



# *Law Faculty*

## **GUIDELINES FOR STUDENT ASSESSMENT**

**Prishtina, 22.03.2021**

## TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
1. INTRODUCTION .....	3
2. GUIDELINES FOR STUDENT ASSESSMENT .....	4
3. ASSESSMENT ASSIGNMENTS .....	4
4. TYPES OF ASSESSMENT ASSIGNMENTS.....	5
5. MINIMIZATION OF PLAGIARISM THROUGH ASSESMENT ASSIGNMENTS.....	9
5.1. ASSESSMENT ASSIGNMENT DESIGN STRATEGY .....	9
5.2. ONLINE QUIZZES AND TAKE HOME EXAMINATIONS.....	10
5.3. USING RUBRICS FOR ASSESSMENT .....	11
5.4. MULTIPLE ASSESSORS .....	11
5.5. PAIR ASSIGNMENT COMPARISON.....	11
6. MODERATION IN ASSESSMENT JUDGMENT.....	12
6.1. BEST ASSESSMENT PRACTICES .....	12
6.2. MAKING JUDGMENTS DURING ASSESSMENT .....	12
7. ASSESSMENT CRITERIA.....	13
8. TRAINING FOR ACADEMIC STAFF IN DESIGNING STANDARD DESCRIPTORS FOR THEIR COURSES USING THESE GUIDELINES .....	19

## **1. INTRODUCTION**

The objectives of Assessment Policy of Law Faculty are designed to promote student learning, measure achievement of learning outcomes, and assessment policy must be fair, transparent, and equitable.

The Assessment Guidelines of Law Faculty should ensure that assessment assignment are linked with course and program learning outcomes and students should be informed about them.

The assessment assignments aim at ensuring that students achieve progress towards course and program learning outcomes.

The Assessment assignment should be designed in the manner that avoid any type of plagiarism.

Students should be provided with the opportunity to demonstrate their achievement of learning outcomes by using a range of assessment methods, which may or may not be an examination

Assessment at every level must be made in accordance with clearly specified criteria. The assessors should make decisions about grades based on performance of students with regards to achievement of those clearly specified criteria.

The requirements to pass these assessment assignments must be made available to students. Assessment across all programs, departments, and faculties must be equitable, fair, and transparent. The assessment load of the assignment takes into account the weight of the assignment within the course as well as the student workload too.

Without putting at risk the academic integrity of Law Faculty, reasonable adjustment to methods of assessment can be made for students with disabilities and special needs.

## **2. GUIDELINES FOR STUDENT ASSESSMENT**

Student assessment based on well-guided criteria lay down the clear foundation for inclusive learning processes at Law Faculty. If implemented properly, the student assessment with well guided criteria can provide a shared language between students and professors, who serve as assessors at the same time.

Well guided assessment criteria identify the assessment methods that are mostly valued in the curriculum and ensure that measurement by assessment is equitable to knowledge and skills attained through course learning outcomes.

Well guided assessment criteria outline how well students have achieved course and program learning outcomes and can identify which teaching and assessment practices must be subject to further review.

Well guided assessment criteria serve as a great tool to develop self-evaluation capacity among students enabling them to be self-critical in improving their own student work.

Well guided assessment criteria enable academic staff of Law Faculty a clear guide on how to report student achievement and progress against the clearly formulated set of standards instead of just reporting a single percentage or grade on a course assessment assignment.

## **3. ASSESSMENT ASSIGNMENTS**

In addition to promotion of student learning, assessment assignments based on clearly defined criteria provide the opportunity to students to see how well they have achieved the course learning outcomes.

The use of specific types of assessment assignments are interlinked with the criteria that are used by assessors to measure the student achievement of learning outcomes.

The guidelines for effective student assessment of Law Faculty focus on defining criteria with which the achievement of learning outcomes is measured and the design of assignment per se comes second.

The criteria that serve as effective guide to student assessment are presented below:

1. The assignment is authentic and realistic;
2. The assignment is inherently a learning activity;
3. The assignment is holistic and not a fragmented approach to measure the achievement of learning outcomes;
4. The assignment must not be repetitive for both students and professors;
5. The assessment assignments must promote student self-assessment;
6. The assignments are not judgmental towards a particular group of people;
7. Assessment assignments should be designed in the manner that minimizes plagiarism and maintains the high level of academic integrity of Law Faculty;
8. A range of assessment methods/assignments should be ensured by academic staff to demonstrate student achievement against all course learning outcomes and not only a few of them;
9. Academic staff must use moderate judgment during assessment;
10. Students must be informed in advance about the requirements of assessment assignments;

#### **4. TYPES OF ASSESSMENT ASSIGNMENTS**

##### **PROJECT REPORT/ASSIGNMENT**

**Context:** This assignment can be done with multiple tutors and lecturer and teaching assistant in the class. This assessment method is used to ensure the development of writing skills among students and responding to feedback.

**Assignment Description:** As part of a group project report, students write a report on project activities in the first weeks of the semester. The tutor then provides feedback. Students then have a week to respond to the feedback and redraft their project report. In a project progress activity session each student has a 10 minute discussion with their tutor during which additional feedback is added to the feedback of project report. Students then have an additional week to respond to the feedback and redraft their report before finally submitting the final draft. Submission of various drafts has the weight of 5 %, and submission of the draft final report and feedback addressed has a weight of 5 %. The final report is weighted at up to 30 % 15%, for a total weighting of 40%.

**Instructions to students:** Students are informed about the description of process of submission of project report/assignment and access to feedback provided by tutors in various phases until the submission of final draft.

**Criteria and Assignment Length:** Information about the assessment criteria must be provided to students as in the form of feedback such as style of writing, methods and results, and discussion of research completed through project activity.

## **RESEARCH ESSAY**

**Context:** The research essay assignment can be used in either second or third year courses at bachelor level and throughout all courses in the master level. The present assignment aims to develop capacity among students in applying information to various legal contexts, and provides opportunity for students to develop secondary research skills especially in critical review of literature.

**Assignment Description:** In the first weeks of the semester, students are required to read and review various journal articles on separate topics of the course and use these journal articles to prepare a critical review of literature. The learning activity from this assignment is to teach students how to select relevant articles and use relevant journal databases in using critical review of literature. Students select their topics within the course and must seek the approval of the course bearer. Then students have at least one month to prepare the research essay as a critical review of literature.

**Instructions to students:** Write a research essay on a *criminal, civil, and interdisciplinary legal problem of your choosing*. The research essay uses information extracted from journal articles and critically evaluates the literature review elaborated on a legal particular matter.

**Criteria and Assignment Length:** Information about the assessment criteria are provided to students. The research essay would be approximately 2000 words.

## **RESEARCH PAPER**

**Context:** The present assignment is used in the third year of studies at bachelor level and throughout the master studies. The assessment seeks to build primary empirical research skills.

**Assignment Description:** In the first weeks of the semester, students are asked to read journal articles on topics relevant to the course, which are also in line with the Research Plan of the program/department and fall within the scope of research thematic areas of the College, and use these articles to prepare a literature review, upon which they will build upon a further research with the appropriate research design, research question, and hypotheses. The research design, research question, and research hypotheses derived from the literature

review must be approved by the course bearer. The course bearer must provide feedback in writing for both literature review, research design, research question, and research hypotheses. Based on this feedback, the students continue with the selection of appropriate research method, research instrument, research variables, and research results. The draft of research assignment contains also the discussion part, and the final draft is commented by the course bearer/and course assistant serving as a tutor. Then students have another week to address the final comments of the course bearer/additional tutor serving as reviewers and submit the final research assignment. If the research assignment is of high quality, the course bearer may choose to pursue the research completed as a manuscript presented in the form of joint work between professor and student in any SCOPUS indexed journals. The research topic must fall within the scope of research plan and research interest of the course bearer and correspond to the research projects in which the course bearer participates.

**Instructions to students:** Write a research paper on a *criminal, civil, and interdisciplinary legal problem of your choosing*. The research paper must contain proper literature review, research question, research design and hypotheses, research method (instrument, sample, variables) and the data collected must be processed with an acceptable scientific method. The research topic must gain the approval of the course bearer. The research assignment must be at least 3500 words long

## **INTERDISCIPLINARY ACTIVITY PROJECT REPORT**

**Context:** The present assignment is used in the several interdisciplinary courses of bachelor and master level. The assessment seeks to build research and analytical skills of tackling a legal phenomenon from the different disciplines (criminal, civil, property, business, commercial, family, inheritance, and economic)..

**Assignment Description:** In the first weeks of the semester, different professors of various courses collaborate to develop a large case study, which must be analyzed from different disciplines. The interdisciplinary activity has several phases and each project activity must be reported in phases to a panel of professors (including industry experts). The draft of interdisciplinary project activity is submitted in phases and is completed as a group project report. The group may choose to submit discipline activities in phases for each discipline to the panel, who provides them with the feedback, especially from the industry experts. Then students have another week to address the final comments of the panel and submit the discipline activity report step by step until the final draft is approved by the panel and contains all discipline activities. The final feedback must be addressed by the project group in

the final stage before the final report is submitted and presented before the interdisciplinary panel of professors, including industry representatives.

**Instructions to students:** Complete an interdisciplinary activity project report on a *large interdisciplinary legal case study prepared by the panel, including the assistance of industry experts*. The interdisciplinary activity is composed of several discipline activities which must contain the approval of discipline professor as part of the panel, before the final interdisciplinary report is approved by the panel. The interdisciplinary activity project report must be at least 3000 words long.

## WRITING LEGAL WRITS

**Context:** The present assignment is used in all the courses where applicable. The assessment seeks from students to write legal documents such as writs, court decisions, appeals, grievances, and other documents depending on the nature of the course.

**Assignment Description:** In the first weeks of the semester, students are provided with the legal phenomenon, in which students should analyze and produce legal writs and documents in administrative, civil, and criminal proceedings.

**Instructions to students:** Produce a legal writ for an interdisciplinary legal phenomenon. The brief must contain from 300 to 1000 words depending on the nature of the course.

## LEGAL DEBATE

**Context:** The present assignment is used in various courses of Law Faculty. The assessment seeks to build analytical skills of tackling a different legal phenomenon and debating skills, where students are taught how to argue, debate, and defend a legal position.

**Assignment Description:** In the first weeks of the semester, students are provided with the case study, which they must analyze together with the course bearer and together in groups prepare for a debate. The questions of debate are distributed by the course professor, in which students in groups prepare for a real debate between groups, which has an award for the best debating group. To refine the debating skills, students are provided with the opportunity of Best Debating Prize in the form of symbolic scholarship. Students attend a well-organized legal debate from which they tackle the phenomenon occurring in the case study and debate based on the various debating legal questions given to them beforehand.



**Instructions to students:** Students must learn how to debate on different conflicting opinions. They must know how to argue fiercely and defend the positions given to them although their personal views may distort their argumentative skills. The debate is oral and does not last more than two hours in total.

## **5. MINIMIZATION OF PLAGIARISM THROUGH ASSESMENT ASSIGNMENTS**

The assessment assignments according to these guidelines must serve to measure the students' achievement of learning outcomes of the course and the program and the work performed by students in these assignments must be authentic and original. There is a tendency even among most renowned universities that some students have the propensity to plagiarise or cheat when it comes to completing assignments or give to people who are willing to complete these assessments for money. Thus, course professors of Law Faculty must be smart to design assessment assignments in the way in which plagiarism and cheating efforts are minimized.

The effective approach to this is to include links of academic integrity of Law Faculty in assessment assignments and design assessment assignments in the way that minimizes any plagiarism or cheating probability.

### **5.1. ASSESSMENT ASSIGNMENT DESIGN STRATEGY**

Several guidelines that assist professors in preventing plagiarism when designing assessment assignments are presented below:

- Revise the content and type of assessment assignment every academic year;
- Use assignments that ask from students to critically reflect, analyze and evaluate a phenomenon instead of just reflecting on theoretical definitions;
- Use assignments in which students are asked to apply theory to their own personal contexts;
- Require from students to submit evidence regarding their data collection and require from students to submit partially completed work before final draft submission;
- Require from students to submit working draft in phases and incorporate the re-drafting process in the assignment itself by providing points to the re-drafting process and submission of various drafts in different phases;

- Require from students to formally report on their assignment activities in class

## **5.2. ONLINE QUIZZES AND TAKE HOME EXAMINATIONS**

For the purpose of preserving the assessment and academic integrity of Law Faculty, the following guidelines should be used for online quizzes and take home examinations:

For online quizzes:

- Questions in online quizzes should directly be linked with course learning outcomes;
- A large data bank of questions for each course should be developed by the course bearer so they are used on rotation for summative assessment.
- Questions in online quizzes should be complex enough to deter any easy recall from students during online quiz;
- The time of completion of test should be shorter than in In Class Examinations.
- The students should be required to sign a declaration that they have not spoken to any other student during the online quiz, which in the event of breach is punishable and the case is referred to Ethics and Disciplinary Sub-Commission of the respective Law faculty of UBT College;
- Questions should not be compiled from the text book supplier companies or other databases where students can access answers easily through data internet search;
- The use Safe Exam Browser and Lockdown during online quiz should apply, which prevents students from opening any other application in their browser;
- Student should not access correct answers before the quiz is completed for all students;

Take Home Exam

- The take home exam should be formatted the same as face to face exam; but should allow use of open book type questions that require more analysis and clear connection between theory and practice;
- The complexity of questions should be such as would allow the course bearer to collect sufficient evidence of the student's achievement of course learning outcomes;
- Take Home Exam should contain a declaration that any cheating and using other work and consulting other person or professional is punishable by academic integrity

standards of Law Faculty and the case is immediately referred to the Ethics and Disciplinary Commission and dealt with according to Preventative Plagiarism Policy of Law Faculty;

### **5.3. USING RUBRICS FOR ASSESSMENT**

Each course professor can be allowed to use rubrics to evaluate the student work and provide the feedback to them. The rubric is in the tabular format and contains the columns in the table with levels and scores and the other field that describes the performance of the student achievement against the prior outlined standard or criterion. Rubrics are used for providing feedback for assignment, research essay, research paper, interdisciplinary activity, and other project activity report.

### **5.4. MULTIPLE ASSESSORS**

Multiple assessors can be used to increase the validity and reliability of the course professor assessment. Second assessor can be the teaching assistant or other course professor or a panel such as in the case of interdisciplinary activity.

### **5.5. PAIR ASSIGNMENT COMPARISON**

The course professor may let go the outlined assessment criteria in the course and just compare the submission of students in pairs and create a ranking based on the best quality of work of students.

## **6. MODERATION IN ASSESSMENT JUDGMENT**

Course professors must use moderation in making consistent judgments about the student achievement of learning outcomes against the pre-determined standards. The pre-determined standards should be based on a shared understanding and create judgment expectations that would award the students with the same moderated responses irrespective of the fact who assesses their work.

### **6.1. BEST ASSESSMENT PRACTICES**

The design of assessment should follow the following best practices of Law Faculty outlined by the present Guidelines:

- Assessment must be aligned with learning outcomes on a course and program level;
- Assessment must contain a range of assessment assignments;
- Assessment must neither contain too many nor too few assignments;
- Assessment must clearly define the assessment criteria;
- Assessment must outline benchmarking between different courses;

### **6.2. MAKING JUDGMENTS DURING ASSESSMENT**

When making judgments during assessment academic staff of Law Faculty should follow the guidelines presented below:

- Use triggers during assessment which may contain:
  - Discrepancies during grade allocation;
  - High number of failures or high distinctions;
  - Clustering of assessment with the narrow standard deviation;
  - Discrepancies between assessment allocated to students in successive assessment assignments
- Use triggers in the post-assessment phase as follows:
  - Disproportionate assessment compared to historical data of the same course;
  - Large proportion of failing students;
  - Large proportion of students with same assessment;

- Late submission of results;

## 7. ASSESSMENT CRITERIA

Examples of criteria to assess the student achievement of intended learning outcomes are presented below as a form of guidelines for professors of various courses:

As an example how to link the assessment criteria to learning outcomes by using particular assessment assignments, these Guidelines use one of learning outcomes of the course Obligations Law of the bachelor study program in Law (LLB), for which a team project case study contract is used as an assessment assignment to measure the student achievement of the learning outcome 1: Apply principles of obligations law in design, formulation, interpretation, and dispute of legal contracts.

**Table 1: Example of assessment criteria for intended learning outcomes in the courses Obligations Law**

<b>Intended learning outcomes</b>	<b>Assessment criterion</b>	<b>Fail descriptor</b>
Apply principles of obligations law in design, formulation, interpretation, and dispute of legal contracts	Demonstrate and apply theoretical and practical knowledge of obligations law principles to contract design, formulation, interpretation and dispute.	Demonstrate partially-developed knowledge of obligations law related to the design, formulation, interpretation and dispute of legal contracts Make insufficient or wrong assumptions about legal contract clauses and partially interpret provisions of law of obligations in justifying the contractual clauses. Partially link to real life practices.

The achievement of learning outcome: Apply principles of obligations law in design, formulation, interpretation, and dispute of legal contracts is measured by the assessment assignment Team Project Legal Contract as described in the following assessment criteria:

1. Demonstrate and apply theoretical and practical knowledge of obligations law principles to contract design, formulation, interpretation, and dispute (35 %);
2. Solve legal disputes arising from large and complex legal contracts (35 %);

3. Communicate in a team in writing in the form of commercial and contract lawyers (30 %);

The standard descriptors used to assess the student achievement of the learning outcome: Apply principles of obligations law in design, formulation, interpretation, and dispute of legal contracts through the assessment assignment (Team Project Contract) are:

- Fail – Grade 5;
- Pass – Grade 6;
- Average credit – Grade 7 and 8;
- Distinction – Grade 9;
- High distinction – Grade 10

The descriptors are explained for each assessment criterion in Table 2.

<b>Intended learning outcomes</b>	<b>Assessment criterion</b>	<b>High Distinction – Grade 10</b>	<b>Distinction – Grade 9</b>	<b>Average credit- Grades 7 and 8</b>	<b>Pass – Grade 6</b>	<b>Fail – Grade 5</b>
Apply principles of obligations law in design, formulation, interpretation, and dispute of legal contracts	Demonstrate and apply theoretical and practical knowledge of obligations law principles to contract design, formulation, interpretation, and dispute (35 %)	Demonstrate and apply comprehensive knowledge of obligations law when thoroughly discussing and describing the main concepts and features related to the design, formulation, interpretation, and dispute legal contracts. Make meaningful assumptions and correctly interpret all of the inherent contract clauses thoroughly justifying the	Demonstrate and apply broad knowledge of obligations law when thoroughly discussing and describing the main concepts and features related to the design, formulation, interpretation, and dispute legal contracts. Make relevant assumptions and correctly interpret all inherent contract clauses thoroughly justifying the use of selected contract	Demonstrate and apply knowledge of obligations law when discussing and describing most of the concepts and features related to the design, formulation, interpretation, and dispute legal contracts. Make assumptions and interpret most expected contract clauses, justifying the use of selected contract clauses. Support most of	Demonstrate and apply basic knowledge of obligations law when discussing and describing some of the concepts and features related to the design, formulation, interpretation, and dispute legal contracts. Make at least half the required assumptions and interpret some of the expected contract clauses partially justifying their use of selected	Demonstrate partially-developed knowledge of obligations law to the design, formulation, interpretation, and dispute of legal contracts. Make insufficient or wrong assumptions and partially interpret contract clauses, occasionally justifying the use of selected contract clauses. Partially link to some industry legal practices.

		use of selected contract clauses. Support all your work with extensive, relevant and current literature, link all of your design and development work to obligations law theory in industry practices.	clauses. Support your work with relevant and current literature, link most of your work to obligations law theory in industry practices	your work with relevant literature, link some of your work to obligations law theory in industry practices.	contract clauses. Support at least half of your work with literature, link some of your work to obligations law theory in industry practices.	
Apply principles of obligations law in design, formulation, interpretation, and dispute of legal contracts	Solve legal disputes arising from large and complex legal contracts (35 %);	Communicate and work effectively in a team and as a leader to efficiently plan the solution of complex contracts. Solve legal contract problems in industry	Communicate and work effectively in a team and as a leader to plan the solution of complex contracts. Solve legal contract problems in industry operations	Communicate and work in a team and occasionally as a leader to plan the solution of complex contracts. Solve legal contract problems in industry operations	Communicate and work regularly in a team to plan the solution of complex contracts. Solve legal contract problems in industry operations phases:	Work mainly as an individual. Partially solve legal contract problems in industry operations: <input type="checkbox"/> provide inaccurate and/or incomplete contract clause solutions,



		operations phases: <input type="checkbox"/> provide accurate, innovative and practical contract formulation and clause solutions,	phases: <input type="checkbox"/> provide accurate and practical contract formulations and clauses most of which are innovative,	phases: <input type="checkbox"/> provide accurate and practical contract clause solutions,	<input type="checkbox"/> provide some accurate and practical contract clause solutions,	
Apply principles of obligations law in design, formulation, interpretation, and dispute of legal contracts	Communicate in a team in writing in the form of commercial and contract lawyers (30%)	Communicate concisely and coherently in a structured and readable contract with comprehensible legal formulations that adheres to the given format	Communicate concisely and coherently in a structured readable contract with comprehensible legal formulations that adheres to the given format.	Communicate coherently in a structured and readable contract with comprehensible legal formulations that adheres to the given format.	Communicate in a structured and readable contract with comprehensible legal formulations that adheres to the given format.	Present information.



## **8. TRAINING FOR ACADEMIC STAFF IN DESIGNING STANDARD DESCRIPTORS FOR THEIR COURSES USING THESE GUIDELINES**

The Faculties of Law School of UBT College are responsible to ensure that both full time and part-time academic staff are sufficiently trained in Guidelines for Effective Assessment and especially in designing assessment assignments and assessment criteria, including standard descriptors as in Table 2 of the present Guidelines.

It is left to the autonomy of course bearers whether they will use rubrics, multiple assessors or pair comparison as types of moderation in making assessment judgments;