



NVAO • THE NETHERLANDS

INITIAL ACCREDITATION

WO-PI-MASTER

M ADVANCED LLM IN TECHNOLOGY

GOVERNANCE

University of Amsterdam

FULL REPORT

9 JULY 2023

Content

1	Peer review	3
2	New programme.....	4
	2.1 General data	4
	2.2 Profile.....	4
	2.3 Panel.....	4
3	Outcome	5
4	Commendations.....	<u>76</u>
5	Recommendations	<u>87</u>
6	Assessment	<u>98</u>
	6.1 Standard 1: Intended learning outcomes.....	<u>98</u>
	6.2 Standard 2: Teaching-learning environment	<u>109</u>
	6.3 Standard 3: Student assessment.....	<u>1442</u>
	6.4 Degree and field of study.....	<u>1543</u>

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.

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 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.

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

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.

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

2 New programme

2.1 General data

Institution	University of Amsterdam
Programme	Wo-pi-master M Advanced LLM in Technology Governance
Variants	Fulltime
Degree	Master of Laws (LLM)
Tracks	None
Locations	Amsterdam
Study load	60 ECTS
Field of study	Law

2.2 Profile

The Advanced LLM in Technology Governance programme addresses the role of regulation and law in the digital society. It provides a multidisciplinary view on the governance of digital technologies. With an emphasis on legal aspects of (international/European) regulatory frameworks but also a working knowledge level of other's disciplinary vocabulary, familiarity with key concepts, approaches, methods, concerns and challenges. It has a target audience of practitioners and scholars who already have some experience in technology governance. The programme follows a research-informed, socially conscious, rights-based approach to governance of and governance by technology. The programme is based on a teaching philosophy of co-created knowledge with a didactic approach designed around the collaboration of tutors and students with diverse backgrounds and practical experience.

2.3 Panel

Peer experts

- mr. dr. Sjoerd Claessens LLM (chair), Associate professor in European Law / Vice-dean for Education, Faculty of Law, Maastricht University;
- prof. dr. Jaap-Henk Hoepman, Associate professor IT-law, Faculty of Law, University of Groningen, Associate professor, Dept. of Computer Science, Radboud University, Nijmegen and guest professor Computer Science, Karlstad University, Sweden;
- prof. dr. Jeanne Mifsud Bonnici, Professor in European Technology Law and Human Rights; Faculty of Law, University of Groningen;
- Karlijn Landman LLM (*student member*), advisor of the Director of Operation and Housing of the House of Representatives).

Assisting staff

- dr. Meg van Bogaert (secretary)
- drs. Frank Wamelink (NVAO policy advisor and process coordinator)

Site visit

5 June 2023 at the University of Amsterdam

3 Outcome

The NVAO approved panel reaches a positive conclusion regarding the quality of the Master Advanced LLM in Technology Governance offered by the University of Amsterdam. The programme complies with all standards of the limited NVAO framework.

The Advanced Master LLM in Technology Governance addresses the role of regulation and law in the digital society. It offers an ambitious curriculum that links thorough legal understanding of regulatory frameworks in (digital) technology with a multidisciplinary approach to technological developments. Public and private sector employers expressed a huge need for legal experts in this field. The programme aims at training graduates with a multidisciplinary perspective who are able to communicate with other disciplines, can explain legal aspects and know what relevant questions to ask from other relevant disciplines. The intended learning outcomes (ILOs) are appropriate for the ambition of the programme and fulfil the international requirements of a master's programme in law (LLM). The Domain Specific Reference Framework for Law (Domeinspecifiek Referentiekader Rechtsgeleerdheid) (SSFR Law) applies to the Advanced LLM in Technology Governance. The good interaction with the professional field should be continued when the programme commences, for example by means of an advisory board.

The design, structure and content of the curriculum have been well thought through. The curriculum is based on two large core courses which lay the groundwork for the legal and non-legal forms of technology governance. Four other courses, two of which are electives, make up the rest of the curriculum. At the end of the first semester, students start the final project. All compulsory courses are spread over several blocks, providing space for reflection and the acquisition of multidisciplinary knowledge and skills. The final project offers students room and flexibility with regard to context, collaboration and output. Students have to demonstrate in underlying documentation that they realise the ILOs. This is realised satisfactorily in the assessment forms. Co-teaching and project work ensures a multidisciplinary approach to the topics in the courses. The educational background, work experience and nationality of students is expected to be diverse. The didactic concept, including co-creation, suits the diversity of the student population and the advanced level of the programme. However, it is important that the programme clearly formulates the intake profile it is aiming for. The programme's small scale and close-knit team of lecturers provide a good basis for the planned, intensive student supervision. The panel expects the process of student-community building to be swift and will be stimulated by the learning environment and guidance.

The teaching staff consists of recognized researchers in this field, is enthusiastic, well qualified and will be able to incorporate current developments in research and society into teaching. Interpersonal relationships within the team of lecturers provide dynamism and quality. The panel stresses the importance of formalising and recording processes and practices to assure quality and continuity in case staff members depart.

The programme has given careful thought to a thorough assessment plan and assessment programme that reflect both the advanced level and multidisciplinary of the programme. With a variety of assessment formats appropriate to the teaching methods, all ILOs are adequately assessed. The panel stresses the importance of also documenting processes and working methods for assessment. The faculty wide Examinations Board (EB) can carry out its function properly. The multidisciplinary of the programme will lead to final projects on topics that might be outside the EB members' area of expertise, which should be taken into account when assessing the final level.

The method of assessing the (potentially) wide variety of final products is well-designed. The panel recommends using at least one examiner who was not involved in the process at all, even if two supervisors are involved as examiners. The panel compliments the programme for establishing a *Programme Consistency Assessment Committee* to ensure constructive alignment.

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

<i>Conclusion</i>	<i>Positive</i>
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4 Commendations

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

1. **Socially topical:** The ambitious, multidisciplinary, well-structured advanced LLM programme responds to a strong societal need for multidisciplinary experts in Law, Technology and Governance.
2. **Lecturing team:** The panel met with an enthusiastic and well qualified lecturing team, which is highly qualified to offer the programme. Lecturers have up-to-date knowledge, are involved in national and European research projects and policies, and are highly regarded internationally. Good interpersonal contacts within the lecturing team contribute to the development of a coherent and high-quality curriculum.
3. **Guidance:** Community building of students is well considered, and thought has been given to the community-building of the student group, with (personal) guidance adapted to the diverse and advanced student intake.
4. **Stakeholders:** Representatives from the professional field and potential employers of graduates were involved in the process of development and were able to provide input. According to the panel, this provides an excellent basis to set-up an advisory board.

5 Recommendations

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

1. **Expectation management:** it is important to clearly formulate what prospective students and prospective employers can expect from this programme. It should be clear in the marketing towards prospective students that the programme has a strong legal character, is multidisciplinary and trains students to connect with and talk to other disciplines. However, they will not become experts in a certain technology nor will the diploma have civil effect.
2. **Admission criteria:** to engage in co-creation with students, it would be beneficial to formulate more precisely what the intake profile is and which candidates the programme is targeting.
3. **Independent examiner:** The panel recommends to always include a fully independent second examiner for the final project alongside the supervisor(s), even if the student had two supervisors (legal and non-legal), whom are assessing the final project.
4. **Examinations Board:** The multidisciplinary nature of the programme will lead to final projects on topics outside the EB members' areas of (legal) expertise. By anticipating in time and ensuring sufficient relevant expertise, the EB can properly verify the final level of the final works and ensure the achievement of the ILOs.

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 LLM in Technology Governance* addresses the role of regulation and law in the digital society. It provides a multidisciplinary view on the governance of digital technologies. The primary focus is the emerging European technology regulation framework. The programme follows a research-informed, socially conscious, rights-based approach to governance of technology and governance by technology. Graduates will possess the analytical and theoretical background, and practice-oriented skills to work on the design, implementation, or supervision of complex digital techno-social systems in public and private sectors. The programme's two main features are its multidisciplinary nature, and its close relationship with cutting-edge research conducted at the Amsterdam Law School (ALS) which is also strongly multidisciplinary in nature. The panel notes that the programme has provided a clear overview of comparable programmes both nationally and internationally in its information file.

Notwithstanding the multidisciplinary approach, law forms the backbone of the programme with a thematic focus on European regulatory frameworks for technology, the European Institutional landscape and the European approach to fundamental rights and public values.

The general objectives of the *Advanced LLM in Technology Governance* are:

- A. to educate students to become legal professionals with a multidisciplinary capacity in technology governance, and train legal professionals to develop an interdisciplinary capacity in technology governance;
- B. to improve academic and professional knowledge and skills relevant to the field of technology governance in students;
- C. to cultivate a professional attitude, enabling students to independently apply their knowledge and skills.

These general objectives are translated into ten intended learning outcomes (ILOs) that students will acquire through three learning trajectories on knowledge, skills and professional identity. The ILOs have been mapped onto the relevant reference frameworks for advanced Master's level education in general and in the field of law. According to the panel, the ILOs reflect the ambition, multidisciplinary and a feasible balance between law and technology. Using the Bloom levels, the ILOs show which level applies to the different components of the curriculum as well as the multidisciplinary approach. The programme furthermore shows that its final level corresponds to level 7 of the NLQF which defines master-level learning outcomes. The Domain Specific Reference Framework of Law (2018) applies to the *Advanced LLM in Technology Governance* programme. Altogether, the panel considers the ILOs to be appropriate and up to standard.

With this programme, the university and ALS respond to specific needs in public and private sectors and the lack of experts in this subject matter. Surveys and interviews were held during the development of the programme, to identify knowledge and skills that future employers expect. These include a strong understanding of the upcoming and rapidly developing European legal landscape around technology regulations, and strong familiarity with non-legal forms of technology governance, and the ability to work on issues from a multidisciplinary perspective. Graduates will be able to drive their careers forward and become attractive candidates for multiple mid- and high-level positions in national, European or global NGOs, law firms and international consultancy firms.

According to the panel, this multidisciplinary advanced LLM programme is very ambitious and provides an answer to a clear societal demand. It focusses on the training of students who can deal with diverse and large-scale technology regulations and with interactions between horizontal and vertical regulations. The focus of the programme is primarily legal, with students needing to understand technological aspects and concepts. Students learn to ask the right questions, and learn to communicate with other (technology) disciplines. The panel was

pleased to learn that those involved in the development of the programme are aware of the challenges that this ambitious programme entails. Although the ambitious goals and objectives are appreciated by the panel, it emphasizes the importance of clear expectation management, both towards prospective students and prospective employers. This particularly concerns the multidisciplinary nature of the programme. A lot can be achieved in an ambitious advanced, one-year master's degree, though the panel stresses that this is a programme with a strong legal character in which students learn to understand, but not necessarily speak, the language of other disciplines.

As indicated, the programme is multidisciplinary in nature, with a legal foundation. The panel concludes that there are sufficient legal components in the curriculum to justify an LLM degree according to the requirements in the *Principle of the Higher Education and Research Act* (in Dutch: *Wet op het hoger onderwijs en wetenschappelijk Onderzoek, WHW*). The panel understands the approach of the programme to consider the granting of civil effect only when the prior education of a student may be combined with the current curriculum to meet the requirements for civil effect. The panel believes that the current curriculum does not on its own meet the requirements agreed in the Covenant to award civil effect. Based on discussion with the professional field representatives, the panel concludes that the LLM title seems more relevant than civil effect.

In the meeting between the panel and the professional field / potential employers of graduates, the argument was convincingly made that there is a pressing need for graduates of this programme. During the development of the objectives and curriculum, the professional field and relevant companies and organizations were actively consulted and informed. From the meeting, the panel concluded that the profession field felt well heard during the development process. The panel encourages the programme to continue this valuable interaction with the professional field, for example in the form of an advisory board.

In conclusion, the panel is positive about this ambitious programme that links a multidisciplinary approach to technological developments from the legal perspective. There is a huge need from the professional field for the knowledge and expertise that this programme focuses on. The ILOs are appropriate to the ambition and to the international requirements for an advanced master's programme. The curriculum has a sufficient amount of legal courses to award the LLM title upon graduation. Reasonable expectation management among prospective students and employers about the objectives is important. The good interaction with the professional field should be continued by means of an advisory board.

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

Meets the standard.

Findings, analysis and considerations

Curriculum

The curriculum consists of two semesters, each semester contains three blocks with courses that are typically 3, 6, 9 or 12 ECTS. The curriculum (see figure 1) is organized around two 12 ECTS fundamental courses in the first semester, which lay the groundwork for the legal and non-legal forms of technology governance. Subsequently, two compulsory 6 ECTS courses focus on applying the knowledge gained in the two foundational courses on more specific topics. These four courses provide a strong and flexible framework for fundamental knowledge (legal and non-legal governance) and allow for group cohesion building. The presentation during the site visit made clear to the panel that nearly all courses contain legal elements and many courses include non-legal aspects. This way the ILOs are sufficiently covered in the mandatory part of the curriculum. The two core courses are intensive, each has five contact hours per week. The core courses are complementary to each other and collectively lay a solid foundation.

In the second semester students can choose two elective courses (each 6 ECTS) that provide specialization. The programme offers a number of electives in four multidisciplinary tracks. Some electives are designed by the programme and reflect current developments in research within the faculty. In cooperation with other graduate

schools, other electives are also possible. This way, students can choose their own optimal path in the programme.

The programme ends with a final project of 12 ECTS, which runs during 24 weeks (from the end of the first semester throughout the second semester). In the final project students demonstrate that they can address complex technology governance challenges from multiple disciplinary and legal perspectives, with a variety of methods. Plenary group sessions, like peer-review-style workshops are organized for presentations, feedback and discussion. The final project synthesizes the ILOs at programme level. For this project, students have a high degree of freedom in terms of context, collaboration and output. Students can work on a traditional thesis as well as engage in other forms of output (e.g., peer reviewed journal article, software product or policy document). In terms of context, students can opt for a stand-alone thesis or a self-standing project in an ongoing ALS research project. Regardless of the project and product chosen, students must provide underlying documentation (e.g., on research question, description of the state-of-the-art literature, what the project adds, and methodology) that can be assessed in order to determine if the student has achieved the ILOs.

	course name	semester 1 (30 EC)			semester 2 (30 EC)		
		block 1 (12 EC)	block 2 (12 EC)	block 3 (6 EC)	block 4 (12 EC)	block 5 (12 EC)	block 6 (6 EC)
CORE	Fundamentals of digital technologies and law (12 EC)	6	6				
CORE	Transformations in law and technology governance (12 EC)	6	6				
CORE	Complexity and Risk (6 EC)			3	3		
CORE	Critical perspectives on AI governance (6 EC)					3	3
ELECT	Course 5 – elective 1 (6 EC)				6		
ELECT	Course 6 – elective 2 (6 EC)					6	
FINAL	Final project (12 EC)			3	3	3	3

Figure 1: curriculum of Advanced LLM in Technology Governance

Three learning trajectories are in place, covering the programme’s ILOs. Within *knowledge and understanding*, the two fundamental courses provide the groundwork for the legal and non-legal forms of technology governance. The knowledge domains of digital technology governance are in flux. This moving around requires students to develop *academic and professional skills* (second learning trajectory), like critical thinking and a multidisciplinary perspective with more than one methodological toolset, to navigate and manage. Finally, *professional attitude* is related to the believe in a particular normative vision of technology governance.

The panel is positive about the structure and coherence of the curriculum. From the interviews and the presentation, the panel concludes that successful efforts have been made to incorporate all ILOs into the curriculum. On paper, the constructive alignment seems in order, although it is difficult for the panel to verify how this exactly plays out in the different courses. The intention to establish a *Programme Consistency Assessment Committee* (also see standard 3) is therefore welcomed by the panel.

Didactic concept

According to the information file, the didactic concept of the programme reflects the programme-specific givens and requirements, such as diversity of the student body in terms of expertise and work experience, the multidisciplinary approach and the learning objectives. Several examples of teaching tools are provided, for example co-teaching by a legal and non-legal tutor will enhance multidisciplinary. Furthermore, co-created knowledge spaces make use of the diverse backgrounds of the student population, participants all contribute with their experience and skill set during group assignments and workshop-like settings. The programme also consciously schedules mandatory courses to run through two blocks, allowing students and course tutors to develop a deeper familiarity with each other and allows for time and flexibility in the course design. According to the panel, the proposed working methods fit the learning objectives of the programme.

International classroom and international language

An English-language programme was chosen, which is in line with other advanced LLM programmes in the Netherlands and fits within the policy and position of the University of Amsterdam.

The subject of Technology Governance in a Digital Society is transnational by nature and not limited by national borders. The working language in the academic community and professional field is English. Students all bring knowledge of their national policy and governance to the programme, therefore the added value of a diverse (Dutch and international) student population is evident for the multidisciplinary and transnational subject. Teaching staff and students are required to prove proficiency in English, all positions – both in the Netherlands and abroad – require the ability to write in English due to the transnational nature of the subject. The UvA provides for courses in Dutch for Non-Dutch students and has an internal language policy. The panel follows the programme's reasoning and agrees with the choice of an English-language programme targeting a mixed international and Dutch student population, as this would reflect the realities of the (national and international) work-floor relations in these multidisciplinary topics.

Admission and enrolment

The programme aims at diversity of the student body in terms of work experience, disciplinary training and cultural background as key resource. The design of the programme combined with drawing on pre-existing knowledge, skillsets and experience, allows the students to achieve the ILOs. It is important that students have a master's degree as well as relevant and sufficient work experience in the technology governance sphere. Students with a master's degree in Law are eligible and the programme expects that most enrolling students will have a legal background. Not having a degree in Law does not limit admission, students have to demonstrate familiarity with law (at least 30 ECTS of law courses as part of a completed Bachelor's or Master's programme). Finally, students are required to have proficiency in English.

The panel believes that the admission criteria sufficiently ensure that students have the right entry-level qualifications to achieve the ILOs of the programme. The panel understood during the site visit that the programme wants to engage in co-creation with students. In principle, the panel thinks this is a good ambition, although the programme is - to some extent - dependent on incoming students for this. Although admission criteria are clear, formulating precisely what the intake profile is and specifying which candidates the programme is targeting - previous education and work experience - can help in the marketing and steer which students apply.

Support and guidance

Student support is organized both at the faculty and university level and through programme-specific instruments. The director and academic programme coordinator will be first port of call for students on academic matters. The Digital Learning Environment will be used as communication tool. Teaching staff will provide course related guidance. The lecturing staff involved in the development and teaching of the programme forms a close-knit community and is undoubtedly able to create this sense of community with and among students. According to the panel, community building is well considered. Students enter a community, they are looked after and they receive (personal) guidance. The small scale of the programme is an important factor in this.

Teaching staff

The programme relies on 3.5 FTE in teaching and 1 FTE in support. Teaching staff is composed of early career staff, associate and full professors and teaching assistants (TA's). As mentioned earlier in this report, the fundamental courses are co-taught by one law scholar and a scholar from another discipline. Furthermore, all courses are taught by staff with extensive research experience and all courses are embedded in research units and projects relevant to the courses taught.

The panel met with a lecturing team that is not only enthusiastic and passionate about this programme, but in terms of content is highly qualified to offer it. The lecturers have up-to-date content knowledge, are highly regarded internationally and are involved in European research projects and policies. It is considered normal that in the development phase, the cohesion within the team of lecturers and good interpersonal contacts form the basis for this high-quality curriculum. Nevertheless, the panel recommends paying attention to documenting practices and processes. By formalizing some of the processes, the quality of the programme will be sustainable on the long term without predominantly depending on interpersonal relationships in the team. The programme plans to use teaching assistants and PhD candidates in teaching. This is understandable, although the panel

stresses the importance of empowering this group well. They are expected to teach professionals and they should be adequately prepared for this.

Part-time variant

It was decided to start with offering a fulltime curriculum. The panel understands the reasoning behind this, but would like to give consideration to also offering a part-time programme (60 ECTS in a two year programme). This suggestion is based partly on the interview with the professional field. The need for graduates of this programme is large, but employers cannot completely miss a valuable employee for a full year.

Conclusion

Altogether, the panel judges this standard positively. The design, structure and content of the curriculum have been well thought through. Although complex, the panel is convinced that constructive alignment has also been well considered, leading to the intended final level. Working forms are appropriate to the programme and the background and qualifications of incoming students. Although admission criteria are clear and sufficient, the panel recommends to the programme that by steering its marketing on the requirements and qualifications, it might attract the students the programme wants to receive. Student supervision is customised and appropriate for an advanced LLM with an international classroom. The enthusiastic team of lecturers is qualified in terms of content and education to offer the programme. The good mutual contacts of the close-knit team contribute to this. The panel recommends paying attention to the proper documentation of processes and practices. The panel also stresses the importance of properly preparing PhD students and Tas for teaching this group of professionals. Finally, the panel suggests that the programme consider starting a part-time variant in due course.

6.3 Standard 3: Student assessment

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

Judgement

Standard 3: meets the standards

Findings, analysis and considerations

Students are stimulated to reflect upon and apply their knowledge to real-life situations, (research) questions and problems. The Advanced LLM in Technology Governance has specific areas of focus, such as the multidisciplinary nature, the advanced level and the didactic approach, resulting in a variety of assessment methods. In addition to more traditional assessment methods, such as oral and written exams, the programme will use other forms of assessment, e.g., the outputs of project work. In line with the programme-wide ILOs, each individual course will have a combination of learning outcomes on knowledge, skills and professional attitude. Assessment will also integrate the different disciplinary perspectives, assess reflection and critical thinking, quality of the (final) output and collaboration (if applicable).

According to the panel, the assessment approach is attuned to the didactic methods as provided in Standard 2 and the ambitious assessment programme is in line with the ambitions of the curriculum. The panel has reviewed several assessments and is positive about the quality and diversity of assessment forms. This suits the expertise and qualifications needed by the students in their future positions. The panel established that the assessment is tailored to the ILOs of the programme, guaranteeing that all ILOs are adequately assessed throughout the curriculum. The recommendation of the panel in this respect is to clearly document the philosophy and processes of assessment as it is important make the implicit process explicit.

In the final project, students must demonstrate that they can independently conduct research into a specific problem and, based on that research, make an original contribution to the academic and/or social debate about possible solutions to a technology governance problem. Students enjoy a certain degree of freedom regarding context, collaboration and output. The project or thesis work will take place either individually under supervision of ALS faculty, or via embedding students in ongoing research projects and existing research groups within the ALS. Thesis evaluation will be done by the thesis supervisors, using an evaluation form that is provided to the students at the start of the project.

The panel notes that the document trail for the final project is sufficiently comprehensive to assess the final products verifiably and comparably. According to the panel, it is not sufficient to use the two supervisors (legal and non-legal) as examiner. The panel recommends that a fully independent second examiner should always be used alongside the supervisors of the project when assessing the final products. The Examinations Board should assure that an independent second assessor is assigned to all final projects.

The multidisciplinary nature of the programme requires specific attention regarding ensuring consistency of grades. For this, the *Programme Consistency Assessment Committee* is in place. This committee consists of the course tutors and thesis supervisors, who will discuss the application of assessment criteria and the grades in each semester. It will also evaluate student assessment results, feedback and will periodically review course and programme level assessment criteria, frameworks and guidelines. The panel suggests to increase student contribution in the evaluation and improvement of the curriculum and assessment, e.g., by organizing a sounding-board between the small student community and the tight-knit team. The key to this is to consider together what works and what does not, as well as study load and assessment pressure.

Formal aspects of assessment are governed in the Teaching and Examination Regulations and the examination regulations set by the Examinations Board. The Examinations Board of the Amsterdam Law School consists of senior members who represent the different areas of law taught. It ensures that the tests and assessments of the LLM programme are valid, reliable and transparent to the students, and report its findings each year to the Dean of the Amsterdam Law School.

The faculty-wide Examinations Board (EB) functions properly, is aware of its assurance tasks and is being informed on developments in this new programme. The variety of assessment forms will be closely monitored, as will the quality, validity, reliability and transparency of assessment. The panel encourages both programme and EB to continue actively connecting with each other. The multidisciplinary nature of this programme will lead to final projects on topics outside the EB members' areas of legal expertise. This should be taken into account.

In conclusion, the panel expresses confidence in the assessment of this advanced LLM programme. The assessment is aligned with the programme's ILOs and a variety of assessment methods are in place. The *Programme Consistency Assessment Committee* is a good initiative to monitor constructive alignment. For the final project it is essential that at least one of the examiners is fully independent of the project process and supervision.

6.4 Degree and field of study

The panel advises awarding the following degree to the new programme: Master of Laws (LLM)

The panel supports the programme's preference for the following field of study: Recht

Abbreviations

ALS	Amsterdam Law School
EB	Examinations Board
ECTS	European Credit Transfer and Accumulation System
FTE	Full-time Equivalent
ILO	Intended Learning Outcomes
LLM	Master's of Law
NLQF	Netherlands Quality Framework
NVAO	Accreditation Organisation of the Netherlands and Flanders
SSFR Law	Domain Specific Reference Framework for Law

The full report was written at the request of NVAO and is the outcome of the peer review of the new programme wo-pi-master M Advanced LLM in Technology Governance of Universiteit van Amsterdam

Application no: AV-1753



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