



Law
English-language programmes

Maastricht University

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info@academion.nl

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Summary

On 28, 29 and 30 May 2024 an independent panel visited the Faculty of Law at Maastricht University to assess the quality of 14 bachelor, master and advanced master programmes. This report covers the assessment of eight English-language programmes: B European Law School, M European Law School, M Globalisation and Law, M International and European Tax Law, M International Laws, Advanced M Privacy, Cybersecurity and Data Management, Advanced M Intellectual Property Law and Knowledge Management LL.M., and Advanced M Intellectual Property Law and Knowledge Management MSc. The panel has established that the eight programmes meet the four standards of the NVAO assessment framework. Its final judgement on the quality of all six programmes is therefore positive.

Standard 1. Intended learning outcomes

All programmes under review have a specific and relevant profile that fully aligns with the three distinctive characteristics of the university and the faculty: the international perspective, the connection between research and education, and the educational model of problem-based learning. The intended learning outcomes for each programme are aligned with both the national Domain-Specific Reference Framework for Law and the international Dublin descriptors. Moreover, they reflect the specific programme profile and are systematically kept up-to-date. The final qualifications of every programme, therefore, meet the respective requirements of content, level and orientation. In addition, all programmes live up to the expectations of both the academic and professional field. The connection to the professional field is safeguarded through feedback groups and teaching staff holding professional assignments. In the future, programmes may want to state more explicitly how the university-wide concept of Global Citizenship Education adds value for students and graduates, for instance by including Global Citizenship Education in the intended learning outcomes and/or course learning goals, as in the PCDM advanced master. Moreover, programmes may be inspired by the IETL master for (re-)establishing programme-specific advisory boards that include alumni. Finally, the panel advises the ELS bachelor to adjust the intended learning outcomes in such a way that they fully encompass the specific and recently adjusted narrative underlying the programme.

Standard 2. Teaching-learning environment

Each programme provides students with a challenging and vibrant learning environment. Central to this environment is the educational concept of problem-based learning which takes place in an international classroom setting. The constructive, contextual, collaborative, and self-directed nature of PBL befits very much the multinational and multicultural composition of both student cohorts and staff teams. Students highly value the educational approach and the international dimension of their programmes. For all eight programmes, the language of instruction is English. The panel endorses the extensively and appropriately motivated decision of the faculty regarding the English name and language of instruction. Following the recommendations of the previous accreditation panel, almost all programmes revised their curriculum. The new curricula are well structured and internally coherent. This applies to larger programmes such as the Bachelor European Law School, as well as to smaller programmes such as the Advanced Master Intellectual Property Law and Knowledge Management. Students receive good academic support and can rely on relevant services in case their (mental) wellbeing is at stake. Moreover, they praise the expertise, availability and didactic skills of their tutors/teaching staff. These qualities are at least in part due to the attention of the faculty for (continuous) professional development.

As a point for attention, the faculty could facilitate good practice exchange and calibration among lecturers from different domains to avoid that (some) staff or capacity groups operate in isolation. At individual programme level, the bachelor ELS team should look into the feasibility of the revised curriculum and its

longitudinal learning trajectories, while the IPKM and PCDM advanced masters could clarify the admission requirements for their respective target groups and include these in the programme documentation.

Standard 3. Student assessment

Each programme relies on an adequate assessment system, which is rooted in the university's assessment vision, the faculty's assessment policy, and the CCCS principles of problem-based learning. Since the previous accreditation, the faculty and the programmes have gone at lengths to adjust the assessment system, which resulted in new principles, policies and actions that are currently rolled out together with the revised curricula. The Board of Examiners safeguards the quality of assessment in a proactive way. It has the expertise, the capacity and the autonomy to assure assessment quality across all degree programmes in the faculty. As part of its thesis review, the panel also examined the assessment of the final products. The review showed on the one hand that the assessment forms are relevant and that the panel agrees in an absolute majority of cases with the thesis scores and the informative value of the completed forms. On the other hand, the panel noticed that the appointment of second readers could be organised differently, and that the master thesis assessment procedure was not entirely foolproof. The latter point has been solved in the meantime.

Standard 4. Achieved learning outcomes

The results of the thesis review, the discussions with recent graduates and the outcomes of the UM Graduate Survey demonstrate that students who graduate from each of the eight programmes have effectively acquired all intended learning outcomes. The selected and reviewed theses meet the quality expectations for a final project of academic orientation at bachelor or (advanced) master level. Across programmes, students have acquired a significant level of expertise and demonstrate through the final projects with relevant and often original topics that they have a solid grasp of the subject matter. As points for attention, thesis supervisors across all programmes may want to monitor the writing skills of students, while teaching staff and thesis supervisors in the advanced master programmes could emphasise the academic character of the curriculum.

Recent graduates consider that their education in Maastricht has been a stepping stone for further studies and a successful career as a lawyer: bachelor students seamlessly transition to relevant master programmes, while master students quickly find suitable employment after graduation. The graduate survey confirms that most alumni are employed at master level and within their field of specialisation. Hence, each programme meets the expectations to deliver well-equipped graduates who can apply their knowledge as academics and/or practitioners in a domestic, regional or international market. The faculty is encouraged to implement the envisaged alumni policy because this will increase the involvement of alumni in the validation of programme outcomes and enhance oversight on their professional careers.

Recommendations of the previous visit

The materials and discussions indicate that both faculty and individual programmes have done commendable work in addressing the recommendations of the previous accreditation panel. Each suggestion has been discussed internally. The implemented changes are appropriate and contribute to the increased quality of the programme(s). In this context, the efforts with regard to assessment methods and thesis evaluations deserve special mention. Similarly, community building among students is now part of the faculty's strategic plan and was boosted through more meeting spaces, as well as more formal and informal contacts.

Methodology and scientific reporting

The previous accreditation panel pointed among others to the limited role of methodology in the curriculum. Although faculty and programmes have addressed this concern, the results are not yet completely visible in

the reviewed thesis samples and their assessment. Although this comment applies to all programmes, it does not pertain to every assessed thesis, on the contrary: the panel has seen several cases where the methodology had been addressed properly. Nonetheless, the panel is convinced that a coordinated effort within and across programmes will lead to an even better thesis quality in the future.

Score table

The panel assesses the programmes as follows:

Bachelor programme European Law School

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Master's programme European Law School

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Master's programme Globalisation and Law

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Master's programme International and European Tax Law

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Master's programme International Laws

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Advanced master's programme Privacy, Cybersecurity and Data Management

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Advanced master's programme Intellectual Property Law and Knowledge Management LL.M.

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Advanced master's programme Intellectual Property Law and Knowledge Management MSc.

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Prof. dr. Joanne van der Leun
Chair

Mark Delmartino
Secretary

Date: 7 October 2024

Introduction

Procedure

Assessment

On 28, 29 and 30 May 2024 an independent peer review panel visited the Faculty of Law at Maastricht University to assess the quality of 14 bachelor, master and advanced master programmes. The visit was part of the assessment cluster Law 3, which consists of 36 programmes offered by the University of Groningen, Radboud University, Open University and Maastricht University. The external assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Law 3. Fiona Schouten acted as coordinator on behalf of Academion and as panel secretary. Mark Delmartino acted as freelance coordinator and secretary in the cluster assessment. They have been certified and registered by the NVAO. For the site visit in Maastricht, Fiona Schouten was secretary for the Dutch-languages programmes. Mark Delmartino acted as secretary of the English-language programmes (in this report).

Preparation

Academion composed the peer review panel in cooperation with the institutions taking into account the expertise and independence of the members as well as consistency within the cluster. On 19 January 2024, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on her role in the site visit according to the Panel chair profile (NVAO 2016) and organised an online meeting with the panel members to discuss the visits and the assessment framework.

The site visit schedule was discussed and agreed between the faculty, the coordinators and the panel chair (appendix 3). The Faculty of Law selected representative partners for the various interviews. It also determined that the development dialogue would take place after the site visit. A separate development report was made based on this dialogue.

The programmes provided the freelance coordinator with a list of recent graduates. In consultation with the coordinator, the panel chair selected 15 theses per programme. She took the diversity of final grades and examiners into account, as well as the various variants and specializations (the breakdown per programme is provided in appendix 4). Prior to the site visit, the theses and accompanying assessment forms were made available to the panel. Furthermore, the programmes provided the panel with self-evaluation reports and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the coordinators. The freelance coordinator collected the impressions and questions in a document and shared this with the members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation reports and the theses, as well as the division of tasks during the site visit. The open consultation hour was scheduled as part of this preliminary meeting; eventually nobody made use of this opportunity.

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). It also visited the faculty building. At the end of each day, the panel discussed its findings in an internal meeting. At the end of the visit, the panel chair publicly presented the preliminary findings.

Report

The external assessment of the 14 degree programmes is reported in two documents: one in Dutch covering six Dutch-language programmes, and this assessment report in English on eight English-language programmes. The secretary wrote the draft report based on the panel's findings and submitted it to the coordinator for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback and the panel's agreement, the secretary sent the draft report to the institution in order to have it checked for factual errors. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalised the report, and the coordinator sent it to the Faculty of Law at Maastricht University.

Panel

The following panel members were involved in the Law 3 cluster assessment:

- Prof. dr. J.P. (Joanne) van der Leun, professor of Criminology at Leiden Law School of Leiden University [chair];
- Prof. mr. dr. P.M. (Pauline) Schuyt, director of the Academy for Legislation and Government Lawyers in The Hague, and professor of Penal Law and Sentencing at Leiden University;
- Prof. dr. mr. U.R.M.T. (Bald) de Vries, professor of Interdisciplinary Legal Education at the Faculty of Law, Economics, Governance and Organization of Utrecht University;
- Prof. dr. A.F. (Arthur) Salomons, professor of Private Law at the Faculty of Law of the University of Amsterdam;
- Prof. dr. S.M.M. (Sacha) Garben LLM, professor of EU law at the Legal Studies Department of the College of Europe in Bruges and legal officer with the Directorate-General for Employment, Social Affairs and Inclusion of the European Commission in Brussels (Belgium);
- Prof. mr. V. (Vincent) Sagaert, professor in Private Law (specifically Contract Law, Property Law, Property Law and Notarial Real Estate Law) at the KU Leuven (Belgium);
- R. (Roel) Menning, master student Civil Law at Radboud University [student member];
- A. (Amber) Veldhuizen MSc., master student Labour Law and and Private Law at the University of Groningen [student member];
- I. (Iris) Stins BSc., bachelor student Law at the Open University [student member];
- A. (Annefleur) Timmermans, bachelor student Law at Maastricht University [student member];
- Prof. dr. A.C.M. (Anne) Meuwese, professor of Public Law & Governance of Artificial Intelligence at Leiden University [referee];
- Mr. dr. M.Y. (Martien) Schaub; associate professor in Civil Law at Erasmus Law School of the Erasmus University Rotterdam [referee];
- Prof. dr. A.C. (Antoine) Buyse, professor of Human Rights from a Multidisciplinary Perspective and director of the Netherlands Institute of Human Rights at Utrecht University [referee];
- Dr. M. (Moritz) Jesse LLM, associate professor of European Union Law at the Europa Institute of Leiden Law School at Leiden University [referee];
- Prof. mr. J.L.W. (Hansko) Broeksteeg, professor of Constitutional Law at the Faculty of Law of Radboud University [referee];
- Dr. V. (Vestert) Borger LLM, assistant professor of European Law at the Europa Institute of Leiden University [referee];
- Prof. dr. mr. V. (Vanessa) Mak, professor of Civil Law at the Institute of Private law at Leiden University [referee];
- Dr. mr. J.M. (Michael) Milo, associate professor at the Molengraaff Institute for Private Law of Utrecht University [referee];

- Prof. dr. T.M. (Tom) Berkhout, professor of Real Estate at Nyenrode Business University [referee];
- Prof. mr. H. (Harold) Koster, professor of Company Law at Leiden University [referee];
- Prof. mr. A.R. (Arno) Lodder, professor of Internet Governance and Regulation at Vrije Universiteit Amsterdam [referee];
- Prof. dr. J.G.J. (Jac) Rinkes, professor of European and Comparative Insurance Law at the University of Amsterdam and Private Law at the Open University [referee];
- Prof. mr. J.S.L.A.W.B. (Sebastiaan) Roes, professor of Notarial Law at the Faculty of Law of Radboud University [referee];
- Prof. dr. M.F. (Maarten) de Wilde LLM, professor of International and European Tax Law at Erasmus School of Law of Erasmus University Rotterdam [referee];
- Prof. dr. W.G. (Wouter) Werner, professor of Public International Law at Vrije Universiteit Amsterdam and professor occupying an endowed chair in Public International Law at the University of Curaçao [referee];
- Prof. dr. M. (Marjan) Peeters, professor of Environmental Policy and Law at the Faculty of Law, Public Law and Metro of Maastricht University [referee].

The panel assessing the bachelor programme European Law School, the master programmes European Law School, Globalisation and Law, International and European Tax Law, International Laws, and the advanced master programmes Privacy, Cybersecurity and Data Management, Intellectual Property Law and Knowledge Management LL.M., Intellectual Property Law and Knowledge Management MSc. at Maastricht University consisted of the following members:

- Prof. dr. J.P. (Joanne) van der Leun, professor of Criminology at Leiden Law School of Leiden University [chair];
- Prof. mr. dr. P.M. (Pauline) Schuyt, director of the Academy for Legislation and Government Lawyers in The Hague, and professor of Penal Law and Sentencing at Leiden University;
- Prof. dr. mr. U.R.M.T. (Bald) de Vries, professor of Interdisciplinary Legal Education at the Faculty of Law, Economics, Governance and Organization of Utrecht University;
- Prof. dr. A.F. (Arthur) Salomons, professor of Private Law at the Faculty of Law of the University of Amsterdam;
- Prof. dr. S.M.M. (Sacha) Garben LLM, professor of EU law at the Legal Studies Department of the College of Europe in Bruges and legal officer with the Directorate-General for Employment, Social Affairs and Inclusion of the European Commission in Brussels (Belgium);
- I. (Iris) Stins BSc., bachelor's student Law at the Open University [student member];
- Prof. mr. J.L.W. (Hansko) Broeksteeg, professor of Constitutional Law at the Faculty of Law of Radboud University [referee];
- Dr. V. (Vestert) Borger LLM, assistant professor of European Law at the Europa Institute of Leiden University [referee];
- Prof. dr. mr. V. (Vanessa) Mak, professor of Civil Law at the Institute of Private law at Leiden University [referee];
- Dr. mr. J.M. (Michael) Milo, associate professor at the Molengraaff Institute for Private Law of Utrecht University [referee];
- Prof. dr. A.C. (Antoine) Buyse, professor of Human Rights from a Multidisciplinary Perspective and director of the Netherlands Institute of Human Rights at Utrecht University [referee];
- Dr. M. (Moritz) Jesse LLM, associate professor of European Union Law at the Europa Institute of Leiden Law School at Leiden University [referee];
- Prof. dr. A.C.M. (Anne) Meuwese, professor of Public Law & Governance of Artificial Intelligence at Leiden University [referee Public Law];

- Mr. dr. M.Y. (Martien) Schaub, associate professor in Civil Law at Erasmus Law School of the Erasmus University Rotterdam [referee Private Law].

Information on the programmes

Name of the institution:	Maastricht University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive

Programme name:	European Law School
CROHO number:	50017
Level:	Bachelor/LLB
Orientation:	Academic
Number of credits:	180 EC
Specialisations or tracks:	-
Location:	Maastricht
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 November 2024

Programme name:	European Law School
CROHO number:	60017
Level:	Master/LLM
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	- European Business Law - European Public Law - Law of Sustainable Europe
Location:	Maastricht
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 November 2024

Programme name:	Globalisation and Law
CROHO number:	60170
Level:	Master/LLM
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	- Human Rights - Corporate and Commercial Law - International Trade and Investment Law
Location:	Maastricht
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 November 2024

Programme name:	International and European Tax Law
CROHO number:	60459

Level:	Master/LLM
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	- Customs and International Supply Chain Taxation - Tax and Technology
Location:	Maastricht
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 November 2024

Programme name:	International Laws
CROHO number:	60168
Level:	Master/LLM
Orientation:	Academic
Number of credits:	120 EC
Specialisations or tracks:	-
Location:	Maastricht
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 November 2024

Programme name:	Advanced Master in Privacy, Cybersecurity and Data Management
CROHO number:	75150
Level:	Master/LLM
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location:	Maastricht
Mode(s) of study:	Parttime
Language of instruction:	English
Submission date NVAO:	1 November 2024

Programme name:	Advanced Master Intellectual Property Law and Knowledge Management LLM
CROHO number:	75064
Level:	Master/LLM
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location:	Maastricht
Mode(s) of study:	Fulltime, parttime
Language of instruction:	English
Submission date NVAO:	1 November 2024

Programme name:	Advanced Master Intellectual Property Law and Knowledge Management MSc
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CROHO number:	75065
Level:	Master/MSc
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location:	Maastricht
Mode(s) of study:	Fulltime, parttime
Language of instruction:	English
Submission date NVAO:	1 November 2024

Description of the assessment

Organisation

Maastricht University (UM) was established in 1976. It currently features six faculties, 22000 students and 5000 staff. UM is known for its innovative education model, international character and multidisciplinary approach to research and education. The Faculty of Law is the youngest law faculty in the Netherlands and highly international: 53% of its students and 40% of its staff come from abroad. The faculty offers small-scale, constructive and activating education and pays plenty of attention to skills acquisition for the future legal professional.

The Faculty of Law offers three bachelor programmes, eight master programmes and three advanced master programmes. Three programme directors - one for the Dutch-language bachelor programmes, one for the English-language bachelor, and one for all (advanced) master programmes - are responsible for the content and quality of the programmes assigned to them. Most programmes are managed by a dedicated coordinator who assists his/her programme director. At course level, block coordinators - often supported by colleagues in a so-called planning group - are responsible for the content, delivery and examination of the respective courses (also called blocks). Each programme has a dedicated programme committee, and all programmes in the Faculty of Law share one common Board of Examiners. The panel noticed during the visit that there are regular formal and informal meetings at course, programme and faculty level to monitor and assure the quality and progress of the education programmes.

Recommendations of the previous accreditation panel

During the previous accreditation round in 2018, the review panel made several common and programme-specific recommendations. Common suggestions included that all programmes should focus on fostering a sense of community among students, introduce more variety in assessments and pay greater attention when evaluating final projects to the justification of research methods, the weighting of components, and the feedback in the assessment form. The previous panel furthermore encouraged the Board of Examiners to maintain oversight of assessments at curriculum level, rather than primarily at course level. In so far as the feasibility of the master programmes was concerned, the panel recommended reconsidering the February intake and the set-up of the master thesis.

These recommendations, as well as the actions taken accordingly, are clearly stated in the general and programme-specific self-evaluation reports. The current panel notes that the faculty and the programmes have been diligent and serious in addressing these recommendations: the adjustments were set in motion shortly after the previous visit and initial developments were discussed already during the interim programme evaluations in 2021. The panel acknowledges therefore that the reported adjustments are not ad hoc initiatives taken in light of the present review.

Overall, the current panel is satisfied with the faculty's and programmes' approach to the recommendations of the previous panel and with the outcomes of the adjustments. Community-building among students has received a boost, partly by focusing on meeting spaces and more frequent formal and informal contact, and has become central to the faculty's strategic plan for 2018-2022 ('Creative Community Law@UM'). The assessments have been made more varied, the evaluation of final projects has been adjusted, the master thesis process has been revised, and the February intake for the master programmes was discontinued as of 2022-2023. According to the panel, the approach to the recommendations has led to the Faculty of Law having better control over the structure and organisation of education, as well as to a further increase in the

quality of education. The specific developments and adjustments are discussed in relation to the relevant standards and programmes in this advisory report.

Standard 1. Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

Profile

The programmes at the Faculty of Law share three characteristics: they align with the international profile of the university and the faculty, they pay attention to the connection between research and education, and they deliver education according to the university-wide concept of Problem-Based Learning (PBL). As will be discussed in the second part of this section, these characteristics feature prominently in each programme under review.

In PBL students work in tutor-led groups to solve practice-based problems, thereby learning (aspects of) legal doctrines. Education is organised according to the so-called CCCS-principles: constructive, contextual, collaborative, and self-directed in nature. Within the boundaries of these four elements, programmes or course components can place different emphases. The panel gathered during the site visit that PBL, which is a key distinctive feature of all education at UM, is upheld in all programmes under review and is very much present in the minds of staff and students. In fact, many students choose Maastricht specifically for this approach, and alumni distinguish themselves by having been shaped by it. Furthermore, the faculty plays an active role in the development of PBL in legal education by participating in national and international forums and networks on (problem-based) legal education.

Staff members responsible for the content of education also have research tasks and are connected to research institutes and capacity groups within the faculty. They evaluate the teaching material yearly to ensure that students get acquainted with the latest developments in scientific research. In several courses, staff involve students in their research. Moreover, honours programmes at both bachelor and master level allow talented and interested students to participate in research assignments. The panel noticed during the discussions with students and staff that education at the Faculty of Law is indeed research based. Hence, the panel endorses the statement in the most recent research accreditation report that the research-teaching nexus is strong.

All programmes align with the international profile of the UM in general and the Faculty of Law in particular. Moreover, the university has committed, through the Quality Agreements, to the UNESCO concept of Global Citizenship Education. This concept involves educating students for an active role in building peaceful, tolerant, inclusive, and safe societies, both locally and globally. From the interviews conducted during the site visit, the panel understood that in the Faculty of Law, Global Citizenship Education is generally regarded as a broad concept that applies to education in a wide sense. As a result, the concept tends to be more present in some programmes than in others. According to the panel, the international perspective is part and parcel of the eight English-language programmes in this report, which also pay attention to the role of the future legal professionals in building society. Nonetheless, given the commitment of both university and faculty, the panel sees room for a more explicit operationalisation of Global Citizenship Education in all the programmes under review, for instance in their intended learning outcomes and/or course learning goals.

Intended learning outcomes

Each programme has developed its own set of intended learning outcomes, which are included in Appendix 1 of this report and are discussed per programme. The panel observes that in each programme the intended learning outcomes are aligned with both the national Domain-Specific Reference Framework for Law and the international Dublin descriptors. The panel appreciates this systematic approach, as well as the domain-specific grounding of the learning outcomes. The panel believes that the final qualifications of every programme meet the requirements of content, level, and orientation. Moreover, they reflect the specific profile of each programme. The discussions on site also convinced the panel that every programme pays attention to keeping their intended learning outcomes up-to-date.

Safeguarding programme relevance

The panel gathered from the written materials and the discussions on site that the programmes are aligned with the expectations of the professional field. At individual programme level there have been several initiatives to establish feedback groups with representatives from the (broader) professional field. Currently such (informal) groups exist for a few programmes/tracks. In addition, the respective teaching teams include several staff who are partially active in the professional field.

Until recently, alumni policy was mainly addressed at central university level. The panel was informed that it is now also becoming a point of priority attention for the Faculty of Law and the respective programmes. Before the COVID-19 pandemic, there were annual meetings of two faculty-wide alumni advisory boards (one Dutch-speaking, one English-speaking) that provided strategic advice. However, these boards have not resumed since the pandemic.

Overall, the panel notes that the connection to the professional field is adequately safeguarded for all programmes through feedback groups and staff with professional assignments. In case of curriculum reform, programmes consult not only staff and students, but also professional contacts and alumni. Nonetheless, the panel sees room for a more systematic involvement of both the professional field and the alumni at programme level, for instance by (re-)establishing programme-specific advisory boards that include alumni.

Bachelor European Law School

The bachelor programme European Law School (ELS) stands out from other bachelor in law programmes in three ways: it approaches the study of law from a comparative and European perspective, it is delivered using the educational method of problem-based learning, and the student body is very international, thus constituting a genuine international classroom. The panel gathered from the written materials and the discussions on site that the programme indeed delivers on all three features – content, method, and community – and in this way succeeds in educating bachelor students for a position as European legal professionals in a globalising world. The panel appreciates the unique comparative and European perspective of the ELS bachelor that teaches students that there is more than one way to solve a legal problem, that there are alternative ways to achieve justice, and that law does not end at the national border, but is influenced by and must interact with European and international law, which are in turn influenced by the different national legal systems that make up the European Union and the international community.

The ELS bachelor is a non-qualifying law degree that is not constrained by national requirements for professional qualifications to access the traditional legal professions. Hence, it can adapt and integrate the faculty's evolving research focus and make more distinct choices concerning the focus of the curriculum. Nonetheless, the panel was informed that the programme contains a good number of courses that count

towards obtaining ‘civiel effect’. In fact, several international students pursue a ‘national’ master degree after the ELS bachelor.

Since the previous accreditation visit, the programme has invested considerably in revising the curriculum in order to update the programme’s underlying narrative. While the implications of this revision at course level will be discussed in the next chapter, the panel noticed that the ELS programme now pays more attention for globalisation (and deglobalisation) as well as for the position of the European Union in the world. In this way the programme substance remains in sync with the research performed at the faculty of Law, which is increasingly focused on global justice, institutional transformations, globalising markets, cross-border cooperation and mobility, and law and technology.

The panel gathered from the written materials and the discussions that these adjustments have not altered the set of intended learning outcomes, which continue to form a solid foundation for the ELS bachelor. The programme consists of 19 exit qualifications, spread over three clusters: content of the law, applying knowledge and insight, and learning skills. Students acquire knowledge of the main fields of international, European and/or national law including a critical understanding of the underlying principles and theories of law; they develop core academic, legal and professional skills that allow them to engage in legal problem-solving; and they learn not only to take responsibility for their own learning and professional development, but also to collaborate with others in the context of their studies.

According to the panel, the exit qualifications adequately reflect the substance, level and orientation of the ELS bachelor. However, the panel also noticed that intended learning outcomes do not fully encompass the narrative that underlies the programme and makes the ELS bachelor stand out among other programmes. The panel therefore recommends using the momentum created by the curriculum reform to adjust the intended learning outcomes accordingly. Further to its finding in the general section, the panel noticed that the concept of Global Citizen Education is addressed in the ELS bachelor, and hence deserves to be explicitly mentioned in the programme learning outcomes.

Master European Law School

The master programme European Law School (ELS) aims to deliver informed, engaged and critical lawyers with excellent knowledge of different areas of European law. Students can specialise in either European Business Law, in Public Law or in Law of Sustainable Europe, or follow the general programme track without specific focus. Eventually, all ELS graduates should understand how the law operates in an international and European context and possess the necessary practical skills to communicate correctly and effectively both professionally and as responsible and critical citizens. The panel appreciates the specific profile of the ELS master: it offers in-depth and up-to-date knowledge of EU law in a multi-level and political setting, it explores the links between international, EU and national levels, and provides an understanding of the political context in which EU law is shaped, applied, and enforced. Furthermore, and in line with the bachelor ELS, the master caters for an international student body in a PBL environment.

The previous panel suggested to formulate a more pronounced vision on the programme’s international orientation, while the midterm review noticed a lack of profile and community feeling. The current panel acknowledges that the programme has extensively discussed these recommendations, which eventually led to a revised curriculum that was rolled out in September 2023. By adding one specialisation and clearly profiling the existing specialisations and the general track, the new ELS master combines a breadth of legal domains with in-depth substance. Moreover, the programme now caters for the needs of different student audiences. Hence, there is a stronger ELS community both at central programme level and within each of the specialisations/tracks.

The ELS master has one common set of 13 intended learning outcomes, divided over five clusters that coincide with the Dublin descriptors: knowledge and understanding, applying knowledge and understanding, making judgements, communication, and learning skills. The panel noticed in the informative matrices in the self-evaluation report that taken together the common programme components and the specific courses taught in each specialisation contribute to - and comprehensively cover - the exit qualifications. It welcomes in particular the attention in the learning outcomes for the interaction between EU law and national law.

According to the panel, the exit qualifications reflect adequately the substance, level and orientation of the ELS master. If anything, the panel advises the programme to produce a dedicated matrix for the general programme track. Further to its finding in the general section, the panel noticed that the concept of Global Citizen Education is addressed in the ELS master, and hence deserves to be explicitly mentioned in the programme learning outcomes.

Finally, the panel endorses the statement in the self-evaluation report that a Dutch LLB in combination with the ELS specialisation EU Public Law automatically gives access to the legal profession in the Netherlands. Students in other specialisations and the general track have to select specific courses if they want to obtain 'civiel effect'. The panel understands from the discussions that this arrangement concerns only a minority of ELS students.

Master Globalisation and Law

The master Globalisation and Law (GAL) comprises a general programme and three specialisations: Human Rights Law, Corporate and Commercial Law, and International Trade and Investment Law. It attracts a high share of international students and is taught by a significant number of international tutors and lecturers. In this way, the global nature of the programme substance in combination with the problem-based educational approach and the international and intercultural student and staff community prepare students for the global labour market.

The panel gathered from the written materials and the discussions on site that the GAL master has been revised since the previous accreditation visit. In so far as the profile is concerned, the previous panel suggested to revise the specialisation-specific outcomes to better align with the rest of the programme while the midterm review panel advised to give more attention to globalisation. The revision process has led to a reformulation of the intended learning outcomes and to a clarification of the programme's ambition and vision. The current panel endorses the efforts of the programme: at the time of the site visit, the newly introduced curriculum explores not only the role of human rights law, commercial and corporate law, and international and trade law in the process of globalisation, but now also examines how acute global problems such as war and climate change impact the understanding of international and domestic laws.

The GAL master specialisations share a largely identical set of 18 or 19 intended learning outcomes, which are divided over five clusters that coincide with the Dublin descriptors. Where exit qualifications are different, they concern domain-specific substance and fall under the cluster knowledge and understanding. The panel noticed in the informative matrices in the self-evaluation report that taken together the common programme components and the specific courses taught in each specialisation contribute to - and comprehensively cover - the exit qualifications. It welcomes the recent attention in the exit qualifications to evaluating how global problems impact on the understanding of the law.

According to the panel, the exit qualifications reflect adequately the substance, level and orientation of the GAL master. In line with its profile, the programme definitely provides students with a strong understanding of, and ability to think critically about, a wide range of complex international legal issues. By the end of their study, GAL graduates will have acquired a broad understanding of supranational and international organisations, as well as of the impact of globalisation on national legal systems. If anything, the panel advises the programme to produce a dedicated matrix for the general programme track. Further to its finding in the general section, the panel noticed that the concept of Global Citizen Education is addressed in the GAL master, and hence deserves to be explicitly mentioned in the programme learning outcomes.

Master International and European Tax Law

The master programme International and European Tax Law (IETL) builds on, and deepens, the knowledge and skills acquired during bachelor programmes such as Fiscaal Recht or Fiscal Economics. Since the previous accreditation, the programme is offering two specialisations – Tax & Technology, and Customs Law & International Supply Chain - in addition to the general IETL programme track. In this way the IETL master meets the growing demand for experts in newly emerging fields of tax law.

The programme takes an international and European approach to attract students from all over the world with sufficient prior knowledge of tax law. The resulting international and intercultural student groups enrich the discussions and learning experiences of all participants. The panel thinks highly of this profile, which caters not only for international students but also allows domestic students to pursue a professional qualification. In this regard, the panel endorses the statement in the self-evaluation report that IETL graduates with a Dutch bachelor degree in Fiscaal Recht have access to civiel effect and can become member of the Nederlandse Orde van Belastingadviseurs (NBO).

The panel gathered from the written materials and the discussions on site that the IETL master has been revised since the previous accreditation visit. In so far as the profile is concerned, the previous panel suggested to better reflect the international orientation of the programme in the learning outcomes, while the midterm review panel advised to keep pace with the rapid developments in the international and European tax arena. The current panel endorses the efforts of the programme: at the time of the site visit, the revised curriculum does not only cover a broader field of tax law (through the specialisations) but also addresses recent European and international tax initiatives and their policy implications and impact. These elements are also reflected in the learning outcomes.

The IETL master has a common set of 35 intended learning outcomes, which are divided over five clusters that coincide with the Dublin descriptors. The panel noticed in the informative matrices in the self-evaluation report that taken together the common programme components and the specific courses taught in each track contribute to - and comprehensively cover - the exit qualifications in the programme's general track as well as in its specialisations. According to the panel, the intended learning outcomes reflect adequately the substance, level and orientation of the IETL master.

The discussions with management, staff and students have demonstrated that there is a close cooperation between the IETL programme and the Dutch-language master programme Fiscaal Recht. Many teaching staff belong to the same Tax Law department, perform research in the Maastricht Centre for Taxation and lecture or tutor in both programmes. The panel thinks that this cooperation is a value added for the programme.

Moreover, through the department staff, the IETL programme has strong connections with the professional field to discuss the expectations of the labour market and to ensure that the programme complies with the

requirements of the professional bodies. According to the panel, these connections and networks serve as good practice for other law programmes who could benefit from more systematic and structural advice.

Master International Laws

The programme International Laws stands out from other master programmes at the Faculty of Law as it is a two-year 120 EC programme. It combines academic education with foreign language learning and a study period abroad. In terms of substance, the programme combines legal knowledge in the fields of international law and European law, with an understanding of the impact of globalisation in various areas of the law. Programme admission is selective to match programme objectives with student ability and aspiration. The programme size contributes to the small-scale character of education, and allows students to write an extended thesis, attend a masterclass and take non-law courses. Taking all these elements together, the panel thinks the International Laws master constitutes an attractive programme for ambitious students who envisage an international career and want to combine in-depth legal studies with an academic and cultural experience.

The panel gathered from the written materials and the discussions on site that the programme has refined and expanded its learning outcomes following the suggestion from the previous panel to better capture the substantive focus of the International Laws master. Before, the learning outcomes were formulated in a rather generic way. The current exit qualifications consist of 17 intended learning outcomes, which are divided over five clusters that coincide with the Dublin descriptors.

According to the panel, the intended learning outcomes reflect adequately the substance, level and orientation of the International Laws master. Moreover, the exit qualifications align with the specific ambition of the programme to deliver graduates with a strong academic background who are trained to understand the impact of globalisation in various main areas of law, confident in an international environment and able to work in different languages. If anything, the panel advises the programme to consider all programme components (such as the study period abroad and the masterclass) in the learning outcomes matrix. Further to its finding in the general section, the panel noticed that the concept of Global Citizen Education is addressed in the International Laws master, and hence deserves to be explicitly mentioned in the programme learning outcomes.

Advanced Master Intellectual Property Law and Knowledge Management (LLM & MSc)

The advanced master programmes in Intellectual Property Law and Knowledge Management (IPKM) are selective, small-scale programmes that aim to prepare their graduates for specialised positions at this crossroads of law, policy and knowledge management in technology-driven innovative and creative industries. The IPKM master offers two distinct degrees, each with a proper ISAT number: an LLM degree focusing on comparative Intellectual Property (IP) litigation, entrepreneurship, valorisation and IP management for law graduates who want to work as trademark attorneys, lawyers or in-house counsels; and an MSc degree for science and technology or economics and business graduates who want to become IP specialists, knowledge managers or patent attorneys. The IPKM MSc degree is recognised by the European Patent Office as a first step towards becoming a European Patent Attorney.

The IPKM master is highly specialised offering a multidisciplinary perspective on IP law, technology and IP management. The programme is designed along three pillars: a common core, an LLM track and an MSc track. In this way, students with diverse backgrounds in education, knowledge and skills learn not only from the expert teaching staff but also from each other. In order to accommodate working professionals, the programme(s) can also be spread over two years. The panel appreciates the clear positioning of the IPKM master as a combination of common and degree-specific elements.

The advanced master has a common set of 21 intended learning outcomes, which are divided over five clusters that coincide with the Dublin descriptors, as well as three degree-specific outcomes in terms of knowledge and insight. The panel noticed in the extensive and informative matrix in the self-evaluation report that taken together the common programme components, the elective courses and the degree-specific courses contribute to - and comprehensively cover - the exit qualifications. According to the panel, the intended learning outcomes reflect adequately the substance, level and orientation of the advanced master. Moreover, the exit qualifications align with the programme's specific ambition to deliver graduates who are qualified to work in an international, multicultural environment as academics, lawyers, consultants, or officials of governmental and non-governmental organisations, in the field of knowledge management and technology transfer.

The discussions with management, staff and students have demonstrated according to the panel that the IPKM programme has strong connections with the professional field through both the non-resident expert staff and the European Patent Office. These contacts moreover ensure that the intended learning outcomes remain up-to-date.

Advanced Master Privacy, Cybersecurity and Data Management

The advanced master programme in Privacy, Cybersecurity and Data Management (PCDM) offers legal education to professionals in the area of data governance. It aims to prepare a new generation of so-called data leaders who can identify and address the emerging challenges of new technology, integrating legal knowledge with cybersecurity and data management competences. The panel appreciates the clear – and well thought through – profile and ambition of the programme.

Furthermore, the programme is rather new: at the time of the site visit it was running for the third time since its initial accreditation. The panel gathered from the discussions on site that the programme has taken on board the suggestions from the initial accreditation panel. Moreover, it has adjusted the programme every year to better meet the student needs and respond to the dynamic developments in the field.

The PCDM master is built on three pillars: privacy/data protection law, cybersecurity law & technology, and data management. The first two pillars foster knowledge of privacy and cybersecurity law on an academic level, while the third pillar focuses on knowledge and skills in selected sectoral areas. The panel acknowledges that the PCDM programme stands out internationally as one of the very few LLM degrees with such specific content. The discussions on site have convinced the panel that the programme's interdisciplinary approach with a practical and professional focus is also sufficiently robust in terms of academic orientation.

The advanced master has formulated 15 intended learning outcomes, which are organised around four clusters: knowledge and insight, academic attitude, global citizenship, and interpersonal competences. According to the panel, the intended learning outcomes are formulated in a very concrete way that reflects adequately the substance, level and orientation of the advanced master. Moreover, it is the only English-language programme under review that explicitly addresses Global Citizenship education – graduates are able to actively engage in the global community in a globally responsible manner – as an exit qualification.

Considerations

The panel considers that all English-language programmes under review have a specific and relevant profile that fully aligns with the three distinctive characteristics of the university and the faculty: the international

perspective, the connection between research and education, and the educational model of problem-based learning.

The panel appreciates that the intended learning outcomes for each programme are aligned with both the national Domain-Specific Reference Framework for Law and the international Dublin descriptors. Moreover, the intended learning outcomes reflect the specific programme profile and are systematically kept up-to-date. Hence, the panel considers that the final qualifications of every programme meet the respective requirements in terms of content, level and orientation.

According to the panel, all programmes live up to the expectations of both the academic and professional fields. The connection to the professional field is safeguarded through feedback groups and teaching staff holding professional assignments.

The panel gathered from the written materials and the discussions on site that each programme has been adjusted to some extent since the previous accreditation visit. The recommendations of the previous panel regarding the programme profile and learning outcomes have been addressed swiftly and meticulously and were further refined following the midterm reviews. The current panel wants to compliment the faculty and the programmes for their efforts and considers that the adjustments have all been for the better.

In addition to all positive findings and considerations, the panel sees two points for improvement that apply to almost all programmes: first, programmes may want to state more explicitly how the university-wide concept of Global Citizenship Education adds value for the students and graduates in each programme. This could happen for instance by including Global Citizenship Education in the intended learning outcomes and/or course learning goals, as is demonstrated in the PCDM advanced master. Second, there is room for a more systematic involvement of both the professional field and the alumni in keeping the individual programmes up-to-date. This could be realised for instance by (re-)establishing programme-specific advisory boards that include alumni. The efforts of the IETL master in this regard can serve as inspiration.

Furthermore, at individual programme level, the panel advises the ELS bachelor to adjust the intended learning outcomes in such a way that they fully encompass the specific and recently adjusted narrative underlying the programme.

Conclusion

The panel concludes that the programmes all meet standard 1.

Standard 2. Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Curriculum

Most English-language programmes discussed in this report have been revised since the previous review. Appendix 2 to this report contains an overview of all curricula. While the intended learning outcomes and final objectives remained largely the same, the programmes have introduced more intensive contact hours,

greater coherence through overarching learning pathways in the bachelor programme, and feature a stronger alignment with the labour market in the master programmes.

The panel noticed that recommendations of the previous panel have been incorporated in the redesign of the respective curricula. Two adjustments concern (almost) all master programmes: in view of a stronger community building and higher study success rates, the Faculty decided to eliminate the February intake per September 2022. In order to guide students more effectively in completing their final project within the standard duration of the programme, the revised master programmes now feature a structured master thesis trajectory. During the first block period, students receive a list of available supervisors and the fields in which they offer guidance. A master's thesis fair is also organised, giving students the opportunity to obtain more information about the available topics. Students can then request one of the available faculty members to act as their supervisor for one of the offered topics. The trajectory includes clear deadlines. The current panel welcomes the elimination of the February intake and the structured master thesis trajectory.

Throughout their studies, law students can participate in several (extra-)curricular activities, notably but not exclusively to enhance their research and pleading skills. The previous review panel found that these initiatives lacked cohesion and were not well-known to students. In recent years, the faculty has chosen to align some of these activities more closely with university-wide honours initiatives: in the framework of the Maastricht Research Based Learning (MaRBLe) programme, groups of bachelor students work on research assignments; master students can follow the research honours track to enhance their research methodology skills or join as part of the PREMIUM programme a multidisciplinary team to solve real-life cases set by external parties. Furthermore, bachelor and master students can opt for (international) moot court assignments and competitions. In 2018, the faculty decided to only offer these moot courts outside the regular curriculum. However, students can still top up their study programme with additional credits gained for their extra-curricular participation in some major Moot Court competitions. The panel appreciates that students can continue to engage in both faculty-specific and university-wide initiatives.

Language of Instruction

The eight programmes covered in this report are taught in English, and the name of all eight programmes is formulated in English, too. The panel gathered from the extensive and programme-specific motivations in the materials and from the sessions with faculty and programme management that the rationale for English language programmes was extensively discussed and finds its origin in the international profile of the university, the faculty's comparative and European approach to the study of law, and the international composition of the student body and teaching team. In every programme the key motivator is the fact that the legal disciplines addressed are mainly regulated at international level. Moreover, the programmes focus on international legal practice in which the working language is English with sources of law, case law and literature usually being available in English, not in Dutch. In addition, many issues addressed in these legal disciplines are transnational or international in nature, which results in English being the working language between countries and parties. Hence, it is essential according to the faculty that students in these programmes are able to express themselves and communicate effectively in English. To ensure the quality of language, students are subject to an ongoing assessment of their English language proficiency, while all staff who teach in the programmes are required to have at least C1 level English.

The panel endorses the faculty's approach regarding the English name and the English language of instruction in the eight programmes under review: bachelor European Law School, master European Law School, master Globalisation and Law, master International and European Tax Law, master International Laws, advanced masters Intellectual Property Law and Knowledge Management LLM and MSc, and advanced master Privacy, Cybersecurity and Data Management.

Learning environment

As mentioned in Standard 1, all programmes adopt Problem-Based Learning (PBL) as didactic concept. Education is considered to be PBL when it is constructive, contextual, collaborative, and self-directed in nature (the CCCS principles). These four pillars allow for different emphases to be placed in each programme. PBL is therefore not a rigid framework but allows for various interpretations and approaches. PBL typically takes shape through 'tutorial groups', where 15-19 students work together under the guidance of a tutor. The intensity of this small-scale form of education encourages active participation by students. In principle, all academic staff members - from junior lecturers to senior professors - participate in the programmes as tutors. Tutorial groups are complemented by other forms of education, usually in the form of practical classes or (interactive) lectures which are delivered in person, online or in a blended format with knowledge clips.

During the site visit, the panel extensively discussed the innovations and tailored application of PBL according to the CCCS principles with faculty management, staff, students and alumni. The panel also looked into the number of contact hours, which have recently been increased as part of the curriculum revision. Nonetheless, the 7 tutorial group hours and 2 lecture hours in an average PBL week are still relatively low compared to other law programmes across the Netherlands. However, the discussions on site have convinced the panel that students in all programmes are engaged in an intensive and contact-rich learning environment, and that the specific teaching method contributes to this intensity: even outside contact hours, PBL requires effort and collaboration from students. Moreover, the implementation of PBL is consciously adapted to the goals and level of the various programmes and courses, and is continually evaluated and adjusted as needed to optimise education. Within the programmes, the panel observed a good variety of active teaching methods, thanks in part to the PBL system. The teaching staff also contributes to this: junior tutors are easily approachable for students, and the panel commends the fact that senior staff members also guide tutorial groups. This approach ensures that education holds a central position within the faculty.

International classroom

The Faculty of Law is proud of its international character, which is particularly visible in the English-language programmes. The student and staff body in every programme under review is multinational without certain nationalities being over-represented. This allows for a multicultural environment and a truly international classroom, which strengthens the development of a pluralistic legal mindset and allows students and staff to share and learn from their diverse perspectives, experiences and backgrounds. The panel noticed that – also as a response to the findings of the previous accreditation panel - the faculty has been very active lately in promoting and facilitating community building among Dutch and international students. Such bonding is further enhanced by the study associations who increasingly target both groups. During the visit the panel observed that there is a strong community of students and staff in the Faculty of Law, which is multinational and multicultural.

Student support

The panel gathered from the written materials and the discussions on site that students at the faculty of Law can rely on a range of support mechanisms. All first-year bachelor students have a mentor, a member of staff, who organises at least three meetings during the first semester to check if every student is doing fine, in terms of both study and personal wellbeing. If needed, the mentor can guide a student to first-line (study advisors) or second-line (student psychologists) care within the university. While the demand for mental health support was steadily increasing before COVID, the pandemic has further heightened the need for assistance. In response, the faculty has appointed a dedicated wellbeing officer, a psychologist who, in the

role of study advisor, specifically focuses on student mental health. Furthermore, the study associations cater to the various populations and target groups in the programmes and in this way contribute to an active, stimulating and healthy study environment. The panel is positive about the overall student support provisions by the university and the faculty. The efforts around personal study advice and the addition of the wellbeing officer demonstrate according to the panel the commitment of the Faculty of Law to student care and attention.

Staff

The academic staff in the Faculty of Law are connected to one of the six capacity groups, based on legal disciplines: Private Law, Public Law, International and European Law, Criminal Law and Criminology, Foundations, and Tax Law. The capacity groups allocate staff to the various programmes. Teaching is conducted by staff who hold a doctorate and who have both teaching and research responsibilities. Additionally, PhD candidates and (junior) lecturers are involved in the different programmes. In the case of the master programmes, this includes experienced senior lecturers or PhD candidates who, under the guidance of a senior colleague, teach their own research topics. Since 2021, the faculty also relies on a group of (junior) lecturers who are widely employed in the early years of bachelor programmes but are not embedded in a capacity group and report directly to the relevant programme director. Moreover, some academic staff also work concurrently in the profession, thus bringing valuable professional experience into the programmes.

Staff members receive mandatory onboarding at the start of their appointment: they are introduced to the principles of the educational philosophy and practice their role in delivering PBL-education. Staff with a substantial teaching appointment in terms of scope and duration are required to obtain the University Teaching Qualification (BKO) within two years. A modular training course has been established to support this. The faculty also implemented a system of continued professional development (CPD). CPD activities are largely flexible and partly fall under the CPD training offered at the university level through the central Teaching and Learning Centre, EdLab. Staff holding the BKO should follow 16 hours of CPD activities per year. In order to facilitate the various staff learning opportunities, the faculty features both a BKO and a CPD coordinator.

Furthermore, the panel gathered from the written materials and the discussions on site that the faculty has gone at lengths to maintain a reasonable staff-student ratio, while mitigating the teaching workload of the staff. In order to achieve this, the faculty has used its own budget, as well as financial means from the Quality Agreements. In this regard, the national programme 'Recognition & Rewards' has been very important.

The panel finds that the faculty deploys a sufficient number of teaching staff who are clearly of adequate quality: lecturers are experts in their field and are well-versed in pedagogy. Junior lecturers are also praised by students for being accessible and motivated to provide good teaching. The panel appreciates that the faculty has focused on staff professionalisation. However, it notes that there is a backlog in this area, which is partly due to the pandemic: currently, 47% of staff have obtained the BKO and 35% are still working towards it. The panel considers the CPD system to be a valuable addition. Additionally, the panel is pleased with the way new lecturers are trained in applying PBL. The intensive onboarding procedure has received positive feedback from the new lecturers interviewed by the panel.

A point of concern, according to the panel, is that the organisation into capacity groups can lead to some degree of siloing. The discussions on site revealed that smaller programmes with staff belonging chiefly to one capacity group often operate somewhat in isolation. This, in turn, prevents a fruitful exchange of good

practices and calibration across capacity groups. Hence, the panel advises the faculty to proactively facilitate such interactions between lecturers from different domains.

Facilities

Although a re-accreditation primarily focuses on programme-specific facilities, the panel wishes to highlight that students at the Faculty of Law benefit from facilities specifically designed for PBL, community building, and collaboration. The faculty is housed in a historic building that is optimally designed for collaboration in tutorial groups and brings students and teachers together. The faculty has provided numerous study spaces throughout the building, including common rooms and lounges. The study associations are also housed there. The faculty and programmes focus on formal and informal contact opportunities. Especially since the COVID-19 pandemic, the faculty aims to bring together students and staff from all programmes (Dutch-language and international) to meet each other. This contributes to community building within the faculty, the exchange of ideas, and a stimulating study environment. The panel observed the effectiveness of these efforts during the site visit and commends the programmes for the excellent facilities and the welcoming and open setting in which students and staff continually interact.

Bachelor European Law School

The bachelor ELS is a three-year full-time programme, which amounts to 180 EC. Following the previous accreditation, the programme initiated a curriculum revision in 2020-2021, of which the first year was eventually rolled out in September 2023. The first two years of the new curriculum consist of mandatory courses in which students acquire knowledge and insight in the main fields of law – public law, private law, criminal law, international and European law, and foundations of law – from a comparative and European perspective. The third year allows students to shape their own graduate profile through electives, a study abroad and internships. It culminates in a Bachelor Essay or Legal Challenge (12 EC). A Skills Development and Legal Challenges (SDLC) track runs throughout the programme for students to train and develop diverse contemporary academic, legal, learning and professional skills. The panel understands that in this track, students will have the opportunity to develop public speaking and presentations skills, which reportedly were somewhat missing in the old curriculum.

The panel noticed that the revised curriculum consists of longitudinal learning trajectories – starting with introductory over foundational to more advanced courses - which contribute to its coherence. Moreover, the curriculum set-up is straightforward: the first six blocks each consist of one big substantive course (11 EC) and an SDLC component which runs for an entire semester (8 EC). The panel understood from the discussions with staff and students that this set-up also allows for an optimal delivery of the problem-based learning approach. If anything, the panel was surprised that notwithstanding the lengthy preparations towards the revised curriculum, management and staff did not yet have a clear idea on how the alternative final project, the Legal Challenge, would look.

The panel appreciates the wide range of opportunities for students to tailor their study programme in the third year combining elective courses, a study period abroad and/or an internship. Moreover, students can participate in a dual degree programme with the Universidad Autónoma de Madrid (UAM). According to the panel, both universities have made clear agreements which allow up to 10 UM students per year to gain access to pursuing a professional qualification to practice law in Spain upon successful completion of the dual degree.

While the new curriculum should enhance the feasibility of the respective courses and the entire programme, students did flag a potential pitfall: failing a substantive course would jeopardise a smooth continuation of their study programme as advanced courses require a successful completion of an introductory course.

According to the teaching staff, this is indeed a consequence of the longitudinal learning trajectories. However, students should be able to make up for such delays in the course of their study. The panel nonetheless advises the programme to look carefully into this matter; the previously revised Dutch-language bachelor curricula may provide some inspiration in this regard.

The bachelor ELS is by far the faculty's biggest programme in terms of student numbers. The intake has increased by 50% since the previous accreditation visit: from 421 students in 2018-2019 to 623 students in 2023-2024. In terms of admission, the programme has no selection mechanism, which means that students from all over the world with a secondary school degree can – and do – enrol. To help incoming students adjust to higher education, the programme has launched New-B, an online self-paced introductory programme to support students in their transition to university. Moreover, students develop self-regulated learning skills in the SDLC track. First-year students who successfully complete at least 40 EC obtain a positive Binding Study Advice (BSA). About 70% of the yearly intake manages to do so, and go on to complete the programme on average in 40 months. The panel understands that the absence of entry selection and hence the great variety of incoming students contribute to the relatively high drop-out rates in year one. The average completion time, on the other hand, is positive and reflects according to the panel the effectiveness of the educational learning environment.

During the site visit, both students and staff spoke highly about the international and intercultural dimension of the programme, both in terms of substance and academic community. Given its aim to educate European jurists who contribute their knowledge and skills in a globalising world, the programme succeeds according to the panel in forming a truly international classroom in which a national, culturally and educationally diverse teaching staff shape a collaborative learning environment for students from the Netherlands, Europe and around the world.

Students, moreover, confirmed that tutorials and lectures are offered by staff members from all levels in the faculty, including a few student tutors. While they see some variety in the quality and dedication of their tutors, students tend to be satisfied with the expertise, didactical skills and availability of their tutors, including those junior tutors who successfully completed the intensive student tutor training programme. The panel also gathered from the discussion that growing student numbers have not affected the quality of the educational delivery: staff and student continue to connect to each other, and every year graduates join the tutor and teaching staff team as they are convinced of the educational approach.

Master European Law School

The Master ELS is a one-year full-time programme, which amounts to 60 EC. As part of a faculty-wide revision of the master programmes, a new curriculum was rolled out in September 2023. The programme now features a general track and three specialisations: EU Public Law, Business Law, and Law of Sustainable Europe. All ELS master students follow two common mandatory courses and produce a master thesis. In addition, specialisations feature five pre-determined core courses and an elective, while students in the general track take one elective and five core courses across specialisations. Subject to prior approval, students can undertake an internship as elective. The panel noticed that the new curriculum is straightforward and coherent, and responds to the recommendation of the previous panel to strengthen the profile of both programme and specialisations. Moreover, the new set-up ensures even better than before that - irrespective of the chosen track/specialisation – all learning outcomes are covered.

During the site visit, both students and staff spoke highly about the way the CCCS principles of problem-based learning were used to pass on relevant and actual knowledge and skills. Moreover, students were enthusiastic about the international and intercultural dimension of the programme, both in terms of

substance and academic community. According to the panel, the master ELS succeeds in forming a truly international classroom in which a nationally, culturally and educationally diverse teaching staff shape a collaborative learning environment for students from the Netherlands, Europe and around the world.

Students with a Dutch university bachelor's degree in Law qualify for admission, while the Board of Admissions decides on the equivalence of Law degrees issued by non-Dutch universities. Students who do not automatically qualify for admission used to take an entrance exam. A recent change in Dutch law, however, has resulted in students taking a pre-master programme as of 2023-2024. Moreover, all students should demonstrate sufficient prior knowledge of English. Although the February intake has been suspended in the meantime, the overall intake figures (around 90 per year) have not changed much since the previous accreditation. The panel gathered from the detailed success rate figures that the average completion time of the programme is 14 months, which is very satisfactory and constitutes an improvement since the single entry moment.

Students, moreover, confirmed that tutorials and lectures are offered by staff members from all levels in the faculty. While they see some variety in the quality and dedication of their tutors, students tend to be satisfied with their expertise, didactical skills and availability.

Master Globalisation and Law

The Master GAL is a one-year full-time programme, which amounts to 60 EC. As part of a faculty-wide revision of the master programmes, a new curriculum was rolled out in September 2023. The programme now features a general track and three specialisations: Human Rights Law, Corporate & Commercial Law, and International Trade and Investment Law. All GAL students follow a common mandatory course and produce a master thesis. In addition, specialisations feature six pre-determined core courses and an elective, while students in the general track take another mandatory course, five core courses and one elective. The panel noticed that the new curriculum is straightforward and coherent, and responds to the recommendation of the previous panel to strengthen the profile of both programme and specialisations. Moreover, the new set-up ensures even better than before that - irrespective of the chosen track/specialisation - all learning outcomes are covered.

During the site visit, both students and staff spoke highly about the way the CCCS principles of problem-based learning were used to pass on relevant and actual knowledge and skills. Students also indicated that this educational format allows them to practice their legal, academic and professional skills in class. Moreover, students were enthusiastic about the international and intercultural dimension of the programme, both in terms of substance and academic community. According to the panel, the master GAL succeeds in forming a truly international classroom in which a national, culturally and educationally diverse teaching staff shape a collaborative learning environment for students from the Netherlands, Europe and around the world.

The panel gathered from the written materials and the discussions on site that the GAL programme offers several extra-curricular opportunities such as participation in professional and academic events, moot court competitions, internships and a research honours track. While (potential) students were very enthusiastic about these options, they found that the programme could communicate better and proactively the concrete initiatives.

Students with a Dutch university bachelor's degree in Law qualify for admission, while the Board of Admissions decides on the equivalence of Law degrees issued by non-Dutch universities. Students who do not automatically qualify for admission used to take an entrance exam. A recent change in Dutch law,

however, has resulted in students taking a pre-master programme as of 2023-2024. Moreover, all students should demonstrate sufficient prior knowledge of English.

For several years now, the GAL master is one of the faculty's most popular graduate programmes. Although the overall intake has somewhat lowered since the suspension of the February intake, still 130 students enrolled in September 2023. The panel gathered from the detailed success rate figures that the average completion time of the programme is 14 months, which is very satisfactory and constitutes an improvement since the single entry moment.

Furthermore, the panel noticed that the teaching team includes several staff who are leading practitioners in their field or have extensively published. Several course coordinators invite guest lecturers. Students indicated that tutorials and lectures are offered by staff members from all levels in the faculty. While they see some variety in the quality and dedication of their tutors, students tend to be satisfied with their expertise, didactical skills and availability.

Master International and European Tax Law

The Master IETL is a one-year full-time programme, which amounts to 60 EC. As part of a faculty-wide revision of the master programmes, a new curriculum was rolled out in September 2023. The programme now features a general track and two specialisations: Tax & Technology, and Customs Law & International Supply Chain Taxation. All IETL students follow five mandatory courses in common and produce a master thesis. In addition, specialisations feature either three pre-determined core courses or two core courses and an elective. The panel gathered from the discussions on site that ethical and policy considerations are addressed throughout the curriculum, notably but not exclusively in the Responsible International Tax course. Moreover, students and staff indicated that Global Citizenship Education is a consistent theme across the programme.

According to the panel, the new curriculum is straightforward and coherent. Each track offers a strong knowledge base in international tax law and enables the students to specialize in one specific tax area, whether it is direct taxation, indirect taxation, or tax technology. In this way the programme offers an in-depth learning experience to students in all tracks and responds to the recommendations of the previous panel to strengthen the profile of both programme and specialisations. Moreover, the new set-up ensures even better than before that - irrespective of the chosen track/specialisation - all learning outcomes are covered.

During the site visit, both students and staff spoke highly about the way the CCCS principles of problem-based learning were used to pass on relevant and actual knowledge and skills. Moreover, students were enthusiastic about the international and intercultural dimension of the programme, both in terms of substance and academic community. According to the panel, the master IETL succeeds in forming a truly international classroom in which a nationally, culturally and educationally diverse teaching staff shape a collaborative learning environment for students from the Netherlands, Europe and around the world. The panel welcomes that students from the Dutch master Fiscaal Recht to follow some IETL courses to stimulate the integration of both groups.

The panel gathered from the written materials and the discussions on site that the IETL programme offers several extra-curricular opportunities such as participation in moot court competitions, a research honours track, (international) recruitment days, company visits and internships. The latter activities are organised by the study association FIRST, which plays an important role in establishing contacts between students and potential employers.

Students with a Dutch university bachelor's degree in Fiscal Law, Fiscal Economics or European Law School (with at least 12 EC of basic tax law courses) qualify for admission, while the Board of Admissions decides on the equivalence of Law degrees issued by non-Dutch universities. Students who do not automatically qualify for admission used to take an entrance exam. A recent change in Dutch law, however, has resulted in students taking a pre-master programme as of 2023-2024. Moreover, all students should demonstrate sufficient prior knowledge of English. The panel understood from students and staff that the Introduction to International Taxation course at the start of the programme successfully brings the great variety of IETL students on a common baseline level for the remainder of their study.

The IETL master attracts an international student body: over the past few years, 10% of the students was Dutch, 60% European and 20% non-European. According to the data on intake and success rate, the relatively stable number of IETL students has declined for the past two years, from 89 students in 2021 to 49 students in 2023. It is likely that the revised curriculum with highly specialist and rather unique tracks will boost the intake in the future. The average completion time of the programme is 14 months, which is very satisfactory and constitutes an improvement since the single entry moment.

Furthermore, the panel noticed that the teaching team includes several staff who are specialists in their field. About one third of the staff have a second (main) appointment in practice and work for tax authorities, the European Commission or as practicing lawyers. This mixture provides the programme with both a solid academic foundation and continuous feedback on actual developments in the professional field. Moreover, IETL staff have good contacts with the School of Business and Economics at UM as their research is related to colleagues in the domain of fiscal economics and Fiscal Economics students join the programme.

Master International Laws

The International Laws master is a two-year full-time programme, which amounts to 120 EC. As part of a faculty-wide revision of the master programmes, a new curriculum was rolled out in September 2023. In the first year students take two common courses (Advanced European Law, Foundations of Global Law - 12 EC), two language courses (including French - 12 EC), and six orientation courses (36 EC). The orientation courses combine an equal amount of specialisation courses in the European Law School and Globalisation and Law programmes, which allows students to either follow a business centred legal orientation (European business law, international trade and investment law, corporate and commercial law) or a path that is not business oriented (public law, law of sustainable Europe, human rights law). The second year consists of a study period abroad (between 24 EC and 42 EC) and an extended master thesis (18 EC).

During the discussions on site, the panel got convinced about the relevance of the language component. In fact, several students indicated that they chose the programme because of its language offer. The languages courses, which are taught at the level of the individual student, allow to make good progress and give students at least a good basis for a study period abroad. Moreover, many International Laws students envisage a career in an international environment where the knowledge of French is useful/needed.

For their study period abroad, International Laws students can choose among a range of universities with whom the faculty and the university have partnership arrangements. If they wish to do so, students can spend their stay abroad with a partner of the CIEL or Themis exchange networks and obtain a separate certificate. The CIEL network encourages the mobility of students studying comparative, international and/or European law, while the Themis network focusses on commercial and international law. Students can also pursue a dual degree with Bocconi University or the University of Zürich. In addition to their study period abroad in the framework of International Laws, students have to write a separate thesis that meets

the requirements of the dual degree partner. The panel appreciates the international options on offer for the International Laws students and noticed that the exchange and dual degree agreements are properly stipulated.

The panel endorses the statement in the self-evaluation report that the revised curriculum did not alter the aim or focus of the programme, but that it provides more structure and guidance by setting clear orientations. In this way the programme offers an in-depth learning experience to all students and enhances their sense of belonging through the four orientations. Moreover, the new set-up ensures even better than before that - irrespective of the chosen orientations, languages and study period abroad - all learning outcomes are covered. In this regard, the panel appreciates the efforts of the programme to ensure that the quality of the courses taken outside UM are at master level and reflect the requirements and expectations of the faculty.

The International Laws master attracts a selective group of international students. It is open to students with a bachelor's degree in Law, who are admitted based on their merits. The panel noticed that the selection criteria and procedure are clear and appropriate. The intake figures have almost doubled, from 12 in 2018-2019 to 23 in 2023-2024. The average completion time of the programme is 27 months, which is satisfactory given the relative autonomy of students in designing their study plan, notably in the second year. Although it only met with a small delegation of International Laws students, the panel found these students particularly resourceful and ambitious.

During the site visit, the panel encountered a similar level of enthusiasm with students and staff, who spoke highly of each other. They also confirmed that the CCCS principles of problem-based learning constitute an optimum way to pass on relevant and actual knowledge and skills. Moreover, students were enthusiastic about the international and intercultural dimension of the programme, both in terms of substance and academic community. According to the panel, the International Laws master succeeds in forming a truly international classroom in which a national, culturally and educationally diverse teaching staff shape a collaborative learning environment for students from the Netherlands, Europe and around the world.

Advanced Master Intellectual Property Law and Knowledge Management (LLM & MSc)

The IPKM advanced master is a 60 EC programme that is offered in one-year, but students can spread the course load over two years, as well. The curriculum consists of three pillars, of which students take two: the common core for all students (30 EC), an LLM track (30 EC, including 24 EC courses and 6 EC thesis), and an MSc track (30 EC of courses and thesis). All students - mainly law and science and technology graduates - acquire a common understanding of IP law and KM issues in a multidisciplinary setting through courses such as Patent Law, Copyrights and Related Rights, and Intensive EU Trade Marks and Community Designs. The LLM and MSc tracks provide practical knowledge and training in the students' specific areas of expertise, such as litigation and enforcement practice (LLM) or patent procedure and drafting practice (MSc). Several students in the MSc track spread the programme over two years in order to fulfil the mandatory work experience requirement for admission to the European Qualifying Exam of the European Patent Office. According to the panel, the curriculum is clear and relevant for a programme that emphasises the multidisciplinary aspect of the domain and therefore explicitly targets / brings together graduates with a legal and a science background.

The intake is limited, notably for the MSc degree, and includes a variety of students ranging from junior (bachelor) graduates to senior professionals with domain-specific expertise. The panel gathered from the written materials and the discussions on site that teaching is mainly done through problem-based learning,

using real-life cases, weekly assignments and mock trials. Students are encouraged to cooperate in small and culturally, educationally and jurisdictionally diverse groups.

The panel noticed that the staff mirrors this multidisciplinary diversity and consists of a good mixture of UM teaching staff, who act as course coordinators, and non-resident tutors with very specific and extensive professional experience in various parts of the world. In recent years, the number of resident staff has increased, which in turn enhanced both the scientific orientation of the programme and the coherence of its curriculum (delivery). Students indicated that they highly appreciate the expertise of the teaching team and noticed a net improvement in the organisation and coordination of the programme.

One element that requires attention is a precise definition of the student audiences the programme wants to attract, and their respective admission requirements. The information gathered through the self-evaluation report, the Education and Examination Regulation, and the discussions on site was not unisono. The programme seems to cater in principle for master graduates in law (LLM) and in master graduates in science & technology (MSc) with relevant work experience. However, the programme is also admitting other students – with different backgrounds, without a master degree and/or without (relevant) work experience. The panel therefore invites the programme to clarify the admission requirements for each degree and include these in the programme documentation.

Advanced Master Privacy, Cybersecurity and Data Management

The PCDM advanced master is a part-time two year programme, which amounts to 60 EC. At the time of the site visit, the programme was offered for the third time following its initial accreditation. The curriculum consists of 14 components that belong to one of three pillars – privacy (15 EC), cybersecurity (15 EC), data management (12 EC) – or the cross-cutting domain (18 EC, including the master thesis). According to the panel, the curriculum is coherent given its ambition to deliver ‘data leaders’ who possess knowledge in the three core domains, as well as leadership skills and a clear understanding of the field and its demands from a legal perspective.

The PCDM advanced master is delivered in a blended format, taking place 70% online and 30% on-site. The physical meetings are scheduled in Maastricht or Brussels during so called on-site weeks. Online courses are held on specified days and specific time slots to fit the geographical distribution of the students. The courses follow the PBL-method in a slightly adjusted format to fit the demands of the online environment. Students indicated in their report and during the discussion on-site that they appreciate the blended format, including the PBL-way of imparting knowledge and skills online, as it encourages them to play an active role in the design of their learning process. Moreover, the courses are structured in an effective way with on-line sessions building further on the on-site weeks.

The panel gathered from the written materials and the discussions on site that the teaching staff is highly qualified and consists of both UM staff and experts in the field. Throughout the visit, the panel got increasingly convinced of the strong academic orientation of the courses. Students indicated that they appreciate the expertise of the teaching team. If anything, staff sometimes gets carried away by its enthusiasm, which results in assignments and study loads that are not compatible with the assigned study credits.

The panel learned during the visit that the coordination of the PCDM programme is in competent hands. Moreover, students confirmed that there are short links and good contacts between students and staff / coordinators, who in turn are keen to take up and implement suggestions. At the end of the session, one student concluded that the PCDM programme is new and that it is challenging to build something from

scratch. However, there is always an open door for them and the programme is willing to discuss. After all, there is passion about the programme and the domain among both students and staff.

Also in this advanced master programme, there is room for clarifying the target group and its admission requirements. The panel understands that steps have already been taken on this point following the initial accreditation procedure. Nonetheless, the information gathered in the self-evaluation report, the Education and Examination Regulation, and the discussions on site was not unisono. The programme seems to cater in principle for master graduates in law or computer science with relevant work experience. However, the programme is also admitting other students – with different backgrounds, without a master degree and/or without (relevant) work experience. The panel therefore invites the programme to clarify the admission requirements and include these in the programme documentation.

Considerations

The panel considers that each programme discussed in this report provides an adequate educational environment that allows students to achieve the final qualifications of their respective programmes. This appreciation extends to the curricula, the learning environment, the teaching team, and the facilities.

According to the panel, both the faculty and the individual programmes have done commendable work on the recommendations of the previous accreditation panel. Every suggestion has been addressed and discussed internally. In most cases, this has led to an adjustment that was quickly and judiciously implemented. These changes are appropriate and contribute to the increased quality of the programmes.

As an outcome of these recommendations, almost all programmes revised their curriculum. According to the panel, the new curricula are well structured and internally coherent. This applies to larger programmes such as the Bachelor European Law School, as well as to smaller programmes such as the Advanced Master Intellectual Property Law and Knowledge Management.

For all programmes under review, the language of instruction is English. The panel endorses the extensively and appropriately motivated decision of the faculty regarding the English name and language of instruction.

The panel considers that each programme provides the students with a challenging and vibrant learning environment. Central to this environment is the educational concept of problem-based learning which takes place in an international classroom setting. According to the panel, the constructive, contextual, collaborative, and self-directed nature of PBL befits very much the multinational and multicultural composition of both the student cohorts and staff teams. Students highly value both the educational approach and the international dimension of their programmes.

The panel acknowledges the efforts of the faculty to ensure that programmes have a reasonable staff-student ratio. During the visit, the panel met numerous enthusiastic and committed teaching teams who combine subject matter and academic quality with professionalism and expertise from the field. Students appreciate the atmosphere in the programmes and praise the expertise, availability and didactic skills of their tutors. According to the panel, the latter point is at least in part due to the attention of the faculty for (continuous) professional development.

The Faculty of Law is housed in a historic building that is optimally designed for collaboration in tutorial groups and brings students and lecturers together. Moreover, students across all programmes receive appropriate academic support and can rely on relevant services in case their (mental) wellbeing is at stake. The panel commends these excellent facilities.

In addition to all positive findings across programmes, the panel noticed that the organisation of staff in capacity groups entails the risk that some staff/capacity groups operate somewhat in isolation. It therefore advises the faculty to facilitate good practice exchange and calibration between lecturers from different domains.

At individual programme level, the panel calls upon the bachelor ELS team to look into the feasibility of the revised curriculum and its longitudinal learning trajectories, notably the conditions for students to enrol in an advanced course without having passed the introductory course. Furthermore, it recommends the IPKM and PCDM advanced masters to clarify the admission requirements for their respective target groups and include these in the programme documentation.

Conclusion

The panel concludes that the programmes all meet standard 2.

Standard 3. Student assessment

The programme has an adequate system of student assessment in place.

Findings

System of assessment

Since 2020, assessment at the Faculty of Law has been guided by the UM Vision on Assessment. This vision comprises three core elements: firstly, assessment should be ‘meaningful’ in the sense that it is used as a learning tool: *assessment for learning* instead of *assessment of learning*. Secondly, assessment should align in form and content with the CCCS principles of problem-based learning: not only learning but also assessment should be constructive, contextual, collaborative, and self-directed. Thirdly, assessment is governed at programme level: the programme director is responsible for demonstrating that for each programme, all intended learning outcomes are adequately assessed, that each course is assessed at more than one point - not just with a final exam - and that assessment is organised according to the quality assurance framework set by the Board of Examiners. The key principle in this framework is that all assessments are valid, reliable, and transparent. The panel gathered from the written materials that the university-wide vision on assessment forms the basis for the assessment policy of the faculty. The discussions on site demonstrated according to the panel that all stakeholders are knowledgeable about the assessment vision and principles, and properly apply these in the courses and the programmes.

The faculty has chosen to implement the new policy and assessment vision when the revised curricula were rolled out: for the English-language programmes in this report, the new policy took effect as of 2023-2024. In order to ensure that assessment is constructively aligned with the course learning goals and programme learning outcomes, the programme director can produce an assessment plan. The panel noticed that such plan is currently available for the bachelor ELS and is being considered for the master programmes. Given that this assessment plan proves to be a useful tool to monitor the compliance of the bachelor ELS course assessments with the assessment vision and the achievement of the learning outcomes, the panel encourages the master programme director to produce similar assessment plans for the master programmes.

Overall, the panel is impressed by the faculty's efforts to improve the quality of assessment in the programmes. It finds the university vision on assessment well-designed, with clear principles that befit the PBL system. The panel observed in the revised bachelor and master programmes that the approach with multiple assessment points and formats is effective and promotes assessment variation. Furthermore, the panel welcomes the explicit policy principle – and its effective implementation practice – that assessment is governed at programme level. In this way, the faculty and the programmes live up to the recommendation of the previous panel to focus more on (quality assurance of) assessment at curriculum level rather than at the level of individual course components.

The panel was informed that the COVID-19 pandemic has led to a shift in (experimenting with) digital assessment. Almost all on-site exams are now conducted digitally. In the period following the pandemic, the Board of Examiners – prompted by experiences from the pandemic and developments related to artificial intelligence (AI) – has focused on the professionalisation of the teaching staff / examiners concerning the quality assurance of assessment.

During the site visit, the panel discussed generative AI and language models with the programmes, faculty management, and the Board of Examiners. The faculty and the board are aware of the importance of these developments for legal education and have taken measures to mitigate any negative impact of AI on assessment. They now require students to complete an integrity declaration when submitting written work. Moreover, at least 60% of assessments are conducted in a controlled environment. Some experimentation with using AI as a work or assessment tool is taking place in a few courses, but there is no broad consensus on this yet. Guidelines on how to handle AI in assessments are being developed at central university level. The panel appreciates that this issue is prominently on the agenda.

Assessment per programme (level)

The written materials and discussions on site have shown that assessment in every programme aligns with the university vision and faculty principles. The concrete assessment formats, however, may differ per programme but are clearly stipulated at programme level. The ELS bachelor uses a number of pre-determined formats to facilitate meaningful assessment that gives students valuable feedback on the development of their skills, as well as to align assessment with the CCCS principles. These formats are used in all assessments with a summative function. During the skills development track, students are trained in the various skills needed to use these assessment formats. For assessments with a formative function, ELS bachelor courses are free to use alternative assessment formats, such as quizzes, multiple-choice questions or other types of closed questions.

The master programmes under review have no comprehensive assessment plan (yet), but the individual course assessment methods reflect the overall vision and policy. All course assessments are in line with the Education and Examination Regulations, feature two assessment points and align with the course learning goals. Within this frame, course coordinators have some freedom to choose the most appropriate assessment method. For instance, the closed book exam is often used in the ELS master, but it is likely that the development of a comprehensive assessment plan will lead to a more prominent use of open book exams.

While the advanced master programmes have no assessment plan either, the organisation of assessment is such that the programme director ensures that the different forms of examination are coherent and lead to reaching the intended learning outcomes. To this effect, the programme learning outcomes are reflected in the assessment matrix at course and programme level. Throughout their study, IPKM students prepare assignments (written pieces, presentations, draft patents, etc.) in small groups on a weekly basis. To

complement the outcomes of these group assignments, a final written exam (open questions and/or practical case-like questions) assesses the individual performance of students. The PCDM programme strives for alignment between formative and summative assessment methods and for a learner-centred educational approach. Hence students are assessed through a variety of assessment methods that all competencies are addressed: electronic written take home exams are used to assess knowledge and understanding, and are combined oral exams or interim assignments to assess the students' analytical and critical skills without relying on external tools.

Assuring quality of assessment

The faculty's assessment policy starts from the principle that programme management is responsible for the quality of assessment, while the assurance of assessment quality is in the hands of the Board of Examiners. The Faculty of Law has one single Board of Examiners, which consists of nine members and is supported by three secretaries and two administrative staff. An educational policy officer of the faculty provides specific assessment expertise. The board operates in several subcommittees with various focuses, such as fraud or quality assurance.

During the site visit, the panel had an extensive discussion with the Board of Examiners about the way it ensures the quality of assessments. The panel was informed that in September 2023, the Board of Examiners introduced a quality assurance framework. In this framework, the board sets conditions for the creation of assessments and the determination of assessment formats. For instance, the four-eyes principle must be applied in test construction, and the board strongly recommends that group products account for no more than 30% of the final grade. After the assessment, the Board requires examiners to include assessment analyses in the assessment file along with a brief reflection. According to the panel, this quality assurance framework is a valuable instrument.

Furthermore, the panel noticed that the Board of Examiners is proactive in responding to deviating assessment results and regularly engages in discussions with course coordinators about the way they organise assessment within a block. In the recent past such discussions have often focused on assessment in established courses which have remained unchanged after the curriculum revisions. The panel appreciates the competency and proactive stance of the Board of Examiners in carrying out its quality assurance responsibilities. It welcomes the board's approach to regularly take assessment samples of final projects in order to check if the justification provided in the assessment forms and/or rubrics supports the grade awarded. While the board currently focuses on the quality of the completed assessment, the panel advises to also check the quality of the final project. The panel understands that the board's workload has significantly increased due to the curriculum revision and the policy to have more assessment moments per course. Hence, the panel suggests to outsource the final project sampling to a faculty-wide assessment committee mandated by the Board of Examiners.

Thesis assessment

Each programme is concluded with a final project, either a bachelor essay or a master thesis. The panel noticed that there are strong similarities in the way the bachelor and master programmes organise and assess their respective final projects. Until 2022-2023 one faculty-wide thesis coordinator was responsible for both bachelor essays and master theses. Since September 2023, the organisation and supervision of the final projects is in the hands of three coordinators, who are each linked to the portfolio of a programme director.

During the previous accreditation visit several comments were made regarding the assessment of final projects. According to the current panel, all recommendations have been addressed. Since 2019-2020, a new bachelor essay regulation has been adopted, which seeks to ensure that research design and methodology

are taken into account during assessment, that projects scoring poorly on structure and research question automatically get an overall insufficient score, and that all essays adhere to the final project length, as prescribed in the Education and Examination Regulation (OER). With the curriculum revision, bachelor essays will be submitted and assessed digitally through Canvas. The new system will ensure that both evaluators provide a grade, highlights discrepancies and allows the thesis coordinator to proactively appoint a third reader, where applicable. Furthermore, the panel was informed that an updated master thesis regulation took effect in September 2023, when the revised master curricula were rolled out.

As part of its external assessment, the panel reviewed 15 final projects as well as the corresponding completed evaluation forms per programme. These final projects were submitted in or before the academic year 2022-2023 and therefore do not yet reflect the revised assessment approach. The quality of the final projects will be addressed under the next standard. In so far as the quality of assessment is concerned, the panel noticed that both bachelor essays and master theses are assessed along the same seven criteria – structure, content, sources, language and writing skills, lay-out, and degree of independence. All final projects are evaluated by two assessors. The first assessor/thesis supervisor scores and comments on each criterion using a grading rubric. The rubrics range from excellent to largely insufficient and contain different parameters for bachelor essays and master theses, respectively. The second assessor does not give scores but provides qualitative feedback per criterion. The supervisor gives a final score, which has to be motivated in case of a borderline pass. Final projects with an exceptionally high score are reviewed by a third assessor.

Overall, the panel found that the evaluation forms were functional and the assessment criteria relevant. Discussing the findings of their reviews, the panel commented that the evaluation forms have a solid set-up and contain a fine-grained set of criteria that make it possible to adequately justify why a thesis receives a certain grade. The panel also appreciated that the evaluation form of the second supervisor does not mirror the template of the first supervisor but aligns with the tasks and expectations of a second reader. In this regard, the panel noticed that second assessors tend to adequately set out their views in the assessment forms, which shows that they engage with the theses and take their responsibility as second reader seriously.

With regard to the outcome of the final project assessments, the panel thought that - apart from a few exceptions - all the scores were appropriate, i.e. in line with the grade they would have given. In fact, across all English-language programmes, reviewers agreed on average to 14 out of 15 final scores. Furthermore, the feedback on the evaluation forms was in most cases informative and reflected the criterion and final scores. According to the panel, on average 11 out of 15 evaluation forms per programme had been completed in an insightful way. When there was room for improvement, it concerned the need for a more transparent ‘translation’ of the criterion scores to the final score, for more extensive written feedback to motivate the scores, and for a better alignment between the feedback of the two assessors. With regard to the latter point, the panel noticed that the written comments (by the second assessor) sometimes did not match the final score (set by the first assessor).

Further to the recommendation of the previous panel, the evaluation forms now contain reference to (the justification of the adopted) research methodology. However, the current panel noticed that this sub-criterion was not always addressed and assessed with the same rigour. The panel gathered from the discussions on site that several thesis supervisors only ask for such justification and explanation if the method used deviates from the standard positive law approach. According to the panel, however, it is important to indicate why a certain method has been applied, also in case of straightforward positive law essays/theses. Hence, the panel recommends that the faculty and the programmes develop a consistent vision on methodology/reporting in order for lecturers, supervisors and assessors to value this in a consistent way in the final projects and evaluation forms.

Although it did not materialise in the programmes under review, the panel found a vulnerability in the master thesis procedure, which it discussed with representatives from faculty, programmes and the Board of Examiners. It turned out that the thesis supervisor/first evaluator could 'override' the second assessor, giving an overall pass score to a thesis that the second assessor found was of insufficient quality and should therefore fail. According to the interviewees, this 'incident' proved that the master thesis evaluation procedure was not entirely foolproof. The faculty management informed the panel during the site visit that a more stringent procedure would be introduced per September 2024. According to the adjusted master thesis regulation, the master thesis assessment will henceforth adopt the system of interaction between first and second evaluators as used in the bachelor essays, including a third evaluator where necessary. Moreover, a third evaluator will always be called upon to determine for borderline scores (5.5 or 6) whether the thesis is of sufficient quality. The panel values this adjustment and confirms that it ensures procedural robustness in the assessment of final projects for all programmes.

Finally, the panel noticed that across all programmes it is the final project supervisor who selects the second assessor. This procedure, according to the panel, is potentially vulnerable – notably in smaller programmes with few staff – as it can lead to fixed pairs of evaluators, where a possible hierarchical relationship might influence the position of the second reader. The panel therefore recommends that programmes and faculty consider appointing a 'technical' second reader who is not a specialist in the field. In this way, the pool of evaluators is expanded and there will be more calibration across programmes/specialisms. Moreover, the panel suggests that the thesis coordinator - rather than the final project supervisor - should appoint the second reader.

Considerations

The panel considers that each of the eight English-taught programmes relies on an adequate assessment system, which is rooted in the university's assessment vision, the faculty's assessment policy, and the CCCS principles of problem-based learning. Following the recommendations of the previous panel, the faculty and programmes have gone at lengths to adjust the assessment system. The resulting principles, policies and actions are currently rolled out together with the revised curricula. According to the panel, the first results demonstrate that the new principles are for the better and widely shared among the teaching staff. The assessment plan that is currently available for the bachelor ELS proves to be a useful tool to monitor assessment at programme level. Hence, the panel encourages the programme director to produce similar plans for the master programmes.

The Board of Examiners plays an important role in safeguarding the quality of assessment, and does so in a proactive way. The board members have both the expertise and the capacity to produce a quality assurance framework, to monitor the quality of course tests, and to sample final project assessments. Given the board's increased workload, the panel suggests to outsource the final project sampling to a faculty-wide assessment committee that is mandated by the Board of Examiners.

The panel noticed that there are strong similarities in the way bachelor and master programmes organise and assess their respective final projects. The thesis evaluation forms are functional and the assessment criteria relevant. Its review of the thesis assessment quality showed according to the panel that in almost all cases the assessors give appropriate scores and that they complete the majority of evaluations in an insightful way. Notwithstanding this overall positive outcome, the panel did come across a few elements that require attention and/or revision: the (justification of the adopted) research methodology can be assessed more systematically; the appointment of second readers could be organised differently, e.g. by programme

directors appointing a ‘technical’ second assessor; and the master thesis assessment procedure was not entirely foolproof and requires an amendment, which has been implemented in the meantime.

According to the panel, the above-mentioned findings, considerations and recommendations apply equally to all English-language programmes under review.

Conclusion

The panel concludes that the programmes all meet standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

There are two ways to determine whether the intended learning outcomes are effectively achieved: through a quality control of the final projects and by examining the career paths of graduates after completing the programme. The panel considered both aspects when assessing the achieved learning outcomes of the eight English-taught programmes.

Thesis quality

The panel notes that the end level of each programme is determined in a similar manner: through the results of interim and final assessments, the quality of the theses, and the post-graduation outcomes of graduates in further education or in the job market. The previous standard addressed assessments and how the quality of assessment is ensured within each programme. In this chapter, the panel reports on the quality of the theses and the careers of the graduates.

Before the site visit, the panel reviewed at least 15 final projects per programme, including all graduation variants and tracks. An overview of the review per programme is available in appendix 4. Panel members and referees looked at the quality of the final projects in order to establish whether they met the expectations set in an academic context for a final product at bachelor or master level. The overall impression after the review of a total of 122 theses is highly positive: the panel found that the quality of the bachelor essays and master theses is good, with 100% of the final projects meeting the basic quality standards at bachelor or master level. Hence, the panel found that the desired academic level is being achieved and commends the programmes for the level of accomplishment evident in the bachelor essays and master theses.

Across all programmes, the panel noticed first and foremost the decent quality of the final projects, which indicates that students have a solid grasp of the subject matter and have acquired a significant level of expertise. All programmes also clearly set and adhered to minimum standards: since the panel reviewed theses with high, average, and low scores for each programme, it noted that even the theses with lower scores were definitely of sufficient quality. Moreover, the panel found that students covered original and relevant topics. In several cases panel members reported having read theses with enthusiasm as students wrote passionately about their subjects. The main overall point of attention that stems from the review is the limited role that is dedicated to methodology in several theses across programmes. The specific findings for each programme are addressed in the latter part of this chapter.

Graduate performance

The panel establishes that the Faculty of Law has a clear overall view of the subsequent careers of its graduated bachelor and (advanced) master students. Every year, the UM Research Centre for Education and the Labour Market (ROA) produces a Graduate Survey, a report on the employability of UM graduates with data that are aggregated at faculty level. The panel looked into the UM Graduate Survey 2023, which was part of the information materials, to find out how well Faculty of Law graduates are prepared for the labour market. Moreover, some self-evaluation reports provided programme-specific information on the careers of their graduates. Nonetheless, this information was rather general and did not contain specific quantitative or qualitative indications regarding the actual professional, academic or entrepreneurial careers of the respective programme graduates.

Across all programmes, the panel noticed that bachelor graduates either continue their master studies at UM or get accepted at other – often prestigious – master programmes in the Netherlands and abroad. Master programme graduates from their side manage to enter the labour market rather easily. Soon after graduation, they find a job that is commensurate with the level (master) and substance (law) of their studies. According to the graduate survey, 66% of recent Law graduates work at master level, while after five years this share has increased to 82%. Moreover, 86% of recent graduates start their career within the legal domain, while 80% continues to do so in their later career. According to the panel these data show that graduates end up in relevant positions after their study at the Faculty of Law. The panel is struck in particular by the share of graduates who pursue a long-term career in the legal domain. These data, moreover, confirm the impression the panel gathered from the written materials and the discussions on site that students overall are satisfied with their study and as graduates look back positively on their period at the Faculty of Law in Maastricht. The specific findings for each programme are addressed in the latter part of this chapter.

Bachelor European Law School

Students complete the bachelor ELS with a bachelor essay in which they demonstrate substantive knowledge acquisition and skills development at bachelor level. As part of its external assessment, the panel has reviewed a representative sample of 16 bachelor essays. The review results show that each and every thesis was of sufficient quality. The panel was impressed with the overall quality of the essays and the use of primary sources in the final projects. Reviewers commented that these products certainly meet the requirements of a bachelor essay and that the university and the faculty can be content with the level achieved by their bachelor students at the end of the ELS programme.

As a point of attention the panel found that the central research question was not always clearly formulated: it was either too broad, too general or contained too many sub-questions. Admitting that formulation and demarcation of research questions is challenging for all bachelor students, the panel suggests that thesis supervisors could pay greater attention to this in the bachelor essay process. The overall picture, however, is very positive: the thesis review has demonstrated, according to the panel, that students who pass the bachelor ELS have indeed achieved the programme's learning outcomes.

The panel gathered from the written materials and the discussions on site that there are no consistent and formal data on the academic and/or professional careers of the ELS bachelor graduates. These graduates are not part of UM's Graduate Survey. Moreover, the alumni policies at UM and the Faculty of Law focus on master graduates. The panel establishes that because the ELS bachelor programme does not educate students for the traditional legal professions in the Netherlands, ELS graduates pursue different study paths which eventually lead to an even broader range of career paths in the private and public sector at local, national, European and international level. Informal data revealed that most ELS alumni first pursue a master study before they enter the labour market. While several bachelor graduates continue their master

studies at Maastricht, others enrol in universities throughout Europe and beyond, including prestigious and highly selective programmes. Some ELS students have chosen their follow-up studies in such a way that they gain access to professional qualifications. Hence several ELS bachelor graduates eventually became practising lawyers in the Netherlands, Belgium, Luxembourg, Germany, England, Spain, Italy or Finland. These findings confirm according to the panel that bachelor students ELS who graduate the programme possess the proper qualifications to pursue a relevant master study and find their way on the labour market.

Master European Law School

ELS master students complete the curriculum with a final master thesis project, an independent legal research in which they demonstrate the achievement of the programme learning outcomes. As part of its external assessment, the panel has reviewed a representative sample of 15 master theses. The review results show that each and every thesis was of sufficient quality. In several cases the panel was impressed with the high quality and detailed research, which often contained an element of interdisciplinarity. A few theses were even of outstanding quality and – as the panel learned on site – may find their way into a publication.

As a point of attention, the panel found that some theses lacked an adequate lay-out or consisted of very short paragraphs, at times even a single sentence. The panel suggests that thesis supervisors inform students at the start of the thesis process of what is expected in terms of writing and language. The overall picture, however, is very positive: the thesis review has demonstrated, according to the panel, that students who pass the master ELS have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the alumni is concerned, the panel notes that the overall profile of the ELS master graduate is attractive with each specialisation targeting a slightly different segment of the labour market. The European Business Law graduates tend to find employment in the private sector, such as law firms, companies, lobbying groups, and NGOs. Alumni from European Public Law are well equipped for a career in the public sector, such as EU institutions or national administrations. Similarly, the new Law of Sustainable Europe specialisation will deliver graduates with a specific – and sought after – profile in both private and public sectors. In addition, ELS graduates are successful on the international labour market. The Graduate Survey learns that five years after their graduation, almost all ELS master graduates are employed (97%), have a job at master level (83%) and work in their field of study (85%). These findings confirm according to the panel that the master students ELS who graduate the programme possess the proper qualifications to find a job that is commensurate with the subject and level of their study.

Master Globalisation and Law

GAL students complete the curriculum with a final master thesis project, an independent legal research in which they demonstrate the achievement of the programme learning outcomes. As part of its external assessment, the panel has reviewed a representative sample of 15 master theses. The review results show that each and every thesis was of sufficient quality. In several cases the panel was impressed with the quality and structure of the final projects, as well as with the writing skills of the students. As topics should be in line with the chosen programme specialisation, the panel noticed indeed a large variety of original subjects and research approaches, ranging from applied over doctrinal to more theoretical.

As points of attention, the panel found that the research questions were not always well explained and that a justification was sometimes lacking why the research has its place in the academic discussion. Moreover, panel members found several theses to be slightly over-scored. The overall picture, however, is very positive: the thesis review has demonstrated, according to the panel, that students who pass the master GAL have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the alumni is concerned, the panel notes that the programme effectively prepares its students for the global labour market. In this regard, the discussions on site confirmed what had been written in the self-evaluation report: the programme and its specialisations provide a solid basis for students interested in practising law in the areas of public international law, human rights law, international trade law, international investment law, international commercial law, or company law. Upon graduation, GAL students find employment with international organisations, non-governmental organisations, state agencies, and law-firms. The panel also establishes that part of the GAL graduates remain within academia and continue as tutors at undergraduate level or as PhD researchers. These findings confirm according to the panel that the GAL students who graduate the programme possess the proper qualifications to start a career that is commensurate with the subject and level of their study.

Master International and European Tax Law

IETL students complete the curriculum with a final master thesis project, an independent legal research in which they demonstrate the achievement of the programme learning outcomes. As part of its external assessment, the panel has reviewed a representative sample of 15 master theses. The review results show that each and every thesis was of sufficient quality. Reviewers who also looked at bachelor essays in Fiscaal Recht noticed a clear difference in level of accomplishment, with IETL theses clearly meeting the requirements of a final project at master level. Moreover, the panel found that all students demonstrated a good command of the field of international and European tax law. This finding also applied to students who obtained a lower score on their IETL master thesis.

As points of attention, the panel found that several theses were rather short on methodological justification. Moreover, some students wrote very short paragraphs instead of weaving sentences into a coherent whole, which in turn negatively affects the readability of the work. The panel suggests that final project supervisors pay attention to writing skills during the thesis process. The overall picture, however, is very positive: the thesis review has demonstrated, according to the panel, that students who pass the IETL master have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the alumni is concerned, the panel notes that IETL graduates find a job rather quickly, both on the Dutch and the international labour market. Several of these initial job positions are linked to the internship students can opt for during their study. Moreover, IETL graduates with a background in Dutch tax law have access to professional qualifications (civiel effect) and can join the Dutch Association of Tax Advisors (NOB). The panel learned from the discussions on site that the programme maintains strong links with the professional field, as well as contacts with alumni, which in turn facilitates internship and employment opportunities. Finally, the revised curriculum consists of very specific specialisations, which (will) allow IETL students to pursue an even broader range of career opportunities as international and European tax experts. These findings confirm according to the panel that the IETL students who graduate the programme possess the proper qualifications to start a career that is commensurate with the subject and level of their study.

Master International Laws

International Laws students complete the curriculum with a final master thesis project. Given the size of the programme, the master thesis is more extensive than in other programmes. As part of its external assessment, the panel has reviewed a representative sample of 15 master theses. The review results show that each and every thesis was of sufficient quality. The panel found that the research question was clear, that the thesis build-up was logical and that the contents were of good quality. Moreover, International Laws students demonstrated a good level of writing skills. These findings confirm the panel's impression during the site visit that students in this selective programme are particularly strong and ambitious and therefore

tend to achieve high grades. In this regard, the thesis review has demonstrated that students who pass the International Laws master have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the alumni is concerned, the panel notes that International Law graduates go on to highly successful careers in relevant fields across the globe. Students mentioned in the student chapter and during the site visit that the International Laws master indeed manages to give students a significant edge in their future professional career. In addition to finding positions in European, international or transnational organisations, several graduates went on to complete a PhD in Maastricht or elsewhere, and some alumni became part of the academic staff. The Graduate Survey learns that five years after their graduation, almost all International Laws students have a job at master level (84%) and work in their field of study (89%). Moreover, several graduates (40%) had taken up leadership positions after five years. These findings confirm according to the panel that the International Laws students who graduate the programme possess the proper qualifications to start a career that is commensurate with the subject and level of their study.

Advanced Master Intellectual Property Law and Knowledge Management (LLM & MSc)

The IPKM programme leads to either an LLM or an MSc degree. In both cases, students complete the curriculum with a final master thesis project, an independent legal research in which they demonstrate the achievement of the programme learning outcomes. As part of its external assessment, the panel has reviewed a representative sample of 16 LLM and 15 MSc theses. The review results show that each and every thesis was of sufficient quality. Panel members who reviewed theses from both degrees had very similar comments: the research topics were actual and relevant, students displayed good writing skills which made the final projects often a treat to read, and every sample contained a few high quality research products.

As points of attention, the two samples included several theses with very limited attention to methodology. Moreover, the panel found that theses with a low score proved to be very descriptive with little personal input or critical appraisal by the student. The panel raised this point with the programme management and staff and advised to inform students what is expected in terms of critical appraisal and original research. After all, a final project at advanced master level should not be entirely descriptive. Panel members also found some of the LLM theses slightly over-scored and noticed that a few MSc theses did not pertain to a legal topic. During the discussions on site, the latter point was put in context in a satisfactory way by the programme staff. The overall picture, however, is very positive: the thesis review has demonstrated, according to the panel, that students who obtain the LLM or the MSc degree in IPKM have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the IPKM alumni is concerned, the panel notes that upon graduation LLM graduates are ready to join an international legal work environment, such as law and consultancy firms dedicated to IP law, research institutes and technology transfer offices, international economic institutions, or (inter)national NGOs. MSc graduates are also ready for the international labour market and possess relevant patent drafting skills which they can use in their work for national and European patent offices, bureaus of industrial property, industry associations or knowledge-intensive industries. The panel gathered from the written materials and the discussion on site that some graduates went on to pursue a PhD in International Property Law. Moreover, graduates indicated that in the meantime their professional career had moved towards intellectual property and knowledge management. This was particularly the case for graduates with a background in science and technology whose career perspective had fundamentally altered upon graduating the IPKM advanced master. These findings confirm according to the panel that the LLM and MSc students who graduate the IPKM programme possess the proper qualifications to pursue a career that is commensurate with the subject and level of their study.

Advanced Master Privacy, Cybersecurity and Data Management

PCDM students complete the curriculum with a final master thesis project, an independent legal research in which they demonstrate the achievement of the programme learning outcomes. As part of its external assessment, the panel has reviewed a representative sample of 15 master theses. The review results show that each and every thesis was of sufficient quality. The final projects covered actual and sometimes original topics, which were properly delineated and relevant from a legal perspective. Most theses had a logical structure and were well written.

As points of attention the panel found that several theses were rather short on methodological justification. Moreover, a number of students showed in their final projects that they were quite fascinated by the global developments around data management but had problems in linking these developments to the field of law. In this regard, some students used a lot of 'grey literature' and blogs rather than legal sources and scientific literature. A few students, moreover, did not write in a very scientific way. The panel therefore suggests that teaching staff and the thesis supervisor emphasise in courses and the final project process the scientific character of the advanced master, the assignments and the final project. The overall picture, however, is very positive: the thesis review has demonstrated, according to the panel, that students who pass the advanced master PCDM have indeed achieved the programme's learning outcomes.

Given that the PCDM programme is rather new – at the time of the site visit, only two cohorts had graduated – it is too early for the panel to speak out on graduate performance. PCDM staff and students, however, mentioned during the site visit that the programme contributes considerably to attaining the professional and personal goals of the student body. Moreover, anecdotal evidence on the first cohort indicates that several students – as a direct consequence of their study - have changed employer or job position after graduating the PCDM programme. In addition, graduates were invited by the programme staff to join programme-related activities. These findings confirm according to the panel that the students who graduate the PCDM programme possess the proper qualifications to pursue a career that is commensurate with the subject and level of their study.

Considerations

The panel considers that students graduating from each of the eight English-taught programmes effectively acquire all intended learning outcomes. It bases this assessment on the results of the thesis review, the discussions with alumni, and the UM graduate survey.

The outcome of the thesis review was highly positive: the panel found that all 122 bachelor essays and master theses it reviewed met the basic quality standards of a final project of academic orientation at bachelor or master level. Across programmes, students have acquired a significant level of expertise and demonstrate through the final projects with relevant and often original topics that they have a solid grasp of the subject matter. Hence, the panel considers that the desired academic level is being achieved in all programmes and commends the faculty for the level of accomplishment evident in the bachelor essays and master theses.

Notwithstanding this overall appreciation, the thesis review revealed one overall, as well as one specific point of attention. First and foremost, the panel noticed the limited role of legal methodology and its justification. This consideration applies to all programmes but does not pertain to every assessed essay or thesis, on the contrary: the panel has seen several cases where the methodology had been addressed properly. Further to its consideration under previous standards, the panel suggests that a coordinated effort within and across programmes will lead to an even better thesis quality in the future. Secondly, and in so far

as the advanced master programmes are concerned, the panel found that several theses were rather descriptive without much critical appraisal and/or showed an abundance of 'grey literature' rather than legal/scientific sources. The panel suggests that teaching staff and thesis supervisors emphasise the academic character of the curriculum, the assignments and the final project. Finally, the panel noticed that the writing skills of students deserve some attention during the thesis trajectory.

During the site visit, alumni have persuaded the panel that their education at the Faculty of Law has been a stepping stone for further studies and/or a successful career in the Netherlands and beyond: ELS bachelor students seamlessly transition to relevant master programmes, while master students quickly find suitable employment after graduation. These claims are corroborated by the outcomes of the yearly UM Graduate Survey, which show that most alumni are employed at master level and within their field of specialisation. It confirms, according to the panel, that students who graduate one of the English-taught programmes in Maastricht possess the proper qualifications to find a job that is commensurate with the subject and level of their study. If anything, the panel found that in most cases specific information on the professional whereabouts of programme alumni was missing. Hence, it encourages the faculty and the programmes to effectively implement the envisaged alumni policy.

Conclusion

The panel concludes that the programmes all meet standard 4.

General conclusion

The panel has established that the eight English-taught programmes at the Faculty of Law in Maastricht meet the four standards of the NVAO assessment framework: intended learning outcomes, teaching-learning environment, assessment, and achieved learning outcomes.

Its final judgement on the quality of all eight programmes is therefore positive.

Development points

1. Explore how the university-wide concept of Global Citizenship Education could add value for graduates across all the different programmes.
2. Invest in programme-specific advisory boards once again.
3. Implement the envisaged alumni policy at faculty level with a view to involve alumni in the validation of programme outcomes and enhance oversight on their professional careers.
4. Organise calibration and exchange among faculty members regarding teaching and assessment outside their own disciplinary domain and capacity group.
5. Ensure that the Board of Examiners evaluates final theses not only procedurally but also substantively through a sample, preferably via a mandated examination committee.
6. Introduce a 'technical' second thesis examiner from outside the specific field, potentially appointed by the responsible thesis coordinator.
7. Make methodological justification an explicit part of (the assessment in) all final projects: why was a particular research methodology chosen and how was it applied?
8. For the bachelor European Law School, adjust the intended learning outcomes to fully encompass the specific and recently adjusted programme narrative. Moreover, to look into the feasibility of the revised curriculum and its longitudinal learning trajectories.
9. For the advanced master programmes, emphasise the academic character of the curriculum, the assignments and the final project to students. Moreover, to clarify the admission requirements for their respective target groups.

Appendix 1. Intended learning outcomes

A1.1 B European Law School

Dublin-descriptors	Course ► Intended learning outcomes ▼	Year 1 (revised curriculum from ac. year 23-24)					
		Constitutional Law	Introduction to Private Law	Introduction to Law and Legal Reasoning	International and European Law	Foundations of Law	Thinking Like a Lawyer
A. Content of the Law	i. International, European and/or national law	E	E	X	E		X
	ii (a) Effect of international / European law on national law	E			E		X
	ii (b) Comparative law	E	E	X			X
	iii. meta-legal, history, philosophy, criminology or legal-economic principles	X				E	E
B. Applying knowledge and insight	i. Distil a problem and identify rules and criteria, solve cases	E	E	E	E	E	E
	ii. analyse and critically reflect	E	E	X	E	E	E
	iii. Assess, develop and defend line of argumentation			X		E	E
	iv. oral, written communication of legal questions, problems, information, ideas, argumentation and solutions	E	E	E	E	E	E
	v. write a substantial academic essay, paper or thesis						
	vi. approach problems from various angles		X	X		E	X
	vii. Aware of societal relevant or ethically relevant aspects of reasoning			X		E	X
	viii. Aware of the societal and historical context	X				E	X
	ix. Able to recognise the role of own value system			X			X
	x. Able to use the English language in a legal context	E	E	E	E	E	E
	xi. intercultural skills			X			X
C. Learning Skills	i. Able to plan, execute and evaluate own approach to learning			E			E
	ii. Able to work independently as well as in a team			X			E
	iii. Able to complete a master programme that fits the bachelor programme						
	iv. Able to exercise a profession at the level of a bachelor graduate.						

E= in teaching and examination

X= teaching only

Dublin-descriptors	Course ► Learning outcomes ▼	Year 2 (unrevised curriculum)									Year 3	
		Comp. property	Con. of criminal procedure	EU law: Foundations	European tort	Private int. law	EU law: substantive	Academic writing	Moot court	Electives	Electives	Bachelor's essay
A. Content of the Law	i. International, European and/or national law	E	E	E	E	E	E		X			E
	ii (a). effect of international / European law on national law	X	E	E	E	E	E					
	ii (b). Comparative law	E	E		E							
	iii. meta-legal, history, philosophy, criminology or legal-economic principles	X										
B. Applying knowledge and insight	i. Distil a problem and identify rules and criteria, solve cases	E	E	E	E	E	E	E	E	Dependent on the chosen courses	Dependent on the chosen courses	E
	ii. analyse and critically reflect	E		E			E	E				E
	iii. Assess, develop and defend line of argumentation			E	E		E	E	E			E
	iv. oral, written communication of legal questions, problems, information, ideas, argumentation and solutions	E	E	E	E	E	E	E	E			E
	v. write a substantial academic essay, paper or thesis			E			E	E				E
	vi. approach problems from various angles						E	E	E			E
	vii. Aware of societal relevant or ethically relevant aspects of reasoning	X					X	E	E			E
	viii. Aware of the societal and historical context		X	X			X	X				E
	ix. Able to recognise the role of own value system							X				E
	x. Able to use the English language in a legal context						X					E
	xi. Inter-cultural skills											
C. Learning Skills	i. Able to plan, execute and evaluate own approach to learning						X					E
	ii. Able to work independently as well as in a team						X					
	iii. Able to complete a master programme that fits the bachelor programme					X					X	E
	iv. Able to exercise a profession at the level of a bachelor graduate.					X						E

E= in teaching and examination

X= teaching only

A1.2 M Advanced Master in Privacy, Cybersecurity and Data Management

	1. Knowledge and insight (Dublin Descriptors 1& 2)	2. Academic attitude (Dublin Descriptors 2, 3 & 5)	3. Global citizenship (Dublin Descriptor 3)	4. Interpersonal competences (Dublin Descriptors 4 & 5)
	Graduates are able to develop insights based on academic knowledge in a self-directed manner	Graduates are able to demonstrate an academic attitude	Graduates are able to actively engage in the global community in a globally responsible manner	Graduates are able to demonstrate excellent interpersonal competences in an international professional setting
Intended Learning Outcomes	1.1 Students are able to understand academic research in fields related to privacy and cybersecurity law & technology, management and leadership.	2.1 Students are able to identify and solve legal problems related to business and society using appropriate analytical techniques and methods.	3.1 Students are able to demonstrate legally compliant, responsible and sustainable privacy, cybersecurity, management and leadership practices.	4.1 Students have the ability to reflect upon and analyse the legal decision-making process in privacy, cybersecurity and management contexts.
	1.2 Students are able to combine knowledge from privacy and cybersecurity law, technology and data management.	2.2 Students show well-grounded academic legal reasoning and understand how different situations and conditions require different leadership responses.	3.2 Students show behaviour that reflects their understanding of the different demands from key stakeholders in society across the globe.	4.2 Students demonstrate the ability to write appropriately for academic and business situations and a range of relevant stakeholders and audiences.
	1.3 Students are able to understand the evolution and place of privacy and cybersecurity law & technology, management and leadership in the economic sphere and within society.	2.3 Students integrate privacy and cybersecurity law & technology, management and leadership with an open-minded and interdisciplinary perspective.	3.3 Students integrate theory and practice on legal and interdisciplinary questions in an international setting.	4.3 Students demonstrate good oral communication skills in different settings, including legal reasoning in constructive discussions and presentations.
	1.4 Students are able to understand and discuss legally compliant, responsible, sustainable and ethical behaviour in different management settings.		3.4 Students are able to understand the requirement of effective and legally compliant leadership with respect to different global cultures.	4.4 Students work in multicultural teams and environments.

A1.3 M Advanced Master Intellectual Property Law and Knowledge Management LL.M.

In light of the programme aims above and the teaching method used at the Faculty of Law:

1. Graduates will be well versed with concepts such as entrepreneurship, IP management, and the role of IP law in commerce, research and innovation policy.
 - a. Graduates of the IPKM LLM will have expertise on the legal and commercial aspects of IP and knowledge management, acquiring skills to work at an academic level in a European and/or transnational legal and policy environment in close interaction with colleagues holding a degree in science and technology. LLM students will be familiar with IP litigation in multiple jurisdictions and before unitary EU courts, international and European IP law, international IP treaties, judicial proceedings and jurisprudence.
 - b. Graduates of the IPKM MSc will have expertise on the scientific, economic and commercial aspects of knowledge creation, patent drafting, and commercialisation. They will acquire the relevant skills to work at an academic level in an international, multicultural environment as European patent agents, national patent agents, or officials of the European patent office or other European or international governmental and non-governmental organisations in the field of intellectual property and knowledge management, in close interaction with colleagues holding a degree in law. MSc students will be familiar with the role of patent drafting for the purpose of commercial strategies and international patent litigation.
2. Graduates can apply the knowledge and skills obtained by defining, analysing and solving complex problems, especially at the interface of law, innovation, culture, competition, and science and technology. They are flexible and can easily adapt to new situations, both at the level of substantive intellectual property law as well as in the unlocking and exchange of information on national, regional and international law and policy for cultural, intellectual, and industrial creativity. They have written an academically sound master's thesis based on independent research. They can express themselves clearly in both oral and written form at an academic and professional level.
3. Graduates have been trained in formulating and articulating their conclusions to reflect an open-minded but critical and scientific attitude. They have learned to distinguish between ethical, economic, policy and legal arguments and take account of different, sometimes conflicting interests. They are able to synthesise different points of view into a legally relevant, academically sound conclusion.
4. Graduates have learned how to cooperate at a professional and academic level and have gained experience in playing different parts in teams comprised of lawyers, economists, social scientists, and participants holding a degree in science and technology. They can comprehend legal texts and judgements, as well as the legal significance of registered rights, most notably inventions disclosed in patent documents. They can convey their understanding to, and exchange views on the relevant issues with a professional or non-professional audience.

A1.4 M Advanced Master Intellectual Property Law and Knowledge Management MSc.

In light of the programme aims above and the teaching method used at the Faculty of Law:

1. Graduates will be well versed with concepts such as entrepreneurship, IP management, and the role of IP law in commerce, research and innovation policy.
 - a. Graduates of the IPKM LLM will have expertise on the legal and commercial aspects of IP and knowledge management, acquiring skills to work at an academic level in a European and/or transnational legal and policy environment in close interaction with colleagues holding a degree in science and technology. LLM students will be familiar with IP litigation in multiple jurisdictions and before unitary EU courts, international and European IP law, international IP treaties, judicial proceedings and jurisprudence.
 - b. Graduates of the IPKM MSc will have expertise on the scientific, economic and commercial aspects of knowledge creation, patent drafting, and commercialisation. They will acquire the relevant skills to work at an academic level in an international, multicultural environment as European patent agents, national patent agents, or officials of the European patent office or other European or international governmental and non-governmental organisations in the field of intellectual property and knowledge management, in close interaction with colleagues holding a degree in law. MSc students will be familiar with the role of patent drafting for the purpose of commercial strategies and international patent litigation.
2. Graduates can apply the knowledge and skills obtained by defining, analysing and solving complex problems, especially at the interface of law, innovation, culture, competition, and science and technology. They are flexible and can easily adapt to new situations, both at the level of substantive intellectual property law as well as in the unlocking and exchange of information on national, regional and international law and policy for cultural, intellectual, and industrial creativity. They have written an academically sound master's thesis based on independent research. They can express themselves clearly in both oral and written form at an academic and professional level.
3. Graduates have been trained in formulating and articulating their conclusions to reflect an open-minded but critical and scientific attitude. They have learned to distinguish between ethical, economic, policy and legal arguments and take account of different, sometimes conflicting interests. They are able to synthesise different points of view into a legally relevant, academically sound conclusion.
4. Graduates have learned how to cooperate at a professional and academic level and have gained experience in playing different parts in teams comprised of lawyers, economists, social scientists, and participants holding a degree in science and technology. They can comprehend legal texts and judgements, as well as the legal significance of registered rights, most notably inventions disclosed in patent documents. They can convey their understanding to, and exchange views on the relevant issues with a professional or non-professional audience.

European Business Law

Dublin descriptors	Learning outcomes	Advanced European Law	The Foundations of European Institutionalization	International Commercial Law	Corporate Social Responsibility	Comparative Company Law	European Competition Law	State Aid and Public Procurement in the EU	Master Thesis
A. Knowledge and understanding	Graduates have in-depth and up-to-date knowledge of EU law, specifically the fields/topics covered by the courses/ specialisation of their choice	E	E		E		E	E	Depends on thesis topic
	Graduates have excellent understanding of the interaction between EU law and national law	E	E	X		E	X	X	
	Graduates have knowledge and understanding of the political context in which EU law is shaped, applied and enforced, so as to understand its dynamics and successes or failures	E	E		X	X	E	E	
B. Applying knowledge and understanding	Graduates can apply knowledge to identify and solve concrete/ complex problems that arise in the shaping, application or enforcement of EU law	E	E	X			E	E	E
	Graduates possess analytical skills which enable them to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of EU law	E	E	X	E	X	E	E	
C. Making judgements	Graduates are able to translate knowledge (from textbooks, primary legal sources) into sound legal arguments or their own legal points of view	E	E	E	E	E	E	E	
	Graduates are able to develop their own views or position in legal debates or disputes	X	E	E	E	E	E	E	
D. Communication	Graduates are able to express their legal arguments clearly, both orally and in writing	E	E	E	E	E	E	E	
	Graduates are able to express their legal arguments clearly, in proper legal English	E	E	E	E	E	X	E	
E. Learning skills	Graduates possess the skills that legal experts need as regards the gathering, selecting, analysing, interpreting and synthesising of information from primary sources of EU and national law (treaties, legislation, case law) as well as secondary sources (textbooks, law journals, etc.)	E	X	X		E	E	E	
	Graduates are able to deliver legally sound, well-researched papers (academic articles, commentaries, pleas, recommendations, etc.) on complex legal issues in the context of Europeanisation	E	E	X			E	E	
	Graduates can work both independently and in group settings	X	E	X	X	X	E	E	
	Graduates have an open-minded but critical and academic attitude	E	E	E	E	E	E	E	

E = both in teaching and examination

X = only in teaching

European Public Law

Dublin descriptors	Learning outcomes	Advanced European Law	The Foundations of European Institutionalization	European and National Constitutional Law	European Fundamental Rights Law	External Relations of the EU	Internal Market Law and Governance	European Migration and Asylum Law	Master Thesis
A. Knowledge and understanding	Graduates have in-depth and up-to-date knowledge of EU law, specifically the fields/topics covered by the courses/ specialisation of their choice	E	E	E	E	E	E	E	Depends on thesis topic
	Graduates have excellent understanding of the interaction between EU law and national law	E	E	E	E	E	E	E	
	Graduates have knowledge and understanding of the political context in which EU law is shaped, applied and enforced, so as to understand its dynamics and successes or failures	E	E	E	E	E	E	E	
B. Applying knowledge and understanding	Graduates can apply knowledge to identify and solve concrete/ complex problems that arise in the shaping, application or enforcement of EU law	E	E	E	E	E	E	E	
	Graduates possess analytical skills which enable them to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of EU law	E	E	E	E	E	E	E	
C. Making judgements	Graduates are able to translate knowledge (from textbooks, primary legal sources) into sound legal arguments or their own legal points of view	E	E	E	E	E	E	E	
	Graduates are able to develop their own views or position in legal debates or disputes	X	E	E	E	E	E	E	
D. Communication	Graduates are able to express their legal arguments clearly, both orally and in writing	E	E	E	E	E	E	E	E
	Graduates are able to express their legal arguments clearly, in proper legal English	E	E	E	E	E	E	E	
E. Learning skills	Graduates possess the skills that legal experts need as regards the gathering, selecting, analysing, interpreting and synthesising of information from primary sources of EU and national law (treaties, legislation, case law) as well as secondary sources (textbooks, law journals, etc.)	E	X	E	E	E	E	E	
	Graduates are able to deliver legally sound, well-researched papers (academic articles, commentaries, pleas, recommendations, etc.) on complex legal issues in the context of Europeanisation	E	E	E	E	E	E	E	
	Graduates can work both independently and in group settings	X	E	E	E	E	E	X	
	Graduates have an open-minded but critical and academic attitude	E	E	E	E	E	E	E	

E = both in teaching and examination

X = only in teaching

Law of Sustainable Europe

Dublin descriptors	Learning outcomes	Advanced European Law	The Foundations of European Institutionalization	European Environmental Law	Global Environmental Law	Corporate Social Responsibility	European Fundamental Rights Law	Global Tax Policy and Sustainable Governance	Master Thesis
A. Knowledge and understanding	Graduates have in-depth and up-to-date knowledge of EU law, specifically the fields/topics covered by the courses/ specialisation of their choice	E	E	E	E	E	E		Depends on thesis topic
	Graduates have excellent understanding of the interaction between EU law and national law	E	E	E	E		E		
	Graduates have knowledge and understanding of the political context in which EU law is shaped, applied and enforced, so as to understand its dynamics and successes or failures	E	E	X	X	X	E	E	
B. Applying knowledge and understanding	Graduates can apply knowledge to identify and solve concrete/ complex problems that arise in the shaping, application or enforcement of EU law	E	E	E	E		E	E	E
	Graduates possess analytical skills which enable them to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of EU law	E	E	E	E	E	E		
C. Making judgements	Graduates are able to translate knowledge (from textbooks, primary legal sources) into sound legal arguments or their own legal points of view	E	E	E	E	E	E		
	Graduates are able to develop their own views or position in legal debates or disputes	X	E	E	E	E	E	E	
D. Communication	Graduates are able to express their legal arguments clearly, both orally and in writing	E	E	E	E	E	E	X	
	Graduates are able to express their legal arguments clearly, in proper legal English	E	E			E	E	E	
E. Learning skills	Graduates possess the skills that legal experts need as regards the gathering, selecting, analysing, interpreting and synthesising of information from primary sources of EU and national law (treaties, legislation, case law) as well as secondary sources (textbooks, law journals, etc.)	E	X	E	E		E		
	Graduates are able to deliver legally sound, well-researched papers (academic articles, commentaries, pleas, recommendations, etc.) on complex legal issues in the context of Europeanisation	E	E	X	X		E		
	Graduates can work both independently and in group settings	X	E	X	E	X	E	E	
	Graduates have an open-minded but critical and academic attitude	E	E	E	E	E	E	E	

E = both in teaching and examination

X = only in teaching

A1.6 M Globalisation and Law

Specialisation Human Rights

Dublin descriptors	Course ►	Foundations of Global Law	Human Rights of Women	International Criminal Law	Human Rights and Human Development	International human rights law	International Humanitarian Law	Public International Law	Thesis
	Learning outcomes ▼								
A. Knowledge and understanding	Graduates have up-to-date knowledge and understanding of main aspects of public international law, notably including the law on treaties, jurisdiction, state responsibility and the relationship between international law and national law		E	E			E	E	depends on thesis topic
	Graduates have up-to-date knowledge and understanding of the links between democracy, human rights, sustainable development and the globalisation of commerce and trade	X			E				
	Graduates have up-to-date knowledge and understanding of how the specialisation they (may) have chosen relates to and interacts with the other specialisation covered by GAL	X	E			X	E	E	
	Graduates have up-to-date knowledge and understanding of the relationships and tensions between international law on peace and security and humanitarian law	X		E			E		
	Graduates have up-to-date knowledge and understanding of role and functioning of international criminal tribunals notably including the ICC			E			E		
	Graduates have up-to-date knowledge and understanding of problems concerning the enforcement of human rights		E			E	E		
	Graduates have up-to-date knowledge and understanding of problems concerning the human rights of vulnerable groups or minorities, such as women and persons suffering from a disability		E			E	E		
B. Applying knowledge and understanding	Graduates can apply the knowledge obtained to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity	E	E	E			E	E	E
	Graduates possess analytical skills that enable them to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity	E	E	E			E	E	
C. Making judgments	Graduates can translate knowledge (from textbooks, primary legal sources) into sound legal arguments or own legal points of view	E	E	E	E	E	E	E	
	Graduates can develop their own views or position in legal debates or disputes	X	E	E	E	E	E	E	
D. Communication	Graduates can express their legal arguments clearly, both orally and on paper		E	E	E	E	E	E	
	Graduates can express their legal arguments clearly, in proper legal English	X	E	E	E			E	E
E. Learning skills	Graduates possess the techniques legal experts need as regards the gathering, selecting, analyzing, interpreting and synthesizing information from legal sources (treaties, legislation, case law) as well as second sources (textbooks, law journals, etc.)		E		E	E	E	E	
	Graduates can deliver legally sound, well-researched papers (academic articles, commentaries, pleas, advises, etc.) on complex legal issues in the context of globalisation				E	E	E		
	Graduates can work both independently and in group settings		E	X	E	E	E	E	
	Graduates have an open-minded but critical and scientific attitude	X	E	X	E	E	E	E	

E = both in teaching and examination

X = teaching only

Specialisation Corporate and Commercial Law

Dublin descriptors	Course ►								Thesis
		Comparative Company Law	Comparative Corporate Governance	Corporate Social Responsibility	European Competition Law	Intern. Arbitration Dispute Resolution	International Commercial Law	Foundations of Global Law	
	Learning outcomes ▼								
A. Knowledge and understanding	Graduates have up-to-date knowledge and understanding of various forms of international dispute settlement, including judicial settlement (ICJ, WTO, ECHR and national courts) and commercial/economic arbitration					E			depends on thesis topic
	Graduates have up-to-date knowledge and understanding of the links between democracy, human rights, sustainable development and the globalisation of commerce and trade			E				X	
	Graduates have up-to-date knowledge and understanding of the links between corruption, corporate social responsibility and social-economic development			X					
	Graduates have up-to-date knowledge and understanding of how the specialisation they (may) have chosen relates to and interacts with the other specialisation covered by GAL			X	X			X	
	Graduates have up-to-date knowledge and understanding of the role and impact of international organizations like UNCITRAL, the International Chamber of Commerce, the World Intellectual Property Organization and the WTO on the rules governing international trade					E	X		
	Graduates have up-to-date knowledge and understanding of non-judicial forms of dispute settlement			X		E			
	Graduates have up-to-date knowledge and understanding of international commercial law					E	E		
	Graduates have up-to-date knowledge and understanding of international and national law on the structure and functioning of companies operating in a cross-border setting	E	E		E				
B. Applying knowledge and understanding	Graduates can apply the knowledge obtained to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity	E	E	E	E	E	E		E
	Graduates possess analytical skills that enable them to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity	E	E	E	E	E	E		
C. Making judgments	Graduates can translate knowledge (from textbooks, primary legal sources) into sound legal arguments or own legal points of view	E	E	E	E	E	E	E	
	Graduates can develop their own views or position in legal debates or disputes	X	E	E	X	E	E	E	
D. Communication	Graduates can express their legal arguments clearly, both orally and on paper	X	X	X	E	E	E	E	E
	Graduates can express their legal arguments clearly, in proper legal English	X	E	E	X	E	E	E	
E. Learning skills	Graduates possess the techniques legal experts need as regards the gathering, selecting, analyzing, interpreting and synthesizing information from legal sources (treaties, legislation, case law) as well as second sources (textbooks, law journals, etc.)	E	E	E	E	E	E	E	
	Graduates can deliver legally sound, well-researched papers (academic articles, commentaries, pleas, advises, etc.) on complex legal issues		X	X	E		E	E	
	Graduates can work both independently and in group settings				E	E	E	E	
	Graduates have an open-minded but critical and scientific attitude	X	E		E	E	E	E	

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Specialisation International Trade and Investment Law

Dublin descriptors	Course ►	Foundations of Global Law	Customs Law	Intellectual Property Law	International Investment Law	Public International Law	International Trade Law	Advanced International Trade Law	Thesis
	Learning outcomes ▼								
A. Knowledge and understanding	Graduates have up-to-date knowledge and understanding of main aspects of public international law, notably including the law on treaties, jurisdiction, state responsibility and the relationship between international law and national law				E	E	E	E	depends on thesis topic
	Graduates have up-to-date knowledge and understanding of various forms of international dispute settlement, including judicial settlement (ICJ, WTO, ECHR and national courts) and commercial/economic arbitration				E	E	E	E	
	Graduates have up-to-date knowledge and understanding of the links between democracy, human rights, sustainable development and the globalisation of commerce and trade	X			E		E	E	
	Graduates have up-to-date knowledge and understanding of how the specialisation they (may) have chosen relates to and interacts with the other specialisation covered by GAL	X	X	X	E	E	X	X	
	Graduates have up-to-date knowledge and understanding of the role and impact of international organizations like UNCITRAL, the International Chamber of Commerce, the World Intellectual Property Organization and the WTO on the rules governing international trade			E	E		E	E	
	Graduates have up-to-date knowledge and understanding of the international regulatory regime for international contracts, discriminatory trade practices, unfair trading practices and other obstacles to free trade			E	E		E	E	
	Graduates have up-to-date knowledge and understanding of rules on intellectual and industrial property			E	E				
	Graduates have up-to-date knowledge and understanding of the relation between the goal to realize free trade and the protection of non-market values such as health, environmental protection and consumer protection			E	E	E	E	E	
B. Applying knowledge and understanding	Graduates can apply the knowledge obtained to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity		E	E	E	E	E	E	E
	Graduates possess analytical skills that enable them to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity		E	E	E	E	E	E	
C. Making judgments	Graduates can translate knowledge (from textbooks, primary legal sources) into sound legal arguments or own legal points of view	E	E	E	E	E	E	E	
	Graduates can develop their own views or position in legal debates or disputes	X	E	E	E	E	E	E	
D. Communication	Graduates can express their legal arguments clearly, both orally and on paper	E	E	E	E	E	E	E	
	Graduates can express their legal arguments clearly, in proper legal English	E	E	E	E	E	X	E	
E. Learning skills	Graduates possess the techniques legal experts need as regards the gathering, selecting, analyzing, interpreting and synthesizing information from primary sources and national law (treaties, legislation, case law) as well as second sources (textbooks, law journals, etc.)	E	E	E	E	E			
	Graduates can deliver legally sound, well-researched papers (academic articles, commentaries, pleas, advises, etc.) on complex legal issues in the context of globalisation	E	E	E	E				
	Graduates can work both independently and in group settings	E	E	E	E	E	E	E	
	Graduates have an open-minded but critical and scientific attitude	E	E	X	E	E	E	E	

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X= teaching only

Matrix master International and European Tax Law (general track)

Dublin descriptors	Educational component ► Learning Outcomes ▼	Fundamentals of International Taxation	European Value Added Tax	International Business Taxation	European Corporate Tax	Transfer Pricing	Cross-Border Taxation of Human Capital	Responsible Tax Planning, Compliance and Administration	Elective course	Master's thesis
A. Knowledge and understanding	Tax law (systems) in international relations	E	E	E	E	E	E	E		E
	Knowledge of international and/or European tax law	E	E	E	E	E	E	E		E
	Knowledge of direct taxation	E		E	E	E	E	E		
	Knowledge of indirect taxation		E							
	Specialist knowledge based on chosen specialisation				E		E			E
	Elementary forms of comparative law	E	X	X	X	X	X	X		
	Case law	E	E	E	E	E	E	X		X
	Current scientific research	X	X	X	X	X	X	X		X
	Current legal practice	X	X	X	X	X	X	X		
	Metalegal aspects	X	X					E		
B. Application of knowledge and understanding	Defining, analysing and solving fiscal/legal problems (based on a case derived from changing case law)	E	E	E	E	E	E	X		E
	Searching, selecting, analysing and interpreting relevant fiscal/legal sources	X	X	X	X	X	E	X		E
	Verbal and/or written legal argumentation and critical reflection	E	E	E	E	E	E	E		E
	Expressing himself/herself well, at a professional academic level, both verbally and in writing.	X	X	X	X	X	X	X		
	Placing fiscal/legal problems in a broader and/or social context	E	X	X	X	X	X	X		X
	Independently writing a scientifically substantiated master's thesis									E
C. Forming judgements	Forming and expressing their own judgement	X	E	E	E	E	E	E		E
	Maintaining an open scientific attitude	X	X	X	X	X	X	X		X
	Distinguishing between fiscal/legal interests and various other arguments/interests	X	X	X	X	X	X	X		X
	Drawing a fiscally/legally relevant and academically sound conclusion from different points of view	E	X	E	X	E	X	E		X
D. Communication	Sharing acquired knowledge and understanding with the profession	X	X	X	X	X	X	X		
	Communicating with a group about fiscal/legal sources they have read	X	X	X	X	X	X	X		
	Jointly defining, analysing and solving fiscal/legal problems	X	X	X	X	X	X	X		
	Actively participating in legal discussions	X	X	X	X	X	X	X		
	Leading a fiscal/legal discussion	X	X	X	X	X	X	X		
	Passive use of English	E	E	E	E	E	E	E		E
	Active use of English	E	E	E	E	E	E	E		E

E. Learning skills	Ability to function both independently and in a team	X	X	X	X	X	X	X		
	Ability to independently formulate research questions	X	X	X	X	X	X	X		E
	Ability to independently search for relevant fiscal/legal information	X	X	X	X	X	X	X		E
	Ability to acquire new knowledge quickly and to broaden and deepen existing knowledge	X	X	X	X	X	X	X		E
	Ability to adapt to new situations quickly, with regard to fiscal/legal content as well as accessing and exchanging information	X	X	X	X	X	X	X		X
	Ability to respond to socio-legal developments	X	X	X	X	X	X	X		X
	Ability to successfully practise a profession which requires a master's degree in International and European Tax Law	X								
	Ability to successfully complete a follow-up postgraduate degree	X								

'X' implies that the concrete learning outcome is part of the teaching.

'E' implies that it is also part of the examination.

Matrix master International and European Tax Law (specialisation Tax & Technology)

Dublin descriptors	Educational component ► Learning Outcomes ▼	Fundamentals of International Taxation	European Value Added Tax	International Business Taxation	European Corporate Tax	Transfer Pricing	Computational Science of Taxation	Responsible Tax Planning, Compliance and Administration	Tax and Technology II (Tilburg University)	Master's thesis
A. Knowledge and understanding	Tax law (systems) in international relations	E	E	E	E	E	X	E	X	E
	Knowledge of international and/or European tax law	E	E	E	E	E	X	E	X	E
	Knowledge of direct taxation	E		E	E	E	X	E	X	
	Knowledge of indirect taxation		E				X		X	
	Specialist knowledge based on chosen specialisation						E		E	E
	Elementary forms of comparative law	E	X	X	X	X		X		
	Case law	E	E	E	E	E		X		X
	Current scientific research	X	X	X	X	X	X	X	X	X
	Current legal practice	X	X	X	X	X	X	X		
	Metalegal aspects	X	X				E	E	E	
B. Application of knowledge and understanding	Defining, analysing and solving fiscal/legal problems (based on a case derived from changing case law)	E	E	E	E	E	E	X		E
	Searching, selecting, analysing and interpreting relevant fiscal/legal sources	X	X	X	X	X		X		E
	Verbal and/or written legal argumentation and critical reflection	E	E	E	E	E		E		E
	Expressing himself/herself well, at a professional academic level, both verbally and in writing.	X	X	X	X	X	X	X	X	
	Placing fiscal/legal problems in a broader and/or social context	E	X	X	X	X	E	X	E	X
	Independently writing a scientifically substantiated master's thesis									E
C. Forming judgements	Forming and expressing their own judgement	X	E	E	E	E	X	E	X	E
	Maintaining an open scientific attitude	X	X	X	X	X	X	X	X	X
	Distinguishing between fiscal/legal interests and various other arguments/interests	X	X	X	X	X	X	X	X	X
	Drawing a fiscally/legally relevant and academically sound conclusion from different points of view	E	X	E	X	E	X	E	X	X
D. Communication	Sharing acquired knowledge and understanding with the profession	X	X	X	X	X	X	X	X	
	Communicating with a group about fiscal/legal sources they have read	X	X	X	X	X	X	X	X	
	Jointly defining, analysing and solving fiscal/legal problems	X	X	X	X	X	X	X	X	
	Actively participating in legal discussions	X	X	X	X	X	X	X	X	
	Leading a fiscal/legal discussion	X	X	X	X	X	X	X	X	
	Passive use of English	E	E	E	E	E	E	E	E	E
	Active use of English	E	E	E	E	E	E	E	E	E

E. Learning skills	Ability to function both independently and in a team	X	X	X	X	X	X	X	X	
	Ability to independently formulate research questions	X	X	X	X	X	X	X	X	E
	Ability to independently search for relevant fiscal/legal information	X	X	X	X	X	X	X	X	E
	Ability to acquire new knowledge quickly and to broaden and deepen existing knowledge	X	X	X	X	X	X	X	X	E
	Ability to adapt to new situations quickly, with regard to fiscal/legal content as well as accessing and exchanging information	X	X	X	X	X	X	X	X	X
	Ability to respond to socio-legal developments	X	X	X	X	X	X	X	X	X
	Ability to successfully practise a profession which requires a master's degree in International and European Tax Law					X				
	Ability to successfully complete a follow-up postgraduate degree					X				

'X' implies that the concrete learning outcome is part of the teaching

'E' implies that it is also part of the examination.

Matrix master International and European Tax Law (specialisation Customs Law & International Supply Chain Taxation)

Dublin descriptors	Educational component ► Learning Outcomes ▼	Fundamentals of International Taxation	European Value Added Tax	International Business Taxation	International Trade Law	Transfer Pricing	Customs Law	Responsible Tax Planning, Compliance and Administration	International Supply Chain Taxation	Master's thesis
A. Knowledge and understanding	Tax law (systems) in international relations	E	E	E	E	E	E	E	E	E
	Knowledge of international and/or European tax law	E	E	E	E	E	E	E	E	E
	Knowledge of direct taxation	E		E		E		E		
	Knowledge of indirect taxation		E		E		E		E	
	Specialist knowledge based on chosen specialisation				E		E		E	E
	Elementary forms of comparative law	E	X	X	X	X	X	X	X	
	Case law	E	E	E	E	E	E	X	E	X
	Current scientific research	X	X	X	X	X	X	X	X	X
	Current legal practice	X	X	X	X	X	E	X	X	
	Metalegal aspects	X	X					E	X	
B. Application of knowledge and understanding	Defining, analysing and solving fiscal/legal problems (based on a case derived from changing case law)	E	E	E	E	E	E	X	E	E
	Searching, selecting, analysing and interpreting relevant fiscal/legal sources	X	X	X	X	X	X	X	X	E
	Verbal and/or written legal argumentation and critical reflection	E	E	E	E	E	E	E	E	E
	Expressing himself/herself well, at a professional academic level, both verbally and in writing.	X	X	X	X	X	X	X	X	
	Placing fiscal/legal problems in a broader and/or social context	E	X	X	X	X	X	X	X	X
	Independently writing a scientifically substantiated master's thesis									E
C. Forming judgements	Forming and expressing their own judgement	X	E	E	E	E	E	E	E	E
	Maintaining an open scientific attitude	X	X	X	X	X	X	X	X	X
	Distinguishing between fiscal/legal interests and various other arguments/interests	X	X	X	X	X	X	X	X	X
	Drawing a fiscally/legally relevant and academically sound conclusion from different points of view	E	X	E	E	E	E	E	E	X

D. Communication	Sharing acquired knowledge and understanding with the profession	X	X	X	X	X	X	X	X	
	Communicating with a group about fiscal/legal sources they have read	X	X	X	X	X	X	X	X	
	Jointly defining, analysing and solving fiscal/legal problems	X	X	X	X	X	X	X	X	
	Actively participating in legal discussions	X	X	X	X	X	X	X	X	
	Leading a fiscal/legal discussion	X	X	X	X	X	X	X	X	
	Passive use of English	E	E	E	E	E	E	E	E	E
	Active use of English	E	E	E	E	E	E	E	E	E
E. Learning skills	Ability to function both independently and in a team	X	X	X	X	X	X	X	X	
	Ability to independently formulate research questions	X	X	X	X	X	X	X	X	E
	Ability to independently search for relevant fiscal/legal information	X	X	X	X	X	X	X	X	E
	Ability to acquire new knowledge quickly and to broaden and deepen existing knowledge	X	X	X	X	X	X	X	X	E
	Ability to adapt to new situations quickly, with regard to fiscal/legal content as well as accessing and exchanging information	X	X	X	X	X	X	X	X	X
	Ability to respond to socio-legal developments	X	X	X	X	X	X	X	X	X
	Ability to successfully practise a profession which requires a master's degree in International and European Tax Law	X								
	Ability to successfully complete a follow-up postgraduate degree	X								

'X' implies that the concrete learning outcome is part of the teaching.

'E' implies that it is also part of the examination

A1.8 M International Laws

Dublin descriptors	Course ► Learning outcomes ▼	Advanced European law	Public International Law	Language Courses	Thesis	Electives
A. Knowledge and understanding	the role played by international and/or European law in today's era of Globalisation and Europeanisation	E	E			depends on thesis topic
	the impact that these rules may have on national law	E	E			
	the specific interaction between international or European law and national law in the fields studied	E	E			
	the enforcement of international or European law, including dispute settlement procedures	E	E			
	the main substantive rules of international and European law in the field concerned	E	E			
B. Applying knowledge and understanding	Graduates can apply the knowledge obtained to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity	E	E			E
	Graduates possess analytical skills that enable them to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity	E	E			
C. Making judgments	Graduates are able to translate knowledge (from textbooks, primary legal sources) into sound legal arguments or own legal points of view	E	E			
	Graduates are able to develop their own views or position in legal debates or disputes	E	E			
D. Communication	Graduates are able to express their legal arguments clearly, both orally and in writing	E	E			
	Graduates are able to express their legal arguments clearly, both to specialist and non-specialist audiences	E	E			
	Graduates can work in various environments and express their legal arguments clearly, in proper English	E	E			
	Graduates can express themselves at least on basic level in French			E		
E. Learning skills	Graduates possess the techniques legal experts need as regards the gathering, selecting, analyzing, interpreting and synthesizing information from primary sources of EU and national law (treaties, legislation, case law) as well as secondary sources (textbooks, law journals, etc.)				E	see master's programmes Globalisation and Law and European Law School
	Graduates are able to deliver legally sound, well-researched papers (academic articles, commentaries, pleas, advises, etc.) on complex legal issues in the context of Europeanisation					
	Graduates can work both independently and in group settings	E	E			
	Graduates have an open-minded yet critical and scientific attitude	E	E		E	

E = both in teaching and examination

X = teaching only

Appendix 2. Programme curriculum

A2.1 B European Law School

Bachelor European Law School for students who started in 2023/2024 (revised)						
	Period 1 Sep. 4 until Oct. 27, 2023	Period 2 Oct. 30 until Dec. 22, 2023	Period 3 Jan. 8 until Feb. 2, 2024	Period 4 Feb. 5 until Apr. 5, 2024	Period 5 Apr. 15 until Jun. 14, 2024	Period 6 Jun. 17 until Jul. 12, 2024
Year 1	• Constitutional Law (PUB1201)	• Introduction to Private Law (PRI1201)		• International and European Law (IER1201)	• Foundations of Law (MET1201)	
	• Introduction to Law and Legal Reasoning (SLC1001)			• Thinking Like a Lawyer (SLC1002)		
Year 2	• Private Law	• Law of the European Union		• Criminal Law	• Criminal Procedure	
				• Philosophy of Private Law	• Administrative Law	
	• Legal Research			• Conflict Prevention and Resolution		
Year 3	Electives to be determined					
	Final Legal Challenge / Bachelor's Essay					
	Examinations: Week of October 23 Resit: week of January 29	Examinations: Week of December 18 Resit: week of April 8	Examinations: Week of January 29 Resit: week of April 8	Examinations: Week of April 1 Resit: week of June 17	Examinations: Week of June 10 Resit: week of July 1	Examinations: Included in course
		Holidays: Week of December 25 Week of January 1		Holidays: Week of February 12 March 29, April 1	Holidays: May, 9 and 10, May 20	

A2.2 M Advanced Master in Privacy, Cybersecurity and Data Management

YEAR 1			
Semester	Period	Course	ECTS
Summer prior to the beginning of the Programme	July	<i>Orientation Course: Introduction to European Union Law</i>	(3)
		<i>Orientation Course: Introduction to computer science and new technologies</i>	OR (3)
Winter semester	September - October	<i>EU Privacy and Data Protection Fundamentals</i>	6
	November - December	<i>Cybersecurity Fundamentals</i>	6
	January	Skills 1: <i>Integrated Risk Assessment</i> <i>Communication in Data Management</i>	3 (2 x 1,5)
		Students may exchange Skills 1 courses with the <i>ECPC Professional Diploma</i> .	
Spring semester	February - March	<i>Advanced (International) Privacy and Data Protection</i>	6
	April - May	<i>Advanced Cybersecurity</i>	6
	June-July	Master's thesis I (Bootcamp)	3
		TOTAL:	30 (33)
YEAR 2			
Semester	Period	Course	ECTS
Winter semester	September	<i>Digital Trust: ePrivacy and the Protection of Personal Data in Electronic Communications</i>	3
	October	<i>Cybersecurity Governance and Management Deep-dive</i>	3
	November - December	Skills 2: <i>Leadership Development Trajectory</i>	3
Students may exchange the first two of the courses below with the <i>ECPC Professional Diploma</i>			
Spring semester	January	<i>ICT and Data Related Contracts</i>	3
	February	<i>Data Protection and Security Assessment/Audit: Case Study of Cloud Computing</i>	3
	March	<i>Ethics, Accountability and Corporate Social Responsibility in the Digital Age</i>	3
	April	<i>The Future of Privacy, Cybersecurity and Data Management: New technologies and new approaches</i>	3
Master's thesis II – thesis submitted latest by 31 August			9
TOTAL:			30
TOTAL PROGRAMME:			60 (63)

A2.3 M Advanced Master Intellectual Property Law and Knowledge Management LL.M.

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Common courses	Principles of Intellectual and Industrial Property Law (LAW5013) – 5 EC	Law of Trade Marks and of Geographical Indications (LAW5015) – 5 EC	EPC Claim Interpretation (LAW5031) – 2 EC	Patent Law II (LAW5018) – 4 EC		
	Copyright and Related Rights (LAW5014) – 5 EC	Patent Law I (LAW5016) – 5 EC	Intensive on EU Trade Marks and Community Designs (LAW5050) - 3 EC			
	Legal English and Methodology (LAW5091) – 0 EC					
	Master Thesis IPKM (LAW5095) – 6 EC					
LLM	IP Enforcement and Procedure (LAW5028) – 3 EC		Global Policy and Economics of IP Law (LAW5026) – 2 EC	Comparative IP Litigation (LAW5027) – 5 EC	Technology Transfer and Transaction Practice (LAW5029) – 5 EC	
MSc	IP and Life Sciences (LAW5032) – 2 EC	IP and Computer Science (LAW5033) – 4 EC	EPC Procedure (LAW5022) – 2 EC	EPC Claim Drafting (LAW5034) – 4 EC	EPC Opposition (LAW5035) – 2 EC	
Electives		Intensive on the Law Against Unfair Competition (LAW5052) – 3 EC	Intensive on Plant Variety Protection and Biotechnology (LAW5049) - 3 EC	Intensive on Intellectual Property Institutions and Adjudication (LAW5053) - 3 E	IP Entrepreneurship and Management (LAW5036) – 4 EC	
				Intensive on Intellectual Property in Asia (LAW5047) – 3 EC	Competition Law and IP (LAW5020) – 3 EC	
		Annual IEEM IP Seminar and Professional Update, Macau (LAW5025) ⁵ – 3 EC		Intensive on Intellectual Property in the USA (LAW5046) – 3 EC	Intellectual Property Overlaps (LAW5019) – 3 EC	
					Intensive on Intellectual Property and Sustainability (LAW5054) – 2 EC	
	IPKM Mock Trial Competition (LAW5037) ⁶ – 2 EC					
	IPKM Honours ⁷ – 2 EC					
	Internship IPKM (LAW5595)					
Upon request to the programme Director and following approval by the Board of Examiners, modules offered in the context of IPKM may be chosen as elective. This includes mandatory MSc or LLM courses, but can be further extended to courses offered at the Brightlands campuses.						

A2.4 M Advanced Master Intellectual Property Law and Knowledge Management MSc.

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Common courses	Principles of Intellectual and Industrial Property Law (LAW5013) – 5 EC	Law of Trade Marks and of Geographical Indications (LAW5015) – 5 EC	EPC Claim Interpretation (LAW5031) – 2 EC	Patent Law II (LAW5018) – 4 EC		
	Copyright and Related Rights (LAW5014) – 5 EC	Patent Law I (LAW5016) – 5 EC	Intensive on EU Trade Marks and Community Designs (LAW5050) - 3 EC			
	Legal English and Methodology (LAW5091) – 0 EC					
	Master Thesis IPKM (LAW5095) – 6 EC					
LLM	IP Enforcement and Procedure (LAW5028) – 3 EC		Global Policy and Economics of IP Law (LAW5026) – 2 EC	Comparative IP Litigation (LAW5027) – 5 EC	Technology Transfer and Transaction Practice (LAW5029) – 5 EC	
MSc	IP and Life Sciences (LAW5032) – 2 EC	IP and Computer Science (LAW5033) – 4 EC	EPC Procedure (LAW5022) – 2 EC	EPC Claim Drafting (LAW5034) – 4 EC	EPC Opposition (LAW5035) – 2 EC	
Electives		Intensive on the Law Against Unfair Competition (LAW5052) – 3 EC	Intensive on Plant Variety Protection and Biotechnology (LAW5049) - 3 EC	Intensive on Intellectual Property Institutions and Adjudication (LAW5053) - 3 E	IP Entrepreneurship and Management (LAW5036) – 4 EC	
		Annual IEEM IP Seminar and Professional Update, Macau (LAW5025) ⁵ – 3 EC		Intensive on Intellectual Property in Asia (LAW5047) – 3 EC	Competition Law and IP (LAW5020) – 3 EC	
				Intensive on Intellectual Property in the USA (LAW5046) – 3 EC	Intellectual Property Overlaps (LAW5019) – 3 EC	
					Intensive on Intellectual Property and Sustainability (LAW5054) – 2 EC	
	IPKM Mock Trial Competition (LAW5037) ⁶ – 2 EC					
	IPKM Honours ⁷ – 2 EC					
	Internship IPKM (LAW5595)					
Upon request to the programme Director and following approval by the Board of Examiners, modules offered in the context of IPKM may be chosen as elective. This includes mandatory MSc or LLM courses, but can be further extended to courses offered at the Brightlands campuses.						

2023/2024 Master in European Law School				
a total of eight courses (two per period) and a Master thesis; the periods 3 and 6 are reserved for the Master thesis				
	Period 1 Sep. 4 until Oct. 27, 2023	Period 2 Oct. 30 until Dec. 22, 2023	Period 4 Feb. 5 until Apr. 5, 2024	Period 5 Apr. 15 until Jun. 14, 2024
Specialisation European Business Law 7 compulsory courses	Core course: <ul style="list-style-type: none"> Advanced European Law (IER4006) The Foundations of European Institutionalisation (MET4010) 	Specialisation core courses: <ul style="list-style-type: none"> European Competition Law (IER4009) International Commercial Law (PRI4002) 	Specialisation core courses: <ul style="list-style-type: none"> Corporate Social Responsibility (LAW4037) Comparative Company Law (PRI4004) 	Specialisation core course: <ul style="list-style-type: none"> State aid and Public Procurement in the EU (IER4014)
+ 1 elective*				<ul style="list-style-type: none"> Elective
Specialisation European Public Law 7 compulsory courses	Core course: <ul style="list-style-type: none"> Advanced European Law (IER4006) The Foundations of European Institutionalisation (MET4010) 	Specialisation core courses: <ul style="list-style-type: none"> Internal Market Law and Governance (IER4023) European Fundamental Rights Law (IER4016) 	Specialisation core courses: <ul style="list-style-type: none"> European and National Constitutional Law (PUB4023) European Migration and Asylum Law (IER4001) 	Specialisation core course: <ul style="list-style-type: none"> External Relations of the EU (IER4003)
+ 1 elective*				<ul style="list-style-type: none"> Elective
Specialisation Law of Sustainable Europe 7 compulsory courses	Core course: <ul style="list-style-type: none"> Advanced European Law (IER4006) The Foundations of European Institutionalisation (MET4010) 	Specialisation core courses: <ul style="list-style-type: none"> Global Environmental Law (LAW4094) European Fundamental Rights Law (IER4016) 	Specialisation core courses: <ul style="list-style-type: none"> European Environmental Law (LAW4042) Corporate Social Responsibility (LAW4037) 	Specialisation core course: <ul style="list-style-type: none"> Global Tax Policy and Sustainable Governance (TAX4014)
+ 1 elective*				<ul style="list-style-type: none"> Elective
General programme 2 compulsory courses	Core course: <ul style="list-style-type: none"> Advanced European Law (IER4006) The Foundations of European Institutionalisation (MET4010) 			
+ at least 5 bounded courses		<ul style="list-style-type: none"> You need to choose courses from the specialisations mentioned above, and/or the elective courses: Law of the Economic and Monetary Union (IER4020), European Data Protection and Privacy Law (IER4026) 		
+ 1 elective*		<ul style="list-style-type: none"> Elective 		
Thesis for all students	<ul style="list-style-type: none"> Master thesis 			
*Electives	The student must choose the electives in accordance with Article 35 of the Education and Examination Regulations.			

A2.6 M Globalisation and Law

2023/2024 Master in Globalisation and Law a total of eight courses (two per period) and a Masterthesis; the periods 3 and 6 are reserved for the Masterthesis				
	Period 1 Sep. 4 until Oct. 27, 2023	Period 2 Oct. 30 until Dec. 22, 2023	Period 4 Feb. 5 until Apr. 5, 2024	Period 5 Apr. 15 until Jun. 14, 2024
Specialisation Human Rights 7 compulsory courses	Core courses: <ul style="list-style-type: none"> Public International Law (IER4021) Foundations of Global Law (MET4011) 	Specialisation core courses: <ul style="list-style-type: none"> International Human Rights Law (IER4012) International Humanitarian Law (IER4022) 	Specialisation core courses: <ul style="list-style-type: none"> Human Rights and Human Development (IER4004) Human Rights of Women (IER4019) 	Specialisation core course: <ul style="list-style-type: none"> International Criminal Law (CRI4023)
+ 1 elective*				<ul style="list-style-type: none"> Elective
Specialisation Corporate and Commercial Law 7 compulsory courses	Core course: <ul style="list-style-type: none"> Foundations of Global Law (MET4011) 	Specialisation core courses: <ul style="list-style-type: none"> European Competition Law (IER4009) International Commercial Law (PRI4002) 	Specialisation core courses: <ul style="list-style-type: none"> Corporate Social Responsibility (LAW4037) Comparative Company Law (PRI4004) 	Specialisation core courses: <ul style="list-style-type: none"> Comparative Corporate Governance (PRI4012) International Commercial Dispute Resolution (IER5016)
+ 1 elective*	<ul style="list-style-type: none"> Elective 			
Specialisation International Trade and Investment Law 7 compulsory courses	Core course: <ul style="list-style-type: none"> Public International Law (IER4021) Foundations of Global Law (MET4011) 	Specialisation core courses: <ul style="list-style-type: none"> International Trade Law (IER4002) Intellectual Property Law (IER4033) 	Specialisation core courses: <ul style="list-style-type: none"> International Investment Law (IER4015) Customs Law (TAX4027) 	Specialisation core courses: <ul style="list-style-type: none"> Advanced International Trade Law (entrance requirement: pass for International Trade Law) (IER4025)
+ 1 elective*				<ul style="list-style-type: none"> Elective
General programme 2 compulsory courses	Core courses: <ul style="list-style-type: none"> Foundations of Global Law (MET4011) Public International Law (IER4021) or Corporate Social Responsibility (LAW4037) in period 4 		Core course: <ul style="list-style-type: none"> Corporate Social Responsibility (LAW4037) or Public International Law (IER4021) in period 1 	
+ at least 5 bounded courses			<ul style="list-style-type: none"> You need to choose courses from the specialisations mentioned above, and/or the elective courses: Global Environmental Law, Law of the Sea, International Dispute Settlement 	
+ 1 elective*		<ul style="list-style-type: none"> Elective 		
Thesis for all students	<ul style="list-style-type: none"> Masterthesis 			
*Electives	The student must choose the electives in accordance with Article 35 of the Education and Examination Regulations.			

2023/2024 Master International and European Tax Law a total of eight courses (two per period) and a Masterthesis; the periods 3 and 6 are for the Masterthesis, no courses are offered then				
	Period 1 Sep. 4 until Oct. 27, 2023	Period 2 Oct. 30 until Dec. 22, 2023	Period 4 Feb. 5 until Apr. 5, 2024	Period 5 Apr. 15 until Jun. 14, 2024
7 compulsory courses	<ul style="list-style-type: none"> Fundamentals of International Taxation (TAX4010) European Value Added Tax (TAX4005) 	<ul style="list-style-type: none"> European Corporate Tax (TAX4031) International Business Taxation (TAX4030) 	<ul style="list-style-type: none"> Cross-border Taxation of Human Capital (TAX4009) Transfer Pricing (TAX4020) 	<ul style="list-style-type: none"> Responsible International Tax Planning, Compliance and Administration (TAX4019)
+ 1 elective*				<ul style="list-style-type: none"> Default elective: Global Tax Policy and Sustainable Governance (TAX4014)
Thesis for all students	<ul style="list-style-type: none"> Masterthesis 			
Electives*	The student must choose the electives in accordance with Article 35 of the Education and Examination Regulations.			
	Students who have finished the Bachelor Tax Law or Fiscal Economics can jointly replace the courses Fundamentals of International Taxation (TAX4010) and European Corporate Tax (TAX4031) with the course Europese en Nederlandse Vennootschapsbelasting (TAX4001) and an elective.			
	Examinations: Week of October 23 Resit: week of January 29	Examinations: Week of December 18 Resit: week of April 8	Examinations: Week of April 1 Resit: week of June 17	Examinations: Week of June 10 Resit: week of July 1
		Holidays: Week of December 25 Week of January 1	Holidays: Week of February 12 March 29, April 1	Holidays: May 9, 10 and May 20

2023/2024 Master International and European Tax Law: specialisation Customs and International Supply Chain Taxation a total of eight courses (two per period) and a Masterthesis; the periods 3 and 6 are for the Masterthesis, no courses are offered then				
	Period 1 Sep. 4 until Oct. 27, 2023	Period 2 Oct. 30 until Dec. 22, 2023	Period 4 Feb. 5 until Apr. 5, 2024	Period 5 Apr. 15 until Jun. 14, 2024
8 compulsory courses	<ul style="list-style-type: none"> Fundamentals of International Taxation (TAX4010) or Europese en Nederlandse Vennootschapsbelasting (TAX4001)* European Value Added Tax (TAX4005) 	<ul style="list-style-type: none"> International Trade Law (IER4002) International Business Taxation (TAX4030) 	<ul style="list-style-type: none"> Customs Law (TAX4027) Transfer Pricing (TAX4020) 	<ul style="list-style-type: none"> Responsible International Tax Planning, Compliance and Administration (TAX4019) International Supply Chain Taxation (TAX4028)
Thesis for all students	<ul style="list-style-type: none"> Masterthesis 			
	* It is recommended that students who have finished the Bachelor Tax Law or Fiscal Economics follow the course Europese en Nederlandse Vennootschapsbelasting (TAX4001).			
	Examinations: Week of October 23 Resit: week of January 29	Examinations: Week of December 18 Resit: week of April 8	Examinations: Week of April 1 Resit: week of June 17	Examinations: Week of June 10 Resit: week of July 1
		Holidays: Week of December 25 Week of January 1	Holidays: Week of February 12 March 29, April 1	Holidays: May 9 and 10, May 20

2023/2024 Master International and European Tax Law: specialisation Tax and Technology				
a total of eight courses (two per period) and a Masterthesis; the periods 3 and 6 are for the Masterthesis, no courses are offered then				
	Period 1 Sep. 4 until Oct. 27, 2023	Period 2 Oct. 30 until Dec. 22, 2023	Period 4 Feb. 5 until Apr. 5, 2024	Period 5 Apr. 15 until Jun. 14, 2024
8 compulsory courses	<ul style="list-style-type: none"> Fundamentals of International Taxation (TAX4010) European Value Added Tax (TAX4005) 	<ul style="list-style-type: none"> European Corporate Tax (TAX4031) International Business Taxation (TAX4030) 	<ul style="list-style-type: none"> Transfer Pricing (TAX4020) Computational Science of Taxation (TAX4026) 	<ul style="list-style-type: none"> Responsible International Tax Planning, Compliance and Administration (TAX4019) Tax and Technology II (Tilburg University) (TAX4029)
Thesis for all students	<ul style="list-style-type: none"> Masterthesis 			
	Students who have finished the bachelor Tax Law or Fiscal Economics can jointly replace the courses Fundamentals of International Taxation (TAX4010) and European Corporate Tax (TAX4031) with the course Europese en Nederlandse Vennootschapsbelasting (TAX4001) and an elective.			
	Examinations: Week of October 23 Resit: week of January 29	Examinations: Week of December 18 Resit: week of April 8 Holidays: Week of December 25 Week of January 1	Examinations: Week of April 1 Resit: week of June 17 Holidays: Week of February 12 March 29, April 1	Examinations: Week of June 10 Resit: week of July 1 Holidays: May 9 and 10, May 20

2023/2024 Master International Laws					
year 1 : 60 credits in Maastricht year 2 : 42 credits of electives (at least 24 credits abroad) + a 18 credit Master's thesis					
	Period 1 Sep. 4 until Oct. 27, 2023	Period 2 Oct. 30 until Dec. 22, 2023	Period 3 Jan. 8 until Feb. 2, 2024	Period 4 Feb. 5 until Apr. 5, 2024	Period 5 Apr. 15 until Jun. 14, 2024
Year 1	<ul style="list-style-type: none"> Combination of courses from Master's programmes Globalisation and Law and European Law School according to article 26 of the Exam and Education Regulations* Advanced European Law (IER4006) Foundations of Global Law (MET4011) Language Course from Language Centre UM* 	<ul style="list-style-type: none"> Combination of courses from Master's programmes Globalisation and Law and European Law School according to article 26 of the Exam and Education Regulations* 	<ul style="list-style-type: none"> Language Course French (RTAALFR) 	<ul style="list-style-type: none"> Combination of courses from Master's programmes Globalisation and Law and European Law School according to article 26 of the Exam and Education Regulations* 	<ul style="list-style-type: none"> Combination of courses from Master's programmes Globalisation and Law and European Law School according to article 26 of the Exam and Education Regulations*
Year 2	<ul style="list-style-type: none"> Masterclass Current Issues of International and European Law (LAW4061) At least 24 credits abroad – the courses must be submitted for approval via the International Relations Office. Remaining courses: extra courses during the exchange abroad, OR, choose courses from the Master's programmes Globalisation and Law and/or European Law School. For other possibilities (e.g. internship, ...): see examination rules. 				
For all students	<ul style="list-style-type: none"> Masterthesis 				

Appendix 3. Programme of the site visit

Day 1: 28 May 2024

BACHELOR

10.15	11.00	Ontvangst panel, welkom en rondleiding
11.00	11.45	Vooroverleg panel (intern)
11.45	12.15	Gesprek met facultair management
12.15	13.00	Gesprek met opleidingsmanagement bachelors
13.00	14.00	Lunch
14.00	14.45	Gesprek met studenten B Rechtsgeleerdheid en B Fiscaal Recht
14.45	15.30	Gesprek met docenten B Rechtsgeleerdheid en B Fiscaal Recht
15.30	16.00	Pauze
16.00	16.30	Gesprek met studenten B European Law School
16.30	17.00	Gesprek met docenten B European Law School
17.00	18.00	Opstellen voorlopige bevindingen bachelors (panel intern)
18.00	18.30	Wrap-up sessie met opleidingen

Day 2: 29 May 2024

MASTER

08.30	09.00	Aankomst panel en intern overleg
09.00	10.00	Gesprek met opleidingsmanagement masters (excl. Adv. masters)
10.00	10.15	Pauze
10.15	11.00	Gesprek met studenten M Fiscaal Recht en M International and European Tax Law
11.00	11.45	Gesprek met docenten M Fiscaal Recht en M International and European Tax Law
11.45	12.45	Opstellen voorlopige bevindingen M Fiscaal Recht en M International and European Tax Law (panel intern)
12.45	13.45	Lunch
13.45	14.45	Gesprek met studenten M Nederlands Recht, M Forensica, Criminologie en Rechtspleging en M Recht en Arbeid Gesprek met studenten M European Law School, M International Laws, en M Globalisation and Law
15.45	16.00	Pauze
15.00	16.00	Gesprek met docenten M Nederlands Recht, M Forensica, Criminologie en Rechtspleging en M Recht en Arbeid Gesprek met docenten M European Law School, M International Laws, en M Globalisation and Law
16.15	17.00	Gesprek met opleidingsverantwoordelijken M Recht en Arbeid
17.00	18.00	Opstellen voorlopige bevindingen M Nederlands Recht, M Forensica, Criminologie en Rechtspleging en M Recht en Arbeid, M European Law School, M International Laws, en M Globalisation and Law (panel intern)
18.00	18.30	Wrap-up sessie met opleidingen

Day 3: 30 May 2024

EXAMENCOMMISSIE en ADVANCED MASTER

08.30	09.00	Aankomst panel en intern overleg
09.00	09.45	Gesprek met Examencommissie

09.45	10.00	Pauze
10.00	10.45	Gesprek met Management Advanced masters
10.45	11.00	Pauze
11.00	11.45	Gesprek met studenten Advanced masters
11.45	12.30	Gesprek met docenten Advanced masters
12.30	13.15	Lunch
13.15	14.30	Opstellen voorlopige bevindingen Advanced masters en voorbereiden eindgesprek (panel intern)
14.30	15.30	Eindgesprek management alle opleidingen
15.30	16.15	Opstellen laatste bevindingen (panel intern)
16.15	16.30	Mondelinge rapportage

Appendix 4. Materials

Prior to the site visit, the panel studied mostly 15 theses per programme. Information on the theses is available from Academion upon request. The overview below shows how many theses were reviewed per programme and where applicable per variant and/or graduation track.

Opleiding	Scripties	Varianten	Afstudeertracks
B European Law School	16	Voltijd	- General Programme: 15 - Dual programme Madrid: 1
B Fiscaal Recht	15	Voltijd	
B Rechtsgeleerdheid	15	Voltijd	
M Advanced Master in Privacy, Cybersecurity and Data Management	15	Deeltijd	
M Advanced Master Intellectual Property Law and Knowledge Management LL.M.	16	Voltijd: 15 Deeltijd: 1	
M Advanced Master Intellectual Property Law and Knowledge Management MSc.	15	Voltijd: 14 Deeltijd: 1	
M European Law School	15	Voltijd	- European Business Law: 8 - European Public Law: 4 - Law of Sustainable Europe: 3
M Fiscaal Recht	15	Voltijd	- Directe belastingen: 7 - Indirecte belastingen: 5 - Tax and Technology: 2
M Forensica, Criminologie en Rechtspleging	15	Voltijd	- Nederlandstalige track: 8 - Engelstalige track: 7
M Globalisation and Law	15	Voltijd	- General Programme: 4 - Human Rights: 4 - Corporate and Commercial Law: 5 - International Trade and Investment Law: 2
M International and European Tax Law	15	Voltijd	- General Programme: 9 Customs and International Supply Chain Taxation: 3 - Tax and Technology: 3
M International Laws	15	Voltijd	
M Nederlands Recht	15	Voltijd	- Algemeen Programma: 2 - Privaatrecht: 7 - Handels- en Ondernemingsrecht: 3 - Staats- en Bestuursrecht : 3
M Recht en Arbeid	20	Voltijd	- Arbeid en Gezondheid: 13 - Arbeid en Onderneming: 7

The panel also studied other materials, which included:

- Vorige NVAO-visitatierapporten alle opleidingen
- Algemeen hoofdstuk

- Organogram faculteit
- Midterm review rapport
- Instroomcijfers
- Uitstroom bachelors
- Rendementcijfers
- Onderwijs- en examenregelingen
- Facultair toetsbeleid
- Regeling kwaliteitsborging toetsing
- Regeling aanwijzing examinatoren
- Jaarverslag Examencommissie
- Handreiking normering bachelorthesis
- Handreiking normering masterthesis
- Regeling masterthesis
- Graduate Survey Factsheet 2023
- Vakinzagelijst (LMS Canvas)

Bachelors:

- Zelfevaluatie rapport
- Cursorisch overzicht
- Vakbeschrijvingen
- Regeling eindwerkstuk
- Toetsplan

Masters:

- Zelfevaluatie rapport
- Cursorisch overzicht (2023-2024 en 2022-2023)
- Vakbeschrijvingen
- Extra informatie m.b.t. civiel effecteisen MA FCR
- Plan van aanpak master Recht en Arbeid

Advanced Masters:

- Zelfevaluatie rapport
- Vakbeschrijvingen
- Regeling Advanced Masterthesis