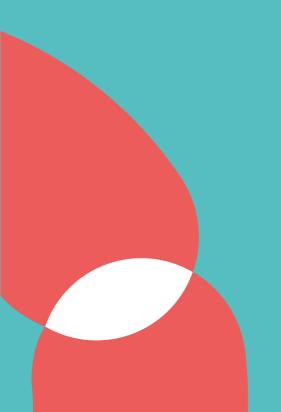# PEER REVIEW NEW PROGRAMME
WO-MA ADVANCED MASTER IN PRIVACY, CYBERSECURITY, DATA MANAGEMENT AND LEADERSHIP
Maastricht University

SUMMARY REPORT
27 October 2020

1 Peer Review

The quality of a new programme is assessed by means of peer review. A panel of independent peers including a student reviews the plans during a site visit to the institution. A discussion amongst peer experts forms the basis for the panel's final judgement and the advisory report. The focus is on the curriculum, the teaching and learning environment, and student assessment.

The Accreditation Organisation of the Netherlands and Flanders (NVAO) takes a formal decision on the quality of the new programme based on the outcome of the peer review. This decision can be positive, conditionally positive or negative. Following a positive NVAO decision with or without conditions the institution can proceed to offer the new programme. Upon completion of the programme graduates are entitled to receive a legally accredited degree.

This summary report contains the main outcomes of the peer review. A full report with more details including the panel's findings and analysis is also available. NVAO bases an accreditation decision on the full report.

Both the full and summary reports of peer reviews are published on NVAO's website www.nvao.net. There you can also find more information on NVAO and peer reviews of new programmes.

Because of COVID-19 temporary measures apply for this peer review.

2 Panel

Peer experts
1. Prof. dr. ir. B. (Bart) Preneel, full professor Information Security, KU Leuven (*chair*);
2. Prof. dr. G.P. (Jeanne) Mifsud Bonnici, full professor in European Technology Law and Human Rights, Faculty of Law, University of Groningen;
3. J. (Judith) Rauhofer, Senior Lecturer in IT Law at the University of Edinburgh, Associate Director of the Centre for Studies of Intellectual Property and Technology Law (SCRIPT);
4. D. (Diana) van Wanrooij LLM, student in International and European Law, Tilburg University (*student*).

Assisting staff
− Dr. M.J.H. (Marianne) van der Weiden, secretary
− Drs. F. (Frank) Wamelink, NVAO policy advisor and process coordinator

Site visit (partially online)
Maastricht, 8 September 2020

3 Outcome

The panel reached a conditionally positive conclusion regarding the quality of the academic master Advanced Master in Privacy, Cybersecurity, Data Management and Leadership offered by Maastricht University. The programme complies with standards 1 and 3 of the limited NVAO framework and partially complies with standard 2. The panel formulated conditions to be met to be fully compliant. The maximum period to meet conditions is two years, but the panel established that it will be feasible for the programme to meet these conditions within a period of one year.

The Advanced Master in Privacy, Cybersecurity, Data Management and Leadership offered by Maastricht University is targeted towards professionals with a legal or technological background who want to take a strategic role in their organisation on issues of privacy, cybersecurity and data management. Students learn to address technological issues from a legal standpoint. The programme has a strong interdisciplinary profile. The use of English as the language of instruction is justified because this is the universal language in the area of data protection and cybersecurity in policy-making, research and practice. It also fits the international composition of the teaching staff and the target group of students. The programme is offered part-time and uses a mix of distance learning and on-site teaching to accommodate the needs of working professionals. When on campus, students learn in groups with a diversity of colleagues on real-life cases (problem-based learning). The courses are up to date and of master level. The overall alignment between the courses can be strengthened, for instance by the design of clear learning lines on the central topic in the programme. At the end of the programme, students write a master thesis on a topic at the intersection of law and technology. Prior to the start of the programme, students must prove in an entrance exam that they have sufficient background knowledge, both in technology and in European Law. In preparation, a course on computer science is provided, but there is no course to prepare for the exam on EU law. The admission criteria should be brought more in line with the intended target group of students and should also weigh work experience. The teaching staff is of high quality and includes international experts. The programme has a clear framework for assessment and makes use of a wide variety of assessment methods. The Board of Examiners plays an active role in ensuring the quality of assessments.

The conditions to be met within a period of one year are the following:
1. The programme has to strengthen the overall alignment between the courses and to make this alignment more explicit for lecturers and students. There is a need for a comprehensive and coherent narrative on the learning outcomes of the courses in relation to the intended learning outcomes of the programme as a whole and the envisioned graduate.
2. The programme needs to provide a course to help applicants with non-legal backgrounds pass the entrance exam on EU law.

4 Commendations

The programme is commended for the following features of good practice.

1. Market demand – The programme meets the demand for professionals in cybersecurity and data management who are able to reflect about technology from a legal viewpoint.

2. Didactic approach – The programme offers a good mix of distance learning and on-site teaching (blended learning). On campus, students work and learn in groups on true-to-life cases (problem-based learning).

3. Suitable for working professionals – The focus on technical and practical skills, the part-time nature of the programme and the use of blended learning are all geared to accommodate students who combine their work and studies.

4. Quality of teaching staff – The teaching staff is highly qualified with research and practice experience on the topics, and includes international experts.

5 Recommendations

For further improvement to the programme, the panel recommends a number of follow-up actions.

1. Intake process – Make sure that the weight of admission criteria is in line with the programme's target group, by putting more emphasis on work experience and less on bachelor grades.

2. Balance between academic and practical skills – The practical approach of the programme is a strong point, but ensure that this does not detract from the development of critical thinking and analytic skills which should form part of the research component.

3. Continuity – Be aware that contributions from other university departments and external experts may be compromised by changing priorities on their side and anticipate on this by clarifying agreements and commitments.

4. Quality of assessment – Ensure that the validity and transparency of exams and assignments is checked by an independent referent before the examination. Ensure full interdisciplinarity in the supervision and assessment of interdisciplinary thesis projects, including where this would require the provision of more than one supervisor.

6 What comes next?

NVAO grants initial accreditation to a new programme on the basis of a panel's full report. The decision is valid for a maximum of six years. Upon accreditation the new programme will follow the NVAO review procedures for existing programmes. NVAO publishes the accreditation decision together with the full report. A summary report is also available.[1]

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[1] https://www.nvao.net/nl/besluiten

Each institution has a system of quality assurance in place ensuring continuous follow-up actions and periodic peer-review activities. Peer reviews help the institution to improve the quality of its programmes. The progress made since the last review is therefore taken into consideration when preparing for the next review. The follow-up activities are also part of the following peer-review report. For more information, visit the institution's website.[2]

7 Summary in Dutch

Het panel oordeelt *positief onder voorwaarden* over de kwaliteit van de Advanced Master in Privacy, Cybersecurity, Data Management and Leadership van de Universiteit Maastricht. Dit is de uitkomst van de kwaliteitstoets uitgevoerd door een panel van *peers* op verzoek van de Nederlands-Vlaamse Accreditatieorganisatie (NVAO). Voor deze beoordeling heeft het panel gesprekken gevoerd met de opleiding op 8 september 2020.

De interdisciplinaire opleiding is bedoeld voor professionals die zich in hun organisatie bezighouden met privacy, cybersecurity en data management en die meer kennis en vaardigheden willen opdoen in de rechtsconsequenties daarvan. Het bedrijfsleven heeft grote behoefte aan deze afgestudeerden. Het programma legt de nadruk op kennis en toepassing van de relevante internationale wetgeving, vooral van de EU. De opleiding wordt in het Engels gegeven, omdat dat de taal van het werkveld is en het docententeam internationaal is samengesteld. Het panel onderschrijft de maatschappelijke behoefte aan deze opleiding. Het panel is positief over de aangeboden cursussen, maar mist duidelijke leerlijnen in het curriculum. Aan het eind schrijven de studenten een masterscriptie. Doordat de opleiding in deeltijd wordt gegeven en van afstandsonderwijs gebruikmaakt, sluit ze aan op de behoeften van werkende studenten. Studenten doen vooraf toelatingsexamens om hun kennisniveau van recht en technologie te toetsen. De opleiding biedt een cursus aan ter voorbereiding op het toelatingsexamen over technologie, maar niet op dat in recht. Het panel vindt dat onterecht. Het contactonderwijs vindt vooral plaats in kleine groepen die werken aan levensechte casussen (probleemgestuurd onderwijs, PGO). Hierdoor leren studenten veel van elkaar, vooral doordat ze verschillende achtergronden en werkervaring hebben. Het panel complimenteert de opleiding met de goed uitgewerkte leermethoden die zijn gebaseerd op PGO. Het docententeam is inhoudelijk deskundig en onderwijskundig geschoold. De opleiding maakt veelvuldig gebruik van internationale experts, deels uit het bedrijfsleven, wat bijdraagt aan de toepasbaarheid van de kennis die studenten opdoen. De examens en opdrachten zijn gevarieerd en passen bij de leerdoelen. De examencommissie ziet adequaat toe op de kwaliteit van de toetsing.

Meer informatie over de NVAO-werkwijze en de toetsing van nieuwe opleidingen is te vinden op www.nvao.net. Voor informatie over de Universiteit Maastricht verwijzen we naar de website van de instelling.[3]

Als gevolg van de beperkende omstandigheden door COVID-19 geldt voor deze kwaliteitstoets een tijdelijke en versnelde procedure.

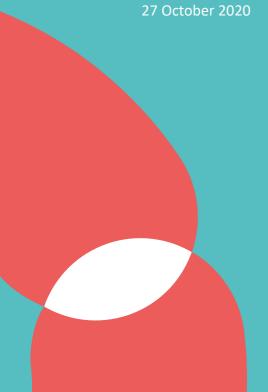[2] https://www.maastrichtuniversity.nl/
[3] https://www.maastrichtuniversity.nl/

NVAO

INITIAL ACCREDITATION

WO-MA ADVANCED MASTER IN PRIVACY, CYBERSECURITY, DATA MANAGEMENT AND LEADERSHIP

Maastricht University

Content

1 Peer review

The Accreditation Organisation of the Netherlands and Flanders (NVAO) determines the quality of a new programme on the basis of a peer review. This initial accreditation procedure is required when an institution wishes to award a recognised degree after the successful completion of a study programme.

The procedure for new programmes differs slightly from the approach to existing programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. Once accredited the new programme becomes subject to the regular review process.

The quality of a new programme is assessed by means of peer review. A panel of independent peers including a student reviews the plans during a site visit to the institution. A discussion amongst peer experts forms the basis for the panel's final judgement and the advisory report. The agenda for the panel visit and the list of documents reviewed are available from the NVAO office upon request.

The outcome of this peer review is based on the standards described and published in the limited NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr. 3198). Each standard is judged on a three-point scale: meets, does not meet or partially meets the standard. The panel will reach a conclusion about the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

This report contains the findings, analysis and judgements of the panel resulting from the peer review. It also details the commendations as well as recommendations for follow-up actions. A summary report with the main outcomes of the peer review is also available.

NVAO takes an accreditation decision on the basis of the full report. The NVAO decision can be positive, conditionally positive or negative. Following a positive NVAO decision with or without conditions the institution can proceed to offer the new programme.

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Because of COVID-19 temporary measures apply for this peer review.

2 New programme

2.1 General data

Institution	: Maastricht University
Programme	: Advanced Master in Privacy, Cybersecurity, Data Management and Leadership
Mode of study	: part-time
Degree	: Master of Laws (LL.M.)
Tracks	: not applicable
Location	: Maastricht
Study load	: 60 EC[1]
Field of study	: Law (confirmed by panel)

2.2 Profile

The Faculty of Law of Maastricht University intends to offer the Advanced Master in Privacy, Cybersecurity, Data Management and Leadership in order to address the increasing demand for privacy and cybersecurity leaders, expressed by both society and business. The programme's target group of students consists of professionals who work at the intersection of legal and technological issues and who wish to increase their legal knowledge and technical understanding in order to take a strategic leadership role in their organisation, while they are aware of the ethical, economic and geo-political implications of cybersecurity and data management.

2.3 Panel

Peer experts
1. Prof. dr. ir. B. (Bart) Preneel, full professor Information Security, KU Leuven (*chair*);
2. Prof. dr. G.P. (Jeanne) Mifsud Bonnici, full professor in European Technology Law and Human Rights, Faculty of Law, University of Groningen;
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Assisting staff
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− Drs. F. (Frank) Wamelink, NVAO policy advisor and process coordinator

Site visit (partially online)
Maastricht, 8 September 2020

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[1] European Credits

3   Outcome

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The Advanced Master in Privacy, Cybersecurity, Data Management and Leadership offered by Maastricht University is targeted towards professionals with a legal or technological background who want to take a strategic role in their organisation on issues of privacy, cybersecurity and data management. Students learn to address technological issues from a legal standpoint. The programme has a strong interdisciplinary profile. The use of English as the language of instruction is justified because this is the universal language in the area of data protection and cybersecurity in policy-making, research and practice. It also fits the international composition of the teaching staff and the target group of students. The programme is offered part-time and uses a mix of distance learning and on-site teaching to accommodate the needs of working professionals. When on campus, students learn in groups with a diversity of colleagues on real-life cases (problem-based learning). The courses are up to date and of master level. The overall alignment between the courses can be strengthened, for instance by the design of clear learning lines on the central topic in the programme. At the end of the programme, students write a master thesis on a topic at the intersection of law and technology. Prior to the start of the programme, students must prove in an entrance exam that they have sufficient background knowledge, both in technology and in European Law. In preparation, a course on computer science is provided, but there is no course to prepare for the exam on EU law. The admission criteria should be brought more in line with the intended target group of students and should also weigh work experience. The teaching staff is of high quality and includes international experts. The programme has a clear framework for assessment and makes use of a wide variety of assessment methods. The Board of Examiners plays an active role in ensuring the quality of assessments.

The conditions to be met within a period of one year are the following:
1. The programme has to strengthen the overall alignment between the courses and to make this alignment more explicit for lecturers and students. There is a need for a comprehensive and coherent narrative on the learning outcomes of the courses in relation to the intended learning outcomes of the programme as a whole and the envisioned graduate.
2. The programme needs to provide a course to help applicants with non-legal backgrounds pass the entrance exam on EU law.

Standard	Judgement
1 Intended learning outcomes	meets the standard
2 Teaching-learning environment	partially meets the standard
3 Student assessment	meets the standard
Conclusion	**conditionally positive**

4   Commendations

The programme is commended for the following features of good practice.

1. Market demand – The programme meets the demand for professionals in cybersecurity and data management who are able to reflect about technology from a legal viewpoint.

2. Didactic approach – The programme offers a good mix of distance learning and on-site teaching (blended learning). On campus, students work and learn in groups on true-to-life cases (problem-based learning).

3. Suitable for working professionals – The focus on technical and practical skills, the part-time nature of the programme and the use of blended learning are all geared to accommodate students who combine their work and studies.

4. Quality of teaching staff – The teaching staff is highly qualified with research and practice experience on the topics, and includes international experts.

5   Recommendations

For further improvement to the programme, the panel recommends a number of follow-up actions.

1. Intake process – Make sure that the weight of admission criteria is in line with the programme's target group, by putting more emphasis on work experience and less on bachelor grades.

2. Balance between academic and practical skills – The practical approach of the programme is a strong point, but ensure that this does not detract from the development of critical thinking and analytic skills which should form part of the research component.

3. Continuity – Be aware that contributions from other university departments and external experts may be compromised by changing priorities on their side and anticipate on this by clarifying agreements and commitments.

4. Quality of assessment – Ensure that the validity and transparency of exams and assignments is checked by an independent referent before the examination. Ensure full interdisciplinarity in the supervision and assessment of interdisciplinary thesis projects, including where this would require the provision of more than one supervisor.

6 Assessment

6.1 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.

Judgement
Meets the standard.

Findings, analysis and considerations
The Advanced Master in Privacy, Cybersecurity, Data Management and Leadership aims to address the increasing demand for privacy and cybersecurity leaders. The programme's target group of students consists of professionals who work at the intersection of legal and technological issues and who wish to increase their legal knowledge and technical understanding in order to take a strategic leadership role in their organisation, taking into account the ethical, economic and geo-political implications of cybersecurity and data management. The representatives from the work field whom the panel met during the site visit, are linked to large international organisations and companies and confirm the need for these graduates. Based on experiences in their own organisations, they recognise the demand for people who are trained to reflect about technology from a legal viewpoint. Such staff members are able to ask the right questions and to translate the applicable law into recommendations for the management.

The proposed programme is based on two pillars: (1) legal knowledge in the fields of data protection and cybersecurity, and (2) the necessary technical understanding to apply the legal knowledge in practice. Though the programme is interdisciplinary, the emphasis lies on the legal aspects. This is not only clear from the number of EC awarded to legal (48) versus technical and management skills (12), but also from the fact that the programme is offered by the European Centre on Privacy and Cybersecurity (ECPC), which is part of the Faculty of Law. The panel supports that graduates will be awarded a master of laws degree (LL.M.). The panel acknowledges that this programme is part of a trend, based on societal need, to qualify students for application of Law in specific areas. The programme does not lead to "civiel effect"; it has no intention to qualify graduates for 'toga-beroepen' (attorney, judge or prosecutor).

Graduates will have thorough knowledge of the legal and technological aspects of EU and global data protection, a very good understanding of EU and global cybersecurity issues, a sound ethical and business understanding of data usage practices, combined with management, leadership and communication skills. A matrix in the information file describes the learning outcomes in more specific knowledge and skills, but the panel notes that the legal aspects are not sufficiently made explicit, possibly because this is self-evident to the programme designers. The panel appreciates that all course descriptions include the matrix, illustrating which of the intended learning outcomes are addressed within a specific course. The panel recommends to strengthen the legal focus in the formulation of the intended learning outcomes at programme level, so that they fit better with the learning objectives at course level and with the degree to be awarded (see also standard 2 and condition #1).

The master level of the intended learning outcomes is demonstrated in the information file. The intended learning outcomes meet the Dublin descriptors at master level and level 7 of the Netherlands Qualification Framework.

The programme presents itself as an Advanced master. The advanced character of the programme lies in the fact that senior professionals with relevant work experience will gain profound relevant legal and technical knowledge and skills, including methodology, leadership and advanced management skills. Thesis topics must be at the intersection of these issues and aspects. The student will thus show that (s)he is able to apply concepts in complex practice. The panel recognises the academic and advanced level of this LL.M. programme, but notes that its applied focus may be at odds with this and may not be obvious to applicants. The panel advises both to clarify this practical approach to prospective students and to ensure that sufficient attention is paid to the development of critical thinking and analytical skills, which should form part of the research component in courses and in the master thesis.

As a benchmark, the programme management compared the proposed master programme with similar programmes in the Netherlands and abroad. They describe the executive character of the programme and the international dimension as distinguishing features. Problem-based Learning (PBL), the teaching approach at Maastricht University, is also characteristic. The representatives of the work field confirm this and consider PBL as very helpful in learning how to approach problems. The panel acknowledges the international orientation in the programme's focus on EU and global issues of data protection and cyber security as well as in the international target group and teaching staff (see also standard 2).

The panel notes that the programme title is very long and that not all elements of the title are equally represented in the programme. The panel recognises the wish to indicate the range of elements to be addressed, but advises to reflect on the title and to consider if there are other options.

Summing up, the panel considers the programme's concept to be clear and well thought-out. It is an innovative academic programme, grounded in a distinct market demand, targeted towards professionals and building on high quality academic research. Students will receive an applied and practice-oriented education at master's level, with a strong focus on law but with components from other disciplines.

6.2   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.

Judgement
Partially meets the standard.

Findings, analysis and considerations
The master programme is offered part-time, spread over two years (30 EC per year). The emphasis in the first year is on the fundamentals of EU data protection and cybersecurity from a legal and technological perspective (Foundation Period) and hands-on practical training in data breach prevention and risk and impact assessments (Skills Period 1). At the end of the first year, the Thesis Seminar will acquaint students with various research methods and approaches, defining a research question, finding an appropriate methodology and thesis writing. The second year of the curriculum goes more in-depth in so-called Deep-dive courses, covering critical subjects related to current challenges connected to technology and digitisation.

Between the two sets of Deep-dive courses, Skills Period 2 covers management, leadership and communication skills in the Leadership Development Trajectory. This trajectory offers a customised personal approach for students, irrespective of their level and prior experience. Students may replace one of the Deep-dive courses in the second semester with the ECPC Professional Diploma. The programme management explained that a number of students may have followed practical courses and/or the professional diploma course (6 EC) offered by ECPC and then decide to further expand their knowledge and skills in the master programme. The set-up of the professional diploma is different, but its contents are considered equivalent to a 3 EC course. Therefore, the programme offers students with this diploma the option to exchange it for one course. Finally, students write a master thesis. To ensure timely completion, students will be supervised by an academic staff member and will have to hand in drafts and present preliminary research in the course of the second year.

The programme is preceded by an orientation period in July, with a basic course and exam on computer science and an entrance exam to assess sufficient knowledge of EU law. The rationale of this orientation period is the need for a solid foundation in both subjects prior to the beginning of the programme. Students with sufficient knowledge of EU law and/or computer science may request a waiver for one or both requirements from the Board of Admissions (for the admission procedure, see below).

The information file contains detailed course manuals, providing information on learning goals, content, literature, teaching staff and assessment method. During the site visit, the panel received additional course materials, which established that the courses are of an appropriate level. There is, however, some need for a more structured overview of the contribution of courses to the learning goals. The panel noted some overlap between courses and missed explicit learning paths, e.g. on risk analysis. Learning paths can help to avoid overlap and to ensure that courses build on each other and the programme as a whole reaches the intended level. The panel feels it is necessary to clarify the relation of the learning outcomes at course level and programme level so that they provide a comprehensive narrative with clear learning lines running through the courses. This is now too much implicit in the discussion between course coordinators with the risk of insufficient alignment of the programme on the intended learning outcomes.

The didactic approach in the programme is based on PBL, blended learning and experiential learning. (1) PBL stimulates students to integrate new information with prior knowledge and to direct their own learning. By working on true-to-life cases, they learn to make the connection between theory and practice, and by working in diverse groups with students from other backgrounds they learn from each other and practice the communication skills they will need in their work. (2) Blended learning fits the needs of professionals, by combining distance-learning elements (70%) with intense seminar style on-site teaching (30%). On-site teaching includes face-to-face lectures and interactive tutorial groups working on case studies. The panel learnt that tutoring is seen as important to bridge gaps between the backgrounds of students and to measure the maturity of students' knowledge. It is the course coordinator's responsibility to find the best way for tutorship per course. The panel advises to clarify in the course manuals the tutoring approach taken in each course. (3) Experiential learning takes place through exposure to industry experts, hands-on skills modules and the exchange with colleagues in PBL groups. The panel considers the didactic approach a strong point of the programme.

The programme will be offered in an international classroom session with English as the working language. The panel agrees that English is the lingua franca in the area of data protection and cybersecurity in policy-making, research and practice. Using English as the language of instruction opens up the course to a diverse field of students from different backgrounds, disciplines and countries. The panel appreciates that minimum language standards are applied for teaching and administrative staff. The CVs of academic staff in the information file include data on their English proficiency and show that they meet the requirements. Quality assurance with regard to students' language standards is safeguarded through language admission requirement as part of the admissions process in accordance with the Maastricht University Language Policy 2018-2021 and the Code of Conduct for Language at Maastricht University. The panel considers the choice of teaching in English fully justified.

Students applying for the programme must submit a CV, a motivation letter and documentation to prove their academic merit and professional experience. The admission criteria are listed in the ECPC Education and Examination Rules: students must have a recognised bachelor's degree in law, business, computer science or related fields, good to excellent grades in the previous academic programmes, excellent command of English and prior knowledge in EU law and the basics of computer science. Because the programme's target group apparently consists of (senior) professionals, the panel was surprised that the admission requirements do not include work experience. The programme management and (prospective) Board of Admissions declared that this will indeed be taken into account, especially when a selection has to be made in case of a large number of applicants. For the same reason, the panel was surprised about the emphasis on high bachelor grades, since for some applicants their bachelor studies may have been 5-10 years ago, which diminishes the relevance of these grades. The management explained that they would welcome a number of bright young students in the student population as well. The panel concludes that the intake process including weighting of different elements should be made more transparent. It should also be geared towards more diversity in order to stimulate peer learning and the exchange of varied experience (technical/legal background, disadvantaged groups). The panel recommends (1) if the focus is on professionals, to give priority to experience over the bachelor grades, and (2) to clarify the positioning with regard to junior applicants. The panel agrees that applicants must have sufficient prior knowledge in EU law and the basics of computer science and supports the use of an entrance exam in both fields. The panel appreciates that a course is offered to help students pass the exam on computer science, but feels that a similar arrangement must be offered to help applicants with non-legal backgrounds to pass the exam on EU law.

Key experts and teaching staff are provided by the ECPC, located in the Faculty of Law. Part of these experts and teachers are external ECPC partners, while essential roles such as the Academic Director, the Management Team and course coordinators are Maastricht University staff members. The teaching staff is further composed of staff from the Department of Knowledge Engineering and from UMIO, the executive branch of the university's School of Business and Economics. The information file includes extensive CVs of all staff members involved. All internal members of staff have obtained a University Teaching Qualification (UTQ) or will obtain it shortly. External staff members receive training in PBL-teaching plus an introduction to related educational tools e.g. Canvas. The panel commends the programme for its highly qualified staff including international experts, with relevant research and practice experience on the programme's subjects. The panel considers the non-resident teaching staff a benefit but also a risk, and advises the programme to provide sufficient training and pay close attention to continuity planning: departments may develop other priorities and outside experts may have to cope with conflicting work commitments.

Clarification of agreements and commitments between faculties on contributions may help to avoid problems in this area.

The programme supports the various teaching methods with digital tools and services. The testing software programme TestVision Online assesses the progress of students through online quizzes and self-assessment tests in so-called readiness assessment tests (RATs). These formative tests are intended to stimulate students to study the material for a certain meeting in advance. Students first make the test individually and then make the same test in a group, which gives them the opportunity to discuss their answers. Tutors thus gain an overview of students' progress and can provide more targeted feedback. Other programme-specific support is given by a team of e-tutors. Students will also be able to consult the faculty's study advisors for study-related issues and personal development plans. Additionally, Maastricht University offers a range of support services (student deans, career advice, psychological support, student pastorate and the International Student Helpdesk). The panel appreciates the available support possibilities for students. The programme will have its own Educational Programme Committee, consisting of four students and four teachers, to monitor the quality of courses and programme.

Summing up, the panel is convinced that the proposed programme offers a strong teaching-learning environment. The curriculum, didactic approach and quality of the teaching staff will enable incoming students to achieve the intended learning outcomes. The admission process should be made more transparent and better geared to the intended target group. Despite the quality of individual courses, the panel notes some overlap and inconsistencies between them. The programme needs to make the alignment between courses and the intended learning outcomes at programme level more explicit in order to provide a comprehensive and coherent narrative on the objectives of the programme with clear learning lines. In addition, the programme needs to provide a course to help applicants with non-legal backgrounds pass the exam on EU law. Taking into account these considerations, the panel judges this standard as partially met.

6.3   Standard 3: Student assessment

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

Judgement
Meets the standard.

Findings, analysis and considerations
The programme follows the Faculty of Law's assessment policy. This relies on constructive alignment and PBL, in which teaching and learning activities and assessment are coherent with defined learning outcomes. The assessment policy (2019) presents policy, guidelines and procedures related to the design of assessment programmes, assessment regulations at programme level and for the assessment of final works, as well as measures for quality assurance and possibilities for staff development. Advisors from the department of Educational Development and Information Technology are available to support staff and management. To ensure the validity and transparency of assessment, an exam should be judged by an independent referent before it takes place, e.g. by a colleague. Student evaluation and (statistical) analysis after the assessment are intended to assure the validity, reliability and transparency of assessments. The Academic Director is responsible and is, together with the programme staff, accountable towards the Board of Examiners (BoE). The panel appreciates the clear framework for assessment, but heard during the site visit that the independent

evaluation of assessments by referents does not always take place. The panel advises to evaluate all assessments independently prior to the assessment.

The Faculty of Law's BoE consists of ten members, works independently and is responsible for assuring the quality of individual assessments and for determining whether the overall criteria for issuing the degree certificate have been met. The BoE is also the complaints and appeals body for students regarding matters of assessment. The BoE emphasised during the site visit that it keeps a close eye on assessment and tries to guarantee that assessment is done properly. Last year, the BoE established a test committee to evaluate a random sample of tests and final works after the assessments. The sample to be evaluated by this committee will include master theses of the proposed programme. The panel concludes that the roles and responsibilities of the BoE are clearly defined, and that the BoE takes its task seriously.

A variety of assessment methods is employed. The course descriptions show that knowledge is assessed in (electronic) written final exams and in mid-course assessments through papers or presentations. Skills courses use assignments, presentations, role-playing, moot courts and simulations. The Leadership development trajectory is assessed on the basis of a personal portfolio. Peer assessment is used in a number of courses. The panel learnt that this method is supported by explicit criteria and an interactive feedback tool. The choice of assessment methods is made by the course coordinator, in coordination with the Academic Director, taking into account the variation in formative and summative assessments. The panel judges the assessment to be sufficiently diverse, transparent and suited to PBL.

The master thesis is assessed by the thesis supervisor and a second assessor, who are both academic staff at Maastricht University with relevant expertise on the thesis topic. They provide their assessment on a standardised evaluation form. In case of disagreement, or if the proposed grade is low (5.5-6) or very high (9-10), a third assessor is involved. The master thesis evaluation form shows that the main assessment criteria are structure and content (legal relevance, level of profundity, level of innovation). In addition, the supervisor evaluates the use of sources, language and writing skills, format and layout, and the degree of independence shown by the student. The panel considers this to be an adequate assessment procedure, but notes that an interdisciplinary thesis may require more than one supervisor and, therefore, more than two assessors.

The assessment examples provided show that the tests and assignments are thorough, up to date and relevant. The focus is largely on knowledge testing and practical application of knowledge to specific cases. This fits in with the practical focus of the programme and the likely expectations of its professional intake, but does not necessarily enable the envisaged education/research integration. The exception is the Ethics course, which invites students to challenge the existing framework and to form forward thinking conclusions on particular policy and ethical questions. The panel recommends expanding this to other courses and paying attention to critical thinking and analysis in the assessment process.

The panel concludes that the master programme has a sound and transparent system of assessment in place. It is characterised by a wide variety of assessment forms and fits the intended learning outcomes and didactic approach. The BoE plays an important role in ensuring assessment quality.

6.4   Degree and field of study

The panel advises awarding the following degree to the new programme: Master of Laws (LL.M.)
The panel supports the programme's preference for the following field of study: Law.

Abbreviations

BoE   Board of Examiners

EC   European credit point

ECPC   European Centre on Privacy and Cybersecurity

LL.M.   Master of Laws

Ma   master's degree

NVAO   Accreditation Organisation of the Netherlands and Flanders

PBL   Problem based learning

wo   Academic orientation

The full report was written at the request of NVAO and is the outcome of the peer review of the new programme
wo-master Advanced Master in Privacy, Cybersecurity, Data Management and Leadership of Maastricht University

Application no: 008964

NVAO