evaluation	and reflection	limited with		
		and self-	generates a	with some	few insights.	Very limited	
		evaluation	number of	critical		self-	
)		frequently	critical insights.	insights.		evaluation/refl	
1		critical and	-	_		ection lacks	
		insightful.				insight.	
						- 9	