School of Management and Law

Criteria to Assess Professional, Methodological, Social & Self-Competence
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1. Introduction

Criteria to assess professional, methodological, social, and self-competence (Learning Goals) were established in a project to develop a competency framework and are used to measure students' competencies (Learning Objectives) as part of the AoL (Assurance of Learning) process at the ZHAW School of Management and Law.[1]

The criteria operationalize students' competencies and are designed to make them measurable using assessment tasks. They rely on scientific findings (e.g., the VALUE Rubric Development Project of the Association of American Colleges & Universities, AAC&U) and the expertise of specialists at the ZHAW School of Management and Law (SML). For every competency, we have created a set of between three and five compulsory criteria as well as additional, optional criteria for a total of four achievement levels ("Basic", "Intermediate", "Advanced", and "Proficient"). These achievement levels reflect the development that students undergo in the course of their studies and specify (depending on the degree program and specialization) the level of competence to be reached by the time they graduate.

We analyze our curriculum at regular intervals to help us measure our students' competencies. Assessment tasks (i.e., student products such as written exams, oral exams, presentations, case studies, final papers (BSc/MSc theses) seminar papers, or project reports) are identified for individual modules. Next, criteria to assess different competencies can be compiled to form a rubric for each assessment task. In creating a rubric, care must be taken to ensure that it covers at least the compulsory criteria of the various competencies to be measured. The competencies are measured using an ICT tool called myCompetence. The technical application provided by myCompetence coordinates the task of allocating of assessment tasks to modules and actors (in particular, instructors and students) and enables us to assess the achievement levels of the various competencies.

The results of measuring students' competencies at the degree program/specialization level are used for the AoL process and analyzed in annual curriculum quality meetings. At these meetings, development measures are decided for implementation in the degree programs. Further, myCompetence can also evaluate relevant data to provide actor-specific feedback: Instructors receive aggregated information about the progress of their students in meeting competence-oriented program objectives. Students, on the other hand, receive continuous feedback on how their competence is developing (i.e., through the assessment tasks they complete, feedback is provided on their competencies).

The current content of this working document is not to be considered as final but rather as a solid foundation on which to base competency measurement. As you apply the criteria to assess professional, methodological, social, and self-competence in a practical context, problems are bound to arise which we cannot yet solve given the current state of knowledge. If this is the case, we would be happy to hear from you to be able to update this working document at regular intervals. Our gratitude goes to the experts at the SML for their constructive feedback in creating these criteria.

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[1] The above-mentioned project mainly focused on cognitive aspects of competence. In addition, some basic values/convictions were also included. Motivational and volitional aspects of competence were not taken into account, however, since they are difficult to measure by means of student assessment tasks.

2. Competency Framework

Professional, methodological, social, and self-competence (Learning Goals) and the related competencies (Learning Objectives) form the basis for the competency frameworks of the degree programs/specializations. Competency frameworks show the competencies students need to develop and the different achievement levels which have been defined for them. Figure 1 below provides an overview of competencies for the achievement level "Advanced". The competencies are operationalized based on the criteria covered in this document.

Figure 1: Overview of competencies for the achievement level "Advanced"

Professional Competence

- Students can reproduce and explain program content of theoretical and practical relevance accurately and in a manner that is appropriate in scope and depth as well as topicality (**Knowing and Understanding Subject Content of Theoretical and Practical Relevance**)
- Students can apply, analyze, and synthesize program content of theoretical and practical relevance accurately and in a manner that is appropriate in scope and depth as well as topicality (**Apply, Analyze, and Synthesize Subject Content of Theoretical and Practical Relevance**)
- Students can evaluate program content of theoretical and practical relevance comprehensively and systematically and in a manner that is appropriate in scope and depth as well as topicality (**Evaluate Subject Content of Theoretical and Practical Relevance**)

Methodological Competence

- Students can systematically analyze a problem, critically and exhaustively evaluate possible solutions, and make well-reasoned recommendations (**Problem-Solving & Critical Thinking**)
- Students can be reasonably effective in selecting, applying, and evaluating scientific methods to address specific problems in an expedient manner (**Scientific Methodology**)
- Students can select, apply, and evaluate general and specialist work methods, techniques and procedures to address specific problems in an expedient manner (**Work Methods, Techniques, and Procedures**)
- Students can locate, evaluate, process, and present information to address specific problems in an expedient manner (**Information Literacy**)
- Students can develop and implement creative and innovative ideas or solutions to address challenging problems (**Creativity & Innovation**)

Social Competence

- Students can write clearly, concisely, and convincingly (**Written Communication**)
- Students' oral communication is appropriate and convincing in terms of interacting with interlocutors and addressing specific situations (**Oral Communication**)
- Students can work with others in a constructive and purposeful manner (**Teamwork & Conflict Management**)
- Students can interact effectively in different cultural environments and can take into account different perspectives (**Intercultural Insight & Ability to Change Perspective**)

Self-Competence

- Students can plan, organize, and critically evaluate their actions and learning processes effectively and assess their resources realistically (**Self-Management & Self-Reflection**)
- Students can recognize ethical and social issues and take them into account effectively (**Ethical & Social Responsibility**)
- Students can deal with changes in a positive manner and recognize the need for lifelong learning (**Learning & Change**)

The various competencies can also be aligned to the structure of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS).

Figure 2: Overview of competencies for the achievement level "Advanced" in the structure of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS)

Knowledge and Understanding	● Students can reproduce and explain program content of theoretical and practical relevance accurately and in a manner that is appropriate in scope and depth as well as topicality **(Knowing and Understanding Subject Content of Theoretical and Practical Relevance)**

Applying Knowledge and Understanding	● Students can apply, analyze, and synthesize program content of theoretical and practical relevance accurately and in a manner that is appropriate in scope and depth as well as topicality **(Apply, Analyze, and Synthesize Subject Content of Theoretical and Practical Relevance)**
	● Students can systematically analyze a problem, critically and exhaustively evaluate possible solutions, and make well-reasoned recommendations **(Problem-Solving & Critical Thinking)**
	● Students can select, apply, and evaluate scientific methods to address specific problems in an expedient manner **(Scientific Methodology)**
	● Students can select, apply, and evaluate general and specialist work methods, techniques and procedures to address specific problems in an expedient manner **(Work Methods, Techniques, and Procedures)**
	● Students can develop and implement creative and innovative ideas or solutions to address challenging problems **(Creativity & Innovation)**

Making Judgements	● Students can evaluate program content of theoretical and practical relevance comprehensively and systematically and in a manner that is appropriate in scope and depth as well as topicality **(Evaluate Subject Content of Theoretical and Practical Relevance)**
	● Students can locate, evaluate, process, and present information to address specific problems in an expedient manner **(Information Literacy)**
	● Students can recognize ethical and social issues and take them into account effectively **(Ethical & Social Responsibility)**

Communication Skills	● Students can write clearly, concisely, and convincingly **(Written Communication)**
	● Students' oral communication is appropriate and convincing in terms of interacting with interlocutors and addressing specific situations **(Oral Communication)**
	● Students can work with others in a constructive and purposeful manner **(Teamwork & Conflict Management)**
	● Students can interact effectively in different cultural environments and can take into account different perspectives **(Intercultural Insight & Ability to Change Perspective)**

Learning Skills	● Students can plan, organize, and critically evaluate their actions and learning processes effectively and assess their resources realistically **(Self-Management & Self-Reflection)**
	● Students can deal with changes in a positive manner and recognize the need for lifelong learning **(Learning & Change)**

3. Professional Competence

Professional competence consists of specific areas of ability that are needed to master subject content of theoretical and practical relevance.

3.1. KNOWING AND UNDERSTANDING SUBJECT CONTENT OF THEORETICAL AND PRACTICAL RELEVANCE[2]

1   Description (for the competency frameworks of the degree programs, scalable)

Students can reproduce and explain program content of theoretical and practical relevance (*very, –, reasonably, not very*) accurately and in a manner that is (*very, –, reasonably, not very)* appropriate in scope and depth as well as topicality.

2   Possible Student Products

- Written exam
- Oral exam
- Presentation

3   Criteria

Compulsory Criteria:

- Knowledge
- Understanding

Optional Criteria:

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Comments:

- The competency "Knowing and Understanding Subject Content of Theoretical and Practical Relevance" is mainly assessed using knowledge tests.

Sources:

- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: David McKay Company.
- FAU (2014). Leitfaden zur Formulierung kompetenzorientierter Lernziele auf Modulebene. Hochschuldidaktische Leitfäden.
- Metzger, C., Waibel, R., Henning, C., Hodel, M., Luzi, R. (1993). Anspruchsniveau von Lernzielen und Prüfungen im kognitiven Bereich. Studien und Berichte des IWP an der Hochschule St. Gallen.

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[2]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Wissen und Verstehen* (Knowledge and Understanding).

Knowing and Understanding Subject Content of Theoretical and Practical Relevance

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not able to reproduce and explain program content of theoretical and practical relevance very accurately or in a manner that is very appropriate in scope and depth as well as topicality.**	**Students can reproduce and explain program content of theoretical and practical relevance reasonably accurately and in a manner that is reasonably appropriate in scope and depth as well as topicality.**	**Students can reproduce and explain program content of theoretical and practical relevance accurately and in a manner that is appropriate in scope and depth as well as topicality.**	**Students can reproduce and explain program content of theoretical and practical relevance very accurately and in a manner that is highly appropriate in scope and depth as well as topicality.**
Knowledge	Is not able to reproduce program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very accurately or in a manner that is very appropriate in scope and depth as well as topicality.	Can reproduce program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) reasonably accurately and in a manner that is reasonably appropriate in scope and depth as well as topicality.	Can reproduce program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) accurately and in a manner that is appropriate in scope and depth as well as topicality.	Can reproduce program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very accurately and in a manner that is highly appropriate in scope and depth as well as topicality.
Understanding	Is not able to explain program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very accurately or in a manner that is very appropriate in scope and depth as well as topicality.	Can explain program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) reasonably accurately and in a manner that is reasonably appropriate in scope and depth as well as topicality.	Can explain program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) accurately and in a manner that is appropriate in scope and depth as well as topicality.	Can explain program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very accurately and in a manner that is highly appropriate in scope and depth as well as topicality.

3.2. APPLYING, ANALYZING, AND SYNTHESIZING SUBJECT CONTENT OF THEORETICAL AND PRACTICAL RELEVANCE[3]

1   Description (for the competency frameworks of the degree programs, scalable)

Students can apply, analyze, and synthesize program content of theoretical and practical relevance (*very, –, reasonably, not very*) accurately and in a manner that is (*very, –, reasonably, not very*) appropriate in scope and depth as well as topicality.

2   Possible Student Products

- Written exam
- Oral exam
- Presentation
- Learning products (final paper/thesis, seminar paper, project report)

3   Criteria

Compulsory Criteria:

- Application
- Analysis
- Synthesis

Optional Criteria:

- Comprehensive Understanding and Legal Classification of Subject Matter

Comments:

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Sources:

- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: David McKay Company.
- FAU (2014). Leitfaden zur Formulierung kompetenzorientierter Lernziele auf Modulebene. Hochschuldidaktische Leitfäden.
- Metzger, C., Waibel, R., Henning, C., Hodel, M., Luzi, R. (1993). Anspruchsniveau von Lernzielen und Prüfungen im kognitiven Bereich. Studien und Berichte des IWP an der Hochschule St. Gallen

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[3]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Anwendung von Wissen und Verstehen* (Application of Knowledge and Understanding).

Applying, Analyzing, and Synthesizing Subject Content of Theoretical and Practical Relevance

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not able to apply, analyze, and synthesize program content of theoretical and practical relevance very accurately or in a manner that is very appropriate in scope and depth as well as topicality.**	**Students can apply, analyze, and synthesize program content of theoretical and practical relevance reasonably accurately and in a manner that is reasonably appropriate in scope and depth as well as topicality.**	**Students can apply, analyze, and synthesize program content of theoretical and practical relevance accurately and in a manner that is appropriate in scope and depth as well as topicality.**	**Students can apply, analyze, and synthesize program content of theoretical and practical relevance very accurately and in a manner that is highly appropriate in scope and depth as well as topicality.**
Application	Is not able to apply program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very accurately or in a manner that is very appropriate in scope and depth as well as topicality.	Can apply program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) reasonably accurately and in a manner that is reasonably appropriate in scope and depth as well as topicality.	Can apply program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) accurately and in a manner that is appropriate in scope and depth as well as topicality.	Can apply program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very accurately and in a manner that is highly appropriate in scope and depth as well as topicality.
Analysis	Is not able to analyze program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very accurately or in a manner that is very appropriate in scope and depth as well as topicality.	Can analyze program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) reasonably accurately and in a manner that is reasonably appropriate in scope and depth as well as topicality.	Can analyze program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) accurately and in a manner that is appropriate in scope and depth as well as topicality.	Can analyze program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very accurately and in a manner that is highly appropriate in scope and depth as well as topicality.
Synthesis	Is not able to link program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very accurately or in a manner that is very appropriate in scope and depth as well as topicality.	Can link program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) reasonably accurately and in a manner that is reasonably appropriate in scope and depth as well as topicality.	Can link program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) accurately and in a manner that is appropriate in scope and depth as well as topicality.	Can link program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very accurately and in a manner that is highly appropriate in scope and depth as well as topicality.
*Comprehensive Understanding and Legal Interpretation of Established Facts** *(Legal modules)*	*Does not have a sufficiently comprehensive understanding of the established facts or an accurate view of the legal aspects involved. Information pertaining to the established facts is not analyzed or examined sufficiently for relevance.*	*Has a reasonably comprehensive understanding of the established facts and a more or less accurate view of the legal aspects involved. Information pertaining to the established facts is sufficiently analyzed and examined for relevance.*	*Has a comprehensive understanding of the established facts and an accurate view of the legal aspects involved. Information pertaining to the established facts is thoroughly analyzed and carefully examined for relevance.*	*Is quick to grasp complex legal issues. Has a very comprehensive understanding of the established facts and a very accurate view of the legal aspects involved. Information pertaining to the established facts is analyzed very thoroughly and reviewed very carefully for relevance.*

*Optional criterion

3.3. EVALUATING SUBJECT CONTENT OF THEORETICAL AND PRACTICAL RELEVANCE[4]

1   Description (for the competency frameworks of the degree programs, scalable)

Students can evaluate program content of theoretical and practical relevance (*very, -, reasonably, not very*) comprehensively and systematically and in a manner that is *(very, -, reasonably, not very)* appropriate in scope and depth as well as topicality.

2   Possible Student Products

- Written exam
- Oral exam
- Presentation
- Learning products (final paper/thesis, seminar paper, project report)
- Case study

3   Criteria

Compulsory Criteria:

- Evaluation

Optional Criteria:

- Expression and Discussion of Current State of Opinion

Comments:

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Sources:

- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: David McKay Company.
- FAU (2014). Leitfaden zur Formulierung kompetenzorientierter Lernziele auf Modulebene. Hochschuldidaktische Leitfäden.
- Metzger, C., Waibel, R., Henning, C., Hodel, M., Luzi, R. (1993). Anspruchsniveau von Lernzielen und Prüfungen im kognitiven Bereich. Studien und Berichte des IWP an der Hochschule St. Gallen

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[4]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Urteilen* (Ability to Make Judgments).

Evaluating Subject Content of Theoretical and Practical Relevance

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not able to evaluate program content of theoretical and practical relevance very comprehensively and systematically or in a manner that is appropriate in scope and depth as well as topicality.**	**Students can evaluate program content of theoretical and practical relevance reasonably comprehensively and systematically and in a manner that is reasonably appropriate in scope and depth as well as topicality.**	**Students can evaluate program content of theoretical and practical relevance comprehensively and systematically and in a manner that is appropriate in scope and depth as well as topicality.**	**Students can evaluate program content of theoretical and practical relevance very comprehensively and systematically and in a manner that is highly appropriate in scope and depth as well as topicality.**
Evaluation	Is not able to evaluate program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very comprehensively and systematically or in a manner that is appropriate in scope and depth as well as topicality.	Can evaluate program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) reasonably comprehensively and systematically and in a manner that is reasonably appropriate in scope and depth as well as topicality.	Can evaluate program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) comprehensively and systematically and in a manner that is appropriate in scope and depth as well as topicality.	Can evaluate program content of theoretical and practical relevance (theories, concepts, rules, terms, etc.) very comprehensively and systematically and in a manner that is highly appropriate in scope and depth as well as topicality.
Expression and Discussion of Current State of Opinion* *(Legal modules)*	*Is not able to discuss the current state of legislation and the discourse of legal doctrine or case law very well or integrate them effectively.*	*Can discuss the current state of legislation and the discourse of legal doctrine and case law reasonably well and integrate them fairly effectively.*	*Can discuss the current state of legislation and the discourse of legal doctrine and case law and integrate them effectively.*	*Can discuss the current state of legislation and the discourse of legal doctrine and case law comprehensively and integrate them very effectively.*

* Optional criterion

4. Methodological Competence

Methodological competence consists of areas of ability that can be applied across different situations and are needed to meet difficult challenges in the workplace.

4.1. PROBLEM-SOLVING & CRITICAL THINKING[5]

1   Description (for the competency frameworks of the degree programs, scalable)

Students can analyze a problem (*very, -, reasonably, not very*) systematically; possible solutions are evaluated (*very, -, reasonably, not very*) critically and exhaustively, and the proposed solution is (*very, -, reasonably, not very*) well-reasoned.

2   Possible Student Products

- Presentation
- Learning products (final paper/thesis, seminar paper, project report)
- Case study

3   Criteria

Compulsory Criteria:

- Problem Analysis
- Solution Development / Critical and Differentiated Evaluation of Solution Options
- Summary / Conclusions

Optional Criteria:

- Own Position
- Critical Use of Information

Comments:

- The optional criterion "Critical Use of Information" is also reflected in the competency "Information Literacy"

Sources:

- AAC&U Critical Thinking VALUE Rubric
- AAC&U Problem Solving VALUE Rubric

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[5]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Anwendung von Wissen und Verstehen* (Application of Knowledge and Understanding).

Problem-Solving & Critical Thinking

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not able to analyze a problem in a very systematic manner, evaluate possible solutions in a very critical and exhaustive manner, or make recommendations that are well-reasoned.**	**Students can analyze a problem in a reasonably systematic manner, evaluate possible solutions in a reasonably critical and exhaustive manner, and make recommendations that are reasonably well-reasoned.**	**Students can systematically analyze a problem, critically and exhaustively evaluate possible solutions, and make well-reasoned recommendations.**	**Students can analyze a problem in a highly systematic manner, evaluate interdisciplinary solutions in a very critical and exhaustive manner, and make very well-reasoned recommendations.**
Problem Analysis	Limited elaboration of issue at hand. Attempts to place the issue in its (theoretical, conceptual, or practical) context are not very successful.	Reasonably clear elaboration of issue at hand. Attempts to place the issue in its (theoretical, conceptual, or practical) context are partially successful. Decisions affecting content orientation or the line of argumentation are only partially presented.	Largely clear elaboration of issue at hand. Issue is placed in its (theoretical, conceptual, or practical) context and key aspects are well explained. Decisions affecting content orientation and the line of argumentation are, for the most part, clearly presented.	Clear elaboration of issue at hand. Systematic discussion of the issue in its (theoretical, conceptual, or practical) context. Decisions affecting content orientation and the line of argumentation are presented clearly and fully.
Solution Development / Critical and Differentiated Evaluation of Solution Options	Solution options are not based on analysis, nor are they weighed up against each other or evaluated in a critical and differentiated manner.	Solution options are based on some analysis and are partially able to support the recommendations made. Attempts to weigh up solution options against each other and evaluate them in a critical and differentiated manner are partially successful.	Solution options are usually shown to derive from and be grounded in analysis and support the recommendations made. Solution options are usually weighed up against each other and evaluated in a critical and differentiated manner.	Analysis is systematic and comprehensive, leading to logical solution options from which to derive the recommendations made. Solution options are weighed up against each other and evaluated in a critical and differentiated manner.
Summary / Conclusions	Several errors in summing up and discussing results or summary and discussion of results only rudimentary.	Reasonably few errors in summing up and discussing key results. Attempts are made to reconnect conclusions or recommendations to the issue at hand.	Accurate summing up and discussing of key results. Reconnects most conclusions or recommendations to the issue at hand.	Accurate summing up and discussing of key results. Reconnects all conclusions or recommendations to the issue at hand.
Own Position*	*States his/her own position but does not justify it.*	*The position stated reflects various aspects of the topic.*	*The position stated is linked to the topic and references to other positions are made.*	*States his/her opinion clearly and links it to the topic area. The limits of this position are clearly defined. The position stated is compared with other positions and synthesized.*

	Basic	Intermediate	Advanced	Proficient
Critical Use of Information*	*Uses information and sources without reflecting on their quality or context. Opinions by experts are not challenged but accepted as facts.*	*Some of the information used is carefully considered and evaluated concerning its nature or sources. Analysis and synthesis do not always follow or may not always be accurate. Opinions by experts tend to be accepted as facts rather than being challenged.*	*The information used is reliable and has been checked and evaluated. The information is put in context, and this context is taken into account and integrated into the analysis and synthesis. Opinions by experts are critically appraised.*	*The information used is reliable and has been carefully checked and evaluated. The information is put in context, and this context is fully taken into account and integrated into the analysis and synthesis. Opinions by experts are challenged and critically appraised.*

* Optional criterion

4.2. SCIENTIFIC METHODOLOGY[6]

1   Description (for the competency frameworks of the degree programs, scalable)

Students can select, apply, and evaluate scientific methods to address specific problems in a/an (*very, -, reasonably, not very*) expedient manner.

2   Possible Student Products

- Learning products (final paper/thesis, seminar paper, project report)
- Case study

3   Criteria

Compulsory Criteria:

- Choice of Methodology
- Application of Methodology
- Methodological Reflection

Optional Criteria:

- Subordination of Established Facts to the Applicable Legal Norm

Comments:

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Sources:

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[6]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Anwendung von Wissen und Verstehen* (Application of Knowledge and Understanding)

Scientific Methodology

Competency	Basic	Intermediate	Advanced	Proficient
	Students are not able to select, apply, and evaluate scientific methods to address specific problems in a very expedient manner.	**Students can select, apply, and evaluate scientific methods to address specific problems in a reasonably expedient manner.**	**Students can select, apply, and evaluate scientific methods to address specific problems in an expedient manner.**	**Students can select, apply, and evaluate scientific methods to address specific problems in a highly expedient manner.**
Choice of Methodology	The scientific (e.g., quantitative/qualitative) methods chosen to solve a specific problem are not very suitable and not explained.	The scientific (e.g., quantitative/qualitative) methods chosen to solve a specific problem are reasonably suitable and partially well-reasoned.	The scientific (e.g., quantitative/qualitative) methods chosen to solve a specific problem are suitable and well-reasoned.	The best possible scientific (e.g., quantitative/qualitative) methods are chosen to solve a specific problem. These methods are well-reasoned and systematically adapted to meet the requirements of the problem at hand.
Application of Methodology	The scientific methods chosen are not applied very effectively to meet the requirements of the problem at hand.	The scientific methods chosen are applied reasonably effectively to meet the requirements of the problem at hand.	The scientific methods chosen are applied effectively to meet the requirements of the problem at hand.	The scientific methods chosen are applied in a highly effective manner to meet the requirements of the problem at hand.
Methodological Reflection	Does not recognize the limitations of the methods chosen.	Recognizes the limitations of the methods chosen.	Recognizes and discusses the limitations of the methods chosen.	Recognizes and discusses the limitations of the methods chosen and presents options for improving the methodology.
Subordination of Established Facts to the Applicable Legal Norm* *(Legal modules)*	*Established facts are not subjected very effectively to the requirements of the applicable legal norm. Recognized principles of legal interpretation are not applied very effectively according to the requirements of the problem at hand. The process of developing a solution is not very well presented.*	*Established facts are subjected reasonably effectively to the requirements of the applicable legal norm. Recognized principles of legal interpretation are applied reasonably effectively according to the requirements of the problem at hand. The process of developing a solution is reasonably well presented.*	*Established facts are subjected effectively to the requirements of the applicable legal norm. Recognized principles of legal interpretation are applied effectively according to the requirements of the problem at hand. The process of developing a solution is systematic and well presented.*	*Established facts are subjected very effectively to the requirements of the applicable legal norm. Recognized principles of legal interpretation are applied in a very effective manner according to the requirements of the problem at hand. The process of developing a solution is highly systematic, logical, and well presented.*

* Optional criterion

4.3.   WORK METHODS, TECHNIQUES, AND PROCEDURES[7]

1   Description (for the competency frameworks of the degree programs, scalable)

Students can select, apply, and evaluate general and specialist work methods, techniques, and procedures to address specific problems in a/an (*very, -, reasonably, not very*) expedient manner.

2   Possible Student Products

- Learning products (final paper/thesis, seminar paper, project report)
- Case study

3   Criteria

Compulsory Criteria:

- Choice of Work Method
- Application of Work Method
- Reflection on Work Method

Optional Criteria:

- Organization and Structure of a Legal Memorandum

Comments:

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Sources:

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[7]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Anwendung von Wissen und Verstehen* (Application of Knowledge and Understanding).

Work Methods, Techniques, and Procedures

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not able to select, apply, and evaluate general and specialist work methods, techniques and procedures to address specific problems in a very expedient manner.**	**Students can select, apply, and evaluate general and specialist work methods, techniques and procedures to address specific problems in a reasonably expedient manner.**	**Students can select, apply, and evaluate general and specialist work methods, techniques and procedures to address specific problems in an expedient manner.**	**Students can select, apply, and evaluate general and specialist work methods, techniques and procedures to address specific problems in a highly expedient manner.**
Choice of Work Method	The methods/techniques/procedures (e.g., SWOT analysis/morphological box) chosen to solve a specific problem are not very suitable or well-reasoned.	The methods/techniques/procedures (e.g., SWOT analysis/morphological box) chosen to solve a specific problem are reasonably suitable and partially well-reasoned.	The methods/techniques/procedures (e.g., SWOT analysis/morphological box) chosen to solve a specific problem are suitable and well-reasoned.	The best possible methods/techniques/procedures (e.g., SWOT analysis/morphological box) are chosen to solve a specific problem. These methods are well-reasoned and, where necessary, effectively adapted to meet the requirements of the problem at hand.
Application of Work Method	The methods/techniques/procedures chosen are not applied very effectively to meet the requirements of the problem at hand.	The methods/techniques/procedures chosen are applied reasonably effectively to meet the requirements of the problem at hand.	The methods/techniques/procedures chosen are applied convincingly to meet the requirements of the problem at hand.	The methods/techniques/procedures chosen are applied in a manner that is highly effective to meet the requirements of the problem at hand.
Reflection on Work Method	Does not recognize the limitations of the methods/techniques/procedures chosen.	Recognizes the limitations of the methods/techniques/procedures chosen.	Recognizes and discusses the limitations of the methods/techniques/procedures chosen.	Recognizes and discusses the limitations of the methods/techniques/procedures chosen and presents options for improving them.
Organization and Structure of a Legal Memorandum* (Legal modules)	*Does not appear to have a clear grasp of the organization and sequence required to discuss a legal case. The legal memorandum is not very clear, comprehensible, or consistent in terms of its structure or line of thought.*	*Is reasonably proficient in following the organization and sequence required to discuss a legal case. The legal memorandum is reasonably clear, comprehensible, and consistent in terms of its structure and line of thought.*	*Is proficient in following the organization and sequence required to discuss a legal case. The legal memorandum is clear, comprehensible, and consistent in terms of its structure and line of thought.*	*Strictly follows the organization and sequence required to discuss a legal case. The legal memorandum is very clear, comprehensible, and consistent in terms of its structure and line of thought.*

* Optional criterion

4.4. INFORMATION LITERACY[8]

1   **Description** (for the competency frameworks of the degree programs, scalable)

Students can locate, evaluate, process, and present information to address specific problems in a/an (*very, -, reasonably, not very*) expedient manner.

2   **Possible Student Products**

- Presentation
- Learning products (final paper/thesis, seminar paper, project report)
- Case study

3   **Criteria**

Compulsory Criteria:

- Scope and Depth of Information Needed
- Relevance and Topicality of Information Obtained
- Use of Information
- Critical Use of Information

Optional Criteria:

- Legal Research
- Use of Citation

Comments:

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Sources:

- AAC&U Information Literacy VALUE Rubric

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[8]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Urteilen* (Ability to Make Judgments).

Information Literacy

	Basic	**Intermediate**	**Advanced**	**Proficient**
Competency	**Students are not able to locate, evaluate, process, and present information to address specific problems in a very expedient manner.**	**Students can locate, evaluate, process, and present information to address specific problems in a reasonably expedient manner.**	**Students can locate, evaluate, process, and present information to address specific problems in an expedient manner.**	**Students can locate, evaluate, process, and present information to address specific problems in a highly expedient manner.**
Scope and Depth of Information Needed	The focus of the research does not reflect the scope or depth of the research question very effectively.	The focus of the research reflects the scope or depth of the research question reasonably effectively.	The focus of the research reflects the scope or depth of the research question effectively.	The focus of the research reflects the scope or depth of the research question very effectively.
Relevance and Topicality of Information Obtained	The information obtained to answer the research question is not very relevant or topical.	The information obtained to answer the research question is reasonably relevant and topical.	The information obtained to answer the research question is relevant and topical.	The information obtained to answer the research question is highly relevant and topical.
Use of Information	Reference made to the use of information is not documented very clearly. Own contributions and their place vis-à-vis the literature are not referenced effectively. Does not demonstrate a full understanding of ethical or legal restrictions or the protection of intellectual property.	Reference made to the use of information is documented reasonably clearly. Own contributions and their place vis-à-vis the literature are referenced reasonably effectively. Demonstrates a reasonable understanding of ethical or legal restrictions and the protection of intellectual property.	Reference made to the use of information is documented clearly. Own contributions and their place vis-à-vis the literature are referenced effectively. Demonstrates a solid understanding of ethical or legal restrictions and the protection of intellectual property.	Reference made to the use of information is documented very clearly. Own contributions and their place vis-à-vis the literature are referenced highly effectively. Demonstrates a comprehensive understanding of ethical or legal restrictions and the protection of intellectual property.
Critical Use of Information	Uses information and sources without reflecting on their quality or context. Opinions by experts are not challenged but accepted as facts.	Some of the information used is carefully considered and evaluated concerning its nature or sources. Analysis and synthesis do not always follow or may not always be accurate. Opinions by experts tend to be accepted as facts rather than being challenged.	The information used is reliable and has been checked and evaluated. The information is put in context, and this context is taken into account and integrated into the analysis and synthesis. Opinions by experts are critically appraised.	The information used is reliable and has been carefully checked and evaluated. The information is put in context, and this context is fully taken into account and integrated into the analysis and synthesis. Opinions by experts are challenged and critically appraised.

	Basic	Intermediate	Advanced	Proficient
Legal Research* (Legal modules)	*Information obtained from research and analysis of decrees, opinions, and case law does not have sufficient scope, depth, or topicality. Legal databases (e.g., Swisslex, Legalis) as sources of information are not really known.*	*Information obtained from research and analysis of decrees, opinions, and case law has reasonably sufficient scope, depth, and topicality. Legal databases (e.g., Swisslex, Legalis) as sources of information are known and consulted reasonably effectively.*	*Information obtained from research and analysis of decrees, opinions, and case law has sufficient scope, depth, and topicality. Legal databases (e.g., Swisslex, Legalis) as sources of information are known and consulted effectively.*	*Information obtained from research and analysis of decrees, opinions, and case law has exceptional scope, depth, and topicality. Legal databases (e.g., Swisslex, Legalis) as sources of information are consulted highly effectively.*
Use of Citations* (Legal modules)	*Ideas and lines of argumentation drawn from the literature or from case law are often not referenced. Recognized standards of academic citation in footnotes and lists of references are not adhered to very accurately.*	*Ideas and lines of argumentation drawn from the literature or from case law are usually referenced. Recognized standards of academic citation in footnotes and lists of references are adhered to reasonably accurately.*	*All ideas and lines of argumentation drawn from the literature or from case law are referenced. Recognized standards of academic citation in footnotes and lists of references are adhered to accurately.*	*All ideas and lines of argumentation drawn from the literature or from case law are referenced very comprehensively. Recognized standards of academic citation in footnotes and lists of references are adhered to fully and accurately.*

* Optional criterion

4.5. CREATIVITY & INNOVATION[9]

1   Description (for the competency frameworks of the degree programs, scalable)

Students are able to develop and implement creative and innovative ideas or solutions to address challenging problems (*very, -, reasonably, not very*) effectively.

2   Possible Student Products

- Presentation
- Learning products (final paper/thesis, seminar paper, project report)
- Case study

3   Criteria

Compulsory Criteria:

- Innovation Level (Connecting, Synthetizing, Transforming)
- Creativity Level
- Dealing with Contradictions

Optional Criteria:

- Innovative Thinking

Comments:

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Sources:

- AAC&U Creative Thinking VALUE Rubric

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[9]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Anwendung von Wissen und Verstehen* (Application of Knowledge and Understanding).

Creativity & Innovation

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not able to develop and implement very creative or innovative ideas or solutions to address challenging problems.**	**Students can develop and implement reasonably creative and innovative ideas or solutions to address challenging problems.**	**Students can develop and implement creative and innovative ideas or solutions to address challenging problems.**	**Students can develop and implement highly creative and innovative ideas or solutions to address challenging problems.**
Innovation Level (Connecting, Synthetizing, Transforming)	Recognizes links between ideas and solutions.	Connects ideas and solutions in a new way.	Synthesizes ideas or solutions to create a something that is coherent.	Transforms ideas or solutions to create completely new forms.
Creativity Level	Supports creative contributions.	Produces creative contributions.	Produces creative ideas or solutions.	Recognizes needs, possibilities, and opportunities and produces creative ideas or solutions.
Dealing with Contradictions	Acknowledges alternative, divergent, or contradictory perspectives.	Adopts alternative, divergent, or contradictory perspectives to a certain degree.	Integrates alternative, divergent, or contradictory perspectives in an exploratory manner.	Fully integrates alternative, divergent, or contradictory perspectives.
*Innovative Thinking**	*Adapts available ideas.*	*Experiments with creating a novel idea, question, format, or product.*	*Creates a novel idea, question, format, or product.*	*Extends a novel idea, question, format, or product to create new knowledge.*

* Optional criterion

5. Social Competence

Social competence consists of areas of ability that are needed to be effective in reaching professional goals in situations of social interaction.

5.1. WRITTEN COMMUNICATION[10]

1   Description (for the competency frameworks of the degree programs, scalable)

Students can express themselves (*very, -, reasonably, not very*) clearly, concisely, and convincingly in writing.

2   Possible Student Products

- Learning products (final paper/thesis, seminar paper, project report)
- Written exam
- Case study
- Presentation

3   Criteria

Compulsory Criteria:

- Contextualization (Context- and Target-Group-Related)
- Structure and Argumentation
- Correct Language Use

Optional Criteria:

- Foreign Language

Comments:

- Validation by the Team Communication and Mathematics in Management and Law at the SML.

Sources:

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[10]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Kommunikative Fertigkeiten* (Communication Skills).

Written Communication

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not able to write very clearly, concisely, or convincingly.**	**Students can write reasonably clearly, concisely, and convincingly.**	**Students can write clearly, concisely, and convincingly.**	**Students can write very clearly, concisely, and convincingly.**
Contextualization (Context- and Target-Group-Related)	The explanations provided are not appropriate within the required context, and the contribution is not clearly linked to the context (e.g., science, consulting).	The explanations provided are reasonably appropriate within the required context, and the contribution is partially linked to the context (e.g., science, consulting).	The explanations provided are appropriate within the required context, and the contribution is linked to the context (e.g., science, consulting).	The explanations provided are highly appropriate within the required context, and the contribution is clearly linked to the context (e.g., science, consulting).
Structure and Argumentation	The text does not have a clear structure or argumentation.	The text is reasonably well- structured and the argumentation is profound and cohesive in parts.	The text is well-structured and the argumentation is profound and cohesive.	The text is very well structured and the argumentation is highly profound and cohesive.
Correct Use of Language	Makes many language errors (spelling, punctuation, grammar, style).	Makes some language errors (spelling, punctuation, grammar, style).	Makes few language errors (spelling, punctuation, grammar, style).	Uses language correctly (spelling, punctuation, grammar, style).
Foreign Language*	*Does not have a very extensive vocabulary and makes many errors which make reading difficult and impede understanding. Grammatical form and sentence structure are not very complex. The basic rules of grammar and spelling are not adhered to very effectively.*	*Has a reasonably extensive vocabulary; makes some errors which make reading difficult and impede understanding. Grammatical form and sentence structure are reasonably complex. The basic rules of grammar and spelling are frequently adhered to.*	*Has an extensive vocabulary; makes some errors which make reading difficult and impede understanding. Grammatical form and sentence structure are complex. The basic rules of grammar and spelling are usually adhered to.*	*Has a very extensive vocabulary; makes only few errors which make reading difficult and impede understanding. Grammatical form and sentence structure are very complex. The basic rules of grammar and spelling are fully adhered to.*

* Optional criterion

5.2. ORAL COMMUNICATION[11]

1   Description (for the competency frameworks of the degree programs, scalable)

Students' oral communication is (*very, -, reasonably, not very*) appropriate and convincing in terms of interacting with interlocutors and addressing specific situations.

2   Possible Student Products

- Presentation
- Oral exam

3   Criteria

Compulsory Criteria:

- Structure (Organization, Main Points)
- Verbal Expression (Use of Words, Sentence Structure)
- Para-Verbal Expression (Pronunciation, Speed, Volume, Stress)
- Non-Verbal Expression (Posture, Eye Contact, Facial Expressions, Gestures, Occupying the Space, Appropriate Dress)

Optional Criteria:

- Use of Media and Illustrations
- Foreign Language
- Consulting and Negotiating
- Argumentation

Comments:

- Validation by the Team Communication and Mathematics in Management and Law at the SML.

Sources:

- Dubs, R. (2009). Lehrerverhalten. Zurich: SKV-Verlag.

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[11]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Kommunikative Fertigkeiten* (Communication Skills).

Oral Communication

Competency	Basic	Intermediate	Advanced	Proficient
	Students' oral communication is not very appropriate or convincing in terms of interacting with interlocutors or addressing specific situations.	**Students' oral communication is reasonably appropriate and convincing in terms of interacting with interlocutors and addressing specific situations.**	**Students' oral communication is appropriate and convincing in terms of interacting with interlocutors and addressing specific situations.**	**Students' oral communication is highly appropriate and convincing in terms of interacting with interlocutors and addressing specific situations.**
Structure (Organization, Main Points)	Communication is neither very clear nor very structured and main points are not clearly identifiable.	Communication is reasonably clear and structured and main points are reasonably clearly identifiable.	Communication is clear and structured and main points are usually clearly identifiable.	Communication is very clear and structured and main points are always clearly identifiable.
Verbal Expression (Use of Words, Sentence Structure)	Use of words and phrases not very appropriate or conducive to understanding. Sentence structure often neither concise nor logical. Too many filler words.	Use of words and phrases reasonably appropriate and conducive to understanding. Sentence structure usually concise and logical. Some filler words.	Use of words and phrases appropriate and conducive to understanding. Sentence structure concise and logical.	Use of words and phrases highly appropriate and conducive to understanding. Sentence structure very concise and logical.
Para-Verbal Expression (Pronunciation, Speed, Volume, Stress)	Delivery (stress, pronunciation, speed, volume) not very clear or appealing.	Delivery (stress, pronunciation, speed, volume) reasonably clear and appealing.	Delivery (stress, pronunciation, speed, volume) clear and appealing.	Delivery (stress, pronunciation, speed, volume) very clear and appealing.
Non-Verbal Expression (Posture, Eye Contact, Facial Expressions, Gestures, Occupying the Space, Appropriate Dress)	Body language (posture, eye contact, gestures, facial expression, movement, dress) not used to very good effect. Student does not appear very credible or convincing.	Body language (posture, eye contact, gestures, facial expression, movement, dress) used to reasonably good effect. Student appears reasonably credible and convincing.	Body language (posture, eye contact, gestures, facial expression, movement, dress) used to good effect. Student appears credible and convincing.	Body language (posture, eye contact, gestures, facial expression, movement, dress) used to very good effect. Student appears highly credible and convincing.
*Use of Media and Illustrations**	*Media and illustrations are not used to very good effect or very clear. They do not support the main argument very effectively.*	*Media and illustrations are used to reasonably good effect and are reasonably clear. They support the main argument reasonably effectively.*	*Media and illustrations are used to good effect and are clear. They support the main argument effectively.*	*Media and illustrations are used to very good effect and are very clear. They support the main argument very effectively.*
*Foreign Language**	*Limited ability to communicate spontaneously, fluently, or clearly.*	*Reasonable ability to communicate spontaneously, fluently, and clearly.*	*Ability to communicate spontaneously, fluently, and clearly without appearing to search for words too frequently or obviously.*	*Ability to take part effectively in all conversations and discussions. Familiar with idiomatic language and colloquial expressions.*
*Consulting and Negotiating**	*Not very effective at clarifying the needs and views of interlocutors, suggesting appropriate solutions, or achieving results.*	*Reasonably effective at clarifying the needs and views of interlocutors, suggesting appropriate solutions, and achieving results.*	*Effective at clarifying the needs and views of interlocutors, suggesting appropriate solutions, and achieving results that are satisfactory for everyone involved.*	*Highly effective at clarifying the needs and views of interlocutors, suggesting appropriate solutions, and achieving results that are satisfactory for everyone involved.*

	Basic	Intermediate	Advanced	Proficient
Argumentation*	*Inability to argue in a manner that is clear or logical. Does not contribute any convincing arguments or react to interlocutors in a very appropriate manner.*	*Reasonable ability to argue in a manner that is clear and logical. Contributes sufficiently convincing arguments and mostly reacts to interlocutors in an appropriate manner.*	*Ability to argue in a manner that is clear and logical. Contributes convincing arguments and reacts to interlocutors in an appropriate manner.*	*Ability to argue in a manner that is very clear and logical. Contributes highly convincing arguments and always reacts to interlocutors in an appropriate manner.*

* Optional criterion

5.3.   TEAMWORK & CONFLICT MANAGEMENT[12]

1   Description (for the competency frameworks of the degree programs, scalable)

> The manner in which students work with others is (v*ery, -, reasonably, not very*) constructive and purposeful.

2   Possible Student Products[13]

- Case study
- Learning products (final paper/thesis, seminar paper, project report)
- Presentation

3   Criteria

Compulsory Criteria:

- Commitment
- Conflict Management
- Work Atmosphere
- Critical Ability
- Complying with Rules

Optional Criteria:

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Comments:

- Criteria to be used in particular for peer feedback and self-assessment

Sources:

- Braun, E., Gusy, B., Leidner, B., Hannover, B. (2008). BEvaKomp - Berliner Evaluationsinstrument für selbsteingeschätzte studentische Kompetenzen. Diagnostica, 54(1), 30-42.

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[12]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Kommunikative Fertigkeiten* (Communication Skills).
[13]   If done in teams.

Teamwork & Conflict Management

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not able to work with others in a very constructive or purposeful manner.**	**Students can work with others in a reasonably constructive and purposeful manner.**	**Students can work with others in a constructive and purposeful manner.**	**Students can work with others in a highly constructive and purposeful manner.**
Commitment	Does not participate in planning activities, is not committed to the project, and waits for instructions rather than contributing ideas or suggestions.	Participates in planning activities and is committed to the project to a reasonable degree, is reasonably involved in the team by contributing ideas and suggestions.	Participates in planning activities and is committed to the project, is involved in the team by contributing useful ideas and suggestions.	Participates very actively in planning activities and is highly committed to the project; is involved in the team by contributing very useful ideas and suggestions.
Conflict Management	Is frequently the cause of conflict and is unwilling to compromise.	Sometimes identifies conflicts and sometimes contributes towards the resolution of conflicts.	Identifies conflicts and actively contributes towards the resolution of conflicts.	Is proactive in identifying conflicts and contributes towards the resolution of conflicts in a highly constructive manner.
Work Atmosphere	Contributes little towards a constructive work atmosphere and does not support other members of the group.	Contributes somewhat towards a constructive work atmosphere and sometimes supports other members of the group.	Is committed to a constructive work atmosphere and supports and encourages other members of the group.	Is highly committed to a constructive work atmosphere and actively supports and encourages other members of the group.
Critical Ability	Overreacts or does not react at all to mistakes made by team members; does not admit mistakes and takes criticism badly.	Sometimes overreacts or does not react at all to mistakes made by team members; often does not admit mistakes and sometimes takes criticism badly.	Usually reacts appropriately to mistakes made by team members; admits mistakes and accepts criticism from other team members.	Reacts appropriately to mistakes made by team members; admits mistakes and always accepts criticism from other team members.
Complying with Rules	Does not follow rules or keep agreed deadlines.	Usually follows rules and mostly keeps agreed deadlines.	Follows rules and keeps agreed deadlines.	Insists on compliance with rules and agreed deadlines.

5.4. INTERCULTURAL INSIGHT & ABILITY TO CHANGE PERSPECTIVE[14]

1   Description (for the competency frameworks of the degree programs, scalable)

Students can be (*very, -, reasonably, not very*) effective at interacting in different cultural environments and taking into account different perspectives.

2   Possible Student Products

- Learning products (final paper/thesis, seminar paper, project report)
- Case study
- Presentation
- Oral exam

3   Criteria

Compulsory Criteria:

- Cultural Openness and Curiosity (Attitude)
- Cultural Understanding and Cultural Self-Awareness (Knowledge)
- Cultural Empathy as well as Verbal and Nonverbal Communication (Ability)

Optional Criteria:

-

Comments:

- Validation by Dr. Petra Barthelmess Röthlisberger at the SML
- The two criteria on knowledge, ability, and attitude are combined to form one criteria

Sources:

- AAC&U Intercultural Knowledge and Competence VALUE Rubric

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[14]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Kommunikative Fertigkeiten* (Communication Skills).

Intercultural Insight & Ability to Change Perspective

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not able to be very effective at interacting in different cultural environments or taking into account different perspectives.**	**Students can be reasonably effective at interacting in different cultural environments and taking into account different perspectives.**	**Students can interact effectively in different cultural environments and can take into account different perspectives.**	**Students can be very effective at interacting in different cultural environments and taking into account different perspectives.**
Cultural Openness and Curiosity (Attitude)	Demonstrates little interest in learning more about other cultures and is reluctant to meet individuals with a different cultural background.	Asks simple, more superficial questions about other cultures; expresses openness to most, if not all, interactions with individuals who have a different cultural background.	Asks him-/herself probing questions about other cultures and tries to find answers; begins to initiate and develop interactions with individuals who have a different cultural background.	Asks him-/herself complex questions about other cultures, tries to find and articulates answers that reflect multiple cultural perspectives; initiates and develops interactions with individuals who have a different cultural background.
Cultural Understanding and Cultural Self-Awareness (Knowledge)	Demonstrates only a superficial understanding of the complexity of elements important to members of another culture (history, politics, communication, economy, or attitudes and practices); shows minimal awareness of own cultural rules and biases.	Demonstrates a partial understanding of the complexity of elements important to members of another culture (history, politics, communication, economy, or attitudes and practices); identifies own cultural rules and biases.	Demonstrates an adequate understanding of the complexity of elements important to members of another culture (history, politics, communication, economy, or attitudes and practices); recognizes new perspectives about own cultural rules and biases.	Demonstrates a sophisticated understanding of the complexity of elements important to members of another culture (history, politics, communication, economy, or attitudes and practices); articulates insights into own cultural rules and biases.
Cultural Empathy and Verbal and Nonverbal Communication (Ability)	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and nonverbal communication; is aware of misunderstandings that can occur as a result of such differences but is still unable to negotiate a shared understanding.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on the emotional dimensions of people who have a different cultural background.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication; is able to skillfully negotiate a shared understanding based on the emotional dimensions of people who have a different cultural background.

6. Self-Competence

Self-competence consists of such areas of ability and attitudes that are needed to develop professionally and actively engage and be effective in a workplace environment.

6.1. SELF-MANAGEMENT & SELF-REFLECTION[15]

1 Description (for the competency frameworks of the degree programs, scalable)

Students can plan, organize, and critically evaluate their actions and learning processes (very, -, reasonably, not very) effectively and assess their resources (v*ery, -, reasonably, not very*) realistically.

2 Possible Student Products

- Learning products (final paper/thesis, seminar paper, project report)
- Learning journal
- Case study

3 Criteria

Compulsory Criteria:

- Planning and Organizing the Learning Process
- Independent Action and Personal Responsibility
- Assessment of Own Strengths and Weaknesses
- Objective

Optional Criteria:

- Self-Regulation

Comments:

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Sources:

- FAU (2014). Leitfaden zur Formulierung kompetenzorientierter Lernziele auf Modulebene. Hochschuldidaktische Leitfäden.

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[15] In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Selbstlernfähigkeit* (Self-Learning Skills).

Self-Management & Self-Reflection

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not able to plan, organize, and critically evaluate their actions and learning processes very effectively or assess their resources very realistically.**	**Students can plan, organize, and critically evaluate their actions and learning processes reasonably effectively and assess their resources reasonably realistically.**	**Students can plan, organize, and critically evaluate their actions and learning processes effectively and assess their resources realistically.**	**Students can plan, organize, and critically evaluate their actions and learning processes very effectively and assess their resources very realistically.**
Planning and Organizing the Learning Process	Is unable to plan and organize own learning processes.	Can plan and organize own learning processes.	Can plan own learning processes and organize them in a meaningful manner.	Can plan own learning processes and organize them in a very meaningful manner.
Objective	Is partly able to set and express goals for own learning process but finds it difficult to follow them or reflect on them appropriately.	Can set and express goals for own learning process but finds it difficult to follow them or reflect on them in an appropriate manner.	Can set and express appropriate goals for own learning process, follow them, and reflect on them in an appropriate manner.	Can set and appropriate goals for own learning process as well as for own development; can follow them and reflect on them in an appropriate manner.
Independent Action and Personal Responsibility	Is not able to act very independently or to take responsibility for his/her own task-setting.	Can act independently most of the time; only sometimes takes responsibility for his/her own task-setting.	Can act independently and usually takes responsibility for his/her own task-setting.	Can act independently and always takes responsibility for his/her own task-setting.
Assessment of Own Strengths and Weaknesses	Does not recognize or assess own strengths and weaknesses.	Vaguely recognizes and assesses own strengths and weaknesses.	Recognizes and assesses own strengths and weaknesses; draws basic conclusions for dealing with own strengths and weaknesses in future.	Recognizes and assesses own strengths and weaknesses; draws useful conclusions for dealing with own strengths and weaknesses in future.
Self-Regulation*	*Does not approach tasks in a very purposeful manner. Is unable to set fundamental goals for own work or behavior.*	*Usually approaches tasks in a purposeful manner. Is able to set basic goals for own work and behavior.*	*Approaches tasks in a purposeful manner. Is able to set goals for own work and behavior.*	*Always approaches tasks in a purposeful manner and controls own attention, motivation and determination. Is able to set fundamental goals for own work and behavior.*

* Optional criterion

6.2.   ETHICAL & SOCIAL RESPONSIBILITY[16]

1   Description (for the competency frameworks of the degree programs, scalable)

Students can recognize ethical and social issues (v*ery, -, reasonably, not very*) well and take them into account effectively.

2   Possible Student Products

- Oral exam
- Presentation
- Learning products (final paper/thesis, seminar paper, project report)
- Case study

3   Criteria

Compulsory Criteria:

- Recognizing Ethical Issues
- Applying Different Ethical Perspectives and Concepts
- Ethical Awareness

Optional Criteria:

- Understanding Different Ethical Perspectives and Concepts
- Evaluation of Ethical Perspectives and Concepts

Comments:

- Validation by Dr. Mathias Schüz at the SML

Sources:

- AAC&U Ethical Reasoning VALUE Rubric

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[16]   In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Urteilen* (Ability to Make Judgments)

Ethical & Social Responsibility

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not really able to recognize ethical and social issues or take them into account effectively.**	**Students can usually recognize ethical and social issues and take them into account reasonably effectively.**	**Students can recognize ethical and social issues and take them into account effectively.**	**Students can recognize ethical and social issues very well and take them into account very effectively.**
Recognizing Ethical Issues	Can recognize simple, obvious ethical issues without understanding their complexity or the interrelationships between topic areas.	Can recognize simple, obvious ethical issues and partly understands their complexity and the interrelationships between topic areas.	Can recognize ethical issues presented in a complex context or can recognize interdisciplinary relationships between topic areas.	Can recognize ethical issues presented in a complex context and can recognize interdisciplinary relationships between topic areas.
Applying Different Ethical Perspectives and Concepts	Needs support to apply the ethical perspectives/concepts of an ethical issue.	Can apply the ethical perspectives/concepts of an ethical issue relatively independently but does not take account of related consequences.	Can apply the ethical perspectives/concepts of an ethical issue independently but does not take full account of related consequences.	Can apply the ethical perspectives/concepts of an ethical issue independently and takes full account of all related consequences.
Ethical Awareness	Explains either ethical perspectives themselves or their origin, but not both.	Explains ethical perspectives and their origin.	Discusses/analyzes ethical perspectives and their origin in detail.	Discusses/analyzes ethical perspectives and their origin in detail. The discussion/analysis demonstrates great insight and clarity
Understanding Different Ethical Perspectives and Concepts*	*Names only the ethical perspectives/concepts.*	*Names the core messages of ethical perspectives/concepts.*	*Names ethical perspectives/concepts and can describe the core messages. Some minor errors in more detailed descriptions*	*Names ethical perspectives/concepts and can describe them in exact detail.*
Evaluation of Ethical Perspectives and Concepts*	*Adopts a position but cannot evaluate it, defend it against objections or assumptions made by others or to draw conclusions.*	*Can adopt a position on ethical perspectives/concepts and evaluate it critically, but cannot defend it against objections or assumptions made by others or to draw conclusions.*	*Can adopt a position on ethical perspectives/concepts and evaluate it critically. Is able to defend it against objections or assumptions made by others and draw conclusions reasonably effectively.*	*Can adopt a position on ethical perspectives/concepts and evaluate it critically. Is able to defend it effectively against objections or assumptions made by others and draw valuable conclusions.*

* Optional criterion

6.3. LEARNING & CHANGE[17]

1 Description (for the competency frameworks of the degree programs, scalable)

Students deal with changes in a (v*ery, -, reasonably, not very*) positive manner and recognize the need for lifelong learning.

2 Possible Student Products

- Case study
- Oral exam

3 Criteria

Compulsory Criteria:

- Curiosity
- Initiative
- Reflection

Optional Criteria:

- Autonomy
- Transfer

Comments:

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Sources:

- AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric

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[17] In line with the descriptors of the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS): *Selbstlernfähigkeiten* (Self-Learning Skills).

Learning & Change

	Basic	Intermediate	Advanced	Proficient
Competency	**Students are not always able to deal with changes in a very positive manner or recognize the need for lifelong learning.**	**Students can usually deal with changes in a positive manner and are reasonably aware of the need for lifelong learning.**	**Students can deal with changes in a positive manner and recognize the need for lifelong learning.**	**Students can always deal with changes in a positive manner and are very aware of the need for life-long learning.**
Curiosity	Explores a topic at a surface level, and indicates low interest in the subject area.	Explores a topic with some evidence of depth; indicates mild interest in the subject area.	Explores a topic in depth; indicates interest in the subject area.	Explores a topic in depth; indicates intense interest in the subject area.
Initiative	Completes required work but does not recognize ways to pursue knowledge, skills and ability independently.	Completes required work; recognizes ways to pursue knowledge, skills and ability independently.	Completes required work; recognizes and explores ways to pursue knowledge, skills and ability independently.	Completes required work; recognizes and explores ways to pursue knowledge, skills and ability in a comprehensive and systematic manner.
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.
*Autonomy**	*Begins to appreciate that there is more to learn than the immediate study requirements and demonstrates an interest in expanding own educational horizons.*	*Pursues the acquisition of knowledge in addition to study requirements and/or demonstrates an interest in expanding own educational horizons independently.*	*Pursues the acquisition of relevant knowledge and/or experience in addition to study requirements and expands own educational horizons independently.*	*Demonstrates an interest to expand own educational horizons and pursues this goal both within and outside the given framework of own studies. Knowledge and or experience are actively pursued.*
*Transfer**	*Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.*	*Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.*	*Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.*	*Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.*

* Optional criterion

List of Figures

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