

NVAO • THE NETHERLANDS

INTERNATIONAL JOINT MASTER 'EUROPEAN MASTER IN LAW 'AND ECONOMICS

Erasmus University Rotterdam, Aix/Marseille University (France), University, Pompeu Fabra (Barcelona, Spain), University, Ghent (Belgium), University Haifa (Israel), University Hamburg (Germany), Indira Gandhi, Institute of Development Research (Mumbai, India), LUMSA (Rome, Italy), University Vienna (Austria) and Warsaw School of Economics (Poland)

PANEL REPORT



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ERASMUS UNIVERSITY ROTTERDAM, AIX/MARSEILLE UNIVERSITY (FRANCE),
UNIVERSITY, POMPEU FABRA (BARCELONA, SPAIN), UNIVERSITY, GHENT (BELGIUM),
UNIVERSITY HAIFA (ISRAEL), UNIVERSITY HAMBURG (GERMANY), INDIRA GANDHI,
INSTITUTE OF DEVELOPMENT RESEARCH (MUMBAI, INDIA), LUMSA (ROME, ITALY),
UNIVERSITY VIENNA (AUSTRIA) AND
WARSAW SCHOOL OF ECONOMICS (POLAND)

NVAO INITIAL ACCREDITATION ACCORDING TO THE EUROPEAN
APPROACH FOR QUALITY ASSURANCE OF JOINT PROGRAMMES



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1 Executive summary

This report is issued by the panel appointed by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and assesses the conditions for re-accreditation of the academic international joint master programme 'European Master in Law and Economics' (EMLE) as submitted by Erasmus Universiteit Rotterdam on behalf of the EMLE consortium which also features Aix/Marseille University (France), University Pompeu Fabra (Barcelona, Spain), University Ghent (Belgium), University Haifa (Israel), University Hamburg (Germany), Indira Gandhi Institute of Development Research (Mumbai, India), LUMSA (Rome, Italy), University Vienna (Austria) and Warsaw School of Economics (Poland).

The application concerns a joint English-language master's degree of 60 European Credits (EC) which is offered as a full-time one-year, integrated multi-university programme in the Netherlands, Germany, Belgium, Israel, France, Spain, India, Italy, Austria and Poland. Given these specific features, the panel based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area of October 2014, approved by the EHEA ministers in May 2015, which in turn are based on the European Standards and Guidelines for Quality Assurance.

The application documentation, programme materials and on-site discussions with delegations from almost all partner universities (the representative from Mumbai was not able to attend) have provided the panel with a comprehensive view of the programme. It became clear to the panel that the programme is implemented by a group of highly motivated scholars with a longstanding collaboration in research and teaching. Based on the documentation presented, the site visit and the additional information provided on 14 and 15 February 2019, the panel concludes that the EMLE programme meets each standard of the assessment framework. Consequently, the panel assesses the overall quality of the EMLE programme as positive.

EMLE is a programme featuring intensive cooperation between ten higher education institutions in ten countries, whose national frameworks enable the institutions to participate in the programme. The involved partners are highly recognised public institutions with ample experience in international programmes. The consortium partners have joint responsibility for the design and implementation of the programme. The panel applauds the longstanding well-honed cooperation between the partners. The explicit coordination mechanisms are a strong point of the programme. The consortium agreement covers all the required components.

The EMLE programme aims to deliver graduates with academic knowledge and skills pertaining to the economic analysis of law. The intended learning outcomes are described in terms of knowledge, skills and competencies in handling complexity, in communication and lifelong learning. The documentation shows how the intended learning outcomes are aligned with the Dublin Descriptors at master's level. It is a particular strength, in the panel's view, that students learn and apply problem-solving skills from different fields and learn to integrate interdisciplinary knowledge from the outset. The interdisciplinary and international character are considered assets not only for the scientific field and academia, but also for potential employers in the work field. The panel considers the course assessments and especially the thesis adequate methods to demonstrate that the intended learning outcomes are achieved. The sample of theses studied by the panel proves that the graduates have indeed achieved these learning outcomes. The panel appreciates that the programme has established relationships with relevant parties in the work field and uses their input as associate partners. The careers of alumni indicate that the programme has prepared them well for the labour market.

The curriculum structure and contents are appropriate for an academic master's programme. The EMLE staff has achieved a consolidated interdisciplinary and international programme, well-adapted to the constraints of a one-year (60 EC) curriculum. The structure enables students to specialise in a specific field by choosing one of three tracks or to choose a broad set of courses without further specialisation. The panel appreciates this flexible approach, which is also valued by students. The internship possibilities may be a worthwhile extension of the programme for those students who wish to gain additional practical experience. The study load is spread equally over the year. The programme has put in place sufficient mechanisms to monitor the study load and, where necessary, to adjust it.

The panel considers the admission and selection procedure to be well-thought out and appropriate. The programme targets students with a law and/or economics background. It provides a reasonable degree of flexibility for applicants without a full-fledged degree in law or economics, but with a sufficient number of courses in these fields. The recognition of previous qualifications and prior learning is adequately provided for.

The programme's teaching and learning approach is appropriate, using interactive and student-centred methods. The composition of the consortium enables students to benefit from various education systems and experienced lecturers. The specialisation tracks build on the expertise of the partner universities. The inclusion of lecturers from different partners coupled with invited professors grants students a possibility to cover many fields of Economic Analysis of Law and to benefit from the partners' networks. The assessment of the learning outcomes in course exams and thesis corresponds with the intended learning outcomes. Appropriate examination rules and regulations are in place. There are mechanisms to ensure consistent application of the regulations.

The EMLE programme has a central policy to assist students with the different challenges faced throughout the EMLE-year, from pre-arrival to graduation. Students receive an overview of the available student services per university in a comprehensive document. The information is also available on the EMLE website (<https://emle.org/>). The panel considers the student support services to be satisfactory. Serious steps have been taken to address previously noted visa and housing issues to the extent possible, although they will require constant monitoring.

The panel is enthusiastic about the highly motivated and qualified team of experienced and skilled lecturers who have an excellent international reputation. The panel considers the teaching staff to be well-equipped to implement the programme. EMLE students have access to all facilities at the partner universities. In addition, all students are enrolled at the Erasmus University Rotterdam. This offers remote access to an extensive library and database service throughout the academic year, regardless of the university in which the student is located. The panel considers the facilities made available for EMLE students more than adequate. Access to electronic resources and libraries is a particularly strong point.

All relevant information about the programme is well documented and published. The website is informative, with specific sections for universities, applicants, students and alumni.

The EMLE programme has an adequate quality assurance system in place. EMLE has set up an associate partners advisory board to gather feedback from the work field. Student feedback is invited through course and programme evaluations and through student representatives. The panel encourages the EMLE consortium to think about ways to strengthen student involvement, e.g., by a more direct representation of students in decision-making bodies. The panel also advises the consortium to add a SWOT-analysis in the documentation for the next accreditation. Despite these recommendations, the panel considers the EMLE programme an outstanding example of the European Approach for Quality Assurance of Joint Programmes.

The panel concludes that it is convinced of the quality of this joint master's programme in Law and Economics. The panel advises NVAO to take a positive decision regarding the quality of the academic master's programme International Joint Master European Master in Law and Economics at Aix/Marseille University in France, University Pompeu Fabra in Barcelona, Spain, University Ghent in Belgium, University Haifa in Israel, University Hamburg in Germany, Indira Gandhi Institute of Development Research in Mumbai, India, LUMSA in Rome, Italy, Erasmus University Rotterdam in the Netherlands, University Vienna in Austria and Warsaw School of Economics in Poland.

The Hague, 1 April 2019

On behalf of the Accreditation panel convened to assess the academic International Joint Master
'European Master in Law and Economics' at Erasmus University Rotterdam,

Prof. dr. L. W. Gormley MA, MSc FRSA
(chair)

dr. M.J.H. van der Weiden
(secretary)

2 Introduction

On 11 October 2018, the NVAO received a request for an accreditation procedure regarding the master programme of academic orientation (wo-master) International Joint Master European Master in Law and Economics (EMLE). As this concerns a joint programme issued by ten higher education institutions in the Netherlands, Germany, Belgium, Israel, France, Spain, India, Italy, Austria and Poland, this request was submitted on behalf of the EMLE Consortium by Erasmus University Rotterdam.

Given the particular features of this application, the NVAO convened an international panel of experts consisting of:

- Prof. dr. Laurence W. Gormley MA, MSc, FRSA, (chair), Professor of European Law, University of Groningen (since 1 September 1990) and Jean Monnet Professor (since April 1995), Professor at the College of Europe, Bruges;
- Prof. dr. Massimiliano Vatiello, Assistant professor of Political Economy, University of Trento, Italy; Brenno Gall Chair in Economic Analysis of Law Università della Svizzera italiana, Lugano, Switzerland;
- Prof. dr. Andreas Engert, Full professor of private law, commercial, company and capital markets law and foundations of law, Freie Universität Berlin;
- Sonja Keske, EMLE Alumnus 2004/2005; Senior Case Handler, German Competition Authority Bundeskartellamt, Bonn, Germany;
- Mary Hayrapetyan, Master student in the Erasmus Mundus Joint Master Degree in International Development Studies (GLODEP) Palacký University, University Clermont Auvergne, University of Pavia.

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. The panel composition is also in line with the procedural requirements in the European Approach for Quality Assurance of Joint Programmes (C.2. Review Panel).. On behalf of NVAO, ir. Lineke van Bruggen was responsible for the coordination of the assessment process. The secretary, dr. Marianne van der Weiden, drafted the panel report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

The panel based its assessment on the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA), issued in October 2014 and approved by the EHEA ministers in May 2015. This European Approach for Quality Assurance of Joint Programmes should be applied for quality assurance of international joint programmes if some of the cooperating higher education institutions require external quality assurance at programme level. The standards to be assessed are based on the Standards and Guidelines for Quality Assurance in the EHEA (ESG). This procedure allows the possibility that only one procedure can lead to accreditation in several countries.

The panel members studied the application documentation of the programme and reported their preliminary findings before the site visit to the secretary. The secretary collected them and processed them for the preparatory meeting in Hamburg on 14 February 2019. At this meeting, the panel discussed the preliminary findings, identified the most important issues for discussion on site and prepared the sessions with the delegations.

The site visit took place on 15 February 2019 at University Hamburg. The panel discussed with delegations of the management of the consortium and the programme, as well as with lecturers, members of the examination board, students, graduates and the professional field. The schedule of the site visit is presented in annex 2. Annex 3 lists the materials made available by the programme before and during the site visit.

Immediately after the discussions with the delegations, the panel discussed the findings and formulated its considerations and preliminary conclusions separately for each standard. These are based on observations during the site visit and on the assessment of the programme documents. Based on the findings, considerations and conclusions, the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report.

On 11 March 2019, the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on 26 March 2019. A small number of factual inaccuracies was noted and corrected. Subsequently, the final report was endorsed by the panel chair. The panel composed its advice fully independently and offered it to NVAO on 1 April 2019.

2.1 Panel rapport

Het eerste hoofdstuk van dit rapport is de het samenvattend advies en het huidige hoofdstuk is de introductie.

Het derde hoofdstuk heeft een omschrijving van het programma waaronder de positionering van de opleiding binnen de instelling en binnen het hoger onderwijsbestel in Nederland.

Het panel geeft zijn bevindingen, overwegingen en conclusies weer in hoofdstuk 4 aan de hand van de onderwerpen en standaarden uit het relevante kader.

De bevindingen zijn de objectieve feiten zoals waargenomen door het panel in de aangeleverde documentatie en gedurende het locatiebezoek. De overwegingen bevatten de oordelen, meningen en zienswijzen van het panel en de mate waarop deze effect hebben op het uiteindelijke oordeel van het panel op de standaard. Op basis van de overwegingen wordt ook een algemeen eindoordeel uitgesproken.

Tot slot wordt in een tabel schematisch weergegeven war de oordelen zijn per standaard.

3 Description of the programme

3.1 General

Country	the Netherlands, Germany, Belgium, Israel, France, Spain, India, Italy, Austria and Poland
Institution	Erasmus University Rotterdam (Netherlands) Aix/Marseille University (France) University Pompeu Fabra (Barcelona, Spain) University Ghent (Belgium) University Haifa (Israel) University of Hamburg (Germany) Indira Gandhi Institute of Development Research (Mumbai, India) LUMSA (Rome, Italy) University Vienna (Austria) Warsaw School of Economics (Poland)
Programme Level	European Master in Law and Economics master
Orientation	academic (wo)
Specialisation	EMLE Public and International Law Track EMLE Innovation and Intellectual Property Track EMLE Markets, Corporations and Regulators (MCR) Track
Degree	LL.M. European Master in Law and Economics and national master's degrees (depending on the chosen track and the attended partner universities)
Location	Haifa, Hamburg or Rotterdam (first term) Ghent, Hamburg or Rotterdam (second term) Aix/Marseille, Barcelona, Hamburg, Mumbai, Rome, Vienna or Warsaw (third term)
Study Load	60 EC
Field of Study	Social Sciences, Business and Law (ISCED Field 3), Social and Behavioural Science (ISCED Field 31) and Law (ISCED Field 38)

3.2 Profile of the consortium

The application is filed by a consortium of ten higher education institutions in ten countries: Erasmus University Rotterdam in the Netherlands (with a coordinating role in the consortium), Aix/Marseille University in France, University Pompeu Fabra in Barcelona, Spain, University Ghent in Belgium, University Haifa in Israel, University of Hamburg in Germany, Indira Gandhi Institute of Development Research in Mumbai, India, LUMSA in Rome, Italy, University Vienna in Austria and Warsaw School of Economics in Poland. The consortium partners signed a joint programme agreement in September 2017. The European Master in Law and Economics (EMLE) was established in 1990, succeeding the establishment of the European Association of Law and Economics (EALE) in 1984, which was initiated by a research network of European scientists interested in the Economic Analysis of Law (EAL), a new specialisation at the time. The two founding partners were the Erasmus University Rotterdam in the Netherlands and Ghent University in Belgium, joined during the first academic year by University Hamburg in Germany. Since then, the consortium expanded to ten partner universities, and the programme developed three parallel mobility tracks, enabling to accommodate about 85 students on average each year.

Erasmus University Rotterdam is a young university (its present form dates back to 1973) in the south of the Netherlands, with a distinct global perspective. It offers a variety of degree programmes in the areas of arts, social sciences, health and life sciences, law and economics. The programmes are concentrated in six faculties, with EMLE belonging to the School of Law.

Aix/Marseille University is a public research university located in Provence, southern France, founded in 1409. The university as it is today was formed by the merger of the University of Provence, the University of the Mediterranean and Paul Cézanne University in 2012, resulting in a large university, with about 74,000 students. The university offers degree courses in the arts, social sciences, health, sport and economics, law and political sciences, applied economics and management, and exact sciences. The EMLE programme belongs to the Faculty of Economics. Aix/Marseille University has been an EMLE partner since 1993.

University Pompeu Fabra is a young public university, established in 1990 in Barcelona, Spain. Today, University Pompeu Fabra offers its studies around three areas of knowledge: the social sciences and humanities, the health and life sciences, and ITC and communication sciences. To develop its activity, the University has been structured into seven schools, a Polytechnic School and eight departments. The EMLE programme belongs to the Faculty of Law. University Pompeu Fabra has been an EMLE partner since 2018.

Ghent University is one of the major universities in Belgium, founded in 1817. Its eleven faculties offer a wide range of courses and conduct in-depth research within a wide range of scientific domains: arts and philosophy, law and criminology, sciences, medicine and health sciences, engineering and architecture, economics and business administration, veterinary medicine, psychology and educational sciences, bioscience engineering, pharmaceutical sciences and political and social sciences. The EMLE programme belongs to the Center for Advanced Studies in Law & Economics. Ghent University is one of the founding universities of EMLE and has been a partner since 1990.

University Haifa was established in 1972. It is the leading university in Israel in the fields of the humanities, social sciences, law, welfare and health sciences, natural sciences, education and management. The university offers 18 international academic programmes for a Master's degree and dozens of courses for a Bachelor's degree in the English language. The EMLE programme belongs to the Faculty of Law. University Haifa has been an EMLE partner since 2006.

University of Hamburg is the largest institution for research and education in northern Germany, founded in 1919. University of Hamburg offers more than 170 degree programmes at bachelor's and master's level, including teaching degrees. It has eight faculties, in the fields of law, business, economics and social sciences, medicine, education, humanities, mathematics, informatics and natural sciences, psychology and human movement science, and business administration (Hamburg Business School). The EMLE programme belongs to the Institute of Law and Economics. University of Hamburg has been an EMLE partner since 1990.

The Indira Gandhi Institute of Development Research (Mumbai, India) is an advanced research institute established and fully funded by the Reserve Bank of India for carrying out research on development issues from a multi-disciplinary point of view. It was recognised as a Deemed University in 1995. Starting as a purely research institution, it developed into a full-fledged teaching cum research organisation when it launched a Ph.D. programme in the field of development studies in 1990. The Indira Gandhi Institute of Development Research has been an EMLE partner since 2010.

LUMSA (Libera Università degli Studi Maria Santissima Assunta, Rome) is a public non-state Italian university formed on Catholic principles. It was founded in 1939. LUMSA is accountable to the state university system and awards qualifications equivalent to those issued by state universities. University teaching focuses on humanities and social sciences including law, economics and politics. EMLE teaching is the responsibility of the department of Law, Economics, Politics and Modern languages. LUMSA joined the EMLE programme in 2018.

University Vienna (Austria) has a history of more than 650 years. University Vienna offers bachelor's, master's and PhD programmes as well as a teacher education programme. Degree programmes cover all scientific domains. Some master's programmes are taught in English. The EMLE programme belongs to the department of Economics. University Vienna has been an EMLE partner since 1993.

Warsaw School of Economics (Poland) is the oldest university of economics in Poland, founded in 1906. Its mission has continuously been educating economists and business leaders. Warsaw School of Economics has been an EMLE partner since 2010.

3.3 Profil of the programme

EMLE offers the economic analysis of law, fostering an atmosphere of idea sharing and introducing different techniques for examining and handling problems. EMLE is forging a path in producing future lawyers and economists equipped with an interdisciplinary background ready to handle the multidimensional challenges of European and international business and law.

Law & Economics, with its positive economic analysis, seeks to explain the behaviour of, among other, legislators, prosecutors, judges and bureaucrats. The model of rational choice, which underlies much of modern economics, proved to be very useful for explaining (and predicting) how people act under various legal constraints. This positive analysis informs the normative branch of the discipline about possible outcomes. If effects of divergent legal rules and institutions are known, the normative analyst will be able to discern efficient rules from those that are inefficient and formulate reform proposals to increase the efficiency of the law. Also, Law & Economics has the ability to improve the quality of the legal system. In the last decades, an impressive literature has developed, showing the strength of both positive and normative economic analysis in various areas of law.

The programme is a one-year full-time study programme and amounts to 60 study points (EC). Throughout the programme, the language of instruction is English. Students spend the first term in Haifa, Hamburg or Rotterdam, the second term in Ghent, Hamburg or Rotterdam. All five first term courses in Haifa, Rotterdam and Hamburg are the same across the different partner universities. In the second term, three courses are the same for each university (Ghent, Hamburg and Rotterdam). Students can choose to follow one of three different tracks in the EMLE programme: the 'Economic Analysis of Markets, Corporations & Regulators track' (MCR), the 'Economic Analysis of Public & International Law track' (Public), and the 'Economic Analysis of Innovation and Intellectual Property track' (IP). Specialization starts in the second term with two specialized courses per track. The third term finalizes the chosen specialization with two courses that are unique to the chosen track and university (although some 3rd term partner universities fit to two different specialization tracks), and the final thesis written under supervision of a professor from the third term university.

Term 1. Hamburg, Haifa or Rotterdam: 1. Introduction to Law, 2. Introduction to Microeconomics, 3. Concepts and Methods of Law & Economics, 4. Economic Analysis of Public Law, 5. Economic Analysis of Private Law.		
Term 2. Hamburg 6. Empirical Legal Studies, 7. Corporate Governance & Finance, 8. Competition Law & Economics Public and International Law Track	Term 2. Ghent 6. Empirical Legal Studies, 7. Corporate Governance & Finance, 8. Competition Law & Economics Innovation & IP Track	Term 2. Rotterdam 6. Empirical Legal Studies, 7. Corporate Governance & Finance, 8. Competition Law & Economics MCR Track
Term 3. Mumbai, Hamburg or Rome Public and International Law Track (continued)	Term 3. Aix/Marseille, Mumbai or Barcelona Innovation & IP Track (continued)	Term 3. Aix/Marseille, Vienna, Rome or Warsaw MCR Track (continued)

Students are not obliged to follow a track but will earn a certificate if they do so. They can also choose the non-track option. The general mobility rules of the programme stipulate that all students need to study at least at two different universities, one of which must be a European partner.

4 Assessment per standard

In this chapter the panel assesses the EMLE programme according to the standards of the European Approach for Quality Assurance of Joint Programmes in the EHEA. The criteria for each standard are mentioned. Per standard the panel presents a brief outline of its findings, as well as the considerations that led the panel to a concluding judgement on a three-point scale: the programme either meets, partially meets or does not meet the standard. At the end of this chapter and based on its judgements on the individual standards, the panel issues an overall conclusion on the quality of the entire programme. This conclusion can be either positive, conditionally positive or negative.

4.1 Standard 1 : Eligibility

4.1.1 Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

Outline of findings

EMLE is a programme featuring intensive cooperation between ten higher education institutions in ten countries. All institutions are recognised as degree awarding higher education institutes by their relevant authorities and have produced evidence of their ability to participate in the programme. Each partner has been accredited at institutional level. The respective national frameworks enable the institutions to participate in the programme.

As of the academic year 2017-2018, all students receive an Erasmus Mundus Joint Master Degree, and additionally one or two national degrees, but this only for students who studied one or two terms at partners who are not included in the Joint Master Degree. An EMLE Joint Degree was implemented between the partners Ghent, Hamburg and Rotterdam, and was awarded in February 2019 for the first time. From 2018-2019 onwards the new partner Barcelona will award the EMLE Joint Degree as well. For these partners, the joint degree replaces the multiple degree. All graduates receive a (Joint) Diploma Supplement, as developed by the European Commission, Council of Europe and UNESCO (in line with the revised version as endorsed by the EHEA Ministers in Paris in May 2018).

Considerations

The panel considers that the partners who offer the EMLE programme are entitled to do so and that completing the programme will lead to a recognised and accredited master's degree of academic orientation. In the opinion of the panel, the involved partners are highly recognised public institutions with ample experience in international programmes.

Conclusion

The panel assesses that the EMLE programme **meets** standard 1.1, status.

4.1.2 Joint design and delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

Outline of findings

The EMLE programme is a one-year, integrated multi-university master's programme, divided into three terms (see the overview in paragraph 3.3). The contribution of the partner universities in the delivery of the programme is based on their teaching capacity and their specific expertise for the track specialisations. Partners with large teaching capacity provide education for the first and second terms, while smaller partners provide their specific expertise in law and economics in the third term. This allows a higher level of specialisation and a more personalised approach to students for their thesis

supervision, as in the third term the number of students per partner is smaller compared to the first two terms.

Teaching, workload and average grades are coordinated to avoid discrepancies between different locations. The coordination of the content of the courses is done annually during the summer meetings per course with the respective teachers and all the local coordinators, which ensures the participation of each partner in the design of the programme. The respective lecturers who are responsible for the course also participate, which is essential especially considering the coordination of the eight common core courses. Coordination takes place both horizontally (between partners teaching in the same term) and vertically (between partners teaching in successive terms).

During the site visit, the management explained that there is a certain tension between centralisation and leaving academic freedom for the partners involved. Over the years, the partners have built up experience in coordination. Approximately 60-70% of the content of core courses (all courses in the first term and three courses in the second term) is common for the partners involved. The topics that are considered as essential building blocks have been agreed upon, while there is room for further finetuning per location and lecturer. The lecturers have the freedom to assign specific articles or chapters. This allows them to add a specific flavour, related to their speciality and individual strengths. If it turns out in the second term that some students miss required skills, or if student evaluations indicate an uneven distribution of workload, this will be addressed in the board and between course coordinators. In practice, this works satisfactorily. The tracks are relatively new and were introduced in the academic year 2018-2019. The vertical coordination between the partners of the second and third terms will be discussed in the summer meeting, using student and teacher feedback.

As stated in the self-evaluation report, the jointness of the consortium is emphasised in all aspects of the programme: its management, curriculum design and delivery, selection of applicants, quality assurance and the EMLE joint degree. All partners are represented in the Management Board, the Examination Board and the Joint Selection Committee. The Coordinating Centre and Management Team are located at Erasmus University Rotterdam. The Management Team supports the Board, the Director and the Erasmus Mundus Coordinator, addresses questions from the local coordinators, students, alumni and all other stakeholders of the EMLE programme. In the meetings during the site visit, the panel could observe that the cooperation is solid and that new partners are appropriately integrated.

Considerations

The panel considers that the EMLE programme is a truly cooperative endeavour whereby the ten consortium partners have indeed joint responsibility for the design and implementation of the programme. The panel applauds the longstanding and well-honed cooperation between the partners. The explicit coordination mechanisms are a strong point of the programme, and new partners are included in all processes immediately upon joining the consortium.

Conclusion

The panel assesses that the EMLE programme **meets** standard 1.2, joint design and delivery.

4.1.3 Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- *Denomination of the degree(s) awarded in the programme*
- *Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)*
- *Admission and selection procedures for students*
- *Mobility of students and teachers*
- *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

Outline of findings

In 2017 the ten partner universities signed a renewed consortium agreement for the implementation of the EMLE study programme for four academic years, starting on 1 October 2018 and ending on September 2022. For this period, the consortium has sought financial support from the EU in the form of Erasmus+: Erasmus Mundus funding. In 2018, the European Commission selected the programme for funding as Erasmus Mundus Joint Master Degree programme. A review of the consortium agreement showed that the agreement covers the necessary terms and conditions to set up and implement a joint programme. The procedures are clearly laid down and ensure coordination, recognition and a clear financial organisation. Some of the components, most notably the composition of the curriculum and synopsis of the courses, the admission criteria, student agreement, exam regulations, assessment methods and grade conversion tables, are elaborated on in annexes to the consortium agreement. These annexes form an integral part of the agreement. The governance structure is described in detail and is well considered, but the panel suggests to consider whether student membership in relevant committees could be improved.

Considerations

The panel considers the consortium agreement a comprehensive document, in which the terms and conditions of the joint programme as well as each partner's responsibilities are clearly laid down.

Conclusion

The panel assesses that the EMLE programme **meets** standard 1.3, cooperation agreement.

4.2 Standard 2: Learning Outcomes

4.2.1 Level {ESG 1.2}

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

Outline of findings

The EMLE programme aims to deliver graduates with academic knowledge and skills pertaining to the economic analysis of law. The EMLE programme builds on previous education in law, economics, business or related fields. The intended learning outcomes are described in terms of knowledge, skills and competencies in handling complexity, in communication and lifelong learning. The documentation shows how the intended learning outcomes are aligned with the Dublin Descriptors at master's level. This ensures their alignment with the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) as well as the national qualifications frameworks. The documentation also indicates how the various programme components contribute to the intended learning outcomes.

Considerations

The panel considers the intended learning outcomes to be adequately formulated for a higher education programme at master's level.

Conclusion

The panel assesses that the EMLE programme **meets** standard 2.1, level.

4.2.2 Disciplinary Field

The intended learning outcomes should comprise knowledge, skills and competencies in the respective disciplinary field(s).

Outline of findings

The EMLE programme is a unique master's programme in the field of economic analysis of law. Students develop profound knowledge of classic topics in the economic analysis of law and the option to specialise in three directions, by choosing the Public and International Law track, the Innovation and Intellectual Property track or the Markets, Corporations and Regulators track. Students who do not want to specialise, can opt for the no-track programme. Students will achieve additional skills and further competencies through the international composition of the class, the diverse backgrounds of students and lecturers and the mobility pattern of the programme. This range of knowledge and understanding, skills and competencies is documented in detail in the self-evaluation report and the annexes. In their meeting with the panel, both students, alumni and an employer confirmed the advantage of the interdisciplinary character of the programme, opening up possibilities that are not accessible for monodisciplinary graduates in either law or economics.

Considerations

The panel considers that the intended learning outcomes of the EMLE programme contain an adequate combination of knowledge, skills and competencies that are clearly grounded in the field of law and economics. It is a particular strength, in the panel's view, that students learn and apply problem-solving skills from different fields and learn to integrate interdisciplinary knowledge from the outset. The interdisciplinary and international character and the fact that the course language is English, seem to be strengths not only for the scientific field and academia but also for potential employers in the work field.

Conclusion

The panel assesses that the EMLE programme **meets** standard 2.2, disciplinary field.

4.2.3 Achievement [ESG 1.2]

The programme should be able to demonstrate that the intended learning outcomes are achieved.

Outline of findings

In the EMLE programme, each course is designed to meet defined learning goals that match the intended learning outcome of the overall programme. A matrix is included in the documentation to show the contribution of each course. Throughout the programme, students are tested by appropriate types of assignments and exams. They need to pass all assessments with a sufficient grade in order to graduate from the programme.

The final assessment is the EMLE thesis. Students write a thesis in the field of specialisation they have chosen and matching the specialisation that the third term university offers. Student need to apply the full bandwidth of skills acquired during the programme. The thesis is assessed by two readers (the thesis supervisor and an independent expert from the field, not located at the same university) who provide feedback via a standardised thesis evaluation form. The final assessment criteria are the same for all students and the deliberation of grades is done centrally in the meeting of the EMLE Examination Board.

Before the site visit, the panel studied a selection of eighteen theses. They illustrate that the students are able to use economic concepts or execute empirical research. Most of them are well-written and provide an adequate literature review. Some offer relevant policy implications. Generally, the panel would have given slightly lower grades, but all theses, except for one relatively weak case, are of sufficiently good or even very high quality.

The programme regularly seeks the advice from relevant companies and organisations on the relevance of the intended learning outcomes for the labour market. Following a recommendation by the previous evaluation panel (JOQAR, 2013), the programme has built associate partnerships for that purpose and set up an advisory board of associate partners. The outcomes of surveys and meetings show that the programme's graduates combine a scientific master's level with the ability to apply and assess legal rules from different jurisdictions with a view to the economic implications, to identify the legal arrangements necessary to support economic and financial transactions, and to evaluate the economic efficiency of alternative legal solutions. This was confirmed during the site visit in a meeting with alumni and representatives from the work field.

The programme enables students to meet representatives of the labour market and lecturers from other partner universities during the annual gathering. Participation of associate members helps students to choose a thesis topic relevant to a specific job for which they may wish to prepare themselves. Associate members can also be involved as co-supervisors. The participation of lecturers from all partners universities allows students to contact potential thesis supervisors.

The programme has gathered data on alumni employment through telephone campaigns and from public information. Although this could be done even more systematically, by collecting placement records and building a data base, the outcomes indicate that graduates are in demand on the labour market. They are employed as legal and/or economic consultants by private firms, governmental, international and supra-national institutions. A significant number of graduates continue their study in PhD programmes, often in the European Doctorate of Law and Economics (EDLE), established in 2005.

Considerations

The panel considers the course assessments and especially the thesis adequate methods to demonstrate that the intended learning outcomes are achieved. The sample of theses studied by the panel proves that the graduates have indeed achieved these learning outcomes. The panel appreciates that the programme has established relationships with relevant parties in the work field and uses their input as associate partners. The careers of alumni indicate that the programme has prepared them well for the labour market. The panel advises the creation of a more systematic data base of placement records.

Conclusion

The panel assesses that the EMLE programme **meets** standard 2.3, achievement.

4.2.4 Regulated Profession

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account

Outline of findings

This standard is not relevant for the assessment of the EMLE programme.

Conclusion

The panel issues no conclusion as standard 2.4, regulated professions, is not applicable.

4.3 Standard 3: Study programme [ESG 1.2]

4.3.1 Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

Outline of findings

The curriculum is based on the conviction of the EMLE founders in 1990 that interdisciplinary and international education are needed to train the legal professionals (e.g. judges) and the economics professionals (e.g. policy makers) of the new millennium. The interdisciplinary character is achieved by the nature of the subject matter of the economic analysis of law, the international character by the mobility scheme. Students are required to study in at least two partner universities. The overall vertical design of the programme ensures that courses build up knowledge from basic 'building blocks' in the first term, via more advanced courses in the second term to specialisation in the second and third term.

All courses in the first term and three courses in the second term are the same for all students, regardless of their location. Students are introduced to the main areas of law and economics: from the traditional fields of private law, antitrust, regulation and public choice, to the more recent subjects of economics of constitutions, law enforcement, innovation and intellectual property, and law and finance. The economic approach to law includes economic theory, comparative law, as well as quantitative methods such as empirical legal studies. Students can study the first term in Hamburg, Haifa or Rotterdam, the second term in Hamburg, Ghent or Rotterdam. The eight common courses are levelled across the different teaching partners, so that all students get the same basic foundation in the EMLE programme, regardless from the location they have chosen.

For students who want to follow a specific track, the partner university in the second term is determined by this choice: the Public and International Law track is pivoted on Hamburg, the Innovation and IP track on Ghent and the MCR track on Rotterdam. For each track, two specialisation courses are offered in the second term, followed by two additional specialisation courses and the thesis in the third term. For the third term, the students can make a choice out of three or four partner universities, depending on their substantive interest for specific courses and/or thesis topics and supervisors. Students who do not wish to specialise choose a partner university for each term, depending on their interest in courses and topics offered by the different universities. The programme feels that students know best for themselves where they want to go and what they want to learn. The non-track option means that the second term courses do not need to connect to the third term courses. All third term universities cover all learning objectives. In their meeting with the panel, the students expressed their appreciation for this choice of possibilities. All courses and thesis supervision are provided by international scholars, thus ensuring the synergy between education and cutting-edge research.

A schematic overview of the curriculum has been included in the self-evaluation report (see also paragraph 3.3). Course syllabi of all partners are provided in annex 5 to the self-evaluation report. Per course, information is provided on the lecturer, learning objectives, topics, literature and assessment method.

Some students would like to have more practical experience, but the programme finds this difficult to reconcile with the broad coverage and scientific rigour it wishes to maintain and with the constraints of a one-year curriculum. During the academic year 2017-2018, internships were secured from 25 associate partners and a pilot project was set up to offer internship possibilities to students. In order to avoid study delay, students are required to have handed in their thesis before they start their internship. First impressions of this internship pilot project are positive, although the final analysis is not yet complete. The programme expects that this option will remain on offer, possibly connected with the track and thesis topic of a student.

Considerations

The panel considers that the curriculum structure and contents are appropriate for an academic master's programme. The EMLE staff has achieved a consolidated interdisciplinary and international programme, well-adapted to the constraints of a one-year curriculum. The structure enables students to specialise in a specific field or choose a broad set of courses without further specialisation. The panel appreciates this flexible approach, which is also valued by students. The internship possibilities may be a worthwhile extension of the programme for those students who wish to gain additional practical experience.

Conclusion

The panel assesses that the EMLE programme **meets** standard 3.1, curriculum.

4.3.2 Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

Outline of findings

The EMLE curriculum consists of three terms of 20 European Credits (EC) each. The number of EC per course is agreed upon by all partners and is clearly set out in the documentation. The core courses, followed by all students regardless of the location, add up to 20 EC in the first term and 12 EC in the second term. Specialisation courses are 8 EC in the second term and 5 EC in the third term, followed by the thesis (15 EC). The average workload per EC is 28 hours.

Considerations

The panel considers that the EMLE programme applies the ECTS properly with regard to the overall programme and the respective programme components.

Conclusion

The panel assesses that the EMLE programme **meets** standard 3.2, credits.

4.3.3 Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified. The workload and the average time to complete the programme should be monitored.

Outline of findings

The EMLE is a full-time one-year masters' programme with a total workload of 60 EC, spread equally over the year.

The workload is based on the total number of learning activities that the student is expected to complete in order to achieve the learning outcomes. The workload of basic courses at the different partner universities is levelled by setting a maximum number of pages of reading material per class. Students have an important role in monitoring and determining whether the estimated workload is realistic. The workload is controlled systematically through course evaluations and as part of the quality assurance system.

During the summer meeting, perceived workloads (from student feedback) are reviewed and compared between the different partner universities in the first and second terms, to make sure that workload is comparable. If necessary, adjustments are made to equalise the workload at the different partners. The panel was informed during the site visit that almost all students (approximately 95%) complete the programme on time.

Considerations

The panel considers that the size of the programme is in line with the legal requirements for a master's programme and that the study load is spread equally over the year. The programme has put in place sufficient mechanisms to monitor the study load and, where necessary, to adjust it.

Conclusion

The panel assesses that the EMLE programme meets standard 3.3, workload.

4.4 Standard 4 : Admission and Recognition [ESG 1.4]

4.4.1 Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

Outline of findings

All students, irrespectively of their preferred allocations, apply at the Coordinating Centre (currently Rotterdam) by submitting an application in digital form accessible from the EMLE website. The application package consists of a letter of motivation, a current CV, a copy of the degree diploma that enables students to participate (containing sufficient knowledge of law and/or economics) and one or two letters of recommendation from an applicant's employer or professor. Applicants may be considered if they have at least finished a bachelor's degree of three years of study (180 EC) or an equivalent international degree from a regular university. Those who have completed a master's degree will be ranked higher among the applicants. Applicants must have had at least some classes in law and/or economics. If they have not studied either law or economics, their transcripts are analysed for courses taken in either subject during their studies.

A panel of expert reviewers reads and scores all applications independently from each other. Scores are given for four different selection criteria: quality of the university career (40%), quality of motivation letter (25%), affinity to previous studies in law and economics (25%), letters of recommendation (10%). Combined scores lead to a ranking, which is presented to the Joint Selection Committee, reviewing the work of the experts and giving the final approval. The joint selection committee also decides on a cut-off application score: only students scoring higher than the decided cut-off will be invited to join the programme. Applicants are informed in an official admission letter sent by e-mail. In case a scholarship or waiver is awarded, this is communicated in the same way.

In total, approximately 100 students can be accepted. Applicants indicate their preference for allocations and are allocated as much as possible to their preferred track. If a track is full, students are advised to take another track or to choose the non-track option. The distribution over the four options is fairly equal, approximately 25% each. The programme allows a little room for re-allocation, e.g., depending on a student's thesis topic. Such a request is discussed in a board meeting. The decision depends on the capacity of the partner involved.

Considerations

The panel considers the admission and selection procedure to be well-thought out and appropriate. The programme targets students with a law and/or economics background. It provides a sufficient flexibility for applicants without a full degree in either law or economics but with a sufficient number of courses in these fields.

Conclusion

The panel assesses that the EMLE programme **meets** standard 4.1, admission.

4.4.2 Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Outline of findings

Students with a bachelor's or master's degree in law or economics are expected to already possess the foundational knowledge of one of the two introductory courses (Introduction to Law and Introduction to Microeconomics). These students are not required to attend the classes of these courses, but must take the exam. Professors told the panel that most of these students choose to follow the classes anyway, because they want to update their knowledge and are interested to learn the specific law-and-economics flavour added to these introductory courses.

Considerations

The panel considers that the recognition of previous qualifications and prior learning is adequately provided for in the EMLE programme.

Conclusion

The panel assesses that the EMLE programme **meets** standard 4.2, recognition.

4.5 Standard 5: Learning, Teaching and Assessment [ESG 1.3]

4.5.1 Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

Outline of findings

The EMLE programme combines state of the art academic content with interdisciplinary learning and a multicultural experience, which leads to the development of transversal skills. Teaching approaches are student learning centred. First term basic classes are mainly targeted to evening out the differences in student backgrounds, while the major component of learning takes place in interactive class discussions, facilitated by the lecturers. Problem based learning techniques are applied in a number of courses, where students are asked to work through legal cases in a group and challenge each other, e.g., in a moot court setting. Classes in the first and second term have a maximum of 35 students. In the third term, the maximum number is 20, but more often classes are much smaller. In their meeting with the panel, the students confirmed the interactive approach applied in all courses. They also expressed their appreciation for the way the international and multicultural mix of the student body contributes to their learning experience. This is further enhanced by the mobility scheme of the programme.

The EMLE consortium relies on the complementarity of the partners and their staff to provide excellent education in law and economics. The large number of staff members and their respective research foci allow the EMLE programme to cover virtually any field of the economic analysis of law. The role of partners in the EMLE structure has been chosen carefully in order for the students to profit from the special expertise of key staff members. Partner universities must have specific expertise in law and economics, experience, and teaching capacity commensurate to their role in the consortium: a minimum of four academic staff members for first and second term partners and a minimum of two academic staff members for third term partners. They must also be highly positioned in the international law and economics networks.

In addition to the staff members of the consortium partners, the EMLE programme also involves visiting scholars in teaching. This provides students with additional views on particular EAL topics.

Considerations

The panel considers that the programme's teaching and learning approach is appropriate, using interactive and student-centred methods. The composition of the consortium enables students to benefit from various education systems and experienced lecturers. The specialisation tracks build on the expertise of the partner universities. The inclusion of lecturers from different partners coupled with invited professors grants students a possibility to cover many fields of the economic analysis of law and to benefit from the partners' networks. The panel is convinced that the programme allows students to achieve the intended learning outcomes.

Conclusion

The panel assesses that the EMLE programme **meets** standard 5.1, learning and teaching.

4.5.2 Assessment of Students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

Outline of findings

The EMLE exam and thesis regulations have been agreed upon by the consortium partners. That exams and theses are meeting the intended learning outcomes of the EMLE programme is individually assessed by the grading teachers, the thesis supervisor and the second reader of the thesis. Harmonisation of the grading between partners is achieved by requiring the grades to be within a certain average range. If the average is too low or too high, the grades are adjusted by the lecturer before they are communicated to students. This procedure is in place for the larger courses in the first and second term, but is not considered appropriate for the smaller courses in the third term. The master thesis is independently evaluated by two examiners: the thesis supervisor and a second, external examiner from another university. In case of substantial disagreement between their grades, they are invited to discuss their assessment and come to an agreement. If they continue to disagree on the grade, a third examiner is asked to assess the thesis. The final grade is the average of the three examiners, unless one of them is a clear outlier. A thesis committee prepares the documentation for the examination board, which determines the final grades.

Exam results obtained at any partner university are fully recognised by all other partner universities. EMLE has established an independent examination board, in which all partners are represented. The examination board guards the correct application of the EMLE exam rules and regulations and flags inadequately assessed student accomplishments by inspecting student evaluations, the feedback students received for their thesis and the theses themselves. The final decision on passing all requirements is taken by the examination board.

Assessment methods correspond to an education on master's level. First term courses are assessed in written exams, short essays and multiple choice tests, while the more advanced courses will include longer essays, problem based learning, presentations and student competitions. Students know in advance what the assessment method will be, since this is described in the course syllabi. Grading is done anonymously and within a strictly enforced limited time period. After the assessment of first and second term courses, lecturers share the best exams anonymously with all students (provided consent was given), thus providing a model answer. Sometimes, students have moved on to another university before the exam results are available. Lecturers are encouraged to be responsive and reach out to students by emails and inviting questions. In case of questions about their exam grades, students are sent a scan of their corrected work and may ask for further explanation or argue why they think they deserve a higher grade. All students receive an answer and if a mistake has been made (e.g., a missing page or miscalculation), this is corrected. Students who feel treated unfairly can turn to the Ombudsman. The students indicated to the panel that this set of procedures works satisfactorily for them.

Students may re-sit an exam twice in case they failed their first attempts. The teachers informed the panel that this is arranged and coordinated well. All students take the re-sit at the same time and the coordination centre makes sure that they take the same exam wherever they are.

All theses and a random sample of written assignments are scanned for plagiarism. A thesis workshop is organised to teach students the rules on correct referencing. Sanctions for plagiarism are serious and issued by the examination board.

Considerations

The panel considers that appropriate examination rules and regulations are in place. There are mechanisms to ensure consistent application of the regulations, such as the independent examination board. The assessment of the learning outcomes in course exams and thesis corresponds with the intended learning outcomes. The panel appreciates that the requirements for the thesis and how to avoid plagiarism are introduced to the students in advance.

Conclusion

The panel assesses that the EMLE programme **meets** standard 5.2, assessment of students.

4.6 Standard 6 : Student Support [ESG 1.6]

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Outline of findings

The EMLE programme has a central policy to assist students with the different challenges faced throughout the EMLE-year, from pre-arrival to graduation. The EMLE partner universities assist students in visa and residence permit applications and act as mediators between students and the relevant authorities. A new visa system has been introduced for mobility students and international offices of universities are more aware of the needs of EMLE students than previously. The online systems signal potential problems much quicker than before, which helps in addressing them, but visa procedures often remain an obstacle.

Finding accommodation also remains difficult for students. Some universities (Ghent, Hamburg, Warsaw, Haifa and Mumbai) offer dormitories, which is an improvement since the previous evaluation (2013), but students complain about the difficult housing situation in other cities, e.g., in Rotterdam.

All partners offer local language courses, integrated in the term schedule and free of charge. Also, services are available to accommodate students with disabilities. Partners organise at least one event for the students during each term to stimulate integration among students and between students and staff. Medical services are available either on campus or through the assistance of the local coordinator or the International Office. Partners and the coordinating centre support students in obtaining health insurance prior to their arrival.

Students receive an overview of the available student services per university in a comprehensive document. The information is also available on the EMLE website.

Considerations

The panel considers the student support services to be sufficient. A wide array of services is provided. Serious steps to address previously noted visa and housing issues have been taken to the extent possible, although they will require constant monitoring and further improvement.

Conclusion

The panel assesses that the EMLE programme **meets** standard 6, student support.

4.7 Standard 7 : Resources [ESG 1.5 & 1.6]

4.7.1 Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

Outline of findings

According to the self-evaluation report, EMLE has sufficient and properly qualified staff to deliver the programme. The panel received short CVs of all staff members and had an interview with several lecturers on the day of the site visit. Many EMLE teachers are internationally trained. Some are EMLE alumni and, therefore, understand and embrace the concept of a diverse classroom. Less internationally trained teachers are invited to participate in the teachers summer meeting, which provides an opportunity to share and compare experiences. Teachers also learn from each other by continuously engaging with each other's course syllabi. Many teaching staff members have benefited from mobility across EMLE partners thanks to the Erasmus Mundus visiting scholar programme, and will continue this in the future. Using the Erasmus Mundus funding, EMLE will continue to attract visiting scholars.

Considerations

The panel is enthusiastic about the highly motivated and qualified team of experienced and skilled lecturers who have an excellent international reputation. The panel considers the teaching staff to be well-equipped to implement the programme.

Conclusion

The panel assesses that the EMLE programme **meets** standard 7.1, staff.

4.7.2 Facilities

The facilities should be sufficient and adequate in view of the intended learning outcomes.

Outline of findings

EMLE students have access to all facilities at the partner universities. This includes access to the library, group study rooms, computer assistance (including student software licenses such as the Stata programme) and general university services such as international/visa offices, career services, language classes and sport facilities. Some universities offer a student card, enabling discounts for theatres, cinemas and public transport. EMLE students are welcomed by the local EMLE staff members and can use the buddy system of the different universities. During the year, several opportunities are created where EMLE students can meet and interact with both local and other international students. In addition, all students are enrolled at the Erasmus University Rotterdam. This offers remote access to an extensive library and database service throughout the academic year, regardless of the university in which the student is located.

Most study materials are provided on Google Drive. EMLE is currently investigating if it is possible to create an online learning environment, which would facilitate the interaction of not only students, but also of lecturers, leading to an even better alignment of the EMLE curriculum.

Students are invited in the admission letter to join a specific EMLE Facebook group for that intake. This ensures peer-to-peer support in the student group from the beginning. At the beginning of the year, students may also be admitted to the EMLE alumni Facebook group. Alumni are increasingly involved in the programme by special alumni events at the annual midterm meetings and by a specialised alumni page on the EMLE website. The alumni network provides useful links for students with the work field.

Considerations

The panel considers the facilities made available for EMLE students more than adequate. The access to electronic resources and libraries is a particular strength.

Conclusion

The panel assesses that the EMLE programme **meets** standard 7.2, facilities.

4.8 Standard 8: Transparency and Documentation [ESG 1.8]

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

Outline of findings

The EMLE website provides all information regarding the application procedure, admission and the content of the programme. Also included are student stories, the yearbooks of the graduating class, a selection of the best theses and the complete list of titles of the EMLE theses from the most recent academic year. The names of associate partners are listed and current copies of the most relevant EMLE guides and forms (student agreement, scholarship agreement, exam and thesis guidelines and the thesis writing manual) can be found as well. The programme follows the guidelines about documentation and transparency dictated by the regulations for Erasmus Mundus/Erasmus+ programmes.

Considerations

The panel considers that all relevant information about the programme is well documented and published. The website is informative, with specific sections for universities, applicants, students and alumni.

Conclusion

The panel assesses that the EMLE programme **meets** standard 8, transparency and documentation.

4.9 Standard 9: Quality Assurance [ESG 1.1 & part 1]

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

Outline of findings

The EMLE programme has a long-standing quality assessment procedure in place. This develops continuously, following the best practices for quality assurance in national guidelines, the ESG guidelines and the feedback from all stakeholders (students, teachers, EMLE board and associate partners). The Board is responsible for the quality assurance of the programme as a whole. Therefore, the quality assurance is discussed at all Board meetings.

Several procedures and instruments have been developed. After each term, students are asked to fill out anonymous questionnaires regarding the contents of the courses, the quality of the teaching and the practical organisation of the study programme. At the end of the third term, students are asked to evaluate especially the thesis guidance and give their overall impression of the programme. The evaluation results are analysed by the Quality Assurance Director and presented and discussed in a Board meeting and/or at the teachers summer meeting. If problems are reported, possible solutions are discussed and scheduled for implementation. The consistency and comparability of the average grades of courses is scrutinised, in order to ensure that there are no significant differences between partner universities. In the teachers summer meeting in June/July, the contents of the courses offered in the first two terms are discussed with a view to improving continuously the coordination of the common courses.

At all partner universities, students choose one or two representatives in the first and second term, who can convey any point of criticism to the local coordinator and/or to the Quality Assurance Committee. This committee consists of the Quality Assurance Director and the Student Support Director. It meets with the student representatives during the midterm meeting and presents the issues raised at the Board meeting. The panel feels that students' motivation to participate in the design and further

improvement of the programme could be strengthened if the students receive feedback on the issues or suggestions they raised. In such a way, students would be aware that their voices are heard.

Besides, the EMLE Ombudsman is available for students who are unable, unwilling or hesitant to settle complaints with the members of the programme staff. The students informed the panel during the site visit that, normally, all issues are solved by the management so they do not need the Ombudsman. They appreciate the meeting with the Quality Assurance Director to discuss matters that relate to more than individual courses. The Ombudsman confirmed that students use this avenue only once or twice per year.

Although the Board is responsible for the quality assurance of the programme, the individual partner universities, being the degree-awarding institutions, are responsible for the programme's quality as well. They are bound by their national regulations and local university policies. In EMLE, centralisation of quality control has been achieved through agreements among the partner institutions on some mechanisms, such as a common grading system and a common evaluation system, the course evaluations and meetings with student representatives.

EMLE has set up an associate partners advisory board to gather feedback from the work field. The programme commissioned a market analysis by marketing experts of the TU Berlin and combined this with feedback from the programme's associate partners, alumni and students when compiling the self-evaluation report. The self-evaluation report explicitly mentions the points of attention from the 2013 JOQAR evaluation panel report and describes the relevant action taken in response.

Considerations

The panel considers that the EMLE programme has an adequate quality assurance system in place. Student feedback is invited through course and programme evaluations and through student representatives. The panel encourages the EMLE consortium to think about ways to strengthen student involvement further, e.g., by a more direct representation of students in decision-making bodies. The panel also advises to add an internally conducted SWOT-analysis in the documentation for the next accreditation. Despite these recommendations, the panel considers the EMLE programme an outstanding example of the European Approach for Quality Assurance of Joint Programmes.

Conclusion

The panel assesses that the EMLE programme **meets** standard 9, quality assurance.

4.10 Conclusion

According to the panel, the EMLE programme meets each standard of the assessment framework. Consequently, the panel assesses the overall quality of the entire EMLE programme as positive.

The application documentation, the programme materials on site and the discussions with delegations from almost all partner universities (the representative from Mumbai was unable to attend) have provided the panel with a comprehensive view of the programme. It became clear to the panel that the programme is run by highly motivated and qualified scholars with a longstanding collaboration in research and teaching and a visible ambition to participate in this joint master.

The panel considers the EMLE master's programme to be well-designed and well-managed. The panel has established that the EMLE programme is a truly cooperative endeavour whereby the consortium partners indeed jointly develop and implement the programme. The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the discipline and international requirements.

The curriculum, the teaching-learning environment and the quality of the teaching staff enable incoming students to achieve the intended learning outcomes. The curriculum is truly interdisciplinary and international, and well-adapted to the constraints of a one-year programme. The staff is highly motivated and qualified. The panel is impressed by the strong coordination mechanisms to ensure harmonisation of the contents, workload and exam grades of the courses.

The panel has established that the programme has clear admission requirements and a good selection procedure in place. The variety of assessments is in accordance with the intended learning outcomes. Student support services and other facilities are available, although the visa procedures and housing facilities remain issues that need continuous monitoring.

The panel concludes that it is convinced of the quality of this joint master's programme in Law and Economics. Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the proposed joint master in Law and Economics as offered by Erasmus Universiteit Rotterdam, Aix/Marseille University (France), University Pompeu Fabra (Barcelona, Spain), University Ghent (Belgium), University Haifa (Israel), University Hamburg (Germany), Indira Gandhi Institute of Development Research (Mumbai, India), LUMSA (Rome, Italy), University Vienna (Austria) and Warsaw School of Economics (Poland).

The panel has also made some recommendations, which are meant for further improvement of the quality of the programme.

- As this consortium and programme are a good example of the European Approach, the panel recommends that, following the decision of the universities of Rotterdam, Hamburg, Ghent and Barcelona to issue a joint degree and a joint Diploma Supplement, the other consortium partners do this as well, and stimulate their respective governments to recognise the EMLE programme as a joint degree.
- The panel suggests the creation of a more systematic data base of placement records to keep track of the alumni careers.
- The panel recommends that all universities and national governments be involved to help solve the recurrent visa problems.
- The panel recommends that universities and municipalities be involved to help solve the remaining housing problems.
- The panel encourages the EMLE consortium to consider ways of strengthening student involvement further, e.g., by a more direct representation of students in decision-making bodies. The panel also advises to add an internal SWOT-analysis in the documentation for the next accreditation.

5 Overview of the assessments

Standard	Assessment
1. Eligibility	
1.1 Status	Meets the standard
1.2 Joint design and delivery	Meets the standard
1.3 Cooperation Agreement	Meets the standard
2. Learning Outcomes	
2.1 Level	Meets the standard
2.2 Disciplinary field	Meets the standard
2.3 Achievement	Meets the standard
2.4 Regulated Professions	Not applicable
3. Study Programme	
3.1 Curriculum	Meets the standard
3.2 Credits	Meets the standard
3.3 Workload	Meets the standard
4. Admission and Recognition	
4.1 Admission	Meets the standard
4.2 Recognition	Meets the standard
5. Admission and Recognition	
5.1 Learning and teaching	Meets the standard
5.2 Assessment of students	Meets the standard
6. Student Support	
	Meets the standard
7. Student Support	
7.1 Staff	Meets the standard
7.2 Facilities	Meets the standard
8. Transparency and Documentation	
	Meets the standard
9. Quality Assurance	
	Meets the standard
Conclusion	Positive

Annex 1: Composition of the panel

Prof. Laurence Gormley, chair

Laurence Gormley was appointed to the Chair of European Law in the Law Faculty at the University of Groningen in September 1990. He also holds a Jean Monnet Chair awarded to the Faculty in 1995 and leads the Jean Monnet Centre of Excellence at Groningen, recognised by the European Commission in 1999; he is also a Professor at the College of Europe, Bruges. He is on the Editorial or Advisory Board of myriad learned periodicals, and has been a Visiting Professor in various European universities and has been an external examiner in various British and Irish Universities. He chaired the Assessment Committee for Advanced Master's courses in Law at the Flemish Universities 2006-2007; in 2016-2017 he chaired the Research Assessment Committee for the Erasmus University Rotterdam Faculty of Law. He is a member of the University Council and of the Faculty of Law Council at Groningen. He is a Fellow of the European Law Institute. He was President of the European Law Faculties Association 2015-2016. He is a Fellow of the Royal Society of Arts.

Prof. Massimiliano Vatiéro

Massimiliano Vatiéro is Assistant professor of Political Economy at the University of Trento (Italy), and "Brenno Galli" Chair of Economic Analysis of Law at the Università della Svizzera italiana (Lugano, Switzerland). He holds a Ph.D. in Law and Economics from the University of Siena. Massimiliano Vatiéro was visiting researcher at Harvard Law School for the Fall-term 2013 and for the Fall-term 2014. Vatiéro works mainly on law and economics, contract theory, corporate governance, and institutional economics. His publications have appeared in peer-reviewed journals such as *Kyklos*, *European Journal of Law and Economics*, *Journal of Institutional Economics*, and *Journal of Economic Issues*. He is a member of the advisory board of the Italian Society of Law and Economics, and an elected member of the council of the World Interdisciplinary Network for the Institutional Research.

Prof. dr. Andreas Engert

Andreas Engert is a professor of law at Freie Universität Berlin, where he holds a chair for private law, commercial, corporate and financial markets law and foundations of law. He is a research member of the European Corporate Governance Institute (ECGI). Professor Engert received his first state exam in law from the University of Tübingen in Germany (1997), his professional qualification in Germany from the Higher Regional Court of Stuttgart (second state exam, 1999), an LL.M. degree from the University of Chicago (2000), and his doctorate from the University of Munich (2003). The University of Munich awarded him the habilitation (qualification for professorship) in 2008 based on a monograph about investment fund law. In 2009, Andreas Engert became a professor of law at the University of Cologne. He subsequently taught at the University of Mannheim from 2010 till 2019 before joining the Department of Law at Freie Universität Berlin. Professor Engert's research interests are in contract law, corporation law and financial markets regulation, all with a special emphasis on economic and empirical perspectives. He has written extensively on corporate finance law, contract law, investment fund regulation and law and social norms, among other topics.

Sonja Keske

Sonja Keske is a senior case handler at the German Federal Cartel Office (Bundeskartellamt). She holds a Ph.D. in Law and Economics (European Doctorate of Law and Economics) awarded by the Erasmus University Rotterdam in 2009, based on her Ph.D. thesis on Group-Litigation in European Competition Law. She also is an alumnus of the European Master in Law and Economics programme, which she concluded at the Universities of Gent and Rotterdam in the year 2004-2005, receiving the degree European Master of Law and Economics, LL.M. Prior to that, Sonja Keske studied economics at the University of Tübingen, Germany, and received a master-equivalent degree (Diplom Volkswirtschaftslehre). She has published several papers in Law and Economics and, in her professional career, participated in EU Twinning-Projects, aimed at bringing together public sector expertise from EU Member States and beneficiary countries with the aim of achieving concrete mandatory operational results through peer-to-peer activities.

Mary Hayrapetyan, student-member

Mary Hayrapetyan is an Erasmus Mundus Joint Master Degree Scholar in Development Economics. She is a member of the quality assurance pool of the European Students' Union and used to be a Head of Social Affairs Committee of the Armenian National Students' Association till 2017. While in Association, Mary co-authored the first student manual for quality assurance for Armenian students. She drafted and conducting projects addressing higher education reforms In Armenia, including a nationwide survey devoted to reveal the students' perceptions on higher education reforms in Armenia with collaboration of OSCE office in Yerevan. Mary was a Higher Education Reform Expert by the joint agreement of the Erasmus+ office in Yerevan and the Ministry of Education and Science of the Republic of Armenia from 2015 to February 2018. She provided consultation to higher education institutions and students and participated in the development of higher education policies and reforms in Armenia.

The panel was assisted by ir. Lineke van Bruggen, policy advisor at NVAO, and by dr. Marianne van der Weiden, secretary.

All members and the secretary of the panel completed and signed a declaration of independence and confidentiality.

Annex 2: Schedule of the site visit

On 15 February 2019, the panel visited University Hamburg as part of the external assessment procedure of the International Joint Master European Master in Law and Economics. The schedule of the visit was as follows:

09:00 – 10:00	EMLE Management Louis Visscher (Director), Wicher Schreuders (Assistant Director & Erasmus Mundus Coordinator), Ilva Putzier (General Manager), Klaudyna Mikolajczyk (Management Assistant)
10:15 – 11:15	Current EMLE Students (2018/2019)
11:30 – 12:30	EMLE Teachers
12:30 – 13:30	Lunch Break
13:30 – 14:15	EMLE Alumni + Workfield
14:15 – 15:00	EMLE Examination Board
15:45 – 16:15	EMLE Management
16:30 – 16:45	Preliminary Judgement by the Panel

Annex 3: Document reviewed

Programme documents presented by the institution

1. Self-evaluation report for the accreditation procedure under the European Approach for Quality Assurance of Joint Programmes, October 2018.
2. Annexes:
 - I. The legal status of the partner institutions
 - II. Consortium Agreement
 - III. Documents supporting each partner's legal basis for
 - a. Participating in the joint programme
 - b. (joint) degree awarding rights (if applicable)
 - IV. List of intended learning outcomes, including
 - a. EMLE learning outcomes
 - b. Matrix of alignment with Framework for Qualifications in the European Higher Education Area (FQ-EHEA)
 - c. Matrix of alignment with applicable national qualification frameworks
 - V. Course syllabi of all partners
 - VI. Structure of the curriculum
 - VII. Admission requirements and selection procedures
 - VIII. Students' assessments regulations
 - IX. Academic staff CVs (all partners)
 - X. Relevant documents constituting internal quality assurance system
 - XI. Diploma supplement (sample)
 - XII. EMLE curriculum development over the past years
 - XIII. Thesis grading form
 - XIV. Student service list

Documents made available during the site visit

1. Joint degree certificate and Diploma Supplement
2. Evaluation students 1st term 2017-2018
3. Handout EMLE MTM 2019, examples exams & Literature, academic year 2017-2018
 - I. Competition Law & Economics – Resit Exam Bologna, First term
 - II. Public Law & Economics – Exam Rotterdam, First Term
 - III. Public Law & Economics – Course Outline with Literature List, Rotterdam First Term
 - IV. Concepts & Methods – Exam Rotterdam, First Term
 - V. Concepts & Methods– Course Outline with Literature List, Rotterdam First Term
 - VI. Corporate Law & Economics - Exam Rotterdam, Second Term
Corporate Law & Economics - Course Outline with Literature List, Rotterdam Second Term

Annex 4 : List of abbreviations

EC	European Credit
EER	Education and Examination Regulations
EMLE	European Master in Law and Economics
ESG	European Standards and Guidelines
IROs	International Relations Offices
ma	master
MTM	Mid Term Meeting
NVAO	Dutch Flemish Accreditation Body
wo	wetenschappelijk onderwijs (academically oriented higher education)

The panel report has been ordered by NVAO for the initial accreditation of the academic international joint master's programme 'European Master in Law and Economics' of Erasmus University Rotterdam.

Aanvraagnummer: 007129



Nederlands-Vlaamse Accreditatieorganisatie
Accreditation Organisation of the Netherlands and Flanders

Parkstraat 28 • 2514 JK Den Haag
P.O. Box 85498 • 2508 CD The Hague
The Netherlands

T +31 (0)70 312 23 00
E info@nvaio.net
www.nvaio.net