

Vision on Assessment - Bachelor European Law School

The assessment programme in the bachelor European Law School is aimed at assessing whether students have met the programme intended learning outcomes (PILOs) (see Annex 1). It also aims to implement the UM vision on assessment and align with the curriculum design principles elaborated by the ELS revision working group in its final report. This document further elaborates on the vision on assessment of the bachelor European Law School.

1. UM Vision on Assessment and the Bachelor European Law School

The ELS bachelor implements the UM Vision on assessment by coordinating assessment at a programme level to ensure that assessment is meaningful for the student's learning process and supports the CCCS principles. The UM Vision on Assessment identifies three key elements for the development of 'diverse fit-for-purpose assessment formats':

1. Assessment is meaningful for the learning process of the student
2. Assessment supports the CCCS principles of PBL
3. Assessment is coordinated at the programme level

Firstly, **assessment needs to be meaningful** for the learning process of the student. It is recognized that assessment is a powerful driver for learning. Assessment impacts on what content students focus on, their approaches to learning, what they do for assignments, etc. For this reason, assessment should not only focus on assessment *of* learning (summative function of assessment), but also contribute to the student's learning process (formative function of assessment). This means that students need to be given sufficient and meaningful assessment methods and feedback to facilitate the function of assessment *for* learning, and be given support and guidance to use such feedback to self-direct their learning and to actively seek feedback (assessment *as* learning). Feedback is consequently an important component of the learning and assessment process but it needs to be timely, informative and capable of being acted upon. The programme can implement a feed up (by having clear objectives and expectations) – feedback (by stimulating reflection and giving information about performance) – feed forward (by also focusing on growth and development) cycle to further support the student's capacity for self-regulated learning.

Observations:

- Requires a solid understanding of what is effective feedback and the different contexts in which feedback can take place, including in the tutorial setting.
- Requires attention for staff workload, which is related to developing efficient methods of providing effective feedback (e.g. rubrics, general versus individual feedback)
- Requires attention for giving, receiving and asking for feedback as well as engaging with feedback as part of Skills training. This relates to the development of the student as a self-regulated, life-long learner.
- Requires attention for ensuring students engage with feedback irrespective of the grade, pass/fail they receive for an individual assessment component.
- Requires an aligned approach to feedback throughout the curriculum

- Requires clear upfront information (feed up) for students about expectations (intended learning outcomes, assessment methods, assessment requirements, perhaps understanding of expectations in terms of the expected cognitive end level e.g. Dublin descriptors/Bloom's taxonomy)
- Requires exploration of peer-assessment and self-assessment as part of the self-regulated learning process, to allow students to reflect and self-direct their learning; peer assessment as a component of learning for the peer assessor.
- Requires attention for the timing of assessment, and the effect of single, high-stakes assessment on student learning.

Secondly, **assessment supports the CCCS principles** of problem-based learning. Constructive alignment requires that the learning activities and assessment methods used to achieve the intended learning outcomes are aligned. Consequently, the assessment methods should support and reflect the learning activities. In accordance with CCCS, learning is constructive, contextual, collaborative and self-directed. Assessment should therefore reflect these core principles.

Observations:

- Requires diverse, meaningful and professionally relevant assessment formats to assess the level of understanding and linking of concepts for (complex) whole tasks. Since constructive alignment requires that students are not confronted with assessment formats that they have not been adequately prepared for, attention for diverse formats of assessment that aligns with the PILOs and learning activities is also required. (constructive and contextual)
- Requires assessment and feedback activities on group work and professional attitude (collaborative)
- Requires that students are able (and be enabled) to use the feedback to self-direct their learning and to actively seek feedback (self-directed).
- In relation to collaborative and self-directed learning, assessment tasks should facilitate student involvement through self-monitoring and peer critique. Self- and peer assessment allows students to internalize academic standards and subsequently enable them to supervise themselves in their studies in relation to these standards. The educational benefit is found in the making of judgments by the student against these standards, and not the act of receiving a grade from a peer.

Thirdly, **assessment is coordinated at the programme level**. To enable constructive alignment at the programme level and alignment with CCCS principles of PBL, Assessment is governed at the programme level. Assessment design is educational design, and assessment in individual courses is in service of the programme and the achievement by students of the PILOs.

Observations:

- The ELS bachelor is designed at programme level comprising PILOs, teaching and learning activities, and methods of assessment. There is autonomy at course level to give direction to assessment as long as assessment is aligned at programme level. An assessment plan at programme level will lay down the vision on assessment at programme level and an overview

of the assessment methods at course level. The assessment vision and plan will facilitate the development of longitudinal learning and assessment trajectories, as well as support monitoring and quality control.

2. Implementation in the bachelor European Law School

The bachelor European Law School implements the UM vision on assessment and the underlying curriculum design principles of the bachelor European Law School in the following way.

Pre-determined assessment formats

For the bachelor European Law School, to facilitate assessment for learning, the assessment formats that have a summative function are pre-determined (see further below, under 3). The assessment formats reflect diverse, meaningful and professionally relevant formats. These formats can assess a student's knowledge of and insight into the area of law being assessed, as well as the relevant competences that are associated with demonstrating such knowledge and insight. In other words, these assessment formats integrate the substantive programme ILOs under A, and the competence programme ILOs under B (see Annex 1). The assessment formats with a summative function are:

- Legal opinion
- Essay
- Research paper
- Legal memorandum
- Presentation
- Interactive oral assessment

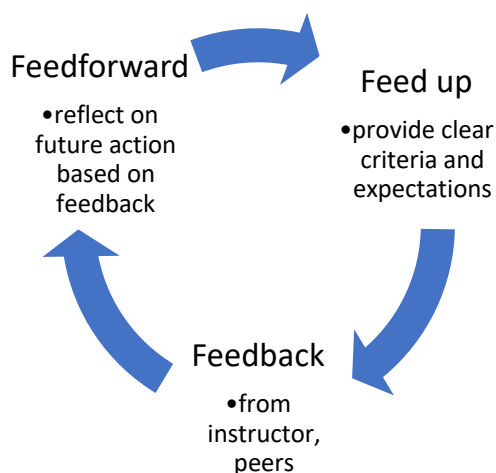
In the substantive courses, all summative assessment will use a combination of these assessment formats. For example, the courses in year 1 will use the legal opinion, essay and/or presentation for the purpose of assessing student's knowledge of and insight into the law and their ability to problem-solve, reason and argue with the law, and communicate effectively. These formats will be used irrespective of whether the assessment takes place off-site (e.g. an assignment during the course) or on-site (e.g. written examination at the end of the course). It will depend on the intended learning outcomes and learning activities of a particular course which combination of assessment methods makes sense for the particular course. Where the courses focuses on legal problem-solving through case studies, the course will more readily opt for a legal opinion as the assessment method; whereas a course that approaches the law from a more conceptual or philosophical perspective, may choose essays as the assessment format. Given that the assessment formats reflect diverse, meaningful and professionally relevant formats, it will depend on the contextual setting of the course which assessment format best aligns with the course intended learning outcomes. In this way, the approach to assessment aligns with the principles of constructive and contextual learning in problem-based learning. The choice of assessment formats for a particular course is laid down in the programme assessment plan.

The nature of the assessment formats requires that an assessment is given not only on the substantive knowledge of and insight into the law, but also on the relevant competences that are used to demonstrate such knowledge and insight. In other words, students will be assessed on their substantive knowledge of the law as well as the manner in which they demonstrate their knowledge

through their approach to problem-solving, reasoning and argumentation, and effective communication skills. After all, the programme ILOs include ILOs focused on substantive (under A) and ILOs focused on competences (under B). Constructive alignment requires that both are reflected in the assessment methods. The weight between substantive elements and competence elements will be indicated in the assessment plan, rubric and assessment documentation.

Formative function of summative assessments

Since students will be working with the same assessment formats throughout their bachelor programme, each assessment – including assessments with a summative function – has a formative function because it will provide feedback on a student’s ability to communicate their knowledge of and understanding of the law using diverse, meaningful and professionally relevant formats. This means that the assessment of an essay in e.g. Constitutional Law not only provides the student with feedback on their knowledge of and insight into constitutional law, but also gives them feedback on their written communication and reasoning skills. The latter can then be used as feedforward for the essay that the student will need to write in the course Introduction to Private Law. In this way, the approach to assessment aligns with the constructive learning principle of problem-based learning. Through the ongoing feedback loop in relation to the competences underlying the assessment format, the approach to assessment is meaningful for the student’s learning.



Developing assessment literacy in the skills courses

Students are trained in the skills development and legal challenges track to work with these assessment formats. In SDLC 1 and 2, students will be introduced to the expectations of the legal opinion, essay and presentation as assessment formats. They will receive peer and tutor feedback in the context of their portfolio, and engage in self-assessment and reflection. In SDLC 3 and 4, students will develop their skills further by working with research papers, legal memoranda and interactive oral formats. In this way, the skills development and legal challenges track provides the necessary scaffolding for students to develop the relevant competences.

The ongoing feedback processes support the student’s development and allows assessment to contribute in a meaningful way to the student’s learning process. In the context of the learning portfolio, students are required to engage in reflection exercises not only in relation to the assignments they complete in the SDLC track, but also on the assessments they complete in their substantive courses. This further ties the training and development that takes place in the SDLC track

to the assessments undertaken in the substantive courses. The assessments in the substantive courses constitute evidence that students can incorporate in their portfolio to demonstrate their competence development. The reflections on the assessments in the substantive courses contribute to the development of self-regulated learning skills, and ensure that each assessment with a summative function also has a formative function for the student. This approach aligns with the constructive and self-directed learning principles of problem-based learning.

Group v Individual Assessment

Collaborative learning is a foundational principle of problem-based learning. Alignment of assessment with collaborative learning means that students need to have assessment components that are conducted in a group setting and that students are assessed and given feedback on their group work and professional attitude within a group. This is difficult to achieve in the context of the substantive courses where the course ILOs are focused on a student individually demonstrating their knowledge of and insight into the law through e.g. problem-solving, reasoning and argumentation. Group assignments do not align with the intended learning outcomes of the substantive courses. For this reason, in the substantive courses, all assessments with a summative function constitute individual assessments. In contrast, collaboration and teamwork is an intended learning outcome of the SDLC track. Consequently, the collaborative process should contribute to the assessment in the SDLC track. Group assessment can therefore take place in the skills development track, for example in the context of the legal challenges.

Number of Assessments per Course

All courses in the mandatory phase of the bachelor European Law School will include at least two summative assessment moments: one assessment component during the course (e.g. an assignment, presentation) and a final assessment at the end of the course (e.g. a written examination). The relative weight of the assessment components is laid down in the programme assessment plan.

In the skills development courses, students will also have a number of formative assessments. Given that the assessments will use the same assessment methods throughout the programme, there is ample opportunity for students to learn from and develop the associated competences throughout the assessment programme. In this way, the approach further aligns with constructive and self-directed learning.

In the first year, students will have at least 8 assessments with a summative function in the substantive courses, and ten assessments in the skills courses (of which at least eight have a formative function). In the substantive courses, one assessment component will take place during the course period (e.g. a written assignment such as an essay or legal opinion, or a presentation).

Assessment programme - Year 1	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Total
<i>Substantive courses</i>	2	2		2	2		8
<i>SDLCs</i>	2	2	1	2	2	1	10
Total	4	4	1	4	4	4	18

The assessment plan will indicate which course intended learning outcomes are being assessed by each assessment component. The results obtained for an assessment component remain valid for the remainder of the academic year and up to the two academic years following. For example, a student who passed the assignment but failed the written examination, and therefore failed the course, will need to resit the examination but will be able to retain the passing grade for the assignment for the next two years. Vice versa, if the student passed the written examination, but failed the assignment and consequently failed the course, they will be able to retain the passing grade on the written examination for the next two years, and only need to complete the assignment component successfully to pass the course. An assessment component that has been completed with a passing grade is not eligible for a resit. In other words, in the first scenario, the student will not be able to resit the passing the grade for the assignment (with a view of improving their grade), and, in the second scenario, the student will not be permitted to resit the written examination.

Grades

All grades in the substantive courses will be given on a scale of 0-10. The courses in the skills development and legal challenge track are assessed on the basis of pass/fail.

Assessment rubrics

To facilitate the grading process and to support the formative function of assessment, there is a standardized rubric for each of the assessment formats. All assessment with a summative function takes place through the use of standardized programme rubrics (see 4. Rubrics and Feedback).

3. Assessment Methods with a Summative Function

To facilitate meaningful assessment that gives students valuable feedback on the development of their skills, as well as to align assessment with the CCCS principles, for instance by assessing students by using authentic products, the bachelor ELS aims to use a number of pre-determined assessment methods throughout the curriculum. These assessment methods are used in all assessments with a summative function in the bachelor European Law School. During the skills development track, students will be trained in using these assessment methods.

For the purposes of assessments with a formative function, courses are free to use quizzes, multiple-choice questions or other types of closed questions.

A procedure will be developed when constructing the assessment plan for the bachelor European Law School whereby a course planning group that would like to use an alternative method of assessment with a summative function that cannot be aligned with one of the methods below can make a proposal to add an assessment method with a summative function.

a. *Written methods of assessments with a summative function*

i. Essay

An essay examines a student's understanding and their considered and evidenced views on a particular legal topic, including an area of law, legal development, or policy. In the essay, the student displays their considered response to the essay question or prompt. The essay shows how the student reached their conclusions with the evidence, viewpoints and/or arguments they weighed and drawn upon to come to their final view. Although the essay is a structured piece of writing, it generally does not include headings / sub-headings etc.

The essay question is set by the examiner and can ask the student for instance to analyse, contrast, criticize, discuss, evaluate, explain, examine, outline/summarise.

The essay can be used for both on-site examinations and take-home/off-site assessments.

In the case of on-site examinations, the student draws on the knowledge and insight they have acquired during the course and the materials they are permitted to take with them to the examination.

In the case of a take-home/off-site assessment, the student can draw on a broader range of materials/evidence. The essay topic/question may be more complex in the case of a take-home/off-site assessment in comparison to an on-site examination given the likely additional time the student will have to complete the essay and the access to a broader range of materials.

Examples: open essay questions in exams or assignments in which the student demonstrates their knowledge of and insight into the law at a theoretical or conceptual level.

Primary PILOs: A.i - iii, B.i.-iv, B.x.

ii. Legal opinion

A legal opinion is written in response to a problem question in which the student receives a scenario that sets out the facts of a given situation. The student is then required to analyse the factual scenario and give a legal opinion to the party or parties. The problem question is designed to test the student's legal knowledge and their ability to analyse and apply the law to the specific facts of the scenario with a view to providing a prediction/opinion of the likely outcome, and/or advice to one or both parties.

The legal opinion can be used for both on-site examinations and take-home/off-site assessments.

In the case of on-site examinations, the student draws on the knowledge and insight they have acquired during the course and the materials they are permitted to take with them to the examination.

In the case of a take-home/off-site assessment, the student can draw on a broader range of materials/evidence. The factual scenario may be more complex in the case of a take-home/off-site

assessment in comparison to an on-site examination given the likely additional time the student will have to complete the legal opinion and the access to a broader range of materials.

Examples: solving a problem task or case study in an exam or assignment where the focus is on a student demonstrating their knowledge of and insight into the law at a practical, application level by identifying the relevant legal issue, analysing the law, applying it to the case, and coming to a reasoned opinion/advice on the legal position of the party concerned.

Primary PILOs: A.i.-iii., B.i-iv., B.x.

iii. Research Paper

The research paper is an extended piece of writing that is the culmination of in-depth research. Although the general research topic may be set by the examiner, the specific research focus or research question is usually set by the student. The research paper takes the reader through the relevant points, themes and/or sub-questions, providing research evidence to back up competing viewpoints and provide an answer to the research question. The research paper requires more detailed research and a longer discussion on the issues than an essay. The research paper is a structured piece of writing that uses headings and sub-headings etc.

The research paper is not used in on-site examination. The research paper can be used as an assessment component in a course, as the final product for a legal challenge, and as the capstone of the bachelor programme (Bachelor Thesis or Final Legal Challenge).

Examples: Alternative forms of the research paper include the academic research paper, a case note, a policy or briefing paper, or a strategy paper. The representation of the research and structure of the paper will depend on the nature and purpose of the paper (academic research, policy or strategy).

Primary PILOs: Ai.-iii., B.i-vi, B.x.

iv. Legal memorandum

The legal memorandum is an extended legal opinion that is the culmination of in-depth research. The legal memorandum is generally used in more complex factual scenarios, for instance in the context of a moot court of simulation.

Primary PILOs: A.i.-iii., B.i.-vi., B.x.

b. Oral methods of assessment with a summative function

In line with the identification of two main types of written assessment, it is also possible to identify two main types of oral assessment: presentation and interactive oral assessment. These types of oral assessment can be distinguished as follows:

i. Presentation

The student is required to demonstrate their understanding and their considered and evidenced views on a particular legal topic, including an area of law, legal development, or policy orally for an audience. The student is required to plan, prepare, practice and present their viewpoint, weighing relevant evidence and different perspectives on a topic or question. When the student presenting and the audience are simultaneously present, the student may also be required to respond to questions from the audience.

The presentation can be part of an on-site assessment. It can also be used for off-site assessment, in the sense that the student records their presentation and submits a video for assessment.

The presentation can also constitute part of an oral examination, in which the student demonstrates their knowledge of and insight into the law by engaging in a discussion with the examiner.

Primary PILOs: A.i.-iii, B.i.-iv., B.vi., B.x.

ii. Interactive oral assessment (e.g. pleading, debating, negotiation, mediation, professional contexts)

The interactive oral presentation involves the student demonstrating their understanding and considered and evidenced views in an interactive setting. For instance, the student may be involved in a debate with other students, or required to plead in a moot court simulation, or engage in other professional contexts such as negotiation or mediation. In contrast to the presentation, where the student is able to structure their presentation of knowledge, in the interactive oral assessment, the student generally has a specific strategic goal for instance to persuade or to resolve a problem and must be responsive to, and engage with, others who will have opposing positions.

The interactive oral assessment is part of on-site assessment. The interactive oral assessment can also take place as an oral examination, in which the student demonstrates their knowledge of and insight into the law by engaging in a discussion with the examiner.

Primary PILOs: A.i.-iii., B.i.-iv., B.vi., B.x.

4. Rubrics and Feedback

It is well-established that assessment is an important driver for learning. By developing assessment literacy in our students and by better aligning our assessment practices with the intended learning outcomes, it is possible to better motivate students through assessment to adequately engage in their learning activities. Put differently, if students know in advance how they will be assessed and are informed about the expectations that are associated with the assessment, and if the assessment method adequately integrates the knowledge and competence intended learning outcomes, students will understand the importance of the various facets of the learning activities (e.g. critical discussion, perspective-taking on problem-solving, exploring uncertainties and hypotheticals) and be motivated to demonstrate both knowledge and competence in their assessment.

To facilitate the development of assessment literacy, to provide meaningful feedback, as well as to support the grading process and workload for staff, grading will take place using rubrics. To facilitate student learning and development, the rubrics will be standardized across the programme. There will be a separate rubric for each assessment format. By way of an expectations document (Annex 4) in advance and a feedback document (Annex 5) after grading, it is possible to provide students with specific insight into how the standardized rubric was utilized in the context of a specific assessment component.

Since grading takes place using the standardized grading rubrics for the assessment formats, students have access to the rubric in advance. Students will also have access to an expectations document in advance of the assessment. The expectations document provides general information about the specific assessment and the intended application of the rubric in relation to the specific assessment. For instance, the expectations document might indicate:

- the relative weight of the various criteria in the rubric and how the grade will be calculated;
- expectations for the specific assessment in light of the criteria, e.g. what is the purpose, context or audience of the essay;
- what are substantive expectations (without going into the details/content of the assessment);
- what depth of analysis is a student expected to demonstrate in order to “meet expectations”;
- exemplars of legal reasoning;
- what sources are students expected to consult at a minimum.

Once the assessment has been completed and the results are published, students have access to their graded rubric which provides insight into whether they have met the expectations, exceeded them or whether their work falls far below expectations (in line with the rubric levels). Students will also have access to the feedback document that provides general feedback and insight into the how the assessment component was assessed. This feedback document contains more substantive or content-oriented information about the knowledge of and insight into the law that the students were expected to demonstrate, frequently made errors, examples from assessments etc. It is also possible to hold an online plenary feedback session for all students to further explain the information in the assessment document. Subsequently, on the basis of this information, students are required in the context of their portfolio for the skills development and legal challenges track to reflect upon their assessments and to develop action points for themselves for future assessments.

Students will further learn to work with these rubrics in the skills development and legal challenges track. They will use the rubrics for self-assessment, peer feedback and self-reflection purposes. In this way, students will learn to internalize the academic standards and expectations underlying the programme through the process of having to make judgments about their own work or the work of peers using these rubrics. This will assist students in planning, monitoring and evaluating their learning process and to (re-)direct their learning to align with these academic standards and expectations. By requiring students to reflect on the basis of the assessment rubrics, students are required to engage with the feedback they receive for each assessment, irrespective of their grade and whether they pass or fail. The reflection process also requires the student to integrate the different sources of feedback such as the general feedback received by way of the assessment document and possibly an online

plenary feedback session and the individual feedback received by way of the rubric. In this way, the student individualizes the general feedback received.

In sum, as part of developing their assessment literacy and to support self-directed learning through assessment, students have access to the standardized grading rubric and the expectations document in advance of the assessment, and they receive a graded rubric and the assessment document after the assessment has taken place. The standardized grading rubric and expectations document constitute feed-up for the students, the graded rubric and the feedback document constitute feedback for the student. The reflection that takes place in the portfolio constitutes the student's feedforward. In this way, all assessment has a formative function and contributes in a meaningful way to the student's learning process.

5. Assessment of English Language Proficiency

Language proficiency is a core competence for any legal professional. Programme Intended Learning Outcome B.x. states that a graduate of the European Law School bachelor programme "is able to use the English language in a legal context". To contribute to the assessment of the attainment of this programme ILO, the bachelor European Law School has a mandatory English language proficiency requirement. The English language proficiency requirement is assessed separately when students partake in programme assessment components. It does not constitute a separate component of the programme in terms of study hours, and consequently accounts for 0 ECTS.

The goal of assessing a student's English language proficiency is to ensure that one of the most important tools in the jurist's toolkit – language – is adequately accounted for in the programme's assessment plan. Adequate language skills of students are sometimes lacking, and even if they do possess sufficient language skills, they are not structurally used effectively by students in assessments components. Neither is language proficiency adequately reflected in assessment methods and outcomes.

One approach to assess a student's English language proficiency could be to submit a student to an English language test. Although such a test could be diagnostic with respect to a student's language proficiency, it can be questioned whether such a one-off test would achieve the underlying objective which is to have the student use the English language appropriately in a legal context, and to assess whether the student attains the programme ILO. A one-off test would simply become a box-ticking exercise for the student and would not fulfil any further underlying objective to have students work on an ongoing basis on their language proficiency throughout the programme. For instance, it will not trigger them to continue to utilize their language skills in other assessments, in particular if language proficiency is not made a part of the assessment in a way that has consequences. Although it is possible to award for instance half point for language and style in an assignment, there are no significant consequences attached or incentives created when it only accounts for 5% of the final grade.

English Language Proficiency (0 ECTS)

- For each assessment component (formative and summative), language proficiency assessment is given in the context of the quality of writing criteria in the assessment rubric.
- At the end of course period 1, the student will be required to reflect on their language proficiency on the basis of the feedback they have received in the assessment rubrics for quality of writing. The student consequently has early feedback and is able to take their own initiative to work on their language proficiency where there is need for improvement.
- At the end of course period 3, the student will submit evidence of their language proficiency on the basis of the quality of writing assessments and a reflection on their language proficiency via an assignment in Canvas. The skills tutor will provide an advice: green: no problems, keep it up; red and orange: you need to work on improving language skills and show improvement in the second half of the year.
- At the end of course period 6, the student will submit evidence of their language proficiency on the basis of the quality of writing assessments and a reflection on their language proficiency via an assignment in Canvas. The skills tutor will provide an assessment on the basis of pass/fail with respect to the student's language proficiency.
- Students who fail the language proficiency requirement will need to submit a plan to remedy their language proficiency.

Annex I. Programme Intended Learning Outcomes Bachelor European Law School

A. An ELS graduate has the following academic knowledge of and insight into the content of the law:

- i. The ELS graduate has knowledge of and insight into most important areas of international and European law, as well as national law, linked to the most recent developments, scientific research in the relevant area and societal reality
- ii. The ELS graduate has knowledge of and insight into the effect of international law and European law on the national legal systems. They can approach the most important areas of national law from a European and/or comparative perspective.
- iii. The ELS graduate has knowledge of and insight into a number of meta-legal disciplines, such as (legal) history, (legal) philosophy, legal theory, and psychology of law, as well as criminological and legal-economical principles.

B. An ELS graduate can apply the abovementioned knowledge/insight in the following manner:

- i. The ELS graduate can distil a problem from a case modified to bachelor's level and identify the relevant legal rules and criteria. They can apply relevant strategies to solve these cases, including the comparative method. [problem-solving]
- ii. The ELS graduate is able to collect, select, analyse and critically process legislation, case law, doctrine, and other relevant legal materials. [information literacy]
- iii. The ELS graduate is able to critically reflect and is therefore able to assess a line of argumentation and ask critical questions about it. They can develop and defend a legal line of argumentation. [legal argumentation]
- iv. The ELS graduate is able to, independently and correctly, communicate orally legal questions and problems, information, ideas, argumentation and solutions. For that aim they use the most appropriate argumentation, conversational or presentation technique. They are able to fulfil the various related roles. [Oral communication]
- v. The ELS graduate is able to, independently and correctly, communicate in writing legal questions and problems, information, ideas, argumentation and solutions. For that aim they use the most appropriate argumentation, conversational or presentation technique. They are able to fulfil the various related roles. [Written communication]
- vi. The ELS graduate is able to write a substantial academic essay, paper or thesis independently. [Research]
- vii. The ELS graduate is able to approach problems from various angles and/or approach various interests or perspectives and provide theoretical justification for these. [Perspective-taking/Global Citizenship]
- viii. The ELS graduate is able to include socially relevant or ethically relevant aspects in their reasoning. [Social Ethical Awareness/Global Citizenship]
- ix. The ELS graduate is aware of the social and historical context in which the law operates.[Contextual Awareness/Global Citizenship]
- x. The ELS graduate is able to recognise the role of their own value system in their own thinking/acting. [Self-reflection/Personal Leadership]
- xi. The ELS graduate is able to use the English language in a legal context. [English language proficiency]
- xii. The ELS graduate has intercultural skills that enable them to work in an international environment. [Intercultural Skills]

C. Learning Skills

- i. The ELS graduate is able to plan, execute and evaluate their own approach to learning with an attitude appropriate to life-long learning. [Self-regulated learning]
- ii. The ELS graduate is able to work in a team. [Collaboration]
- iii. The ELS graduate is able to follow a Master programme that fits the Bachelor programme.
- iv. The ELS graduate is able to exercise a profession at the level of a bachelor's graduate.

Annex 2. Assessment Rubrics

1. Essay

	Far below expectations	Below expectations	Meets expectations	Clearly Meets expectations	Exceeds expectations
<u>LEGAL KNOWLEDGE AND UNDERSTANDING</u>					
<input type="checkbox"/> <i>Public law</i> <input type="checkbox"/> <i>Private Law</i> <input type="checkbox"/> <i>Criminal Law</i> <input type="checkbox"/> <i>Int. and Eur. Law</i> <input type="checkbox"/> <i>Foundations of Law</i>	Demonstrates a general lack of foundational knowledge of the required subject matter.	Demonstrates limited knowledge of the required subject matter with substantial shortcomings, gaps or misunderstandings.	Demonstrates adequate knowledge of the required subject matter, albeit with shortcomings, gaps or misunderstandings.	Demonstrates clear and accurate knowledge and understanding of the required subject-matter, with a few (minor) errors and/or gaps.	Demonstrates well-informed, accurate and insightful knowledge and understanding of the required subject matter, that sometimes goes beyond the required.
<u>WRITTEN COMMUNICATION</u>					
CONTEXT AND PURPOSE	The work fails to demonstrate any awareness of the context, audience, and purpose of the task.	The work demonstrates a minimal awareness of the context, audience, and purpose of the task. It is insufficiently aligned with its context, audience, or purpose.	The work demonstrates adequate awareness of the context, audience, and purpose of the task and makes an adequate attempt to align the assignment with its audience, purpose and context.	The work demonstrates competent and appropriate awareness of the context, audience and purpose of the task and is appropriately aligned with its context, audience, and purpose	The work demonstrates full awareness of the context, audience and purpose of the task and is skilfully tailored to that context, audience, and purpose.
STRUCTURE AND ORGANIZATION	The work lacks organization and structure.	The overall organization of the work is fragmented or chaotic making it difficult to read and/or leading to confusion. The lack of structure makes it	The work uses an adequate system of overall organization that provides basic structure to the overall line of thought presented. At a detailed level, structure	The work demonstrates competent and appropriate attention to organization at both the macro and micro levels. The work is structured in a generally effective and	The work demonstrates detailed attention to the overall organization and structure. The organizational pattern is clearly and consistently observable and skilful at

<p>QUALITY OF WRITING</p>	<p>Incorrect use of language throughout the work.</p>	<p>The use of language is limited, unclear, and/or inappropriate and impedes meaning for the reader. The language contains numerous errors.</p>	<p>and organization may require further attention. The work may lack flow or require some re-reading to follow the line of thought.</p> <p>Clear use of language that adequately conveys meaning to the reader, although it might be straightforward, lack nuance or variation. The language has minor errors.</p>	<p>consistent manner to support the line of thought presented.</p> <p>The language is well-chosen and effectively conveys meaning for the reader. The use of language is consistently appropriate to the task and contains few errors.</p>	<p>all levels. The work is thoughtfully structured, revealing a smooth flow and coherent and consistent line of thought.</p> <p>The language is thoughtful (i.e. carefully chosen, precise, varied, nuanced) and conveys meaning to the reader with clarity and fluency. Use of language is tailored to the task and is error-free.</p>
	<p><u>COGNITIVE SKILLS/CONTENT DEVELOPMENT</u></p>				
<p><i>Issue or problem identification (defining the scope of the essay)</i></p>	<p>The work fails to identify and address the central issue or problem addressed by the task.</p>	<p>The work identifies an issue or problem that is at least broadly relevant to the question raised by the task, although it might show a lack of understanding of the central issues in the manner it is addressed. Its formulation might require significant improvement in its completeness, clarity and precision</p>	<p>The work identifies and addresses a generally relevant issue or problem raised by the task. Its formulation or description might require some improvement in relation to its completeness, clarity and precision.</p>	<p>The work identifies the most directly relevant issue or problem raised by the task. Its formulation or description might have some omissions or need additional clarity or precision.</p>	<p>The work identifies the issue or problem that is dispositive of the question raised by the task. The issue or problem is stated clearly and precisely. It is used to shape the analysis in the work in a thoughtful manner.</p>

<p>Evidence/Sources</p>	<p>The work fails to reflect knowledge from any relevant sources.</p>	<p>The work relies on a very narrow range of sources, for instance limited to a few recommended/prescribed sources.</p>	<p>The work relies on adequate and relevant recommended or prescribed resources to support the ideas in writing.</p>	<p>The work uses a range of credible and relevant resources, beyond those recommended or prescribed, and appropriate to the task to support ideas in an appropriate manner.</p>	<p>The work skilfully uses high-quality, credible and relevant sources, reflecting familiarity with materials beyond the recommended/prescribed resources, to develop ideas in an effective and skilful manner.</p>
<p>Descriptive (objective of work is descriptive - to assess depth of student's understanding of subject matter) Bloom's remember, understand</p>	<p>The work fails to demonstrate basic understanding of the required knowledge. Information presented (e.g. described, summarized) is fundamentally flawed due to incompleteness, incorrectness, or imprecision.</p>	<p>The work demonstrates some basic understanding of the required knowledge, although the information presented (e.g. restated, described, summarized) might be incomplete, incorrect, or imprecise and is not sufficient to address the issue or problem raised by the task.</p>	<p>The work demonstrates adequate understanding of the required knowledge. The information presented (e.g. restated, described, summarized) is sufficiently complete, correct and precise to broadly address the issue or problem raised by the task.</p>	<p>The work demonstrates competent and relevant understanding of the subject-matter. Knowledge is presented (organized, described, explained) in an effective manner to address the issue or problem raised by the task.</p>	<p>The work demonstrates comprehensive understanding of the subject-matter and the ability to present (organize, synthesize, explain) understanding in an effective and thoughtful manner to address the issue or problem raised by the task.</p>
<p>Analytical (objective of the work for student to analyse, compare, distinguish). Bloom's analyse and apply</p>	<p>The work makes statements and/or includes descriptions or restatements, but lacks analysis, or the analysis is fundamentally flawed.</p>	<p>The work includes some analysis which is flawed for instance because it is incomplete, incorrect, imprecise, or not relevant to the issue or problem raised by the task.</p>	<p>The work provides an adequate analysis (e.g. compares, contrasts, discusses, differentiates, distinguishes, interprets, relates) of relevant information, viewpoints, (counter-)arguments etc. The analysis might not fully support the line of reasoning or conclusion due to for instance</p>	<p>The work provides a competent and relevant analysis (e.g. compares, contrasts, discusses, differentiates, distinguishes, interprets, relates) of most relevant information, viewpoints, (counter-)arguments, ideas etc. The analysis is for the most part complete,</p>	<p>The work provides a comprehensive analysis (e.g. compares, contrasts, discusses, differentiates, distinguishes, interprets, relates) of all relevant information, viewpoints, arguments etc. The analysis is complete, consistent and coherent and fully supports the</p>

<p>Critical (objective of the work is to evaluate, critique)</p>	<p>There is no critical analysis.</p>	<p>The work demonstrates relatively little and/or superficial critical evaluation of ideas, statements, claims, arguments, theories, processes, and principles. It tends to make assertions or statements and overall lacks an assessment of their credibility, value, logical strength or power. The examination lacks a line of reasoning.</p>	<p>The work demonstrates an adequate ability to assess and question the credibility, value, logical strength or power of ideas, statements, claims, arguments, viewpoints theories, processes, or principles. The examination may be unclear, inaccurate, inconsistent, partial or imprecise in parts and might not fully support the line of reasoning pursued.</p>	<p>The work demonstrates competent and consistent ability to assess the credibility, value, logical strength or power of ideas, statements, claims, arguments, theories, processes or principles. The evaluation or critique is for the most part complete, consistent and coherent and generally supports the line of reasoning pursued.</p>	<p>line of reasoning pursued.</p> <p>The work demonstrates skillful and confident ability to effectively and comprehensively assess and weigh the relative credibility, value, logical strength or power of ideas, statements, claims, arguments, theories, processes and principles. The evaluation or critique is complete, consistent, and coherent and fully supports a thoughtful line of reasoning towards a clear conclusion.</p>
<p>Conclusions</p>	<p>The work does not include a conclusion, or the conclusion is fundamentally incorrect, indeterminate or inconsistent.</p>	<p>A conclusion is stated although it is flawed for instance because it is unclearly formulated, inconsistent, irrelevant, superficial or not supported by a line of reasoning.</p>	<p>A conclusion is stated although it might not fully support the line of reasoning due to incompleteness, minor inaccuracies or inconsistencies.</p>	<p>The work follows the line of reasoning to obtain mostly justifiable, logical, and coherent conclusions, although the formulation might require some improvement.</p>	<p>The work follows the line of reasoning to obtain justifiable, logical and comprehensive conclusions that are clearly and precisely presented.</p>

2. Legal Opinion

Criterion	Far below expectations	Below expectations	Meets expectations	Clearly meets expectations	Exceeds expectations
<u>Legal Knowledge and Understanding</u>					
<input type="checkbox"/> <i>Public law</i> <input type="checkbox"/> <i>Private Law</i> <input type="checkbox"/> <i>Criminal Law</i> <input type="checkbox"/> <i>Int. and Eur. Law</i> <input type="checkbox"/> <i>Foundations of Law</i>	Demonstrates a general lack of foundational knowledge of the required subject matter.	Demonstrates limited knowledge of the required subject matter with substantial shortcomings, gaps or misunderstandings.	Demonstrates adequate knowledge of the required subject matter, albeit with shortcomings, gaps or misunderstandings.	Demonstrates clear and accurate knowledge and understanding of the required subject-matter, with a few (minor) errors and/or gaps.	Demonstrates well-informed, accurate and insightful knowledge and understanding of the required subject matter, that sometimes goes beyond the required.
<u>LEGAL PROBLEM SOLVING</u>					
Issue Identification and Articulation	No legal issue has been identified, or the legal issue set forth is fundamentally incorrect.	A legal issue has been identified however its formulation is flawed. For instance it is not sufficiently relevant (too broad or narrow), correct, complete or precise to address the legal problem.	A legal issue has been identified that is generally relevant to address the legal problem. It is formulated with sufficient clarity and precision.	The issue identified and set forth is most directly relevant to address the legal problem. It is clearly and precisely formulated using the key concepts from the relevant law and is adequately connected to the factual problem. Where applicable, at least some of the relevant sub-issues have been identified.	The issue identified is dispositive of the legal problem. It is clearly and precisely formulated using the key concepts from the relevant law and makes effective connections to the factual problem. The most relevant sub-issues are identified in a similarly effective manner.

<p>LEGAL ANALYSIS - RULE IDENTIFICATION</p>	<p>No legal authorities are identified, the legal authorities identified are fundamentally wrong, the legal authorities identified are clearly insufficient to solve the legal problem, or the manner of citation is fundamentally flawed.</p>	<p>Some relevant legal authorities required to address the legal problem are identified. They may be insufficient to address the legal problem and there may be some flaws in the manner of citation.</p>	<p>Most relevant legal authorities have been identified. The legal authorities contribute to the solution of the problem, although there may be some gaps. Flaws in the manner of citation are minor.</p>	<p>The relevant legal authorities required to solve the legal problem are identified. The legal authorities support the solution of the problem, although there may be some minor gaps. The legal authorities are cited correctly.</p>	<p>All the relevant legal authorities required to solve the legal problem are identified. The legal authorities fully support the solution of the problem. The legal authorities are cited correctly.</p>
<p>LEGAL ANALYSIS - RULE ANALYSIS</p>	<p>No legal authorities are analysed, or the legal analysis is fundamentally wrong.</p>	<p>The work provides minimal analysis of the legal authorities. The legal analysis is flawed for one or more of the following reasons (I) the rule analysis lacks adequate description or explanation, (II) the rules are written out verbatim, (III) the rule analysis contains substantive errors, omissions, or inconsistencies; (IV) the legal analysis contains significant gaps and therefore cannot adequately support a solution to the problem.</p>	<p>The relevant legal authorities are analysed adequately, although some rule statements may be incomplete, contain minor errors, or lack appropriate identification and analysis of the constituent elements. The legal analysis supports relevant elements for the solution of the problem.</p>	<p>The relevant legal authorities identified are analysed effectively, including generally clear, correct, complete descriptions of the legal rules and their constituent elements. The legal analysis effectively supports most elements for the solution of the problem.</p>	<p>The relevant legal authorities are comprehensively analysed, including clear, complete and correct descriptions of the legal rules, including an analysis of their constituent elements. The analysis addresses the links and interaction between legal authorities. The legal analysis supports the solution for the problem.</p>

<p>LEGAL ANALYSIS - APPLICATION AND REASONING</p>	<p>There is no application of the rules cited to the problem facts, the application merely states whether the conditions of the rules are fulfilled without further explanation with reference to material facts of the case, or the application is fundamentally flawed.</p>	<p>There is minimal application of the rules to the facts of the problem. The application may be flawed for instance because (i) the opinion makes simple statements that a particular condition is met with reference to a basic fact, without further explanation; (ii) facts are set forth with minimal connection made to applicable elements or conditions in the stated rules; (iii) efforts to apply rules to the facts of the problem are insufficient, incorrect, incomplete.</p>	<p>There is adequate application of the relevant rules to the facts of the problem. At least, the most relevant available facts are utilized for at least some elements of the analysis, There may be some gaps, relevant facts omitted, or inconsistencies in the application. The application supports some relevant elements for the solution of the problem.</p>	<p>There is clear and effective application of the rules to the facts of the problem. All relevant facts in the fact pattern are utilized, and the applicable elements or sub-rules of the stated rules are applied. The work clearly demonstrates how each element or condition applies to the stated fact. There are minimal gaps or inconsistencies in the application. Uncertainties or potential alternative lines of relevant argumentation are identified. The application supports the solution for the problem.</p>	<p>There is complete and comprehensive application of the rules to the facts of the problem. All relevant facts in the problem are utilized and the correct rules and conditions are applied without gaps, omitted facts, inconsistencies, or errors in the application. Uncertainties are identified and discussed, which may be by means of contrasting lines of argumentation, following which an opinion is ultimately given. The application fully supports the solution for the problem.</p>
<p>CONCLUSION</p>	<p>The opinion does not include a conclusion or the conclusion is fundamentally incorrect, indeterminate or inconsistent.</p>	<p>A conclusion is stated although unclearly formulated, and/or not fully supported.</p>	<p>A conclusion is stated that is supported by the legal analysis although it might not fully address the legal problem.</p>	<p>A correct conclusion is clearly stated and supported by the legal analysis to solve the problem.</p>	<p>A correct and comprehensive conclusion is clearly and precisely stated that is fully supported by the legal analysis to solve the problem.</p>

<u>WRITTEN COMMUNICATION</u>					
CONTEXT AND PURPOSE	The work fails to demonstrate any awareness of the context, audience, and purpose of the task.	The work demonstrates a minimal awareness of the context, audience, and purpose of the task. It is insufficiently aligned with its context, audience, or purpose.	The work demonstrates adequate understanding of the context, audience, and purpose of the task and makes an adequate attempt to align the assignment with its audience, purpose and context.	The work demonstrates competent and appropriate awareness of the context, audience and purpose of the task and is appropriately aligned with its context, audience, and purpose	The work demonstrates full awareness of the context, audience and purpose of the task and is skilfully tailored to that context, audience, and purpose.
STRUCTURE AND ORGANIZATION	The work lacks organization and structure.	The overall organization of the work is fragmented or chaotic making it difficult to read and/or leading to confusion. The lack of structure makes it difficult to detect a line of thought.	The work uses an adequate system of overall organization that provides basic structure to the overall line of thought presented. At a detailed level, structure and organization may require further attention. The work may lack flow or require some re-reading to follow the line of thought.	The work demonstrates competent and appropriate attention to organization at both the macro and micro levels. The work is structured in a generally effective and consistent manner to support the line of thought presented.	The work demonstrates detailed attention to the overall organization and structure. The organizational pattern is clearly and consistently observable and skilful at all levels. The work is thoughtfully structured, revealing a smooth flow and coherent and consistent line of thought.

QUALITY OF WRITING

Incorrect use of language throughout the work.

The use of language is limited, unclear, and/or inappropriate and impedes meaning for the reader. The language contains numerous errors.

Clear use of language that adequately conveys meaning to the reader, although it might be straightforward, lack nuance or variation. The language has minor errors.

The language is well-chosen and effectively conveys meaning for the reader. The use of language is consistently appropriate to the task and contains few errors.

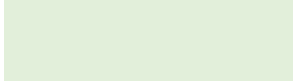
The language is thoughtful (i.e. carefully chosen, precise, varied, nuanced) and conveys meaning to the reader with clarity and fluency. Use of language is tailored to the task and is error-free.

3. Presentation

	Far below expectations	Below expectations	Meets expectations	Clearly Meets expectations	Exceeds expectations
LEGAL KNOWLEDGE AND UNDERSTANDING					
<input type="checkbox"/> <i>Public law</i> <input type="checkbox"/> <i>Private Law</i> <input type="checkbox"/> <i>Criminal Law</i> <input type="checkbox"/> <i>Int. and Eur. law</i> <input type="checkbox"/> <i>Foundations of Law</i>	Demonstrates a general lack of foundational knowledge of the required subject matter.	Demonstrates limited knowledge of the required subject matter, with substantial shortcomings, gaps or misunderstandings.	Demonstrates adequate knowledge of the required subject matter, albeit with shortcomings, gaps or misunderstandings.	Demonstrates clear and accurate knowledge and understanding of the required subject-matter, with a few (minor) errors and/or gaps.	Demonstrates comprehensive, accurate and insightful knowledge and understanding of the required subject matter, that may extend beyond the required.
ORAL COMMUNICATION					
CONTEXT AND PURPOSE	The presentation fails to demonstrate any awareness of the context, audience, and purpose of the task.	The presentation demonstrates a minimal awareness of the context, audience, and purpose of the task. It is insufficiently aligned with its context, audience, or purpose.	The presentation demonstrates adequate awareness of the context, audience, and purpose of the task and makes an adequate attempt to align the assignment with its audience, purpose and context.	The presentation demonstrates competent and appropriately awareness of the context, audience and purpose of the task, and is appropriately aligned with its context, audience, and purpose.	The presentation demonstrates full awareness of the context, audience and purpose of the task and is skilfully tailored to its context, audience, and purpose.
STRUCTURE AND ORGANIZATION	The presentation lacks organization and structure.	An adequate organizational pattern is not observable within the presentation, making it difficult to follow the presentation or detect a line of thought.	The presentation uses an adequate organizational structure that reveals an overall line of thought although it may require further attention at a micro level to support the audience in following the line of thought.	The presentation is organized in a competent manner, appropriate to the specific task. The organizational structure is consistently observable allowing the audience to easily follow the line of thought.	The presentation is organized in an effective and skilful manner at all levels to make the content cohesive, supporting a smooth flow and revealing a clear line of thought.

<p>DELIVERY</p>	<p>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) impede the understandability of the presentation. The speaker may appear highly uncomfortable.</p>	<p>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation. The speaker may appear uncomfortable.</p>	<p>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are adequate to make the presentation understandable, although the speaker may appear tentative.</p>	<p>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are effective to make the presentation interesting, and speaker appears comfortable.</p>	<p>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are thoughtfully used to make the presentation engaging, and speaker appears comfortable and confident.</p>
<p>USE OF AIDS</p>	<p>The presentation does not use aids to enhance communication where required.</p>	<p>The presentation uses aids that may be ineffective in supporting communication, e.g. because they lack clarity, visibility, relevance, contain mistakes, or are distracting.</p>	<p>The presentation uses aids adequately to support communication. They are generally clear, visible, relevant, contain few mistakes, and do not distract. Adequate attempts to include features that enhance communication, although they may not always be effective to achieve the purpose of the presentation.</p>	<p>The presentation uses clearly visible and relevant presentation aids that have been carefully produced and are free of mistakes. The aids enhance communication e.g. through use of graphics, colour, sound, images, or animation, to help achieve the purpose of the presentation, convey meaning, or emphasize key points.</p>	<p>Detailed attention has been paid to the presentation aids, which have been tailored skillfully and effectively to enhance communication, e.g. through use of graphics, colour, sound, images, or animation to help achieve the purpose of the presentation, convey meaning, or emphasize key points in a compelling way.</p>
<p>LANGUAGE</p>	<p>Incorrect use of language throughout the presentation.</p>	<p>The use of language is limited, unclear and/or inappropriate and impedes meaning for the audience.</p>	<p>Clear use of language that adequately conveys meaning to the audience, although it might be straightforward, lack</p>	<p>The language is well-chosen and appropriately and effectively conveys meaning for the audience. The use of language is consistently appropriate to the task.</p>	<p>The use of language is thoughtful (i.e. carefully chosen, precise, varied, nuanced) and conveys meaning to the audience with clarity and fluency. Use of language is</p>

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variation, precision,
formality.

tailored to the context of
the task.

+ relevant rubric - cognitive skills or legal problem-solving – depending on the nature of the presentation.

[Rubrics for research paper, legal memorandum and interactive oral communication still to follow]

Annex 3. Course Assessment Template for Programme Assessment Plan

Bachelor European Law School

Course Assessment Template

Course:

Course code:

Course coordinator:

Planning group members:

Academic Year:

Midterm summative assessment:

- | | |
|--|---|
| <input type="checkbox"/> Essay | <input type="checkbox"/> Research Paper |
| <input type="checkbox"/> Legal Opinion | <input type="checkbox"/> Legal Memorandum |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Interactive oral presentation, in particular:..... |

Weight of component in final grade:

Four eyes principle:

[Please explain how the four eyes principle is implemented, e.g. who reviewed the assessment task. The board of examiners provides the following guidance: the referee should review the composition of the question[s], the division over the subject matter, the degree of difficulty and the required level of mastery of the various components, as well as of the assessment as a whole. The referee also assesses the alignment between assessment components and the answer model, the expected detail of the answers, the feasibility of this expected performance within the available test time, and the distribution of points.]

Description:

[Please provide a brief description of the assessment component. Please include information about the level of expected mastery (e.g. understanding, application or evaluation from Bloom's taxonomy)]

Course intended learning outcomes to be assessed by this assessment component:

[Please identify which course intended learning outcomes are being assessed by this assessment component]

Assessment criteria in assessment rubric:

[Identify the weight given to the individual criteria in the assessment rubric]

Category	Criterion	Weight
<i>e.g. Written communication</i>	<i>Context and purpose</i>	5%

Resit information midterm assessment:

[Please indicate how the resit of this midterm assessment component will be conducted in case the format of resit differs from the regular sit.]

Final summative assessment:

General information

Setting

- On site examination
- Off-site take-home/assignment

Number of components:

Duration:

Four eyes principle:

[Please explain how the four eyes principle is implemented, e.g. who reviewed the assessment task. The board of examiners provides the following guidance: the referee should review the composition of the question[s], the division over the subject matter, the degree of difficulty and the required level of mastery of the various components, as well as of the assessment as a whole. The referee also assesses the alignment between assessment components and the answer model, the expected detail of the answers, the feasibility of this expected performance within the available test time, and the distribution of points.]

Component 1

- Essay
- Legal Opinion
- Presentation
- Research Paper
- Legal Memorandum
- Interactive oral presentation, in particular:

Description:

[Please provide a brief description of the assessment component. Please include information about the level of expected mastery (e.g. understanding, application or evaluation from Bloom's taxonomy)]

Course intended learning outcomes to be assessed:

[Please identify which course intended learning outcomes are being assessed by this assessment component]

Assessment criteria in assessment rubric:

[Please identify the weight given to the individual criteria in the assessment rubric]

Category	Criterion	Weight
<i>e.g. Written communication</i>	<i>Context and purpose</i>	<i>5%</i>

Component 2

- | | |
|--|---|
| <input type="checkbox"/> Essay | <input type="checkbox"/> Research Paper |
| <input type="checkbox"/> Legal Opinion | <input type="checkbox"/> Legal Memorandum |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Interactive oral presentation, in particular |

Description:

[Please provide a brief description of the assessment component. Please include information about the level of expected mastery (e.g. understanding, application or evaluation from Bloom's taxonomy)]

Course intended learning outcomes to be assessed:

[Please identify which course intended learning outcomes are being assessed by this assessment component]

Assessment criteria in assessment rubric:

[Please identify the weight given to the individual criteria in the assessment rubric]

Category	Criterion	Weight
<i>e.g. Written communication</i>	<i>Context and purpose</i>	<i>5%</i>

Component 3

- | | |
|--|---|
| <input type="checkbox"/> Essay | <input type="checkbox"/> Research Paper |
| <input type="checkbox"/> Legal Opinion | <input type="checkbox"/> Legal Memorandum |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Interactive oral presentation, in particular |

Description:

[Please provide a brief description of the assessment component. Please include information about the level of expected mastery (e.g. understanding, application or evaluation from Bloom’s taxonomy)]

Course intended learning outcomes to be assessed:

[Please identify which course intended learning outcomes are being assessed by this assessment component]

Assessment criteria in assessment rubric:

[Please identify the weight given to the individual criteria in the assessment rubric]

Category	Criterion	Weight
<i>e.g. Written communication</i>	<i>Context and purpose</i>	<i>5%</i>

Resit information final summative assessment:

[Please indicate any changes to the assessment method for the resit and where necessary complete a separate template for the resit.]

Overall alignment of assessment with programme intended learning outcomes

[Please indicate with an X which PILOs are being assessed in this course]

Knowledge and insight learning outcomes at programme level:	Assessed in this course
<i>A. A graduate has the following academic knowledge of and insight into the content of the law:</i>	
i. The graduate has knowledge of and insight into the most important areas of international and European law, as well as national law, linked to the most recent developments, scientific research in the relevant area and societal reality.	
ii. The graduate has knowledge of and insight into the effect of international law and European law on the national legal systems. They can approach the most important areas of national law from a European and/or comparative perspective.	
iii. The graduate has knowledge of and insight into a number of meta-legal disciplines, such as history, philosophy, legal theory, and psychology of law, as well as criminological and legal-economical principles.	

Specific application learning outcomes at programme level:	
<i>B. A graduate can apply the abovementioned knowledge/insight in the following manner:</i>	
i. The graduate can distil a problem from a case modified to bachelor's level and identify the relevant legal rules and criteria. They can apply relevant strategies to solve these cases, including the comparative method.	
ii. The graduate is able to collect, select, analyse and critically process legislation, case law, doctrine, and other relevant legal materials.	
iii. The graduate is able to critically reflect and is therefore able to assess a line of argumentation and ask critical questions about it. They can develop and defend a legal line of argumentation.	
iv. The graduate is able to, independently and correctly, communicate, orally or in writing, legal questions and problems, information, ideas, argumentation and solutions. For that aim they use the most appropriate argumentation, conversational or presentation technique. They are able to fulfil the various related roles.	
v. The graduate is able to write a substantial academic essay, paper or thesis independently.	
vi. The graduate is able to approach problems from various angles and/or approach various interests or perspectives and provide theoretical justification for these.	

vii. The graduate is able to include socially relevant or ethically relevant aspects in their reasoning.	
viii. The graduate is aware of the social and historical context in which the law operates.	
ix. The graduate is able to recognise the role of their own value system in their own thinking/acting.	
x. The graduate is able to use the English language in a legal context.	
xi. The graduate has intercultural skills that enable them to work in an international environment.	

<i>C. Learning skills:</i>	
i. The graduate is able to plan, execute and evaluate their own approach to learning with an attitude appropriate to life-long learning.	
ii. The graduate is able to work in a team.	
iii. The graduate is able to follow a Master programme that fits the Bachelor programme.	
iv. The graduate is able to exercise a profession at the level of a bachelor's graduate.	

Additional information:

[Please include any additional information that you regard as relevant for the assessment method.]

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Annex 4. Template Expectations Document – Midterm Assessment

*(This document is made available to students **in advance of** the assessment and fulfils a feed up function: clarifying expectations and assessment criteria.)*

Bachelor European Law School

Course:

Course code:

Course coordinator:

Academic Year:

Assessment format

- | | |
|--|--|
| <input type="checkbox"/> Essay | <input type="checkbox"/> Research Paper |
| <input type="checkbox"/> Legal Opinion | <input type="checkbox"/> Legal Memorandum |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Interactive oral presentation, in particular: |

Weight of component in final grade:

Deadline: [date] and [time]

Manner of Submission: *[explain how /where students are required to submit, e.g. Canvas Assignments]*

Form requirements: *[If there are any specific form requirements, please explain.]*

Word count: *[enter the number of words. Specify what is and what is not counted towards the word count. Also indicate whether the word count is a strict maximum or whether you will apply a margin]*

Collaboration: *[indicate whether the student is allowed to collaborate, and if so whether there are any restrictions on the collaboration.]*

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Learning material: *[if necessary or relevant, indicate which learning material can be used to complete the assignment. Are there specific resource usage requirements?]*

Questions?: *[indicate who or where to contact if there are any uncertainties about the assignment]*

Description:

[Provide a description of the assessment component. For the description to be informative for students, please consider the following:

- Description: make sure that the description is as clear as possible and that there is sufficient substantive and contextual information for the student to be able to complete the task.
- Relevance: describe what is intended with the task.
- Approach: describe in general how the student can approach the task.

Course intended learning outcomes to be assessed:

[identify which course intended learning outcomes will be assessed]

Assessment criteria in assessment rubric:

[identify the weight given to the individual criteria in the assessment rubric and provide indicators for determining whether student meets expectations. For more information see Annex 7. Expectations and Feedback Documents Information]

Category	Criterion	Weight	Expectations
<i>e.g. Written communication</i>	<i>Context and purpose</i>	<i>5%</i>	<i>Provide information about the context, audience and purpose of the task. For example, identify who the student is addressing (teacher, peers, fictional client etc) and with what purpose (demonstrate knowledge,</i>

			<i>provide advice, advance an argument to influence others). May also include directions concerning tone/register/formality. These general indicators should assist students in determining whether they are meeting expectations.</i>

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Annex 5. Template Expectations Document – Final Summative Assessment

(This document is made available to students **in advance** of the assessment and fulfils a feed up function: clarifying expectations and assessment criteria.)

Bachelor European Law School

Course:

Course code:

Course coordinator:

Academic Year:

Final Summative Assessment

Setting

- On site examination
- Off-site take-home/assignment

Duration:

Number of components:

Component 1

- Essay
- Legal Opinion
- Presentation
- Research Paper
- Legal Memorandum
- Interactive oral presentation, in particular:

Component 2

- Essay
- Legal Opinion
- Presentation
- Research Paper
- Legal Memorandum
- Interactive oral presentation, in particular:

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Component 3

- Essay
- Legal Opinion
- Presentation
- Research Paper
- Legal Memorandum
- Interactive oral presentation, in particular:

General Description:

[Provide a general description of the final summative assessment. For the description to be informative for students, please consider the following:

- Description: make sure that the description is as clear as possible and that there is sufficient substantive and contextual information for the student to be able to understand the nature and purpose of the final summative assessment and the expected level of mastery (consider including information about whether the assessment will focus on e.g. understanding, application, evaluation or a combination (Bloom’s taxonomy))
- Approach: describe in general how the student can approach the final summative assessment.]

Course intended learning outcomes to be assessed:

[Identify which course intended learning outcomes will be assessed during the final summative assessment.]

Assessment criteria in assessment rubric:

[Provide information about how the assessment rubrics will be applied in the final summative assessment. Although the exact weighting of components does not need to be made available to students in advance, it is possible to provide feed up information for students about expectations. For more information see Annex 7. Expectations and Feedback Documents Information]

Category	Criterion	[Weight]	Expectations
<i>e.g. Written communication</i>	<i>Context and purpose</i>	<i>5%</i>	<i>Provide information about the context, audience and purpose of the task. For example, identify who the student is addressing (teacher, peers, fictional client etc) and with what purpose (demonstrate knowledge, provide advice, advance an argument to influence others). May also include directions concerning</i>

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			<i>tone/register/formality. These general indicators should assist students in determining whether they are meeting expectations.</i>

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Annex 6. Assessment Feedback Document Template

*(This document is made available to students **after** the assessment and fulfils a general feedback function: explaining how the assessment criteria were applied in general. Please complete a feedback document for each assessment component)*

Bachelor European Law School

Course:

Course code:

Course coordinator:

Academic Year:

Assessment Component:

Midterm Assessment

Final Summative Assessment

Component 1

Component 2

Component 3

Assessment format

Essay

Legal Opinion

Presentation

Research Paper

Legal Memorandum

Interactive oral presentation, in particular:

Weight of component in final grade:

Course intended learning outcomes that were assessed:

[identify which course intended learning outcomes that were assessed]

Explanation:

[provide a brief explanation of the assessment component, its underlying purpose, how it aligns with the educational activities undertaken. E.g. the essay question required students to demonstrate the knowledge they had acquired relating to XYZ which was addressed during tutorials 5 and 6 and the underlying literature/case law etc]

Application of assessment criteria:

[identify the weight given to the individual criteria in the assessment rubric and provide grading indicators on what was specifically required to meet expectations. For more information see Annex 7 Expectations and Feedback Documents Information]

Category	Criterion	Weight	Feedback
<i>e.g. Legal problem-solving</i>	<i>Legal Analysis - Rule Identification</i>	<i>10%</i>	<i>Provide substantive information about which legal authorities students needed to address to deal with the legal issue and support a solution.</i>
<i>e.g. Legal problem-solving</i>	<i>Legal Analysis - Rule Analysis</i>	<i>20%</i>	<i>Provide substantive information about what constituted adequate rule analysis to meet expectations.</i>

Additional feedback:

[General feedback that you would like to share with the students, e.g.frequently made mistakes, examples etc]

Annex 7. Expectations and Feedback Documents Information

Category	Criterion	Meets Expectations Standard	Expectations	Feedback
Written Communication	Context and purpose	The work demonstrates adequate understanding of the context, audience, and purpose of the task and makes an adequate attempt to align the assignment with its audience, purpose and context.	Provide information about the context, audience and purpose of the task. For example, identify who the student is addressing (teacher, peers, fictional client etc) and with what purpose (demonstrate knowledge, provide advice, advance an argument to influence others). May also include directions concerning tone/register/formality. These general indicators should assist students in determining whether they are meeting expectations.	Provide feedback on what constituted “adequate understanding” and how students were expected to demonstrate such.
Written Communication	Structure and Organization	The work uses an adequate system of overall organization that provides basic structure to the overall line of thought presented. At a detailed level, structure and organization may require further attention. The work may lack flow or require some re-reading to follow the line of thought.	Provide any instructions there may be for the specific task, e.g. general information about what students need to pay attention to.	Provide feedback based on overall impressions from grading, and in light of any specific instructions given.
Written Communication	Quality of Writing	Clear use of language that adequately conveys meaning to the reader, although it might be straightforward, lack nuance or variation. The	Provide any instructions there may be for the specific task.	Provide feedback based on overall impressions from grading.

		language has minor errors.		
Cognitive Skills	Issue or problem identification	The work identifies and addresses a generally relevant issue or problem raised by the task. Its formulation or description might require some improvement in relation to its completeness, clarity and precision.	Give instructions on the scope of the task.	Provide feedback on the issue or problem raised by the task and indicators concerning appropriate formulation. Includes information or examples for the purposes of differentiating between meets, clearly meets and exceeds expectations.
Cognitive Skills	Evidence and Sources	The work relies on adequate relevant recommended/prescribed resources to support the ideas in writing.	Give information concerning scope of evidence/resources that need to be considered for the purpose of the task.	Provide feedback on the recommended/prescribed resources that students were required to have used to support their essay/presentation. Includes information about differentiation between meets, clearly meets and exceeds expectations.
Cognitive Skills	Descriptive	The work demonstrates adequate understanding of the required knowledge. The information that is presented (e.g. restated, described, summarized) is sufficiently complete, correct and precise to broadly address the issue or problem identified.	Use this criterion if (one of) the objective(s) of the task is descriptive, i.e. to assess the depth of the student's understanding of the subject matter (Bloom's remember, understand). Provide indications of the scope of the required knowledge that will be assessed for the purpose of the task.	Provide substantive feedback on the required knowledge that students were required to demonstrate. Includes information about differentiation between meets, clearly meets and exceeds expectations.
Cognitive Skills	Analytical	The work provides an adequate analysis (e.g. compares, contrasts, discusses, differentiates,	Use this criterion if (one of) the objective(s) of the task is analytical, i.e. to assess the students ability to analyse, compare, distinguish etc. (Bloom's analyse and apply). Provide indications	Provide substantive feedback on what constitutes "adequate analysis" for the purpose of the task, identify e.g. the viewpoints and/or arguments that should have been addressed,

		distinguishes, interprets, relates) of relevant information, viewpoints, (counter-)arguments etc. The analysis might not fully support the line of reasoning or conclusion due to for instance incompleteness, minor errors, inconsistencies, or irrelevant information.	concerning the scope and extent of analysis that is expected for the purposes of the task.	the depth of analysis required, potential line of reasoning that was sought. Includes information about differentiation between meets, clearly meets and exceeds expectations.
Cognitive Skills	Critical	The work demonstrates an adequate ability to assess and question the credibility, value, logical strength or power of ideas, statements, claims, arguments, viewpoints theories, processes, and principles. The examination may be unclear, inaccurate, inconsistent, partial or imprecise in parts and might not fully support the line of reasoning pursued.	Use this criterion if (one of) the objective(s) of the task is to engage in critical discussion and assess student’s critical thinking (Bloom’s evaluate, critique). Provide expectations for the critical thinking that is expected for the purposes of the task.	Provide substantive feedback on what constitutes “adequate ability” for the purpose of the task, identify ideas, statements, viewpoints etc that should have been examined, potential line of reasoning to be pursued etc. Includes information about differentiation between meets, clearly meets and exceeds expectations.
Cognitive Skills	Conclusions	A conclusion is stated although it might not fully support the line of reasoning due to incompleteness, minor inaccuracies or inconsistencies.	Give any instructions that may be appropriate for the specific task.	Provide feedback in relation to the task, for instance substantive feedback on the conclusion sought. Includes information or examples for the purposes of differentiating between meets, clearly meets and exceeds expectations.

Legal Problem-Solving	Issue identification	A legal issue has been identified that is generally relevant to address the legal problem. It is formulated with sufficient clarity and precision.	<i>Note: "Issue" refers to the legal question that arises from the "problem" contained in the case facts.</i> Provide relevant and appropriate indications concerning the scope of the task and expectations concerning issue formulation.	Provide feedback on the issue raised by the problem and indicators concerning appropriate formulation. Includes information or examples for the purposes of differentiating between meets, clearly meets and exceeds expectations.
Legal Problem-Solving	Legal Analysis – Rule Identification	Most relevant legal authorities have been identified. The legal authorities contribute to the solution of the problem, although there may be some gaps. Flaws in the manner of citation are minor.	Provide relevant and appropriate general information about the scope of the task.	Provide substantive information about which legal authorities students needed to identify to address the legal issue and support a solution. Includes information about differentiation between meets, clearly meets and exceeds expectations.
Legal Problem-Solving	Legal Analysis – Rule Analysis	The relevant legal authorities are analysed adequately, although some rule statements may be incomplete, contain minor errors, or lack appropriate identification and analysis of the constituent elements. The legal analysis supports relevant elements for the solution of the problem.	Provide information about expectations concerning what would constitute "adequate analysis" for the purposes of the task.	Provide substantive information about what constituted "adequate" rule analysis to meet expectations. E.g. provide example(s) of the depth of rule analysis required. Includes information about differentiation between meets, clearly meets and exceeds expectations.
Legal Problem-Solving	Legal Analysis – Application and Reasoning	The opinion provides adequate application of the relevant rules to the	Provide information about expectations concerning what would constitute "adequate analysis" for the purposes of the task.	Provide substantive information about what constituted "adequate" application and

		facts of the problem. At least the most relevant available facts are utilized for at least some elements of the analysis, There may be some gaps, relevant facts omitted, or inconsistencies in the application. The application supports some relevant elements for the solution of the problem.		reasoning to meet expectations. E.g. provide example(s). Includes information about differentiation between meets, clearly meets and exceeds expectations.
Legal Problem-Solving	Conclusion	A conclusion is stated that is supported by the legal analysis although it might not fully address the legal problem.	Give any instructions that may be appropriate for the specific task.	Provide feedback in relation to the task, for instance substantive feedback on the conclusion sought. Includes information or examples for the purposes of differentiating between meets, clearly meets and exceeds expectations.

[Further information on oral communication still to follow]