100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
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and applications to a wide range of EU's								
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EU's								
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Cognitiv			A 11			o <i>a</i> · · ·	
Cognitiv	Applies and	Selects and	Applies	Uses	Uses	Superficial	Relies on description,
e Skills	refines	applies appropriate	appropriate methods to	appropriate	appropriate	analysis of	no analysis or
(Students should be	appropriate methods to	methods to	address/solve	(largely given) methods to	given methods to analyse	unfamiliar/unpr	evaluation;
						edictable	Faile to apply learning
able to relate	address/solve complex,	address/solv	complex	analyse	unfamiliar/unpr edictable	issues/proble	Fails to apply learning
	· · ·	e complex,	issues/problem	unfamiliar/unpr		ms, lacking in	to different contexts;
discussio	unfamiliar and	unfamiliar	s, some	edictable and	issues/proble	evaluation;	Poor investigation with
ns	unpredictable	and	unfamiliar/unpr	complex	ms, with	1 441 444	Poor investigation with
concernin	problems;	unpredictabl	edictable;	issues/proble	limited	Little attempt	erroneous
g current	E	e	Laurahi	ms, with some	evaluation;	to apply prior	conclusions/practical
developm	Exceptional	issues/probl	Largely	evaluation and	L instand	learning to	solutions, or none,
ents in	critical	ems;	consistent and critical	reformatting of	Limited	new contexts;	inadequately argued
Europe	judgement in	Onitional		information;	application of	Mana	or evidenced.
and evaluate	analysis,	Critical	judgement in	Applica como	prior learning to new	More	
	evaluation and	judgement in	analysis, evaluation and	Applies some		descriptive	
EU politics	reformatting of information and	analysis, evaluation	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	
				contexts,			
as well as EU's	differing contexts;	of information	of prior learning in	Investigation	and reliance on	material or approaches;	
external	COMERIS,	and	different	generates	on familiar/given	approacties;	
relations).	Excellent	application	contexts;	satisfactory	material or	Basic	
181au0115).	investigative	of prior	CONICAIS,	conclusions/pr	approaches;	investigation	
	skills, and	learning in	Thorough	actical	approacties,	generates few	
	research skills	different	investigation	solutions with	Basic	or partial and	
	beyond	contexts;	generates well-	limited	investigation	often	
	expectations for	00110710,	founded	creativity/origin	generates	derivative	
	this level:	Systematic	conclusions/pr	ality.	adequate,	conclusions/pr	
		and	actical	any.	mainly	actical	
	Creative/original	thorough	solutions with		derivative	solutions,	
	conclusions or	investigation	some aspect of		conclusions/pr	insufficiently	
	practical	generates	creativity or		actical	argued/eviden	
	solutions are	well-founded	originality.		solutions,	ced.	
	convincingly	conclusions/	g		adequately		
	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	competence,	, within	within broad	basic level of	competence in	to achieve	competence in the
Professi	within broad	broad	parameters, in	competence in	all the required	basic	required specialised
onal	parameters, in	parameters,	all the required	all the required	specialised	competence in	practical, scholarly or
Skills	all the required	in all the	specialised	specialised	practical,	(some of) the	work-related skills; no
(Students	specialised	required					
should be			practical,	practical,	scholarly or	required	awareness of
	practical,	specialised	scholarly or	scholarly or	work-related	specialised	professional
able to	scholarly or	specialised practical,	scholarly or work-related	scholarly or work-related	work-related skills, with little	specialised practical,	
able to discuss	scholarly or work-related	specialised practical, scholarly or	scholarly or work-related skills, with	scholarly or work-related skills, with	work-related skills, with little awareness of	specialised practical, scholarly or	professional
able to discuss issues	scholarly or work-related skills, with	specialised practical, scholarly or work-related	scholarly or work-related skills, with indications of	scholarly or work-related skills, with more	work-related skills, with little awareness of professional	specialised practical, scholarly or work-related	professional
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able to discuss issues related to developm	scholarly or work-related skills, with indications of exceptional	specialised practical, scholarly or work-related skills, exceeds	scholarly or work-related skills, with indications of more developed	scholarly or work-related skills, with more developed capability in at	work-related skills, with little awareness of professional	specialised practical, scholarly or work-related skills, with only slight	professional
able to discuss issues related to developm ents in	scholarly or work-related skills, with indications of exceptional ability in some	specialised practical, scholarly or work-related skills, exceeds level	scholarly or work-related skills, with indications of more developed ability in some	scholarly or work-related skills, with more developed capability in at least one area	work-related skills, with little awareness of professional contexts and	specialised practical, scholarly or work-related skills, with only slight awareness of	professional
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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.) <b>Transferr able and Key</b>	scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and expectations.	specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness of professional contexts and expectations	Scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and expectations.	Scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and expectations.	work-related skills, with little awareness of professional contexts and expectations.	specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and expectations.	professional contexts/expectations.
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	scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and expectations.	specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness of professional contexts and expectations	Scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and expectations.	Scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and expectations.	work-related skills, with little awareness of professional contexts and expectations.	specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and expectations.	Work is disorganised, poorly presented with poor/inappropriate expression/communic ation;
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.) <b>Transferr able and Key</b>	scholarly or work-related skills, with indications of exceptional ability in some and understanding of I professional contexts and expectations.	specialised practical, scholarly or work-related skills, exceeds level expectations in some aspects and shows awareness of professional contexts and expectations	Scholarly or work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and expectations.	Scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and expectations.	work-related skills, with little awareness of professional contexts and expectations.	specialised practical, scholarly or work-related skills, with only slight awareness of professional contexts and expectations.	Vork is disorganised, poorly presented with poor/inappropriate expression/communic

politics	on:			context/purpos	vancies;		
and	011,	Referencing/	Referencing/cit	e;	vanoros,	Errors/omissio	Work lacks
policies	Work	citation	ation	Ο,	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	۷0,	accurate,	consistent/acc	auon,	ation, or none,	responsibility for
will	setting	Work	Work	urate:	Work	Work	outcomes;
acquire a	challenging	demonstrate	demonstrates	ulate,	demonstrates	demonstrates	outcomes,
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	settina	independence	aiven	to address	in team-working,
i.e.,analys	ior 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	clear leadership	accountabilit	accountability	and taking	for outcomes,	for outcomes:	with no insight.
strategies	skills:	y for	for outcomes;	responsibility	Tendency to	ior outcomes,	
, working	SKIIIS,	outcomes;	for outcomes,	for outcomes:	rely on	Over-reliance	
with the	Critical reflection	outcomes,	Evidences a	for outcomes,	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:	
CONIEXIS)	exceptionally	working and	leadership	leadership	teamworking	ouners,	
	insightful.	some	skills:	skills:	skills:	Underdevelop	
	insignuu.	leadership	51115,	SKIIIS,	51115,	ed	
		skills:	Sustained	Satisfactory	Self-evaluation	teamworking	
		onillo,	reflection and	self-evaluation	and reflection	skills:	
		Reflection	self-evaluation	and reflection	limited with	51115,	
		and self-	generates a	with some	few insights.	Very limited	
		evaluation	number of	critical	iew insignts.	self-	
)		frequently	critical insights.			evaluation/refl	
,		critical and	cinical insights.	insights.		ection lacks	
		insightful.				insight.	
		maightiúi.				məlynt.	