

**BACHELOR'S PROGRAMME
INTERNATIONAL AND EUROPEAN LAW**

FACULTY OF LAW

UNIVERSITY OF GRONINGEN

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This report was finalized on 10 October 2018.



REPORT ON THE BACHELOR'S PROGRAMME INTERNATIONAL AND EUROPEAN LAW OF THE UNIVERSITY OF GRONINGEN

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (19 December 2014).

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Bachelor's programme International and European Law

Name of the programme:	International and European Law
CROHO number:	56829
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	-
Location(s):	Groningen
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	03/07/2019

The visit of the assessment panel Law to the Faculty of Law of the University of Groningen took place on 22-25 January 2018.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	University of Groningen
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO approved the composition of the panel on 7 August 2017. The panel that assessed the bachelor's programme International and European Law consisted of:

- Em. prof. mr. A.F.M. (Adriaan) Dorresteyn, emeritus professor of Transnational Aspects of Corporate Law at Utrecht University [chair];
- Prof. mr. E. (Elies) van Sliedregt, professor of International and Comparative Criminal Law at Leeds University (United Kingdom) [vice-chair];
- Prof. dr. R.A. (Ramses) Wessel, professor of International and European Law and Governance at the University of Twente;
- Prof. mr. dr. A.J.C. (Adrienne) de Moor-van Vugt, professor of Constitutional and Administrative Law at the University of Amsterdam;
- Em. prof. mr. L.C. (Laurens) Winkel, emeritus professor in Legal History at Erasmus University Rotterdam;
- Em. prof. mr. drs. H.P.A.M. (Henk) van Arendonk, emeritus professor in Tax Law at Erasmus University Rotterdam;
- V.A. (Veerle) van Waarde, master student of Dutch Law, specialisation Constitutional and Administrative Law, at Maastricht University [student member];



- Prof. mr. H.N. (Harriët) Schelhaas, professor in Private Law at Erasmus University Rotterdam [referent];
- Prof. dr. A.A. (Antoon) Quaedvlieg, professor of Private Law at Radboud University [referent].

The panel was supported by drs. R.L. (Renate) Prenen, who acted as secretary.

Appendix 1 contains the curricula vitae of the panel members.

WORKING METHOD OF THE ASSESSMENT PANEL

The Law Assessment

The bachelor's programme International and European Law at the Faculty of Law of the University of Groningen was assessed as part of the Law cluster assessment. Between October of 2017 and March 2018, three panels assessed a total of 92 programmes at eleven universities. Upon consultation with the NVAO, it was decided that for the assessment within the umbrella group Domain of Law, three subclusters (henceforth: clusters) of institutions would be created:

Cluster I	University of Amsterdam, VU University Amsterdam, Erasmus University Rotterdam, Nyenrode Business Universiteit;
Cluster II	Leiden University, Tilburg University, Utrecht University;
Cluster III	Maastricht University, Open University, Radboud University, University of Groningen.

Each cluster was assessed by a separate panel. The panels consisted of the following members:

Cluster I

- Em. prof. mr. I.F. (Ige) Dekker [chair]
- Prof. dr. mr. P.P.T. (Paul) Bovend'eert [vice-chair]
- Em. prof. dr. mr. T.A. (Theo) de Roos
- Prof. dr. P.H.J. (Peter) Essers
- Prof. dr. mr. A.L.B (Aurelia) Colombi Ciacchi
- Dr. mr. W.H.F.M. (Wouter) Cortenraad LLM
- Prof. dr. mr. G.E. (Gerrit) van Maanen
- V.A. (Veerle) van Waarde LLB
- R.P.M.G. (Robert) van den Boorn LLB
- D.H. (Danielle) Arnold LLB
- Prof. mr. dr. P. (Peggy) Valcke
- Prof. dr. L.J. (Larissa) van den Herik

Cluster II

- Em. prof. dr. R. (Roel) Fernhout [chair]
- Prof. dr. J. (Jan) Struiksma [vice-chair]
- Em. prof. dr. G.P.M.F. (Gerard) Mols
- Prof. dr. B.E. (Barbara) Reinhartz
- Prof. dr. M.G. (Michael) Faure
- Prof. dr. R.G. (Rainer) Prokisch
- Prof. dr. A.A.H. (Aukje) van Hoek
- Prof. dr. M.B.M. (Marco) Loos
- Prof. dr. J.B. (Hanneke) Spath
- V.A. (Veerle) van Waarde LLB
- R.P.M.G. (Robert) van den Boorn LLB
- D.H. (Danielle) Arnold LLB
- Prof. dr. A.A. (Antoon) Quaedvlieg

Cluster III

- Em. prof. mr. A.F.M. (Adriaan) Dorresteyn [chair]
- Prof. mr. E. (Elies) van Sliedregt [vice-chair]
- Prof. dr. R.A. (Ramses) Wessel
- Prof. mr. dr. A.J.C. (Adrienne) de Moor-van Vugt
- Em. prof. mr. L.C. (Laurens) Winkel
- Em. prof. mr. drs. H.P.A.M. (Henk) van Arendonk
- Dr. D. (Dominique) Sluismans
- V.A. (Veerle) van Waarde LLB
- R.P.M.G. (Robert) van den Boorn LLB
- D.H. (Danielle) Arnold LLB
- Prof. M. (Manuel) Desantes Real
- Prof. dr. A.A. (Antoon) Quaadvlieg
- Prof. dr. Y. (Yves) Jorens
- Dr. mr. S.A. (Sonja) Kruisinga
- Prof. mr. H.N. (Harriët) Schelhaas

A subpanel was composed for every site visit in a cluster, based on expertise, availability and independence of the panel members. The panel assessing the Faculty of Law of Radboud University consisted of the following members:

- Em. prof. dr. mr. A.F.M. (Adriaan) Dorresteyn [chair]
- Prof. dr. mr. E. (Elies) van Sliedregt [vice-chair]
- Prof. dr. R.A. (Ramses) Wessel
- Prof. mr. dr. A.J.C. (Adrienne) de Moor-van Vugt
- Em. prof. dr. mr. L.C. (Laurens) Winkel
- Em. prof. drs. H.P.A.M. (Henk) van Arendonk
- V.A. (Veerle) van Waarde LLB [student member]
- Prof. dr. A.A. (Antoon) Quaadvlieg [referent]
- Prof. mr. H.N. (Harriët) Schelhaas [referent]

Coordination and secretaries

Dr. Fiona Schouten acted as executive coordinator of the Law assessment, drs. Linda te Marvelde as supervisor and Marcella van Schie MA as project assistant. Drs. José van Zwieten (University of Amsterdam, Vrije Universiteit Amsterdam) and dr. Marianne van der Weiden (Erasmus University Rotterdam, Nyenrode Business Universiteit) acted as secretaries in cluster I; Adrienne Wieldraaijer-Huijzer MA (Leiden University) and dr. Floor Meijer (Tilburg University, Utrecht University) in cluster II; and drs. Renate Prenen (Maastricht University, Open University, Radboud University Nijmegen, University of Groningen) in cluster III. Due to parallel sessions in the site visit schedules, Fiona Schouten acted as additional secretary during the visits to Erasmus University Rotterdam, the University of Amsterdam, Maastricht University and Radboud University Nijmegen. She also acted as additional secretary during the visit to the University of Groningen due to planned name changes of various programmes.

Consistency and calibration

In order to assure the assessments took place consistently within and between clusters, various measures were taken:

1. The QANU coordinator was present at the start of all site visits as well as at the panel discussion leading to the preliminary findings at every site visit;
2. The coordinator was present at the first site visit of every cluster;
3. Calibration meetings took place on 8 December 2017 and 6 April 2018. During these meetings, the panel chairs, vice chairs, student members and QANU coordinator discussed the working method and the assessments;
4. The chairs attended at least one site visit outside their own cluster as a spectator;

5. The student members of the panels rotated: they took part in at least one site visit per cluster;
6. Prior to the site visits, on 29 August 2017, coordinator and secretaries held a meeting to discuss their working method.

Preparation

On 23 March 2017, the panel chairs were briefed by QANU on the working method, assessment frameworks and planning of the Law assessment. They also discussed mutual coordination and communication. This led to a shared directive on the selection of theses and to a description of the nature and number of courses to be selected as study material during each site visit.

A preparatory meeting was organised on 19 June 2017 for the members of the three panels. During this meeting, the panel members received instruction on the assessment frameworks and the planning of the site visits. They reflected upon the content and use of the domain-specific framework of reference (see appendix 2).

In preparing the site visit to the University of Groningen, the coordinator and the panel chair made a selection of theses of the programmes under assessment. These were chosen from a list of graduates between 01/09/2015 and 31/08/2017. The selection followed the NVAO guideline for the assessment of theses and took the range of thesis subjects, tracks, supervisors and grades into account. The panel studied the selected theses and the assessment forms.

In consultation with the contact persons from the Faculty of Law, the coordinator drafted a programme for the site visit (see appendix 5). The Faculty of Law selected representative discussion partners for the interviews. The panel and coordinator agreed with this selection.

Upon receiving the critical reflections, the coordinator checked their quality and content before sending them to the panel. The panel members studied the documents and formulated questions and preliminary findings. These were collected by the secretary, who arranged them according to subject matter.

Site visit

The site visit to the University of Groningen took place from 22 – 25 January 2018. During the visit, the panel studied documents provided by the contact person of the University of Groningen (cf. appendix 6). The panel interviewed programme management, students, staff members, alumni and representatives of the programme committee and the board of examiners. The panel also offered staff members and students the opportunity to speak to the panel confidentially upon prior request. No requests were received for this consultation hour.

At the end of the site visit, the panel held an internal meeting to formulate its preliminary findings. The panel chair concluded the site visit with a public presentation of the panel's findings.

Report

After the site visit, the secretary produced a draft version of the report based on the panel's findings. The coordinator sent this to the panel members. After their commentary was processed, the coordinator sent the report to the University of Groningen to check for factual errors. The response of the university was discussed with the panel chair; changes to the report were made based on his request. The report was then finalised and sent to the Faculty of Law and the University of Groningen.

Definition of judgements standards

In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of both the standards and the programme as a whole.

Generic quality

The quality that, from an international point of view, can reasonably be expected from a higher education bachelor's or master's programme.

Unsatisfactory

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

Satisfactory

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

Good

The programme systematically surpasses the current generic quality standard.

Excellent

The programme systematically well surpasses the current generic quality standard and is regarded as an international example.



SUMMARY JUDGEMENT

Intended learning outcomes

The panel approves the profile of the programme, which is characterised by a strong focus on the foundations, core concepts and underlying principles of the main legal systems of the world. It is satisfied with the content, level and orientation of the intended learning outcomes. It established that they are in agreement with the subject-specific reference framework and can be linked to the international Dublin descriptors for the bachelor's level. The outcomes are therefore in accordance with national as well as international standards. According to the panel, the intended learning outcomes could reflect the programme's broader comparative approach more clearly and in a more detailed way. It suggests adapting them accordingly.

Teaching-learning environment

The panel established that the bachelor's programme IEL is adequately designed and enables the students to achieve the intended learning outcomes. The programme is fixed, with the exception of the semester abroad, which safeguards its coherence. The semester abroad gives students the possibility to tailor their programmes towards their individual interests. The content suits a bachelor's level and is sufficiently aligned with the programme-specific learning outcomes. The panel is satisfied with the academic as well as professional orientation of IEL. It appreciates the amount of attention paid to skills development as well as proficiency in legal English. The link to the professional field is established through the use of real-life or practice-oriented cases and the contribution of guest lecturers. It is enhanced by the extracurricular honours programme, the Law in Practice course unit, and the various career orientation activities in collaboration with the study association.

The programme is feasible, and the success rates are quite positive. Students are satisfied with the teaching and guidance provided by the staff. They also appreciate the large amount of guidance and support they receive from the International Office of the Faculty. The design of the individual courses is based on a lecturer-oriented didactic model with an emphasis on non-compulsory lectures and working groups. The panel understands this, but feels that it allows students to adopt a less active attitude towards their studies and delay much of the course work until just before exams. It advises exploring ways to activate students. The Research Colloquium, the concluding course unit of IEL, is well organised. Strict procedures and deadlines, as well as the guidance and feedback provided by the supervisors, help students to stay on track. The panel considers the oral defence to be a good practice. It is a valuable means to train and assess the students' presenting and debating skills.

The panel values the professional, scientific and didactic qualities of the staff and the attention paid to their professionalization. There is an open and collegial work climate in which lecturers discuss and coordinate with each other informally, mostly at the department level. To ensure proper cohesion, though, the panel advises also organising a more formal system of consultation, at both the department and programme levels. It considers the staff-student ratio to be a cause for concern and recommends monitoring the workload of the staff and acting promptly to correct any problems.

Assessment

The panel confirmed that the assessment and evaluation system of the bachelor's programme International and European Law functions adequately. The content of the exams is of an adequate scientific bachelor's level. The panel approves the types of assessment used. It feels they suit the content and design of the programme. It did note a heavy emphasis on written exams with cases and essays. It recommends exploring whether more variety could be introduced in the types of assessment. The evaluation of the theses is done properly, although the assessment form used could be made more transparent by clarifying the relation between the assessment of individual criteria and the overall score, and by leaving more space for written clarification.

The quality control of assessment and evaluation is good. The panel approves the programme dossier, which reveals the relationship between the intended learning outcomes of the programme as a whole and the learning objectives, content and assessment of the individual courses. It also

appreciated the various measures implemented to promote the reliability, validity and clarity of assessment, such as the four-eyes principle. It is positive about the functioning of the Board of Examiners, which is clearly in control.

Achieved learning outcomes

The panel applauds the high level achieved in IEL's bachelor's essays. It concludes that the overall quality of the bachelor's essays is satisfactory to good and in some cases clearly surpasses the expected academic bachelor's level. It is pleased with the level of the students and alumni. In general, they are successful in their studies or further careers. The programme prepares them for a variety of master's programmes and/or professions.

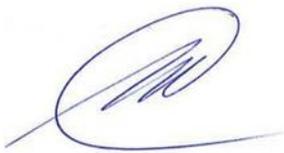
The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Bachelor's programme International and European Law

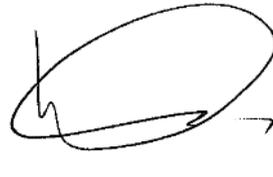
Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	good
General conclusion	satisfactory

The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 10/10/2018



Em. prof. mr. A.F.M. (Adriaan) Dorresteijn



Drs. R.L. (Renate) Prenen

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS

Organisation

The Faculty of Law of the University of Groningen offers two bachelor's programmes and eleven master's programmes, which were assessed in the Law cluster assessment (2017-2018). The Faculty Board consists of the Dean, the Vice-Dean Academic, the Vice-Dean Administrative, the Faculty Secretary, and a student member. The Director of Education is accountable to the Faculty Board. He is responsible for the further development (innovation) and execution of the educational programmes of the Faculty. The academic staff of the faculty is organised in seven departments: General Law Studies and History of Law; Business Law and European Law; Private Law and Notarial Law; Legal Theory; International Law; Constitutional Law, Administrative Law and Public Administration; Criminal Law and Criminology; and Transboundary Legal Studies. The programmes use Faculty services such as the Student Administration and Student Affairs Office (which includes the information desk, the International Office, the study progress administration, the study advisers, the Official Secretariat Board of Examiners, and the course and examination enrolment administration). Each programme has its own Programme Committee, Admission Committee and Advisory Board. There is a single Board of Examiners serving all degree programmes.

Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Findings

The bachelor's programme International and European Law (IEL) is a three-year, English-taught bachelor's programme (180 EC) leading to an LLB degree. According to the critical reflection, IEL is striving to attract international students in particular. It focuses on the foundations, core concepts and underlying principles of the main legal systems of the world. Within the programme, international and European law are taught based on a more general understanding of what law is. The aim is to provide the students with a thorough knowledge of and insights into the content and functioning of international and European law. After graduation, students can enter a master's degree programme in the sub-disciplines of international and European law or more specialised fields. Although not trained with regard to any particular national legal system, graduates could also apply for a master's degree programme specialising in or dealing with national law (subjects), comparative law or any kind of combination.

The bachelor's programme IEL (official name: 'Internationaal en Europees Recht') was originally taught in Dutch and English. In 2013 the faculty's Dutch-taught bachelor's degree programmes, including the IEL track, were continued as specialisations within the general bachelor's degree programme of the faculty, called 'Rechtsgeleerdheid'. The English-taught IEL track became a separate bachelor's programme. A request for approval of the English title 'International and European Law' has been submitted to the NVAO. IEL does not automatically offer access to professional qualifications, either in the Netherlands (the 'civiel effect') or abroad. Dutch students who wish to pursue professional qualifications usually attend the track 'Internationaal en Europees Recht' of the bachelor's programme Rechtsgeleerdheid.

The programme formulated a set of learning outcomes, which are included in appendix 3. The panel is satisfied with the content, level and orientation of these intended learning outcomes. They are clearly formulated and in line with the programme's profile. They reflect the Dublin descriptors for bachelor's programmes. This is demonstrated in the critical reflection, which includes an elaboration of the connection between the outcomes and the descriptors. The intended learning outcomes also reflect the key characteristics of academic law programmes as listed in the subject-specific reference framework (cf. appendix 2).

The panel did remark that IEL's curriculum covers more subjects than the intended learning outcomes suggest. For instance, students learn not only the substantive and procedural aspects of private law, they also gain insight into different national systems and learn to analyse and solve private law issues from a comparative perspective. According to the panel, the intended learning outcomes could reflect this apparently broader approach more clearly and in a more detailed way. It suggests adapting them accordingly.

Considerations

The panel approves the profile of the programme, which is characterised by a strong focus on the foundations, core concepts and underlying principles of the main legal systems of the world. It is satisfied with the content, level and orientation of the intended learning outcomes. It established that they are in agreement with the subject-specific reference framework and can be linked to the international Dublin descriptors for the bachelor's level. The outcomes are therefore in accordance with national as well as international standards. According to the panel, the intended learning outcomes could reflect the programme's broader comparative approach more clearly and in a more detailed way. It suggests adapting them accordingly.

Conclusion

Bachelor's programme International and European Law: the panel assesses Standard 1 as 'satisfactory'.

Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

Findings

Curriculum content and design

In order to be admissible to the bachelor's programme IEL, students must have obtained a pre-university secondary education degree. No additional requirements are set regarding the content of the subjects taken. Proven command of the English language is required for admission. The number of applications has been increasing over the past years (up to 137 new first-year students in 2016-2017). Most participants in the programme are foreign students: only 17.5% are Dutch. As described under Standard 1, the Dutch-taught programme 'Internationaal en Europees Recht' was converted into a specialisation of the Dutch-taught bachelor's degree programme 'Rechtsgeleerdheid' during the revision of the Faculty's bachelor's degree programmes in 2015. By that time, the English track had proven its merit as an independent programme and was transformed into the separate LLB programme International and European Law.



The programme consists of a mix of courses teaching traditional legal sub-disciplines, international and European law courses, English language courses (including legal English), and courses in economics, political science, and international relations. The courses in the first year are of an introductory level. In the second year, students' knowledge of and insight into the field of private law are deepened. Otherwise, separate international and European law courses as well as courses in economics and international relations (Introduction to Economics and Introduction to Political Science) make up most of this year. In the third year all students are required to go on an exchange in the first semester. They also follow various courses. The academic, research and legal skills of the students are trained progressively throughout the curriculum. In the first year, a foundation is laid with two courses on Law and Legal Skills (The Dutch Example and IT for Lawyers). The English Language and English Language and Academic Skills courses (5 EC each) also address academic skills and largely focus on enhancing the students' proficiency in legal English. The students' skills are further promoted by the research seminars in European law and international law in the second year and find their culmination in the third year with the Research Colloquium, in which all learning outcomes of the programme are assessed. In this course, students write their bachelor's thesis. An overview of the programme is included in appendix 4.

The panel studied the curriculum of IEL in the critical reflection and discussed it with the programme management, teaching staff and students. Based on this input, it ascertained that the bachelor's programme enables students to achieve the learning outcomes. It is satisfied with the programme's setup. With the exception of the semester abroad (30 EC), the programme is fixed, which makes it coherent. Courses completed abroad need to be approved by the Board of Examiners, and 25 out of 30 EC must be law courses. According to the panel, the course content demonstrates a bachelor's level, and the course objectives are sufficiently in line with the overall learning outcomes.

The panel is satisfied with the programme's academic as well as professional orientation. Students are encouraged to develop an academic attitude. They learn in the various courses to collect, assess and apply relevant legislation, jurisprudence and literature in order to solve legal issues in the field of European and international law. All teaching staff engage in research and include the results of their research in their teaching. The connection to the professional field is ensured through the use of real-life or practice-oriented cases. Where relevant, the professional practice of the lecturers is reflected in the course content. Many of the staff members act as members of editorial boards of international legal journals, as members of advisory committees or councils, or as judges. A constant effort is made to maintain the links with legal practice through guest lectures. The panel compliments the programme on the amount of attention paid to skills training. In dedicated courses, students receive ample opportunity to train their research and legal skills. The other courses also pay sufficient attention to skills development. The panel also appreciates the attention paid to the students' proficiency in legal English. As the students explained, the English language courses are very useful even for native speakers because of their focus on legal and academic English oral and writing skills. During the site visit, the panel discussed the semester abroad with students. The interviewed students were very enthusiastic about this opportunity to pursue their studies in law either in their home states or in any of the other institutions that are part of the programme's worldwide network of partner universities. In general, they felt well prepared. The panel is also positive about the semester abroad, which enables the students to pursue their own interests and to study the national legal system of their country of origin.

The Research Colloquium is the concluding course unit of IEL. The written work is realised in three phases. After some introductory lectures, students decide on a topic. Based on their topic, they are assigned a supervisor. The students then prepare an outline, a writing plan and a bibliography, which are discussed with the supervisor. A few weeks before the final deadline, students can hand in a draft thesis, on which they receive feedback. The final version is presented along with an oral defence to a group of students and the supervisor and is assessed by the supervisor and a second assessor. Based on the interviews with students and staff, the panel ascertained that the final trajectory functions well. It considers the oral defence to be a good practice. It serves as a valuable means to

train and assess the students' presenting and debating skills, which are also needed when entering the labour market.

Extracurricular course units and employability

As mentioned in the critical reflection, all students in the programme have the option of taking extracurricular course units, mostly courses from other faculties or Dutch-taught bachelor courses, or to participate in the so-called Law in Practice course unit. This could entail taking an extracurricular internship or participating in certain law-related activities, such as law clinics or a moot court competition (national and/or international). Most International and European Law internships are placed in NGOs, research institutes, law firms, companies, ministries, and international organisations. Another extracurricular option offered to IEL students is the University of Groningen Honours College. The 15% of LLB students holding the highest grade point average in the first-semester courses are invited to apply for a place in the Honours College. All other LLB first-year students can apply as well. The programme consists of 45 EC in the bachelor phase and focuses on achieving greater depth in legal studies as well as a broader knowledge of adjacent fields of study, and insight into the ways in which this knowledge can be used to address interdisciplinary issues and problems.

A special career adviser was appointed in 2015 to promote paying attention to the career perspective of students. This career adviser has instigated a learning community for internships. This learning community supports students in the orientation stage for internships and provides them with information on possible future careers. There is also an online community for those who actually take up an internship, where they can support one another by sharing experiences. The community offers a number of instruments for students to get a better view of the job market, such as the Career Service Law website. Study associations are also vital in providing students with career orientation activities. In May 2017 the study association for international law students, Nexus, successfully organised the first Nexus Career Day. During the site visit the panel had an extra interview about the theme 'employability' with representatives of the study associations, the programme director and the career adviser. It is enthusiastic about the various initiatives. It particularly appreciates the fruitful collaboration between the faculty and the study associations. It is also positive about the role of the career adviser.

Teaching concept and methods

The critical reflection describes a didactic concept developed by the Faculty of Law for all law programmes, in which knowledge transfer plays a key role. At the start of the bachelor's programme, direct instruction by lecturers is the teaching method used to ensure efficient knowledge transfer by an expert teaching staff. The curriculum design then increasingly challenges students to contribute more of their own opinions to the legal discussions held towards the end of the bachelor's programme. The teaching methods used are primarily lectures and working groups. Most of the lectures are given by professors. They focus on providing an overview and explaining the structure of the subjects to be studied. The small-scale working groups (tutorials) concentrate on applying legal knowledge and practising legal skills. As the programme progresses, the shift from knowledge transfer to increased initiative among students is reflected in the number of contact hours (12.6 hours per week in year 1, 5.3 in year 2, and 3.5 in year 3, without taking the semester abroad or the research colloquium into account).

During the site visit, the panel discussed the didactic concept and the teaching methods extensively with students and staff members. It found that the faculty's didactic vision is well-supported and offers a solid framework for discussion and further shaping of the teaching. It did ascertain that the choice for a lecturer-oriented didactic model in combination with the teaching methods used allows students to adopt a less active attitude towards their studies. As explained by the students, neither the lectures nor many of the working groups are mandatory, and students may put off serious studying until just before the exams. Students also stated that in general they appreciate the small working groups more than the lectures. The working groups help them to actively process the course material. They also offer the possibility to discuss the study material and ask questions. Lecturers



informed the panel that a system of weekly progress tests and bonus point tests has been introduced (see also Standard 3) to stimulate students to work actively during the course. The experience gained so far is positive. Efforts are also being made to make the lectures more interactive and activating. This generally succeeds for the smaller courses; it is more difficult for courses attended by a large number of students.

The panel considers the active processing and application of the course material essential for an optimal learning process and appreciates the staff's initiatives to make the teaching more active and interactive. It appears, though, that more can still be done. The panel advises the faculty to explore ways to further activate the students. It notes that the input and efforts of the party on the receiving end of the process of knowledge transfer, the students, are as important as those of the transferring party, the lecturers. Managing the expectations of students well is an essential part of this process and also requires attention. For example, by labelling an educational meeting as a lecture, students will tend not to prepare as well and assume a more passive attitude than they would for a working group.

Feasibility

The panel ascertained that the programme is feasible based on the information in the critical reflection and from discussions with the students and lecturers. The university-wide implementation of the block system has led to a more even distribution of the teaching load over the year. Each block of 10 weeks has a load of 15 EC with two parallel courses. As explained by the lecturers, it is still too soon to draw firm conclusions, but there is a strong impression that it is discouraging procrastination and competition between courses. The success rates per course confirm that the students do move on and that there are no subjects with a high failure rate. According to the panel, the success rates are quite positive. The success rate in the first year is relatively high: 48.2% of the 2016-2017 cohort completed the first year without delay. In addition to this, 38 students (27.8%) received a positive Binding Study Advice. On average, around 80% of the students graduates within four years.

The interviewed students confirmed the panel's positive impression. They considered the programme to be doable and experienced no obstacles over the course of the curriculum. They were satisfied with the teaching and guidance provided by the staff. Students were also positive about the Research Colloquium and the guidance received from the supervisors. Due to the strict procedures and deadlines as well as the valuable feedback provided by their supervisors, students are able to complete their final project on time or with minimal delay. They also expressed their great appreciation for the large amount of guidance and support they receive from the International Office of the Faculty. They can turn to this office any time they are in need of support with regard to their programme or a personal situation affecting their studies.

IEL has a very international student population. At present, more than 82% of the students comes from outside the Netherlands. According to the interviewed staff, in general the students are very dedicated and involved. During classes they are quite active. They ask questions and participate in the discussions, thereby challenging their fellow-students and teachers. This contributes to a positive and stimulating educational climate. According to the panel this is an asset of the programme that should be nourished and encouraged.

The panel would like to draw attention to the second-year European Law course. Students are required to choose among three textbooks, which they experience as difficult. When asked about this choice, the lecturers informed the panel that it was the result of trying to address the different preferences of students. The lecturers assist students with studying the books by clearly stating the relevant chapters during working groups. The panel wonders whether it is not too much to ask of second-year students. It advises prescribing the same literature to all students instead of making them choose.

Teaching staff

The panel studied the composition of the teaching staff involved in the bachelor's programme IEL as presented in the critical reflection. It also discussed the quality and quantity of the staff with the management, teachers and students during the visit. It is satisfied with the quality of the staff. It appreciates that 78% has doctorates and that all teaching staff members are engaged in research. This contributes to an adequate scientific anchoring of the programme. The panel also appreciates the fact that a lot of attention is paid to the staff's didactical expertise. At the time of the site visit, 73% of the teaching staff had obtained the University Teaching Qualification ('basiskwalificatie onderwijs'). Teachers in key positions are given the opportunity to obtain a senior teaching qualification. Teachers can also apply for an educational sciences programme. In general, the interviewed students are positive about the staff. They explicitly mentioned the scientific and professional expertise of the staff as well as their enthusiasm, accessibility and involvement.

From the talk with the management, it became apparent that additional investments had reduced the faculty's staff-student ratio in the past period from 1:51 to 1:45. The panel appreciates this and confirmed that the current number of staff members is sufficient to adequately conduct the various programmes, including the bachelor's programme IEL. Nevertheless, it considers the staff-student ratio to be a cause for concern. It advises the management to monitor the workload of the staff and to act promptly to correct any problems.

During the site visit, the panel spoke to the management about the coordination and harmonisation of the programmes. It ascertained that coordination meetings are held at the department level, mostly bilateral ones, but that little structural coordination takes place between departments. In programmes involving several departments, such as the bachelor's programme IEL, this means the lecturers are not always well informed about the content and design of the different parts of the programme. The management confirmed that strengthening this collaboration has high priority. Since January, the number of departments has been reduced, and staff members are part of larger organisational units. It is also expected that the planned new building, which will house all the departments together, will contribute to strengthening the collaboration. The panel appreciated the flat organisation structure with a very pleasant and collegial work climate in which many matters are discussed informally and any problems resolved. However, to ensure a good cohesion, it advises also organising a more formal system of consultation, at both the department and programme levels.

Considerations

The panel established that the bachelor's programme IEL is adequately designed and enables the students to achieve the intended learning outcomes. The programme is fixed, with the exception of the semester abroad, which safeguards its coherence. The semester abroad gives students the possibility to tailor their programmes towards their individual interests. The content suits a bachelor's level and is sufficiently aligned with the programme-specific learning outcomes. The panel is satisfied with the academic as well as professional orientation of IEL. It appreciates the amount of attention paid to skills development as well as proficiency in legal English. The link to the professional field is established through the use of real-life or practice-oriented cases and the contribution of guest lecturers. It is enhanced by the extracurricular honours programme, the Law in Practice course unit, and the various career orientation activities in collaboration with the study association.

The programme is feasible, and the success rates are quite positive. Students are satisfied with the teaching and guidance provided by the staff. They also appreciate the large amount of guidance and support they receive from the International Office of the Faculty. The design of the individual courses is based on a lecturer-oriented didactic model with an emphasis on non-compulsory lectures and working groups. The panel understands this, but feels that it allows students to adopt a less active attitude towards their studies and delay much of the course work until just before exams. It advises exploring ways to activate students. The Research Colloquium, the concluding course unit of IEL, is well organised. Strict procedures and deadlines, as well as the guidance and feedback provided by the supervisors, help students to stay on track. The panel considers the oral defence to be a good practice. It is a valuable means to train and assess the students' presenting and debating skills.



The panel values the professional, scientific and didactic qualities of the staff and the attention paid to their professionalization. There is an open and collegial work climate in which lecturers discuss and coordinate with each other informally, mostly at the department level. To ensure proper cohesion, though, the panel advises also organising a more formal system of consultation, at both the department and programme levels. It considers the staff-student ratio to be a cause for concern and recommends monitoring the workload of the staff and acting promptly to correct any problems.

Conclusion

Bachelor's programme International and European Law: the panel assesses Standard 2 as 'satisfactory'.

Standard 3: Assessment

The programme has an adequate assessment system in place.

Explanation:

The tests and assessments are valid, reliable and transparent to the students. The programme's examining board safeguards the quality of the interim and final tests administered.

Findings

Assessment system

The panel has reviewed the faculty's assessment policy. According to this policy, assessment in the bachelor's and master's programmes builds up 'from simple to complex' and from learning and reproducing knowledge to increasing independence. The assessment system of the bachelor's programme IEL reflects this policy. The panel learned from the critical reflection that the first year of the programme mainly deals with memorising basic legal knowledge and applying this knowledge to simple cases. The assignments are also meant to stimulate self-study. In the 'Legal Skills' part of Law and Legal Skills: The Dutch Example, students are required to hand in assignments weekly. As from block 2 of year 1, the weekly assignments are replaced by a bonus system: students can earn bonus points in some courses during the working groups. Participation in the bonus point system is optional, but in practice the majority of students take advantage of this opportunity. Bonus points never amount to more than 10% of the final grade. In the second and third years, knowledge is offered more in-depth, which allows for more emphasis on application and analysis. The research seminars, the Decision-Making in the EU course and the Research Colloquium are the main courses in which students have to write papers.

The panel is satisfied with the assessment and evaluation system. During the site visit, it reviewed several examinations and confirmed that they are of an adequate bachelor's level. It found a considerable emphasis on written exams with cases and essays. It considers these assessment formats suitable for a bachelor's programme International and European Law. However, given the intended learning outcomes, it would be better to have more variation. The panel recommends reviewing the mix of assessment formats. It is positive about the manner of guaranteeing the reliability, validity and clarity of the testing. For example, there are always at least two examiners involved in preparing an exam. The correction of exams is almost always a joint activity, involving several lecturers evaluating the work of each individual student. The evaluation normally follows an answer model prepared in advance. The transparency is improved by determining the timing and type of a test before the start of the academic year. In addition, at least one recent exam is made available for each course, so students can judge the type and level of assessment. After every exam, a discussion is organised to give feedback on the outcome and allow students to review their work. The talks with students revealed that they are in general satisfied with the feedback. They especially appreciate the detailed and thorough feedback on papers and presentations. The feedback on written exams is limited by comparison.

During the site visit, the panel spoke with the staff about the manner of assessing the final projects. It was pleased to confirm that since the last assessment, the evaluation process has been better standardised and that a second assessor is always involved. Regarding the assessment form, it noted that the correspondence between the scores for criteria (indicated with plus and minus symbols) and the final grade is not very clear. The completed assessment forms also contained little to no written clarification, reducing the transparency of the assessments. The panel advises adapting the forms in this respect.

Board of Examiners

The critical reflection states that the Faculty of Law has a single Board of Examiners for all programmes. This Board consists of nine members, including the chair and an external test expert, and an official secretary. It has an independent role in safeguarding the quality of assessment. It carries out this role by monitoring the pass percentages and subject evaluations for deviations; statistically analysing random samples of examination results, along with analysing unusual results; and examining the quality of random samples of theses and their assessments. Recently, it started evaluating the relationship between the intended learning outcomes of the programme as a whole and the testing based on programme dossiers. These are documents that reveal the link between the programme's learning outcomes and the courses' learning objectives. The dossiers include the learning outcomes, the course descriptions with learning objectives and literature, the exams and the course evaluations. In 2015, the Board initiated a benchmark for the evaluation of master's theses together with the Radboud University Nijmegen. In it, the evaluation results of both universities are compared. As clarified by the interviewed members of the Board, the result was positive: in most cases, both the original assessors and those conducting the benchmark came to comparable results, with a margin of one point being considered acceptable.

The panel is positive about the functioning of the Board. It considers it a proactive, professional and hard-working committee. In the past period, the Board has taken a number of important steps to demonstrably ensure the quality of assessment, and it is clearly in control. The panel is also pleased with the programme dossiers. It realises that these files can make an important contribution to good quality control.

Considerations

The panel confirmed that the assessment and evaluation system of the bachelor's programme International and European Law functions adequately. The content of the exams is of an adequate scientific bachelor's level. The panel approves the types of assessment used. It feels they suit the content and design of the programme. It did note a heavy emphasis on written exams with cases and essays. It recommends exploring whether more variety could be introduced in the types of assessment. The evaluation of the theses is done properly, although the assessment form used could be made more transparent by clarifying the relation between the assessment of individual criteria and the overall score, and by leaving more space for written clarification.

The quality control of assessment and evaluation is good. The panel approves the programme dossier, which reveals the relationship between the intended learning outcomes of the programme as a whole and the learning objectives, content and assessment of the individual courses. It also appreciated the various measures implemented to promote the reliability, validity and clarity of assessment, such as the four-eyes principle. It is positive about the functioning of the Board of Examiners, which is clearly in control.

Conclusion

Bachelor's programme International and European Law: the panel assesses Standard 3 as 'satisfactory'.



Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Explanation:

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes.

Findings

Prior to the site visit, the panel studied a selection of 10 IEL bachelor's essays and the accompanying assessment forms completed by the supervisors. In the selection process, it paid attention to a good spread of the grades.

In general, the panel agreed with the grades awarded by the supervisors. The grading seemed fair and reflected the differences in the students' work. The panel was pleasantly surprised by the high quality of the essays. It concluded that in most cases the achieved level is satisfactory to good. Indeed, some essays may be called good to outstanding. These essays contained an in-depth and well-executed analysis of their theme. The essays also stand out for their level of English and academic writing. The panel applauds the high level achieved.

IEL has kept a close eye on its alumni, investigating where they end up on a yearly basis. This research shows that IEL graduates end up in very diverse fields of work, ranging from NGOs and law firms to the EU and international companies. This is partly the result of the very diverse master's degree programmes that the IEL programme prepares them for. Some 82.6% of alumni entered a master's degree programme after graduation: 31.6% attended a master's degree programme abroad, 29.0% stayed in the Netherlands, and 22.6% stayed in Groningen. During the site visit, the panel had the pleasure of speaking with several IEL alumni. They were very satisfied with the programme. According to them, IEL was a good starting point for their further careers.

Considerations

The panel applauds the high level achieved in IEL's bachelor's essays. It concludes that the overall quality of the bachelor's essays is satisfactory to good and in some cases clearly surpasses the expected academic bachelor's level. It is pleased with the level of the students and alumni. In general, they are successful in their studies or further careers. The programme prepares them for a variety of master's programmes and/or professions.

Conclusion

Bachelor's programme International and European Law: the panel assesses Standard 4 as 'good'.

GENERAL CONCLUSION

The panel ascertained that the learning outcomes of the bachelor's programme IEL match its bachelor's level and orientation and are in agreement with the subject-specific reference framework. The outcomes are therefore in accordance with national as well as international standards. The panel advises adapting the intended learning outcomes to reflect the programme's broad approach more clearly and in a more detailed way. It considers the programme and the courses to be adequately designed. Coherence is safeguarded by the fixed programme, while the semester abroad gives students the opportunity to tailor their programme to their specific needs. The content of the programme enables the students to achieve the intended learning outcomes. The panel is satisfied with the programme's academic as well as professional orientation. It particularly appreciates the large amount of attention paid to skills development and proficiency in legal English. It is also positive about the connection to the professional field. The programme is feasible, and the success rates are quite positive. Students value the guidance and support provided by the staff and the International Office. The panel approves the teaching methods used. It does advise exploring ways to motivate students to start studying earlier and more actively. It is pleased with the specialist, scientific and

didactic qualities of the staff and the attention paid to their professionalization. There is a collegial and open climate at the faculty. The panel found that coordination about teaching was mostly done informally and at the departmental level. It advises initiating a more formal manner of staff consultation, at the programme level as well as at the department level. It considers the staff-student ratio to be a cause for concern and recommends monitoring the workload of the staff and acting promptly to correct any problems. It considers the assessment system adequate, but would like to see greater variety in the forms of assessment. The transparency of the bachelor's essay assessment form ought to be improved. The panel is satisfied with the quality control of assessment and evaluation; in particular, the functioning of the Board of Examiners and the programme dossiers were exemplary. It ascertained that the Research Colloquium is well organised. The panel considers the oral defence a good practice. It applauds the high level achieved in the essays. Their quality is satisfactory to good and in some cases clearly exceeds the expected academic bachelor's level. Graduates are satisfied with the programme and consider it to have been a good starting point for their careers. All in all, the panel concludes that the overall quality of the programme is satisfactory.

Conclusion

The panel assesses the *bachelor's programme International and European Law* as 'satisfactory'.



APPENDICES

APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL

Em. prof. mr. A.F.M. (Adriaan) Dorresteyn (chair) is emeritus professor of Transnational Aspects of Corporate Law at Utrecht University. He studied Dutch Law at Utrecht University and started working as an assistant professor in Law at the Faculty of Economics of the University of Amsterdam, which led to his specialization in Business Law. He defended his PhD thesis in 1989 and went on to work as an associate professor in Business Law at Utrecht University (1988-1991) and full professor in Private Law at the Open University of the Netherlands (OUNL, 1991-2000). He returned to Utrecht University as a dean and professor (2000-2017). Between 1994 and 2000, he was a consultant for PricewaterhouseCoopers, and he is currently advisor at AKD (since 2008).

Prof. mr. E. (Elies) van Sliedregt (vice-chair) is professor of International and Comparative Criminal Law and deputy-director of the Centre for Criminal Justice Studies at the University of Leeds (United Kingdom). She obtained her PhD at Tilburg University in 2003, after which she worked at Leiden University (2003 – 2005) and Utrecht University (2005 – 2007). From 2007 until 2016, she was professor of Criminal Law at the Vrije Universiteit Amsterdam, where she was also dean of the Faculty of Law from 2011 until 2015 and deputy vice-chancellor from 2014 to 2015. She has held visiting fellowships in Cambridge, Oxford, Bologna, Sydney (UNSW), Melbourne (Monash University), and at the ICC (Chambers). Her research interests include comparative research into principles of criminal law, legal pluralism, European Arrest Warrant, terrorism, refugee exclusion. Professor van Sliedregt is senior editor of the *Leiden Journal of International Law (Cambridge journals)* and the *Journal of Conflict and Security Law (Oxford journals)* and is member of the Royal Holland Society of Sciences and Humanities.

Em. prof. mr. drs. H.P.A.M. (Henk) van Arendonk worked in the department of Tax Law at Erasmus University Rotterdam from 1977 until his retirement in 2013. He obtained his PhD in 1991 at that same university. In 1992 he was appointed full professor in Tax Law and tasked with developing a new tax-legal programme for the Faculty of Law. He was and is an active member of several organisations, advisory boards and committees in the field of tax law, including membership of the Committee Oort (advising the government on simplifying the tax system), the board of the Association for Tax Research (Vereniging voor Belastingwetenschap), the European Fiscal Studies Foundation EUR, and editorial positions at the *Maandblad Belasting Beschouwingen* and *EC Tax Review*. He currently works as a divorce mediator.

Prof. mr. dr. A.J.C. (Adrienne) de Moor-van Vugt is professor of Administrative Law at the University of Amsterdam. She worked at Tilburg University as full professor in (European) Administrative law and was a member of the Faculty board and chair of the Board of Education until 2004. In that year, she transferred to the judicial system and became a judge for the Trade and Industries Appeals Board (College van Beroep voor het Bedrijfsleven), and worked in cases concerning financial supervision, competition law, subsidies and fines and disciplinary hearings against accountants. In 2008 de Moor-van Vugt accepted a professorship at the University of Amsterdam. She is also involved in the Amsterdam Center for Law & Economics. Her research interests are: the Dutch court system for administrative law cases, the impact of EU law on Dutch administrative procedural law and financial supervision. She is an active member of several organizations and advisory boards and she is editor-in-chief of the journal *SEW, Tijdschrift voor Europees en Economisch Recht*.

Prof. mr. A.A. (Antoon) Quaadvlieg is professor of Private Law at Radboud Universiteit Nijmegen. He studied law in Nijmegen and Poitiers (France). He obtained his PhD in 1987 and went on to work at Van Doorne & Sjollema, a law firm in Amsterdam, with the sections intellectual property and procedural law. In 1990, he returned to Nijmegen as professor of Private Law, specialising in trade and economic law, industrial property and copyright law. His research focuses on the protection of industrial design and intellectual property in labor relations; and the relations between intellectual



property, the law of unauthorized competition and public (European) Competition Law. In 2003, he joined Klos, Morel, Vos & Schaap (now Klos c.s.) in Amsterdam. Antoon Quaedvlieg is a member of Committee Copyright Law (Commissie Auteursrecht, which advises the Ministry of Justice and Security); the Benelux Council for Intellectual Property; and is editor of the journal *Berichten Industriële Eigendom*. He regularly publishes in national and international journals.

Prof. mr. H.N. (Harriët) Schelhaas is professor in Private Law in the department Civil Law of Erasmus University Rotterdam. She obtained her PhD in 2004 from Utrecht University, where she worked until 2005 as an assistant professor. From 2005 until 2015 honorary associate professor at the Molengraaff Institute for Private Law of Utrecht University as. She also worked as a lawyer in the Commercial Litigation department of Stibbe law firm in Amsterdam. In 2015 she was appointed full professor in Rotterdam. She also teaches at the Law Firm School. Harriët Schelhaas acts as a member of the Association for Civil Law and editor of several journals, including the *Nederlands Tijdschrift voor Burgerlijk Recht*, the *European Review of Private Law* and the *Groene Serie Verbintenissenrecht*.

V. A. (Veerle) van Waarde LLB is a master's student in Dutch law, specialising in constitutional and administrative law, at Maastricht University. She graduated from the bachelor's programme European Law School at the same university. Veerle van Waarde was an active member of various student associations. She was an elected member of the Faculty Council of Law in 2015. She currently acts as a student assistant and is a member of the programme committee of Dutch Law.

Prof. dr. R.A. (Ramses) Wessel is professor of International and European Law and Governance and co-director of the Centre for European Studies at the University of Twente. He was Vice Rector (Educational Innovation) of the University from 2013-2017 and between 2011 and 2013 he acted as Dean of the School of Management and Governance. Ramses Wessel graduated in 1989 at the University of Groningen in International Law and International Relations and subsequently worked at the Institute for Peace Research at the same university (1989-1991) and at the Department of International and European Institutional Law of Utrecht University (1991-2000). His research interests lie in the field of international and European institutional law, governance and regulation with a focus on the law of international organizations, issues of global governance and regulation, the relationship between international, EU and domestic law, international and European foreign, security and defence policy and EU external relations in general. He is, *inter alia*, editor-in-chief and founder of the *International Organizations Law Review*, the *Netherlands Yearbook of International Law* and *European Papers: A Journal on Law and Integration*.

Em. prof. mr. L.C. (Laurens) Winkel is emeritus professor of Legal History at Erasmus University Rotterdam. He studied at the Technical University Delft, the University of Amsterdam and the Université des Sciences Sociales Toulouse I (France). He obtained his PhD in 1983 at the University of Amsterdam. From 1979 until 1993, he worked in several positions at the Faculty of Law of that university; in 1986 he became associate professor in Legal History. In 1993 he was appointed full professor in Legal History at Erasmus University Rotterdam. From 1995 until 1997 and from 2001 until 2004 he was vice dean of the Faculty of Law. He was deputy judge between 1991 and 2016. He was and is active in several organisations and advisory boards and is editor of the journals *Legal History Review* and *Grotiana* (until 2017).

APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

Introduction

This document outlines the Subject-specific Reference Framework for Law. The framework sets out the basic principles that degree programmes must use when setting their curricula. It indicates what may be expected in terms of the content and the level of the programmes, what they aim to achieve and what wider society can thus expect from a law graduate at Bachelor's and Master's level. The framework has been written explicitly for university Bachelor's and Master's programmes which are part of the Quality Inspections Group for Law (*Visitatiegroep Rechtsgeleerdheid*) by virtue of the final attainment levels they themselves have chosen, or which wish to join it in the context of the initial accreditation process for new programmes (*Toets nieuwe opleiding*).

The framework does not provide an exhaustive list of areas of law or legally relevant areas of focus to which the programmes must restrict themselves. Equally, it does not seek to offer rankings, answers to discussions of methodology or instructions on how programmes should meet professional requirements. It is up to each individual programme to provide an indication of where it considers itself to be on the global map of law. In formal terms, a programme achieves this by means of its academic and examination regulations and in materials included in the documents submitted to independent quality inspection committees when applying to be assessed for the purposes of accreditation.

What this framework does attempt to offer is a blueprint of what the academic world and wider society can expect from a graduate, academically-qualified lawyer – and therefore also from a programme in Law – in terms of knowledge, attitudes and skills. The fact that the framework has been revised in no way implicates that programmes offered in accordance with the old framework are outdated. On the contrary, since even the previous framework urged programmes to be open to new developments such as the globalization and digitization of society. However, the new framework places greater emphasis on describing the knowledge, attitudes and skills that relate to contemporary developments and challenges programmes to demonstrate these in their objectives and final attainment levels.

By publishing this Subject-specific Reference Framework, the Consultation Body for Law (*Disciplineoverleg Rechtsgeleerdheid*) hopes on the one hand to have provided independent quality inspection committees that will need to conduct programme assessments within the Quality Inspection Group in the years ahead with an effective basis for doing so. On the other hand, the framework offers the essential room for manoeuvre for the separate programmes offered within the Quality Inspection Group for Law to adopt their own distinctive approach.

Utrecht, December 2015

On behalf of the Council of Law Deans

Professor dr. A.M. Hol,
Chairperson



Realization

On 18 December 2015, the consultative body of the Council of Law Deans (abbreviated in Dutch to RDR) agreed to this Subject-specific Reference Framework for programme assessments within the Quality Inspection Group for academic programmes in Law. It offers a joint framework of subject-specific requirements for all Bachelor's and Master's programmes offered by the Law faculties at Dutch universities. This Subject-specific Reference Framework supersedes its predecessor, agreed by the then Council of Law Deans, in December 2009.

In the rest of this document, the term 'programme' is exclusively intended to mean a degree programme that is included in the Netherlands Central Register of Higher Education Study Programmes (*Centraal Register Opleidingen Hoger Onderwijs*, CROHO). Any references to the term 'lawyer' refer to academically-qualified lawyers, unless otherwise specified.

1. Law programmes and professions in the wider social context

Bachelor's and Master's programmes in Law aim to educate and train lawyers who are competent in the discipline and engaged in wider society, have a critical, academic mind, and are capable of analysing problem scenarios independently in order to formulate a solution. To achieve this, they not only need to apply analysis and critical evaluation to their thinking: they also need to be capable of synthetic, abstract thought. It is essential that the academic level and relevance to society of the programme is guaranteed. Communication, information and research skills all play an essential role in the programmes and there must be sufficient emphasis on current developments in terms of their social background. As such, the academic programme leading to the qualification of lawyer must be seen in context, so to speak.

The relationship between the law and wider society is in a continuous state of flux. Society is pluralistic and globally-oriented, as a result of which it is becoming increasingly complex. This trend also applies to the law. The days when law in the Netherlands encompassed Dutch legislation and case law alone are long gone and it is now equally affected by international and European legislation and case law, in the form of policy regulations, recommendations, covenants, self-regulation, European harmonization, the influence of comparative law, etc. Citizens have become empowered, the number of legal regulations continues to increase and society is strongly influenced by a trend towards juridification. As a result of European integration and globalization, European law and international law are becoming increasingly important. The 21st-century information society and its legal problems, as well as the expectations placed on the law by society, are decreasingly affected by national borders at the same time as the traditional boundaries in the legal and social sense are regaining ground. In whatever context he or she enters employment, a graduate lawyer needs to be increasingly aware of and responsive to other countries' legal systems and cultures.

Within the Quality Inspections Group for Law, programmes are offered that meet the demand for lawyers with a broad academic training – generalists – especially for the purposes of first-line consultancy and policy preparation and in numerous other positions across the labour market. There are also specialized Master's programmes which produce graduates capable of developing into academically-trained specialists who compare favourably in their field with their academic professional counterparts anywhere in the world. Finally, there are programmes that are actually more focused on broadening the area of law covered by the programme.

Lawyers work in a wide range of positions and roles. Indeed, there are greater numbers of lawyers working outside the traditional legal professions rather than within. The Law programmes prepare graduates for these traditional professions, but increasingly also for a variety of other activities that call for an academic attitude, critical analysis, skills in writing and speaking, and where legal expertise is desirable. They, therefore, no longer focus solely on the professional requirements for the Bar, judiciary, taxation and notarial profession which are generally seen as the traditional legal professions, although these form the core of certain programmes. All programmes aim to achieve effective coordination with the labour market by maintaining strong links with the wider professional field they serve. In addition to internships and career orientation, this encompasses contacts with

professional organizations and employers, advisory councils, alumni and guest lecturers. In addition, a graduate Bachelor of Laws must be adequately equipped with the research and other skills required to gain admission to a Master's programme in Law and subsequently to a PhD programme, despite the fact that only a small portion of graduates opt for a career in research.

In the more than ten years that the Bachelor/Master system has been in place in the Netherlands, no specific career prospects for an academically-qualified Bachelor in Law have emerged and there is no clearly identifiable labour market for graduates equipped only with an academic Bachelor's degree in Law (LL.B). Many LL.B graduates work in an environment where knowledge of law is relevant, but so far no specific requirements for professional skills from a Bachelor's programme have emerged as a result of this. The labour market for academically-qualified lawyers still shows a preference for lawyers who have qualified to Master's level. As a result, a large majority of students studying Law at university opt to complete a Master's programme after the Bachelor. This is not only because of the greater prospects this offers in the labour market, but also because it is a statutory requirement for access to the traditional legal professions.

Nevertheless, Bachelor's programmes still also aim to prepare students for their future life as lawyers. This can be achieved by including aspects of that professional practice in the content and composition of the curriculum, but also by means of extracurricular activities and career preparation.

With the advent of higher professional education (HBO) programmes in areas of the law, a lawyer is no longer necessarily someone with a university certificate that qualifies them for the traditional legal professions (prosecuting lawyers and the judiciary; the Bar; the notarial profession, tax consultants); a Master of Laws (*meester in de rechten, mr.*). Although lawyers qualified to HBO level are entitled to use the title of Bachelor of Laws (LL.B), there is a distinct difference between the HBO programmes and the academic programmes in Law. What distinguishes them is that the academic programmes lay the foundations for mastering the legal research method, as expressed in the final attainment levels of the programmes. This is mainly reflected in the content of the programme, its depth and its approach to the law. Academic Bachelor's and Master's programmes focus on educating lawyers who have learned how to think independently and critically, who not only learn to find answers to questions, but also continue to question the answers they find. Access to the traditional legal professions is regulated by statute and requires both an academic Bachelor's degree (LL.B) and the Master of Laws degree (LL.M).¹

In the Netherlands, lawyers with the LL.M qualification will generally use the equivalent Dutch title *meester in de rechten (mr.)*, especially when working in the traditional legal professions.

2. Possibilities for national and international comparison

Globally and within Europe, programmes in Law are characterized by their highly varied context and structure, together with significant differences in terms of admission and the duration of study. In addition, all countries have separate regulations governing graduate lawyers' access to the Bar, the judiciary, tax law and the notarial profession, which have an influence on both the orientation and the intended final level. Of course, it is possible to compare the curricula of different programmes, but a serious international benchmark for objectives, level and orientation for programmes in Law currently remains impossible.

The German CHE benchmark organization is not open to programmes in Law in other countries, despite the fact that this is possible for other disciplines.² The EU project Tuning Sectoral Framework for Social Sciences also failed to reach a harmonized set of final attainment levels for programmes

¹ The professional requirements for the Bar, the judiciary and the notarial profession were changed by Royal Decree on 18 September 2008 (Netherlands Bulletin of Acts and Decrees 2008, 383) when, in the context of admission to regulated legal professions, the HBO degree of Bachelor obtained at a university of applied sciences (*hogeschool*) was equated with a Bachelor's degree in Law obtained at an academic university, if the HBO programme in Law was completed by means of a bridging programme. The bridging programme contains course components in Law offered by a university or the Open University, with a total study load of at least 60 credits.

² Gemeinnütziges Centrum für Hochschulentwicklung: www.che.de.



in Law.³ In other countries, several national benchmarks for programmes in Law do exist, including the Benchmarks for Law in the United Kingdom, which stipulates the knowledge, skills and attitude required by Bachelor's and Master's graduates for quality assessment and accreditation of programmes there.⁴ In any case, these are only of limited use for programmes in continental Europe because of the major differences between the common law and civil law legal systems.

There is no doubt that the Bologna and Lisbon Agreements had a harmonizing impact on the content of legal education in the EU. As part of the accession process to the EU, new EU member states have frequently based their programmes on the Bachelor/Master structure in advance, and the old member states are still in the process of reforming and harmonizing their education systems. In this, they sometimes opt for solutions that actually hamper comparability between different countries, as in the example of Germany, which is moving towards a more varied assortment of programmes.⁵

All of this would suggest that a serious international comparison of the objectives, level and orientation of programmes in Law remains impossible or at least of little use.

With regard to the comparison of programmes in the Netherlands itself, it is possible to say that there is a lot of sharing of information and coordination between the faculties of Law in the Netherlands, including on such areas as educational renewal, research, the interpretation of accreditations and the configuration of professional requirements. There is regular national consultation between the Deans in the RDR, as an offshoot of which those responsible for education and the directors of operations meet when necessary to discuss education-related, organizational and financial subjects and share experiences and information. Finally, there are regular national consultations and coordination at administrative level in the National Policy-workers Consultation Body (*Landelijk Overleg Beleidsmedewerkers*). In addition, the RDR and separate faculties also take advantage of good practice examples identified by the panels conducting independent quality inspections and included in their assessment reports to the NVAO (Accreditation Organization of the Netherlands and Flanders). The RDR also engages in discussion with representatives from the varied professional field it serves. For example, it consults with the Council for the Judiciary (*Raad voor de Rechtspraak*) and the Netherlands Bar Association (*Nederlandse Orde van Advocaten*) in order to determine a standard to define the applicable statutory provisions for the so-called civil effect of programmes in Law. This takes the form of a covenant.

As such, it is possible to argue that some kind of national benchmarking does take place, generally of an informal nature, except in the case of national independent quality inspections and the restrictions relating to the aforementioned covenant. In that context, the Discipline Consultation Body also undertakes formal duties.

3. Professional requirements

Access to the judiciary, the Bar and the notarial profession is regulated by and in accordance with statute. In practical terms, this means that requirements are set for the organization of Bachelor's and Master's programmes intended to enable admission to higher programmes that prepare for positions in the judiciary, the Bar, the notarial profession and tax law.

The programmes that opt to prepare for these higher programmes stipulate this in their academic and examination regulations by emphatically including within them the statutory professional requirements and the further definition of these in the covenant described above. The examination

³ Excerpt from the 2012 final report: 'Consequently, even the proto list of the competences required by students and future practitioners of law are still at this stage no more than embryonic.' Tuning Sectoral Framework for Social Sciences – Final Report, 2008, p. 45. See also the country lists in Annex 4 of the report (<http://tuningacademy.org/sqf-social-sciences/?lang=en>).

⁴ A draft of a revised version has been published: Subject Benchmark Statement: Law (Draft for Consultation, March 2015) (<http://www.qaa.ac.uk/en/Publications/Documents/SBS-consultation-Law-15.pdf>).

⁵ Neue Wege in der Juristenausbildung, Essen, 2010, http://www.stifterverband.info/wissenschaft_und_hochschule/lehre/juristenausbildung/.

boards for these programmes will issue specific statements to this effect, on the basis of which the higher programmes can determine whether a programme fulfils the intended requirements.

4. Final attainment levels for Bachelor's and Master's programmes

Every Law programme makes choices when setting its final attainment levels based on national and relevant international comparisons of final attainment levels and in an attempt to achieve the best possible match with what is a very diverse professional field. These final attainment levels are included in the academic and examination regulations of each separate programme. They include at least three categories.

A. Knowledge and understanding

The graduate lawyer is proficient in the key tenets of the area or areas of law on which the programme focuses. This applies equally to their material and formal and the historical and theoretical aspects.

However, one-dimensional knowledge alone is not sufficient. Programmes therefore aim to develop a 'genuine understanding of the law' in their students, in an academic environment in which 'why' questions are allowed to flourish. This means that, alongside the subject-specific knowledge referred to above, methods are also taught which enable students to keep abreast of the latest relevant developments and changes. The education can also encompass an understanding of the differences between major legal families (such as those between common law and civil law), of the historical and philosophical evolution of the law and, insofar as the nature of the programme requires or permits it, also of comparative law methodology. This means that the graduate lawyer must always be capable of updating his or her legal knowledge on a permanent basis and possibly also specialize in new areas.

B. Academic and legal skills

The above assumes an increasing focus on acquiring academic and legal skills: lifelong learning and the acquisition of an international attitude. It also assumes that the graduate lawyer is capable of reflecting on the law and translating issues in society into the language that the law uses to solve such issues. During the programme, students are encouraged to search for questions and problems as well as answers and solutions; they are given an opportunity to develop capacities of analysis and learn to think, write and present in a critical way.

The ability to formulate and solve a legal case is also essential. To achieve this, the graduate lawyer must be able to effectively collect, process and evaluate the relevant facts and evidence, and apply the rules of law to them. The lawyer is expected to be capable of legally interpreting a problem in society and outlining potential solutions.

In addition, a lawyer must be capable of conveying his or her legal knowledge and legal judgment both orally and in writing to other lawyers and in other professional environments. This means that language is the lawyer's main working tool. Effective and clear verbal and written proficiency in the Dutch language (or in English if that is the language of instruction for the programme or part of it) is essential. For this, students must have an opportunity during their programme, if relevant for the specific programme, to acquire knowledge of English legal terminology in the current social context.

c. Academic citizenship/attitude

During the programme, the prospective lawyer should become fully acquainted with the legal culture or cultures. He or she should be enabled to develop an ethical professional attitude and be aware of the social context in which the law operates and, related to that, his or her responsibility within society. The teaching and educational environment assists the student in this. It is important for education to be structured in such a way that it sparks an interest in wider society and evokes a natural curiosity for legal issues and legal thinking, as well as for the role that law plays in society.

5. Final level



Programmes need to be transparent regarding how students are able to reach the final level and how they can demonstrate that they have reached it. Test results, assignments and presentations form the primary basis for this.

For Bachelor's programmes in Law, the final level achieved is also reflected in the thesis, dissertation or final project. Responding to a legal question with the help of recognized legal methods and reporting on the underlying research conducted form the main basis for this.

The Bachelor's thesis or its equivalent does not aim to demonstrate that the final attainment levels of the Bachelor's programme have been reached. Some important skills, such as communication, are not tested and neither is the student's understanding of all areas of the law that are of relevance to the Bachelor's programme. Moreover, most Bachelors' programmes in Law award only relatively few credits for this final assignment. In Bachelor's programmes in Law, the acquisition of research skills, in the form of methodology and technique courses, does not generally play a central role. Acquiring research skills is part of the general academic education of lawyers and primarily occurs through the handling of the separate areas of the law. Programmes are at liberty to emphasize certain areas in order to reflect the distinctive appeal of a particular programme, which in turn will be expressed in the final assignment.

The same applies for the Master's thesis, although it differs in generally placing greater emphasis on the development of research skills, if only in view of the fact that achieving any Master's degree in Law in principle enables access to a PhD programme. Alongside the regular Master's programmes, specialist research Master's programmes also exist, which place specific emphasis on the acquisition of research skills. The further in-depth study required for other areas of academic professional practice is in any case only really achieved in the Master's phase. This is expressed in the position played in the curriculum by the Master's thesis, the greater number of credits generally set aside for the final assignment in the Master's programme and the requirements set with regard to its contents.

6. General characteristics and objectives of Bachelor's and Master's programmes

It has already been pointed out above that the range of programmes is varied, in terms of their number, the chosen specializations and their emphasis. This does not detract from the fact that programmes in Law have, and must have, characteristics in common. These characteristics need not necessarily be present to the same extent in each programme, but they must at least be reflected at the core of each programme. The specific approach adopted by programmes in this regard is stipulated in the academic and examination regulations for the programme .

In Bachelor's programmes in Law, the following characteristics play a central role:

- a. the social function of the law;
- b. the core concepts in the most important areas of law: private law, constitutional law, administrative law, criminal law, European law, international law and, for tax-related and notarial programmes, tax law;
- c. the law as a coherent system;
- d. the theoretical basic principles and historical development of the law and, for tax-related and notarial programmes, the economic aspects of the law.

Master's programmes in Law involve further in-depth study of knowledge relating to one or several areas of the law or specific subjects within them. Key characteristics include:

- e. the social function of the area covered by the programme, its boundaries and related areas;
- f. more intensive or extensive study of core concepts in one or several areas of the law (private law, constitutional law, administrative law, criminal law, European law and international law);
- g. the position of the area of the law covered within the system of the law as a whole;
- h. the theoretical basic principles and historical development of the law and, for tax-related and notarial programmes, the economic aspects of the law.

Academic programmes in Law also aim to achieve the following:

- i. the acquisition of knowledge and understanding of the law, in which law is considered also in its European, international and comparative law context;
- j. reflecting on the boundaries of the law as well as its related areas;
- k. acquiring academic and legal skills. In this context, this is understood to mean:
 - 1. the capacity to think about the law as an academic;
 - 2. the ability to communicate with fellow lawyers and non-lawyers based on the knowledge and understanding acquired, making use of an analytical attitude and outstanding speaking and writing skills;
 - 3. the ability to apply a relevant set of academic tools;
 - 4. the ability to participate in an academic debate;
 - 5. the ability to gather, evaluate, process and apply knowledge;
 - 6. the ability to apply specific knowledge of an area of the law in a wider academic, historical, philosophical, ethical and socio-cultural context;
 - 7. the ability to deal critically with the rules of law and case law, and seek out and find new solutions;
 - 8. the ability to keep abreast of and explore new developments and new areas of the law;
 - 9. the ability to deal with the increasing globalization, Europeanization and internationalization of the law;
- l. the development of academic citizenship that includes an understanding of a professional ethical attitude and awareness of the social context in which the law operates, as well as the social responsibility that this implies for the academically-qualified lawyer.



APPENDIX 3: INTENDED LEARNING OUTCOMES

A. Learning outcomes knowledge and insight.

The learning outcomes of the bachelor's degree programme International and European Law in the field of knowledge and insight are:

- A1. knowledge of and insight in the foundations of law, the substantive and procedural aspects of the main legal disciplines, and the system of law and its functioning;
- A2. thorough knowledge of and insight in international and European law, both as separate legal fields and as factors interrelating with and impacting on national law;
- A3. understanding the role of law and the lawyer in international and European society;
- A4. thorough insight in the processes of development of international and European law and constraints thereon;
- A5. knowledge of and insight in the broader international, political and economic context in which international and European law function.

B. Learning outcomes application of knowledge and insight, formulating judgements and communication.

The learning outcomes of the bachelor's degree programme International and European Law in the field of application of knowledge and insight, formulating judgements and communication are:

- B1. the ability to analyse and critically assess the (international and European) legal, social, economic, political and legal theoretical aspects of an issue;
- B2. the ability to effectively use information and communication technology relevant to the legal discipline;
- B3. the ability to clearly formulate legal questions and their answers, both orally and in written form;
- B4. the ability to collect, assess and apply relevant legislation, jurisprudence and literature which are needed to solve a legal issue;
- B5. the ability to fluently use English in an academic and professional context.

C. Learning outcomes learning skills.

The learning outcomes of the bachelor's degree programme International and European Law in the field of learning skills are:

- C1. understanding of the constant development of law and the ability to keep track of legal developments and to update knowledge;
- C2. knowledge and understanding of the career prospects and the ability to make informed decisions with regard to further studies or career.

APPENDIX 4: OVERVIEW OF THE CURRICULUM

Educational format (E) l = lectures (including the number of hours per week)
 wg= working group (including the number of hours per week)

Assessment forms (A) a = assignments
 mc = (written) multiple choice examination
 o = oral examination
 p = paper
 pp = presentation(s)
 w = written (essay) examination

Block	Course name	ECTS	E	A
1	Law and Legal Skills: the Dutch Example (including IT for Lawyers)	10	7*2 l; 7*6 wg	a,w
1	English Language	5	7*4 wg	a,o,w
1	Workshop Starting your Academic Career	0	7*1 wg	n.a.
2	Criminal Law	10	7*4 l; 7*4 wg	a,w
2	Private Law1	5	7*2 l; 7*2 wg	w
3	Introduction to International and European Law	10	7*4 l; 7*4 wg	w
3	Legal History	5	7*4 l; 7*2 wg	w
4	Comparative Constitutional Law	10	7*4 l; 7*2 wg	a,w
4	English Language and academic skills	5	7*6 wg	w
Block	Year 2	60	E	A
1	European Law	10	7*4 l; 7*2 wg	a,w
1	Private Law 2	5	7*2 l; 7*2 wg	w
2	Public International Law	10	7*4 l; 7*2 wg	w
2	Introduction to Political Science	5	7*4 l	w
3	Administrative Law	10	7*4 l; 7*2 wg	w
3	Research seminar European Law	5	7*2 wg	a
4	Civil Procedural Law	5	7*2l	s
4	Introduction to Economics	5	7*2 l; 7*2 wg	a,w
4	Research seminar International Law	5	4*2 wg	a
Block	Year 3	60	E	A
1+2	Semester abroad	30		
3	Theory of International Relations	5	7*2 l	mc
3	Decision-making in the EU	5	7*2 l; 7*2 wg	p,w
3+4	Research Colloquium	10	2*2 l + research	p,pp
4	Economics of International Trade and International Finance	10	7*4 l	w



APPENDIX 5: PROGRAMME OF THE SITE VISIT

Maandag 22 January 2018		
8.45	9.00	Arrival and welcome
9.00	11.30	Preparatory meeting and review of available information
11.00	12.30	Interview with management of all programmes
12.30	13.00	Lunch
13.00	13.45	Interview with students M Nederlands recht
13.45	14.30	Interview with students B Rechtsgeleerdheid
14.30	15.00	Break
15.00	15.45	Interview with teaching staff B Rechtsgeleerdheid
15.45	16.30	Interview with teaching staff M Nederlands recht
16.30	17.00	Break
17.00	17.45	Interview with members of the programme committee Rechtsgeleerdheid (B Rechtsgeleerdheid and M Nederlands recht)
17.45	18.30	Interview with alumni M Nederlands recht
Dinsdag 23 januari 2018		
8.30	10.00	Preparatory meeting and review of available information; office hour (9.30-10.00)
10.00	10.45	Interview with students M Fiscaal recht and M Notarieel recht
10.45	11.30	Interview with teaching staff M Fiscaal recht and M Notarieel recht
11.30	12.15	Interview with members of programme committees: PC Fiscaal recht and PC Notarieel recht
12.15	12.45	Lunch
12.45	13.30	Interview with students M Recht en ICT and M Recht en bestuur
13.30	14.15	Interview with teaching staff M Recht en ICT and M Recht en bestuur
14.15	14.30	Break
14.45	15.30	Interview with members of programme committees: PC IT-recht and PC Juridische bestuurskunde
15.30	16.30	Interview with members of the board of examiners
16.30	17.00	Break
17.00	17.30	Theme conversation employability (study associations and career adviser)
17.30	18.00	Interview with alumni M Notarieel recht and M Fiscaal recht
18.00	18.30	Interview with alumni M Recht en ICT and M Recht en bestuur
Woensdag 24 januari 2018		
09.00	09.45	Interview with students B International and European Law (English)
09.45	10.30	Interview with teaching staff B International and European Law (English)
10.30	11.00	Break
11.00	11.45	Interview with students M Internationaal en Europees Recht and M European Law
11.45	12.30	Interview with teaching staff M Internationaal en Europees Recht and M European Law
12.30	13.00	Lunch
13.00	13.45	Interview with students International Economic and Business Law and M International and Comparative Private Law
13.45	14.30	Interview with teaching staff International Economic and Business Law and M International and Comparative Private Law
14.30	14.45	Break
14.45	15.30	Interview with students M International Law and the Law of International Organizations and M Criminal Law and Criminology

15.30	16.15	Interview with teaching staff M International Law and the Law of International Organizations and M Criminal Law and Criminology
16.15	16.45	Break
16.45	17.30	Interview with members of programme committees: PC International and European Law and PC English masters
17.30	18.30	Interview with alumni English masters incl. M Internationaal en Europees Recht
Donderdag 25 januari 2018		
9.00	10.00	Final interview with management
10.00	12.30	Formulation preliminary findings
12.30	13.00	Lunch
13.00	15.00	Formulation preliminary findings
15.00	15.30	Preparation of presentation preliminary findings
15.30	16.00	Presentation preliminary findings

APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied a selection of 10 theses. The student numbers of these theses are available upon request.

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

- Course materials, sample exams and answer models of the following courses:
 1. Introduction to International and European Law
 2. Research Colloquium
 3. Research seminar International law
 4. Decision making in the EU
 5. European Law
 6. Public International Law
 7. Administrative Law (Europeanisation of Public Law 1718)

- Programme dossiers of all programmes
- Annual reports of the board of examiners over the past 3 years
- Reports of the programme committee over the past years
- Semester evaluations over the past 3 years (6 semesters)
- Internationalisation plan Faculty of Law
- Written assignments Recht en Informatiemanagement
- Didactic concept
- Christodoulou, D. (2014). Seven myths about education. New York: Routledge
- Education Monitor 2015 and 2016
- Arbeidsrecht graduates overview of employment
- PDCA concerning course evaluations and success rates 2016-2017
- Overview teaching capacity 2017-2018