



Law
English-language programmes

University of Groningen

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Summary

On 13, 14 and 15 February 2024 an independent panel visited the Faculty of Law at the University of Groningen to assess the quality of 12 bachelor's and master's programmes. This report covers the assessment of six English-language programmes: B International and European Law, M Energy and Climate Law, M European Law in a Global Context, M Global Criminal Law, M International Commercial Law, and M Public International Law. The panel has established that the six programmes meet the four standards of the NVAO assessment framework. Its final judgement on the quality of all six programmes is therefore positive.

Intended learning outcomes

The Faculty of Law has a clear and shared vision regarding the education of its students into articulate and independent lawyers. Each programme starts with a broad knowledge base, which students can deepen according to their interests with specific expertise in one or more areas of law. The informative benchmark sections in the reports demonstrate that the English-taught programmes in Groningen have a strong, clear and distinguished profile. Both the overarching vision and the specific educational profile are reflected in the intended learning outcomes. The formulation of the final qualifications is based on the Dublin Descriptors and aligns content-wise with the Domain-Specific Reference Framework for Law. The intended learning outcomes, therefore, meet the requirements of content, level, and orientation. The quality and relevance of the final qualifications are monitored both internally and externally. The involvement of lecturers, students, alumni, advisory boards, and professional associations points to a strongly embedded and widely shared quality culture within the Faculty. The programmes emphasize the importance of alignment with the professional field. While not providing direct access to the bar, several programmes have developed curricular routes to facilitate students in obtaining 'civil effect' afterwards. Moreover, programmes pay attention to the academic dimension of the discipline in order to prepare master students for both a professional and an academic career. In view of the future, there is room for a stronger implementation of the components of the educational vision in the respective programmes, with particular attention to synergy between programmes.

Teaching-learning environment

The faculty managed to create a learning environment that does justice to its mission and educational vision. The principles of the didactic concept are reflected in the programmes. Each programme can rely on a coherent curriculum, competent teaching staff, dedicated support staff and state-of-the-art facilities. For all six programmes, the language of instruction is English. The panel endorses the extensively and appropriately motivated decision of the faculty regarding the English name and the English language of instruction of these programmes. Students highly value the faculty's International Office and appreciate the enthusiasm, substantive expertise and didactic skills of the teaching staff. These qualities are at least in part due to the attention of the faculty for educational professionalisation. Over the years, individual lecturers have developed tools for innovative and interactive education. In the near future, it is essential to involve all lecturers in all programmes, notably those colleagues who teach big groups of students. As a potential area of concern, the current student numbers in most programmes are relatively low and may have been affected negatively by external circumstances. The university and faculty management is called upon to abolish the application fee in order to maintain a good variety of international (non-European) students in the programmes.

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 principles of the didactic concept on assessment.

Since the previous accreditation, faculty and programmes have put some effort in diversifying the assessment methods. Currently, there is already some variety in assessing skill-based courses, while substantive courses are still predominantly assessed through final essay exams. It is important that the existing assessment expertise is leveraged across programmes and that the search for alternative forms of assessment continues. The Board of Examiners has the necessary expertise, capacity and independent autonomy to assure the quality of assessment across all degree programmes in the faculty. As part of its thesis review, the panel also examined the assessment of the final products. This 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, some forms lack sufficient qualitative feedback to allow external parties to understand how the final grade was determined. While appreciating the efforts to carefully conduct thesis assessments and maintain consistent grading, there is also room for making the final grade more transparent in the form and to systematically motivate the assessment with qualitative feedback.

Achieved learning outcomes

The results of the thesis review, the discussions with recent graduates and the alumni research reports demonstrate that students who graduate from each of the six 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 master level. Recent graduates consider that their education has been a stepping stone for further studies and a successful career as a lawyer. The alumni career outcome surveys confirm that the surveyed cohorts are all employed and hold positions requiring a master's degree in law. Hence, each programme meets the expectations to deliver well-equipped graduates who can apply their knowledge as academics or practitioners in a domestic, regional or international context.

Recommendations from 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 Programme Files deserve special mention, solid framework documents that link the programme's final qualifications to the course learning objectives and forms of assessment. Similarly, the introduction of the 'Thesis as a course' component in each master programme has been successful in containing further study delay.

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 faculty and programmes are advised to develop a vision on methodology/reporting and to disseminate this vision through calibration sessions among staff and thesis assessors to ensure consistent attention and evaluation of this component in the final theses and evaluation forms.

Score table

The panel assesses the programmes as follows:

Bachelor's programme International and European 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 Energy and Climate 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 European Law in a Global Context

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 Global Criminal 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 Commercial 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 Public International 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

Prof. dr. Joanne van der Leun

Mark Delmartino

Chair

Secretary

Date: 6 September 2024

Introduction

Procedure

Assessment

On 13, 14 and 15 February 2024 an independent peer review panel visited the Faculty of Law at the University of Groningen to assess the quality of 12 bachelor's and master's programmes. The visit was part of the assessment cluster Law 3, which consists of 36 programmes offered by Maastricht University, Open University, Radboud University and the University of Groningen. 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 and panel secretary. Mark Delmartino also acted as secretary in the cluster assessment. They have been certified and registered by the NVAO. For the site visit in Groningen, Mark Delmartino acted as secretary.

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, Academion 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 secretary with a list of recent graduates. In consultation with the secretary, the panel chair selected 15 theses per programme. She took the diversity of final grades and examiners into account, as well as the various 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 secretary. The secretary 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 new faculty building, which opened during the academic year 2023-2024. 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 12 degree programmes is reported in two documents: one in Dutch covering six Dutch-language programmes, and this assessment report in English on six 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 and the University of Groningen.

Panel

The following panel members were involved in the 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 (België);
- R. (Roel) Menning, master's student Civil Law at Radboud University [student member];
- (Amber) Veldhuizen MSc. LLB., master's student Business Administration – Small Business & Entrepreneurship, and Labour Law and and Private Law at the University of Groningen [student member];
- (Iris) Stins BSc., bachelor's student Law at the Open University [student member];
- (Annefleur) Timmermans, bachelor's 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 LL.M., 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's programme International and European Law, and the master's programmes Energy and Climate Law, European Law in a Global Context, Global Criminal Law, International Commercial Law, and Public International Law of the University of Groningen 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 LL.M., 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);
- R. (Roel) Menning, master's student Civil Law at Radboud University [student member];
- 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 LL.M., 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].

Information on the programmes

Name of the institution:	University of Groningen
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	International and European Law
CROHO number:	56829
Level:	Bachelor/LLB
Orientation:	Academic
Number of credits:	180 EC
Specialisations or tracks:	International and European Law Technology Law
Location:	Groningen
Mode(s) of study:	Fulltime
Language of instruction:	English
Additional information:	Double degree with Universitas Gadjah Mada (Indonesia)
Submission date NVAO:	1 November 2024
Programme name:	Energy and Climate Law
CROHO number:	668239
Level:	Master/LLM
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location:	Groningen
Mode(s) of study:	Fulltime
Language of instruction:	English
Additional information:	Double degree with The George Washington University Law School (USA), per September 2024
Submission date NVAO:	1 November 2024
Programme name:	European Law in a Global Context
CROHO number:	60688
Level:	Master /LLM
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	Technology Law and Innovation
Location:	Groningen
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 November 2024
Programme name:	Global Criminal Law
CROHO number:	60669
Level:	Master/LLM
Orientation:	Academic

Number of credits: 60 EC
Specialisations or tracks: -
Location: Groningen
Mode(s) of study: Fulltime
Language of instruction: English
Submission date NVAO: 1 November 2024

Programme name: International Commercial Law
CROHO number: 60603
Level: Master/LLM
Orientation: Academic
Number of credits: 60 EC
Specialisations or tracks: -
Location: Groningen
Mode(s) of study: Fulltime
Language of instruction: English
Submission date NVAO: 1 November 2024

Programme name: Public International Law
CROHO number: 60856
Level: Master/LLM
Orientation: Academic
Number of credits: 60 EC
Specialisations or tracks: International Human Rights Law
Location: Groningen
Mode(s) of study: Fulltime
Language of instruction: English
Submission date NVAO: 1 November 2024

Description of the assessment

Organisation

The University of Groningen (RUG) is a publicly funded institution with over 6,000 staff members and 35,000 students. RUG currently comprises 11 faculties, 10 graduate schools, 45 bachelor's programmes and 120 master's programmes.

The Faculty of Law, with over 4,500 students and more than 400 staff members, is one of the larger faculties at RUG. As the only law faculty in the northern part of the country, it covers a large region. The Faculty Board includes the Dean, who also holds the education portfolio, the Vice-Dean, who is responsible for research, and the portfolio holder for resources; students are represented by a student assessor. The Faculty Council is the highest representative body within the faculty and consists of a staff section (nine staff members) and a student section (nine students).

The coordination of the programming, organisation and implementation of education rests with the Director of Education. Formally, he is the Programme Director of all degree programmes. These education tasks are carried out in close consultation with the departments. The faculty consists of six departments in which the academic staff and part of the support staff are housed: General Law Studies and History of Law; Business Law and European Law; Private Law and Notarial Law; Constitutional Law, Administrative Law and Public Administration; Criminal Law and Criminology; and Transboundary Legal Studies.

There are nine Programme Committees in the faculty, which mainly focus on one specific programme; some represent two or three related programmes. All programmes in the faculty share one Board of Examiners, which plays an independent and autonomous role in safeguarding the quality of assessments. The chair and executive secretary of the Board of Examiners regularly consult with the Faculty Board's education portfolio holder and the Director of Education. Each programme has an Advisory Board consisting of alumni and representatives of the professional field. These boards meet once or twice a year and discuss the relationship between the programme and the labour market.

Previous accreditation panel's recommendations

During the previous accreditation round in 2018, the review panel made several recommendations, such as to ensure a more systematic consultation at programme level, a refinement of the graduation trajectory, and more variety in assessment methods. A summary of these recommendations, as well as the actions taken accordingly, are clearly stated in the general and programme-specific parts of the self-evaluation reports. The panel notes that the faculty and the programmes have extensively addressed these recommendations. Moreover, they initiated these changes shortly after the previous visit and discussed their developments during interim programme evaluations in 2021. The current panel acknowledges therefore that the reported adjustments are not ad hoc initiatives taken in light of the present review.

Overall, the panel is satisfied with the faculty's and programmes' approach to the recommendations and with the outcomes of those adjustments. The attention to and handling of the suggestions and recommendations seem to have been very diligent and serious. Various recommendations have led to adjustments, such as the introduction of the 'Thesis as a Course' structure in the English-taught master's programmes. Additionally, the documentation clearly indicates how previous remarks have been addressed; when they were not precisely followed, a clear rationale is provided. 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 an increase in the quality of education. The specific developments and adjustments are discussed in relation to the relevant standard 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

According to the self-evaluation, the various programmes at the Faculty of Law are strongly influenced by the mission and vision of the university and the faculty. They strive to produce self-reliant and independent lawyers who can analyse, understand, and apply the law in all conceivable situations. Lawyers graduating in Groningen are equipped with a broad knowledge base of the law and the societal environment and contribute to both traditional legal professions and organisations that require legal intelligence and expertise. Based on the written materials and numerous on-site discussions, the panel endorses both the shared identity of the programmes and the characteristics of the Groningen lawyer. Regardless of the programme they represented, it was clear from conversations with lecturers and students that they were working or studying within the same faculty.

The Strategic Plan 2021-2026 concretises the faculty's mission and educational vision. At the faculty's request, the panel paid special attention in discussions to the five core goals of this plan:

- providing attractive, activating and innovative education;
- developing the alignment with the job market (employability);
- ensuring unity within and coordination between programmes;
- promoting synergy between Dutch and English-taught programmes;
- enhancing the staff-student ratio, reducing the education workload, and looking after student well-being.

The site visit took place during the 2023-2024 academic year, halfway through the implementation of the Strategic Plan. Both from the written documents and the discussions, it was evident that each programme is actively working on implementing the various core objectives. The panel has observed numerous good initiatives, which are illustrated in the following chapter. These include active and innovative teaching methods, 'thesis as a course' and 'law in practice' curriculum components, and study guidance-related activities. Furthermore, the panel noted that significant progress was made by the faculty and the programmes with regard to the staff-student ratio, student well-being and employability.

In terms of educational innovation, numerous good practices have been developed at the level of individual lecturers, curriculum components, and departments, and are now on the verge of being shared within and between programmes. Similarly, programme representatives informed the panel of several initiatives at staff, curriculum and department level to promote synergy between the Dutch-taught and English-taught programmes. Examples include the courses on European and International Law, which are taught in English and offered to an audience comprising Dutch and international students from both bachelor programmes *Rechtsgeleerdheid* and *International and European Law*. Moreover, the respective departments and their staff often contribute to both Dutch- and English-language programmes and hold regular meetings to discuss and attune the respective course contents. Finally, study associations and faculty services such as

the international office and student guidance are increasingly geared towards jointly addressing Dutch and international students in their activities.

The panel notes furthermore that steps have been taken - both within English-taught programmes and by the faculty - to ensure unity and coordination through the programme files and the annual consultation moments. The panel welcomes in this respect the appointment of an academic director for each of the English-taught programmes, as well as a coordinator to oversee these programmes. These appointments facilitate the discussions and consultations across programme boundaries, which in turn allow for more unity, coordination and synergy between programmes.

While acknowledging this good number of initiatives across the programmes under review, the panel also observed that at an aggregate level the various components of the Strategic Plan are not yet fully operationalised within and across the programmes. According to the panel, this observation applies to a different extent to all five core goals, but in particular to the envisaged synergy between Dutch- and English-taught programmes.

Finally, the panel gathered from the informative benchmark sections in the self-evaluations and the discussions on site that the six English-language programmes under review each take up a specific position within the Dutch higher education landscape. These specific features are covered in the second programme-specific part of this chapter.

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. With respect to the latter, the learning outcomes in each programme are divided over three categories: 'knowledge and insight', 'application of knowledge and insight, formulating judgements and communication', and 'learning skills'. The panel appreciates this systematic approach, as well as the domain-specific grounding of the learning outcomes. Moreover, the panel believes that the final qualifications of each programme meet the requirements of content, level, and orientation.

The panel notes that each programme has a programme file that is reviewed annually with the course coordinators and the Director of Education. The file links the programme's final qualifications with the course learning goals. The panel has studied these programme files and understands from the discussions that these are actively used to establish - and, where necessary, update - the relationship between the intended learning outcomes, course learning goals, and forms of assessment. The panel endorses the importance of the programme files and appreciates the systematic approach and collective attention to the intended learning outcomes as a framework for shaping education and assessment. Moreover, this approach promotes alignment between different courses, the exchange of good practices, and unity within the faculty. Finally, the panel acknowledges that the preparation and annual discussion of the files are an appropriate response from the faculty to the previous review panel's recommendation to engage in a more structured consultation at programme level.

Safeguarding programme relevance

According to the self-evaluation, each of the six English-taught programmes has a dedicated Advisory Board. Advisory Boards meet once or twice a year and discuss, among other things, the relationship between the programme and the professional field. The panel has reviewed the composition of each Advisory Board, which consists of representatives from the professional field who collectively represent the future job market

for the students. The discussions with programme management and lecturers showed moreover that the programmes effectively utilise input from the Advisory Board: this includes identifying new developments in the professional field and questioning their own plans for curriculum adjustments. The panel acknowledges that these boards play an important role in monitoring the relevance of the programmes and advising on proposed curriculum developments.

Furthermore, the panel observed that the programmes also pay explicit attention to the academic domain and in this way prepare master students for the demands of academic practice. The study of academic literature for the courses, the seminar and the master thesis provides them with experience in research and research techniques and prepares them for further academic work, should they choose to pursue an academic career. The panel noted in this regard that a few programmes include an external academic representative in their Advisory Board.

Finally, the documents and discussions indicate that regular consultations are held about the quality and relevance of the final qualifications: in addition to the aforementioned annual discussions with the Director of Education, each curriculum, including the intended learning outcomes, is reviewed midway through the accreditation period with lecturers, students, alumni, and advisory boards. The panel finds this an excellent approach that not only illustrates the quality culture within the faculty but also effectively contributes to the quality and relevance of the final qualifications.

Bachelor International and European Law

The bachelor International and European Law was set up in 2008 as an English-language track in the then bachelor Internationaal en Europees Recht. In 2016 it became a fully-fledged degree programme. Since the previous accreditation, it features a track in Technology Law. The programme caters to the increasing prominence of European, international and technology law and provides a comprehensive understanding of legal foundations and principles across constitutional, administrative, civil, and criminal law, without being restricted to national legal systems. The technology law track specifically addresses regulatory challenges that span multiple jurisdictions. The panel endorses the rationale of the faculty for this particular programme profile, including the new track, which caters for Dutch and international students who aspire careers in international legal practice where English is the primary language.

Based on the written materials and the discussions on site, the panel notes that the bachelor International and European Law has a clear profile which is translated into a relevant curriculum with befitting final qualifications. While most learning outcomes apply to all students, there are specific expectations regarding knowledge and insight for students on the regular programme and on the specialist track. Key learning outcomes include thorough knowledge of substantive and procedural aspects of the main legal sub-disciplines and their application in international and European contexts, deep understanding of the influence of technology on the development of international and European law, and the ability to appreciate the broader international, political, economic, and technological contexts within which laws operate. In terms of skills, graduates will be adept at using communication and information technologies, collecting and applying relevant legal sources, and providing sound legal solutions. They will be able to formulate legal questions, analyse socio-economic and political aspects, and communicate their findings fluently in English to both academic and professional audiences. Having studied the current final qualifications, the panel acknowledges that – in line with the recommendation of the previous panel – the adjusted set of learning outcomes reflects the broader comparative approach of the programme.

The panel furthermore established that the programme does not directly prepare students for traditional legal professions. Graduates can meet these requirements though by studying domestic law and completing

a master's degree. For those targeting a legal career in the Netherlands, a shortened bachelor programme *Rechtsgeleerdheid* is available, while others may pursue qualifications like the UK's Graduate Diploma in Law. The panel appreciates that programme graduates have the opportunity to catch up with 'civil effect' requirements in a later stage of their study.

Master Energy and Climate Law

The master Energy and Climate Law provides students with expertise in all relevant aspects of energy law and climate law. Both disciplines are interconnected and influence each other. Energy law governs the entire energy chain and covers all legislation and regulation applying to the production, transmission and supply of energy. It also includes the promotion of renewable energy sources, the need to secure energy supply and the impact of environmental legislation on the energy sector. Climate law covers all legislation and regulation to reduce greenhouse gas emissions in the fight against climate change, including emissions trading and mitigating instruments like carbon capture and storage, the use of renewable energy sources and energy efficiency measures. While focusing on EU energy and climate law, the programme accommodates non-EU students by incorporating relevant international laws and comparative examples. The panel endorses the rationale of the faculty for this particular programme profile, which caters for both Dutch and international students who aspire to solve energy and climate law cases in both international and domestic contexts. Moreover, students are specifically trained to contribute to legal development through independent research. The programme stands out in the Netherlands and in Europe for its focus on the combination of energy and climate law. According to the panel, the programme has successfully re-evaluated its position and profile as recommended in the previous accreditation report.

Based on the written materials and the discussions on site, the panel notes that the master Energy and Climate Law has a clear profile which is translated into a relevant curriculum with befitting final qualifications. Key learning outcomes include a comprehensive understanding of the interlinkages and broader contexts of energy and climate law. Moreover, graduates can independently gather, evaluate and apply relevant legislation, jurisprudence, and literature, and conduct academic legal research on issues like energy licensing, emission trading, and environmental regulation. The panel appreciates the explicit goal of the programme, which is emphasised extensively in the learning outcomes, to prepare its students for both professional roles and further academic pursuits.

Master European Law in a Global Context

Following the previous accreditation report, the faculty applied for a new name and adjusted the profile and learning outcomes of the then master European Economic Law. Since 2021-2022 the master European Law in a Global Context focuses on substantive and institutional European Union law. It covers internal market law, competition, market regulation, EU external relations, and constitutional questions with thematic focuses on environmental and human rights law. Since September 2023 students can specialize in Technology Law and Innovation: building on technology law knowledge, this track offers in-depth reflection on innovation using a technology law 'lens'. The panel endorses the rationale of the faculty for this particular programme profile, which caters for both Dutch and international students who aspire careers as independent lawyers, in-house counsels, policy advisors, or academics. According to the panel, the faculty and the programme have thoroughly – and appropriately - addressed the recommendation of the previous panel.

Based on the written materials and the discussions on site, the panel notes that the master European Law in a Global Context has a clear profile which is translated into a relevant curriculum with befitting final qualifications. These learning outcomes were adjusted recently to accommodate the new track Technology Law and Innovation. While most end qualifications apply to all students, there are specific expectations for students on the specialist track. Key learning outcomes include a strong foundation in European law, an in-

depth understanding of specialized areas of European law, the functioning of European institutions, the interaction between centralised and decentralised legal systems, and knowledge of the EU's external impact and its role in addressing global challenges. Students on the Technology Law and Innovation track acquire competencies in the (external effects of) specialised areas and regulatory influence of European law, such as digital markets, data and innovation, consumer protection, cybersecurity and intellectual property.

Furthermore, the panel acknowledges that this master programme stands out for its integration of global perspectives, allowing graduates to handle complex legal matters within and beyond the EU. In terms of substance, the programme reflects the research and teaching interests of staff in the Departments of European and Economic Law and Transboundary Legal Studies. Compared to other programmes in the Netherlands and across Europe that offer similar approaches on EU law and its impact on member states, the Groningen programme complements this EU-inward looking orientation with a specific focus on the EU in the world. According to the panel, this global perspective and the integration of international legal practice make the programme particularly relevant for students aspiring careers in European and international legal spheres.

Master Global Criminal Law

The Master Global Criminal Law equips students – both aspiring criminal law professionals and established practitioners - with specialized knowledge in both substantive and procedural criminal law, focusing on the interplay between domestic and international legal frameworks. Students are also trained in addressing criminal law issues arising from globalization, such as organized crime, financial crimes, and cybercrimes. The panel endorses the rationale of the faculty for this particular programme profile, which caters for both Dutch and international students who aspire careers in substantive and procedural criminal law, or as academics. By enhancing the global perspective on criminal law in the programme, the faculty and the programme have taken into account the recommendation of the previous accreditation report. Moreover, the panel endorses the distinctive profile of the Global Criminal Law programme in Groningen – offering a comparative and global approach to criminal law - compared to similar endeavours in the Netherlands and beyond. The panel also appreciates the scope of the programme to prepare its students for both professional roles and further academic pursuits.

Based on the written materials and the discussions on site, the panel notes that the master Global Criminal Law has a clear profile which is translated into a relevant curriculum with befitting final qualifications. Key learning outcomes include specialized knowledge and understanding of substantive and procedural criminal law, international criminal law, and areas such as organized crime, financial crimes, and cybercrimes. Students are trained to solve complex legal cases within both domestic and international contexts, and gain insights into the interactions between domestic and international legal frameworks. Moreover, students acquire an academic attitude and a professional ethical approach. By the time of their graduation, students can conduct research, engage in academic discourse, and communicate complex legal arguments in English.

The panel furthermore established that the programme does not directly prepare students for traditional legal professions, but nonetheless equips students with the necessary expertise to pursue such qualifications. In fact a graduate may, together with a completed Bachelor degree which fulfils legal requirements in terms of content, live up to the requirements for admission to the bar.

Master International Commercial Law

The master International Commercial Law equips Dutch and international students to pursue a career in international business law, whether in government, law firms, or academia. The programme focuses on international business-to-business contracts, covering the three basic notions of substantive private law -

contract, property and tort - and conflict resolution through private international law and arbitration. A key feature is the comparative analysis of legal systems, specifically English, German, and French law, with insights into U.S. law where relevant. This approach ensures that students can interpret and draft international contracts. By enhancing the comparative component in the programme, the panel acknowledges that the faculty and the programme have taken into account the recommendation of the previous accreditation report. Moreover, the panel endorses the clear and distinctive profile of the International Commercial Law programme in Groningen compared to similar endeavours in the Netherlands and beyond.

Based on the written materials and the discussions on site, the panel notes that the master International Commercial Law has a clear profile which is translated in a relevant curriculum with befitting final qualifications that have been adjusted in 2022-2023. Key learning outcomes include specialised knowledge in international aspects of private law (notably international commercial contracts law, tort law and property law), in private international law, cross-border commercial transactions and alternative dispute resolution (arbitration), intercultural skills to handle international contracts, and the ability to independently gather and apply legal facts, legislation, jurisprudence, and literature to complex international private law issues in the above domains. According to the panel, these learning outcomes align with the programme goals to educate lawyers who are ready for global legal practice, ensuring they can communicate effectively and make well-founded judgments in both professional and academic contexts. In this regard, the panel appreciates that the programme effectively prepares for professional roles, as well as academic careers.

Master Public International Law

The master Public International Law offers both a comprehensive general curriculum and a specialized track in International Human Rights Law. Per September 2024 students can enrol on a second track, Health and Technology Law. The core programme emphasizes a systemic understanding of public international law and provides diverse philosophical, theoretical and practical perspectives, including third world and indigenous approaches. The International Human Rights Law track covers current global challenges in refugee and asylum law, international humanitarian law and European human rights law, as well as criminal accountability through international tribunals and courts. The panel endorses the rationale of the faculty for this particular programme profile, which caters for both Dutch and international students who are likely to take up legal functions in oftentimes policy-oriented environments. Moreover, the panel acknowledges that the focus on theoretical and cross-cutting topics distinguishes the programme in Groningen from similar endeavours in the Netherlands and beyond. Compared to the previous accreditation visit, the programme has definitely sharpened its profile and position.

Based on the written materials and the discussions on site, the panel notes that the master Public International Law has a clear profile which is translated into a relevant curriculum with befitting final qualifications. Key learning outcomes include a strong understanding of international law and human rights, as well as specialized knowledge in the foundational principles, interconnectedness and specific areas of public international law and human rights. Moreover, students acquire the ability to independently conduct academic research, analyse complex legal problems, engage in critical reflection, and propose solutions within the broader societal context. While most learning outcomes apply to all students, students on the specialist track are expected to acquire knowledge and apply insights from other disciplines to better understand the importance of human rights. In this regard, the panel appreciates that students on this programme are expected to transcend the boundaries of legal opinion and judgement, place legal issues within the societal context, and work together with policy advisers and in a multidisciplinary setting.

Considerations

The panel is of the opinion that the Faculty of Law has a clear vision regarding the education of its students into articulate and independent lawyers. Each programme starts with a broad knowledge base, which students can deepen according to their interests with specific expertise in one or more areas of law. This vision is widely shared within the faculty and is also conveyed by the lecturers and students the panel spoke with during the visit.

The panel finds both the overarching vision and the specific educational profile reflected in the intended learning outcomes of the English-taught programmes in this report. The final qualifications for each programme follow the same pattern, based on the five internationally accepted Dublin Descriptors. The content of the final qualifications aligns with the Domain-Specific Reference Framework for Law. Therefore, the panel is positive about the formulation of the intended learning outcomes, which for each of the six programmes meet the requirements of content, level, and orientation.

Looking at each of the six programmes under review, the panel is struck by their specific features that set them apart from other similar programmes in the Netherlands and abroad. The informative benchmark sections in the reports demonstrate according to the panel that the English-taught programmes in Groningen have a strong, clear and distinguished profile.

The materials and discussions indicate that both the faculty and the individual programmes have done commendable work in addressing the recommendations of the previous accreditation panel. Each suggestion regarding profiling and final qualifications has been taken up and discussed internally. In most cases, this has led to an adjustment that has been implemented promptly and judiciously. These changes are appropriate and, according to the panel, contribute to the increased quality of the programme(s). In this context, the Programme Files deserve special mention: according to the panel, these are solid framework documents that link the programme's final qualifications to the course learning objectives and forms of assessment.

The faculty and programmes place significant emphasis on alignment with the professional field. In this regard, the panel considers that all programmes effectively use their Advisory Boards to monitor and, where necessary, adjust the quality and relevance of the programmes and their final qualifications. While not providing direct access to the bar, several programmes have developed curricular routes to facilitate students in obtaining 'civil effect' afterwards. The panel also welcomes the attention in the programme profiles and final qualifications to the academic dimension of the discipline. In this way, master students are prepared for both a professional and an academic career.

Each programme ensures that the quality and relevance of the final qualifications are monitored in various ways, both internally and externally. This involvement of lecturers, students, alumni, advisory boards, and professional associations is clearly present. According to the panel, this points to a strongly embedded and widely shared quality culture within the Faculty of Law.

Besides all positive findings and considerations, the panel has one point of attention for the near future: notwithstanding considerable individual initiatives and progress at the level of programmes, curricula, departments, services and staff, the various components of the educational vision from the Strategic Plan could be further operationalised within and across the programmes. While the vision for legal education at the Faculty of Law and the profile of the individual programmes are clear, the strategic objectives of the educational vision could be more strongly anchored in the respective programmes, with particular attention to synergy between the various programmes.

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

Each programme has its own curriculum, which is included in Appendix 2 of this report and will be presented in the second part of this chapter. Every programme features a Programme File, which links the programme end qualifications to the learning goals and assessment methods per course. The panel reviewed the Programme Files and found that they contain a wealth of information about how the intended learning outcomes are addressed, acquired and assessed within the curriculum. The annual review of the Programme File ensures that potential shortcomings or adjustments are detected and remedied. The discussions with programme management and lecturers have shown that these review moments contribute to better alignment between the various courses, to greater cohesion within the teaching team, and to a sense of collective responsibility for the final qualifications and thus the quality of the programme.

The language of instruction for the six programmes in this report is English, and the name of all six programmes is formulated in English, too. The panel gathered from the extensive and programme-specific motivations in the materials and the sessions with faculty and programme management that the rationale for English language programmes has been extensively discussed before it was implemented at the start of the respective programmes. 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 stakeholders that students in these programmes are able to express themselves and communicate effectively in English. The panel endorses the faculty's approach regarding the English name and the English language of instruction in the six programmes under review: bachelor International and European Law, master Energy and Climate Law, master European Law in a Global Context, master Global Criminal Law, master International Commercial Law, and master Public International Law.

Per September 2023 the scope of the master's thesis in all master programmes has been reduced from 18 to 12 ECTS, with the freed-up space being filled with the Law in Practice component. During this course, students are introduced to the professional field, discover which profession suits them, and develop (legal) skills relevant to their future careers. Students can choose from various formats such as legal consultancy projects, faculty-based education, research or para-legal internships, or a placement in a legal office or a public, governmental or international organisation. The panel learned that this initiative aligns with the strategic objective of the Faculty Board to strengthen the connection of the programmes to the professional field. At the same time, it constitutes a relevant answer to the concern of the previous accreditation panel

that too much weight was given in the programmes to the master thesis at the expense of professional career preparation. Although Law in Practice was offered for the first time, students informed the panel that they were satisfied with the wide range of career-oriented practical opportunities. The panel welcomes the initiative as a strong signal from the faculty to actively prepare all students for the career path of their choice.

Each programme culminates in a final project: a bachelor Research Colloquium (10 EC) and a master thesis (12 EC). During the previous accreditation visit, the panel suggested providing more structure to the master thesis phase. The current panel finds that the faculty has taken this recommendation to heart by developing and implementing a so-called 'thesis as a course' approach in the final phase of each master programme. The new approach started in the academic year 2020-2021 with the intent to facilitate more systematic interactions between students, thesis coordinators and supervisors through a research learning line and by setting clear deadlines for submitting research plans, drafts and final versions of the master thesis. The discussions with management, staff and students showed that all stakeholders recognize(d) the need for a structured and time-limited thesis process and are satisfied with the way it is currently implemented. A regular master thesis trajectory now takes around five months, with departments monitoring the duration of thesis supervision and encouraging students to complete their thesis in the envisaged timeframe. According to the panel, the 'thesis as a course' approach offers an appropriate solution to bring structure to the final phase and to avoid (additional) study delay.

In connection with this external review, panel members and reviewers have read a total of 180 bachelor and master theses, half of which concern the English-language programme addressed in this report. The results of this exercise are discussed in detail under standards 3 and 4. Multiple reviewers noted that there was little attention to methodology in the final products. They also reported that in case the methodology was explicitly addressed, then the description and justification of the used methodology were brief. Furthermore, the assessment forms did not present a consistent picture of how assessors evaluate the methodological component in the thesis. The panel has addressed these findings from the thesis review in various sessions because the previous accreditation panel had also highlighted the "sometimes limited or missing justification of the research methodology in the final projects" and had recommended paying attention to this issue. Moreover, the previous panel recommended two English-taught master programmes to "better guide and supervise those (foreign) students who have had fewer opportunities to acquire and practice skills in their previous education and experienced difficulty writing their thesis and/or papers and assignments".

It was clear from discussions with programme management and lecturers that all parties recognize the panel's renewed findings: on the one hand methodology has become an integral part of the thesis process in both bachelor and master programmes in recent years; on the other hand there is still room for improvement despite the efforts made. The panel is aware that methodology is a point of attention in various law faculties. Nevertheless, the panel renews the recommendation from the previous accreditation report and advises the faculty and programmes to work together on this quickly and effectively, and across the boundaries of individual programmes. This recommendation primarily focuses on the curriculum, where more attention is needed for methodology in various programme components, and of course also in the thesis process. A similar recommendation applies to assessment, as indicated in the next standard.

Bachelor and master students seeking an extra challenge can participate in the university-wide Honours College after admission. Additionally, the Faculty of Law is offering an extracurricular learning track, the Global & Intercultural Engagement Distinction (GIED), since 2017. The complete track on knowledge, reflection, and application of intercultural communication consists of 30 ECTS. Students can start the track each term with the workshop Developing Intercultural Competence. The panel learned that all 80 places are filled annually, mainly but not exclusively by students from the English-taught (bachelor) programmes and

tracks. During the visit, students expressed great enthusiasm for the learning track, which had provided them with additional knowledge and skills they could immediately apply in their multicultural and international student group, during a study abroad period, or during an internship with an internationally oriented organization. The panel welcomes this initiative, which clearly meets a need among students. It recommends that the faculty ensure sufficient publicity for the learning track among Dutch students (notably but not exclusively in Dutch-taught programmes), in line with the original intention of this initiative.

Learning environment

During the preparation of the site visit, the panel noted that the programme documents pay much attention to the teaching and learning environment in the Faculty of Law. In addition to the faculty's mission and vision and the associated Strategic Plan, the faculty also features a didactic concept. This concept originated in the 'Brief overview of the educational vision of the Faculty of Law' from 2012 and has since been revised (2017) and updated (2022). According to the panel, the updated policy document 'Didactic Concept Faculty of Law' provides a substantiated explanation of how the faculty has structured the learning environment to realize its mission and educational vision. The educational principles are knowledge transfer, increasing complexity, attention to (legal) skills, self-study, and problematization (depth, discussion, reflection) in the master's phase. Based on these principles, the faculty has made choices regarding the design of the learning environment, particularly in terms of the academic year structure, the role of the lecturer, contacts with the professional field, attention to practical experience, new educational concepts, the role of assessment and feedback, and the evaluation of education.

In a dedicated section of the policy document, it is mentioned that the didactic profile also applies to the English-taught degree programmes. For instance, the concept of the international classroom plays an important role in these programmes: the great diversity of nationalities among participating students provides a productive basis for the discussion of legal concepts. All students have (at least some awareness of) their own national legal background, and they are regularly asked to reflect on this and discuss how certain legal matters are arranged in their home country. Moreover, the faculty intends to promote the further integration of English-taught and Dutch-taught degree programmes by increasing the number of lecturers who teach both in English and in Dutch and by using their research in more than one programme. From the numerous discussions during the visit, the panel notes that both the overarching principles and the specific language-related approaches effectively return in the daily execution of education.

Each programme in the Faculty of Law has the same structure of the academic year, consisting of an even distribution of the educational load over four ten-week blocks. Each block generally consists of two courses, has a study load of 15 EC, and includes seven teaching weeks and a three-week exam period. Retakes are conducted in the following block. The limited number of courses offered simultaneously and the even distribution of the study load throughout the year contribute to the study feasibility of the programmes. Additionally, in the first two years of the bachelor's programme, progress tests and bonus systems are used to encourage students to engage in self-study during the lecture weeks. Students indicated during the discussions that this four-block year division indeed encourages regular study behaviour and that the limited number of courses offered simultaneously contributes to the study feasibility of the programmes. Given the educational concept choices, the panel supports the faculty's motivation for this academic year structure.

During the previous accreditation, the panel noted that students were expected to take responsibility for their own study progress/success and suggested exploring how students could be encouraged to engage in early and active study behaviour. The current panel also read in the documents that the programmes place the responsibility for study progress on the student. According to the current panel, this emphasis on independence is certainly a good thing, but it is also important that students are helped to take

responsibility. During the discussions, faculty and programme representatives confirmed the vision and expectation that university-level students should take ownership of their learning process. Nonetheless, these same conversation partners also indicated that more has been done since the previous accreditation to help students assume this responsibility. This additional support consists of a combination of initiatives, such as mandatory participation in tutorial education in the first block of the propaedeutic phase, the organization of a Question & Answer session for first-year students at the end of each teaching block, the implementation of interim tests and assignments, and a sharpening of the information, guidance, and follow-up offer through the study advisors. For example, students can participate in mentor groups in the propaedeutic phase of the bachelor, in kick-off meetings in the second bachelor year and master's programmes, in study support groups, and in the final phase also in thesis support groups. Discussions revealed that students know, increasingly use, and appreciate these initiatives. Bachelor students indicated that they were satisfied with how they were guided in the transition from high school to university, while master students found the level of support offered in the thesis process more than adequate. The panel supports the efforts of the faculty and programmes and advises continuing along this path to help all students take responsibility for their study progress.

Another important pillar in the policy to guide students towards ownership and responsibility is the explicit focus on activating and innovative forms of education. The panel read in the documents that the faculty board formulated the goal in the Strategic Plan 2021-2026 to offer attractive, activating, and innovative education. During the visit, the panel asked various stakeholders how they implement and experience these teaching methods. From these conversations, the panel notes that many individual initiatives have been launched and successfully rolled out in recent years. To better communicate these innovative teaching methods and tools to all colleagues in the faculty, a best practices catalogue has been produced in which lecturers share their experiences with around fifty methods and tools they developed over the years. The panel welcomes the numerous relevant initiatives and considers the catalogue itself a best practice, which encourages colleagues in a user-friendly way to activate and innovate their teaching practices across the boundaries of their own programmes and departments. According to the panel, the catalogue also meets a real need within the Faculty of Law, as the conversations revealed that educational innovation has so far mainly been developed and rolled out in the smaller programmes. The catalogue also contributes to another strategic objective of the faculty, namely ensuring unity and alignment between the programmes.

The numerous innovative tools and methods also shed new light on the teaching methods used in the programmes. Based on the written materials, the panel had the impression that many courses were only taught as lectures, without tutorials or seminars. However, during the conversations, lecturers and students clearly indicated that behind the term 'lecture' (hoorcollege) lies a wide range of teaching methods, with the lecturer interacting with the students to varying degrees, for example through a good practice mentioned in the catalogue. The panel suggests that the faculty do justice to the existing variety of activating teaching methods by differentiating and adjusting the terminology in the information material.

Based on the enrolment figures, the panel noted in the informative report appendices on influx figures that the intake in each of the five English-taught master programmes is relatively small, while the bachelor programme International and European Law attracts a good number of students. Its graduates form an important but not the sole pool for the master programme intake. In fact several master programmes attract a similar number of students from other faculties in the university and/or from universities outside the Netherlands. Over the years, the master's programmes have attracted students from a wide variety of (non-European) nationalities. According to the faculty management, there are no strict viability thresholds at university or faculty level. For now the faculty considers that 20 to 25 students per master's programme/track is acceptable. Moreover, the most recently created tracks are likely to attract new students

rather than dividing the existing pool over two programme variants. The panel was informed that while such intake figures are still realistic at the time of the site visit, there are two developments that might jeopardise this viability: first, in case future government policy would negatively affect the intake in the bachelor programme, then this will also impact the master intake; second, the university recently adopted the policy to ask international students to pay a fee when they submit their application. As a result, the number of non-European applicants has reduced, which in turn is visible in some programmes with a lower intake (of non-European students) in the current academic year. The panel endorses the position of the faculty management that such application fee should only be charged if this is maintained in all faculties and across all universities in the Netherlands (which for the moment it is not).

Staff

According to the didactic concept of the faculty, knowledge transfer plays a central role. To achieve this, a teacher-directed approach to education has been chosen. As experts, the teachers are familiar with the core legal principles and the associated terminology within the field. They provide the overview and core elements of the subject matter during lectures, facilitate practice during seminars, and give students feedback throughout their learning process. Based on the on-site discussions, the panel concludes that this didactic intention is indeed being realized: teachers are specialists and are scientifically active in their fields, have a solid grounding in legal practice, and possess teaching experience and didactic skills. The students confirmed to the panel what they have been reporting for years in the National Student Survey: they are not only very satisfied with the substantive expertise of their teachers but also with their didactic competence and their availability. In addition, the panel notes from the thesis reviews that teachers/thesis supervisors are strongly connected to research in general and to the themes addressed in the final projects in particular.

According to the panel, this positive appreciation for the teachers is related to the faculty's efforts towards staff professionalization. Both junior and experienced teachers emphasized during the visit that they find the professional development offerings of the faculty and the university beneficial. Approximately 80% of the professors and university (senior) lecturers now hold a Basic Teaching Qualification. Lecturers who only conduct seminar teaching have completed a didactic course aimed at this specific form of teaching. When Dutch-speaking teachers teach in English or foreign teachers lecture in Dutch, their language proficiency is tested by the university's Language Centre. The panel considers the focus on teaching professionalization a strong point. Furthermore, during the visit, it observed numerous examples of educational expertise and pedagogical leadership among a very diverse group of teachers.

The panel notes that since the last review, the teaching staff capacity has increased. According to the detailed and informative appendix Overview of Teaching Deployment 2023-2024, a total of 262 academic staff members equivalent to 205 full-time equivalents (FTEs) were affiliated with the Faculty of Law. Together, they represent 123.5 FTEs in teaching capacity, an increase of 4 FTEs compared to the previous academic year and over 40% more than in 2018-2019.

In line with the knowledge-oriented didactic concept, staff are assigned to discipline-related departments rather than programmes. The expertise of the various departments is utilized in almost all programmes, and numerous courses are offered in multiple programmes or specializations. Therefore, the staff-student ratio cannot easily be broken down per programme or specialization. For the entire faculty, the staff-student ratio is 1:36 in 2023-2024. The panel notes that this ratio has significantly improved since the previous review (1:46 in 2018-2019).

Facilities

Although a re-accreditation primarily focuses on programme-specific facilities, the panel wishes to highlight two general developments. First, the university transitioned to the digital learning environment Brightspace in the previous academic year 2022-2023. This means that each course in every programme has its own digital environment. Teachers and students make extensive use of Brightspace for providing study guides and teaching materials, grading submitted work, (peer) feedback, and communication. The material that the panel studied in preparation for the review was also made available in this learning environment. Discussions with students and teachers revealed general satisfaction with the functionalities and user-friendliness of the new learning environment.

Second, since 2024, the faculty is housed in a new facility, the Röling building. For the first time in a long while, all employees of the Faculty of Law are united in one place. During the visit, the panel toured the new building and noted that the state-of-the-art design effectively aligns with three core goals of the Strategic Plan: providing attractive, engaging, and innovative education; ensuring cohesion within and coordination between programmes; and promoting synergy between Dutch-language and English-language programmes. The study- and cooperation places on the ground floor of the building enhance according to the panel the community feeling among students. The panel also appreciates that all student associations have been brought together on one floor. This will undoubtedly enhance further collaboration, especially with the student associations of English-language programmes.

Bachelor International and European Law

The bachelor International and European law is a three-year full-time 180 EC programme. Since the previous accreditation, the curriculum has been revised emphasizing the interconnectedness of law with disciplines like political science, economics and international relations. A schematic overview of the curriculum, including the Technology Law track, is provided in Appendix 2. The programme consists of a mixture of courses teaching traditional fields of law, international and European law courses, an English (legal) language course, and courses in economics, political science and international relations. The Technology Law track combines legal and interdisciplinary courses in the areas of ethics, economics and information technology. All students follow the same foundational courses during the first year in order to make an informed choice in year two. Both pathways include domain specific and interdisciplinary courses, research skills, a semester abroad, and culminate in a Research Colloquium.

Based on the extensive written information and the discussions, the panel finds the curriculum set-up clear and coherent across the programme and within each track. The curriculum emphasizes proficiency in English and the ability to navigate legal technology, which are essential skills for modern legal practitioners. Students are equipped with critical thinking skills, adeptness in legal research, and a nuanced understanding of legal frameworks in the context of evolving technologies. The curriculum encourages lifelong learning and offers opportunities for extracurricular activities such as internships, moot court competitions, and participation in the Honours College. The panel appreciates in particular the development of the soft skills line in such a way that it complements the substantive course content and prepares for the concluding Research Colloquium, which assesses not only knowledge and insight but also research, writing and communication skills.

Furthermore, the panel was informed that since September 2023, a double degree programme has been established with the Universitas Gadjah Mada: Indonesian students can take part of their bachelor programme in Groningen, whereas Groningen students with Indonesian passports can study in Yogyakarta to gain access to the Indonesian bar. At the time of the site visit, it was too early to discuss the initial results of this initiative. The faculty also has a long-standing cooperation with the universities of Bremen and

Oldenburg in the framework of the Hanse Law School. The panel learned that the University of Bremen recently left the framework, while a double degree programme will start in September 2024 with the European and Comparative Law programme of the Carl von Ossietzky University in Oldenburg. According to the panel, these degree opportunities will allow students at home and abroad to gain an even wider international perspective on law.

The panel gathered from the discussions with students that they appreciate the curriculum set-up, which provides an in-depth introduction in international, European and technology law before they choose a particular track. Moreover, the exposure during the bachelor programme to different jurisdictions is not only interesting but also empowering in view of a follow-up master study. Students, however, also indicated that overall there is some unbalance in the curriculum in favour of European rather than International Law. One student even suggested to have a first year in common and two dedicated tracks as of year two. According to the staff, the programme is built in such a way that both components are addressed together in the introduction phase and followed-up in dedicated courses once students have acquired the basics. International students emphasised that they were very well supported and encouraged by the International Office of the law faculty, which provided according to one participant “advice that was unbiased and genuinely in my best interest.” Students who took the GIED programme mentioned it had helped them engage with Dutch students and mitigated the culture shock.

Based on the information data on intake, throughput and study success, the panel noted that since the previous accreditation, the student intake has almost doubled from 193 to 377. The programme primarily attracts international students, with approximately 10% being Dutch. Admission requirements include a pre-university secondary education degree, English language proficiency and a minimum GPA of 7/10. Prospective students undergo a compulsory matching activity that gives insight in the content and formats used in the programme. The increase in student influx has led to an enhancement of the matching process to ensure an even better fit between students and programme. The Technology Law track has also witnessed a steady growth in both number and share (30%) of the total number of bachelor students. The panel noticed that the drop-out rate has been fluctuating between 17% and 37%. This variety is at least in part due to the Corona-pandemic. According to the educational output data, more than 60% of the students who pass the propaedeutic phase complete the study within the nominal period, while roughly 85% does so within four years. According to the panel, the success figures are relatively high.

The panel gathered from the written materials and the discussions that the lecturers on the programme have good substantive expertise, as well as proper didactical skills. Students indicated that they were satisfied with the engagement and commitment of the lecturers, who were well prepared to deal with students from different background and legal systems. In this regard, the panel welcomes the initiative of the faculty to offer the Global and Intercultural Engagement Distinction (GIED) learning track to staff members, as well.

Master Energy and Climate Law

The master Energy and Climate Law is a one-year full-time 60 EC programme. A schematic overview of the curriculum is provided in Appendix 2. It consists of substantial courses (36 EC), a seminar (6 EC), the recently introduced Law in Practice module (6 EC) and a master thesis (12 EC). The programme spans six key areas: energy law and policy, regulation economics, market law, investment and trade law, climate law, and environmental law. Students acquire research skills through seminars and exam papers. Coursework provides foundational knowledge and adopts an international and comparative approach. Students delve into political, economic and technical aspects, and are trained in critical reflection and independent research. Career-oriented components, like internships and moot courts, prepare students for professional roles. The thesis challenges students to undertake research, express themselves proficiently, and

demonstrate originality and critical analysis. Further to the recommendation of the previous accreditation panel, the programme reduced the master thesis workload to incorporate more practical experiences: since September 2023, the Law in Practice module offers exposure to real-world legal scenarios, thus promoting early engagement with legal practice.

According to the panel the curriculum is coherent and clearly reflects the programme objective to give students a broad international view on energy law and climate law as continuously developing disciplines in Europe and beyond. Moreover, the panel appreciates the inclusion of a more practice-oriented component. In this way, the programme strikes a balance between academic and professional knowledge, and legal skills. While it is too early to draw conclusions, students and staff indicated that they were satisfied with the first run of the Law in Practice module.

During the discussions, students mentioned that they appreciate the combination of both domains, although the programme tends to focus more on environmental than on climate law. Teaching staff acknowledged this claim but indicated that the balance is being adjusted, among others through renaming and redesigning the seminar International Environmental Law into Energy and Climate Law. The seminar now focuses on recent societal challenges such as the growth of offshore wind parks or the emergence of hydrogen as an energy carrier, and is set up in such a way that topics can easily be added or removed according to the developments in the sector. Furthermore, staff and students indicated that the programme no longer qualifies for civil effect. The panel acknowledges that this reduces the attractiveness of the programme for Dutch students and welcomes the efforts of the programme and faculty management to regain civil effect.

Furthermore, the panel was informed that based on a long-standing cooperation - including the organisation of joint Summer Schools - the programme will offer students a double degree option with the master Environmental and Energy Law of The George Washington University Law School (USA) per September 2024.

Based on the information data on intake and study success, the panel noted that since the previous accreditation, the student intake has been fluctuating between 22 and 45 students. In September 2023, 24 students enrolled in this selective admission programme that attracts students with different backgrounds: roughly half of the students have a foreign bachelor's degree, while a quarter moves on from the LLB. Other backgrounds include the bachelor Rechtsgeleerdheid, a premaster or a law degree from another Dutch university. Applicants must hold a law-based undergraduate degree with modules in European and public international law, along with English proficiency and a GPA of at least 7/10. The Admissions Board, guided by the university's Admission Office, oversees the selection process. The panel noted that the programme aims to maintain diversity in the intake, which students mentioned as a particular value added. Drop-out rates fluctuate (including a one-off peak during the Covid-19 pandemic) but generally reflect a good fit between students and programme. The educational output is high, with 71% of students completing the programme in one year, while 84% graduates in two years. Students indicated that there are no particular stumbling blocks in the curriculum. The panel also learned that the average time to graduation is somewhat distorted by the fact that a number of students combine two master programmes and/or find a job before they have completed all programme components.

The panel gathered from the written materials and the discussions that the lecturers on the programme have good substantive expertise, as well as professional exposure and didactical skills. Moreover, the programme has a clear vision on the role of guest lecturers and their added value. Guest lecturers include legal practitioners from government and energy sectors and enhance real-world insights. Representatives from law firms and NGOs contribute to courses like Energy Investment and Trade Law to enrich the students'

learning experience with diverse perspectives. All lecturers in the programme are at PhD level, hold a UTQ qualification and undergo English proficiency testing at C1 level. In the most recent national survey, students rated the lecturers' substantive expertise with 4.7/5 and their teaching skills with 4/5. Finally, students appreciate the programme initiative to set up a PhD-LLM Study Group, where PhD students assist master students in preparing for their exams. According to the panel, this is a relevant initiative that deserves dissemination as a good practice across the faculty.

Master European Law in a Global Context

The master European Law in a Global Context is a one-year full-time 60 EC programme. A schematic overview of the curriculum, including the recently established track Technology Law and Innovation, is provided in Appendix 2. Both pathways consist of substantial courses (36 EC), a seminar (6 EC), the recently introduced Law in Practice module (6 EC) and a master thesis (12 EC). Courses focus on developing substantive knowledge, research skills, career perspectives, and emphasize independence at master level. These goals are combined in the seminar Interactions between Legal Systems: Global, European, Domestic and in the master thesis where students learn to assemble, assess and apply independently relevant facts, legislation, jurisprudence and literature; pursue independently academic legal research; apply the relevant academic and professional standards of responsible research; learn how to participate independently in academic debates; and practice their ability to convey a complex argumentation to a group of colleagues both orally and in writing. The new track allows students with an interest in European law to specialise in the area of technology law.

According to the panel the programme is coherent and the choices made in terms of courses and curriculum components are well motivated. The seminar is a strong and important component. Moreover, the panel gathered from the written materials and the discussions that research is an essential part of the programme: some members of the teaching staff are research leaders in their domain and teaching is driven by the current academic debate. Students acquire an advanced academic level, learn to design a research plan, do independent research and write an academic article.

During the discussions, students mentioned that the programme is feasible, but that the study load is unevenly distributed with peak moments in blocks two and four. This is particularly tough for students who recently joined the faculty and are not yet familiar with the organisation of the academic year. Students who wanted/needed to complete the programme in one year indicated that this was possible but often required not to go in depth on all courses and having to rush with the thesis next to courses and exams. One student mentioned that "reading just for fun is not possible". The panel invites the programme management to check how the study load can be more evenly distributed over the entire academic year. On a positive note, the students highly appreciated the support by the International Office, the interesting offer of the Career Service, and the activities organised by the study association.

Based on the information on intake and study success, the panel noted that since the previous accreditation, student intake has been fluctuating between 11 and 23 students. In September 2023, 30 students – including 13 on the new Technology Law and Innovation track - enrolled in the selective admission programme. Applicants are required to hold a law-based undergraduate degree or a related discipline with sufficient law components, have English proficiency and a minimum GPA of 7/10. The programme aims at a diverse student body including bachelor graduates from the faculty of Law, other Groningen programmes (such as International Relations), other universities in the Netherlands and abroad, and from the pre-master programme. Every year a few students drop out: these are mainly Dutch students who pursue two master programmes and finish after obtaining their first degree. On average half of the students finish the programme in one year, while the share of students finishing within two years ranges between 48% and 68%.

The panel notes that these percentages are difficult to compare in view of the limited number of students (on average 20) in the programme.

The panel gathered from the written materials and the discussions that the lecturers on the programme have good substantive expertise, as well as professional exposure and didactical skills. Some lecturers hold additional positions, like Substitute Judgeships or membership in related boards. Guest lecturers, for instance through the EU Law Lecture Series, provide specialised insights and contributed to a diverse learning environment. All lecturers in the programme hold a PhD, a university teaching qualification and reach English proficiency at C1 level. In the most recent national survey, students rated the lecturers' substantive expertise with 4.7 and their teaching skills with 4.0. The panel also noted that the core team of lecturers on the programme is quite small but constantly in touch with each other to ensure coherence. In addition, several courses are coordinated by more than one lecturer and involves team teaching.

Master Global Criminal Law

The master Global Criminal Law is a one-year full-time 60 EC programme. A schematic overview of the curriculum is provided in Appendix 2. It consists of substantial courses (36 EC), a seminar (6 EC), the recently introduced Law in Practice module (6 EC) and a master thesis (12 EC). According to the panel, the set-up is coherent and provides students with a comprehensive understanding of criminal law on a global scale, covering both procedural and substantive aspects. This coherence is fostered by the clear and motivated choices made in terms of courses and components. In addition, course coordinators meet regularly to discuss how each course and its learning goals contribute to the overall learning outcomes of the programme. Hence, students acquire the necessary knowledge and skills to navigate domestic, regional, and international criminal law. The research-driven approach of the programme ensures that teaching reflects the latest developments in the field, with a focus on global trends such as the impact of globalization, changing government roles, and advancements in science and technology.

The panel gathered from the written materials and the discussions that the programme fosters an international learning environment, drawing students from diverse legal backgrounds and encouraging comparative analysis. Adjustments such as the introduction of the Law in Practice module strengthen the connections to the labour market and broaden the perspectives beyond the European context. Student participation is actively encouraged, with interactive teaching methods and opportunities for collaborative learning. The combination of relevant courses and extracurricular opportunities prepares graduates for a range of career paths in criminal law practices, government agencies, the corporate sector, or academia.

During the discussions, students mentioned that the programme is overall feasible, but that the study load is unevenly distributed with peak moments in blocks two and four. Students who completed the programme in one year indicated that this was possible but often required not to go in depth on all courses and having to rush with the thesis next to courses and exams. The panel invites the programme management to check how the study load can be more evenly distributed over the entire academic year. On a positive note, the students indicated that programme pays sufficient attention to the global dimension of criminal law: while some (comparative) courses tend to focus on Europe, other courses did delve more into international aspects. Moreover, students have ample opportunity to focus in their individual assignments on the dimension and topics of their interest. Students also emphasised that the teaching staff manages to create a safe space in class, which is particularly important when students with different cultural backgrounds are brought together and discuss 'emotionally tough' subjects such as human rights violations, including rape law.

Based on the information data on intake and study success, the panel noted that since the previous accreditation, the student intake has been fluctuating between 15 and 32 students. In September 2023, only

15 students enrolled representing less geographical variety. This may be due at least in part to the application fee mentioned in the general section. The programme has selective admission criteria, requiring candidates to hold a law-based undergraduate degree with a minimum GPA of 7.0/10 and a proven command of English. The programme aims for a diverse student body: more than half of the students obtained their bachelor abroad. The panel noted that the drop-out is minimal. Slightly more than half of the students finish the programme in one year, while more than 80% does so within two years. According to the panel, the programme's educational output is strong.

The panel gathered from the written materials and the discussions that the lecturers on the programme have good substantive expertise, as well as professional exposure and didactical skills. All lecturers in the programme hold a PhD, a university teaching qualification and reach English proficiency at C1 level. In the most recent national survey, students rated the lecturers' substantive expertise with 4.5, the professional practice with 3.8 and the teaching skills with 3.7. The panel noted furthermore that the professional practice of lecturers is reflected in the course content, while guest lectures ensure that students are also given insight in legal practice.

Master International Commercial Law

The master International Commercial Law is a one-year full-time 60 EC programme. A schematic overview of the curriculum is provided in Appendix 2. It consists of substantial courses (36 EC), a seminar (6 EC), the recently introduced Law in Practice module (6 EC) and a master thesis (12 EC). The curriculum includes subjects such as comparative private law, private international law, and cross-border commercial transactions. Research skills are emphasized through courses that focus on legal procedures, including extra-judicial conflict resolution and contract drafting. All courses train students to write papers, give presentations and assemble and apply case law and legislation.

Lecturers use an interactive teaching method so that students are prompted to express their viewpoint in English in a group. The programme also offers opportunities for self-study and career development, with access to law practice modules and support from faculty advisers. Adjustments to the programme, such as the introduction of a Law in Practice component and a structured thesis process, aim to enhance students' practical skills and facilitate smoother communication between students and faculty. Extracurricular options, including internships and participation in moot court competitions, connect students with the labour market and provide opportunities for global engagement. The panel gathered from the written materials and the discussions that the programme features a coherent curriculum that effectively provides students with a comprehensive understanding of private law in an international context, catering to those pursuing careers in international commercial practice, academia, or government.

During the discussions, students indicated that the individual courses are feasible and that completing the programme nominally is possible but tough. In fact, many students finish in eighteen months: in this way they avoid having to rush through the study blocks and can add one extracurricular component to their study programme. Moreover, students indicated that the comparative aspect is emphasised in many courses and that lecturers also use the specific knowledge and exposure of students to their domestic jurisdiction. If anything, some courses could focus a bit more on the international law level, according to the students.

Based on the information on intake and study success, the panel noted that since the previous accreditation, the intake has fluctuated between 16 and 31 students. In September 2023, 23 students enrolled, half of which obtained their degree at a foreign university. However, the introduction of an application fee has impacted on the number of applications and on the geographical diversity of the students who eventually enrolled on the programme this year. The programme has selective admission criteria, requiring candidates to hold a

law-based undergraduate degree with a minimum GPA of 7/10 and a proven command of English. In terms of educational output, hardly any student drops out. Over the past three years, about two thirds complete the programme in the nominal duration of one year and more than 80% of the students does so within two years. According to the panel, the programme's success rate is very high.

The panel gathered from the written materials and the discussions that the lecturers on the programme have good substantive expertise, as well as professional exposure and didactical skills. All lecturers in the programme hold a PhD and reach English proficiency at C1 level. Almost all lecturers possess a university teaching qualification. The panel noted furthermore that the professional practice of lecturers is reflected in the course content, while guest lectures ensure that students are also given insight in legal practice.

Master Public International Law

The master Public International Law is a one-year full-time 60 EC programme. A schematic overview of the curriculum, including the International Human Rights Law track, is provided in Appendix 2. Both pathways consist of substantial courses (36 EC, half of which are in common), a seminar (6 EC), the recently introduced Law in Practice module (6 EC) and a master thesis (12 EC). The programme provides a theoretical foundation in its initial blocks before moving to specialized fields, ensuring a comprehensive grasp of international law concepts. The curriculum integrates theoretical knowledge with practical application, enabling students to tackle real-world legal challenges effectively. By emphasizing the practical application over rote learning, students are encouraged to explore solutions to legal problems beyond their national systems. Per September 2024, a new Health and Technology track will be offered, reflecting the interplay between international, regional and domestic laws in health and technology regulation. This track will be delivered in collaboration with several interdisciplinary schools at the University of Groningen to enrich the academic and practical dimensions of the programme.

According to the panel the curriculum of both pathways is coherent and aligns with the theoretical and practical scope of the programme. The panel appreciates the gradual build-up offering first a good general basis before turning towards more specialised fields. Moreover, students are challenged to transcend their familiar (national law system) context and find, analyse and reflect on solutions to problems in international (human rights) law. The panel also welcomes the explicit attention in the programme to third world and feminist approaches to international law.

During the discussions, students indicated that the workload for most courses and across the programme is feasible. However, the study load in the first block is quite high: further to the statement in the student chapter that the amount of reading assigned is very high, the students told the panel that the first course in International Human Rights Law requires much more effort than the allocated study credits. The panel suggests the coordinator and the programme management to look into the feasibility of the first block and this particular course. Although it has only been offered once, the students are satisfied with the law in practice component. They also appreciate the new study load of the master thesis, which entails less research work but still allows to rely on the expertise and support of the supervisors. One student indicated that the study has enhanced the aspiration to become a researcher and that this ambition was supported by the staff and the thesis supervisor. Students also confirmed the statement in the student chapter that they appreciate the human rights track for its open lecturers, diverse and nuanced topics, safe and communicative environment, and the interesting materials that match the interest of the students in the track.

Based on the information data on intake and study success, the panel noted that since the previous accreditation, the intake has fluctuated between 53 and 79 students, with the International Human Rights

track outnumbering the regular Public International Law programme. In September 2023, however, only 39 students enrolled. In fact, the non-refundable application fee has reduced the number of applications and the geographical diversity of the student cohort. Moreover, the throughput of the faculty's International and European Law bachelor was considerably lower than in previous years. The programme has selective admission criteria, requiring candidates to have a law-based undergraduate degree with private law modules, English proficiency and a GPA of at least 7/10. In terms of educational output, on average 10% of the students drop out, while just over 50% graduates complete the programme in one year and more than 80% does so within two years.

The panel gathered from the written materials and the discussions that the lecturers on the programme have good substantive expertise, as well as professional exposure and didactical skills. Nearly all lecturers in the programme hold a PhD, a university teaching qualification and reach English proficiency at C1 level. Students confirmed to the panel that they think highly of the lecturers and that the results in the most recent national survey – students rated the lecturers' substantive expertise with 4.6 and their teaching skills with 4.2 – are correct and well deserved.

Considerations

The panel believes that each of the six English-language programmes 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, each programme has a coherent curriculum with a clear structure. This applies to large programmes such as the Bachelor International and European Law, as well as to smaller programmes without tracks such as the Master Global Criminal Law.

For all six programmes discussed in this report, the language of instruction is English. The panel endorses the extensively and appropriately motivated decision of the faculty regarding the English name and the English language of instruction of these programmes.

The panel considers that 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, according to the panel, contribute to the increased quality of the programmes. In this context, the introduction of the 'Thesis as a course' and the 'Law in Practice' components in each master programme deserves a special mention as they contained the study delay and prepared both Dutch and international students for a career position of their choice.

According to the panel, the faculty has succeeded in creating a strong learning environment in recent years where the faculty's mission and educational vision are visible and the principles of the didactic concept are effectively realised in the programmes. An element of this educational vision is the expectation that students take ownership of their learning process. From the discussions, it is clear that bachelor and master students are supported and prepared in various ways to take on this responsibility. The panel appreciates both this supportive approach and the underlying vision. The panel learned that the faculty's International Office and its staff play an important and highly valued role in the educational life of international students. The panel appreciates attempts to bring together national and international students and suggests to look for possibilities to strengthen these initiatives.

The panel acknowledges that many initiatives regarding activating and innovative teaching methods have been started and rolled out in recent years. This has so far mainly been a matter of engaged and didactically strong individual lecturers. In the near future, it is essential to involve all lecturers in all programmes. The panel therefore welcomes the recently developed best practices catalogue as a concrete step to promote activating and innovative teaching in the faculty.

During the visit, the panel met numerous enthusiastic and committed lecturers. They combine substantive expertise with research expertise, didactic competence, and knowledge of the professional field. It is therefore not surprising that students speak positively about their lecturers and give them high scores in the National Student Survey. Students also appreciate the good atmosphere in the programmes and the short lines of communication with lecturers. The didactic skills of the lecturers are almost universally praised. According to the panel, this is at least in part due to the attention of the faculty for educational professionalisation.

In addition to the positive considerations and suggestions, the panel provides two recommendations for the near future: firstly, more attention should be paid to methodology in the curriculum and the thesis process: while the panel appreciates the efforts already made, the thesis review as the 'proof of the pudding' shows that there is still room for improvement in several programmes. Secondly, the current intake figures are low and may have been affected negatively by external circumstances: the panel calls upon the university and faculty management to do away with the application fee in order to maintain a good variety of international (non-European) students in the programmes.

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

The panel gathers from the written material that the Faculty of Law has a comprehensive and robust assessment policy. This policy is based on the university's assessment policy and the faculty's didactic concept. According to the didactic concept, assessments should demonstrate whether students have achieved the intended learning goals of a course. Hence, course coordinators mainly use written final assessments because students can only demonstrate at the end of course that they grasp the entire subject.

Each programme has a dedicated programme file indicating how the final qualifications of the programme are reflected in the learning goals of the individual courses. The format of assessment is largely determined by the various learning goals, which may take on a different character throughout the programme. The undergraduate programme features continuous learning pathways for the acquisition of knowledge, skills and attitudes. In line with the education process, the character of the assessments evolves from simple to complex and from guided to more independent responsibility. In the master programmes, there is more variety in assessment forms, such as (a combination of) written exams, oral exams, essays, papers, or presentations. Case analysis almost always plays a significant role in the examinations, becoming more legally complex as the study progresses. In the self-evaluations, the panel looked with great interest at several examples of such case analysis exams.

Furthermore, the faculty opts to keep formative assessments mostly informal: since such assessments do not count towards the final grade, the focus is on the feedback provided to both student and teacher about the learning development. The panel notes from the discussions that the aforementioned principles are also effectively implemented in the assessment practice of most programmes. Moreover, the different skills are assessed in an appropriate manner. The panel also appreciates that none of the English-taught programmes use multiple-choice questions as the standard format of assessment. Following the suggestion of the previous review panel to explore how to introduce more variety in assessment forms, the faculty and programmes have experimented with this in recent years as part of the Quality Agreements. Later in this chapter, it will become clear that the variation in assessment differs per programme. Nevertheless, the panel observes that most assessments still take place via summative exams. The panel advises the faculty and programmes to reconsider this one-sided approach and align it more with the various principles of the university's assessment vision.

During the visit, students confirmed that the faculty, programmes and lecturers ensure that assessments are transparent. Students are informed well in advance when the exams will take place and what form(s) they will take. Furthermore, for each subject, at least one recent exam is made available through the digital learning environment during the lecture period, exam questions are often discussed during lectures, and at the exam, the weight of the questions is clearly indicated in the scoring grid. Since the previous review, an online Q&A session is often held at the end of a course.

During the COVID-19 pandemic, the university and faculty worked on digital assessments. This approach has been retained post-pandemic, so virtually all written exams are now conducted digitally in the exam hall. Students from various programmes indicated that the current setup of digital assessments is not optimal, especially for exams with extensive case questions where students cannot view the entire case on the screen or mark it in preparation for their answers. Previously, these cases were available on paper. This approach was reversed through a top-down decision despite extensive protests in various forums. The panel understands the students' concerns and is surprised by the lack of input in this specific case. It advises the faculty to find a sustainable solution to this issue in the short term.

The panel noted from the written materials and discussions that the rise of Generative Artificial Intelligence is on the agenda of the faculty and programmes. A university-wide committee for educational innovation and AI has been established, led by the professor of IT Law. According to the faculty management, the rise and developments in AI, such as ChatGPT and Quillbot, entail that the focus in course assessment remains on assessing learning goals in a controlled environment. Moreover, the subject is discussed between students and lecturers, and clear agreements are made where necessary regarding the use of GenAI in assignments and final projects. While they generally indicated that it does not play a significant role in education or assessment, the students in English-taught programmes did acknowledge the fast developments in GenAI and the risks associated with its use. At the time of the site visit, a formal AI policy had not yet been established: reportedly, a framework was being finalised at a central level and would then be rolled out and communicated via the faculties. Although the issue is contained for now through arrangements at individual programme level, the panel recommends both the university and the faculty management to develop, issue and implement a clear policy on the use of Generative Artificial Intelligence in education and assessment.

Thesis assessment

The panel notes that the approach to and assessment of final projects is organised in a very similar way across the bachelor and master programmes under review. While the bachelor Research Colloquium has its

own assessment form, it looks similar to the assessment form that is used for the master thesis across all master programmes and tracks. In all cases, final projects are assessed by a supervisor/coordinator and a second reader. The self-evaluations include a blank version of the respective forms. The assessment process is described in the Thesis Regulation English-taught programmes Faculty of Law. It is evident from these regulations that the thesis supervisor preliminarily assesses whether the final project meets the minimum requirements and, if so, presents the thesis to the second assessor. The supervisor and the second assessor jointly determine a grade, based on criteria outlined in the respective evaluation forms. The assessors make this grade clear to the student in the digital thesis form, which is signed by both assessors. Based on the regulations and forms, the panel finds that the assessment of final projects is transparently designed. The panel appreciates that each form includes both assessment criteria and dedicated space to motivate in writing the criterion results and the final grade.

In the context of the thesis review, the panel reviewed fifteen final projects and the corresponding completed evaluation forms for each programme. Across all programmes, the panel observes that (almost) all relevant criteria are addressed, that each criterion is clearly formulated, that assessors provide a specific result for each criterion of the final project, and that they often make optimal use of the form to substantiate their assessments clearly. However, the panel notes that the traceability of the final grade was not always clear: this was evident both from the relationship between the criterion results and the final grade, as well as from the fact that the written feedback was not always precise enough to understand this relationship. In this respect, the panel found that the completed forms often provided limited support for an external party to understand how the final grade was determined. The specific findings per programme are addressed in the second part of this chapter.

The panel shared these findings with various stakeholders during the visit. The discussions revealed that the focus of the thesis supervisor is on supervising the student and on providing (extensive) feedback on each thesis chapter. These annotated sections are important as a formative element for the student and demonstrate the supervisor's input/involvement. After the assessors have determined the final grade, an oral discussion often takes place where the student receives more feedback than what is in the evaluation form. The evaluation form is mainly used for internal and external accountability, for example, when the Board of Examiners requests theses for review. To ensure consistent assessment – what corresponds to a 6, a 7, or an 8 – thesis coordinators meet once or twice a year at the department level. The panel appreciates the efforts of the assessors and departments to conduct thesis supervision carefully and consistently. However, there is room to better and more systematically explain the grading to ensure its intelligibility (in Dutch: *navolgbaarheid*) in the evaluation forms. Although several assessors do explain the grading in an informative way, this is not the case for other assessors and therefore requires a systematic follow-up by the thesis coordinators.

Following the previous standard, the panel notes that relatively little attention was paid to legal scientific reporting in the assessment of final projects across various programmes. Although it constitutes a criterion in the evaluation form, the assessment was often inconsistent: for example, theses sometimes received high (partial) grades while the reporting on the methodology was sub-standard. According to the panel, not all assessors have a clear understanding of what to expect regarding methodology and legal scientific reporting in final projects. The panel recommends that the faculty and the programmes develop a consistent vision on methodology/reporting and roll it out through calibration sessions for lecturers and thesis assessors in order for them to value this in a consistent way in the final projects and evaluation forms.

Assuring quality of assessment

The quality assurance of assessments within the Faculty of Law is overseen by a single Board of Examiners for all programmes. Based on the written material and on-site discussions, the panel notes that the Board of Examiners operates independently within the faculty and performs all legally mandated tasks. The board consists of a chair, eight members from different departments, and an external member. This external member has extensive assessment expertise and is affiliated with the university's central Educational Support and Innovation service.

During the discussion with representatives of the Board of Examiners, its chair indicated that the members have good expertise and sufficient capacity to perform quality assurance work. Since the COVID-19 pandemic and the rise of GenAI, there have been significantly more cases of (suspected) fraud, which the board and the administrative secretaries must address within their allocated time. Furthermore, the chair confirmed that the board has the necessary authority to ensure that its findings are followed up within the programmes and the faculty.

The panel also notes from the discussions that the Board of Examiners plays an important role in setting the assessment framework. The board established guidelines in the Assessment Quality Plan on reliability in the design, administration, marking, and evaluation of assessments. Regular checks of the assessments per course take place, and the Board of Examiners has set up a dedicated reading committee that randomly checks the quality and assessment of theses. Additionally, there is a regular exchange with the Law Faculty of Radboud University to review the quality of each other's theses. Finally, the board members, including the external member, often act as informal sparring partners for lecturers with new assessment ambitions.

The panel appreciates the efforts of the Board of Examiners and believes that the various members effectively have the necessary expertise, capacity, and authority. However, when discussing the findings from the thesis review, it became clear that the board was unaware of the extent to which the current assessment forms are filled out in terms of transparency. Until now, the Board of Examiners has primarily focused on the quality of the final project and the correlation between quality and final grade. According to the panel, the Board of Examiners may want to follow up on the panel's recommendations regarding the justification of the final grade in the evaluation forms and to also ensure consistency in assessment regarding methodology/reporting.

Bachelor International and European Law

Based on the written materials and the discussions on site, the panel establishes that the system of assessment in the bachelor International and European Law aligns with the way the curriculum is set up. The programme primarily uses written essay examinations for assessment, which provide a comprehensive evaluation of the student's level of understanding. The first semester focuses on acquiring basic legal knowledge and applying it to simple cases, with assignments designed to encourage self-study. Bonus assignments are optional but popular among students. As students progress through the programme, the assessments shift from knowledge reproduction to applying and analysing the law in more complex scenarios, fostering critical reflection. In advanced stages, courses emphasize deeper analysis and evaluation, requiring students to write papers, especially in the skills learning line and on specialized subjects. The Technology Law track also includes papers as assessment formats. Courses with low pass rates are reviewed by the Board of Examiners.

The panel noticed that since the previous accreditation visit, several courses are offering opportunities for interim assessments, student self-monitoring and feedback to encourage active learning. Tools such as Think-Pair-Share, Kahoot!, Socrative, Poll Everywhere, Perusall, and Brightspace Quiz support this approach.

The panel also welcomes the plans of the management to introduce a 'soft skills line' in the programme to enhance professional skills such as group work, intercultural competence, ethics, methodology, peer reviewing, and presentation skills. As part of these innovations, an e-portfolio may be introduced to track social skill development.

In so far as the assessment of final projects is concerned, referees and panel members have studied the completed evaluation forms connected to fifteen Research Colloquia from the bachelor International and European Law submitted in the academic year 2022-2023. The assessment form lists eight criteria – problem definition and research methodology, structure and design, language use and terminology, contents, argumentation, mastery of research skills, originality of the research, and independence - that together justify the mark. The supervisor and the second assessor score each criterion on a three-point scale: below average, average or above average.

Further to the findings in the general section, the panel found that the connection between the final mark and the criterion scores was not always clear. In fact, the panel noticed that there is no direct/automatic connection between the criterion scores and the overall mark. Although it agrees in almost all cases with the final mark, the panel nonetheless advises the programme to make this link between criteria and final mark explicit. The assessment form also invites assessors to write some explanatory notes concerning the justification of the mark. While almost all assessors provide some feedback on the form, the panel found that in two thirds of the cases this written input was insightful in motivating / justifying the criterion scores and the overall mark. Although the explanation of the score is definitely present in several cases – panel members even complimented the level of detailed motivation in certain assessment forms - the panel nonetheless advises the programme management to motivate all assessors to provide insightful feedback.

Master Energy and Climate Law

Based on the written materials and the discussions on site, the panel establishes that the system of assessment in the master Energy and Climate Law aligns with the way the curriculum is set up. The programme primarily uses written (essay) examinations for assessment, but students also engage in writing papers, presenting, and discussing their findings under expert supervision. Some courses feature formative assessments including peer review feedback. In the Seminar, students are graded on individual work, group presentations and receive peer/group feedback from other groups. The panel welcomes the recent initiative to implement a 'paper trajectory' across the curriculum to prepare students for the master thesis. Each course emphasizes specific elements of the research and writing process, such as literature review, research question formulation, and legal argumentation. Students receive feedback on these components, on which they can build when working on the master thesis.

In so far as the assessment of final projects is concerned, referees and panel members have studied the completed evaluation forms connected to fifteen master theses submitted in the academic years 2021-2022 and 2022-2023. The assessment form lists eight criteria that together justify the mark. The supervisor and the second assessor score each criterion on a three-point scale: below average, average or above average. The panel noticed that there is no direct/automatic connection between the criterion scores and the overall mark. The panel advises the programme to make this link between criteria and final mark explicit. This is all the more relevant for this programme given that in five cases the panel would have given a different final mark. The assessment form also invites assessors to write some explanatory notes concerning the justification of the mark. The panel found that in almost all cases, this written feedback was insightful.

Master European Law in a Global Context

Based on the written materials and the discussions on site, the panel establishes that the system of assessment in the master European Law in a Global Context aligns with the way the curriculum is set up. The programme uses various assessment methods to evaluate student performance: while courses are mainly assessed through written essay examinations, students also write papers, have open book exams, and make presentations. The panel learned that the small class sizes of around 20 students allow lecturers to regularly include informal intermediate formative assessment moments, which are facilitated through the Socratic method and involve ongoing dialogue between lecturers and students to test and adapt their knowledge.

In so far as the assessment of final projects is concerned, referees and panel members have studied the completed evaluation forms connected to fifteen master theses submitted in the academic years 2020-2021, 2021-2022 and 2022-2023. The assessment form lists eight criteria that together justify the mark. The panel noticed that there is no direct/automatic connection between the criterion scores and the overall mark. Although it agrees in all cases to the final mark, the panel nonetheless advises the programme to make this link between criteria and final mark explicit. The assessment form also invites assessors to write some explanatory notes concerning the justification of the mark. The panel found that in almost all cases, this written feedback was insightful.

Master Global Criminal Law

Based on the written materials and the discussions on site, the panel establishes that the system of assessment in the master Global Criminal Law aligns with the way the curriculum is set up. The programme primarily assesses students through written (essay) examinations, although open-book exams or writing papers and making presentations are also common. The Seminar, which is held in groups of maximum 16 students, includes independent research, literature selection, written and oral presentations; students receive feedback on their intermediate work.

In so far as the assessment of final projects is concerned, referees and panel members have studied the completed evaluation forms connected to fifteen master theses submitted in the academic years 2021-2022 and 2022-2023. The assessment form lists eight criteria that together justify the mark. The panel noticed that there is no direct/automatic connection between the criterion scores and the overall mark. Although it agrees in all cases to the final mark, the panel nonetheless advises the programme to make this link between criteria and final mark explicit. The assessment form also invites assessors to write some explanatory notes concerning the justification of the mark. While almost all assessors provide some feedback on the form, the panel found that in two thirds of the cases this written input was insightful in motivating / justifying the criterion scores and the overall mark. Although the traceability of the score is definitely present in several cases - panel members even complimented the level of detailed motivation in certain assessment forms - the panel advises the programme management to motivate all assessors to provide insightful feedback.

Master International Commercial Law

Based on the written materials and the discussions on site, the panel establishes that the system of assessment in the master International Commercial Law aligns with the way the curriculum is set up. The programme predominantly uses written (essay) examinations as assessment. Moreover, various courses also include formative assessments where students receive personalised feedback on their written assignments. Group presentations are often feedback focused rather than graded. In one course, the case study assignments and student presentations are discussed in the lectures rather than formally assessed.

In so far as the assessment of final projects is concerned, referees and panel members have studied the completed evaluation forms connected to fifteen master theses submitted in the academic years 2021-2022

and 2022-2023. The assessment form lists eight criteria that together justify the mark. The panel noticed that there is no direct/automatic connection between the criterion scores and the overall mark. Although it agrees in all cases to the final mark, the panel nonetheless advises the programme to make this link between criteria and final mark explicit. The assessment form also invites assessors to write some explanatory notes concerning the justification of the mark. The panel found that in all cases, this written feedback was insightful. Panel members, however, also reported a few cases where the feedback suggested a lower or a higher grade because assessors had focused too much on the strengths or weaknesses of the thesis.

Master Public International Law

Based on the written materials and the discussions on site, the panel establishes that the system of assessment in the master Public International Law aligns with the way the curriculum is set up. The programme and its track predominantly use written (essay) examinations for assessment. Several courses also use formative assessments of papers, assignments, presentation and discussions. Furthermore, the panel was informed that some courses employ formative assessments that are not included in the grading scheme: it concerns activities like pub quizzes, class discussions on human rights themes in movies, model UN role-playing, and think-pair-share activities. Students indicated that they appreciate these engaging and communal learning experiences.

In so far as the assessment of final projects is concerned, referees and panel members have studied the completed evaluation forms connected to fifteen master theses submitted in the academic year 2022-2023. The assessment form lists eight criteria that together justify the mark. The panel noticed that there is no direct/automatic connection between the criterion scores and the overall mark. Although it agrees in almost all cases to the final mark, the panel nonetheless advises the programme to make this link between criteria and final mark explicit. The assessment form also invites assessors to write some explanatory notes concerning the justification of the mark. While almost all assessors provide some feedback on the form, the panel found that in two thirds of the cases this written input was insightful in motivating / justifying the criterion scores and the overall mark. Although the explanation of the score is definitely present in several cases, the panel advises the programme management to motivate all assessors to provide insightful feedback. This is all the more important as panel members also reported a few cases where the (extensive) feedback did not fully align with the criteria scores.

Considerations

The panel considers that each of the six 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 principles of the didactic concept on assessment. This appreciation encompasses the assessment methods and the evaluation of the final theses, as well as the assurance of assessment quality.

The panel commends the efforts of the faculty and the programmes to diversify assessment methods, following the suggestion of the previous accreditation panel, and encourages the programmes to continue on this path. In fact, the review of the assessment methods per programme revealed on the one hand that there is already some variety in assessing skill-based courses, but substantive courses on the other hand are still predominantly assessed through final essay exams. The panel appreciates the emphasis on case analysis in the exams of all programmes and has identified several innovative formative assessment methods across all programmes under review. The panel recommends leveraging the existing assessment expertise in these and other programmes within the faculty.

Since the COVID-19 pandemic, significant progress has been made in digital assessment. The panel supports the faculty's decision to further expand digital assessment practices. However, this development appears to

negatively impact the functionality of assessment for students, which the panel believes should be avoided. Moreover, the convenience of digital assessment in a controlled environment to address the "GenAI problem" should not result in a further increase in essay exams.

As part of an extensive thesis review, the panel also examined the assessment of final theses. The overall impression from this review is moderately positive: while the assessment forms appropriately inquire about the relevant criteria and provide space for qualitative feedback, the completed forms often lack sufficient qualitative feedback to allow external parties to understand how the final grade was determined. This pertains to the link between the criteria and the final score, as well as to the qualitative justification of the criteria and the final score. Nonetheless, the panel agrees with the final scores of the theses in an absolute majority of cases (92%) and recognizes the informative value of 80% of the completed forms. The panel appreciates the efforts of numerous assessors, thesis coordinators, and departments to carefully conduct thesis assessments and maintain consistent grading. However, the panel advises the faculty and programmes to make the transparency of the final grade more apparent in the form and to systematically explain the assessment with qualitative feedback. Additionally, there is a need, according to the panel, to enhance the status of the assessment form, which currently is viewed more as an administrative formality for internal and external control.

In line with the consideration under the previous standard, the panel considers that methodology / legal scientific reporting is only marginally emphasized as an evaluation criterion in the final theses. Therefore, the faculty and programmes are advised to develop a vision on methodology/reporting and disseminate this vision through calibration sessions among teachers and thesis assessors to ensure a consistent evaluation of this component in the final theses and evaluation forms.

The panel considers that the Board of Examiners manages well its task to assure the quality of assessment across all degree programmes in the faculty. According to the panel, the board and its members have the necessary expertise, capacity, and independent autonomy to carry out their duties effectively. Given this position, the panel sees an important task for the Board of Examiners in following up on its recommendations regarding the transparency and justification of the final thesis grade and regarding the consistency in assessing legal methodology/reporting.

The above considerations, recommendations, and suggestions apply to all English-taught programmes, irrespective of the - small - differences in performance observed in the programme-specific section with regard to assessment variation and thesis assessment quality. According to the panel, the strength of the assessment system, the capacity of the Board of Examiners, and the overall positive results of the thesis review clearly outweigh the suggested improvements regarding the transparency of the thesis assessment form.

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 theses 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 six 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.

During the thesis review, 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 90 theses is highly positive: the panel found that the quality of the Research Colloquia and master theses is good, with 100% of the final projects meeting the basic quality standards at bachelor or master level.

Across all programmes, the panel noticed first and foremost the decent quality of the theses, 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 for 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 view of the subsequent careers of its graduated bachelor and master students. The written materials provide extensive data on the professional whereabouts of graduates for each programme. This information is available because the faculty has been monitoring since 2014 the positions held by its alumni after completing their programme. The data in the self-evaluation reports are based on these annual surveys of alumni careers (in Dutch: Functieoverzicht alumni), which are conducted for each master programme and encompass entire cohorts. During the visit, the faculty provided the panel with the two most recent survey reports containing the results for the graduate cohorts of 2019-2020 and 2020-2021. Based on the research results, the panel found that in both cohorts, 88% of alumni from the English-language master programmes are employed as legal professionals; the other alumni often hold management positions. All participating alumni were employed at the time of the surveys. In terms of their location, 62% of alumni are employed abroad, while 24% have jobs in the Randstad and 12% work in the northern region of the country.

During the visit, the panel also spoke with recently graduated alumni from various programmes. They indicated that their education in Groningen had been a stepping stone for their professional careers, irrespective of whether they ended up as lawyers or in other areas where an academic master's degree in law is necessary or beneficial. According to the survey data, approximately 15% of alumni pursue careers in academia. The panel notes from the materials and the discussions that – compared to the Dutch-language programmes – a bigger part of the students/graduates aspire to an academic career. Students who wish to

pursue a doctoral programme after their studies find their way within the faculty or are personally approached by their thesis supervisor. This applies not only to students from the research master programme (which is not part of this evaluation) but also to students who demonstrate interest and competence in scientific research during their regular master thesis trajectory.

Based on the written research results and discussions during the visit, the panel is convinced that graduate master students quickly find positions in the job market, and that they do so in positions that require a master's degree in law. This indicates that students possess the necessary knowledge, skills and attitudes in their field of study and at master level. The panel appreciates the faculty's efforts to conduct an annual survey of the career success of its alumni. The research results, which will be broken down per programme in the next section, show that the English-taught programmes at the Faculty of Law in Groningen successfully prepare for an internationally oriented career in the Netherlands and abroad.

Bachelor International and European Law

The final project, the Research Colloquium, combines the academic character of the programme with research, writing and communication skills that are needed when entering the labour market. As part of its external assessment, the panel has looked at 15 Research Colloquia from both the regular programme and the Technology Law track. The panel found that each of the fifteen Research Colloquia was of sufficient quality. The panel appreciates the variety of interesting and sometimes difficult topics, the enthusiasm that students demonstrate for their project theme, and the overall good quality level of the bachelor products. Students manage to formulate a clear research question and perform the research adequately. As a point for attention, the panel notes that in certain final projects, the methods and theories are somewhat underdeveloped. The overall picture, however, is very positive: the thesis review has demonstrated, according to the panel, that bachelor students who pass the Research Colloquium have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the alumni is concerned, the panel notes that almost all bachelor graduates (97%) proceed to a follow-up study at master level: 33% remain in Groningen, 35% move to another university in the Netherlands, and 29% continue their studies abroad. The Faculty of Law maintains close ties with its alumni through the International Office and a LinkedIn group. After finishing their master's degree, International and European Law alumni find a job with various types of employers: companies, law firms, intergovernmental organisations, non-governmental organisations, academia or with the government. Many alumni also pursue additional qualifications to access the bar or judiciary in their home country. These findings confirm according to the panel that upon graduation, bachelor students International and European Law possess the proper qualifications for a follow-up study that eventually prepares them for a relevant position on the labour market.

Master Energy and Climate Law

The programme culminates in the master thesis, which constitutes the final product through which students demonstrate their research competencies, as well as their legal and academic skills. 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 was impressed with the relevance and timeliness of the topics, which were often quite difficult and/or of direct relevance for policy and implementation in the domain of energy and climate law. Moreover, students write well, are on top of their topic and have the necessary skills to produce and structure a master thesis. As points for attention the panel found that some theses were rather long and/or descriptive and lacked a proper theoretical framework. Moreover, several theses contained only a very limited methodology section. The overall picture, however, is

very positive: the thesis review has demonstrated, according to the panel, that students who pass the master thesis Energy and Climate Law have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the alumni is concerned, the panel notes that most programme graduates stay in the energy and climate law sector: the survey among relatively small cohorts shows that 35% work in energy companies, 18% join law firms and 7% pursue a PhD. Others work for international organisations or establish their own company. A considerable majority of these alumni is employed abroad. Students who joined the programme as professionals often return to their previous roles upon graduation and find that the programme was beneficial for the advancement of their career. Positions held by alumni include Lead Legal Affairs, Policy Adviser Energy Transition. Others work for the Dutch Ministry of Economic Affairs and Climate, the European Commission, the ASEAN Centre for Energy, or founded their own company. These findings confirm according to the panel that master students Energy and Climate Law who graduate the programme possess the proper qualifications to find a job that is commensurate with the subject and level of their study.

Master European Law in a Global Context

The programme culminates in the master thesis, which constitutes the final product through which students demonstrate their research competencies, as well as their legal and academic skills. 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 was impressed by the overall high quality of research, the original and timely topics, and the enthusiasm that students demonstrated for the topics and for the thesis execution. As a point for attention, the panel found that many theses were quite descriptive and technical. Moreover, not every thesis contained a good quality analysis, and there was quite some variety in the research approach and writing skills. The overall picture, however, is very positive: the thesis review has demonstrated, according to the panel, that students who pass the master thesis European Law in a Global Context have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the alumni is concerned, the panel notes that most programme graduates stay within their field of specialisation, and do so in the Netherlands and abroad. The survey data among relatively small cohorts show that they either pursue a career in academia (11%), join a law firm (19%), a company (23%), an intergovernmental organisation (10%) or the government (15%). Students who joined the programme as professionals often return to their previous roles upon graduation and find that the programme was beneficial for the advancement of their career. Several alumni have a management, policy or juridical position at the European Commission or in national civil service. Other alumni work for prominent law firms. These findings confirm according to the panel that master students European Law in a Global Context who graduate the programme possess the proper qualifications to find a job that is commensurate with the subject and level of their study.

Master Global Criminal Law

The programme culminates in the master thesis, which constitutes the final product through which students demonstrate their research competencies, as well as their legal and academic skills. 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, and that most theses in the sample were of good quality. The panel appreciated in particular the variety of relevant and interesting thesis topics, as well as the care with which the research had been executed. In fact, panel members reported that they had enjoyed reading the master theses. According to the panel, the thesis review has demonstrated that students who pass the master thesis Global Criminal Law have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the alumni is concerned, the panel notes that most programme graduates stay within their field of specialisation. The survey data among relatively small cohorts show that they join law firms (20%), a company (19%), a professional career in the judiciary (8%) or pursue an academic career (11%). Students who joined the programme as professionals often return to their previous roles upon graduation and find that the programme was beneficial for the advancement of their career. International alumni are now active as Prosecutors for the National Public Prosecution Authority, as experts in victims and witnesses assistance, or work for the International Criminal Court. Dutch alumni hold policy advising positions in the Public Prosecutor's Office, for instance on human trafficking. Still other alumni work in academia, for the government or have founded their own firms. These findings confirm according to the panel that master students Global Criminal Law who graduate the programme possess the proper qualifications to find a job that is commensurate with the subject and level of their study.

Master International Commercial Law

The programme culminates in the master thesis, which constitutes the final product through which students demonstrate their research competencies, as well as their legal and academic skills. 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 most theses had relevant topics and were well executed, with a clear introduction, decent analysis and proper conclusions. As a point for attention the panel noted that the weaker theses sometimes lacked analytical sophistication. Moreover, the research question and sub-questions were not always very clear while a description of the methodological framework was missing in a few cases. The overall picture, however, is positive: the thesis review has demonstrated, according to the panel, that students who pass the master thesis International Commercial Law have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the alumni is concerned, the panel notes that most programme graduates stay within their field of specialisation. The survey data among relatively small cohorts show that they work in companies (40%), join law firms (20%), remain in academia (11%) or enter the government (4%). Students who joined the programme as professionals often return to their previous roles upon graduation and find that the programme was beneficial for the advancement of their career. Some international graduates stay in the Netherlands to work for law firms or banks. Others return to their home countries to work as judges, prosecutors, or in private practice. Still others are now lecturers at universities or have founded their own law firm. These findings confirm according to the panel that master students International Commercial Law who graduate the programme possess the proper qualifications to find a job that is commensurate with the subject and level of their study.

Master Public International Law

The programme culminates in the master thesis, which constitutes the final product through which students demonstrate their research competencies, as well as their legal and academic skills. 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 members were generally satisfied with the quality of the theses, which they found well structured. The panel noticed though that several theses in the sample had a quite national focus and approached the topic from a doctrinal positivist angle. Regarding the latter point, the programme may want to consider if students should be stimulated to take on board theoretical reflections and insights from other disciplines, as well. According to the panel, the thesis review has demonstrated that students who pass the master thesis Public International Law have indeed achieved the programme's learning outcomes.

In so far as the achieved level of the alumni is concerned, the panel notes that most programme graduates stay within their field of specialisation. The survey data show that graduates work in companies (21%), for the government (15%), in law firms (12%), for international organisations (10%) and in academia (11%). This variety of positions is even more visible with graduates of the International Human Rights Law track, where 16% of the alumni are working for non-governmental organisations. Students who joined the programme as professionals often return to their previous roles upon graduation and find that the programme was beneficial for the advancement of their career. Examples include positions in the Dutch and Indonesian governments, academic roles in Rwanda and Ethiopia, and roles at international organizations like the United Nations and the Australian Human Rights Commission. These findings confirm according to the panel that master students Public International Law who graduate the programme possess the proper qualifications to find a job that is commensurate with the subject and level of their study.

Considerations

The panel considers that students graduating from each of the six 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 alumni research reports.

The selected and reviewed theses meet the quality expectations for a final project of academic orientation at bachelor or master level. In several cases the theses were of good quality, covered relevant topics and proved an interesting read for the reviewers. According to the panel, students convincingly demonstrated through their thesis that they achieve the intended learning outcomes and final qualifications.

During the visit, alumni persuaded the panel that their education at the Faculty of Law has been a stepping stone for further education and a successful career as a lawyer: graduate bachelor students seamlessly transition to relevant master programmes in and outside Groningen, while master students quickly find suitable employment after graduation. These claims are corroborated by the extensive and detailed research results from the alumni career outcome surveys: hundreds of students from the surveyed cohorts are all employed and hold positions requiring a master's degree in law. The survey data show that most alumni are employed within their field of specialisation and take up a variety of positions with law firms, companies, as well as with international, public and non-governmental organisations. These findings confirm, according to the panel, that students who graduate one of the English-taught programmes in Groningen possess the proper qualifications to find a job that is commensurate with the subject and level of their study.

Based on the findings from the self-evaluation report, the alumni research and the thesis review, the panel concludes that each programme meets the expectations, i.e. to deliver well-equipped graduates who can also apply their knowledge as academics or practitioners in a domestic, regional or international context.

Notwithstanding the positive results of the alumni research and the thesis review, the panel considers that there is still some room for improvement with regard to the thesis quality. The main area of attention – the limited role dedicated to methodology (reporting) – applies to all programmes but does not pertain to every assessed 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.

Conclusion

The panel concludes that the programmes all meet standard 4.

General conclusion

The panel has established that the six English-taught programmes at the Faculty of Law in Groningen 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 six programmes is therefore positive.

Development points

1. Anchor the different components of the educational vision in the programmes, paying particular attention to synergy between the programmes;
2. Increase the attention for methodology and how to report on methodology when reporting in the curriculum, the thesis trajectory and the assessment of final projects;
3. (Plead with university management to) abolish the application fee in order to maintain a good variety of international (non-European) students in the master programmes;
4. Enhance the transparency and intelligibility of the scores in the thesis assessment form by establishing a clear link between the criteria scores and the final mark and through systematic feedback in all forms.

Appendix 1. Intended learning outcomes

Bachelor's programme International and European Law

A. Learning outcomes knowledge and insight

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

- A1. knowledge of and insight in the foundations of law, the substantive and procedural aspects of the main legal disciplines, and the system of law and its functioning;
- A2. thorough knowledge of and insight in international and European law, both as separate legal fields and as factors interrelating with and impacting on national law; for the Technology law track, special emphasis is put on the interrelation between International and European law in the development of technology law;
- A3. understanding the role of law and the lawyer in international and European society;
- A4. thorough insight in the processes of development of international and European law and constraints thereon; for the Technology Law track: thorough insight in the processes of development of law in the context of technological developments and constraints thereon;
- A5. knowledge of and insight in the broader international, political and economic context in which international and European law functions; for the Technology Law track: knowledge of and insight in the broader international, economic and technological context in which law functions.

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

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

- B1 the ability to collect and assess relevant legislation, jurisprudence and literature which are needed to solve a legal issue;
- B2. the ability to distinguish the legally relevant aspects of cases and situations;
- B3. the ability to apply relevant legislation, jurisprudence and literature which are needed to solve a legal issue and to clearly formulate legal questions and their answers, both orally and in written form;
- B4. the ability to analyse and critically assess the (international and European) legal, economic, political, ethical and efficiency and/or technological aspects of an issue;
- B5. the ability to conduct legal research under supervision and the ability to report about this research in a structured manner, while fulfilling the relevant (disciplinary) standards of responsible research;
- B6. the ability to fluently use English in an academic and professional context.

C. Learning outcomes learning skills

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

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

Master's programme Energy and Climate Law

A. Learning outcomes knowledge and insight.

The Master's degree programme in Energy and Climate Law has the following learning outcomes with regard to knowledge and insight:

- A1. A specialised knowledge of and insight in international and European aspects of energy law and climate law through a deepening of the knowledge acquired during the Bachelor's phase.

A2. A specialised understanding of the coherence of international and European energy law and international and European climate law through a deepening of the understanding acquired during the Bachelor's phase.

A3. A specialised knowledge of and insight in the wider (international and European) context in which energy law and climate law function.

A4. A thorough understanding of the political, economic, and technical aspects of energy law and climate law.

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

The learning outcomes of the LLM programme Energy and Climate Law in the field of application of knowledge and insight, formulating judgements and communication of the graduate are:

B1. The ability to independently collect relevant facts, legislation, jurisprudence and literature related to complex problems in the field of international and European energy law and international and European climate law, and to evaluate and apply them.

B2. The ability to conduct independent academic legal research in the field of international and European energy law and international and European climate law, taking into account the cross-border effects of energy law and climate law, applying the relevant academic and professional standards of responsible research, and to make a societally relevant contribution to the development of the law.

B3. The ability to independently engage in academic discourse with colleagues regarding international and European energy law and international and European climate law.

B4. The ability to make a complex argument concerning international and European energy law and international and European climate law understandable to a group of (national and/or international) colleagues and the public orally and in writing.

B5. The ability to translate policy and technical developments in energy law and climate law design.

C. Learning outcomes learning skills.

The learning outcomes of the LLM programme Energy and Climate Law in the field of learning skills of the graduate are:

C1. Knowledge and understanding of the national and international professional prospects.

C2. Understanding of the demands regarding independent study and the personal decisionmaking process which follow from the rapid and continuous development of positive law.

Master's programme European Law in a Global Context

A. Learning outcomes knowledge and insight.

The learning outcomes of the LLM programme in European Law in a Global Context in the field of knowledge and insight of the graduate are:

A1. Enhanced knowledge of and insight in specialised areas of European law by deepening the knowledge gained during the Bachelor's degree programme; for the track Technology Law and Innovation: in particular in specialised areas of technology law.

A2. Enhanced knowledge of and insight in the specialised areas of European law that are important for legal practice, academic research and European integration; for the track Technology Law and Innovation: in particular in specialised areas of technology law.

A3. Enhanced knowledge of and insight in the functioning of the European institutions and of the interaction between the centralised and decentralised aspects of the European legal system, in particular with respect to the functioning of the European market place, and the interaction between institutional and substantive European law, and the external dimension of the European integration process; for the track Technology Law and Innovation: in particular between various institutions and bodies and European and international level

with regards to digital markets, data and innovation, consumer protection, cybersecurity and intellectual property.

A4. Enhanced knowledge of and insight in the external effects of specialised areas of European law and the regulatory influence of European law on third countries; for the track Technology Law and Innovation: specialised areas of technology law and the regulatory influence of European law in the digital world.

A5. Enhanced knowledge of and insight in the role and relevance of the European Union in addressing complex global challenges.

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

The learning outcomes of the LLM programme in European Law in a Global Context in the field of application of knowledge and insight, formulating judgements and communication of the graduate are:

B1. The ability to assemble, assess and apply independently relevant facts, legislation, jurisprudence and literature in order to solve complex issues in specialised fields of European law; for the track Technology Law and Innovation: in specialised fields of technology law.

B2. The ability to pursue independently academic legal research in the field of European law, applying the relevant academic and professional standards of responsible research, and thereby contribute in a socially relevant manner to the development of law; for the track Technology Law and Innovation: in particular in the field of technology law.

B3. The ability to participate independently in the debate in the field of European law in an international context, with colleagues; for the track Technology Law and Innovation: in particular in the field of technology law and innovation in a European and international context.

B4. The ability to convey to a group of colleagues both orally and in writing, a complex argumentation in the field of European law, in English in a comprehensive manner; for the track Technology Law and Innovation: in particular in the field of technology law and innovation.

C. Learning outcomes learning skills.

The learning outcomes of the LLM programme in European Law in a Global Context in the field of learning skills of the graduate are:

C1. Knowledge and understanding of the (national and/or international) career perspective;

C2. Understanding of the requirements that are needed, as a result of the continuing and rapid development of European Union law, for self-study and the formation of own judgments; for the track Technology Law and Innovation: in particular in the field of technology law.

Master's programme Global Criminal Law

A. Learning outcomes knowledge and insight.

The learning outcomes of the LLM programme Global Criminal Law in the field of knowledge and insight of the graduate are:

A1. Specialised knowledge of and insight in substantive criminal law, procedural criminal law, international criminal law as well as of organised crimes, financial crimes, international crimes and cybercrimes in an international context through a deepening of the legal knowledge and insight acquired during the Bachelor's phase.

A2. Specialised knowledge and insight to solve cases related to criminal law within the domestic and international context.

A3. Enhanced knowledge of and insight in the wider international context in which criminal law operates in particular of the interactions between the domestic and international legal frameworks.

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

The learning outcomes of the LLM programme Global Criminal Law in the field of application of knowledge and insight, formulating judgements and communication of the graduate are:

B1. The ability to independently collect, evaluate and apply relevant national, regional and international legislation, jurisprudence and literature related to a complex problem of criminal law;

B2. The ability to conduct independent academic legal research in the field of criminal law, applying the relevant academic and professional standards of responsible research, and to make a societally relevant contribution to the development of the law;

B3. The ability to independently engage in academic discourse with peers from a diversity of backgrounds regarding criminal law;

B4. The ability to make a complex argument concerning criminal law understandable to a group of (national and/or international) colleagues in written and spoken English.

C. Learning outcomes learning skills.

The learning outcomes of the LLM programme Global Criminal Law in the field of learning skills of the graduate are:

C1. Knowledge and insight in the career prospects;

C2. Insight in the requirements that are needed, as a result of the permanent and rapid development of positive law, for self-study and personal decision-making.

Master's programme International Commercial Law

A. Learning outcomes knowledge and insight.

The learning outcomes of the LLM programme International Commercial Law in the field of knowledge and insight of the graduate are:

A1. Specialised knowledge of and insight in international aspects of private law, in particular international commercial contracts law, tort law and property law;

A2. Specialised knowledge of and insight in the application of private law in international commercial practice;

A3. Thorough insight in the coherence, differences and similarities between important legal systems in the field of private law.

A4. Specialised knowledge of and insight in private international law, cross-border commercial transactions, and alternative dispute resolution, in particular arbitration.

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

The learning outcomes of the LLM programme International Commercial Law in the field of application of knowledge and insight, formulating judgements and communication of the graduate are:

B1. The ability to independently assemble, assess and apply relevant facts, legislation, caselaw and literature in order to solve complex issues involved in international commercial practice;

B2. The ability to independently do academic legal research into the international aspects of private law, applying the relevant academic and professional standards of responsible research, and in this way contribute in a socially relevant manner to the development of law;

B3. The ability to independently participate in the debate in the field of international aspects of private law with (national and/or international) peers;

B4. The ability to convey to a group of peers both orally and in written form in good English, a complex argumentation in the field of international aspects of private law.

C. Learning outcomes learning skills.

The learning outcomes of the LLM programme International Commercial Law in the field of learning skills of the graduate are:

- C1. Knowledge and understanding of the career prospects;
- C2. Understanding of the requirements resulting from the permanent and rapid development of positive law, that are needed for self-study and independent thinking.

Master's programme Public International Law

A. Learning outcomes knowledge and insight.

The learning outcomes of the LLM programme Public International Law in the field of knowledge and insight of the graduate are:

- A1. Enhanced knowledge of and enhanced insight in the systemic and doctrinal aspects of public international law building on the knowledge and understanding gained during the Bachelor's degree programme; for the track International Human Rights Law in particular in the field of international human rights law.
- A2. Specialised knowledge of and insight in positive public international law and its application in practice in selected areas of public international law, knowledge of and insight in the processes and procedures for further legal development and the role of law-making bodies, international organizations, and courts and tribunals therein; for the track International Human Rights Law in particular in the field of international human rights law.
- A3. Awareness of the broader context in which international law functions and of the various perspectives on the role of public international law and international law specialists in international society; for the track International Human Rights Law in particular in the field of international human rights law.
- A4. For the track International Human Rights Law: specialised knowledge and insight from other disciplines to better understand the importance of human rights.

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

The learning outcomes of the LLM programme Public International Law in the field of application of knowledge and insight, formulating judgements and communication of the graduate are:

- B1. The ability to independently collect, assess and apply relevant facts, law, cases and literature in order to solve complex issues in the field of public international law.
- B2. To develop the academic skills to be able to independently undertake legal research aimed at contributing to the further development of international law, applying the relevant academic and professional standards of responsible research, and to enhancing its role in society, taking into account the relevant extra-legal dimensions.
- B3. The ability to independently participate in the public international law discourse among (national and/or international) colleagues.
- B4. The ability to comprehensively convey to an international and diverse group of colleagues and the public a complex argumentation in the field of public international law both orally and in written form, in English.
- B5. For the track International Human Rights Law: the ability to critically reflect upon and apply insights from other disciplines to legal concepts and the understanding of human rights.

C. Learning outcomes learning skills.

The learning outcomes of the LLM programme Public International Law in the field of learning skills of the graduate are:

- C1. Knowledge and understanding of career options;
- C2. Understanding the need to engage in continuous study and critical reflection to keep up with the permanent and rapid development of public international law; for the track International Human Rights Law in particular the development in international human rights law.

Appendix 2. Programme curriculum

<i>Educational format (E)</i>	<i>Assessment forms (A)</i>
l = lectures (including the number of hours per week)	o = oral examination
s = seminar (including the number of hours per week)	p = paper
	pp = presentation(s)
	w = written (essay) examination

Bachelor's programme International and European Law

Block	Course name	ECTS	E	A
1	Law and Legal Skills: the Dutch Example (including IT for Lawyers)	10	7*4 l; 7*6 wg; 7*2 o/h	a,w
1	Legal and Academic English	5	7*2 wg	a,w
1+2	Workshop Starting your Academic Career	0	7*1 wg	n.a.
2	Criminal Law	10	7*4 l; 7*4 wg; 7*2 o/h	a,w
2	Legal History	5	7*2 l; 7*2 wg; 7*2 o/h	w
3	Contract and Tort Law	5	7*2 l; 7*2 wg; 7*2 o/h	w
3	Introduction to International and European Law	10	14*2 l; 14*2 wg; 7*2 o/h	w
4	Comparative Constitutional Law	10	7*4 l; 7*2 wg; 7*2 o/h	a,w
4	Introduction to Technology Law	5	7*2 l; 7*2 wg; 7*2 o/h	w
Block	Year 2	60	E	A
1	Law of the European Union	10	7*4 l; 7*2 wg	w
1	Property Law	5	7*2 l; 7*2 wg	w
2	Law, Power and Politics	5	7*2 l; 7*2 wg	w
2	Public International Law	10	14*2 l; 7*2 wg	w
3+4	Research Seminar	10	4 l; 10 wg	p
3	Administrative Law and Market Regulation	10	14*2 wg	w
4	Markets and Regulation	5	14*2l	w
4	Private International Business Law	5	7*2 l	w
Block	Year 3	60	E	A
1+2	Semester abroad	30		
3	Commercial Dispute Resolution	5	7*2 l	w
3	Competition Law in the Digital Market	5	7*4 l (interactive)	p,w
3+4	Research Colloquium	10	2*2 l + research	p,pp
4	European Judicial Protection	5	7*2 l	w
4	The Contemporary Value(s) of Int. Law	5	7*2 l	w

Please be aware: 7*4 l means that there are two two-hour lectures offered per week; lectures are usually two hours with a break of 15 minutes between these two hours.

Technology Law track

Block	Course name	ECTS	E	A
1	Law and Legal Skills: the Dutch Example (including IT for Lawyers)	10	7*4 l; 7*6 wg; 7*2 o/h	a,w
1	Legal and Academic English	5	7*2 wg	a, w
1+2	Workshop Starting your Academic Career	0	7*1 wg	n.a.
2	Criminal Law	10	7*4 l; 7*4 wg; 7*2 o/h	a,w
2	Legal History	5	7*2 l; 7*2 wg; 7*2 o/h	w
3	Contract and Tort Law	5	7*2 l; 7*2 wg; 7*2 o/h	w
3	Intr. to Int. and European Law	10	14*2 l; 14*2 wg; 7*2 o/h	w
4	Comparative Constitutional Law	10	7*4 l; 7*2 wg; 7*2 o/h	a,w
4	Introduction to Technology Law	5	7*2 l; 7*2 wg; 7*2 o/h	w
Block	Year 2	60	E	A
1	Law of the European Union	10	7*4 l; 7*2 wg	w
1	Property Law	5	7*2 l; 7*2 wg	w
2	Data Protection and Human Rights	10	14*2 l; 7*2 wg	A,w
2	E-Thics	5	14*2 l; 7*2 wg	w
3+4	Research Seminar	10	4 l; 10 wg	p
3	IT in the context of Law	5	7*2 l; 7*2 wg	w
3	Regulating Cybercrime	5	14*2 l	w
4	Law and Economics of Innovation	5	7*2 l; 7*2 wg	w
4	Private International Business Law	5	7*2 l	w
Block	Year 3	60	E	A
1+2	Semester abroad	30		
3	Commercial Dispute Resolution	5	7*2 l	w
3	Competition Law in the Digital Market	5	7*4 l	p,w
3+4	Research Colloquium	10	2*2 l + research	p,pp
4	European and International IP Law	5	7*4 l	w
4	Telecommunications Law	5	7*2 l	A

Please be aware: 7*4 l means that there are two two-hour lectures offered per week; lectures are usually two hours with a break of 15 minutes between these two hours.

Double Degree programme

All students who **start the degree in Yogyakarta** must pursue the study plan as follows:

FIRST YEAR: at UGM		SECOND YEAR: at UG	
Courses	UGM credits	Courses	ECTS
Indonesian Values and Ideology	3	Law and Legal Skills: the Dutch Example, including IT for Lawyers	10
Religion	2	Legal and Academic English	5
Introduction to Law	4	Criminal Law	10
Introduction to Indonesian Law	3	Legal History	5
General Theory of the State	2	Introduction to International and European Law	10
Legal Writing and Language	3	Contract and Tort Law	5
Constitutional Law	4	Introduction to Technology Law	5
Administrative Law	4	Markets and Regulation	5
Civil Law	4		
Criminal Law	4		
Foundational International Law	4		
Civil Procedural Law	4		
Total Year 1:	40	Total Year 2:	55

THIRD YEAR: at UG		FOURTH YEAR: at UGM	
Courses	ECTS	Courses	UGM credits
Law of the European Union	10	International Business Transactions	3
Property Law	5	Conflict of Laws	2
Public International Law	10	Bachelor's thesis (Legal Research/Research Colloquium)	9
Law, Power and Politics	5	Community services/KKN	3
Administrative Law & Market Regulation	10	Internship 1 and 2 (which can be conducted in one semester or two separate semesters)	4

Competition Law in the Digital Market	5	Civil court practice	4
Research seminar	10	Criminal court practice	4
The Contemporary Value(s) of International Law	5	Elective course 1	3
European Judicial Protection	5	Elective course 2	3
		Elective course 3	3
		Elective course 4	3
Total Year 3:	65	Total Year 4:	41
* The Bachelor's thesis (Legal Research/Research Colloquium) has to be submitted at both Institutions and counts for 9 UGM credits at UGM and 10 ECTS at UG. The Bachelor's thesis is registered differently at both Institutions, but will be the same, joint product.			

All students who **start the degree in Groningen** must pursue the study plan as follows:

FIRST YEAR: at UG		SECOND YEAR: at UG	
Courses	ECTS	Courses	ECTS
Law and Legal Skills: the Dutch Example, including IT for Lawyers	10	Law of the European Union	10
Legal and Academic English	5	Property Law	5
Criminal Law	10	Public International Law	10
Legal History	5	Law, Power and Politics	5
Introduction to International and European Law	10	Administrative Law & Market Regulation	10
Contract and Tort Law	5	Competition Law in the Digital Market	5
Introduction to Technology Law	5	Research seminar	10
Markets and Regulation	5	The Contemporary Value(s) of International Law	5
		European Judicial Protection	5
Total Year 1:	55	Total Year 2:	65

THIRD YEAR: at UGM		FOURTH YEAR: at UGM	
Courses	UGM credits	Courses	UGM credits
Indonesian Values and Ideology	3	International Business Transactions	3
Religion	2	Conflict of Laws	2
Introduction to Law	4	Bachelor's thesis (Legal Research/Research Colloquium)	9

Introduction to Indonesian Law	3	[Community services/KKN]	3
General Theory of the State	2	[Internship 1 and 2]	4
Legal Writing and Language	3		
		Elective course 1	3
Constitutional Law	4	Elective course 2	3
Administrative Law	4	Elective course 3	3
Civil Law	4	Elective course 4	3
Criminal Law	4	Elective course 5	3
Foundational International Law	4	Elective course 6	3
Civil Procedural Law	4	Elective course 7	3
Total Year 3:	40	Total Year 4:	42
* The Bachelor's thesis (Legal Research/Research Colloquium) has to be submitted at both Institutions and counts for 9 UGM credits at UGM and 10 ECTS at UG. The Bachelor's thesis is registered differently at both Institutions, but will be the same, joint product.			

Master's programme Energy and Climate Law

Block	Course name	ECTS	E	A
1	Energy Law and Policy	6	14*2 l	w
1	Economics of Regulation	6	14*2 l	p,pp
2	Climate Law	6	14*2 l	w
2	Energy Market Law	6	14*2 l	w
1+2	Seminar International Environmental Law	6	10*2 s	o,p,pp
3+4	Master's thesis	18	1*2 l + individual supervision	
3	Energy Investment and Trade Law	6	14*2 l	p
4	Energy Contracting	6	7*3 l	w

The Energy and Climate Law programme set up will therefore change per 1 September 2023 into the following set-up:

Block 1		Block 2		Block 3		Block 4	
Energy Law and Policy	6	Energy Market Law	6	Choose 1 of 2: - International Environmental Law - European Environmental Law in a Global Context	6	Energy Investment and Trade Law	6
Economics of Regulation	6	Climate Law	6				
Seminar in Energy and Climate Law			6	Law in Practice		6	
			6	Master's thesis		12	
			30			30	

Master's programme European Law in a Global Context

Block	Course name	ECTS	E	A
1	Internal Market Law and its External Effects	6	14*2 l	a,w
1	Competition Law, Market Regulation and External Effects	6	14*2 l	w
2	EU External Relations Law	6	14*2 l	w
2	EU Institutional and Constitutional Law	6	14*2 l	p
1+2	Seminar Interactions between Legal Systems: Global, European, Domestic	6	7*2 s	p
3+4	Master's thesis	18	1*2 l + individual supervision	
3	European Environmental Law in a Global Context	6	7*2 l	p,w/o
4	Choose 1 of 2 courses (OC/Optional Course):			
	European Human Rights Law	6	7*2 l	w
	The Law & Economics of European Integration	6	7*2 l	w

The European Law in a Global Context programme set up will change per 1 September 2023 into the following set-up:

Block 1		Block 2		Block 3		Block 4	
European Internal Market Law	6	EU External Relations Law	6	European Environmental Law in a Global Context	6	European Human Rights Law	6
EU Institutional and Constitutional Law	6	Competition Law and Market Regulation	6	Law in Practice			6
Seminar Interactions between Legal Systems: Global, European, Domestic			6	Master's thesis			12
			30				30

Technology Law and Innovation track

Block 1		Block 2		Block 3		Block 4	
Consumers and Innovation	6	Data Driven Innovation	6	Cybersecurity in International and EU Law	6	The Law of Sustainable Technology	6
Intellectual Property and Innovation	6	Competition Law and Market Regulation	6	Law in Practice			6
Seminar Interactions between Legal Systems: Global, European, Domestic			6	Master's thesis			12
			30				30

Master's programme Global Criminal Law

Block	Course name	ECTS	E	A
1	Comparative Criminal Law	6	14*2 l	w
1	Criminal Procedure and Human Rights	6	14*2 l	p,pp
2	Cybercrime and Cyber Security	6	14*2 l	w
2	International Crimes and Gross Human Rights Violations	6	14*2 l	w
1+2	Seminar Judicial Cooperation in Criminal Matters	6	7*2 s	p,pp
3+4	Master's thesis	18	1*2 l + individual supervision	
3	Organised and Financial Crime	6	14*2 l	w
4	International Criminal Tribunals and Courts	6	14*2 l	w

The Global Criminal Law programme set up will therefore change per 1 September 2023 into the following set-up:

Block 1		Block 2		Block 3		Block 4	
Comparative Criminal Law	6	Cybercrime and Cyber Security	6	Organised and Financial Crime	6	International Criminal Tribunals and Courts	6
Criminal Procedure and Human Rights	6	International Crimes and Gross Human Rights Violations	6	Law in Practice			6
Seminar Judicial Cooperation in Criminal Matters			6	Master's thesis			12
			30				30

Master's programme International Commercial Law

Block	Course name	ECTS	E	A
1	Comparative Property Law	6	14*2 l	w
1	International Contracts Law	6	14*2 l	w,pp
2	Comparative Private International Law	6	14*2 l	w
2	International Commercial Dispute Settlement Law	6	14*2 l	p
1+2	Seminar Contract Law: contract drafting	6	7*2 s	p
3+4	Master's thesis	18	1*2 l + individual supervision	
3	Comparative Tort Law	6	14*2 l	w
4	Cross-border Commercial Transactions	6	14*2 l	w

The International Commercial Law programme set up will therefore change per 1 September 2023 into the following set-up:

Block 1		Block 2		Block 3		Block 4	
Comparative Property Law	6	Comparative Private International Law	6	Comparative Tort Law	6	Cross-border Commercial Transactions	6
International Contracts Law	6	International Commercial Dispute Settlement Law	6	Law in Practice			6
Seminar Contract Law: contract drafting			6	Master's thesis			12
			30				30

Master's programme Public International Law

Block	Course name	ECTS	E	A
1	International Human Rights Law	6	7*4 l	w
1	International Institutional Law	6	7*4 l	w
2	International Health Law	6	7*4 l	pp,w
2	International Crimes and Gross Human Rights Violations	6	7*4 l	w
1+2	Seminar Human Rights	6	7*2 s	p,pp
3+4	Master's thesis	18	1*2 l + individual supervision	
3	Choose 1 of 2 (OC1/Optional Course 1):			
	International Humanitarian Law	6	7*2 l	w
	Refugee and Asylum Law	6	7*2 l	w
4	Choose 1 of 2 (OC2/Optional Course 2):			
	International Criminal Tribunals and Courts	6	7*4 l	w
	European Human Rights Law	6	7*2 l	w

Track International Human Rights Law

Block 1		Block 2		Block 3		Block 4	
International Human Rights Law	6	UN Peacekeeping and Peace Enforcement	6	Choose 1 out of 3: - International Humanitarian Law - Refugee and Asylum Law - International Environmental Law	6	Settlement of International Disputes	6
International Institutional Law	6	Advanced International Law	6	Law in Practice			6
Seminar International Law in the 21 st Century			6	Master's thesis			12
			30				30

Appendix 3. Programme of the site visit

Dinsdag 13 februari 2024

Tijd	Onderdeel	Deelnemers
09.00 - 09.15	Ontvangst en welkom	Decaan, portefeuillehouder onderwijs Vice-decaan, portefeuillehouder onderzoek Directeur Bedrijfsvoering, portefeuillehouder middelen
09.15- 09.45	Vooroverleg panel (intern)	
09.45-10.15	Gesprek facultair management (NL)	Decaan, portefeuillehouder onderwijs Vice-decaan, portefeuillehouder onderzoek Directeur Bedrijfsvoering, portefeuillehouder middelen Studentassessor Faculteitsbestuur Secretaris Faculteitsbestuur Directeur onderwijs, verantwoordelijk voor alle opleidingen
10.15-11.00	Gesprek opleidingsmanagement Nederlandstalige opleidingen (NL)	Directeur onderwijs, verantwoordelijk voor alle opleidingen Hoogleraar Belastingrecht Hoogleraar Privaatrecht, i.h.b. Notarieel recht Hoogleraar Bestuurskunde Universitair hoofddocent (coördinator vaardighedenonderwijs) Hoogleraar Onderwijsinnovatie, datadelen en communicatierecht
11.00-11.30	Pauze	
11.30-12.00	Gesprek studenten B Rechtsgeleerdheid (NL)	Student Rechtsgeleerdheid (Internationaal en Europees Recht) Student Rechtsgeleerdheid (Nederlands Recht) Student Rechtsgeleerdheid (Nederlands Recht & Honours College) Student Rechtsgeleerdheid (Notarieel Recht) & OC-lid Student Rechtsgeleerdheid (Nederlands Recht) Student Rechtsgeleerdheid (IT-recht)
12.00-12.30	Gesprek docenten B Rechtsgeleerdheid (NL)	Universitair hoofddocent (coördinator studentenrechtbank) Hoogleraar Staatsrecht Universitair docent (IT-recht) Hoogleraar Privaatrecht, i.h.b. Consumentenrecht Universitair docent (strafrecht) Hoogleraar Straf- en Strafprocesrecht Universitair docent (burgerlijk recht)
12.30-13.30	Lunch	
13.30-14.00	Gesprek studenten M Nederlands Recht (NL)	Student Nederlands Recht (privaatrecht) Student Nederlands Recht (strafrecht & duale master) Student Nederlands Recht (staats- en bestuursrecht) Student Nederlands Recht (ondernemingsrecht) & OC-lid Student Nederlands Recht (arbeidsrecht) Alumna Nederlands Recht (privaatrecht)
14.00-14.30	Gesprek docenten M Nederlands Recht (NL)	Docent (coördinator duale master) Hoogleraar Arbeidsrecht

		Universitair docent (strafrecht & strafprocesrecht) Docent (burgerlijk procesrecht) Hoogleraar Ondernemingsrecht (i.h.b. de rechtsvorm van de onderneming) Hoogleraar Besluitvorming en Rechtsbescherming in het omgevingsrecht
14.30-15.00	Pauze	
15.00-15.45	Gesprek met studenten M Fiscaal Recht en M Notarieel Recht (NL)	Alumnus Notarieel Recht Student Notarieel Recht Student Notarieel Recht Student Notarieel Recht & OC-lid Student Fiscaal Recht Student Fiscaal Recht Student Fiscaal Recht & OC-lid Alumna Fiscaal Recht
15.45-16.30	Gesprek met docenten M Fiscaal Recht en M Notarieel Recht (NL)	Hoogleraar Belastingrecht Universitair hoofddocent (nationaal & internationaal belastingrecht) Docent (belastingrecht) Docent (onderneming en belastingheffing) Hoogleraar Privaatrecht, i.h.b. Notarieel Recht Universitair docent (notarieel recht) Universitair docent (internationaal privaatrecht) Universitair docent (notarieel recht)
16.30-18.00	Opstellen voorlopige bevindingen B Rechtsgeleerdheid, M Nederlands Recht, M Fiscaal Recht, M Notarieel Recht	Panel intern
18.00-18.15	Wrap-up sessie met opleidingen (NL)	Directeur onderwijs, verantwoordelijk voor alle opleidingen Decaan, portefeuillehouder onderwijs Universitair hoofddocent (coördinator vaardighedenonderwijs) Hoogleraar Privaatrecht, i.h.b. Consumentenrecht Hoogleraar Privaatrecht, i.h.b. Notarieel Recht Hoogleraar Belastingrecht Projectleider heraccreditatie

Woensdag 14 februari 2024

08.45-09.00	Aankomst panel	
09.00-09.45	Gesprek met studenten M Recht en Bestuur en IT- Recht (NL)	Student Recht en Bestuur & OC-lid Alumnus Recht en Bestuur Student Recht en Bestuur Student Recht en Bestuur (Governance and Law in Digital Society) Student IT-recht Student IT-recht Alumnus IT-recht

		Student IT-recht & OC-lid
09.45-10.30	Gesprek met docenten M Recht en Bestuur en IT- Recht (NL)	Hoogleraar Bestuurskunde (beide afstudeerrichtingen) Hoogleraar Bestuurskunde, i.h.b. de empirische bestudering van het bestuursrecht Docent Bestuurskunde (beide afstudeerrichtingen) Docent Beleidswetenschap (beide afstudeerrichtingen) Hoogleraar Onderwijsinnovatie, datadelen en communicatierecht Universitair docent (IT-recht) Universitair docent (IT-recht) Universitair docent (IT-recht)
10.30-11.30	Opstellen voorlopige bevindingen M Notarieel Recht, M Recht en Bestuur	Panel intern
11.30-12.15	Gesprek opleidingsmanagement Engelstalige opleidingen - NL of ENG	Director of Education, responsible for all programmes Coordinator International Office and English-taught programmes Academic Director LLM ECL Academic Director LLM ELGC Academic Director LLM GCL Academic Director LLM ICL Academic Director LLM IHRL Academic Director LLM PIL
12.15-13.15	Lunch	
13.15-13.45	Gesprek met studenten B International and European Law (ENG)	2nd year LLB student, Int. and Eur. Law track 3rd year LLB student, Int. and Eur. Law track 2nd year LLB student, Technology Law track 3rd year LLB student, Technology Law track 2nd year LLB student, Int. and Eur. Law track 3rd year LLB student, Technology Law track International and European Law alumna
13.45-14.15	Gesprek met docenten B International and European Law (ENG)	Assistant Professor (technology law) & PC-member Professor (law and governance) Professor (public international law) & PC-member Lecturer (constitutional law) Lecturer (civil procedural law) Professor (Eur. technology law and human rights)
14.15-14.30	Pauze	
14.30-15.15	Gesprek met studenten M European Law in a Global Context en M Global Criminal Law (ENG)	European Law in a Global Context student European Law in a Global Context student European Law in a Global Context student alumnus European Law in a Global Context student & PC-member Global Criminal Law student Global Criminal Law alumnus Global Criminal Law student & PC-member
15.15-16.00	Gesprek met docenten M European Law in a Global	Academic Director European Law in a Global Context Assistant Professor (European law) Assistant Professor (European law)

	Context en M Global Criminal Law (ENG)	Assistant Professor (European law) Acting Academic Director Global Criminal Law Associate Professor (criminal law) Lecturer (criminal law) Professor (criminal law and criminal procedure)
16.00-16.30	Pauze	
16.30-17.15	Gesprek Examencommissie (NL)	Voorzitter Examencommissie Ambtelijk secretaris Examencommissie Ambtelijk secretaris Examencommissie Lid Examencommissie Lid Examencommissie Extern lid (toetsdeskundige) Lid Examencommissie
17.15-18.15	Opstellen voorlopige bevindingen B International and European Law, M Energy and Climate Law, M Global Criminal Law	Panel intern
18.15-18.30	Wrap-up sessie met opleidingen (NL)	Hoogleraar Bestuurskunde (beide afstudeerrichtingen) Hoogleraar Onderwijsinnovatie, datadelen en communicatierecht Directeur onderwijs, verantwoordelijk voor alle opleidingen Academic Director European Law in a Global Context Acting Academic Director Global Criminal Law Projectleider heraccreditatie Coördinator International Office en Engelstalige programma's

Donderdag 15 februari 2024

08.45-09.00	Aankomst panel	
09.00-09.45	Gesprek met studenten M International Commercial Law en M Energy and Climate Law (ENG)	International Commercial Law student International Commercial Law student International Commercial Law student & PC-member International Commercial Law alumna Energy and Climate Law student Energy and Climate Law student Energy and Climate Law student & PC-member Energy and Climate Law alumna
09.45-10.30	Gesprek met docenten M International Commercial Law en M Energy and Climate Law (ENG)	Academic Director International Commercial Law Assistant Professor (private international law) Professor (European private law and comparative law) Lecturer (private law) Academic Director Energy and Climate Law Assistant Professor (energy law) Professor (energy law) Assistant Professor (energy law)
10.30-11.00	Pauze	

11.00-11.30	Gesprek met studenten M Public International Law (ENG)	Public International Law student & PC-member Public International Law student Public International Law student Public International Law alumnus International Human Rights Law student & PC-member International Human Rights Law student International Human Rights Law student International Human Rights Law alumna
11.30-12.00	Gesprek met docenten M Public International Law (ENG)	Acting Academic Director Public International Law Assistant Professor (public international law) Professor & PC-member (public international law) Assistant Professor (public international law) Acting Academic Director International Human Rights Law Assistant Professor (public international law) Professor (health law in a global context) Assistant Professor (public international law)
12.00-13.00	Opstellen voorlopige bevindingen M European Law in a Global Context, M International Commercial Law, M Energy and Climate Law en M Public International Law	Panel intern
13.00-14.00	Lunch	
14.00-14.45	Opstellen voorlopige bevindingen en voorbereiden eindgesprek	Panel intern
14.45-15.45	Eindgesprek management alle opleidingen (NL)	Decaan, portefeuillehouder onderwijs Directeur onderwijs, verantwoordelijk voor alle opleidingen Directeur Bedrijfsvoering, portefeuillehouder middelen Vice-decaan, portefeuillehouder onderzoek Studentassessor Faculteitsbestuur Secretaris Faculteitsbestuur Voorzitter Examencommissie Coördinator International Office en Engelstalige programma's <i>Optioneel bij eindgesprek:</i> Hoogleraar Privaatrecht, i.h.b. Notarieel recht Docent Beleidswetenschap Universitair hoofddocent (coördinator vaardighedenonderwijs) Hoogleraar Onderwijsinnovatie, datadelen en communicatierecht Acting Academic Director Global Criminal Law Academic Director International Commercial Law Acting Academic Director International Human Rights Law Acting Academic Director Public International Law Academic Director Energy and Climate Law

15.45-16.30	Opstellen laatste bevindingen	Panel intern
16.30-17.00	Mondelinge terugkoppeling (Lokinzaal, Rölinggebouw - Oude Boteringestraat 18)	

Appendix 4. Materials

Voor elke opleiding heeft het panel de volgende materialen bestudeerd:

- Kritische reflectie
- Opleidingsdossiers 2022-2023 per track
- Notulen curriculumevaluatie studenten, docenten en alumni
- Medewerkerspagina's docenten in de opleiding
- NVAO besluit en beoordelingsrapport van de vorige accreditatie

Voorts hebben de panelleden en referenten voorafgaand aan het bezoek voor elke opleiding 15 eindwerken en hun beoordeling bestudeerd. De gegevens van de eindwerken zijn op aanvraag beschikbaar bij Academion. De selectie is als volgt verdeeld:

Programme	Croho	theses	variants	tracks
Bachelor International and European Law	56829	15	fulltime	International and European Law (12), Technology Law (3)
Master Energy and Climate Law	668239	15	fulltime	Not applicable
Master European Law in Global Context	60688	15	fulltime	General Programme (15), Technology Law and Innovation (new)
Master Global Criminal Law	60669	15	fulltime	Not applicable
Master International and Commercial Law	60603	15	fulltime	Not applicable
Master Public International Law	60856	15	fulltime	General Programme (7), International Human Rights Law (8)

In aanvulling op de kritische reflecties per opleiding heeft de faculteit ook een document samengesteld met informatie en inzichten die van toepassing zijn op alle opleidingen: Algemeen deel van de Kritische reflectie ten behoeve van NVAO-aanvraag voor heraccreditatie van opleidingen van de Faculteit Rechtsgeleerdheid. Dit document omvat:

- Administratieve gegevens
- Beschrijving instelling, faculteit en opleiding
- Ontwikkelingen binnen de faculteit sinds de vorige heraccreditatie
- De standaarden faculteitsbreed
- Totstandkoming studentenhoofdstukken
- Bijlagen
 - onderwijsformatie en staf-studentratio
 - Beoordelingsformulier masterscriptie
 - Samenstelling huidige examencommissie

Als achtergrondinformatie voor de heraccreditatie heeft de faculteit volgende materialen/bijlagen ter beschikking gesteld op de digitale leeromgeving.

Reglementen

- OER Bacheloropleiding Rechtsgeleerdheid 2022-2023
- OER Nederlandstalige masteropleidingen Rechtsgeleerdheid 2022-2023
- OER Duale masteropleidingen Rechtsgeleerdheid 2022-2023 (= praktijkmasters Nederlands Recht, Notarieel Recht en Fiscaal Recht)
- Examenreglement 2022-2023
- Scriptiereglement 2022-2023
- Stagereglement 2022-2023
- Toelatingsreglement Nederlandstalige opleidingen 2022-2023

Beleidsdocumenten

- Didactisch concept
- Toetsbeleid RUG
- Facultair toetsbeleid
- Toetskwaliteitsplan 2022-2023
- Nota kwaliteitszorg
- Onderwijsformatie overzicht
- Alumni onderzoek
- Jaarverslag Examencommissie 2021-2022 en 2022-2023
- Best practices catalogus – onderwijsmethodes en onderwijstools

Vakevaluaties

Voorbeeld van tentamenanalyse essaytentamens

Domeinspecifiek referentiekader WO Rechtsgeleerdheid

Besluit en Rapport Instellingstoets 2019

Overzicht double degrees

Overzicht aangevraagde en toegekende naamswijzigingen

Voorzieningen Rölinggebouw