	Limited (1)	Basic (2)	Moderate (3)	Proficient (4)	Outstanding (5)
	The lowest level of performance, indicating insufficient achievement.	**Performance that falls below the expected standard but may still show some effort or engagement.**	**A baseline or expected level of performance, indicating that the candidate meets the standard without exceeding it.**	**Performance that goes beyond the expected standard, indicating a notable level of achievement.**	**The highest level of performance, indicating exceptional achievement or excellence.**
P1 Intercultural competence (CV)					
International experience: experiences such as studying, working, or volunteering abroad, and the candidate's proficiency in multiple languages or their ability to communicate effectively in multicultural settings	Minimal or no international exposure; struggles with languages and multicultural communication.	Basic international exposure, possibly short-term, with basic language proficiency or communication skills in multicultural settings.	Moderate international engagement, such as studying or volunteering abroad, with developing language proficiency and communication in multicultural settings.	Extended international engagement, demonstrating proficient language skills and effective communication in multicultural settings.	Comprehensive and impactful international engagement, showcasing outstanding language proficiency and effective communication across diverse cultures.
Intercultural experience: candidate's exposure to collaborate and work in intercultural settings (either abroad or at home), attending international and multicultural events and activities; learning about cultures	Limited exposure to collaborative efforts in intercultural settings, coupled with infrequent participation in international or multicultural events.	Participates in basic collaborative activities within intercultural settings, occasionally engaging in international or multicultural events.	Engages moderately with effective collaboration in intercultural settings, attending international or multicultural events regularly.	Demonstrates proficient exposure and exceptional collaboration in intercultural settings, actively contributing to international or multicultural events.	Exhibits outstanding leadership and collaboration in intercultural settings, consistently attending and significantly contributing to international or multicultural events.
P2 Civic engagement (CV)					
Experience in Community Engagement: experience (either work or volunteer) that involves community outreach, social responsibility or engagement with non-profit organisations	Limited engagement with community oriented activities, showing minimal involvement or impact.	Basic engagement in community outreach or social responsibility with some impact.	Moderate level of experience in community engagement with a tangible impact on community or non-profit organisations.	Demonstrates proficient engagement in community outreach, social responsibility, or non-profit activities with a significant impact.	Exceptional experience in community engagement, showcasing an outstanding contribution and lasting impact.
Leadership and Civic Participation: extracurricular OR additional-to-work activities that have a civic or community-oriented focus; memberships or affiliations with professional organisations or groups that are involved in civic engagement or social causes; leadership roles in these	Limited or no involvement in extracurricular or additional activities with a civic focus.	Participates in some extracurricular or additional activities related to civic engagement but with limited impact.	Holds leadership roles or participates in activities that contribute to civic engagement with a moderate impact.	Demonstrates proficient leadership in extracurricular or additional activities with a notable impact on civic engagement.	Exhibits outstanding leadership and active participation in activities, making a lasting impact on civic causes.
P3 Oral communication (video/audio)					
Clarity and structure: the message is clear, structured, well-articulated, and easily understood with logical progression; time used wisely	The message lacks clarity, structure, and effective articulation, making it challenging for the audience to follow. Logical progression is absent, and time is not managed effectively.	The message is somewhat clear and structured, with basic articulation, but there are areas that need improvement. The progression is somewhat logical, and time management is basic.	The message is generally clear and structured, with moderate articulation, making it reasonably understandable. The logical progression is evident, and time is managed moderately well.	The message is clear, well-structured, and articulated, making it easily understandable. Logical progression is well-presented, and time is managed proficiently.	The message is clear, highly structured, and flawlessly articulated, demonstrating an outstanding logical progression. Time is managed exceptionally well, maximizing effectiveness.
Delivery and engagement: the effectiveness of the candidate's use of vocal variety, articulation, pitch control, and modulation to engage the audience; the degree to which the candidate effectively engages the audience using gestures, facial expressions, body language, or tone, pacing, and expression	Inadequate use of vocal variety, pitch control, and modulation, coupled with minimal engagement with the audience.	Displays foundational use of vocal variety, pitch control, and modulation, with occasional moments of audience engagement.	Demonstrates a moderate application of vocal variety, pitch control, and modulation, resulting in effective engagement with the audience.	Skillful use of vocal variety, pitch control, and modulation, leading to highly effective engagement with the audience.	Professional execution of vocal variety, pitch control, and modulation, showcasing engagement with the audience by using gestures, body language, or tone and expression with a high level of effectiveness.
P4 Commitment to programme entry (video/audio)					
Purpose and motivation: explanation of the candidate's reasons for applying to the Master's program, communicating their motivations, goals and expectations; awareness of the program's potential impact on their career goals	The explanation of the candidate's reasons for applying lacks clarity, depth, and coherence. Motivations, goals, and expectations are unclear. Limited awareness of the program's potential impact on career goals.	The explanation of reasons for applying is somewhat clear, but lacks depth and coherence. Basic articulation of motivations, goals, and expectations. Limited awareness of the program's potential impact on career goals.	The candidate provides a generally clear and coherent explanation of reasons for applying, articulating motivations, goals, and expectations moderately well. Awareness of the program's potential impact on career goals is evident.	The candidate's explanation of reasons for applying is clear, well-articulated, and insightful. Motivations, goals, and expectations are well-communicated. Proficient awareness of the program's potential impact on career goals.	The candidate's explanation is clear, insightful, and compelling. Motivations, goals, and expectations are articulated in depth and supported by arguments. Outstanding awareness of the program's potential impact on career goals.
Alignment with the programme: the rationale behind their choice of the track for Phase 2 demonstrates a thoughtful and informed approach; candidate's vision for the Capstone by examining their preferences for the type of project they would like to work on; aware of the structure and teaching approach	The rationale behind the choice of the track for Phase 2 is unclear, lacking depth and thoughtfulness. The candidate's vision for the Capstone project is vague or irrelevant. Limited awareness of the program's structure and teaching approach.	The rationale for the track choice is somewhat clear, but lacks depth and thoughtfulness. The candidate's vision for the Capstone project is basic. Limited awareness of the program's structure and teaching approach.	The rationale for the track choice is generally clear and somewhat thoughtful. The candidate's vision for the Capstone project is reasonable. Adequate awareness of the program's structure and teaching approach.	The rationale for the track choice is clear, thoughtful, and well-informed. The candidate's vision for the Capstone project is well-developed. Proficient awareness of the program's structure and teaching approach.	The rationale for the track choice is clear, insightful, and compelling. The candidate's vision for the Capstone project is supported by examples, even from the previous cohorts. Outstanding awareness of the program's structure and teaching approach.
A1 Critical thinking (product)					
Problem and analysis: the candidate's ability to identify key issues and analyse root causes related to the local sustainability challenge	The candidate struggles to identify key issues and provide a meaningful analysis of root causes related to the local sustainability challenge.	The candidate identifies some key issues and offers a basic analysis of root causes, but there may be gaps in understanding.	The candidate identifies most key issues and conducts a solid analysis of root causes, demonstrating a good understanding.	The candidate thoroughly identifies all key issues and provides a comprehensive analysis of root causes, showcasing a strong understanding.	The candidate not only identifies all key issues but also conducts a deep and insightful analysis of root causes, uncovering hidden complexities.
Synthesis and solution: the candidate's capability to synthesise information cohesively and propose solutions, considering both creativity and practicality in addressing the sustainability challenge	The candidate struggles to synthesise information cohesively and proposes solutions that lack creativity or practicality in addressing the sustainability challenge.	The candidate synthesises information to some extent, offering solutions with basic creativity and practicality.	The candidate synthesises information cohesively, demonstrating a logical flow of ideas. Solutions are practical and moderately creative.	The candidate effectively synthesises information, providing a well-structured and coherent response. Solutions are highly creative and practical.	The candidate not only synthesises information effectively but also integrates diverse perspectives and insights, resulting in a coherent and insightful response. Solutions are creative, anticipating challenges and considering long-term impacts.
A2 Analytical skills (product)					
Evidence and interpretation: providing relevant evidence and support for arguments, including references and diverse sources of evidence; the depth and thoroughness of the interpretation and discussion	Offers minimal or irrelevant evidence with weak support; provides a shallow interpretation and discussion.	Presents some relevant evidence, yet support may be weak or unclear; offers a basic interpretation and discussion	Effectively provides relevant evidence with clarity and support; demonstrates a solid interpretation and discussion.	All arguments are supported by suitable evidences; showcases a sophisticated interpretation and in-depth discussion.	Presents comprehensive and diverse evidence sources, including gray literature and varied media; showcases a sophisticated interpretation and in-depth discussion.
Organisation and structure: organisational structure, ensuring a logical flow of ideas; clarity of expressions; the overall style, including conciseness and language command	Lacks a clear organisational structure, making it challenging to follow; expressions lack clarity; inconsistent style, and may lack conciseness.	Demonstrates some organisational elements but lacks coherence; presents ideas generally clearly with occasional grammatical issues; an adequate style, although it may lack conciseness and consistency.	Demonstrates organisational structure, but with occasional lapses in coherence; conveys ideas with reasonable clarity, though improvements may be needed; the writing style is acceptable, yet it could benefit from enhanced conciseness and consistency.	Provides a well-organised, logical structure with smooth transitions; presents ideas clearly, concisely, and with a well-crafted style, showcasing a strong command of language.	Ensures clear and effective organisation, enhancing the overall impact; presents ideas clearly, precisely, and exhibits a sophisticated and engaging style.
A3 Knowledge SDGs (product)					
Understanding of SDGs: the knowledge and awareness of these global objectives; the candidate's ability to accurately identify and explain relevant SDGs and comprehend their interconnected nature	Demonstrates limited understanding of SDGs; may not accurately identify relevant goals or their interconnections.	Shows basic understanding of SDGs, identifying some relevant goals and their interconnections.	Displays a solid understanding of SDGs, accurately identifying and explaining relevant goals and their interconnections.	Demonstrates a comprehensive understanding of SDGs, articulating the connections between goals and their relevance to the local sustainability challenge.	Exhibits a comprehensive understanding of SDGs, showcasing nuanced insights into their connections and implications for addressing the local sustainability challenge.
Integration of SDGs: how effectively the candidate incorporates SDGs into the analysis or solution of a local sustainability challenge; showcasing how each goal contributes to addressing the local sustainability challenge	Fails to integrate SDGs into the analysis or solution; lacks consideration of how SDGs relate to the local sustainability challenge.	Attempts to integrate SDGs but may do so superficially or without clear relevance to the local sustainability challenge.	Effectively integrates SDGs into the analysis or solution, demonstrating a clear understanding of their relevance to the local sustainability challenge.	Integrates SDGs seamlessly, showcasing a deep understanding of how each goal contributes to addressing the local sustainability challenge.	Integrates multiple SDGs and their targets, offering profound insights into their application to the local sustainability challenge and considering potential synergies and trade-offs.
A4 Personal reflection (product)					
Connection: the candidate's personal experiences related to the sustainability challenge	Superficial or vague connection to the sustainability challenge; lacks depth and fails to provide meaningful insights from personal experiences.	Offers some level of connection but may lack specificity or depth; provides a general overview without detailed insights from personal experiences.	Demonstrates a solid and specific personal connection to the sustainability challenge, providing insights from personal experiences.	Demonstrates a substantial and meaningful connection to the sustainability challenge, providing insightful and relevant perspectives from personal experiences.	Exhibits a deep and nuanced understanding of the personal connection to the challenge. The connection is well-articulated, offering a clear understanding of how individual experiences relate to the broader context of the challenge.
Perspectives: consider and incorporate diverse perspectives related to the sustainability challenge; broader awareness of the complexity of the issue and an understanding of various viewpoints within the community	Fails to consider diverse perspectives. Lacks awareness of the complexity of the issue.	Attempts to consider perspectives but may do so superficially. Limited awareness of issue complexity.	Demonstrates some effort in incorporating diverse viewpoints. Shows a basic understanding of the complexity of the issue.	Effectively incorporates diverse viewpoints. Demonstrates awareness of the complexity of the issue.	Seamlessly integrates various perspectives, including drivers, interests and mutual relations. Shows a deep understanding of issue complexity.