GUDELINES FOR STUDENT ASSESSMENT

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1. INTRODUCTION

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

The Assessment Guidelines of UBT 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 UBT, reasonable adjustment to methods of assessment can be made for students with disabilities and special needs.

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2. GUIDELINES FOR STUDENT ASSESSMENT

Student assessment based on well-guided criteria lay down the clear foundation for inclusive learning processes at UBT. 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 UBT 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 UBT 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 UBT;
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

4.1. TYPES OF ASSESSMENT ASSIGNMENTS FOR ARCHITECTURE AND SPATIAL PLANNING

DESIGN STUDIO PROJECT

Context: This assignment is fundamental in architecture and planning education, allowing students to apply theoretical knowledge to practical design problems. It promotes the development of technical, design, and presentation skills.

Assignment Description: Students are tasked to work on a semester-long design studio project that reflects real-world spatial planning challenges. They are expected to engage in various stages of the design process, from conceptualization to final presentation. Feedback is provided iteratively by a panel of tutors, including industry professionals.

Instructions to Students: Engage in a comprehensive design process, document your progress, and respond to feedback at various stages. Your final submission should include conceptual drawings, plans, models, and a written report articulating your design rationale.

Criteria and Assignment Length: The final design project should demonstrate creativity, feasibility, and sustainability. Assessment criteria will focus on design quality, technical

resolution, innovation, and presentation skills. The project report should be between 2000 to 3000 words, accompanied by relevant visual material.

URBAN PLANNING RESEARCH ESSAY

Context: Suitable for upper-level bachelor's and master's courses, this assignment aims to develop research and analytical skills applied to urban and spatial planning contexts.

Assignment Description: Students review scholarly articles and case studies, conducting a critical literature review on a chosen topic within urban and spatial planning. The essay should culminate in an original urban planning proposal or critique.

Instructions to Students: Write a research essay that applies theoretical knowledge to an urban planning issue, including sustainable development, transportation planning, or land-use planning. Your essay should critically assess current literature and propose innovative planning solutions.

Criteria and Assignment Length: The essay should be well-researched and critically engaging, with a length of approximately 3000 words.

SPATIAL ANALYSIS REPORT

Context: A core part of spatial planning education, this assignment focuses on empirical research skills, data analysis, and geographic information system (GIS) application.

Assignment Description: Students are to conduct spatial analysis on a relevant planning issue, using GIS and other data analysis tools. They will produce a report that includes data interpretation, maps, and planning recommendations.

Instructions to Students: Perform a GIS-based spatial analysis on a chosen topic. Your report should demonstrate an understanding of spatial patterns and propose evidence-based planning interventions.

Criteria and Assignment Length: The assessment will consider the technical accuracy of the analysis, the clarity of data presentation, and the feasibility of the recommendations. The report should be about 3500 words long, including visual data outputs.

INTEGRATED DEVELOPMENT PROJECT

Context: Emphasizing teamwork and interdisciplinary collaboration, this assignment is for group work in problem-solving within the built environment, touching on social, economic, and environmental aspects.

Assignment Description: Students from various disciplines come together to develop an integrated development project that addresses a complex spatial problem. The project is presented in stages to a panel, including feedback loops.

Instructions to Students: Collaborate with peers from different disciplines to create a comprehensive development plan. Document each stage and incorporate feedback from industry experts and academic staff.

Criteria and Assignment Length: The project should address all facets of the problem, showing innovation and sustainability. The final report and presentation should be detailed and professional, with no strict word limit but a clear and comprehensive coverage of the project.

SUSTAINABLE DESIGN CRITIQUE

Context: This assignment can be introduced in courses that focus on sustainable design practices and theories, encouraging critical thinking and engagement with current sustainability debates in architecture and planning.

Assignment Description: Students critically assess a building or urban development project's sustainability features, considering environmental, social, and economic dimensions. They present their findings in a written critique.

Instructions to Students: Select a case study and evaluate its sustainable design approaches. Your critique should be evidence-based and may suggest improvements or alternatives.

Criteria and Assignment Length: The critique should demonstrate depth of understanding in sustainable design principles and practical application. The length should be around 1500 to 2000 words.

DESIGN AND PLANNING DEBATE

Context: This activity is designed to foster critical discourse and argumentation skills in the context of design and planning issues.

Assignment Description: Students are assigned positions on a controversial design or planning topic and must argue their stance in a structured debate format, encouraging engagement with diverse perspectives.

Instructions to Students: Prepare and participate in a formal debate on a given topic, defending your assigned position with evidence and strategic argumentation.

Criteria and Assignment Length: The debate will be assessed on the quality of arguments, use of evidence, engagement with the opposing position, and rhetorical skills. The debate session typically lasts for about 1-2 hours.

These assessment methods can be further tailored to align with the specific learning outcomes and competencies expected at the bachelor's and master's levels in Architecture and Spatial Planning programs.

PORTFOLIO REVIEW

Context: Portfolio reviews are a comprehensive way to assess a student's body of work, showcasing their development over time and the range of their abilities in architectural design and planning.

Assignment Description: Throughout their studies, students compile a portfolio of their work, including sketches, computer-aided designs, models, and written work. At specific checkpoints, such as at the end of a semester or academic year, the portfolio is reviewed by a panel.

Instructions to Students: Assemble a portfolio that represents your best work across various subjects, reflecting both your technical abilities and creative process. Update it periodically to include recent projects.

Criteria: Portfolios are evaluated based on clarity, creativity, technical skill, and the ability to communicate ideas effectively. They should also reflect the student's understanding of architectural history and theory.

VIRTUAL DESIGN STUDIO (VDS)

Context: Embracing digital transformation in education, VDS allows for the collaborative and iterative development of design work in a virtual environment, enabling feedback from peers and instructors globally.

Assignment Description: Students engage in a design project using virtual platforms where they can share, develop, and critique designs in real-time. This simulates the collaborative nature of professional architectural practice.

Instructions to Students: Participate in design projects within a virtual environment, collaborate with peers, and incorporate feedback into your design iterations.

Criteria: Assessment focuses on the ability to collaborate effectively, use of digital tools, innovation in design, and responsiveness to critiques.

DESIGN AND BUILD PROJECTS

Context: This hands-on approach combines design with practical construction experience, encouraging students to understand the realities of material properties and construction techniques.

Assignment Description: Small groups of students design and construct small-scale structures or architectural elements. This can be an on-campus installation, furniture, or community project.

Instructions to Students: Work as part of a team to design and physically construct a project. Document the process and reflect on what was learned from the experience.

Criteria: Projects are assessed on design quality, craftsmanship, functionality, and the ability to work collaboratively, as well as the reflective documentation of the learning process.

DIGITAL SIMULATION AND ANALYSIS

Context: Students use digital tools to simulate various aspects of building performance, such as energy efficiency, structural integrity, and acoustics, which is essential in modern architectural practice.

Assignment Description: Assignments require the use of software to perform simulations that inform the design process. This could include thermal modeling, daylight analysis, or structural simulations.

Instructions to Students: Conduct a series of simulations for a given design project. Analyze the results and integrate this analysis into the design development.

Criteria: Evaluations are based on the accuracy and thoroughness of the simulations and the ability to integrate findings into a coherent design strategy.

REFLECTIVE JOURNALS

Context: Reflective journals encourage students to engage in critical thinking about their learning process, integrating theory and practice.

Assignment Description: Students regularly record their thoughts, experiences, and insights related to coursework, design projects, and fieldwork in a reflective journal.

Instructions to Students: Write periodic entries that reflect on your learning experiences, including reactions to lectures, design challenges, and the integration of feedback.

Criteria: Journals are assessed on depth of reflection, connections made between different areas of learning, and personal growth.

DESIGN CRITIQUES (CRITS)

Context: Crits are an integral part of architectural education, providing a forum for students to present their work and receive feedback from instructors, peers, and sometimes external professionals.

Assignment Description: Students present their design work at various stages for formal critique sessions. These sessions encourage constructive feedback and dialogue around design decisions.

Instructions to Students: Prepare for and actively participate in design critiques, presenting your work and engaging with feedback from multiple sources.

Criteria: Students are assessed on the presentation and defense of their designs, their ability to articulate design concepts, and their responsiveness to feedback.

4.2. TYPES OF ASSESSMENT ASSIGNMENTS FOR ARTS AND DESIGN

CREATIVE PROCESS JOURNAL

Context: A journal that documents the student's creative process, providing insights into their artistic development and ideation process.

Assignment Description: Students maintain a detailed journal throughout the semester, documenting their thought processes, design decisions, sketches, and revisions for various projects.

Instructions to Students: Regularly update your creative process journal with reflections, sketches, and critiques of your work. Use this journal to track the evolution of your ideas from conception to final design.

Criteria: The journal is assessed for depth of reflection, the evolution of ideas, and the ability to critically analyze one's own work.

DIGITAL PORTFOLIO

Context: A digital collection of a student's work showcasing their skills across different mediums and techniques.

Assignment Description: Students compile their best works into a digital portfolio that demonstrates a range of abilities in design, including illustrations, models, and multimedia content.

Instructions to Students: Create a digital portfolio that is easily navigable and professionally presented, including a variety of projects that highlight your strengths and versatility in design.

Criteria: Portfolios are evaluated for their visual impact, organization, range of showcased skills, and the quality of digital presentation.

DESIGN STUDIO PROJECTS

Context: Practical projects that challenge students to apply their skills to real-world scenarios.

Assignment Description: Students complete various design studio projects that may include graphic design, fashion collections, or product design prototypes.

Instructions to Students: Develop a project from brief to final presentation, applying design principles, aesthetics, and functionality.

Criteria: Projects are assessed based on originality, adherence to design briefs, technical execution, and aesthetic appeal.

PRACTICAL DEMONSTRATIONS

Context: Live or recorded demonstrations where students exhibit their proficiency in specific design techniques or use of materials.

Assignment Description: Students perform a practical demonstration of a technique, such as draping, sewing, or 3D modeling, which is then reviewed by the instructor.

Instructions to Students: Prepare a demonstration that shows your command of a particular design skill or technique relevant to your field of study.

Criteria: Demonstrations are evaluated for technical skill, accuracy, and the ability to explain and contextualize the technique within the design process.

PEER REVIEW SESSIONS

Context: Structured sessions where students present their work to peers for feedback and discussion.

Assignment Description: Students participate in peer review sessions, offering constructive criticism and engaging in dialogue about design works.

Instructions to Students: Present your design work to classmates and engage in a constructive feedback session, both as a critic and a designer.

Criteria: Assessment is based on the quality of feedback given and received, as well as the ability to integrate feedback into one's own work.

THEORETICAL ESSAYS

Context: Written assignments that demonstrate the student's ability to contextualize their work within broader design theories and histories.

Assignment Description: Students write essays that explore the theoretical underpinnings of design principles or the historical context of a particular style or movement.

Instructions to Students: Write a comprehensive essay linking design theory or history to your own work or the work of others.

Criteria: Essays are evaluated for depth of analysis, clarity of argument, and integration of theory with practice.

CAPSTONE PROJECT

Context: A final project that synthesizes the knowledge and skills acquired throughout the program.

Assignment Description: In their final semester, students undertake a capstone project that addresses a complex design challenge, culminating in a professional presentation.

Instructions to Students: Develop a capstone project that showcases your comprehensive design abilities, from concept to execution.

Criteria: The capstone project is assessed for innovation, complexity, craftsmanship, and the overall effectiveness of the design solution.

INTERNSHIP REPORT

Context: A reflective report on the learning and experiences gained during an internship placement.

Assignment Description: After completing an internship, students submit a detailed report outlining their experiences, learning outcomes, and reflections on professional practice.

Instructions to Students: Document your internship experience, reflecting on the skills you applied and developed, and the insights you gained into the design industry.

Criteria: The report is evaluated for reflection quality, understanding of the professional environment, and the ability to connect practical experience with academic learning.

EXHIBITION OR INSTALLATION

Context: Public showcasing of student work, either through physical or virtual exhibitions.

Assignment Description: Students prepare an exhibition or installation that displays their work, engaging with an audience and receiving public feedback.

Instructions to Students: Organize an exhibition or installation that effectively communicates your design vision to a public audience.

Criteria: Assessment is based on the impact of the exhibition, the cohesiveness of the displayed works, and the ability to engage with the public.

DESIGN CHALLENGE COMPETITIONS

Context: Competitive design challenges that simulate industry competitions or real-world problem-solving.

Assignment Description: Students participate in time-bound challenges to solve a design problem, either individually or in teams, and present their solutions.

Instructions to Students: Engage in a design challenge, employing your creative and technical skills to develop an innovative solution under time constraints.

Criteria: Solutions are judged for creativity, practicality, and the quality of presentation, as well as the ability to work under pressure and in teams, if applicable.

4.3. TYPES OF ASSESSMENT ASSIGNMENTS FOR CIVIL ENGINEERING

TECHNICAL REPORT WRITING

Context: Technical reports that detail the findings of experiments, construction projects, or engineering problems.

Instructions to Students: Write a report on a given civil engineering topic that includes research, methodology, results, discussion, and conclusions.

Criteria: Clarity, technical accuracy, completeness, and adherence to professional standards.

COMPUTER-AIDED DESIGN (CAD) ASSIGNMENTS

Context: Use of CAD software to design and draft various civil engineering projects such as structures, roads, and hydraulic systems.

Instructions to Students: Create a set of drawings or a 3D model for a civil engineering project using CAD software.

Criteria: Accuracy, complexity, functionality, and presentation of the designs.

LAB EXPERIMENTS AND PRACTICAL SESSIONS

Context: Hands-on laboratory work for courses like construction materials, hydraulics, and geotechnics.

Instructions to Students: Conduct specified experiments and write up your findings in a lab report.

Criteria: Execution of practical skills, accuracy of measurements, analysis of results, and quality of reporting.

CASE STUDY ANALYSIS

Context: In-depth analysis of real-world civil engineering projects or failures.

Instructions to Students: Analyze a given case study and present your findings and recommendations.

Criteria: Understanding of the case, application of theoretical knowledge, and practical recommendations.

GROUP DESIGN PROJECTS

Context: Team-based projects that simulate real-world engineering challenges, requiring collaboration and integration of different civil engineering disciplines.

Instructions to Students: Work as a team to design a solution to a given civil engineering problem.

Criteria: Teamwork, design innovation, practicality, and presentation.

FIELDWORK AND SURVEYING ASSIGNMENTS

Context: Practical fieldwork assignments for courses like geodesy and road design.

Instructions to Students: Carry out a surveying task in a given location and present your findings.

Criteria: Accuracy of field data, application of surveying techniques, and clarity of reporting.

PROBLEM-BASED LEARNING (PBL) SCENARIOS

Context: Scenario-based tasks where students apply their knowledge to solve complex, real-life problems.

Instructions to Students: Solve the given civil engineering problem using a PBL approach.

Criteria: Problem-solving skills, creativity, application of knowledge, and effectiveness of the solution.

SIMULATION AND MODELING EXERCISES

Context: Use of simulation software to model civil engineering systems like traffic flow, water networks, or structural loads.

Instructions to Students: Develop a simulation model for the given scenario and analyze the outcomes.

Criteria: Accuracy of modeling, analysis of simulation results, and understanding of the system being modeled.

ORAL EXAMINATIONS OR DEFENSES

Context: Oral presentations of projects, theses, or research work to a panel of instructors.

Instructions to Students: Present your project orally and answer questions from the panel.

Criteria: Communication skills, depth of knowledge, and ability to defend the work.

PROFESSIONAL DEVELOPMENT PORTFOLIO

Context: Compilation of work that showcases the student's growth, skills, and professional development throughout the program.

Instructions to Students: Create a portfolio that includes a resume, sample works, and reflective essays on your learning journey.

Criteria: Professionalism, reflection on learning, and presentation.

PEER ASSESSMENT AND FEEDBACK

Context: Peer evaluation of group work, presentations, and design projects.

Instructions to Students: Provide constructive feedback on your peers' work based on provided criteria.

Criteria: Quality and constructiveness of feedback, reflection on peer work, and engagement in the assessment process.

INDUSTRY-SPONSORED PROJECTS

Context: Projects sponsored by industry partners that address current challenges in the field.

Instructions to Students: Work on a project brief provided by an industry partner and present your solution.

Criteria: Relevance to industry needs, innovation, applicability, and adherence to professional standards.

INTERACTIVE QUIZZES AND TESTS

Context: Online quizzes and tests to quickly assess understanding of key concepts.

Instructions to Students: Complete the timed quiz/test on the given subject matter.

Criteria: Understanding of the material, accuracy of answers, and ability to apply knowledge under time constraints.

REFLECTIVE JOURNALS

Context: Journals where students reflect on their learning experiences, challenges faced, and knowledge gained.

Instructions to Students: Write periodic entries reflecting on your learning experiences and project progress.

Criteria: Depth of reflection, personal growth, and ability to connect experiences to course learning outcomes.

STANDARDIZED PRACTICAL ASSESSMENTS

Context: Structured practical assessments common in engineering education, such as the Fundamentals of Engineering (FE) examination.

Instructions to Students: Complete a standardized test that covers a broad range of topics in civil engineering.

Criteria: Test scores, demonstrating a foundational understanding of civil engineering principles.

4.4. TYPES OF ASSESSMENT ASSIGNMENTS FOR COMPUTER SCIENCE

Year One and Two (Foundation and Core Skills)

PROGRAMMING ASSIGNMENTS

Context: For subjects like Introduction to Computing & Programming, Computer Science I & II, and Algorithms and Data Structures.

Instructions: Implement specific algorithms or systems, demonstrating coding proficiency, algorithmic thinking, and problem-solving skills.

Criteria: Correctness, efficiency, code quality, and documentation.

MATHEMATICAL PROBLEM SETS

Context: For Mathematics I & II, Discrete Structures, and Probability and Modelling.

Instructions: Solve a series of mathematical problems using the theories and techniques learned in class.

Criteria: Accuracy, application of correct methods, clarity of explanation.

ELECTRONIC/ELECTRICAL ENGINEERING LABS

Context: For Fundamentals of Electronic/Electric Engineering.

Instructions: Conduct lab experiments and report on the findings.

Criteria: Understanding of concepts, accuracy of experimental work, quality of lab reports.

COMPUTER ARCHITECTURE SIMULATIONS

Context: For Computer Architecture and Organisation.

Instructions: Use simulation software to model and analyze computer architecture performance.

Criteria: Understanding of architecture principles, analysis skills, and simulation accuracy.

OPERATING SYSTEMS CASE STUDIES

Context: For Operating Systems.

Instructions: Analyze and present case studies of different operating systems, discussing their design and performance.

Criteria: Depth of analysis, understanding of operating system concepts, presentation skills.

DIGITAL CIRCUIT DESIGN

Context: For Digital Circuits and Signals.

Instructions: Design and simulate digital circuits.

Criteria: Functionality of circuits, complexity, and design innovation.

SECURITY VULNERABILITY ASSESSMENT

Context: For Introduction to Information Security.

Instructions: Identify and propose solutions for security vulnerabilities in a given system.

Criteria: Depth of security understanding, effectiveness of solutions, clarity of communication.

Year Three (Specialization and Application)

CAPSTONE PROJECT

Context: For Laboratory Course 1 & 2 and Bachelor Thesis.

Instructions: Undertake a significant project that integrates multiple aspects of computer science and engineering.

Criteria: Originality, complexity, application of knowledge, and project management.

EMBEDDED SYSTEMS DESIGN

Context: For Embedded Systems.

Instructions: Design and prototype an embedded system for a specific application.

Criteria: Design innovation, functionality, and practical application.

ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING PROJECTS

Context: For Fundamentals of Artificial Intelligence and Machine Learning Models.

Instructions: Develop AI or ML models to solve a given problem.

Criteria: Model accuracy, sophistication, and application to real-world data.

WEB AND MOBILE APP DEVELOPMENT

Context: For Web Design and Development, Front-end Web Development, Server-Side Programming, and Mobile Application Development.

Instructions: Create web or mobile applications that meet specified requirements.

Criteria: Usability, creativity, technical functionality, and adherence to modern standards.

DATA ENGINEERING ANALYSIS

Context: For Big Data Technologies, Data Modelling, and Data Science and Visualization with Python.

Instructions: Analyze large datasets and visualize findings.

Criteria: Analytical skills, effectiveness of visualizations, insights generated.

SECURITY AUDITS AND CRYPTOGRAPHY EXERCISES

Context: For Cyber Security, Infrastructure Security, and Cryptography.

Instructions: Conduct security audits or develop cryptographic solutions.

Criteria: Comprehensiveness of the audit, strength of the cryptographic solution, application of security principles.

GRAPHIC DESIGN AND MULTIMEDIA PROJECTS

Context: For Graphics and Multimedia.

Instructions: Create graphic designs or multimedia content incorporating elements like 3D modelling or VR/AR.

Criteria: Aesthetic quality, technical skill, innovation, and relevance.

SOFT SKILLS DEVELOPMENT

Context: For courses in the Soft-skills elective group.

Instructions: Participate in workshops and complete assignments that enhance communication, teamwork, and project management skills.

Criteria: Demonstration of soft skills, participation, reflection, and growth.

PEER REVIEW AND GROUP EVALUATIONS

Context: For group projects and collaborative assignments.

Instructions: Evaluate peers' contributions and provide feedback.

Criteria: Quality and constructiveness of feedback, ability to reflect on peer contributions.

HACKATHONS OR CODING COMPETITIONS

Context: As an extracurricular or integrated course activity.

Instructions: Solve programming challenges within a limited time.

Criteria: Problem-solving speed, creativity, accuracy, and teamwork.

4.5. TYPES OF ASSESSMENT ASSIGNMENTS FOR ENERGY ENGINEERING

BSc Program

Year One and Two (Fundamentals and Core Energy Concepts)

ELECTRICAL ENGINEERING LAB REPORTS

Context: For subjects like Fundamentals of Electrical Engineering and Automation and Control of Electrical Circuits.

Instructions: Conduct laboratory experiments and present findings in detailed reports.

Criteria: Accuracy of results, analysis skills, report quality, and understanding of electrical concepts.

MATHEMATICAL ANALYSIS ASSIGNMENTS

Context: For Mathematics I & II.

Instructions: Solve complex problems using mathematical tools and techniques pertinent to energy systems.

Criteria: Correctness, application of mathematical concepts, problem-solving abilities.

ENERGY SOURCE RESEARCH PAPERS

Context: For Fundamental Energy Sources and Scientific Principles of Energy Technology.

Instructions: Investigate various energy sources and their roles in the energy mix.

Criteria: Depth of research, critical analysis, understanding of energy principles.

PHYSICS EXPERIMENTS AND SIMULATIONS

Context: For Physics.

Instructions: **P**erform experiments or simulations related to thermodynamics, electromagnetism, or other physics fields relevant to energy engineering.

Criteria: Experimental design, data analysis, application of physical laws.

ENERGY CONVERSION EFFICIENCY PROJECTS

Context: For Solar Energy Conversion, Wind Energy Conversion, and Energy Storage.

Instructions: Design and assess systems for converting and storing energy, focusing on efficiency and sustainability.

Criteria: Innovation, system efficiency, sustainability considerations.

ENERGY POLICY ANALYSIS

Context: For Energy Policies and Regulations.

Instructions: Analyze current energy policies and propose improvements or alternatives.

Criteria: Depth of understanding of policies, feasibility of proposals, clarity of communication.

Year Three (Specialization and Professional Application)

CAPSTONE DESIGN PROJECT

Context: For Systems Engineering / Sustainable System Design and Bachelor Thesis.

Instructions: Design a comprehensive energy system that incorporates multiple aspects of energy production, distribution, and efficiency.

Criteria: Originality, practical application, integration of knowledge, project management.

SOFTWARE SIMULATION ASSIGNMENTS

Context: For Modeling and Simulation, Site Planning and GIS.

Instructions: Use software tools to model energy systems and analyze spatial data for site planning.

Criteria: Accuracy of simulations, understanding of spatial analysis, use of GIS tools.

SUSTAINABILITY ASSESSMENTS

Context: For Sustainable Development and Environment, Sustainability of Buildings.

Instructions: Evaluate the sustainability of various energy projects or building designs.

Criteria: Depth of sustainability assessment, practical recommendations, application of environmental knowledge.

SMART SOLUTIONS DEVELOPMENT

Context: For Project in Smart Solutions.

Instructions: Develop a smart energy solution or product prototype.

Criteria: Innovation, technical viability, potential market impact.

INDUSTRY COLLABORATION PROJECT

Context: For Internship / Project with Industry.

Instructions: Collaborate with industry partners to work on a real-world energy engineering problem.

Criteria: Professionalism, application of theoretical knowledge, contribution to project outcomes.

LIFECYCLE ANALYSIS REPORT

Context: For Life Cycle Assessment.

Instructions: Conduct a lifecycle assessment of an energy product or service.

Criteria: Comprehensiveness, accuracy, understanding of lifecycle stages.

ENERGY AUDIT EXERCISES

Context: For Energy Efficiency Improvement and Auditing.

Instructions: Perform an energy audit on a given facility or system.

Criteria: Thoroughness of audit, practical recommendations, energy savings potential.

TECHNICAL WRITING AND DOCUMENTATION

Context: For subjects like Quality Assurance and Standards.

Instructions: Produce technical documents such as standard operating procedures, quality manuals, or project reports.

Criteria: Clarity, accuracy, adherence to standards, comprehensiveness.

FOR MSC PROGRAM

Semester 1 and 2 (Advanced Concepts and Integration)

RENEWABLE ENERGY INTEGRATION PROJECT

Context: For Renewable Energy Sources and Smart Grid and Microgrid Technologies.

Instructions: Design a project that integrates renewable energy sources into existing power grids.

Criteria: Innovation, technical soundness, grid compatibility, sustainability.

ENVIRONMENTAL IMPACT ANALYSIS

Context: For Sustainable Power Generation and Environmental Chemistry.

Instructions: Analyze the environmental impact of various power generation methods and propose mitigation strategies.

Criteria: Depth of analysis, practicality of mitigation strategies, understanding of environmental chemistry.

ADVANCED GRID ANALYSIS SIMULATION

Context: For Advanced Power Grid Analysis.

Instructions: Use advanced simulation tools to analyze and solve complex problems in power grid systems.

Criteria: Complexity of simulation, accuracy of problem-solving, understanding of grid dynamics.

ENERGY SYSTEM OPTIMIZATION CASE STUDY

Context: For Energy Conversion and Storage Technologies and Advanced Optimization Techniques in Energy Systems.

Instructions: Conduct a case study where you apply optimization techniques to an energy system for better efficiency.

Criteria: Application of optimization techniques, efficiency gains, scalability of solutions.

TECHNOLOGY REVIEW AND PROPOSAL

Context: For Transmission and Distribution System / Engineering Management.

Instructions: Review current technologies in transmission and distribution and propose improvements or new technologies.

Criteria: Thoroughness of review, feasibility of proposals, foresight in technology trends.

Semester 3 (Specialization)

SPECIALIZED LAB WORK AND EXPERIMENTATION

Context: For Power Electronics and SCADA System and Relay Protection.

Instructions: Perform laboratory experiments to test and analyze power electronics and SCADA systems.

Criteria: Technical proficiency, accuracy of analysis, innovation in problem-solving.

ENERGY MARKET ANALYSIS REPORT

Context: For Energy Market.

Instructions: Analyze energy market dynamics and predict future trends.

Criteria: Depth of market analysis, accuracy of predictions, economic understanding.

CLEAN TECHNOLOGY DESIGN PROJECT

Context: For Cleaning and Recycling Technologies.

Instructions: Design a clean technology solution for energy production or environmental protection.

Criteria: Innovation, environmental impact, economic viability.

CARBON MANAGEMENT STRATEGY

Context: For Carbon Management and Storage.

Instructions: Develop a comprehensive strategy for managing and storing carbon emissions.

Criteria: Practicality, compliance with regulations, sustainability.

APPLIED PROJECT MANAGEMENT

Context: For Project Management and Research Methods.

Instructions: Manage a project within the scope of energy engineering and environment, applying research methods learned.

Criteria: Project management skills, application of research methods, project outcomes.

ENERGY POLICY PROPOSAL

Context: For Energy Policies and Regulations.

Instructions: Propose policy changes or new policies based on current trends and technologies in the energy sector.

Criteria: Relevance, foresight, potential impact, policy understanding.

PROFESSIONAL DEVELOPMENT WORKSHOPS

Context: For Industrial Psychology.

Instructions: Participate in or conduct workshops aimed at professional skills development in the energy sector.

Criteria: Engagement, skills acquired, contribution to professional growth.

4.6. TYPES OF ASSESSMENT ASSIGNMENTS FOR ENGLISH LANGUAGE

LITERARY ANALYSIS ESSAYS

Context: To evaluate understanding of British and American literature.

Instructions: Analyze themes, character development, and stylistic elements of assigned literary works.

Criteria: Insightfulness of analysis, clarity of expression, depth of textual support, and understanding of historical context.

LINGUISTIC RESEARCH PAPERS

Context: For courses like Introduction to Linguistics and Sociolinguistics.

Instructions: Conduct a research project on a linguistic topic, employing quantitative or qualitative methods.

Criteria: Rigor of research method, thoroughness of literature review, clarity of findings, and contribution to the field.

ORAL PRESENTATIONS

Context: To assess public speaking and critical thinking skills.

Instructions: Present on a literary or linguistic topic, including analysis and personal insights.

Criteria: Effectiveness of communication, engagement with the audience, quality of visual aids, and depth of topic understanding.

TRANSLATION PROJECTS

Context: For Theory and Practice of Translation.

Instructions: Translate a piece of text from English to another language or vice versa.

Criteria: Accuracy of translation, preservation of original tone and style, and fluency of the resulting text.

LANGUAGE PROFICIENCY EXAMS

Context: To measure proficiency in English and other languages studied.

Instructions: Complete a written and oral exam showcasing language skills across reading, writing, speaking, and listening.

Criteria: Grammar, vocabulary, pronunciation, and overall communicative ability.

CREATIVE WRITING ASSIGNMENTS

Context: For Creative Writing and English for Journalism.

Instructions: Write a creative piece or journalistic article on a given topic.

Criteria: Originality, narrative structure, character development, and adherence to genre conventions.

PRACTICAL TEACHING SIMULATIONS

Context: For Cultural Aspects in English Language Teaching.

Instructions: Plan and deliver a mock English language lesson to peers.

Criteria: Lesson planning, instructional strategies, classroom management, and student engagement.

LITERATURE REVIEWS

Context: For Research Methodology.

Instructions: Compile and synthesize scholarly articles and books on a specific literary or linguistic topic.

Criteria: Comprehensiveness of review, critical engagement with sources, and thematic organization.

INTERACTIVE WORKSHOPS

Context: For Intercultural Communication and Globalism in the English Language.

Instructions: Participate in workshops simulating intercultural communication scenarios.

Criteria: Active participation, application of theoretical knowledge, adaptability, and reflection on intercultural experiences.

CAPSTONE PROJECT/MICRO THESIS

Context: For the culmination of studies in the final semester.

Instructions: Undertake a substantial research project on a topic of choice that integrates the skills and knowledge acquired throughout the program.

Criteria: Originality, methodological soundness, academic writing standards, and significance of conclusions.

4.7. TYPES OF ASSESSMENT ASSIGNMENTS FOR FOOD, SCIENCE AND BIOTECHNOLOGY

LABORATORY REPORTS

Context: For subjects like General and Inorganic Chemistry, Organic Chemistry, Food Chemistry and Biochemistry.

Instructions: Perform a series of experiments and write detailed reports on the methodologies, results, and significance of the findings in the context of food science.

Criteria: Accuracy of experimental procedure, clarity of data presentation, depth of analysis, and understanding of theoretical implications.

CASE STUDIES

Context: For Management in Food Science, Food Supply Chain Management, and Management of Food Enterprises.

Instructions: Analyze real-world cases related to food science management, supply chains, or enterprise operations.

Criteria: Application of theoretical knowledge to practical situations, problem-solving skills, and strategic thinking.

RESEARCH PROJECT PROPOSAL

Context: For Technical Writing and Scientific Research.

Instructions: Propose a research project relevant to food science and biotechnology, outlining the objectives, methodology, and expected outcomes.

Criteria: Feasibility, originality, clarity of methodological approach, and thoroughness of background research.

ORAL PRESENTATIONS

Context: To assess communication skills across various subjects.

Instructions: Present a topic related to course content, which may include recent advances in food biotechnology or critical reviews of nutrition literature.

Criteria: Effectiveness of communication, critical analysis, visual presentation, and engagement with the audience.

FOOD PRODUCT DEVELOPMENT PROJECT

Context: For Food Technology specialization and Food Biotechnology courses.

Instructions: Develop a new food product or improve an existing one, considering aspects of science, technology, and marketability.

Criteria: Innovation, application of food science principles, market analysis, and sensory evaluation.

NUTRITIONAL ANALYSIS AND DIET PLANNING

Context: For Nutrition and Diet Therapy courses.

Instructions: Analyze the nutritional content of diets and create meal plans that meet specific dietary requirements.

Criteria: Nutritional completeness, adherence to dietary guidelines, and presentation of the meal plan.

FOOD SAFETY AUDITS

Context: For Food Quality and Safety Management specialization.

Instructions: Conduct a mock food safety audit of a processing plant or quality control lab, identifying potential hazards and suggesting improvements.

Criteria: Thoroughness of audit, identification of critical control points, and understanding of safety regulations.

POLICY AND LEGISLATION REVIEW

Context: For Food Legislation courses.

Instructions: Review current food laws and policies, evaluating their impact on the food industry and suggesting amendments or new policies.

Criteria: Depth of policy understanding, critical analysis, and practicality of recommendations.

4.8. TYPES OF ASSESSMENT ASSIGNMENTS FOR LAW

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 the all the courses where applicable. The assessment seeks from students to write legal documents such as writs, court decisions, appeals, grievances, and other document 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 UBT. 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.

4.9. TYPES OF ASSESSMENT ASSIGNMENTS FOR MANAGEMENT AND BUSINESS SCIENCES

BUSINESS SIMULATIONS

Context: For courses like Operations Management, Strategic Management and Innovation, and Marketing.
Instructions: Engage in business simulation games that replicate real-world market conditions and business challenges.
Criteria: Strategic decision-making, adaptability to changing market conditions, team collaboration, and analysis of simulation results.

CASE STUDY ANALYSIS

Context: For subjects such as Financial Management, International Trade, and Business Law.
Instructions: Analyze and present solutions for real-world business case studies.
Criteria: Application of theoretical knowledge, problem-solving skills, innovation in proposed solutions, and presentation skills.

RESEARCH PAPER

Context: For Research Methods and Bachelor Thesis.
Instructions: Conduct a research study on a relevant topic in management, business, or economics, resulting in a formal research paper.
Criteria: Quality of research, originality of findings, methodological rigor, and academic writing standards.

FINANCIAL REPORTING AND ANALYSIS

Context: For Financial Accounting, Managerial and Cost Accounting, and International Accounting Standards and Reporting.

Instructions: Prepare financial statements and perform financial analysis using real or fictional business data.

Criteria: Accuracy of financial reports, depth of financial analysis, understanding of accounting standards, and critical thinking.

ENTREPRENEURIAL PROJECT

Context: For Entrepreneurship and Innovation Management, and Opportunity Development and Business Planning.

Instructions: Develop a business plan for a new entrepreneurial venture.

Criteria: Feasibility of the business plan, creativity, market analysis, financial planning, and potential for innovation.

MARKETING CAMPAIGN DESIGN

Context: For Marketing and Digital Marketing courses.

Instructions: Design and propose a marketing campaign for a product or service.

Criteria: Creativity, alignment with target market, use of digital tools, and potential effectiveness of the campaign.

INTERNSHIP REPORT AND PRESENTATION

Context: For the Project or Internship program.

Instructions: Write a report on the internship experience and present key learnings and contributions.

Criteria: Integration of theoretical knowledge with practical experience, reflection on personal and professional development, and quality of presentation.

POLICY ANALYSIS REPORT

Context: For Fiscal Policies and Taxation, and Business Ethics.

Instructions: Analyze a current policy or ethical dilemma in the business world and write a report with recommendations.

Criteria: Depth of analysis, application of ethical frameworks, clarity of recommendations, and policy understanding.

INVESTMENT PORTFOLIO MANAGEMENT

Context: For Investments, Financial Institutions and Capital Markets.
Instructions: Create and manage a virtual investment portfolio, making decisions based on market analysis and investment principles.
Criteria: Performance of the portfolio, investment strategy, risk management, and decision-making process.

4.10. TYPES OF ASSESSMENT ASSIGNMENTS FOR MECHATRONICS

PROJECT DESIGN AND DEVELOPMENT

Context: Application of interdisciplinary knowledge in creating a functional mechatronic system.
Instructions to Students: Design and develop a prototype mechatronic device that addresses a given problem or need. The project should incorporate elements of mechanical design, electronic circuitry, and control software.
Criteria: Quality and creativity of the design, functionality of the prototype, integration of mechanical and electronic components, and efficiency of the control software. The project report should be 3,500 to 5,000 words, including schematics and code listings.

VIRTUAL LABORATORY EXPERIMENTS

Context: Practical understanding of mechatronics systems and components.
Instructions to Students: Complete a series of laboratory experiments focusing on sensors, actuators, controllers, and system integration. Document each experiment with a detailed lab report outlining objectives, methods, results, and conclusions.
Criteria: Clarity of the lab report, accuracy of experimental results, understanding of the system's components and their integration, and the ability to troubleshoot. Each lab report should be about 1,000 to 1,500 words.

SIMULATION AND MODELING ASSIGNMENT

Context: Theoretical knowledge application through simulation tools.
Instructions to Students: Use simulation software to model a mechatronic system, analyze its performance, and optimize its parameters. Submit a report that includes the model, simulations run, and a discussion of the results.

Criteria: The complexity of the model, the accuracy of the simulation results, the depth of analysis in optimizing the system, and the quality of the report, which should be between 2,000 to 3,000 words.

SYSTEM INTEGRATION AND CONTROL PROJECT

Context: Synthesis of component skills to achieve a functioning automated system.
Instructions to Students: Integrate various system components to create a coherent automated or robotic system. This project should demonstrate proficiency in both hardware and software aspects of mechatronics.
Criteria: Robustness and reliability of the system, quality of software code, integration of feedback control, and the final project report of about 4,000 words.

INTERNSHIP REPORT

Context: Real-world experience in the mechatronics field.
Instructions to Students: Complete an internship in a relevant industry. Document your experiences, the work you performed, the skills you applied, and the knowledge you gained.
Criteria: Depth of reflection on the learning experience, the applicability of theoretical knowledge to practical situations, and the professional quality of the report, expected to be around 5,000 words.

THESIS OR CAPSTONE PROJECT

Context: Culmination of the mechatronics program.
Instructions to Students: Conduct a significant project or piece of research in the field of mechatronics. This should be an individual effort that demonstrates the ability to carry out research and development in a chosen area of mechatronics.
Criteria: Originality, depth of research, practical application, integration of knowledge areas, and the academic quality of the thesis, typically 10,000 to 15,000 words.

4.11. TYPES OF ASSESSMENT ASSIGNMENTS FOR MEDIA AND COMMUNICATION

NEWS ARTICLE PORTFOLIO

Context: For Writing Skills, Genres of Journalism, and Reporting Techniques courses.
Instructions: Compile a portfolio of news articles covering various journalistic genres.
Criteria: Clarity of writing, adherence to journalistic standards, diversity of genres, and depth of reporting.

MULTIMEDIA PROJECT

Context: For Multimedia Technology and Online Journalism courses.
Instructions: Create a multimedia presentation or a piece of digital journalism that incorporates text, images, and video.
Criteria: Integration of various media elements, storytelling ability, technical proficiency, and innovation in delivery.

MEDIA LAW CASE STUDY ANALYSIS

Context: For Media Law and Ethics courses.
Instructions: Analyze a case study involving media law or ethical dilemmas and propose a resolution.
Criteria: Understanding of media law, ethical reasoning, application of ethical principles, and presentation skills.

PUBLIC RELATIONS CAMPAIGN

Context: For Public Relations and Media Marketing courses.
Instructions: Develop and present a public relations campaign for a company or organization.
Criteria: Creativity, strategic thinking, effectiveness of communication strategy, and understanding of PR principles.

TELEVISION/RADIO SEGMENT PRODUCTION

Context: For Television Communication, Radio-Journalism, and TV Editing courses.
Instructions: Produce a segment for television or radio, including planning, scripting, filming, and editing.
Criteria: Production quality, content relevance, creativity, and technical skills.

INTERNSHIP REPORT AND PRESENTATION

Context: For Internship courses in TV, radio, and print media.
Instructions: Complete an internship and present a report on the experience, including tasks performed and skills acquired.
Criteria: Integration of academic knowledge with practical experience, reflection on professional growth, and communication of learnings.

RESEARCH THESIS

Context: For Media and Communication Research Methods courses and the final Thesis.
Instructions: Conduct a research project resulting in a thesis on a relevant topic in media and communication.
Criteria: Originality, methodological rigor, depth of analysis, and academic writing standards.

COMMUNICATION CAMPAIGN ANALYSIS

Context: For Media Marketing and Media and Society courses.
Instructions: Analyze and critique a recent communication campaign, discussing its impact and effectiveness.
Criteria: Critical thinking, analytical depth, understanding of marketing principles, and clarity of evaluation.

MEDIA MANAGEMENT SIMULATION

Context: For Media Management courses.
Instructions: Participate in a simulation exercise managing a media outlet, making strategic decisions.

Criteria: Decision-making skills, understanding of media management principles, adaptability, and strategic planning.

IN-DEPTH INTERVIEW ASSIGNMENT

Context: For courses on Interviews and Speaking Skills.
Instructions: Conduct an in-depth interview with a subject matter expert or personality and present the findings.
Criteria: Quality of questions, interview technique, depth of content, and ability to engage the interviewee.

4.12. TYPES OF ASSESSMENT ASSIGNMENTS FOR GENERAL MEDICINE, NURSING, AND PUBLIC HEALTH MANAGEMENT

OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE)

Context: For clinical subjects like Internal Medicine, Surgery, Pediatrics, and Obstetrics and Gynecology.
Instructions: Engage in a series of timed clinical stations where you perform specific medical tasks or engage in simulated patient interactions.
Criteria: Clinical skill proficiency, communication skills, ability to make quick and accurate decisions, and adherence to clinical protocols.

ANATOMY DISSECTION REPORTS

Context: For Anatomy I and II.
Instructions: Perform detailed dissections and submit reports that illustrate and describe the findings.
Criteria: Depth of anatomical knowledge, precision in dissection, clarity in reporting, and understanding of anatomical relationships.

HISTOPATHOLOGICAL SLIDE ANALYSIS

Context: For Histology and General Pathology.
Instructions: Analyze histopathological slides and write a report on your findings, diagnoses, and interpretations.
Criteria: Identification of histological features, diagnostic accuracy, and clarity of written communication.

PHARMACOLOGY CASE STUDIES

Context: For Pharmacology and Toxicology.
Instructions: Review case studies and propose pharmacological management plans, including drug choice, dosing, and monitoring.
Criteria: Understanding of pharmacodynamics and pharmacokinetics, evidence-based decision-making, and awareness of drug interactions.

BIOSTATISTICS PROJECT

Context: For Medical Statistics and Research Methods.
Instructions: Conduct a statistical analysis project using real-world medical data.
Criteria: Ability to apply statistical methods, interpret data critically, and present findings in a clear and concise manner.

ETHICS PORTFOLIO

Context: For Medical Ethics.
Instructions: Create a portfolio of reflections and analyses on various ethical scenarios encountered in medicine.
Criteria: Ethical reasoning, understanding of professional standards, and ability to apply ethical principles to clinical scenarios.

CLINICAL SKILLS LAB

Context: For courses like Clinical Propaedeutic and Emergency Medicine.
Instructions: Perform a series of clinical procedures in a simulated lab setting.
Criteria: Technical skill, adherence to safety standards, and clinical competence.

NUTRITIONAL INTERVENTION PLAN

Context: For Nutrition and Health.
Instructions: Develop a comprehensive nutritional intervention plan for a hypothetical patient scenario.
Criteria: Knowledge of nutritional needs, practical application of dietary planning, and ability to tailor recommendations to specific patient needs.

COMMUNITY HEALTH INITIATIVE PROPOSAL

Context: For Community Medicine and Health Promotion.
Instructions: Design a proposal for a community health initiative addressing a specific public health issue.
Criteria: Understanding of community health principles, creativity in health promotion strategies, and feasibility of implementation.

CAPSTONE PROJECT AND THESIS

Context: For final year Thesis I and II.
Instructions: Undertake a capstone research project that culminates in a thesis, combining the knowledge and skills acquired throughout the program.
Criteria: Originality, methodological rigor, depth of research, and contribution to medical knowledge.

PRACTICAL SKILLS ASSESSMENT (OSCES)

Context: For courses like Fundamentals of Nursing, Medical Surgical Nursing, and Emergency Nursing.
Instructions: Participate in Objective Structured Clinical Examinations (OSCEs) where you demonstrate clinical skills in a simulated environment.
Criteria: Clinical competencies, adherence to protocols, patient interaction skills, and ability to perform under pressure.

PHARMACOLOGY CASE STUDIES

Context: For Pharmacology and Pharmacotherapy.
Instructions: Analyze case studies and create medication administration plans, including considerations for dosages, side effects, and patient education.
Criteria: Understanding of drug mechanisms, patient safety considerations, and communication clarity.

REFLECTIVE JOURNALS

Context: For Psychology and Communication, and Legal and Ethical Issues in Nursing.

Instructions: Maintain reflective journals on ethical dilemmas and communication challenges faced during clinical placements.
Criteria: Depth of reflection, ethical reasoning, and growth in understanding patient communication.

NUTRITIONAL CARE PLAN

Context: For Dietetics and Nutrition.
Instructions: Develop a comprehensive nutritional care plan for patients with specific dietary needs.
Criteria: Knowledge of nutrition, applicability to patient health conditions, and evidence-based recommendations.

RESEARCH PROPOSAL

Context: For Research Method in Nursing.
Instructions: Draft a proposal for a research study pertinent to a nursing or healthcare issue.
Criteria: Rigor of research question, methodological soundness, and relevance to nursing practice.

COMMUNITY HEALTH PROJECT
Context: For Community Health Nursing.
Instructions: Plan and implement a community health project, focusing on health promotion and disease prevention.
Criteria: Engagement with the community, effectiveness of health promotion strategies, and application of public health principles.

MENTAL HEALTH CASE SIMULATIONS

Context: For Mental Health Nursing.
Instructions: Engage in simulated psychiatric interviews and mental status examinations.
Criteria: Sensitivity to patient's mental health needs, diagnostic reasoning, and application of therapeutic communication techniques.

PEDIATRIC AND OBSTETRIC NURSING SIMULATIONS

Context: For Child Care Nursing and Nursing Obstetrics and Gynecology.
Instructions: Participate in simulated scenarios focusing on the unique aspects of care required in pediatric and obstetric settings.
Criteria: Specificity of care to developmental stages, patient and family education strategies, and safety in clinical interventions.

QUALITY IMPROVEMENT PROJECT

Context: For Management, Organisation and Quality in Nursing.
Instructions: Identify an area for improvement in a clinical setting and develop a quality improvement initiative.
Criteria: Analysis of current practices, evidence-based approach to quality improvement, and feasibility of implementation.

CAPSTONE THESIS

Context: For final year students.
Instructions: Conduct a research project or literature review on a topic relevant to nursing sciences.
Criteria: Originality, depth of analysis, academic rigor, and contribution to the field of nursing.

PROJECT REPORT ON PUBLIC HEALTH INTERVENTIONS

Context: This project report enables students to apply their knowledge of public health theories and practices to real-world scenarios. Collaborative work with mentors and peers is emphasized to refine professional writing and response to feedback.

Assignment Description: Students will develop a project report on a public health intervention during the first weeks of the semester. Feedback is provided by a mentor, and students must revise their reports accordingly. A session is held where each student discusses their project with their mentor for further feedback. The submission process includes drafts and a final report, with each phase contributing to the overall grade.

Instructions to Students: Submit initial drafts of the project report, utilize feedback for improvement, and engage in discussion sessions with mentors for additional insights. Final submission should demonstrate a comprehensive understanding of the public health intervention.

Criteria and Assignment Length: The report should critically analyze the intervention, reflect on methodologies, outcomes, and discussions on public health implications. The report should be approximately 3000-5000 words.

ECONOMIC EVALUATION CASE STUDY

Context: Through this assignment, students learn the intricacies of economic evaluations in healthcare, including cost-effectiveness and budget impact analyses, vital for health care financing decisions.

Assignment Description: Students will conduct a case study on economic evaluation, selecting a health program or intervention for analysis. The project will assess the cost, outcomes, and overall value, with an iterative feedback process involving written critiques and mentor discussions.

Instructions to Students: Choose a health program for economic evaluation, engage with existing models, and present a thorough financial and outcome-based analysis. Incorporate feedback from mentors to refine the evaluation.

Criteria and Assignment Length: The case study should demonstrate thoroughness in economic analysis, including cost identification, and outcome assessment. The expected length is about 2500 words.

HEALTH POLICY ANALYSIS REPORT

Context: This assessment method is designed to enhance students' abilities to critically analyze and suggest improvements to existing health policies, understanding their impact on health systems.

Assignment Description: Students are tasked with selecting a current health policy, conducting a critical analysis, and recommending improvements. The iterative process includes mentor feedback and discussion sessions to refine the policy analysis.

Instructions to Students: Analyze a health policy, discuss its implications, and propose evidence-based improvements. Engage with mentors for feedback and utilize it to develop a comprehensive policy report.

Criteria and Assignment Length: The report should critically assess policy effectiveness, suggest feasible improvements, and evaluate potential impacts. The report should span approximately 2500 words.

EPIDEMIOLOGICAL RESEARCH PAPER

Context: This assignment aims to develop primary research skills in epidemiology, where students learn to design studies, analyze data, and interpret results within public health.

Assignment Description: Students will conduct an epidemiological study starting with a literature review, forming research questions, and then collecting and analyzing data using appropriate epidemiological methods. Mentors provide feedback at each stage, culminating in a research paper.

Instructions to Students: Design and execute an epidemiological study, process data scientifically, and draft a research paper that discusses findings in the context of existing literature.

Criteria and Assignment Length: The research paper should follow scientific research standards, including hypothesis testing, data analysis, and interpretation of results, with a length of at least 3500 words.

HEALTH PROMOTION PROGRAM DESIGN AND ASSESSMENT

Context: Students are expected to demonstrate their ability to innovate in the field of health promotion, designing programs that are contemporary and relevant.

Assignment Description: In groups, students will design a health promotion program, conduct a pilot study, and assess its effectiveness. Feedback is provided in various stages by mentors, with a focus on innovation and evidence-based approaches.

Instructions to Students: Develop and assess a health promotion program, incorporating feedback from mentors and peers, and submit a comprehensive report on the program design and pilot study outcomes.

Criteria and Assignment Length: The report should demonstrate originality, applicability, and effectiveness of the health promotion strategy, with an expected length of about 3000 words.

4.13. TYPES OF ASSESSMENT ASSIGNMENTS FOR MODERN MUSIC AND DIGITAL PRODUCTION

STUDIO RECORDING PROJECT

Context: This project is integral for students to understand the technical and creative aspects of recording music in a studio setting. It allows them to apply theoretical knowledge in a practical environment.

Assignment Description: Students will form small groups to record a piece of music, mixing and mastering the track. The process includes planning sessions, recording, editing, mixing, and mastering phases, with feedback provided at each stage by the instructor.

Instructions to Students: Collaborate with your group to produce a professionally recorded track. Pay attention to the feedback provided after each phase to improve the quality of your final submission.

Criteria and Assignment Length: The final mix should demonstrate proficiency in studio recording techniques, sound quality, and creative production choices. The project length should be a 3-5 minute finished track.

MUSIC INDUSTRY ANALYSIS REPORT

Context: To succeed in the music industry, students must understand its structure, current trends, and future directions. This report helps them develop analytical skills relevant to the business side of music.

Assignment Description: Students are tasked with analyzing a current issue in the music industry, such as the impact of streaming services on artist revenue. They must research, analyze data, and propose potential solutions or predictions.

Instructions to Students: Conduct a detailed analysis of a chosen issue within the music industry, considering economic, cultural, and technological factors.

Criteria and Assignment Length: The report should critically evaluate the chosen issue, present data-driven insights, and offer well-reasoned predictions or solutions, with a length of approximately 2000-2500 words.

DIGITAL MUSIC PRODUCTION PORTFOLIO

Context: This portfolio showcases the student's advanced skills in digital music production, encompassing a range of genres and techniques.

Assignment Description: Over the course of the semester, students will create a portfolio of digital music pieces they have produced, showing versatility and innovation. The process includes critique sessions where faculty provide professional feedback.

Instructions to Students: Produce a diverse portfolio of digital music, demonstrating advanced production techniques and originality in your compositions.

Criteria and Assignment Length: The portfolio should include a variety of music tracks, each showing a different facet of digital production mastery. The total portfolio should be around 15-20 minutes of music.

MUSIC MANAGEMENT STRATEGY PROPOSAL

Context: In a rapidly changing music industry, strategic management is crucial. This assessment helps students to develop and present comprehensive management strategies.

Assignment Description: Students will develop a detailed strategy proposal for managing a music artist or label in the digital age. This includes market analysis, branding, distribution, and monetization strategies.

Instructions to Students: Formulate a strategy that addresses the current music market dynamics and outlines a path to success for your chosen artist or label.

Criteria and Assignment Length: The proposal should be innovative, research-based, and feasible, with clear objectives and actionable steps. The expected length is about 3000-4000 words.

RESEARCH THESIS ON MUSIC TECHNOLOGY

Context: The thesis allows students to conduct in-depth research on a topic related to music technology, contributing to academic and practical knowledge in the field.

Assignment Description: Students will select a topic, conduct extensive research, and write a thesis. This includes proposal submission, ongoing consultations with a supervisor, and a final defense of their work.

Instructions to Students: Write a research thesis that provides insights into a chosen aspect of music technology, demonstrating critical thinking and mastery of the subject.

Criteria and Assignment Length: The thesis should be an original contribution to the field, well-researched, and written to academic standards. The length should be approximately 15,000-20,000 words.

4.14. TYPES OF ASSESSMENT ASSIGNMENTS FOR PHARMACY

PHARMACOLOGY CASE STUDY ANALYSIS

Context: Understanding the clinical application of pharmacological knowledge is critical for pharmacy students. Case studies simulate real-world scenarios, testing students' ability to apply their learning.

Assignment Description: Students will be provided with a detailed patient case study and will be required to analyze the pharmacological treatment options, considering factors like drug interactions, side effects, and patient history.

Instructions to Students: Analyze the given case study and prepare a report that outlines the best pharmacological treatment plan for the patient, justifying your choices with evidence from current clinical guidelines.

Criteria and Assignment Length: The report should demonstrate a deep understanding of pharmacological principles, critical thinking in clinical application, and attention to patient-specific factors, with a length of approximately 1500-2000 words.

LABORATORY PRACTICAL SKILLS ASSESSMENT

Context: Practical laboratory skills are fundamental in pharmacy, requiring precision, understanding of procedures, and the ability to follow protocols.

Assignment Description: Students will perform a series of laboratory tasks over the semester, including drug formulation, compounding, and quality control testing, with each task being assessed on accuracy and adherence to protocol.

Instructions to Students: Conduct the assigned laboratory tasks with precision and care, maintaining a lab notebook that records your processes, observations, and results.

Criteria and Assignment Length: Assessment will be based on the execution of lab tasks, the accuracy of the final products, and the quality of lab notebook entries. Each task will be assessed individually during the lab sessions.

DRUG INFORMATION RESPONSE

Context: Providing accurate drug information is a key role of pharmacists. This assessment evaluates students' ability to source and convey drug information effectively.

Assignment Description: Students will receive inquiries about various medications and will be required to research and provide detailed, accurate information in a formal response.

Instructions to Students: Research the inquiries using credible sources and write a response that addresses the query in a comprehensive and understandable manner.

Criteria and Assignment Length: Responses should be thorough, accurate, and reflect an understanding of the medication's pharmacodynamics and pharmacokinetics, with each response being around 500-1000 words.

PHARMACY SIMULATION

Context: Simulations of pharmacy settings provide students with an interactive environment to practice and hone their patient interaction and dispensing skills.

Assignment Description: Students will participate in role-playing scenarios where they must manage prescriptions, counsel patients, and handle over-the-counter consultations.

Instructions to Students: Engage with simulated patients professionally, demonstrating your ability to provide pharmacological advice, manage prescriptions, and counsel on medication use.

Criteria and Assignment Length: Students will be evaluated on communication skills, accuracy in dispensing, and the ability to provide appropriate patient counseling.

RESEARCH PROJECT PROPOSAL

Context: Higher year level pharmacy students are expected to contribute to the field through research. A proposal sets the stage for a potential research project.

Assignment Description: Students will identify a research gap in the field of pharmacy and propose a study to address it. This includes a literature review, methodology, and expected outcomes.

Instructions to Students: Develop a research proposal that is innovative, feasible, and has the potential to contribute new knowledge to the field of pharmacy.

Criteria and Assignment Length: The proposal should be detailed, well-researched, and methodologically sound, with an expected length of approximately 3000-4000 words.

CLINICAL PHARMACY INTERVENTION REPORT

Context: Clinical pharmacy practice involves direct patient care and making medication-related interventions. This report assesses the student's ability to make and document such interventions.

Assignment Description: Students will detail a series of clinical interventions they have made during their practical rotations, explaining the rationale, process, and outcomes.

Instructions to Students: Document clinical interventions you have made, reflect on the decision-making process, and evaluate the outcomes.

Criteria and Assignment Length: The report should demonstrate critical thinking, a strong clinical foundation, and the impact of interventions, with a length of about 2500-3000 words.

PHARMACEUTICAL POLICY ANALYSIS

Context: Pharmacy graduates at the master's level should be able to analyze and influence pharmaceutical policy.

Assignment Description: Students will analyze a current pharmaceutical policy, discussing its implications, effectiveness, and areas for improvement.

Instructions to Students: Critically analyze the selected policy using evidence-based research, and propose well-founded recommendations for its enhancement.

Criteria and Assignment Length: The analysis should be comprehensive, critical, and constructive, with a length of about 2000-2500 words.

MEDICATION THERAPY MANAGEMENT PLAN

Context: Medication Therapy Management (MTM) is essential in ensuring optimal therapeutic outcomes for patients with complex medication regimens.

Assignment Description: Students will be given a patient profile with multiple medications and will be required to create an MTM plan that addresses drug interactions, patient compliance, and therapeutic goals.

Instructions to Students: Develop an MTM plan that ensures the patient's medication regimen is safe, effective, and personalized.

Criteria and Assignment Length: The MTM plan should be patient-centered, evidence-based, and indicative of the student's ability to manage complex medication regimens. The expected length is approximately 1500-2000 words.

4.15. TYPES OF ASSESSMENT ASSIGNMENTS FOR POLITICAL SCIENCE

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 real estate 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 real estate and energy problem of your choosing. The research essay uses information extracted from journal articles and critically evaluates the literature review elaborated on a particular matter of real estate sector.

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 real estate 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

POLICY BRIEF

Context: This task is ideal for students to succinctly present complex information and policy recommendations to stakeholders or policymakers.

Assignment Description: Students will choose a current political issue or policy challenge and write a brief that outlines the background, current state of affairs, policy options, and recommended actions.

Instructions to Students: Your brief should be concise, well-researched, and aimed at providing practical recommendations. Use clear, non-technical language to ensure accessibility to a broad audience.

Criteria and Assignment Length: The brief will be evaluated based on the clarity of communication, depth of research, and the feasibility of recommendations, typically ranging from 1,000 to 1,500 words.

POLICY ANALYSIS REPORT

Context: Designed to develop analytical and evaluative skills regarding public policy and its implications.

Assignment Description: Students will conduct an in-depth analysis of a specific policy, evaluating its effectiveness, efficiency, and equity. They should consider the policy's historical context, implementation challenges, and potential improvements.

Instructions to Students: Your report should include an executive summary, background research, analysis, and conclusion. You are encouraged to use both qualitative and quantitative data.

Criteria and Assignment Length: The report should be comprehensive, methodologically sound, and present a balanced analysis, with a length of approximately 3,000 to 4,000 words.

SIMULATION EXERCISE

Context: Simulations allow students to apply theoretical knowledge to real-world scenarios in a controlled environment.

Assignment Description: Students participate in a simulation of a political or security crisis, taking on roles as policymakers, diplomats, or analysts. They must navigate the scenario, making decisions based on given information and unfolding events.

Instructions to Students: Engage actively in the simulation, demonstrating your understanding of the roles and the complexities of the situation. Prepare a debriefing report reflecting on your decisions and the outcomes.

Criteria: Performance during the simulation and the quality of the debriefing report will be assessed. The debrief should be around 1,500 to 2,000 words.

LEGISLATIVE DRAFTING EXERCISE

Context: This exercise is suitable for students to understand the legislative process and the intricacies of drafting legislation.

Assignment Description: Students will draft a legislative bill or amendment on a topic of their choice. This should include a justification section, the legal text, and an impact assessment.

Instructions to Students: Your draft should be technically accurate, clear, and reflect the legislative style. Include a preamble that outlines the purpose and rationale of the legislation.

Criteria and Assignment Length: The draft will be evaluated for its clarity, legal precision, and the thoroughness of the impact assessment, with an expected length of about 2,000 to 2,500 words.

COMPARATIVE ANALYSIS PAPER

Context: Comparative analysis hones students' ability to compare and contrast different political systems, policies, or security strategies.

Assignment Description: Students will select two or more entities (countries, policies, institutions) and conduct a comparative analysis, examining similarities, differences, and the reasons behind them.

Instructions to Students: Develop a clear thesis statement and use comparative frameworks to guide your analysis. Your paper should offer insights into the implications of these comparisons.

Criteria and Assignment Length: Papers will be judged on the depth of comparison, analytical rigour, and the ability to synthesize complex information, typically being 3,500 to 5,000 words.

CRITICAL BOOK REVIEW

Context: Critical book reviews help students engage with academic literature critically and reflectively.

Assignment Description: Students will select a book relevant to the course content and write a review that not only summarizes the book but also critiques the author's arguments, methodology, and contributions to the field.

Instructions to Students: Provide a balanced review that discusses the strengths and weaknesses of the work. Contextualize the book within the broader literature and its relevance to political science, security studies, or public policy.

Criteria and Assignment Length: The review should be a critical analysis of the work rather than a summary, typically ranging from 1,000 to 1,500 words.

4.16. TYPES OF ASSESSMENT ASSIGNMENTS FOR PSYCHOLOGY

CASE STUDY ANALYSIS

Context: Suitable for courses like Abnormal Psychology, Developmental Psychology, or Clinical Psychology.

Assignment Description: Analyze a given case study to diagnose psychological conditions, propose interventions, and predict outcomes.

Instructions to Students: Apply theoretical models to understand the case, discuss differential diagnoses, and suggest treatment plans.

Criteria and Assignment Length: Evaluation on accuracy of diagnosis, application of theory, quality of intervention plan. A typical case study analysis may range from 1,500 to 3,000 words.

EXPERIMENTAL RESEARCH PROJECT

Context: Relevant for Research Methods, Experimental Psychology, and Cognitive Psychology courses.

Assignment Description: Design and conduct an experimental study, collect data, and analyze results using statistical software.

Instructions to Students: Develop a hypothesis, design an experiment, obtain ethical approval, collect and analyze data, and report findings.

Criteria and Assignment Length: Judged on design rigor, ethical considerations, statistical analysis, and interpretation of results. The project spans the semester with a report of 3,000 to 5,000 words.

REFLECTIVE JOURNAL

Context: In courses like Introduction to Psychology, Counseling Skills, and Psychotherapy.

Assignment Description: Maintain a reflective journal throughout the course, documenting personal responses to learning experiences.

Instructions to Students: Reflect on lectures, readings, and practical experiences, integrating personal thoughts with academic content.

Criteria and Assignment Length: Assessed on depth of reflection, ability to connect theory with personal experience, and writing quality. Weekly entries culminating in a comprehensive journal of about 2,000 words.

PSYCHOLOGICAL ASSESSMENT REPORT

Context: For Psychological Testing and Assessment and Psychometrics courses.

Assignment Description: Administer a series of psychological tests to a volunteer and write a report interpreting the results.

Instructions to Students: Conduct assessments competently, ensure ethical practice, interpret test results, and write a professional report.

Criteria and Assignment Length: Based on choice of tests, interpretation accuracy, ethical considerations, and clarity of report, usually between 2,500 to 4,000 words.

LITERATURE REVIEW ESSAY

Context: In courses such as Social Psychology, Personality Theories, or History and Systems of Psychology.

Assignment Description: Write an essay critically reviewing literature on a specific psychological topic or theory.

Instructions to Students: Research peer-reviewed articles, synthesize information, and evaluate the current state of knowledge.

Criteria and Assignment Length: Evaluation on research breadth, depth of analysis, and critical thinking, with essays often around 3,000 words.

OBSERVATIONAL STUDY

Context: Applicable in Child Development, Behavioral Psychology, or Social Psychology courses.

Assignment Description: Observe a subject or group in a naturalistic setting and report on specific behaviors or phenomena.

Instructions to Students: Record observations systematically, analyze patterns, and relate findings to psychological theories.

Criteria and Assignment Length: Judged on observational methodology, data analysis, and theoretical application. Final reports typically span 1,500 to 2,500 words.

MEDIA ANALYSIS PAPER

Context: For Media Psychology, Gender Studies, or Psychology of Popular Culture courses.

Assignment Description: Analyze the portrayal of psychological concepts or mental health issues in media.

Instructions to Students: Select a piece of media (film, TV show, book), identify psychological themes, and critically analyze their representation.

Criteria and Assignment Length: Evaluated on analytical depth, understanding of psychological principles, and media analysis skills, with papers about 2,000 to 3,000 words long.

INTERVENTION PROPOSAL

Context: In Health Psychology, Community Psychology, or Educational Psychology.

Assignment Description: Propose an intervention to address a psychological issue within a specific population or setting.

Instructions to Students: Develop a theory-driven intervention, outline objectives, methods, and evaluation strategies.

Criteria and Assignment Length: Assessed on the intervention's theoretical foundation, feasibility, and potential impact, usually in the form of a proposal of 2,000 to 3,500 words.

PROFESSIONAL ETHICS PAPER

Context: For Ethics in Psychology or Professional Issues courses.

Assignment Description: Discuss ethical dilemmas in professional psychology practice and propose resolutions.

Instructions to Students: Analyze case scenarios using ethical codes and frameworks, and argue for ethical decisions.

Criteria and Assignment Length: Judged on understanding of ethical principles, reasoning skills, and quality of proposed solutions, with papers typically around 2,000 words.

PSYCHO-EDUCATIONAL WORKSHOP DESIGN

Context: Useful in Applied Psychology, Counseling Techniques, or Psycho-educational Interventions courses.

Assignment Description: Design a workshop or training program addressing a psychological topic relevant to a specific audience.

Instructions to Students: Create objectives, content, activities, and Instructions to Students: Create objectives, content, activities, and materials for the workshop. Plan the session structure, including interactive components, and consider diverse learning styles.

Criteria and Assignment Length: Evaluation based on the workshop's relevance, educational value, engagement strategies, and practical applicability. The detailed workshop plan and materials should be comprehensive, typically equivalent to a 3,000-word assignment.

4.17. TYPES OF ASSESSMENT ASSIGNMENTS FOR REAL ESTATE

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 real estate 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 *real estate and energy problem of your choosing*. The research essay uses information extracted from journal articles and critically evaluates the literature review elaborated on a particular matter of real estate sector.

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 *real estate 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 real estate phenomenon from the different disciplines (legal, economic, financial, energy, building materials, and appraisal).

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 real estate 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.

MONTE CARLO SIMULATION

Context: The present assignment is used in the two courses Real Estate Appraisal and Theory of Probability in Real Estate investments at master level. The assessment seeks to build scenario analysis skills of tackling a real estate phenomenon from millions of scenarios before taking an investment decision. The present assignment seeks to build decision-making skills of students in large and complex real estate investment and infrastructure projects.

Assignment Description: In the first weeks of the semester, students are provided with the large and complex real estate investment and development case study, and they must analyze and run Monte Carlo simulation with various probability distribution techniques. The students must use the Risk Solver software, which is then used in the form a brief report for the decision-maker. A group of students plays the role of financial advisors whereas the other group assumes the role of decision-makers (corporate board), which must make the decision based on the report containing Monte Carlo simulations containing different applicable probabilistic distributions.

Instructions to students: Run Monte Carlo simulations with VBA Excel or Risk Solver and prepare a report for the decision-makers in a brief format in the form of a brief. The simulation brief must not contain more than 500 words.

MOVIE DEBATE

Context: The present assignment is used in various courses of management. The assessment seeks to build analytical skills of tackling a different decision-making style and debating skills, where students are taught how to argue and debate on a position, from the perspective of project's spokesperson, although they sometimes know that all the facts are not in their favor.

Assignment Description: In the first weeks of the semester, students are provided with the movie, which they must watch 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 submit the movie review and attend the well organized movie debate from which they tackle the phenomenon

occurring in the movie and debate based on the various debating questions given to them beforehand.

Instructions to students: Students must learn how to debate on different conflicting opinions, although oftentimes they cannot personally agree with them. 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.

4.18. TYPES OF ASSESSMENT ASSIGNMENTS FOR SPORTS AND MOVEMENT SCIENCES

PRACTICAL SKILLS ASSESSMENT IN TEAM SPORTS

Context: For subjects like Team Sports I & II, where practical skill development in sports like football, basketball, volleyball, and handball is crucial.

Assignment Description: Students participate in practical sessions and are assessed on their ability to demonstrate and apply the technical and tactical skills of the sport.

Instructions to Students: Engage in sport-specific drills and match simulations; demonstrate teamwork, game strategy, and technical skills.

Criteria and Assignment Length: Assessment focuses on skill execution, tactical understanding, and improvement over time, with practical sessions throughout the semester.

RESEARCH PROJECT IN EXERCISE BIOCHEMISTRY

Context: Tackling Biochemistry of Exercise and Exercise Physiology, which requires an understanding of the biochemical changes during physical activity.

Assignment Description: Conduct a small-scale research project involving biochemical analysis pre and post-exercise.

Instructions to Students: Develop a hypothesis, conduct the exercise test, collect samples, analyze biochemical data, and interpret the results.

Criteria and Assignment Length: The project should demonstrate understanding and application of biochemistry in exercise, with a report length of about 3000 words.

NUTRITION AND DIET PLAN DEVELOPMENT

Context: Related to Nutrition, Health, and Exercise, where creating effective diet plans is key.

Assignment Description: Develop a comprehensive nutrition and diet plan tailored for specific health and fitness goals.

Instructions to Students: Assess nutritional needs, create a meal plan, and outline strategies for health and performance improvements.

Criteria and Assignment Length: The plan should be evidence-based, practical, and customized, with an expected length of 1500-2000 words.

BIOMECHANICS MOVEMENT ANALYSIS

Context: In Biomechanics and Advanced Biomechanics, understanding human movement is critical.

Assignment Description: Perform a biomechanical analysis of a sport or exercise movement using motion capture technology or video analysis.

Instructions to Students: Select a movement, record the activity, analyze the biomechanical data, and provide suggestions for performance enhancement or injury prevention.

Criteria and Assignment Length: The analysis should apply biomechanical principles effectively, with a report length of about 2500 words.

SPORT PSYCHOLOGY INTERVENTION PLAN

Context: For Sport Psychology, where mental skills training is essential for athletic performance.

Assignment Description: Create a mental skills training program for athletes or teams to enhance performance and well-being.

Instructions to Students: Incorporate psychological techniques like goal-setting, visualization, and relaxation into a structured program.

Criteria and Assignment Length: The plan should be theoretically grounded and practically viable, with a length of 2000 words.

SPORT SOCIOLOGY PRESENTATION

Context: Engaging with Sport Sociology and Legislation requires understanding the social aspects of sport.

Assignment Description: Present a critical analysis of a sociological aspect of sport, such as gender, race, or class issues.

Instructions to Students: Research a sociological topic, prepare a presentation, and discuss the implications for sports policy and practice.

Criteria and Assignment Length: The presentation should critically engage with sociological concepts and be 20-30 minutes long.

INTERNSHIP PORTFOLIO AND REFLECTION

Context: The internship provides practical experience in a professional sports or health context.

Assignment Description: Compile a portfolio documenting the internship experience and reflecting on the learning outcomes.

Instructions to Students: Include evidence of activities, critical incidents, and personal development during the internship.

Criteria and Assignment Length: The portfolio should demonstrate applied knowledge and reflective learning, with a narrative length of about 2000 words.

THESIS RESEARCH PROJECT

Context: The thesis represents a significant research project that synthesizes learning across the program.

Assignment Description: Conduct an independent research project on a topic related to sports science and movement, culminating in a thesis.

Instructions to Students: Develop a research question, conduct a literature review, design and execute the study, analyze data, and write the thesis.

Criteria and Assignment Length: The thesis should be original, methodologically sound, and make a contribution to the field, with an expected length of 10,000-15,000 words.

4.19. TYPES OF ASSESSMENT ASSIGNMENTS FOR DENTAL TECHNICIAN AND STOMATOLOGY

ANATOMICAL MODELLING WORKSHOP

Context: For Anatomy and Physiology, and Anatomy of Jaws and Dental Morphology courses.

Assignment Description: Students create detailed anatomical models of the human jaws and teeth to demonstrate their understanding of dental morphology and anatomy.

Instructions to Students: Utilize various materials to construct anatomical models that accurately represent the structure and function of dental and oral regions.

Criteria and Assignment Length: Models are assessed based on accuracy, detail, and anatomical correctness, with the workshop spread throughout relevant semesters.

MICROBIOLOGICAL LABORATORY REPORT

Context: In subjects like Microbiology and Parasitology.

Assignment Description: Conduct laboratory experiments to understand the microbial aspects relevant to dental health and create a detailed report of findings.

Instructions to Students: Perform lab tests to identify oral pathogens, interpret results, and discuss implications for dental health.

Criteria and Assignment Length: Reports should detail procedures, results, and conclusions, typically within 2000-3000 words.

PROSTHETIC DESIGN PROJECT

Context: For courses such as Removable Prosthetics I & II, and Fixed Prosthodontics I & II.

Assignment Description: Design and fabricate a dental prosthetic, considering patient-specific requirements and aesthetic considerations.

Instructions to Students: Use dental materials to create a functional and aesthetically pleasing prosthetic appliance.

Criteria and Assignment Length: The project is evaluated on design rationale, functionality, aesthetics, and fit, with ongoing assessments during the semesters involved.

ORTHODONTIC APPLIANCE FABRICATION

Context: Pertinent to Orthodontics Appliances I & II.

Assignment Description: Fabricate an orthodontic appliance suitable for a given dental malocclusion scenario.

Instructions to Students: Apply knowledge of dental occlusion and gnathology to construct an orthodontic device.

Criteria and Assignment Length: Assessment focuses on the appropriateness of design, effectiveness of the appliance, and craftsmanship quality.

DENTAL MATERIALS RESEARCH ESSAY

Context: For the Dental Materials course, understanding the properties and applications of various materials is essential.

Assignment Description: Write an essay analyzing different dental materials, their properties, and their suitability for different dental applications.

Instructions to Students: Conduct research on various dental materials and discuss their use in dental technology.

Criteria and Assignment Length: The essay should be comprehensive, evidence-based, and around 2500 words in length.

DENTAL LAB MANAGEMENT SIMULATION

Context: Related to Dental Lab Management, where operational skills are crucial.

Assignment Description: Simulate the management of a dental lab, including workflow, inventory, and quality control processes.

Instructions to Students: Develop a management plan, simulate lab operations, and handle hypothetical scenarios that may arise in a dental lab setting.

Criteria and Assignment Length: Evaluation based on the feasibility and efficiency of management strategies, with simulation activities conducted throughout the semester.

MASTER THESIS PROJECT

Context: The thesis project integrates learning from all coursework in a comprehensive research project.

Assignment Description: Conduct a research project on a topic related to dental technology, which may include a practical component of fabricating a dental appliance.

Instructions to Students: Formulate a research question, review literature, develop methodology, conduct research, analyze results, and write a thesis.

Criteria and Assignment Length: The thesis should be original, methodologically sound, and contribute to the field of dental technology, typically ranging from 10,000 to 15,000 words.

CLINICAL CASE STUDY PRESENTATION

Context: Applicable across various courses, focusing on real-world application.

Assignment Description: Present a case study involving the design and fabrication of a dental appliance, discussing the rationale, process, and outcome.

Instructions to Students: Analyze a clinical case, prepare a presentation detailing the technical approach, and discuss the case with peers and faculty.

Criteria and Assignment Length: The presentation assesses the ability to apply theoretical knowledge in practice and should last about 20-30 minutes.

STOMATOLOGY INTEGRATED 6-YEAR PROGRAM ASSESSMENT METHODS

CLINICAL SKILLS ASSESSMENT

Context: Throughout the program, especially in courses like Restorative Dentistry, Prosthodontics, and Orthodontics.

Assignment Description: A series of hands-on assessments where students demonstrate their clinical dental skills in a simulated environment or under supervision with patients.

Instructions to Students: Perform various dental procedures with a focus on technique, patient interaction, and adherence to clinical guidelines.

Criteria and Assignment Length: Proficiency is measured in accuracy, application of knowledge, patient care, and ability to follow procedural protocols, with assessments occurring regularly during clinical courses.

ORAL PATHOLOGY CASE STUDIES

Context: For subjects such as Oral Medicine and Pathology.

Assignment Description: Analyze clinical case studies to diagnose and develop treatment plans for oral diseases.

Instructions to Students: Review case documentation, diagnose conditions, propose treatments, and discuss the rationale for your decisions.

Criteria and Assignment Length: Assessment focuses on diagnostic accuracy, the appropriateness of treatment plans, and understanding of pathology, usually discussed in a series of class sessions or written assignments.

DENTAL MATERIA MEDICA EXAMS

Context: Pertinent to Pharmacology and Therapeutics courses.

Assignment Description: Written or oral exams to test knowledge of drugs used in dentistry, their indications, contraindications, and side effects.

Instructions to Students: Study various dental drugs and be prepared to answer questions regarding their appropriate use in dental practice.

Criteria and Assignment Length: Performance evaluated on the breadth and depth of pharmacological knowledge and the ability to apply this knowledge clinically, with exams typically at the end of relevant modules.

COMMUNITY DENTAL HEALTH PROJECT

Context: Linked to Public Health Dentistry.

Assignment Description: Plan and execute a community project aimed at improving oral health, which may include screenings, educational workshops, or preventive services.

Instructions to Students: Develop a project proposal, implement it in the community, and evaluate its effectiveness.

Criteria and Assignment Length: Judged on the impact on community oral health, effectiveness of health promotion activities, and ability to work within a community setting, spread across a semester or year.

INTERPROFESSIONAL EDUCATION SIMULATIONS

Context: For senior students, to foster teamwork across various health disciplines.

Assignment Description: Participate in simulations with students from other healthcare programs to manage patient cases that require interdisciplinary care.

Instructions to Students: Collaborate with a team of healthcare students to provide comprehensive care in complex patient scenarios.

Criteria and Assignment Length: Evaluation based on communication, teamwork, and the ability to integrate dental care with other healthcare services, typically in workshop settings.

PRACTICAL ENDODONTICS ASSESSMENT

Context: In courses focused on Endodontics and Conservative Dentistry.

Assignment Description: Perform endodontic procedures on models or, when permissible, on patients under close supervision.

Instructions to Students: Demonstrate the ability to carry out root canal treatments following best practice guidelines.

Criteria and Assignment Length: Assessed on technical skill, procedural knowledge, and outcomes, with practical assessments scheduled during the course.

OPERATIVE DENTISTRY OSCE

Context: Objective Structured Clinical Examinations (OSCEs) are utilized to assess clinical competence in Operative Dentistry.

Assignment Description: Navigate through a circuit of stations, each presenting a different clinical task or scenario in operative dentistry.

Instructions to Students: Perform specific dental tasks, answer questions, and interact with actors or simulators as patients.

Criteria and Assignment Length: Performance is measured at each station, with a focus on clinical skills, decision-making, and professional interaction, conducted over one or two days during the assessment period.

INTEGRATED CASE PRESENTATION

Context: In advanced stages of the program, integrating knowledge from various dental specialties.

Assignment Description: Present a comprehensive case that you have managed, highlighting the multidisciplinary aspects of care.

Instructions to Students: Document and present a case, including diagnosis, treatment planning, clinical procedures, and post-treatment care.

Criteria and Assignment Length: Evaluation on the comprehensiveness of the presentation, depth of clinical reasoning, and quality of care provided, typically with a presentation lasting 30-45 minutes.

FINAL YEAR THESIS PROJECT

Context: Culmination of the program, synthesizing academic and clinical learning.

Assignment Description: Undertake a research project or literature review on a topic of relevance to stomatology.

Instructions to Students: Identify a topic, conduct a thorough investigation, and present your findings in a written thesis.

Criteria and Assignment Length: The thesis is expected to demonstrate research skills, critical thinking, and relevance to dental practice, with word counts varying but often around 10,000 words.

4.20. TYPES OF ASSESSMENT ASSIGNMENTS FOR TOURISM

TOURISM INDUSTRY ANALYSIS REPORT

Context: For courses like Tourism Economics, Destination Management, and Tourism Marketing.

Assignment Description: Analyze a segment of the tourism industry or a particular destination and report on current trends, challenges, and opportunities.

Instructions to Students: Conduct primary and secondary research to understand the chosen segment or destination, evaluate its performance, and make recommendations for improvement.

Criteria and Assignment Length: Assessment focuses on analytical skills, application of theoretical knowledge, and the quality of practical recommendations, with reports typically ranging from 2,000 to 3,000 words.

HOSPITALITY MANAGEMENT SIMULATION

Context: Relevant in Hospitality Operations and Hotel Management courses.

Assignment Description: Participate in a hospitality management simulation, managing a virtual hotel or restaurant environment.

Instructions to Students: Make decisions on operations, customer service, staffing, and financial management within a simulated platform.

Criteria and Assignment Length: Performance is evaluated based on profitability, customer satisfaction scores, and strategic decision-making, with ongoing participation throughout a semester.

TOURISM MARKETING CAMPAIGN PROJECT

Context: For Marketing and Strategic Planning in Tourism courses.

Assignment Description: Develop a comprehensive marketing campaign for a tourism product, destination, or service.

Instructions to Students: Create a marketing plan including market research, target audience identification, branding, and a promotional strategy.

Criteria and Assignment Length: Judged on creativity, strategic thought, practicality, and alignment with marketing theory, typically developed over several weeks or months.

CULTURAL HERITAGE INTERPRETATION PAPER

Context: Linked with Cultural Tourism and Heritage Management courses.

Assignment Description: Write a paper interpreting the cultural significance of a heritage site or practice and its implications for tourism.

Instructions to Students: Research the historical, cultural, and social aspects of the chosen heritage element and discuss its tourism potential and challenges.

Criteria and Assignment Length: Evaluation based on depth of research, insight into cultural implications, and clarity of writing, with papers usually between 1,500 and 2,500 words.

SUSTAINABLE TOURISM CASE STUDY

Context: For subjects such as Sustainable Tourism Development and Environmental Impact of Tourism.

Assignment Description: Analyze a real-world case study to identify sustainable practices and areas for improvement.

Instructions to Students: Evaluate sustainability initiatives, assess their effectiveness, and suggest ways to enhance sustainability.

Criteria and Assignment Length: Assessed on understanding of sustainability concepts, thoroughness of evaluation, and feasibility of recommendations, often in the form of a presentation or written analysis.

EVENT PLANNING PROJECT

Context: In Event Management and MICE (Meetings, Incentives, Conferences, and Exhibitions) Tourism courses.

Assignment Description: Plan and potentially execute a small-scale event or outline the planning process for a larger event.

Instructions to Students: Develop an event concept, planning timelines, budgets, and marketing strategies.

Criteria and Assignment Length: Judged on innovation, comprehensiveness of planning, attention to detail, and practicality, with a final project presentation or report.

TOURISM POLICY CRITIQUE ESSAY

Context: Relevant in Tourism Policy and Planning courses.

Assignment Description: Critique a current tourism policy, analyzing its strengths and weaknesses and its impact on the destination.

Instructions to Students: Research the policy background, implementation, and outcomes, then write a critical analysis.

Criteria and Assignment Length: Evaluation on critical thinking, depth of analysis, and evidence of research, with essays typically around 2,000 words.

TRAVEL BLOGGING AND SOCIAL MEDIA PROJECT

Context: For Digital Marketing in Tourism and Travel Journalism courses.

Assignment Description: Create and maintain a travel blog or social media presence, showcasing different aspects of tourism.

Instructions to Students: Generate regular content that is engaging, informative, and visually appealing, targeting a specific audience segment.

Criteria and Assignment Length: Performance is measured on creativity, engagement metrics, content quality, and consistency, with ongoing activity across a semester.

TOURISM RESEARCH SURVEY AND ANALYSIS

Context: In courses focusing on Research Methods in Tourism and Tourist Behavior.

Assignment Description: Design and conduct a survey to gather data on tourist preferences, behavior, or satisfaction.

Instructions to Students: Develop a research question, design a questionnaire, collect data, and analyze the results.

Criteria and Assignment Length: Assessed based on survey design, data analysis, and interpretation of results, often culminating in a research paper.

INTERNATIONAL TOURISM DEBATE

Context: Used in International Tourism and Global Issues in Tourism subjects.

Assignment Description: Engage in structured debates on controversial topics within international tourism.

Instructions to Students: Prepare arguments for or against a given position, draw on current research, and articulate points clearly during the debate.

Criteria and Assignment Length: Evaluated on argumentative skills, use of evidence, and ability to engage in respectful discourse, with debates lasting one or two class periods.

4.21. TYPES OF ASSESSMENT ASSIGNMENTS FOR SUSTAINABLE ENGINEERING AND MANAGEMENT PHD

INTEGRATED SUSTAINABLE ENGINEERING PROJECT

Context: Application of sustainable engineering principles in a system-level design project.
Instructions to Students: Develop an integrated project that demonstrates the application of sustainable engineering principles to a complex system, focusing on innovation and sustainability. Collaborate with peers from different specializations to ensure interdisciplinary perspectives are included.
Criteria: Project innovation, sustainability metrics, interdisciplinary integration, and the final report. The report should be comprehensive, approximately 5,000-7,000 words, reflecting a high level of research integration.

SUSTAINABLE MANAGEMENT CASE STUDY ANALYSIS

Context: Application of sustainable management theories to real-world scenarios.
Instructions to Students: Analyze a case study involving a sustainable management challenge. Provide a strategic plan that integrates sustainable business models, circular economy concepts, and green finance.
Criteria: Depth of analysis, application of theory to practice, strategic vision, and written communication skills. The analysis should culminate in a report of about 3,000-4,000 words.

LIFE CYCLE ASSESSMENT SIMULATION

Context: Practical application of life cycle assessment in product design.
Instructions to Students: Use simulation tools to conduct a life cycle assessment of a product or service. Document the methodology, data sources, impact analysis, and recommendations for improvement.
Criteria: Methodological rigor, data analysis, impact interpretation, and suggestions for sustainable design improvements. The report should be detailed and about 4,000-5,000 words.

RESEARCH METHODS PORTFOLIO

Context: Mastery of diverse research methods applicable to sustainable engineering and management.
Instructions to Students: Create a portfolio that demonstrates proficiency in a variety of research methods, including qualitative, quantitative, and mixed methods. Include examples of how each method could be applied in your research.
Criteria: Range and depth of methods covered, applicability to sustainable engineering challenges, and clarity of writing. The portfolio should contain a series of briefs totaling around 6,000-8,000 words.

SOFT SKILLS APPLICATION PROJECT

Context: Development of soft skills essential for leadership in sustainable projects.
Instructions to Students: Engage in a project or simulation that requires leadership, teamwork, and ethical decision-making in the context of a sustainable engineering project.
Criteria: Leadership quality, team interaction, ethical considerations, and a reflection report of approximately 2,000 words on the learning experience.

PhD SEMINAR PARTICIPATION AND PRESENTATION

Context: Development of scholarly communication and critical feedback skills.
Instructions to Students: Participate actively in PhD seminars, presenting your research and providing constructive critiques of others' work.
Criteria: Quality and clarity of presentations, engagement in discussions, ability to provide and receive critical feedback, and a seminar journal summarizing insights and feedback sessions, expected to be about 2,000 words.

THESIS PROPOSAL DEVELOPMENT

Context: Formalization of research intentions and plan for doctoral thesis.
Instructions to Students: Develop a comprehensive thesis proposal that outlines the research question, literature review, methodology, expected outcomes, and relevance to sustainable engineering and management.
Criteria: Originality, feasibility, methodological soundness, and potential contribution to the field. The proposal document should be approximately 8,000-10,000 words.

INTERDISCIPLINARY RESEARCH COLLOQUIUM

Context: Collaboration across different sustainable engineering disciplines to foster interdisciplinary research.
Instructions to Students: Organize and participate in a colloquium that brings together PhD candidates from various research tracks to discuss and integrate their findings and theories.
Criteria: Contribution to interdisciplinary understanding, engagement with diverse perspectives, and a reflective essay on the process and learning outcomes, approximately 3,000 words.

ECO-INNOVATION DESIGN CHALLENGE

Context: Encouraging innovative solutions to environmental problems through design thinking and eco-innovation.
Instructions to Students: Formulate an original eco-innovative solution to a pressing environmental issue, creating a prototype or detailed design plan.
Criteria: Creativity, practicality, environmental impact assessment, and a comprehensive report on the design process and sustainability implications, about 5,000 words.

GREEN FINANCE INVESTMENT PORTFOLIO

Context: Application of green finance principles to develop a sustainable investment strategy.
Instructions to Students: Develop a hypothetical investment portfolio based on principles of sustainable and green finance. Justify selections with detailed financial and environmental analysis.
Criteria: Strategic alignment with sustainability, analytical rigor, financial acumen, and a report summarizing the strategy and expected outcomes, approximately 4,000 words.

SUSTAINABLE POLICY DEVELOPMENT EXERCISE

Context: Formulation of sustainable policies within a given socio-economic and environmental framework.
Instructions to Students: Draft a policy proposal that addresses a specific sustainable development goal (SDG) in the context of engineering or management.
Criteria: Policy relevance, alignment with SDGs, stakeholder analysis, and presentation of a policy briefing paper, expected to be around 3,000-4,000 words.

CRITICAL TECHNOLOGY ASSESSMENT

Context: Evaluation of emerging technologies for their impact on sustainable practices.
Instructions to Students: Select an emerging technology and assess its potential role and impact in advancing sustainable engineering or management practices.
Criteria: Depth of technological understanding, foresight analysis, sustainability assessment, and a detailed report, about 5,000 words.

SUSTAINABLE BUSINESS SIMULATION

Context: Running a simulated sustainable business to apply concepts of eco-innovation, circular economy, and sustainable management.
Instructions to Students: Manage a virtual company with the aim of making it thrive economically while adhering to sustainable business practices.
Criteria: Business performance, sustainability score, strategic decision-making, and a reflective analysis of the simulation experience, approximately 3,000 words.

QUANTITATIVE SUSTAINABILITY ANALYTICS

Context: Use of quantitative methods to analyze sustainability metrics and data.
Instructions to Students: Apply statistical and analytic techniques to sustainability datasets to extract meaningful patterns and insights that inform sustainable practices.
Criteria: Analytical skill, data interpretation, application of quantitative methods to sustainability, and a comprehensive analysis report, about 4,000 words.

PROFESSIONAL DEVELOPMENT WORKSHOP

Context: Building professional skills that support the role of sustainable engineers and managers in various organizational settings.
Instructions to Students: Participate in a series of professional development workshops and reflect on their applicability to your research and future career.
Criteria: Engagement in workshops, application of professional skills to research, and a series of reflective writings, totaling approximately 2,000 words.

RESEARCH SEMINAR SERIES

Context: Engaging with current research and methodologies in sustainable engineering and management.
Instructions to Students: Attend and actively participate in a series of research seminars. Present your research to peers and faculty, and engage in critical discussions of presented work.
Criteria: Quality of presentation, engagement in discussion, ability to give and receive constructive feedback, and submission of a reflection paper on insights gained, approximately 2,500 words.

SUSTAINABLE SYSTEMS RESEARCH FORUM

Context: Exploration and discussion of sustainable system engineering challenges and innovations.
Instructions to Students: Develop and conduct a seminar session on sustainable system engineering, presenting your research findings or reviewing current literature.
Criteria: Depth of content, clarity of presentation, critical analysis, and a follow-up report that summarizes the seminar and outlines future research directions, about 3,000 words.

GREEN TECHNOLOGY INNOVATION LAB

Context: Practical application of research methods to develop new sustainable technologies.
Instructions to Students: Participate in collaborative research labs to design and prototype new sustainable technologies. Share progress in seminar settings and receive peer and faculty feedback.
Criteria: Innovation and practicality of the technology, contribution to sustainability, seminar presentation quality, and a comprehensive lab report, approximately 4,000 words.

CIRCULAR ECONOMY WORKSHOP SERIES

Context: In-depth analysis of circular economy principles and their application in business and industry.
Instructions to Students: Organize and lead a workshop that addresses a critical aspect of the circular economy. Facilitate discussion and collaborative learning among participants.
Criteria: Relevance and rigor of workshop content, effectiveness of facilitation, engagement with participants, and a reflective essay on the workshop's impact, around 3,000 words.

SUSTAINABILITY RESEARCH COLLABORATIVE

Context: Multidisciplinary research collaboration to address complex sustainability issues.
Instructions to Students: Collaborate with students from different research tracks to produce interdisciplinary research outputs. Present findings in a research seminar series.
Criteria: Interdisciplinary research approach, collaborative process, quality of seminar presentation, and a joint research paper, approximately 5,000 words.

ECO-INFORMATICS DATA SEMINAR

Context: Utilization of eco-informatics for environmental data analysis and decision-making.
Instructions to Students: Analyze a significant dataset related to environmental management using eco-informatics tools. Present your findings and methodology in a seminar.
Criteria: Technical proficiency, analytical depth, clarity of presentation, and a detailed methodology report, about 4,000 words.

SUSTAINABLE RESEARCH METHODS BOOTCAMP

Context: Intensive training in research methods specifically tailored for sustainable engineering and management.
Instructions to Students: Complete a series of hands-on research methods sessions. Apply these methods to your research project and present your adapted approach in a seminar.
Criteria: Mastery of research methods, application to personal research, seminar presentation effectiveness, and submission of a methods adaptation report, around 2,500 words.

LEADERSHIP IN SUSTAINABILITY SEMINAR

Context: Development of leadership skills tailored to directing sustainable projects and research.
Instructions to Students: Lead a seminar that explores the intersection of leadership and sustainability. Highlight leadership challenges and solutions in sustainable practices.
Criteria: Understanding of leadership principles, integration with sustainability, seminar leadership quality, and a leadership approach paper, approximately 3,000 words.

RESEARCH PAPER DEVELOPMENT AND SUBMISSION

Context: Producing high-quality research papers suitable for publication in peer-reviewed journals.
Instructions to Students: Independently conduct research on a topic related to sustainable engineering and management, write a paper detailing your findings, and submit the manuscript for publication in a scholarly journal.
Criteria: Originality and significance of research, methodological rigor, clarity and coherence of writing, and the paper's suitability for publication, approximately 5,000-7,000 words.

INTEGRATIVE RESEARCH PAPER

Context: Synthesizing knowledge from various courses and seminars to address complex sustainability issues.
Instructions to Students: Combine insights from different sustainability courses to develop an integrative research paper that addresses a specific challenge or innovation in the field.
Criteria: Depth of interdisciplinary integration, analytical and critical thinking, overall contribution to the field, and quality of the final paper, approximately 8,000-10,000 words.

RESEARCH PAPER SERIES

Context: Engaging in a progressive series of research papers that build upon each other to explore a thematic area in-depth.
Instructions to Students: Write a series of papers throughout the program that progressively develop a comprehensive understanding of a specific research theme.
Criteria: Progression and depth of research across the series, continuity and development of themes, and publication or presentation in academic settings, each paper ranging from 4,000 to 6,000 words.

APPLIED RESEARCH PROJECT PAPER

Context: Applying theoretical knowledge to practical problems in sustainable engineering and management.
Instructions to Students: Conduct a research project that involves applying theories and methods learned to solve a real-world problem. Document the process and outcomes in a detailed research paper.

Criteria: Application of theory to practice, methodological application, practical relevance of research, and thoroughness of the research paper, approximately 7,000 words.

SEMINAR-BASED RESEARCH PAPER

Context: Expanding upon research seminars with a substantial paper that delves into the seminar topic in greater detail.
Instructions to Students: Following participation in a research seminar, develop a full-length research paper that critically examines the seminar topic and contributes new perspectives or findings.
Criteria: Depth of analysis, contribution to the seminar topic, engagement with scholarly discourse, and quality of the research paper, approximately 5,000 words.

RESEARCH METHODOLOGY PAPER

Context: Critical examination and reflection on research methodologies used within sustainable engineering and management.
Instructions to Students: Write a methodological paper that critiques and suggests improvements to existing research methods or introduces a new methodological approach to the field.
Criteria: Originality of methodological critique or proposal, potential impact on the field, clarity of argumentation, and thoroughness of the paper, approximately 5,000 words.

THESIS-RELATED RESEARCH PAPERS

Context: Progressively developing research competence and contributing to scholarly work related to the PhD thesis.
Instructions to Students: As part of the thesis development, write research papers that contribute to the literature review, methodology development, or present preliminary findings.
Criteria: Relevance to the thesis topic, contribution to academic discourse, scholarly value, and the paper's integration into the overarching thesis work, each paper approximately 4,000 to 6,000 words.

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 UBT 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 UBT 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 UBT, 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 Sub-Commission of the respective UBT 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 UBT and the case is immediately referred to the Ethics and Disciplnary Commission and dealt with according to Preventative Plagiarism Policy of UBT;

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 pf 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 UBT 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 UBT 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

Intended learning outcomes	Assessment criterion	Fail descriptor
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

Table 2: Example of assessment criteria for intended learning outcomes in the courses Sustainable Facility Management

Intended learning outcomes	Assessment criterion	Fail descriptor
Apply life cycle costing in design, material selection, construction and operation and maintenance	Demonstrate and apply theoretical and practical knowledge of life cycle costing principles to material selection, operation and maintenance of the building	Demonstrate partially-developed knowledge of life cycle costing related to the design, material selection, construction and operation and maintenance of the building Make insufficient or wrong assumptions and partially calculate some of the expected life cycle parameters in materials and building operations, occasionally justifying the use and outcomes of selected materials. Partially link to some life cycle costing practices.

The achievement of learning outcome: Apply life cycle costing in design, material selection, construction and operation and maintenance is measured by the assessment assignment Team Project Technical Report as described in the section Types of Assessment Assignments, which is assessed by the following assessment criteria:

4. Demonstrate and apply theoretical and practical knowledge of life cycle costing principles to material selection, operation and maintenance of the building (35 %);
5. Solve energy consumption problems during construction and operations phase of the building (35 %);

6. Communicate in a team in writing in the form of a technical project report (30 %);

The standard descriptors used to assess the student achievement of the learning outcome: Apply life cycle costing in design, material selection, construction and operation and maintenance through the assessment assignment (Team Project Technical Report) are:

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

The descriptors for Obligations Law are explained for each assessment criterion in Table 3.

Intended learning outcomes	Assessment criterion	High Distinction – Grade 10	Distinction – Grade 9	Average credit- Grades 7 and 8	Pass – Grade 6	Fail – Grade 5
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: provide inaccurate and/or incomplete contract clause solutions,

		operations phases: provide accurate, innovative and practical contract formulation and clause solutions,	phases: provide accurate and practical contract formulations and clauses most of which are innovative,	phases: provide accurate and practical contract clause solutions,	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.

Descriptors for Sustainable Facility Management are explained in Table 4.

Intended learning outcomes	Assessment criterion	High Distinction – Grade 10	Distinction – Grade 9	Average credit- Grades 7 and 8	Pass – Grade 6	Fail – Grade 5
Apply life cycle costing in design, material selection, construction and operation and maintenance	Demonstrate and apply theoretical and practical knowledge of life cycle costing principles to material selection, operation and maintenance of the building (35 %)	Demonstrate and apply comprehensive knowledge of life cycle costing when thoroughly discussing and describing the main concepts and features related to the design, materials selection, and buildings operations and maintenance. Make meaningful assumptions and correctly calculate all of the expected parameters in building	Demonstrate and apply broad knowledge of life cycle costing when discussing and describing the main concepts and features related to the design, materials selection, and buildings operations and maintenance. Make relevant assumptions and correctly calculate the expected parameters in building operations and maintenance, justifying the	Demonstrate and apply knowledge of life cycle costing when discussing and describing most of the concepts and features related to the design, materials selection, and buildings operations and maintenance. Make assumptions and calculate most expected life cycle costing parameters in building operations and maintenance,	Demonstrate and apply basic knowledge of life cycle costing when discussing and describing some of the concepts and features related to the design, material selection, and building operations and maintenance. Make at least half the required assumptions and calculate some of the expected life cycle parameters in building operations,	Demonstrate partially-developed knowledge of life cycle costing related to the design, material selection, construction and operation and maintenance of the building Make insufficient or wrong assumptions and partially calculate some of the expected life cycle parameters in materials and building operations,

		operations and maintenance, thoroughly justifying the use and outcomes of selected materials. Support all your work with extensive, relevant and current literature, link all of your design and development work to relevant LCC theory in industry practices.	use and outcomes of selected materials. Support your work with relevant and current literature, link most of your design and development work to relevant LCC theory in industry practices	justifying the use and outcomes of selected materials. Support most of your work with relevant literature, link some of your design and development work to relevant LCC theory in construction industry practices.	partially justifying their use and outcomes of selected materials. Support at least half of your work with literature, link some of your design and development work to life cycle costing theory in construction industry practices.	occasionally justifying the use and outcomes of selected materials. Partially link to some life cycle costing practices.
Apply life cycle costing in design, material selection, construction and operation and maintenance	Solve energy consumption problems during construction and operations phase of the building (35 %);	Communicate and work effectively in a team and as a leader to efficiently plan and conduct the project to achieve all	Communicate and work effectively in a team and as a leader to plan and conduct the project to achieve all stipulated goals	Communicate and work in a team and occasionally as a leader to plan and conduct the project to achieve most of the stipulated	Communicate and work regularly in a team to plan and conduct the project to achieve some of the stipulated goals of	Work mainly as an individual. Partially solve building energy consumption problems in the construction & operations phases to:

		stipulated goals of calculating energy consumption of the building. Solve energy consumption problems in the construction & operations phases of the building to: provide accurate, innovative and practical building materials solutions,	of calculating energy consumption of the building. Solve energy consumption problems problems in the construction & operations phases to: provide accurate and practical building materials solutions most of which are innovative,	goals of calculating energy consumption of the building Solve energy consumption problems in the construction & operations phases of the building to: provide accurate and practical building materials solutions,	calculating energy consumption of the building. Solve energy consumption problems in the construction & operations phases of the building to: provide some accurate and practical building materials solutions,	provide inaccurate and/or incomplete building materials solutions,
Apply life cycle costing in design, material selection, construction and operation and maintenance	Communicate in a team in writing in the form of a technical project report (30%)	Communicate concisely and coherently in a structured and readable report that adheres to the given format with comprehensive and fully	Communicate concisely and coherently in a structured and readable report that adheres to the given format.	Communicate coherently in a structured and readable report that adheres to the given format.	Communicate in a structured and readable report that largely adheres to the given format.	Present information.

		detailed, diagrams and photos				

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

The Faculties 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;