

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

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| <p>Knowledge and Understanding (Students should develop an understanding of the development of European integration and its external relations, Union Institutions, EU decision making process, enforcement of EU law and judicial review).</p> | <p>Exceptional breadth and depth of knowledge and understanding of the development of European integration and its external relations, Union Institutions, EU decision making process, enforcement of EU law and judicial review.</p> <p>Exemplary exploration and evaluation of information/ideas from an extensive range of sources, including primary sources (may be at the forefront of knowledge/practice), i.e. laws relevant to EU's policies, and decisions by the courts on the application of those laws.</p> <p>Highly developed critical understanding of abstract legal concepts, theories and/or cutting-edge practice, their implications and applications to a wide range of EU's policies.</p> | <p>Accurate and coherent in breadth, with depth in most areas of the development of European integration and its external relations, Union Institutions, EU decision making process, enforcement of EU law and judicial review.</p> <p>Explores and evaluates information from a wide range of sources, both primary & secondary (some may be at the forefront of knowledge/practice), i.e. laws relevant to EU's policies, and decisions by the courts on the application of those laws;</p> <p>Developed understanding of abstract legal concepts, theories and/or current practice and several of their implications and applications to a wide range of EU's policies..</p> | <p>Accurate in breadth, with depth in many areas of specific legal areas relating to the development of European integration and its external relations, Union Institutions, EU decision making process, enforcement of EU law and judicial review.</p> <p>Locates and explores a wide range of information/evidence with some use of primary sources, i.e. laws relevant to EU's policies, and decisions by the courts on the application of those laws;</p> <p>Thorough understanding of abstract legal concepts, theories and/or current practice and some of their implications and applications to a wide range of EU's policies..</p> | <p>Accurate, with depth in several aspects of understanding of the development of European integration and its external relations, Union Institutions, EU decision making process, enforcement of EU law and judicial review.</p> <p>Locates and organises a satisfactory range of information/evidence, with limited use of primary sources, i.e. laws relevant to EU's policies, and decisions by the courts on the application of those laws. ;</p> <p>Satisfactory understanding of the relevant legal concepts, theories and/or practice and their main implications and applications;</p> <p>Understanding of more abstract aspects sometimes less developed.</p> | <p>Largely accurate across most areas, with limited depth understanding of the development of European integration and its external relations, Union Institutions, EU decision making process, enforcement of EU law and judicial review.</p> <p>Locates and organises an acceptable range of information/evidence often from given/familiar secondary sources, i.e. laws relevant to EU's policies, and decisions by the courts on the application of those laws. ;</p> <p>Adequate understanding of the main legal concepts, theories and/or practice;</p> <p>Limited ability to deal with abstract or unfamiliar ideas and their implications and applications to a wide range of EU's policies..</p> | <p>Accuracy limited in breadth and depth; some inaccuracies/omissions in understanding of the development of European integration and its external relations, Union Institutions, EU decision making process, enforcement of EU law and judicial review.</p> <p>Range of information/evidence limited, mostly from familiar/given secondary sources,), i.e. laws relevant to EU's policies, and decisions by the courts on the application of those laws, sometimes poorly organised;</p> <p>Understanding of main legal concepts, theories and/or practice not wholly accurate;</p> <p>Engagement with unfamiliar/abstract ideas or implications and applications to a wide range of EU's policies is slight.</p> | <p>Superficial/partial with substantial inaccuracies/omissions/irrelevancies in understanding of the development of European integration and its external relations, Union Institutions, EU decision making process, enforcement of EU law and judicial review.</p> <p>Relies on inadequate range of poor-quality information, inaccurately understood/organised;</p> <p>Substantial errors in understanding of legal concepts, theories and/or practice, or none;</p> <p>Fails to engage with/address complex/abstract/unfamiliar ideas or their implications, or applications, to a wide range of EU's policies.</p> |
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| <p>Cognitive Skills (Students should be able to relate discussions concerning current developments in Europe and evaluate EU politics and policies as well as EU's external relations).</p> | <p>Applies and refines appropriate methods to address/solve complex, unfamiliar and unpredictable problems;</p> <p>Exceptional critical judgement in analysis, evaluation and reformatting of information and application of prior learning in differing contexts;</p> <p>Excellent investigative skills, and research skills beyond expectations for this level;</p> <p>Creative/original conclusions or practical solutions are convincingly justified/argued/evidenced.</p> | <p>Selects and applies appropriate methods to address/solve complex, unfamiliar and unpredictable issues/problems;</p> <p>Critical judgement in analysis, evaluation and reformatting of information and application of prior learning in different contexts;</p> <p>Systematic and thorough investigation generates well-founded conclusions/practical solutions showing some originality or creativity.</p> | <p>Applies appropriate methods to address/solve complex issues/problems, some unfamiliar/unpredictable;</p> <p>Largely consistent and critical judgement in analysis, evaluation and reformatting of information and application of prior learning in different contexts;</p> <p>Thorough investigation generates well-founded conclusions/practical solutions with some aspect of creativity or originality.</p> | <p>Uses appropriate (largely given) methods to analyse unfamiliar/unpredictable and complex issues/problems, with some evaluation and reformatting of information;</p> <p>Applies some aspects of prior learning to different contexts;</p> <p>Investigation generates satisfactory conclusions/practical solutions with limited creativity/originality.</p> | <p>Uses appropriate given methods to analyse unfamiliar/unpredictable issues/problems, with limited evaluation;</p> <p>Limited application of prior learning to new contexts;</p> <p>Tendency to description and reliance on familiar/given material or approaches;</p> <p>Basic investigation generates adequate, mainly derivative conclusions/practical solutions, adequately argued/evidenced.</p> | <p>Superficial analysis of unfamiliar/unpredictable issues/problems, lacking in evaluation;</p> <p>Little attempt to apply prior learning to new contexts;</p> <p>More descriptive than analytical and tends to rely on familiar/given material or approaches;</p> <p>Basic investigation generates few or partial and often derivative conclusions/practical solutions, insufficiently argued/evidenced.</p> | <p>Relies on description, no analysis or evaluation;</p> <p>Fails to apply learning to different contexts;</p> <p>Poor investigation with erroneous conclusions/practical solutions, or none, inadequately argued or evidenced.</p> |
| <p>Practical and Professional Skills (Students should be able to discuss issues related to developments in Europe authoritatively and articulately in a written and oral manner, showing a thorough comprehension of the EU politics and policies.)</p> | <p>Consistent competence, within broad parameters, in all the required specialised practical, scholarly or work-related skills, with indications of exceptional ability in some and understanding of professional contexts and expectations.</p> | <p>Competence, within broad 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.</p> | <p>Competence, within broad parameters, in 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.</p> | <p>Achieves a basic level of competence in 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.</p> | <p>Achieves basic competence in all the required specialised practical, scholarly or work-related skills, with little awareness of professional contexts and expectations.</p> | <p>Marginally fails to achieve basic competence in (some of) the required specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and expectations.</p> | <p>Fails to achieve basic competence in the required specialised practical, scholarly or work-related skills; no awareness of professional contexts/expectations.</p> |
| <p>Transferable and Key Skills (In a society where EU</p> | <p>Excellent presentation and organisation of work and lucid communication in all contexts;</p> <p>Exemplary referencing/citation</p> | <p>Excellent presentation and organisation of work and lucid communication in most contexts;</p> | <p>Presentation and organisation of work appropriate to context and purpose, communication clear;</p> | <p>Satisfactory organisation and presentation of work, communications mostly appropriate to the</p> | <p>Organisation and presentation of work and communications adequate in most contexts, with some mistakes/irrelevant</p> | <p>Elements of disorganisation/poor presentation/poor or inappropriate communication or expression;</p> | <p>Work is disorganised, poorly presented with poor/inappropriate expression/communication;</p> <p>Substantial errors in referencing/citation, or none;</p> |

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| <p>politics and policies are much debated, students will acquire a capacity for informed debate, i.e., analysis of complex problems, devising strategies, working with the EU law in real-life contexts)</p> | <p>on; Work demonstrates autonomy and initiative in setting challenging objectives and taking accountability for outcomes; Evidences sustained team-working and clear leadership skills; Critical reflection and self-evaluation sustained and exceptionally insightful.</p> | <p>Referencing/citation comprehensive; Work demonstrates independence and some initiative in setting challenging objectives and taking accountability for outcomes; Evidences developed team-working and some leadership skills; Reflection and self-evaluation frequently critical and insightful.</p> | <p>Referencing/citation consistent and accurate; Work demonstrates independence and occasional initiative in setting objectives beyond those given and taking accountability for outcomes; Evidences a high level of team-working and some leadership skills; Sustained reflection and self-evaluation generates a number of critical insights.</p> | <p>context/purpose; Referencing/citation largely consistent/accurate; Work demonstrates satisfactory independence in addressing objectives (some beyond those given) and taking responsibility for outcomes; Evidences team-working and basic leadership skills; Satisfactory self-evaluation and reflection with some critical insights.</p> | <p>vancies; Some errors in referencing/citation; Work demonstrates adequate independence in addressing given objectives and taking some responsibility for outcomes; Tendency to rely on support/direction from others; Limited teamworking skills; Self-evaluation and reflection limited with few insights.</p> | <p>Errors/omissions in referencing/citation, or none; Work demonstrates insufficient independence in attempting to address given objectives and taking responsibility for outcomes; Over-reliance on support/direction from others; Underdeveloped teamworking skills; Very limited self-evaluation/reflection lacks insight.</p> | <p>Work lacks independence, does not address objectives and fails to take responsibility for outcomes; Fails to engage in/shows deficiencies in team-working; Self-evaluation and reflection inadequate/absent with no insight.</p> |
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