

MASTER'S PROGRAMME

COMMERCIAL LAW

ERASMUS SCHOOL OF LAW

ERASMUS UNIVERSITY ROTTERDAM

QANU
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
E-mail: support@qanu.nl
Internet: www.qanu.nl

Project number: Q0659

© 2018 QANU

Text and numerical material from this publication may be reproduced in print, by photocopying or by any other means with the permission of QANU if the source is mentioned.



CONTENTS

REPORT ON THE MASTER'S PROGRAMME COMMERCIAL LAW OF ERASMUS UNIVERSITY ROTTERDAM	5
ADMINISTRATIVE DATA REGARDING THE PROGRAMME.....	5
ADMINISTRATIVE DATA REGARDING THE INSTITUTION.....	5
COMPOSITION OF THE ASSESSMENT PANEL	5
WORKING METHOD OF THE ASSESSMENT PANEL	6
SUMMARY JUDGEMENT.....	10
DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS.....	12
APPENDICES	21
APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL	23
APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE	25
APPENDIX 3: INTENDED LEARNING OUTCOMES	32
APPENDIX 4: OVERVIEW OF THE CURRICULUM	34
APPENDIX 5: PROGRAMME OF THE SITE VISIT	35
APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL	37

This report was finalized on 28 September 2018.

REPORT ON THE MASTER'S PROGRAMME COMMERCIAL LAW OF ERASMUS UNIVERSITY ROTTERDAM

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

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme Commercial Law

Name of the programme:	Commercial Law
CROHO number:	60452
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Commercial and Company Law (C&CL) Maritime and Transport Law (M&TL)
Location(s):	Rotterdam
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	03/07/2019

The visit of the assessment panel Law to Erasmus School of Law of Erasmus University Rotterdam took place on 13-16 February 2018.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 7 August 2017. The panel that assessed the master's programme Commercial Law consisted of:

- Em. prof. mr. I.F. (Ige) Dekker, professor emeritus in International Institutional Law at the University of Utrecht [chair];
- Prof. dr. mr. P.P.T. (Paul) Bovend'Eert, professor of Constitutional Law at the Radboud University Nijmegen [vice-chair];
- Em. prof. dr. mr. T.A. (Theo) de Roos, professor emeritus in Criminal Law at Tilburg University;
- Prof. dr. P.H.J. (Peter) Essers, professor in Tax Law at Tilburg University and former member of the Senate (Eerste Kamer) of the Dutch Parliament;
- Prof. dr. mr. A.L.B (Aurelia) Colombi Ciacchi, professor in Law and Governance at the Law Faculty of the University of Groningen;
- Dr. mr. W.H.F.M. (Wouter) Cortenraad, senior judge at the Civil and Commercial Division of the Amsterdam Court of Appeals;
- Prof. dr. mr. G.E. (Gerrit) van Maanen, professor emeritus in Private Law, European Tort Law and Property Law at Maastricht University;
- D.H. (Danielle) Arnold, master's student Legal Research at Utrecht University [student member].

The panel was supported by dr. M.J.H. (Marianne) van der Weiden, who acted as secretary.

Appendix 1 contains the curricula vitae of the panel members.

WORKING METHOD OF THE ASSESSMENT PANEL

The Law Assessment

The master's programme Commercial Law at Erasmus School of Law of Erasmus University Rotterdam 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, Vrije Universiteit Amsterdam, Erasmus University Rotterdam, Nyenrode Business Universiteit;
Cluster II	Leiden University, Tilburg University, Utrecht University;
Cluster III	Maastricht University, Open University, Radboud University Nijmegen, 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 (voorzitter)
- Prof. dr. mr. P.P.T. (Paul) Bovend'eert (vice-voorzitter)
- 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 (voorzitter)
- Prof. dr. J. (Jan) Struiksma (vice-voorzitter)
- 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) Quaadvlieg

Cluster III

- Em. prof. mr. A.F.M. (Adriaan) Dorresteyn (voorzitter)
- Prof. mr. E. (Elies) van Sliedregt (vice-voorzitter)
- Prof. dr. R.A. (Ramses) Wessel
- Prof. dr. mr. 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) Sluijsmans
- 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) Quaedvlieg
- 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 Erasmus School of Law of Erasmus University Rotterdam consisted of the following members:

- 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
- Prof. dr. mr. G.E. (Gerrit) van Maanen
- D.H. (Danielle) Arnold LLB

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 Erasmus University Rotterdam, 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 2015 and 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 Erasmus School of Law, the coordinator drafted a programme for the site visit (see appendix 5). Erasmus School 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 Erasmus University Rotterdam took place from 13 – 16 February 2018. During the visit, the panel studied documents provided by the contact person of Erasmus University Rotterdam (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 Erasmus University Rotterdam 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 Erasmus University Rotterdam.

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 concludes that the learning outcomes of the master programme's Commercial Law meet the requirements of the discipline and correspond with the Dublin descriptors at the master's level. Their content, orientation and level meet national and international requirements. The panel appreciates the focus and ambition expressed in the learning outcomes, but at the same time observes that this presents quite a challenge for a non-selective, one-year programme. It recommends re-evaluating the outcomes while bearing these limitations in mind.

Teaching-learning environment

The master's programme Commercial Law consists of two variants (excluding the new ITL variant) following the same structure, but without overlap. The contents of both variants show a clear balance between academic orientation and practical approach. The programme enables students to develop their research, writing and presentation skills. The syllabus of the Research and Writing Skills course in the C&CL variant is less specific than the one in the M&TL variant in guiding students to search for recent academic literature. The panel strongly advises improving the instructions on how to make use of recent literature in academic work for the C&CL variant.

Commercial Law recruits students internationally, and their varied backgrounds enhance the programme's comparative approach. However, students from non-EEA countries do not always have the knowledge of EU law necessary to follow the C&CL variant without problems. In order to address this issue, which may impact the level of the C&CL courses, and to increase feasibility for non-EEA students, the panel recommends a selection procedure or remedial materials offered prior to or at the beginning of the programme.

Both variants offer a good combination of activating teaching methods, including links with real-life practice. The programme coordinator succeeds in making the international students feel welcome, and the programme actively stimulates community-building. The substantive and didactical qualifications of lecturers are up to standard, and the staff's dedication is evident. Junior staff members are not always sufficiently qualified to guide students in their thesis writing. The panel recommends assigning thesis supervision only to staff members with adequate research and publication experience. The staff-student ratio is reasonable. Investments in library resources and online databases are necessary if ESL wants to continue offering English-language programmes.

Assessment

The panel concludes that the assessment in the master's programme Commercial Law is adequate. Assessments and the assessment policy are in line with the university policy and have been elaborated in a clear assessment plan. The programme uses a variety of assessment methods. These are in line with the learning objectives of the courses and are of an appropriate level. Test matrices and consultation among colleagues about draft assessments contribute to the assessment quality. The assessment of master's theses is based on a clear and thorough procedure with two independent examiners and an oral defence. The panel advises a stronger coordination of grading between the two variants, discussing and clarifying in both teaching teams the criteria for a certain grade to be awarded. It also recommends ensuring that written feedback is always included on the assessment forms.

The Examination Board is clear about its mandate and responsibilities and performs its role adequately for all ESL programmes, including Commercial Law. The panel appreciates the fact that the assessment committee appointed by the Examination Board plans to structurally check exams before or after the moment of assessment according to a pre-established schedule. In light of the large number of requests to the Examination Board, the panel recommends changing the grading system to include half numbers instead of whole numbers only.

Achieved learning outcomes

The panel concludes on the basis of the sample of theses and the meetings with students and alumni that graduates have attained the programme's intended learning outcomes. The theses are of sufficient quality, although rather descriptive. Given the ambitious learning objectives, the panel would have expected a higher level. The use of recent academic sources should be improved in the C&CL variant. Alumni are satisfied with the programme and find their way onto the labour market easily.


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

Master's programme Commercial Law:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
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: 28 September 2018



Em. prof. mr. I.F. (Ige) Dekker



Dr. M.J.H. (Marianne) van der Weiden

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

The master's programme Commercial Law of Erasmus University Rotterdam is organised by Erasmus School of Law (ESL). ESL offers fourteen programmes. Eleven of them were assessed as part of the Law cluster assessment (2017-2018). The programme director of the domain of master's programmes in law is responsible for the organisation, results and evaluation of all law master's programmes except for Fiscal Law, which has its own programme director. One programme committee is responsible for all master's programmes. The programmes fall under a faculty-wide Board of Examiners. Commercial Law is taught by academic staff members from the Commercial & Company Law and Financial Law Section. Until September 2017, the programme had two variants: Commercial and Company Law (C&CL) and Maritime and Transport Law (M&TL). A third variant was added starting in September 2017: International Trade Law (ITL). The panel focused on the two more established variants (CC&L and M&TL) during its site visit in the absence of ITL graduates or students who had moved past the first few blocks.

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

Students who complete the master's programme Commercial Law are able to independently identify, critically analyse and resolve legal issues in commercial and corporate law practice (C&CL variant) and maritime and transport law practice (M&TL variant), based on a sound theoretical framework. The programme focuses on academic education and provides students with applicable knowledge and practical understanding in the fields of commercial and company law and maritime and transport law, respectively. Graduates are able to work as specialised legal professionals nationally and internationally in these respective fields, or in positions with more general duties at government agencies and trade associations. In combination with a bachelor's degree in Law, the programme allows its graduates to attain *civiel effect* (Dutch legal profession qualification). The professional field is involved in the programme, ensuring its practical relevance. The municipality of Rotterdam has invited staff members of the Commercial Law section to discuss how the business environment in Rotterdam may be made more attractive for traders. One of the outcomes has been the development of the new ITL variant in the master's programme, which focuses on commercial law.

The programme has defined a set of intended learning outcomes which correspond with the relevant Dublin descriptors for master's programmes (see Appendix 3). The panel finds that these outcomes are an adequate reflection of the programme's objectives and tie in with the Domain-Specific Reference Framework (see Appendix 2). Their formulation is precise. According to the panel, the outcomes express high ambitions. They describe the ability to analyse and assess legal questions independently and to provide solid legal advice, as well as the ability to critically analyse how the current legal framework operates and evolves. Students are trained to adopt a critical and reflective approach and understand the issues in the professional domain, which are often quite complex. They are required to identify new developments, place them within a legal context, and interpret their consequences. The outcomes also require an understanding of the relation between different legal disciplines at the national, international and European levels as well as their interaction with socio-

economic issues. The panel is pleased with the level of ambition expressed in the intended learning outcomes, but wonders if the requirement to analyse and assess socio-economic issues from a social science framework could be too ambitious for a non-selective, one-year master's programme. It recommends re-evaluating the outcomes while bearing these limitations in mind.

Considerations

The panel concludes that the learning outcomes of the master programme's Commercial Law meet the requirements of the discipline and correspond with the Dublin descriptors at the master's level. Their content, orientation and level meet national and international requirements. The panel appreciates the focus and ambition expressed in the learning outcomes, but at the same time observes that this presents quite a challenge for a non-selective, one-year programme. It recommends re-evaluating the outcomes while bearing these limitations in mind.

Conclusion

Master's programme Commercial 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 structure

The set-up of the Commercial Law curriculum reflects ESL policy. The one-year curriculum (60 EC) is subdivided into five periods (terms). The curriculum commences with a Research and Writing Skills course (15 EC), followed by three 10 EC terms. A 10 EC term may consist of one large course or two smaller courses. In the fourth term, one of the courses is an elective. The final term (15 EC) comprises a course and the master's thesis. An overview of the curriculum is provided in Appendix 4. The two tracks (variants) each follow this set-up, but do not overlap.

In both variants, students start out with a variant-specific course on research and writing skills. In it, students develop their heuristic skills, learn to formulate arguments and search for sources, and extend their academic writing and presentation skills. These competences are further developed in the substantive courses. The final component in the methodological research line is the master's thesis. Given the international orientation of the master's programme, the comparative law aspect is emphasised in the thesis. The panel considers the size of the thesis (10 EC) to be relatively small. In combination with the research course, however, the panel feels this choice is defensible.

There are two substantive lines in the C&CL variant. One deals with 'traditional' commercial law, the other with corporate law. On the basis of their elective and choice of thesis topic, students can specialise further in one of these two domains. The curriculum includes the Willem C. Vis Moot Arbitration elective, for which students must be selected. In the M&TL variant, the main outline comprises contractual and non-contractual liability and insurance law relating to shipping and the transport of persons and goods. The curriculum includes an International Maritime Law Arbitration Moot elective, for which students must be selected. The Law of the Sea course is the public law counterpart of all the courses relating to private law.

In both variants, the programme coordinator meets regularly with the team of lecturers to discuss the quality and progress of the individual courses and of the programme as a whole, using internal



student evaluations. Learning outcomes per course are linked to the learning objectives at the programme level, and all courses are coordinated with each other. Students are given an introduction to the respective legal area in the Research and Writing Skills course, while subsequent courses deal in greater depth with specific topics, such as good corporate governance in C&CL or transport private law in M&TL. The panel agrees that both variants offer a cohesive and comprehensive programme.

The panel recognises the interrelationship between research and education. The courses in the curriculum correspond with the lecturers' research expertise. Personal research is often used to illustrate the application of general principles, and examples and assignments are derived from this as well. During most of the courses, a wide range of literature, case law and regulations is offered that is related to the themes to be examined. Students may select their thesis topic from a list compiled by the lecturers, which reflects the lecturers' current research themes. Those who have written an outstanding thesis are occasionally encouraged to convert their thesis into an article and submit it to academic journals. The programme also has a clear professional orientation. Lecturers as well as guest lecturers from each of the professional fields draw on their own experience in class. During the academic year, workshops are held in cooperation with companies as part of the curriculum. M&TL organises the extracurricular Marine Insurance Master Class for students and young professionals, offering a series of master classes at the offices of various companies over a period of two years.

The content of the programme is internationally focused due to its comparative law approach. The international composition of the student population increases opportunities for comparing different legal systems by utilising students' knowledge of the legal systems in their own countries. The panel was informed that one-third of the students are Dutch, one-third comes from other countries in the European Economic Area (EEA), while the final third originates from Asia, Africa and South America. According to the panel, the use of these backgrounds in class discussions and assignments increases the depth and quality of the courses.

Both variants have clear skills trajectories. Students start to develop their legal research and writing skills in the Research and Writing Skills course during the first term. In all substantive courses, students are asked to resolve a complex case. In some courses, this includes group discussion and presentations. While working on these cases, students are confronted with the fact that the balance between legal and commercial reality is sometimes difficult to achieve.

The panel did notice an apparent omission in the skills trajectories of C&CL. When reading a sample of theses (see Standard 4), it was surprised to see that a substantial number of students in this variant did not refer to recent academic books and journal articles. It found that the syllabus of the Research and Writing Skills course in the C&CL variant is less specific than the one in the M&TL variant in guiding students on how to search for recent academic literature. It strongly advises improving the instructions on how to make use of literature in academic work in the C&CL variant. It should be made explicit that students are to use academic literature that was published in the year previous to the submission of the thesis, and supervisors should show students how to search for recent literature online by using the right key words and Google Books.

Didactic concept and teaching methods

The didactic model of the master's programme Commercial Law links up with ESL's general didactic model of active academic learning. This means that (inter)active teaching methods, such as presentations, group discussions, moot court competitions, paper writing, assignment-based learning and cases are used to stimulate students to participate actively. The panel appreciates the mix of teaching methods. The moot courts in particular, with the presence of legal professionals, are an attractive way to augment students' involvement in legal practice. The M&TL students also applauded the study trips to the harbor customs office, Port Authority and the Maasvlakte.

Assignment-based learning was introduced in 2015-2016 and has proved to be effective in improving students' preparation for seminars. Students have to submit written assignments prior to the

seminar, making use of the handbook, the academic literature and the legal precedents on which the seminar is based. If the assignment counts as an assessment, the lecturer reads and grades it. The assignments then count as a certain percentage towards the final grade for the course. Both variants currently attract approximately sixty students. Tutors provide feedback to students after they have handed in their assignments. In some cases, students felt the tutor didn't have the necessary specialised knowledge. The lecturers expect this to be a temporary problem, caused by the recent extension of staff. They add that giving students a clear-cut answer is not always the best way of teaching. Sometimes lecturers give their personal opinion, but also refer to literature that defends the opposite view. Students are willing to accept this from a lecturer, but not necessarily from tutors. The panel agrees with this view.

Feasibility

The active academic approach and assignment-based learning help students to spread their study efforts evenly during the entire term: studying is not concentrated in examination periods. The students informed the panel that the study load is spread evenly within the terms, but not always between them. Sometimes the number of EC is not in line with the actual number of study hours. Overall, they do not feel the study load is very high. The staff is currently looking for ways to challenge the stronger students. This year, they started expert modules, in which students can choose a specific field on which to write a mini-thesis. Some students choose a 'safer' topic, others take challenging options. Students complete their master's degree much quicker in the M&TL variant than in the C&CL variant, but overall, more than half of the students manage to graduate within one year. The panel finds this very satisfactory.

It appears that non-EU students of the C&CL variant are at a disadvantage in the programme because of the essential role of EU law in most courses. The panel noted that this creates a dilemma: adjusting the pace and level of teaching to those who lack the prerequisite knowledge risks lowering the course standards, while failing to assist these struggling students means that they may not achieve the learning outcomes or complete the programme successfully. The programme staff does not wish to make the Commercial Law master a selective programme or introduce an obligatory summer course, partly because this issue is less relevant for the other variant. They think that offering remedial sources, such as videotaped lectures, may be a suitable option. In addition, the staff expects that close supervision and individual assignments in the Research and Writing Skills course will provide a sufficiently strong basis for all students. Based on the students' feedback during the site visit, the panel doubts whether these measures will suffice to resolve the issue and advises considering a more structural solution. The issue of prior knowledge did not come up in relation to the M&TL students. It appears that this variant is selected more often by students who have already completed a master's programme or who work in practice. These students are looking for very specific knowledge and skills which match their previous education and experience.

Students told the panel that the international composition of the group is an important asset of the programme. The programme coordinator acts as a liaison officer between academic staff and students and plays a key role in the group-forging process. Specific measures to form the heterogeneous group into a close-knit unit as soon as possible are the 'Who's Who' booklet, excursions and workshops, and the extracurricular activities such as student-teacher dinners, drinks receptions and activities organised by the student association. The panel is pleased with the programme's efforts to help build a community.

Staff

The academic staff for the master's programme Commercial Law consists of three full professors, three associate professors, three assistant professors and five junior lecturers. All senior staff members have obtained their PhD degree, are actively involved in research activities and contribute to the development of their own specialist field. The lecturers for the M&TL variant are associated with the Rotterdam Institute for Shipping and Transport Law, which is the main centre of expertise in transport law in the Netherlands as well as one of the leading centres in Europe. Many lecturers have extensive practical experience and are currently employed as lawyers and partners in law firms.



External experts are called in as guest lecturers to contribute their knowledge in very specific niches of the programme. The junior lecturers have not (yet) obtained their PhD degree. Students told the panel that most lecturers are skilled experts, well prepared and very helpful. The panel appreciates the generally high quality of staff.

All lecturers are qualified teachers and have obtained the Basic Teaching Qualification (BTQ). The assistant professors and junior lecturers have either completed the BTQ or obtained an equivalent qualification. A number of professors are also following the Senior Teaching Qualification course. Many lecturers are very interested in educational innovation and are introducing innovative and interactive teaching methods. Some lecturers have completed the 'Teaching in the international classroom' course or are currently engaged in following it. It is clear that the lecturers are very dedicated to the students and the programme.

The staff-student ratio is 1:37.2, which is reasonable. Due to a peak in the number of students in 2016-2017, the number of staff has been increased, so that the assignment-based learning and other active teaching methods can be continued. Nevertheless, students noted that not all lecturers are available for timely feedback or thesis supervision. The panel was informed that PhD students and junior lecturers are called in at regular intervals as thesis supervisors. It thinks that thesis supervision should always be provided by lecturers with sufficient experience in publishing and urges the programme to see to it that this is always the case.

Material facilities

The facilities of the university library and the Sanders Library are available to all students. The Sanders Library houses a large collection of literature pertaining to maritime and transport law and provides access to online databases. Most of the library sources are in Dutch, and the self-evaluation report mentions that 'the substantial cost price of databases and paper sources in English constitutes an impediment'. The alumni pointed out that the databases were not sufficient. The panel would like to stress that investments are necessary if ESL wants to continue offering English-language programmes.

Considerations

The master's programme Commercial Law consists of two variants (excluding the new ITL variant) following the same structure, but without overlap. The contents of both variants show a clear balance between academic orientation and practical approach. The programme enables students to develop their research, writing and presentation skills. The syllabus of the Research and Writing Skills course in the C&CL variant is less specific than the one in the M&TL variant in guiding students to search for recent academic literature. The panel strongly advises improving the instructions on how to make use of recent literature in academic work for the C&CL variant.

Commercial Law recruits students internationally, and their varied backgrounds enhance the programme's comparative approach. However, students from non-EEA countries do not always have the knowledge of EU law necessary to follow the C&CL variant without problems. In order to address this issue, which may impact the level of the C&CL courses, and to increase feasibility for non-EEA students, the panel recommends a selection procedure or remedial materials offered prior to or at the beginning of the programme.

Both variants offer a good combination of activating teaching methods, including links with real-life practice. The programme coordinator succeeds in making the international students feel welcome, and the programme actively stimulates community-building. The substantive and didactical qualifications of lecturers are up to standard, and the staff's dedication is evident. Junior staff members are not always sufficiently qualified to guide students in their thesis writing. The panel recommends assigning thesis supervision only to staff members with adequate research and publication experience. The staff-student ratio is reasonable. Investments in library resources and online databases are necessary if ESL wants to continue offering English-language programmes.

Conclusion

Master's programme Commercial 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 and assessment policy

ESL formulated a *Comprehensive Assessment Policy* in 2013, based on the *University Reference Framework for Assessment and Examination Boards*. This policy has been adopted by all bachelor's and master's programmes in law. The ESL assessment policy has been further elaborated for Commercial Law in the assessment plan for this master's programme. This plan describes how learning objectives for courses are linked to the learning outcomes at the programme level and which types of assessment are used for each course. Lecturers are expected to employ test matrices to ensure a good balance of topics and knowledge levels (based on the Bloom taxonomy) in each test. Lecturers also discuss a draft test with a colleague before finalising it (four-eyes principle). After the test has been graded, the results and quality of the test are analysed, with particular attention being paid to validity and reliability. The panel confirms that the Assessment Plan has been carefully drawn up and is a useful instrument to ensure the quality of assessment.

Various types of assessment are used in the master's programme Commercial Law. In all courses, different kinds of written assignments are used, such as papers, annotations, articles, procedural documents or recommendations. Assignments are examined on the basis of an evaluation form, which is available for students through the digital teaching and learning environment. Students receive individual feedback on the written assignments in the Research and Writing Skills course. Written assignments relating to assignment-based learning are discussed among all students during lectures and count towards the final mark of the course. Contributions made by students in the Research and Writing Skills course are assessed and also count towards the final mark, so the final mark in the Research and Writing Skills course is determined on the basis of the results of these oral and written assignments. In all other courses, a written final test is held, testing the knowledge students have acquired during the course. Questions may be multiple choice, propositions or open. Students are told what to expect and are provided with a mock examination paper to prepare themselves. They receive feedback in the shape of the marked examination paper. In addition, a feedback session is held. Oral examinations are either recorded or a second lecturer is present. The panel considers the range and types of assessments suitable for a master's programme. It perused a sample of tests and found them to be of an appropriate level.

The master's thesis is the final assessment of the programme, in which the student demonstrates his or her ability to perform independent research and present the findings. The thesis supervisor and a second lecturer both assess the final version of the thesis independently of one another. If there is too great a difference in the interim marks awarded, a third lecturer is asked to read the thesis in order to determine whether the student will be allowed to defend it. During the thesis defence, students are given ten minutes to present their thesis, and both examiners will subsequently ask questions for ten to fifteen minutes. The final thesis mark is determined by both examiners after the defence. The student receives the final mark, including extensive explanations, immediately after the defence. The panel appreciates the careful assessment procedure, including the oral defence. The examiners use assessment forms when marking the thesis. The thesis is graded on the subject/problem statement, structure, content, argumentation, formulation, sources, layout, originality and the defence. The panel noted that the assessment forms did not contain extensive



qualitative feedback, but was informed that feedback is mainly provided orally, after the defence. It recommends ensuring that written feedback is always included on the assessment forms.

The panel read a sample of theses of both variants (see Standard 4). It was struck by the apparent use of different criteria when grading the theses by lecturers in the two variants, since a paper in M&TL that was given a grade of 7 was of much better quality than a paper in C&CL with the same grade of 7. The panel recommends to stimulate meetings between the lecturers of both variants to determine common criteria for the awarding of grades.

Examination Board

The Examination Board ESL consists of a chair and three vice chairs (Law, Fiscal Law and Criminology), as well as four other members, each belonging to another section. Three of them are chairs of an assessment committee (Law, Fiscal Law and Criminal Law). The ninth member is an external assessment expert from Risbo. There are two secretaries (1,8 fte combined). The tasks of the Examination Board are twofold: monitoring and safeguarding the quality of assessment, and handling requests. In order to guarantee the quality of tests and examinations (validity, reliability, transparency and efficiency), the Examination Board set up an assessment committee in 2012. The assessment committee consists of a chair (member of the Examination Board) and lecturers of the courses organised prior to and after the course to be assessed. Upon request of the Examination Board, programme director, master's programmes coordinator, or examiner, the assessment committee will check exams before or after the moment of assessment. The committee intends to do so structurally for all master's degree programmes, in line with current practice in the bachelor's programmes. In order to safeguard the quality of assessment, the Examination Board appoints the examiners on the basis of a proposal by the chair of the section involved. An examiner must have obtained the BTQ or a comparable qualification.

The number of requests from students has increased to 1500 per year. Many of these are undifferentiated requests for grades to be reviewed. The Examination Board interprets these to be an expression of a culture of negotiation about grades, which has grown in the university over the years. The Board wishes to counter this culture, without obstructing the students' right to appeal against a given assessment. Therefore, it has drawn up a new protocol. The text in this protocol is more in line with the Higher Education Act. From now on, the Board only wishes to handle substantively motivated requests and evident mistakes in grading. The Programme Committee and lecturers are currently discussing this new draft. The Programme Committee recognises the large number of requests and thinks that it can be partly explained by the fact that all grades are expressed in whole numbers. This means that being awarded a 7.4 or a 7.5 makes a large difference to a student, and makes it worth the effort to try for a revision of the grade. ESL is currently looking into grading practices at other law faculties and other EUR faculties where grading is done using half numbers (.0 and .5). In the master's programme Commercial Law, this practice has already been adopted in the Research and Writing Skills courses, which form a relatively large part of the curriculum (15 EC). The panel recommends the application of this grading system to other courses as well.

Considerations

The panel concludes that the assessment in the master's programme Commercial Law is adequate. Assessments and the assessment policy are in line with the university policy and have been elaborated in a clear assessment plan. The programme uses a variety of assessment methods. These are in line with the learning objectives of the courses and are of an appropriate level. Test matrices and consultation among colleagues about draft assessments contribute to the assessment quality. The assessment of master's theses is based on a clear and thorough procedure with two independent examiners and an oral defence. The panel advises a stronger coordination of grading between the two variants, discussing and clarifying in both teaching teams the criteria for a certain grade to be awarded. It also recommends ensuring that written feedback is always included on the assessment forms.

The Examination Board is clear about its mandate and responsibilities and performs its role adequately for all ESL programmes, including Commercial Law. The panel appreciates the fact that the assessment committee appointed by the Examination Board plans to structurally check exams before or after the moment of assessment according to a pre-established schedule. In light of the large number of requests to the Examination Board, the panel recommends changing the grading system to include half numbers instead of whole numbers only.

Conclusion

Master's programme Commercial 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 read ten master's theses and their assessment forms. It confirmed that all of them were of sufficient quality, although one of them was barely so. Based on the ambitious learning objectives of this master's programme, the panel would have expected a higher quality. With the exception of one very good thesis, most theses were rather descriptive. Looking at the theses' bibliography section, the panel noted that students from the C&CL variant do not use the most recent books and academic articles on the thesis topic. According to the panel, too few academic sources were quoted. In a few cases, the panel found the grading to be too high and, generally, inconsistent. As mentioned under Standard 3, it appears that there is no consensus among staff about the criteria for a given grade, since there were remarkable differences in theses that were awarded the same grade.

The coordinators and the student association both follow the graduates' careers, e.g. through LinkedIn. Research carried out by alumni of the master's programme Commercial Law shows that graduates' prospects for the future are favourable. Many students find employment relating to their variant (C&CL or M&TL) fairly soon after graduation, i.e. within a period of six months. The number of international students who eventually found employment in the Netherlands has increased. Looking back, the alumni informed the panel that they appreciate the programme, even though most of the alumni whom the panel met had found jobs that were not directly linked to M&TL or C&CL.

Considerations

The panel concludes on the basis of the sample of theses and the meetings with students and alumni that graduates have attained the programme's intended learning outcomes. The theses are of sufficient quality, although rather descriptive. Given the ambitious learning objectives, the panel would have expected a higher level. The use of recent academic sources should be improved in the C&CL variant. Alumni are satisfied with the programme and find their way onto the labour market easily.

Conclusion

Master's programme Commercial Law: the panel assesses Standard 4 as 'satisfactory'.

GENERAL CONCLUSION

The learning outcomes of the master's programme Commercial Law meet the requirements of the discipline and correspond to the Dublin descriptors at the master's level. Therefore, their content, orientation and level meet national and international requirements. The panel appreciates the focus



and ambition expressed in the learning outcomes. The master's programme Commercial Law consists of two variants (excluding the new ITL variant) following the same structure, but without overlap. Both variants recruit students internationally. The students from non-EEA countries do not have the knowledge of EU law that is expected in the C&CL variant, which creates a problem for the whole group and threatens the level of the programme. The M&TL variant has a sharper focus and is not hampered by this issue. The contents of both variants show an adequate balance between academic orientation and practical approach. Both variants have a good combination of various activating teaching methods, including links with real-life practice. The feasibility is very satisfactory. The substantive and didactical qualifications of lecturers are up to standard, and the staff's dedication is evident. Thesis supervision should be assigned only to staff members with adequate research and publication experience. The staff-student ratio is reasonable. Investments in library resources and online databases are necessary if ESL wants to offer English-taught programmes. The quality of assessment is satisfactory, partly to be attributed to the work of the assessment committee. The Examination Board adequately performs its role in safeguarding the quality of assessment and the final level of the degree. The master theses are of sufficient quality, although rather descriptive instead of analytical. The sample of theses and the meetings with students and alumni show that, upon graduation, students have attained the intended learning outcomes of the programme.

Conclusion

The panel assesses the *master's programme Commercial Law* as 'satisfactory'.

APPENDICES

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

Em. prof. mr. I.F. (Ige) Dekker (chair) is professor emeritus of International Institutional Law at Utrecht University. Upon finishing his studies in 1974, he held various positions at the University of Groningen, VU University in Amsterdam, the University of Twente and Utrecht University. He was academic director at the universities of Twente and Utrecht, and was chair of the Department of Law at Utrecht University for six years. Since his retirement in 2015, he has been active in an administrative and advisory role for Utrecht University and the Open University in Heerlen. He specialises in international and European law, with a focus on institutional and economic law, international organisations, the law of war and institutional legal theory. Among his publications are books and articles on the legal meaning of violence and aggression, the European Union as a legal entity, the jurisdiction and liability of international organisations and international investment law.

Prof. dr. mr. P.P.T. (Paul) Bovend'Eert (vice-chair) studied Dutch Law at the Catholic University in Nijmegen, where he obtained his PhD in 1988. In 1999, he was appointed professor of Constitutional Law at that same institution, by then renamed as Radboud University. He is a lecturer in the master's programme Politics and Parliament in the Faculty of Arts, and teaches at the Academy for Legislation in The Hague. Between 1995 and 2001 and between 2008 and 2010, he was vice-dean of education and from 2010 until 2014 he was dean at the Faculty of Law in Nijmegen. His research focuses on institutional and constitutional law issues concerning the government, parliament, the judicial system and the constitutional position of the King. He was a part of several research projects on the legislative process in the Dutch parliament and the US Congress. In 2017, he joined an advisory committee dealing with developments concerning the King's income. He has published many articles and has (co-)written several books, including a handbook on constitutional law.

D.H. (Daniëlle) Arnold LLB (student member) completed the Utrecht Law College of Utrecht University and is currently a student in the master's programme Legal Research at that university. She is putting her legal knowledge to practice in several research projects. Her research profile includes Dutch Administrative Law, European Law and the relations between both disciplines. Between 2012 and 2015 she was editor-in-chief of the student journal *OpRecht*. In 2014 and 2015 she was the president of international student association SIB-Utrecht.

Prof. dr. mr. A.L.B. (Aurelia) Colombi Ciacchi studied law at the universities of Trieste (Italy) and Kiel (Germany). She received her PhD from the Universities of Trieste and Bergamo (1998) and Bucerius Law School (Germany) in 2004. She has held research positions at the University of Kiel (Germany), the University of Oxford (United Kingdom) and at the Centre of European Law and Politics (ZERP) of the University of Bremen. Since 2010, she has been full professor at the Law Faculty of the University of Groningen, Endowed Chair 'Law and Governance', and academic director of the Groningen Centre for Law and Governance. Professor Colombi Ciacchi specialises in EU law, comparative law, the horizontal effect of fundamental rights and European law of obligations, and has (co-)written many books as well as articles which have been published in international journals. She is editor-in-chief of the *European Journal of Comparative Law and Governance*.

Dr. mr. W.H.F.M. (Wouter) Cortenraad, LL.M., studied law at the University of Toronto (Canada) and Maastricht University, where he also obtained his PhD in 1999. He worked as legal counsel for Royal Dutch Shell (1991-1995) and was attorney at law for the law firm Allen & Overy in Amsterdam (1995-2000). In 2000 he was appointed judge for the District Court of Utrecht. In 2005 he became judge for the Amsterdam Court of Appeals (Civil Division), where he was promoted to senior judge in 2009. As a judge he oversees various types of cases, from labour and consumer law to private and financial law. Cortenraad also works as an arbitrator for the Netherlands Arbitration Institute in Rotterdam.



Prof. dr. P.H.J. (Peter) Essers became an adjunct tax inspector at the Ministry of Finance in The Hague upon graduating in fiscal economics at Katholieke Universiteit Brabant in Tilburg (currently named Tilburg University). In 1984, he became a lecturer in tax law at that same institution, obtaining his PhD in 1989. In 1991, he was appointed professor and chair of the department of tax law and between 1998 and 2002, he was dean of the Faculty of Law. From 2003 until 2015 he was a member of the Dutch Senate on behalf of the CDA, acting as chair of the Financial Committee. He is currently chair of the Academic Committee of European Association of Tax Law Professors and a member of the Executive Committee of this organisation. As of May 2017, he is chair of the Association for Tax Sciences (Vereniging voor Belastingwetenschap).

Em. prof. dr. mr. G.E. (Gerrit) van Maanen is emeritus and honorary professor in Private Law at Maastricht University. He studied law and philosophy at the University of Groningen, where he also obtained his PhD in 1986. In 1989, he was appointed professor in Private Law at Maastricht University. He has been involved in the development and evaluation of education at the Faculty of Law, first as chair of the programme committee in Dutch Law and later as academic director. Gerrit van Maanen specialises in private law and focuses on property law, tort law and governmental liability law. From 2002 to 2011 he was editor-in-chief of *Het Nederlands Tijdschrift voor Burgerlijk Recht*. Currently, he works as an honorary judge in the Court of Appeal in Den Bosch and as an independent advisor to various organisations.

Em. prof. dr. mr. T.A. (Theo) de Roos is professor emeritus of Criminal Law at Tilburg University. He studied at VU University in Amsterdam worked as lecturer at Sociale Academie De Horst in Driebergen upon graduating in 1972. He obtained his PhD at Utrecht University in 1987. Between 1977 and 2010, he worked as a lawyer at De Roos & Pen in Amsterdam. He was also professor in Criminal Law at Maastricht University (1990-1997), Leiden University (1995-2005) and Tilburg University (2005-2013). From 2013 onwards, he has been working as an honorary judge at the Court of Appeal in Den Bosch. He currently teaches law at the Netherlands Bar, the Academie voor de Rechtspraak, the Training and Study Centre for the Judiciary and OSR Judicial Education. He is also active as a member of several committees in the field of law.

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

The learning outcomes for the Commercial Law master programme (Commercial & Company Law Variant and Maritime & Transport Law Variant) are as follows:

Knowledge and understanding (Dublin descriptor)

Has demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the bachelor level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.

1. In-depth knowledge of and insight into the law and practice of the main subject matters of the commercial and company law or the maritime and transport law programmes. The ability to place new developments in law in perspective and assess their relevance.
2. Understanding of the relation between international and European uniform private law and national law in the areas of commercial and company law or in maritime and transport law.
3. Insight into the interaction between commercial and company law and relevant social-economic issues such as insurability, corporate social responsibility and sustainability or between maritime and transport law and insurability, protection of the marine environment, maritime safety and insights from other social sciences.

Applying knowledge and understanding (Dublin descriptor)

Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; is able to integrate knowledge and handle complexity.

4. Ability to independently analyze, assess and compose legal documents relevant to the fields of commercial and company law or of maritime and transport law within a given time frame.
5. Ability to independently analyze and assess legal questions, relevant to the fields of commercial and company law or of maritime and transport law, in the relevant context of national, European or international law.
6. Ability to independently provide solid legal advice on matters related to commercial and company law or to maritime and transport law based on a given factual setting and within a given time frame.
7. Ability to work in a team in order to deliver solutions to legal or professional questions.

Making judgements (Dublin descriptor)

Is able to formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.

8. Ability to analyze critically on how the current legal framework, relevant to the fields of commercial and company law or of maritime and transport law, operates and evolves.
9. Ability to independently develop, conduct and account for academic research and based on this, provide a well-reasoned opinion of his/her own.
10. Ability to independently incorporate ethical perspectives in his/her professional assessment.

Communication (Dublin descriptor)

Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

11. Ability to present legal advice and the results of independent scientific legal research clearly and persuasively, both orally and in writing, to legal specialists and to the general public.

Learning skills (Dublin descriptor)

Has the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

12. Ability to critically review his/her own learning process and course work, and to quickly identify and appreciate new developments in the fields of commercial and company law or of maritime and transport law.



APPENDIX 4: OVERVIEW OF THE CURRICULUM

LL.M. programme Commercial Law specialisations

The LL.M. programme Commercial Law offers the examinees to choose one of the following master specialisations:

- Commercial and Company Law
- Maritime and Transport Law
- International Trade Law

Commercial and Company Law

- Research and Writing Skills Commercial and Company Law (RB39, 15 ects)
- Commercial Law (RB20, 5 ects)
- International Corporate Governance (RB19, 5 ects)
- Company Law and Restructuring (RB38, 10 ects)
- Intellectual Property Rights (RB04, 5 ects)
- Carriage of Goods (RB05, 5 ects)
- Elective (5 ects)
- Master Thesis Commercial and Company Law (RS129, 10 ects)

Maritime and Transport Law

- Research and Writing Skills Maritime and Transport Law (RB30, 15 ects)
- Transport Law (RB72, 5 ects)
- Law of the Sea (RB31, 5 ects)
- Charter Parties & Bills of Lading (RB32, 10 ects)
- Maritime Casualties (RB13, 5 ects)
- Elective (5 ects)
- Marine Insurance (RB33, 5 ects)
- Master Thesis Maritime and Transport Law (RS114, 10 ects)

International Trade Law

- Research and Writing Skills International Trade Law (RB73, 15 ects)
- Commercial Contracts (RB74, 5 ects)
- Comparative Insurance Law (RB75, 5 ects)
- Trade Finance Law (RB76, 10 ects)
- Intellectual Property Rights (RB04, 5 ects)
- Elective (5 ects)
- Carriage of Goods (RB05)
- Master Thesis International Trade Law (RS131, 10 ects)

OER Commercial Law 2017-2018.

APPENDIX 5: PROGRAMME OF THE SITE VISIT

Tuesday 13 February 2018			
10.00	10.30	Arrival and welcome	
10.30	12.30	Preparatory meeting and review of available information	
12.30	13.30	Lunch	
13.30	14.00	Interview with ESL management	
14.00	15.00	Interview with management of all programmes	
15.00	15.45	Interview with students B Rechtsgeleerdheid and B Fiscaal recht	
15.45	16.15	Panel discussion	
16.15	17.00	Interview with teaching staff bachelor's programmes	
17.00	17.30	Interview with members of programme committee bachelor's programmes	
17.30	17.50	'Onderwijsgroep' (PGL tutorial)	
Wednesday 14 February 2018			
9.00	10.00	Preparatory meeting and review of available information	
10.00	11.00	Interview with students M Rechtsgeleerdheid	
11.00	12.00	Interview with teaching staff M Rechtsgeleerdheid	
12.00	13.00	Lunch	
13.00	13.45	Interview with students M Fiscaal recht	
13.45	14.30	Interview with teaching staff M Fiscaal recht	
14.30	14.45	Break	
14.45	15.15	Interview with members of programme committees Masterdomein Rechtsgeleerdheid and Fiscaal recht	
15.15	16.00	Interview with members of examination board Erasmus School of Law	
16.00	16.30	Panel discussion	
16.30	17.00	Interview with alumni Rechtsgeleerdheid	
17.00	17.30	Interview with alumni Fiscaal recht	
Thursday 15 February 2018			
09.00	10.00	Preparatory meeting and review of available information; office hour (9.30-10.00)	
10.00	10.45	Interview with students M Financieel recht and M Arbeidsrecht	Interview with students M Ondernemingsrecht and M Aansprakelijkheid en verzekering
10.45	11.15	Panel discussion	
11.15	12.00	Interview with teaching staff M Financieel recht and M Arbeidsrecht	Interview with teaching staff M Ondernemingsrecht and M Aansprakelijkheid en verzekering
12.00	13.00	Panel discussion/lunch	
13.00	13.45	Interview with students M Commercial Law	Interview with students M Togamaster and M Recht van de Gezondheidszorg
13.45	14.15	Panel discussion	
14.15	15.00	Interview with teaching staff Commercial Law	Interview with teaching staff M Togamaster and M Recht van de Gezondheidszorg
15.00	15.30	Panel discussion	
15.30	16.00	Review of available information	
16.00	16.30	Tour of the facilities	
16.30	17.00	Interview with alumni M Financieel recht and M Arbeidsrecht	Interview with alumni M Ondernemingsrecht and M Aansprakelijkheid en verzekering
17.00	17.15	Panel discussion	
17.15	17.45	Interview with alumni Commercial Law	Interview with alumni M Togamaster and M Recht van de gezondheidszorg



Friday 16 February 2018		
09.00	10.00	Final interview with management ESL
10.00	12.30	Formulation preliminary findings
12.30	13.30	Lunch
13.00	15.30	Formulation preliminary findings
15.30	16.00	Preparation of presentation preliminary findings
16.00	16.30	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 of the master's programme Commercial Law. 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. Research and writing skills (M&TL)
 2. Research and writing skills (C&CL)
 3. Company Law and Restructuring (C&CL)
 4. Commercial law (C&CL)
 5. Carriage of Goods (C&CL)
 6. Charter Parties & Bills of Lading (M&TL)
 7. Transport Law (M&TL)
 8. Law of the Sea (M&TL)

- Committee reports
 - o Examination Board
 - Jaarverslag EC 2014-2015
 - Jaarverslag EC 2015-2016
 - Jaarverslag EC 2016-2017
 - o Programme committee bachelor Rechtsgeleerdheid and Fiscaal recht
 - Jaarverslag OC bachelor RG FR 2016-2017
 - OC bachelor RG-FR 2017-03 Conceptverslag 5 september 2017
 - OC bachelor RG-FR 2017-14 Verslag OC bachelor 10 jan 2017
 - OC bachelor RG-FR 2017-24 Verslag OC bachelor 6 maart 2017
 - OC bachelor RG-FR 2017-33 Verslag 23 mei 2017
 - OC bachelor RG-FR 2017-46 Verslag OC bachelor 3 juli 2017
 - OCBA 2017-13 verslag OC Rechtsgeleerdheid 14 juni 2016 (oude stijl)
 - o Programme committee master Rechtsgeleerdheid and Fiscaal recht
 - Jaarverslag OC master RG FR 2016-2017
 - OCMA 2016-16_verslag vergadering 20161129
 - OCMA 2016-19_verslag vergadering 20170109
 - OCMA 2016-22_verslag vergadering 20170314
 - OCMA 2016-28 Verslag OC MASTER 23052017
 - OC-MA RG-FR 2017-08 Verslag bijeenkomst 28112017
 - OC-MA RG-FR 2017-15 verslag_concept1
 - o Programme committee annual reports
 - Jaarverslag OC RG 2014-2015
 - Jaarverslag OC RG 2015-2016
 - Jaarverslag OC RG 2016-2017

- Intake and success rates
 - o 20180212 Cohorten-rendementen ESL

- Student-teacher ratio
 - o Studoc-ratio ESL

- Financing
 - o 20180212 Notitie financiën ESL

- Erasmus Honours Law College
 - o Notitie Erasmus Law Honours College

- National evaluations
 - o Keuzegids Bachelor Fiscaal recht 2018
 - o Keuzegids Bachelor Rechtsgeleerdheid 2018



- Keuzegids masters 2017
- Links keuzegidsen
- NSE 2016
 - 50700 B Rechtsgeleerdheid
 - 56469 B Criminologie
 - 56827 B Fiscaal Recht
 - 60084 M Rechtsgeleerdheid
 - 60086 M Financieel Recht
 - 60222 M Arbeidsrecht
 - 60408 M Ondernemingsrecht
 - 60449 M Aansprakelijkheid en verzekering
 - 60451 M Recht van de Gezondheidszorg
 - 60452 M Commercial Law
 - 66827 M Fiscaal Recht
 - NSE2016_ESL
- NSE 2017
 - 50700 B Rechtsgeleerdheid17
 - 56827 B Fiscaal Recht17
 - 60084 M Rechtsgeleerdheid
 - 60222 M Arbeidsrecht
 - 60408 M Ondernemingsrecht
 - 60449 M Aansprakelijkheid en verzekering
 - 60451 M Recht van de Gezondheidszorg
 - 66827 M Fiscaal Recht
 - NSE 2017-general ESL
 - NSE 2017-general ESL2
 - NSE 2017-general ESL3
- Curriculum evaluations master's programmes
 - A&V mastcurrevalrapport 2015-2016
 - ARBr mastcurrevalrapport 2015-2016
 - CL CCL mastcurrevalrapport 2015-2016
 - CL MTL mastcurrevalrapport 2015-2016
 - FINr mastcurrevalrapport 2015-2016
 - FISCr mastcurrevalrapport 2015-2016
 - ONDr mastcurrevalrapport 2015-2016
 - RG IEPL mastcurrevalrapport
 - RG PRIVr mastcurrevalrapport 2015-2016
 - RG S&B mastcurrevalrapport 2015-2016
 - RG STRAF mastcurrevalrapport 2015-2016
 - RvdG mastcurrevalrapport 2015-2016
- Bachelor 1 essays: sample
- Skills trajectory reports
 - Rapport Vaardigheden bachelor Fiscaal recht
 - Rapport Vaardigheden bachelor Rechtsgeleerdheid
- Double Degrees and combining programmes
 - Double Degree Masters
 - Double Degrees
 - Opzet mr.drs.-programma
 - Schema Bedrijfskunde en Rechtsgeleerdheid definitief
 - Stapelen van bacheloropleidingen
 - Stapelen van masteropleidingen minus DD
- Examination Board minutes
 - 10 04 12 Notulen verg.ex.cie.RG
 - 10 06 29 Notulen verg.ex.cie.RG def
 - 11 06 21 Notulen verg.ex.cie.ESL def

- 11 06.21 Notulen verg.ex.cie. en DB-OW def
- 11 10 31 Notulen verg.ex.cie.ESL def
- 11 11 14 Notulen verg.ex.cie. en DB-OW def
- 12 03 07 Notulen verg.ex.cie.ESL def
- 12 03 26 Standpunt EC inzake compens toet en her
- Notulen van 13 04 15-def
- Programme committee minutes 2011 and 2012
 - OC 2011 -14 Verslag 26 april 2011
 - OC 2011-4 Verslag 21 februari 2011
 - OC 2011-27 Verslag opleidingscommissie 29 juni 2011
 - OC 2012-01 Verslag Opleidingscommissie Rechtsgeleerdheid 29 november 2011
 - OC 2012-16 Verslag Opleidingscommissie Rechtsgeleerdheid 16 oktober 2012
 - OC 2012-22 Verslag Opleidingscommissie Rechtsgeleerdheid 27 november 2012
- BSA
 - BSA vt cumulatief tm cohort 2016
 - BSA-Rendementen EUR voor en na NN
 - Rapportage Onderzoek Doorwerking Nominaal is Normaal aan de EUR
 - Rapportage Risbo Onderzoek Compensatoir Toetsen ESL
- E-learning ESL
- International Trade Law overview
- Aanvullend bericht compensatoir toetsen, 18 May 2018