

MASTER'S PROGRAMMES
INTERNATIONAL AND EUROPEAN LAW
INTERNATIONAL CRIMINAL LAW
FACULTY OF LAW
UNIVERSITY OF AMSTERDAM

QANU
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
E-mail: support@qanu.nl
Internet: www.qanu.nl

Project number: Q0659

© 2018 QANU

Text and numerical material from this publication may be reproduced in print, by photocopying or by any other means with the permission of QANU if the source is mentioned.



CONTENTS

REPORT ON THE MASTER’S PROGRAMMES INTERNATIONAL AND EUROPEAN LAW, AND INTERNATIONAL CRIMINAL LAW OF THE UNIVERSITY OF AMSTERDAM 5

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES..... 5

ADMINISTRATIVE DATA REGARDING THE INSTITUTION..... 5

COMPOSITION OF THE ASSESSMENT PANEL 6

WORKING METHOD OF THE ASSESSMENT PANEL 6

SUMMARY JUDGEMENT.....11

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS.....15

APPENDICES 29

APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL31

APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE33

APPENDIX 3: INTENDED LEARNING OUTCOMES40

APPENDIX 4: OVERVIEW OF THE CURRICULUM43

APPENDIX 5: PROGRAMME OF THE SITE VISIT52

APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL56

This report was finalized on 12/04/2018.

REPORT ON THE MASTER'S PROGRAMMES INTERNATIONAL AND EUROPEAN LAW, AND INTERNATIONAL CRIMINAL LAW OF THE UNIVERSITY OF AMSTERDAM

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (19 December 2014).

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

Master's programme International and European Law

Name of the programme:	International and European Law
CROHO number:	60224
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	Public International Law International Trade and Investment Law European Union Law European Competition Law and Regulation
Location(s):	Amsterdam
Mode(s) of study:	full time, part time
Language of instruction:	English
Expiration of accreditation:	03/07/2019

Master's programme International Criminal Law

Name of the programme:	International Criminal Law
CROHO number:	66456
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location(s):	Amsterdam
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	27/01/2020

The visit of the assessment panel Law to the Faculty of Law of the University of Amsterdam took place on 02/10/2017 - 04/10/2017.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	University of Amsterdam
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO approved the composition of the panel on 7 August 2017. The panel which assessed the master's programmes International and European Law and International Criminal Law consisted of:

- Em. prof. mr. I.F. (Ige) Dekker, professor emeritus in International Institutional Law at the University of Utrecht [chair];
- Prof. dr. mr. P.P.T. (Paul) Bovend'Eert, professor of Constitutional Law at the Radboud University Nijmegen [vice-chair];
- Em. prof. dr. mr. T.A. (Theo) de Roos, professor emeritus in Criminal Law at Tilburg University;
- Prof. dr. P.H.J. (Peter) Essers, professor in Tax Law at Tilburg University and former member of the Senate (Eerste Kamer) of the Dutch Parliament;
- Prof. dr. mr. A.L.B (Aurelia) Colombi Ciacchi, professor in Law and Governance at the Law Faculty of the University of Groningen;
- Dr. mr. W.H.F.M. (Wouter) Cortenraad, senior judge at the Civil and Commercial Division of the Amsterdam Court of Appeals;
- Prof. dr. mr. G.E. (Gerrit) van Maanen, professor emeritus in Private Law, European Tort Law and Property Law at Maastricht University;
- V.A. (Veerle) van Waarde, master student Dutch Law, specialisation Constitutional and Administrative Law, at Maastricht University [student member].

The panel was supported by drs. José van Zwieten, who acted as secretary.

Appendix 1 contains the curricula vitae of the panel members.

WORKING METHOD OF THE ASSESSMENT PANEL

The Law Assessment

The master's programme European Private Law at the Faculty of Law of the University of Amsterdam was assessed as part of the Law cluster assessment. Between October of 2017 and March 2018, three panels assessed a total of 92 programmes at eleven universities. Upon consultation with the NVAO, it was decided that for the assessment within the umbrella group Domain of Law, three subclusters (henceforth: clusters) of institutions would be created:

Cluster I	University of Amsterdam, Vrije Universiteit Amsterdam, Erasmus University Rotterdam, Nyenrode Business Universiteit;
Cluster II	Leiden University, Tilburg University, Utrecht University;
Cluster III	Maastricht University, Open University, Radboud University Nijmegen, University of Groningen.

Each cluster was assessed by a separate panel. The panels consisted of the following members:

Cluster I

- Em. prof. mr. I.F. (Ige) Dekker (voorzitter)
- Prof. dr. mr. P.P.T. (Paul) Bovend'eert (vice-voorzitter)
- Em. prof. dr. mr. T.A. (Theo) de Roos
- Prof. dr. P.H.J. (Peter) Essers
- Prof. dr. mr. A.L.B (Aurelia) Colombi Ciacchi
- Dr. mr. W.H.F.M. (Wouter) Cortenraad LLM
- Prof. dr. mr. G.E. (Gerrit) van Maanen
- V.A. (Veerle) van Waarde LLB
- R.P.M.G. (Robert) van den Boorn LLB
- D.H. (Danielle) Arnold LLB
- Prof. mr. dr. P. (Peggy) Valcke
- Prof. dr. L.J. (Larissa) van den Herik

Cluster II

- Em. prof. dr. mr. R. (Roel) Fernhout (voorzitter)
- Prof. mr. J. (Jan) Struiksma (vice-voorzitter)
- Em. prof. mr. G.P.M.F. (Gerard) Mols
- Prof. dr. B.E. (Barbara) Reinhartz
- Prof. dr. M.G. (Michael) Faure
- Prof. mr. R.G. (Rainer) Prokisch
- Prof. dr. mr. A.A.H. (Aukje) van Hoek
- Prof. mr. M.B.M. (Marco) Loos
- Prof. mr. J.B. (Hanneke) Spath
- V.A. (Veerle) van Waarde LLB
- R.P.M.G. (Robert) van den Boorn LLB
- D.H. (Danielle) Arnold LLB
- Prof. mr. A.A. (Antoon) Quaedvlieg

Cluster III

- Em. prof. mr. A.F.M. (Adriaan) Dorresteyn (voorzitter)
- Prof. mr. E. (Elies) van Sliedregt (vice-voorzitter)
- Prof. dr. R.A. (Ramses) Wessel
- Prof. dr. mr. A.J.C. (Adrienne) de Moor-van Vugt
- Em. prof. mr. L.C. (Laurens) Winkel
- Em. prof. mr. drs. H.P.A.M. (Henk) van Arendonk
- Dr. D. (Dominique) Sluijsmans
- V.A. (Veerle) van Waarde LLB
- R.P.M.G. (Robert) van den Boorn LLB
- D.H. (Danielle) Arnold LLB
- Prof. M. (Manuel) Desantes Real
- Prof. mr. A.A. (Antoon) Quaedvlieg
- Prof. dr. Y. (Yves) Jorens
- Dr. mr. S.A. (Sonja) Kruisinga
- Prof. mr. H.N. (Harriët) Schelhaas

A subpanel was composed for every site visit in a cluster, based on expertise, availability and independence of the panel members. The panel assessing the Faculty of Law of the Vrije Universiteit consisted of the following members:

- Em. prof. mr. I.F. (Ige) Dekker (chair)
- Prof. dr. mr. P.P.T. (Paul) Bovend'eert (vice chair)
- Em. prof. dr. mr. T.A. (Theo) de Roos
- Prof. dr. P.H.J. (Peter) Essers
- Prof. dr. mr. A.L.B. (Aurelia) Colombi Ciacchi
- Dr. mr. W.H.F.M. (Wouter) Cortenraad
- Prof. dr. mr. G.E. (Gerrit) van Maanen
- R.P.M.G. (Robert) van den Boorn
- Prof. dr. L.J. (Larissa) van den Herik

Coordination and secretaries

Dr. Fiona Schouten acted as executive coordinator of the Law assessment, drs. Linda te Marvelde as supervisor and Marcella van Schie MA as project assistant. Drs. José van Zwieten (University of Amsterdam, Vrije Universiteit Amsterdam) and dr. Marianne van der Weiden (Erasmus University Rotterdam, Nyenrode Business Universiteit) acted as secretaries in cluster I; Adrienne Wieldraaijer-Huijzer MA (Leiden University) and dr. Floor Meijer (Tilburg University, Utrecht University) in cluster II; and drs. Renate Prenen (Maastricht University, Open University, Radboud University Nijmegen, University of Groningen) in cluster III. Due to parallel sessions in the site visit schedules, Fiona Schouten acted as additional secretary during the visits to Erasmus University Rotterdam, the University of Amsterdam, Maastricht University and Radboud University Nijmegen. She also acted as



additional secretary during the visit to the University of Groningen due to planned name changes of various programmes.

Consistency and calibration

In order to assure the assessments took place consistently within and between clusters, various measures were taken:

1. The QANU coordinator was present at the start of all site visits as well as at the panel discussion leading to the preliminary findings at every site visit;
2. The coordinator was present at the first site visit of every cluster;
3. Calibration meetings took place on 8 December 2017 and 6 April 2018. During these meetings, the panel chairs, vice chairs, student members and QANU coordinator discussed the working method and the assessments;
4. The chairs attended at least one site visit outside their own cluster as a spectator;
5. The student members of the panels rotated: they took part in at least one site visit per cluster;
6. Prior to the site visits, on 29 August 2017, coordinator and secretaries held a meeting to discuss their working method.

Preparation

On 23 March 2017, the panel chairs were briefed by QANU on the working method, assessment frameworks and planning of the Law assessment. They also discussed mutual coordination and communication. This led to a shared directive on the selection of theses and to a description of the nature and number of courses to be selected as study material during each site visit.

A preparatory meeting was organised on 19 June 2017 for the members of the three panels. During this meeting, the panel members received instruction on the assessment frameworks and the planning of the site visits. They reflected upon the content and use of the domain-specific framework of reference (see appendix 2).

In preparing the site visit to the University of Amsterdam, the coordinator and the panel chair made a selection of theses of the programmes under assessment. They were chosen from a list of graduates between 01/09/2015 and 31/08/2017. The selection followed the NVAO guideline for the assessment of theses and took the range of thesis subjects, tracks, supervisors and grades into account. The panel studied the selected theses and the assessment forms.

In consultation with the contact persons from the Faculty of Law, the coordinator drafted a programme for the site visit (cf. appendix 5). The Faculty of Law selected representative discussion partners for the interviews. The panel and coordinator agreed with this selection.

Upon receiving the critical reflections, the coordinator checked their quality and content before sending them on to the panel. The panel members studied the documents and formulated questions and preliminary findings. They were collected by the secretary, who arranged them according to subject matter.

Site visit

The site visit to the University of Amsterdam took place on 02/10/2017 - 04/10/2017. During the visit, the panel studied documents provided by the contact person of the University of Amsterdam (cf. appendix 6). It interviewed the programme management, students, staff members, alumni and representatives of the programme committee and the Examinations Board. It also offered staff members and students the opportunity to speak to it confidentially upon prior request. One request was received for this consultation hour, but it was sent in late and the applicant did not respond to a suggestion to reschedule.

At the end of the site visit, the panel held an internal meeting to formulate its preliminary findings. The panel chair concluded the site visit with a public presentation of the panel's findings.

Report

After the site visit, the coordinator produced a draft version of the report based on the panel's findings and sent this to the panel members. After their comments were processed, the coordinator sent the report to the University of Amsterdam to check for factual errors. The university's reply was discussed with the panel chair; changes to the report were made with his approval. The report was then finalised and sent to the Faculty of Law and the University of Amsterdam.

Definition of judgements standards

In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of both the standards and the programme as a whole.

Generic quality

The quality that, from an international point of view, can reasonably be expected from a higher education bachelor's or master's programme.

Unsatisfactory

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

Satisfactory

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

Good

The programme systematically surpasses the current generic quality standard.

Excellent

The programme systematically well surpasses the current generic quality standard and is regarded as an international example.



SUMMARY JUDGEMENT

Master's programme International and European Law

Intended learning outcomes

The panel established that the master's programme International and European Law (IEL) has a clear profile. Its focus on European and international law is not very unique, but these domains are increasingly important and as a consequence the programme facilitates a growing number of students to obtain expertise in these domains. The programme does distinguish itself to an extent by combining the two fields of international and European law. In spite of an apparent imbalance between the more popular international law tracks and the smaller European law tracks, this combination is achieved in a sufficiently coherent way. The International Trade and Investment Law track does offer a more exclusive specialisation. The programme's intended learning outcomes are well-written and clearly match its level and orientation.

Teaching-learning environment

The panel considers the curriculum of International and European Law to be coherently designed in four relevant and recognisable tracks. The introductory courses on the principles and foundations of either international Law or European Law constitute a good basis, which enables students to understand and reflect on their domain and the relation between that domain and national law. However, the panel finds that a course which starts off at a basic level should not be awarded the same number of credits as the master's thesis. It recommends that the programme reconsider the weight given to the Principles and Foundations courses. Additionally, it concludes that the curricula could pay more attention to the character of this combined programme: the combination of international and European law.

The course content of all four IEL tracks is up to standard. The curriculum is clearly research-based. The renewed thesis trajectory provides students with the support and structure they need to successfully complete their individual research project. The panel understands the enthusiasm of students regarding the large variety of interesting electives, which enable them to tailor their programme to their interests, but notes that in the Public International Law track, which has the highest number of students, this range is so large that it might diminish the coherence of individual study paths. It recommends that the programme address this.

The teaching methods within IEL enable and promote active participation of the students and leave ample room for in-class debates. Students are taught by good teaching staff with a solid background in both research and the working field. They experience the programmes as challenging, but they receive good support and feedback from teachers and benefit from the stimulating environment of a truly international classroom.

Assessment

According to the panel, assessment within IEL is up to standard. Assessment practices and policies are in line with university policy (*Kader toetsbeleid*, 2010). Assessment in both programmes is varied and consists of written examinations as well as several papers. Students obtain good feedback on their assignments, formative as well as summative.

The Examinations Board has a clear view of its tasks and responsibilities, but its efforts to ensure the quality of assessment of English-language master's programmes have so far been limited. The Assessment Committee appointed by the Examinations Board has not yet looked at the assessment of courses, nor has it performed a check on a sample of the theses. The panel recommends that the Faculty provide the Examinations Board with additional support, so that it can dedicate the required time and attention to English-language programmes such as IEL.



Achieved learning outcomes

The panel concluded from the theses it studied that IEL students realise the intended learning outcomes. The level of the theses was adequate, but varied. Not all students from the international law tracks succeed in realising a high academic level, which may be explained by their different academic backgrounds. The panel recommends investing in a more intensive training of research skills. In general, theses in the European Law tracks demonstrate a high academic level.

Master's programme International Criminal Law

Intended learning outcomes

According to the panel, the master's programme International Criminal Law (ICL) has a highly distinctive – if not unique – profile with its integration of common law and civil law applied to the developing criminal justice system of the international community. Comparative approaches are essential in this domain, and the programme clearly aims to make students reflect critically on and conceptualise developments in this field. The collaboration with Columbia University makes this profile possible and enhances the programme's distinctive nature. The intended learning outcomes are in line with this profile and clearly describe the knowledge and skills that students must obtain. They adequately reflect the level and orientation of the programme and are formulated in a precise and concrete way.

Teaching-learning environment

The panel considers the ICL curriculum to be in line with the vision and profile of the programme. The comparative nature of this programme forms the starting point of the curriculum. According to the panel, all courses represent the state of the art in this legal domain. The cooperation with Columbia University and the small scale of the programme contribute to its unique and challenging character. The programme strikes a good balance between research-based and professionally oriented course content in the field of international criminal law. Initial problems with the transition of the thesis execution to Columbia University seem to have been addressed in a satisfactory way with the use of procedures that are in line with the thesis trajectory of the Amsterdam Law School.

The teaching methods within ICL enable and promote active participation of the students and leave ample room for in-class debates. Students are taught by good teaching staff with a solid background in both research and the working field. They experience the programmes as challenging, but they receive good support and feedback from teachers and benefit from the stimulating environment of a truly international classroom.

Assessment

According to the panel, assessment within ICL is up to standard. Assessment practices and policies are in line with university policy (*Kader toetsbeleid*, 2010). Assessment in both programmes is varied and consists of written examinations as well as several papers. Students obtain good feedback on their assignments, formative as well as summative. The panel recommends that the programme management look into the translation of grades given by Columbia thesis supervisors to avoid final grades that are too low.

The Examinations Board has a clear view of its tasks and responsibilities, but its efforts to ensure the quality of assessment of English-language master's programmes have so far been limited. The Assessment Committee appointed by the Examinations Board has not yet looked at the assessment of courses, nor has it performed a check on a sample of the theses. The panel recommends that the Faculty provide the Examinations Board with additional support, so that it can dedicate the required time and attention to English-language programmes such as ICL.

Achieved learning outcomes

The panel is impressed with the high level of the majority of the ICL master's theses it studied. The theses demonstrated that ICL graduates have developed a critical perspective on the domain of international criminal law. Despite the scarcity of positions in international criminal law organisations,

the panel is convinced ICL graduates have acquired a skillset and level which render them attractive to the professional field.

The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Master's programme International and European Law

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory

Master's programme International Criminal Law

Standard 1: Intended learning outcomes	good
Standard 2: Teaching-learning environment	good
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	good
General conclusion	good

The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 12/04/2018

Em. prof. mr. I.F. (Ige) Dekker

Drs. J. (José) van Zwieten



DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS

International and European Law (IEL) and International Criminal Law (ICL) are one-year English-language master's programmes of 60 EC, taught at the Faculty of Law of the University of Amsterdam. ICL is a joint programme of the Amsterdam Law School and Columbia Law School in New York. The Faculty of Law organises fourteen programmes. Ten of them were assessed in this Law cluster assessment (2017-2018). As master's degree programmes, IEL and ICL belong to the Amsterdam Graduate School of Law (AGSL), one of three Schools within the Faculty. Each School is led by a director. The Faculty also hosts five departments to which the teaching staff belong. Most of the IEL staff are members of the Department of Public International and European Law and most of the ICL staff belong to the Department of Criminal Law. Finally, IEL and ICL each have their own programme director, who is responsible for the organisation and output of the programmes, as well as for their evaluation.

Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Findings

Master's programme International and European Law

As stated in the critical reflection, the master's programme IEL aims to train students to become highly qualified professionals in the fields of international or European law. They must be able to critically reflect on the societal functions of law and the increasingly important interactions between international, European, and domestic law. The law reacts to the accelerating processes of globalisation and the increasing need for global and regional cooperation at the inter-governmental level, as well as through the creation of international organisations and specialised international legal regimes. International security law, international trade and investment law, international human rights law and international environment law evolve in order to fulfil this need. The breadth of European law keeps expanding and domestic law can no longer be understood well without an understanding of European Union (EU) law, how it is made, its institutional processes, its domestic impact, its enforcement and dispute settlement mechanisms, and the substance of primary and secondary EU law.

IEL offers four tracks that enable students to specialise in one domain of international or European Law:

- Public International Law
- International Trade and Investment Law
- European Union Law
- European Competition Law and Regulation

The programme has high and increasing enrolment numbers (approximately 175 per year), indicating its growing popularity and relevance. The two international tracks attract significantly more students than the European tracks: between September 2015 and August 2017, the European tracks had 63 graduates and the international ones 129. Over 50% of the student population is non-Dutch, reflecting the programme's international character.



During the site visit, the panel discussed the profile of the IEL programme with the management, staff, students and alumni. According to the panel, the profile is clear and recognisable. The focus of the programme is not very unique: international and European law can be studied at many other European universities. The International Trade and Investment Law track forms an exception: it offers a less common specialisation in the field of international law.

The programme of IEL does distinguish itself to some extent by combining the separate fields of international and European law. The panel discussed this setup with the programme management, students and lecturers of IEL. It expressed some concerns regarding the combination of these areas, particularly since the smaller size of the EU tracks suggests an imbalance in the programme. It became convinced that the programme setup is sufficiently coherent: IEL aims to establish a connection between international and EU Law with the chosen specialisation as the starting point for critical analysis. In this way, students become aware of the differences and interrelations between the fields while achieving sufficient depth of knowledge in their chosen track.

The IEL programme has nine intended learning outcomes that describe the general body of knowledge and skills student should acquire, accompanied by three to five specific intended learning outcomes for each track. IEL's intended learning outcomes (cf. appendix 3) reflect the Dublin descriptors for master's programmes. This is demonstrated clearly by table 2 in the critical reflection, which matches the outcomes to the descriptors. As indicated by table 1 in the same document, the intended learning outcomes also reflect the key characteristics of academic law programmes as listed in the subject-specific reference framework (cf. appendix 2).

The panel is satisfied with the level and orientation of the intended learning outcomes. It considers them to be well-written: they adequately reflect the intended level and strike a good balance between general knowledge and skills on the one hand and specialisation on the other. The panel finds that the nine outcomes shared by all tracks clearly show that the programme's graduates are expected to have gained an understanding of the differences and interactions between international and European law, regardless of their specialisation. It is pleased with the fact that all learning outcomes are concrete and specific.

Master's programme International Criminal Law

As stated in the critical reflection, the master's programme ICL focuses on the criminal justice system of the international community: crimes under international law such as war crimes, genocide, and crimes against humanity. A collaboration with Columbia University in New York makes it possible to bring together the two major legal traditions in the world: common law and civil law. Since international criminal law has a hybrid background with regard to these traditions, the combination of the traditions in one programme offers students a unique and relevant training in this relatively new domain of international public law. The programme is highly selective and attracts an international student population that reflects the two legal traditions.

The panel considers the profile of ICL to be clearly distinctive, and in some respects even unique. International criminal law is an evolving legal domain, and the programme enables students to become part of and reflect on this new field. In order to do so, ICL places a strong emphasis on conceptualisation and on comparative law. According to the panel, the tension between common law and civil law which is part and parcel of international criminal law is well-reflected in the vision and design of the programme, as well as in the intended learning outcomes (cf. outcome 2b). The collaboration with the internationally renowned Columbia University further distinguishes ICL.

ICL's intended learning outcomes (cf. appendix 3) reflect the Dublin descriptors for master's programmes. This is demonstrated clearly by table 2 in the critical reflection, which matches the outcomes to the descriptors. As indicated by table 1 in the same document, the intended learning outcomes also reflect the key characteristics of academic law programmes as listed in the subject-specific reference framework (cf. appendix 2). The panel is satisfied with the level and orientation of

the intended learning outcomes and praises the concrete and precise way in which they are formulated.

Considerations

The panel established that the IEL programme has a clear profile. Its focus on European and international law is not very unique, but these domains are increasingly important and as a consequence the programme facilitates a growing number of students to obtain expertise in these domains. The programme does distinguish itself to an extent by combining the two fields of international and European law. In spite of an apparent imbalance between the more popular international law tracks and the smaller European law tracks, this combination is achieved in a sufficiently coherent way. The International Trade and Investment Law track does offer a more exclusive specialisation. The programme's intended learning outcomes are well-written and clearly match its level and orientation.

According to the panel, the ICL programme has a highly distinctive – if not unique - profile with its integration of common law and civil law applied to the developing criminal justice system of the international community. Comparative approaches are essential in this domain, and the programme clearly aims to make students reflect critically on and conceptualise developments in this field. The collaboration with Columbia University makes this profile possible and enhances the programme's distinctive nature. The intended learning outcomes are in line with this profile and clearly describe the knowledge and skills that students must obtain. They adequately reflect the level and orientation of the programme and are formulated in a precise and concrete way.

Conclusion

Master's programme International and European Law: the panel assesses Standard 1 as 'satisfactory'.

Master's programme International Criminal Law: the panel assesses Standard 1 as 'good'.

Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

Findings

International and European Law and International Criminal Law are one-year master's programmes. IEL has four tracks, while ICL is a one-track programme. IEL has an average annual intake of 160-200 students, ICL admits a maximum of 16 students per year. The majority of these students have an international background: in 2016-2017, 45% of IEL students and 15% of ICL students were Dutch. The curriculum of both programmes is divided up into two semesters. IEL follows the university-wide '884 model', in accordance with university policy. The first two blocks of a semester are 8 weeks in length, the last one 4 weeks. ICL follows this model in the first semester, which takes place in Amsterdam. The second semester is organised in New York and follows the structure of Columbia University's education. A schematic overview of the curricula can be found in appendix 4 of this report.



Curriculum contents and design

International and European Law

The master's programme IEL offers an educational programme that focuses on a thorough treatment of the sources, subjects, law-making processes, enforcement and dispute settlement mechanisms, domestic effect, and core principles of international or European Law. In addition to these topics, the law of a number of substantive areas is studied. Students who specialise in European law start with the course Principles and Foundations of EU Law course (12 EC). Those who specialise in international law start with the Principles and Foundations of International Law course (12 EC). These courses were introduced in 2015 to replace two introductory courses with a more in-depth one. The new courses provide a comprehensive analysis of the sources, subjects, functions and institutions of either the international or the European legal order, while also paying attention to the relationship between both legal orders. The courses also deal with meta-judicial issues, such as the theoretical foundations of the law and the methods of the study of law.

According to the panel, the Principles and Foundations courses are good and necessary introductions to the respective fields, which provide students with a solid analytical framework and allow them to venture deeper into the areas of European or international law. However, based on the materials the panel studied, it considers the 12 EC granted to these courses to be excessive. Aside from two core courses in the EU Law track, the only other 12 EC element in the curriculum of IEL is the thesis. This element is spread throughout the one-year curriculum and constitutes the programme's pinnacle. In contrast, the Principles and Foundations courses are taught in one block only and provide a thorough and in-depth starting point to the corresponding tracks. The panel understands that the workload in these courses may be experienced as high, especially among students with little previous knowledge of international or European law (such as non-EU students in the EU tracks). Still, it finds that a course which starts off at a basic level should not be awarded the same number of credits as the master's thesis. It recommends that the programme reconsider the weight given to the Principles and Foundations courses.

Following the foundations course, students specialise further in their track. Students choose one cross-over elective (6 EC), either in block 2 of the first semester or in block 1 or 2 of the second semester. These courses allow international law students to study aspects of European law, and vice versa. The panel is pleased to see that these cross-over elements connect the various tracks, enhancing the coherence of the IEL programme. At the same time, it points out that since all students follow courses on the 'other' field with their own group, the various tracks remain separate. All tracks conclude with the Thesis Course (12 EC), which starts with a research plan in block 3 of semester 1 and is presented in block 3 of semester 2.

The Public International Law track provides foundational courses in the core areas of general international law, including sources, international responsibility, international organisations, and human rights. Students design the rest of their programme (24 EC) themselves by choosing several electives from the extensive offer in this domain, including International Criminal Law, International Trade Law and International Environmental Law. Students can also apply for an international moot court course or the practice-based Amsterdam International Law Clinic. These courses are selective. Participants for the moot court are selected primarily on their legal writing and legal research skills, which must be very high. For the clinic, students apply with a personal statement, CV and an example of a paper they have written (in English).

International Trade and Investment Law offers a comprehensive and in-depth curriculum in international economic law. Students can further specialise in either international trade law or international investment law. After the Principles and Foundations course, the programme has four core courses, two of which are compulsory for all students, and two of which are related to their specialisation in trade law or investment law. For the remaining 6 EC, students can choose between relevant electives offered within the UvA or by other universities. These electives must bear a relation to their programme and need to be approved by the Examinations Board.

The EU Law track offers a combination of foundational and specialised courses on EU law, with an emphasis on EU law in its international and national context. The programme allows students to specialise in the fields of their choice. In addition to the Principles and Foundations course, students choose a core course, either European Competition Law (12 EC) or European Constitutional Law (12 EC). The remaining 18 EC are filled by electives, which must be related to EU Law and approved by the Examinations Board. The programme allows students to combine the study of broader legal and theoretical perspectives on European integration with practical application of EU law, for example by participating in the various moot courts, the Amsterdam Law Clinic, or individual research projects.

European Competition Law and Regulation focuses on the area of economic law, which stands out from other legal fields by the strong impact EU law has on national law. EU competition law and EU sector-specific regulation, such as energy, telecommunications, and banking, greatly affect the complex web of market processes. In addition to the Principles and Foundations course, students participate in several core courses (30 EC in total), such as Law of the Internal Market and EU Regulated Markets. The remaining 6 EC are earned through a relevant elective or internship.

The panel studied the curricula of IEL and discussed them with the management, staff, students and alumni of the programme. It established that the four tracks make up coherent programmes. The combination of foundational courses, track-specific core courses and related electives ensures that students gain in-depth knowledge and understanding in international or European Law. The course materials which the panel studied demonstrated an adequate level. The panel points out that in the Public International Law track, the elective space and the long list of electives carry the risk that individual study paths will be less coherent. Students of all tracks pointed out that they consider the large number of electives one of the programme's strengths. The electives allow them to tailor their study paths to their specific interests and ambitions. Some mentioned that more structure would be useful, but they were unanimous in their appreciation of the breadth of subjects they can study.

According to the panel, the aim of the programme, teaching international as well as European law, is not fully accomplished in all of the study paths. Students are obliged to follow a cross-over course to ensure that they obtain knowledge of both domains, but according to the panel, most of the cross-over courses are very specialised in content. Therefore, they do not enable students to obtain an overview of the other domain or an understanding of the mutual relationships between the two domains. The critical reflection mentions that the span of a one-year programme limits the possibility to obtain a thorough understanding of both international and European law. According to the panel, a possible way out of this dilemma could be to limit the number of compulsory cross-over electives to those courses that enable the students to gain an overview of the mutual relationships between EU law and international law. European Constitutional Law and EU Foreign Relations Law certainly belong to that selection. This strategy would enhance the profile and uniqueness of this programme, also in an international perspective. It would also allow students from the EU and international tracks to share classes and compare and discuss their different perspectives.

In line with the previous remark, the panel noted that there is no comparative law course in the curriculum, not even as an elective. Since comparative law is essential in order to fully understand EU secondary law, and since a number of students in the EU tracks include comparative elements in their master theses, it recommends that IEL include a 6 EC course on Comparative Law or Comparative Legal Research at least as an elective in the European law tracks.

International Criminal Law

The ICL programme starts in Amsterdam with core courses (24 EC) on the essential elements of international criminal law. As mentioned under Standard 1, the comparison and integration of common law and civil law form an essential element of the programme. The first course students follow is Comparative Introduction to Civil and Common Law (3 EC). Two of the core courses in this semester are on international tribunals. Students can choose either one elective (6 EC) from a set list or an internship in this semester. Internships take place at an international criminal tribunal or a law firm that specialises in international criminal law. Students pointed out that in their experience,



plenty of opportunities for internships are available. The remaining 3 EC are spent on writing a research plan for the thesis.

The second semester is organised at Columbia Law School. It builds on the understanding and knowledge of international criminal law gained in the first semester. Its aim is to enable students to master international criminal law from a common law perspective. The semester starts with the compulsory Colloquium on International Criminal Law (5 EC). Students also follow four electives from a list of options (22.5 EC). Finally, they complete their thesis (7.5 EC) in New York.

From the course materials they studied, from their discussions with professors from both the Amsterdam Law School and Columbia Law School, and from their debates with students, the panel members concluded that the ICL curriculum is in line with the intended learning outcomes. Comparative law is clearly manifest in the programme, for example in the introductory course Comparative Introduction to Common and Civil Law. The course materials are very topical and represent the state-of-the-art in international criminal law. The collaboration with Columbia Law School is well-organised and allows for an attractive and comprehensive curriculum.

Teaching concept and methods

The critical reflection states that the Faculty of Law aims to provide students with a thorough knowledge of positive law and its systematic coherence. It also aims to teach them the ability to think critically, turn knowledge into practical activity, and understand law from various external perspectives and in an international context. It lists a number of focal points regarding education. Where possible, education at the Faculty of Law is characterised by activating learning methods, experiential learning (learning by doing), research-based teaching and internationalisation. The faculty also aims to increase blended learning. The panel finds these aims and focal points to be laudable, but considers the introduction of all of them throughout the Faculty very ambitious. It agrees with the remark in the critical reflection that focal points should be selected according to the nature and need of each individual programme. In the case of IEL and ICL, blended and experiential learning methods are not very prominent in the curriculum. The programmes do offer research-based teaching, activating learning methods and internationalisation. These aspects are discussed below for each programme.

International and European Law

The IEL courses consist of lectures and tutorials. Activating elements are often incorporated into them. In their conversations with the panel, students were very positive about the lectures and tutorials. They explained that teachers expect every student to be well-prepared for the tutorial and that active participation is required. This can require some adjustment for students coming from countries with a different educational and didactical approach. Nonetheless, students unanimously praised this system, which stimulates them to have in-depth debates and discussions among themselves and with the lecturer and to critically assess the topic of the course. Students mentioned that they receive sufficient feedback on their contributions from their lecturers. The panel is pleased with the way students are activated in class.

The diverse cultural and national backgrounds of students ensures the international character of their meetings and challenges them to reflect on their own opinions or even prejudices. In doing so, they gain a sense of the cultural dimension of legal norms and differences between national systems. The panel considers the international classroom to be a clear asset to this programme.

According to the panel, the master's programme IEL is clearly research-based. It has strong ties with two research centres in the Faculty: the Amsterdam Centre for International Law (ACIL) and the Amsterdam Centre for European Law and Governance (ACELG). These links with research are visible in the course contents. Lecturers frequently discuss their own research with students and refer to scholarly debates within the field. The research orientation of IEL is particularly strong in the European Law track, which offers the Individual Research Project European Public Law and Governance elective.

IEL students who wish to gain more practice-oriented experience can include an internship in their elective space. Internships need to be approved by the programme coordinator. Students can also apply for the Amsterdam Law Clinics. In these clinics, they work together with fellow students and staff members on academic reflections and advice on legal questions coming from external clients. The clinic is selective. As mentioned earlier, students apply for the clinic with a personal statement, C.V. and an example of a paper they have written (in English). Finally, participation in a moot court competition is presented as an opportunity for students to gain practical training. Each year, International and European Law students have the opportunity to participate in several moot court competitions. UvA teams prepare and practice with lecturers and professors before travelling to competitions abroad. Applicants for moot courts are selected primarily according to their study results. The panel concludes that students are offered sufficient opportunities to gain practical experience.

The moot courts also allow students to acquire various skills, such as presenting and debating, which are useful in a both academic and a professional context. Alumni who participated in one of the moot courts were enthusiastic about the skills training they received there. The panel ascertained that students who cannot or choose not to enrol in these courses also have the opportunity to practise these skills, albeit in a more limited way, as various courses contain oral presentations or debates. Students also appreciate the presentation of the thesis as an effective learning opportunity.

International Criminal Law

The ICL programme is highly selective. Only 20% of applicants are admitted, based on grade average, knowledge of and academic experience with criminal and/or international law (in the case of Dutch students). Columbia Law School students go through a separate selection process during which they demonstrate their intellectual and academic qualifications and preparation. The maximum number of students enrolled per year is 16. As a result, ICL courses involve a select number of good or excellent students.

The first semester takes place in Amsterdam. Here, the courses take the shape of tutorials, where students come well-prepared and discuss the course materials extensively with the lecturer and fellow students. ICL students and alumni praised the level and depth of discussion achieved in these meetings. One of them pointed out that students even asked the programme to expand the tutorial hours, in order to prolong and deepen the discussions.

During the second semester at Columbia University, lectures usually follow the Socratic method, which means that lecturers use debate and directed dialogue as a means to communicate with students. Students are required to prepare for classes through a substantial amount of reading. Similar to the Amsterdam tutorials, the lecturer's questions spark debates among students and lead them to respond to each other's input. In the Colloquium on International Criminal Law, guest speakers from around the world participate. Students prepare for these sessions by reading selected articles. They then discuss them with the guest speaker, their professors and their fellow students.

The panel is impressed with the activating and stimulating setting of the ICL programme. The international classroom is enhanced by the fact that students travel to New York for their second semester and students from Columbia University join the first semester in Amsterdam. The panel got the impression that the selective nature of the programme and the high level of all participants induced students to perform to the best of their ability.

The panel also noted that the programme's setup is clearly research-based. This is caused principally by the fact that the programme deals with a new academic field. As a consequence, the characteristics, borders, possibilities and limitations of this academic field are naturally dealt with throughout the courses. In addition, the master's programme ICL is taught by staff members with strong research profiles (see also below). The Amsterdam staff members are all part of the faculty's research priority area 'Law and Justice Across Borders'. Their New York counterparts are prominent researchers in the field of international criminal law.



ICL is clearly research-oriented, but also contains elements geared towards the professional field. During the courses on international criminal tribunals that are part of the first semester of ICL, students visit sessions of such tribunals in The Hague and attend several lectures given by practitioners who are representatives of the bench, prosecution and defence counsel. Students also have the opportunity to choose an internship as part of the first semester. The panel concluded that the curriculum of ICL provides a very good mix of research-based and practice-based teaching.

Teaching staff

The panel looked at the list of teaching staff provided in the critical reflection and interviewed a selection of IEL and ICL faculty. It concluded that the quality of the IEL and ICL staff is high. Their research profile is very strong, which stimulates research-based teaching, and their academic expertise is solid and covers all necessary fields. Staff members of the IEL programme participate in two research centres of excellence: the Amsterdam Centre for International Law (ACIL) and the Amsterdam Centre for European Law and Governance (ACELG). In the case of ICL, staff quality can be called excellent due to the participation of world-leading researchers from Columbia University. Students and alumni pointed out to the panel that staff quality is an important asset of the programmes. They were unanimous in their enthusiasm about many of the lecturers, and emphasised out several times that their familiarity with the work of staff members had convinced them to join one of these programmes. Students and alumni thus confirmed the panel's impression that IEL's and ICL's teaching staff can be considered good.

IEL and ICL staff also possess the necessary didactic skills. The critical reflection of IEL mentions that all staff members hold a basic teaching qualification (BKO) or are in the course of completing the BKO trajectory, which the panel considers laudable. In the case of ICL, two-thirds of the UvA staff members hold a BKO. The panel finds that there is room for improvement here, especially taking into account that this is a highly selective and prestigious programme where students can expect their lecturers to have demonstrable didactic expertise.

The student-staff ratio for masters' programmes at the Faculty of Law is 35.8:1. Students do not report any negative effects of this ratio on the learning environment and state that they always receive enough attention and feedback. The European Law tracks and the ICL programme are very small scale; the ratio clearly doesn't apply here. The panel concludes that staff quantity is sufficient to successfully run the programmes.

Feasibility

IEL attracts a student population with very differing educational backgrounds. As a result, students may encounter problems in getting up to speed both content-wise and in terms of learning styles. In their conversation with the panel, students and alumni described their programme as challenging. Some of them mentioned that they struggled with the course load. Teaching staff confirmed to the panel that particularly in the international law tracks, with a relatively large proportion of non-EU students, adapting to the programme may demand a considerable effort from students and staff alike.

The programme management of IEL has addressed this issue by raising the requirements in English proficiency for incoming students. IEL offers remedial courses in public international law and in EU law. A final change to ensure a 'level playing field' at the start of the programme has been the introduction of the Principles and Foundations courses, where the core concepts and requisite knowledge of international or European law are taught. The panel considers these measures to be well-chosen and expects them to bear fruit in the coming years.

ICL students go through a strict selection procedure and therefore encounter less difficulty adapting at the start of the programme. Feasibility is enhanced by the obligation for Columbia University students with no prior knowledge of public international law to follow a course on the subject in the first block at the UvA. Furthermore, the programmes start with a foundational course which introduces students to the core legal principles and processes of the domain. Students and alumni

mentioned to the panel that they considered the programme to be very challenging, but feasible. The panel finds that this may be expected of an ambitious and selective programme.

The renewed thesis trajectory contributes to the feasibility of both IEL and ICL. Between 2010 and 2016, a 'thesis committee' prepared, introduced, evaluated and streamlined a new, faculty-wide approach to the writing of theses for all programmes. The new approach aims to improve study success and to provide a clear and transparent framework for the writing and supervision of the thesis. In the renewed trajectory, the thesis is conceived as a course. The students now follow a defined time path, with scheduled deadlines for the first and final versions of the research plan and the thesis, as well as an oral defence.

The master's thesis trajectory was adapted in 2014-2015. Students who start in September have until the end of July of the next year to hand in the final version of their thesis; students starting in February have until the end of December. When enrolling for the thesis course, students pick a subject on the specially designed Blackboard page dedicated to the thesis. A thesis coordinator matches students and supervisors. In the four-week block at the end of the first semester, students prepare the thesis proposal and the supervision trajectory starts. In this block, students also receive training in methodology, comparative law, the use of sources and catalogues and scientific integrity.

IEL students finish their thesis in the second four-week block. Those who do not meet the deadline are required to start again on a new theme and trajectory. There are several means for students to get additional support in writing their thesis. Students have the option to take an extracurricular Legal English course (6 EC). They can also choose to follow a tutorial on formulating a research question. All students follow a workshop on presentation before their thesis defence.

ICL students proceed with their thesis at Columbia University. They are supervised by two professors: one from the UvA and one from Columbia University. The thesis trajectory has been organised according to this setup since September 2015. Previously, the second semester of the programme took place in Amsterdam. This change led to some difficulties in communication and guidance of the thesis trajectories. In response, the programme designed a thesis protocol in order to be transparent and explicit about the expectations, procedures, timeline and assessment of the thesis. The thesis is now assessed with the aid of the UvA's master thesis assessment form. According to staff members who were involved in thesis supervision in the academic year 2016-2017, these measures constituted a clear improvement and the thesis trajectory seemed to lead to a higher thesis quality.

According to the panel, the new thesis trajectory has been a well-considered and carefully introduced improvement, for which the Faculty deserves praise. It was pleased to see that the trajectory offers a firm basis for all programmes, but is also flexible enough to be incorporated without difficulty into the various programmes. The thesis trajectory can be adapted according to the needs of individual programmes, for instance through changing the timing and format of the thesis presentation. This was the case for ICL, where after a first year of adaptation the situation now seems to be more or less in line with that of the thesis trajectories that take place in Amsterdam.

IEL students and teaching staff were very positive about the new thesis trajectory during the site visit interviews. Students consider the strict deadlines a positive stimulus, and especially those coming from abroad (the majority) are happy to finish the programme on schedule. The teaching staff also support the trajectory, which creates a level playing field for all students, limiting variations in the amount of guidance and the time needed to write the thesis. Although the effects of the renewed trajectory have not yet been demonstrated, the output suggests an improvement: of the 2015-2016 IEL cohort, 59% of students graduated, and 57% in the previous year. Before that, this number was lower (between 40% and 52%). In 2014-2015, 75% of ICL students graduated, in 2015-2016 93%, while between 2011 and 2014 this number was 29-63%. All in all, the panel considers that the thesis trajectory provides students with the support and structure they need to successfully complete their programme.



Considerations

The panel considers the curriculum of International and European Law to be coherently designed in four relevant and recognisable tracks. The introductory courses on the principles and foundations of either international Law or European Law constitute a good basis, which enables students to understand and reflect on their domain and the relation between that domain and national law. However, the panel finds that a course which starts off at a basic level should not be awarded the same number of credits as the master's thesis. It recommends that the programme reconsider the weight given to the Principles and Foundations courses. Additionally, it concludes that the curricula could pay more attention to the character of this combined programme: the combination of international and European law.

The course content of all four IEL tracks is up to standard. The curriculum is clearly research-based. The renewed thesis trajectory provides students with the support and structure they need to successfully complete their individual research project. The panel understands the enthusiasm of students regarding the large variety of interesting electives, which enable them to tailor their programme to their interests, but notes that in the Public International Law track, which has the highest number of students, this range is so large that it might diminish the coherence of individual study paths. It recommends that the programme address this.

The panel considers the ICL curriculum to be in line with the vision and profile of the programme. The comparative nature of this programme forms the starting point of the curriculum. According to the panel, all courses represent the state of the art in this legal domain. The cooperation with Columbia University and the small scale of the programme contribute to its unique and challenging character. The programme strikes a good balance between research-based and professionally oriented course content in the field of international criminal law. Initial problems with the transition of the thesis execution to Columbia University seem to have been addressed in a satisfactory way with the use of procedures that are in line with the thesis trajectory of the Amsterdam Law School.

The teaching methods within both programmes enable and promote active participation of the students and leave ample room for in-class debates. Students are taught by good teaching staff with a solid background in both research and the working field. They experience the programmes as challenging, but they receive good support and feedback from teachers and benefit from the stimulating environment of a truly international classroom.

Conclusion

Master's programme International and European Law: the panel assesses Standard 2 as 'satisfactory'.

Master's programme International Criminal Law: the panel assesses Standard 2 as 'good'.

Standard 3: Assessment

The programme has an adequate assessment system in place.

Explanation:

The tests and assessments are valid, reliable and transparent to the students. The programme's examining board safeguards the quality of the interim and final tests administered.

Findings

Assessment within IEL and ICL follows the policy of the University of Amsterdam as described in its 'Kader toetsbeleid' (2010). According to this document, assessment must be aligned with the learning objectives of courses and the learning outcomes of a programme. Written examinations are prepared using the 'four-eyes principle', where lecturers review each other's questions and assignments. Test matrices and guidelines for grading are in place for all courses. Students are invited to review their exams within six weeks after the results have been made public. In the Law Faculty, assessments

take place in the final week of every block; the results are communicated within 18 days (16 in the current academic year and, as the panel learnt in its interview with the Faculty management, 14 from 2018-2019 onwards). Resits are organised once a year for every course, usually in January or June.

The panel is pleased to find that the university-wide policy, which it considers conducive to a transparent, valid and reliable system of assessment, has been adopted by the Faculty of Law. The panel notes that its implementation was delayed: the policy document dates back to 2010, whereas many measures were taken considerably later by the Faculty. For instance, the distinction between cognitive levels within and between programmes (first, second, and final year of the bachelor; master's level; research master's level; post-initial master's level) was made more pronounced in 2016-2017, and the assessment and learning objectives were revised accordingly. During the site visit, the Faculty management confirmed this impression. In spite of this delay, however, a system of assessment has been implemented successfully in all programmes.

In its interviews with the management, staff members and students of all programmes, including IEL and ICL, the panel learned that the system of assessment is supported and appreciated by all stakeholders. Students were positive about the transparency of the assessment system. They are told what is expected of them and set clear deadlines, including in the thesis trajectory (cf. Standard 2). Staff members pointed out that there was some initial resistance among them to the rules and bureaucracy accompanying a more systematic approach to assessment. However, this resistance has been overcome. Awareness and knowledge of the assessment methods are promoted among staff members through courses organised by the Faculty or offered as part of the BKO and SKO trajectories. Staff members also mentioned that their experience with the new, systematic approach to assessment has been positive, as it often leads to enhanced coherence within and between curricula. The panel saw this positive attitude confirmed in the thesis assessment forms it looked at, which were usually completed thoroughly and carefully by thesis assessors. It is pleased with the widespread support of the Faculty of Law's assessment system. It considers this indicative of a budding quality culture within the Faculty.

IEL and ICL assessment takes the form of written examinations, papers and oral presentations. Papers are written in IEL's Principles and Foundations courses and in most electives. ICL's core courses and mandatory electives are mostly evaluated through papers, or in some cases with a written exam or a combination of both. The panel considers this emphasis on written assignments one of the programmes' strengths. The tutorials contain formative assessments, such as oral presentations and written assignments. The panel was pleased to see that students receive substantial feedback on their papers and presentations. The thesis trajectory includes several feedback moments. Students confirm that they receive a lot of feedback during their training.

A point of attention concerning the grading of ICL theses is the translation of the American grades by the programme's administration at the Amsterdam Law School. Students who receive an A from their New York supervisor see this translated into an 8 in their final results. This translation does not reflect the assessment of the American supervisors, who mention that at Columbia University, an A is exceptional and is comparable to a 9 in the Dutch grading system. The panel urges the programme management, which recognised the issue, to resolve it: for excellent students, this constitutes a demotivating and unfair course of events.

Examinations Board

The quality of assessment within IEL and ICL is safeguarded by an Examinations Board appointed for all programmes within the Faculty of Law. The Examinations Board has ten members. Nine of them are members of the Faculty's teaching staff, representing all departments. The tenth is an external member from outside the university and an expert in assessment. The Board is assisted by a bureau (3.03 fte) providing legal and administrative support, and convenes ten times a year. The Examinations Board has appointed a Fraud Committee: three of its members deal with any cases of fraud and plagiarism reported to the Examinations Board. It has also mandated an Assessment



Committee to safeguard assessment quality. This committee is composed of five members of the teaching staff, including the chair and the external member of the Examinations Board. The Assessment Committee evaluates tests and final theses and reports back to the Examinations Board.

The panel interviewed members of the Examinations Board, the Fraud Committee and the Assessment Committee. It concluded that the Examinations Board has a clear view of its tasks and responsibilities and that it works hard to guarantee a faculty-wide quality of assessment. As a recent example, the Board made sure that three rooms dedicated to digital assessment were set up in such a way that students would not be able to copy from each other's screens. The Assessment Committee 'translated' the policy on assessment (*Kader toetsbeleid*) into a guideline for lecturers. It also regularly evaluates the assessment in all courses. It does so by looking at the learning outcomes, the test setup and specification tables, and the design and execution of specific tests. The Committee reports its findings to the course coordinator and the Programme Director. It also aims to look at a sample of final theses of all programmes to check whether they match the intended learning outcomes.

It became clear to the panel that the Examinations Board and its subcommittees have not yet managed to gain full control over all aspects of assessment quality in all programmes within the Faculty. Faculty-wide curriculum innovations such as the thesis trajectory started in the bachelor's programmes and then moved on to the master's programmes. The Assessment Committee followed suit. So far, it has evaluated the assessment in all bachelor's courses and taken sample of the bachelor's theses. It has not yet managed to do the same for the master's programmes. Here, it has only evaluated courses that were flagged in student evaluations. The committee has checked theses of the Dutch-language master's programmes. Checking the English master's theses and the master's courses is scheduled for the near future.

The panel is convinced of the good intentions and serious efforts of the Examinations Board in safeguarding the quality of assessment. It is confident that the Board will soon proceed to check the assessment in English-language master's programmes. At the same time, it points out that as things stand, the quality of assessment is minimally guaranteed for the English-language master's degree programmes. The panel recommends that the Faculty provide the Examinations Board with additional support, so that it can dedicate the required time and attention to IEL and ICL as well as to the other English-language master's programmes. It concludes from its conversation with the Faculty management that assessment is high on the agenda and that recent developments, such as the centralisation of support in the new Educational Service Centre and the availability of additional funds, will allow the Faculty to invest further in the quality of assessment.

Considerations

According to the panel, assessment within IEL and ICL is up to standard. Assessment practices and policies are in line with university policy (*Kader toetsbeleid*, 2010). Assessment in both programmes is varied and consists of written examinations as well as several papers. Students obtain good feedback on their assignments, formative as well as summative. In the case of ICL, the panel recommends that the programme management look into the translation of grades given by Columbia thesis supervisors to avoid final grades that are too low.

The Examinations Board has a clear view of its tasks and responsibilities, but its efforts to ensure the quality of assessment of English-language master's programmes have so far been limited. The Assessment Committee appointed by the Examinations Board has not yet looked at the assessment of courses, nor has it performed a check on a sample of the theses. The panel recommends that the Faculty provide the Examinations Board with additional support, so that it can dedicate the required time and attention to English-language programmes such as IEL and ICL.

Conclusion

Master's programme International and European Law: the panel assesses Standard 3 as 'satisfactory'.

Master's programme International Criminal Law: the panel assesses Standard 3 as 'satisfactory'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Explanation:

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes.

Findings*Theses*

Prior to the site visit, the panel studied a selection of 15 IEL and 10 ICL theses.

According to the panel, the grading of IEL theses is fair. It did not encounter any substantially over- or undergraded theses. All of the theses demonstrated an adequate academic level. However, their level varied greatly. Moreover, the panel observed a difference between the quality of products of students in international law and those in European law. The programme attracts a wide range of students from various backgrounds, and the panel observed that particularly in the theses of the international law tracks, these differences are still recognisable and sometimes lead to lesser quality. The panel advises the programme to consider including a more intensive training in academic writing for students whose academic background has not sufficiently prepared them for this programme.

Four out of five theses from the European tracks that the panel studied were of high academic quality. They demonstrated that students realise the programme's ambition to train students in independent literature-based research. All students, including the one who did not receive an above-average grade, performed an in-depth analysis of their subject.

Nine out of ten ICL theses demonstrated that students realise a very high level of understanding and analysis of, and reflection on their theme. One thesis was of much lower quality. Upon discussing this paper with the thesis supervisors, who pointed to personal circumstances and a change in the thesis trajectory, the panel became convinced that this was an exceptional case and that adequate measures have been taken to prevent its repetition.

Alumni

The critical reflection of IEL states that there are limited data on graduate performance, but that various graduates have informed the programme that they embarked on PhD trajectories or moved on to positions as lawyers in national and international organisations. In order to get a better insight into the career paths of the alumni, the programme has recently appointed an alumni officer. Despite limited data on graduate success, the quality of the theses leads the panel to believe that IEL graduates have acquired a skillset and level that prepare them adequately for the professional field.

The labour market for professionals in international criminal law is very competitive, since positions at international tribunals are scarce. Nevertheless, the panel observed that graduates from the ICL programme succeed in obtaining such positions. It spoke to one alumnus who had been placed at the international courts in Cambodia. Students and alumni mention that their intensive training in comparative law makes them attractive to law firms in other domains of public international law or criminal law as well.

Considerations

The panel concluded from the theses it studied that IEL students realise the intended learning outcomes. The level of the theses was adequate, but varied. Not all students from the international law tracks succeed in realising a high academic level, which may be explained by their different



academic backgrounds. The panel recommends investing in a more intensive training of research skills. In general, theses in the European Law tracks demonstrate a high academic level.

The panel is impressed with the high level of the majority of the ICL master's theses it studied. The theses demonstrated that ICL graduates have developed a critical perspective on the domain of international criminal law. Despite the scarcity of positions in international criminal law organisations, the panel is convinced ICL graduates have acquired a skillset and level which render them attractive to the professional field.

Conclusion

Master's programme International and European Law: the panel assesses Standard 4 as 'satisfactory'.

Master's programme International Criminal Law: the panel assesses Standard 4 as 'good'.

GENERAL CONCLUSION

The master's programme International and European Law has a clear profile and attracts a growing and international student population. The programme is designed in four clear and coherent tracks. Cross-over between European and international law is part of these tracks, but the panel concludes that this could be enhanced to increase the programme's coherence. This would strengthen this programme's international position. The close connection with excellent research centres is a strength of the programme and translates into courses that are topical and research-based. The four tracks strike a good balance between foundational, specialised and elective courses. The large number of electives is a unique selling point of the programme, but the panel points out that in the Public International Law track this can reduce the structure and coherence of individual study paths. The programme is taught by good staff who realise an activating and motivating climate. It is perceived as challenging, but the panel concluded that adequate measures have been taken to keep the programme feasible, including a transparent and well-structured thesis trajectory. Students receive good feedback on their work. Assessment is up to standard, but efforts to ensure its quality need to be increased. The quality of the IEL theses is varied. They all demonstrate sufficient research skills, but the different academic backgrounds of the students are still reflected in the thesis quality of the international law tracks. Theses from the European tracks were of a higher quality.

The master's programme International Criminal Law is a distinctive – and in some respects unique – programme. The collaboration between the University of Amsterdam and Columbia University leads to a programme with an analytical basis in both common law and civil law. The integration of these legal traditions in studying international criminal law gives students a unique training and perspective. They become part of a newly developed academic field. The curriculum consists of research-based courses that pay ample attention to professional practices and debates. The small scale and international character of the programme contribute to a truly activating and stimulating climate. The programme is perceived as challenging, but the panel concluded that adequate measures have been taken to keep the programme feasible, including a transparent and well-structured thesis trajectory. Students receive good feedback on their work. Assessment is up to standard, but efforts to ensure its quality need to be increased. The quality of the ICL theses is high. ICL prepares students very well for careers in international and/or criminal law.

Conclusion

The panel assesses the *master's programme International and European Law* as 'satisfactory'.

The panel assesses the *master's programme International Criminal Law* as 'good'.

APPENDICES

APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL

Em. prof. mr. I.F. (Ige) Dekker (chair) is professor emeritus of International Institutional Law at Utrecht University. Upon finishing his studies in 1974, he held various positions at the University of Groningen, VU University in Amsterdam, the University of Twente and Utrecht University. He was academic director at the universities of Twente and Utrecht, and was chair of the Department of Law at Utrecht University for six years. Since his retirement in 2015, he has been active in an administrative and advisory role for Utrecht University and the Open University in Heerlen. He specialises in international and European law, with a focus on institutional and economic law, international organisations, the law of war and institutional legal theory. Among his publications are books and articles on the legal meaning of violence and aggression, the European Union as a legal entity, the jurisdiction and liability of international organisations and international investment law.

Prof. dr. mr. P.P.T. (Paul) Bovend'Eert (vice-chair) studied Dutch Law at the Catholic University in Nijmegen, where he obtained his PhD in 1988. In 1999, he was appointed professor of Constitutional Law at that same institution, by then renamed as Radboud University. He is a lecturer in the master's programme Politics and Parliament in the Faculty of Arts, and teaches at the Academy for Legislation in The Hague. Between 1995 and 2001 and between 2008 and 2010, he was vice-dean of education and from 2010 until 2014 he was dean at the Faculty of Law in Nijmegen. His research focuses on institutional and constitutional law issues concerning the government, parliament, the judicial system and the constitutional position of the King. He was a part of several research projects on the legislative process in the Dutch parliament and the US Congress. In 2017, he joined an advisory committee dealing with developments concerning the King's income. He has published many articles and has (co-)written several books, including a handbook on constitutional law.

Prof. dr. mr. A.L.B. (Aurelia) Colombi Ciacchi studied law at the universities of Trieste (Italy) and Kiel (Germany). She received her PhD from the Universities of Trieste and Bergamo (1998) and Bucerius Law School (Germany) in 2004. She has held research positions at the University of Kiel (Germany), the University of Oxford (United Kingdom) and at the Centre of European Law and Politics (ZERP) of the University of Bremen. Since 2010, she has been full professor at the Law Faculty of the University of Groningen, Endowed Chair 'Law and Governance', and academic director of the Groningen Centre for Law and Governance. Professor Colombi Ciacchi specialises in EU law, comparative law, the horizontal effect of fundamental rights and European law of obligations, and has (co-)written many books as well as articles which have been published in international journals. She is editor-in-chief of the *European Journal of Comparative Law and Governance*.

Dr. mr. W.H.F.M. (Wouter) Cortenraad, LL.M., studied law at the University of Toronto (Canada) and Maastricht University, where he also obtained his PhD in 1999. He worked as legal counsel for Royal Dutch Shell (1991-1995) and was attorney at law for the law firm Allen & Overy in Amsterdam (1995-2000). In 2000 he was appointed judge for the District Court of Utrecht. In 2005 he became judge for the Amsterdam Court of Appeals (Civil Division), where he was promoted to senior judge in 2009. As a judge he oversees various types of cases, from labour and consumer law to private and financial law. Cortenraad also works as an arbitrator for the Netherlands Arbitration Institute in Rotterdam.

Prof. dr. P.H.J. (Peter) Essers became an adjunct tax inspector at the Ministry of Finance in The Hague upon graduating in fiscal economics at Katholieke Universiteit Brabant in Tilburg (currently named Tilburg University). In 1984, he became a lecturer in tax law at that same institution, obtaining his PhD in 1989. In 1991, he was appointed professor and chair of the department of tax law and between 1998 and 2002, he was dean of the Faculty of Law. From 2003 until 2015 he was a member of the Dutch Senate on behalf of the CDA, acting as chair of the Financial Committee. He is currently chair of the Academic Committee of European Association of Tax Law Professors and a



member of the Executive Committee of this organisation. As of May 2017, he is chair of the Association for Tax Sciences (Vereniging voor Belastingwetenschap).

Em. prof. dr. mr. G.E. (Gerrit) van Maanen is emeritus and honorary professor in Private Law at Maastricht University. He studied law and philosophy at the University of Groningen, where he also obtained his PhD in 1986. In 1989, he was appointed professor in Private Law at Maastricht University. He has been involved in the development and evaluation of education at the Faculty of Law, first as chair of the programme committee in Dutch Law and later as academic director. Gerrit van Maanen specialises in private law and focuses on property law, tort law and governmental liability law. From 2002 to 2011 he was editor-in-chief of *Het Nederlands Tijdschrift voor Burgerlijk Recht*. Currently, he works as an honorary judge in the Court of Appeal in Den Bosch and as an independent advisor to various organisations.

Em. prof. dr. mr. T.A. (Theo) de Roos is professor emeritus of Criminal Law at Tilburg University. He studied at VU University in Amsterdam worked as lecturer at Sociale Academie De Horst in Driebergen upon graduating in 1972. He obtained his PhD at Utrecht University in 1987. Between 1977 and 2010, he worked as a lawyer at De Roos & Pen in Amsterdam. He was also professor in Criminal Law at Maastricht University (1990-1997), Leiden University (1995-2005) and Tilburg University (2005-2013). From 2013 onwards, he has been working as an honorary judge at the Court of Appeal in Den Bosch. He currently teaches law at the Netherlands Bar, the Academie voor de Rechtspraak, the Training and Study Centre for the Judiciary and OSR Judicial Education. He is also active as a member of several committees in the field of law.

V. A. (Veerle) van Waarde LLB is a master's student in Dutch law, specialising in constitutional and administrative law, at Maastricht University. She graduated from the bachelor's programme European Law School at the same university. Veerle van Waarde was an active member of various student associations. She was an elected member of the Faculty Council of Law in 2015. She currently acts as a student assistant and is a member of the programme committee of Dutch Law.

APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

Introduction

This document outlines the Subject-specific Reference Framework for Law. The framework sets out the basic principles that degree programmes must use when setting their curricula. It indicates what may be expected in terms of the content and the level of the programmes, what they aim to achieve and what wider society can thus expect from a law graduate at Bachelor's and Master's level. The framework has been written explicitly for university Bachelor's and Master's programmes which are part of the Quality Inspections Group for Law (*Visitatiegroep Rechtsgeleerdheid*) by virtue of the final attainment levels they themselves have chosen, or which wish to join it in the context of the initial accreditation process for new programmes (*Toets nieuwe opleiding*).

The framework does not provide an exhaustive list of areas of law or legally relevant areas of focus to which the programmes must restrict themselves. Equally, it does not seek to offer rankings, answers to discussions of methodology or instructions on how programmes should meet professional requirements. It is up to each individual programme to provide an indication of where it considers itself to be on the global map of law. In formal terms, a programme achieves this by means of its academic and examination regulations and in materials included in the documents submitted to independent quality inspection committees when applying to be assessed for the purposes of accreditation.

What this framework does attempt to offer is a blueprint of what the academic world and wider society can expect from a graduate, academically-qualified lawyer – and therefore also from a programme in Law – in terms of knowledge, attitudes and skills. The fact that the framework has been revised in no way implicates that programmes offered in accordance with the old framework are outdated. On the contrary, since even the previous framework urged programmes to be open to new developments such as the globalization and digitization of society. However, the new framework places greater emphasis on describing the knowledge, attitudes and skills that relate to contemporary developments and challenges programmes to demonstrate these in their objectives and final attainment levels.

By publishing this Subject-specific Reference Framework, the Consultation Body for Law (*Disciplineoverleg Rechtsgeleerdheid*) hopes on the one hand to have provided independent quality inspection committees that will need to conduct programme assessments within the Quality Inspection Group in the years ahead with an effective basis for doing so. On the other hand, the framework offers the essential room for manoeuvre for the separate programmes offered within the Quality Inspection Group for Law to adopt their own distinctive approach.

Utrecht, December 2015

On behalf of the Council of Law Deans

Professor dr. A.M. Hol,
Chairperson



Realization

On 18 December 2015, the consultative body of the Council of Law Deans (abbreviated in Dutch to RDR) agreed to this Subject-specific Reference Framework for programme assessments within the Quality Inspection Group for academic programmes in Law. It offers a joint framework of subject-specific requirements for all Bachelor's and Master's programmes offered by the Law faculties at Dutch universities. This Subject-specific Reference Framework supersedes its predecessor, agreed by the then Council of Law Deans, in December 2009.

In the rest of this document, the term 'programme' is exclusively intended to mean a degree programme that is included in the Netherlands Central Register of Higher Education Study Programmes (*Centraal Register Opleidingen Hoger Onderwijs*, CROHO). Any references to the term 'lawyer' refer to academically-qualified lawyers, unless otherwise specified.

1. Law programmes and professions in the wider social context

Bachelor's and Master's programmes in Law aim to educate and train lawyers who are competent in the discipline and engaged in wider society, have a critical, academic mind, and are capable of analysing problem scenarios independently in order to formulate a solution. To achieve this, they not only need to apply analysis and critical evaluation to their thinking: they also need to be capable of synthetic, abstract thought. It is essential that the academic level and relevance to society of the programme is guaranteed. Communication, information and research skills all play an essential role in the programmes and there must be sufficient emphasis on current developments in terms of their social background. As such, the academic programme leading to the qualification of lawyer must be seen in context, so to speak.

The relationship between the law and wider society is in a continuous state of flux. Society is pluralistic and globally-oriented, as a result of which it is becoming increasingly complex. This trend also applies to the law. The days when law in the Netherlands encompassed Dutch legislation and case law alone are long gone and it is now equally affected by international and European legislation and case law, in the form of policy regulations, recommendations, covenants, self-regulation, European harmonization, the influence of comparative law, etc. Citizens have become empowered, the number of legal regulations continues to increase and society is strongly influenced by a trend towards juridification. As a result of European integration and globalization, European law and international law are becoming increasingly important. The 21st-century information society and its legal problems, as well as the expectations placed on the law by society, are decreasingly affected by national borders at the same time as the traditional boundaries in the legal and social sense are regaining ground. In whatever context he or she enters employment, a graduate lawyer needs to be increasingly aware of and responsive to other countries' legal systems and cultures.

Within the Quality Inspections Group for Law, programmes are offered that meet the demand for lawyers with a broad academic training – generalists – especially for the purposes of first-line consultancy and policy preparation and in numerous other positions across the labour market. There are also specialized Master's programmes which produce graduates capable of developing into academically-trained specialists who compare favourably in their field with their academic professional counterparts anywhere in the world. Finally, there are programmes that are actually more focused on broadening the area of law covered by the programme.

Lawyers work in a wide range of positions and roles. Indeed, there are greater numbers of lawyers working outside the traditional legal professions rather than within. The Law programmes prepare graduates for these traditional professions, but increasingly also for a variety of other activities that call for an academic attitude, critical analysis, skills in writing and speaking, and where legal expertise is desirable. They, therefore, no longer focus solely on the professional requirements for the Bar, judiciary, taxation and notarial profession which are generally seen as the traditional legal professions, although these form the core of certain programmes. All programmes aim to achieve effective coordination with the labour market by maintaining strong links with the wider professional field they serve. In addition to internships and career orientation, this encompasses contacts with

professional organizations and employers, advisory councils, alumni and guest lecturers. In addition, a graduate Bachelor of Laws must be adequately equipped with the research and other skills required to gain admission to a Master's programme in Law and subsequently to a PhD programme, despite the fact that only a small portion of graduates opt for a career in research.

In the more than ten years that the Bachelor/Master system has been in place in the Netherlands, no specific career prospects for an academically-qualified Bachelor in Law have emerged and there is no clearly identifiable labour market for graduates equipped only with an academic Bachelor's degree in Law (LL.B). Many LL.B graduates work in an environment where knowledge of law is relevant, but so far no specific requirements for professional skills from a Bachelor's programme have emerged as a result of this. The labour market for academically-qualified lawyers still shows a preference for lawyers who have qualified to Master's level. As a result, a large majority of students studying Law at university opt to complete a Master's programme after the Bachelor. This is not only because of the greater prospects this offers in the labour market, but also because it is a statutory requirement for access to the traditional legal professions.

Nevertheless, Bachelor's programmes still also aim to prepare students for their future life as lawyers. This can be achieved by including aspects of that professional practice in the content and composition of the curriculum, but also by means of extracurricular activities and career preparation.

With the advent of higher professional education (HBO) programmes in areas of the law, a lawyer is no longer necessarily someone with a university certificate that qualifies them for the traditional legal professions (prosecuting lawyers and the judiciary; the Bar; the notarial profession, tax consultants); a Master of Laws (*meester in de rechten, mr.*). Although lawyers qualified to HBO level are entitled to use the title of Bachelor of Laws (LL.B), there is a distinct difference between the HBO programmes and the academic programmes in Law. What distinguishes them is that the academic programmes lay the foundations for mastering the legal research method, as expressed in the final attainment levels of the programmes. This is mainly reflected in the content of the programme, its depth and its approach to the law. Academic Bachelor's and Master's programmes focus on educating lawyers who have learned how to think independently and critically, who not only learn to find answers to questions, but also continue to question the answers they find. Access to the traditional legal professions is regulated by statute and requires both an academic Bachelor's degree (LL.B) and the Master of Laws degree (LL.M).¹

In the Netherlands, lawyers with the LL.M qualification will generally use the equivalent Dutch title *meester in de rechten (mr.)*, especially when working in the traditional legal professions.

2. Possibilities for national and international comparison

Globally and within Europe, programmes in Law are characterized by their highly varied context and structure, together with significant differences in terms of admission and the duration of study. In addition, all countries have separate regulations governing graduate lawyers' access to the Bar, the judiciary, tax law and the notarial profession, which have an influence on both the orientation and the intended final level. Of course, it is possible to compare the curricula of different programmes, but a serious international benchmark for objectives, level and orientation for programmes in Law currently remains impossible.

The German CHE benchmark organization is not open to programmes in Law in other countries, despite the fact that this is possible for other disciplines.² The EU project Tuning Sectoral Framework for Social Sciences also failed to reach a harmonized set of final attainment levels for programmes

¹ The professional requirements for the Bar, the judiciary and the notarial profession were changed by Royal Decree on 18 September 2008 (Netherlands Bulletin of Acts and Decrees 2008, 383) when, in the context of admission to regulated legal professions, the HBO degree of Bachelor obtained at a university of applied sciences (*hogeschool*) was equated with a Bachelor's degree in Law obtained at an academic university, if the HBO programme in Law was completed by means of a bridging programme. The bridging programme contains course components in Law offered by a university or the Open University, with a total study load of at least 60 credits.

² Gemeinnütziges Centrum für Hochschulentwicklung: www.che.de.



in Law.³ In other countries, several national benchmarks for programmes in Law do exist, including the Benchmarks for Law in the United Kingdom, which stipulates the knowledge, skills and attitude required by Bachelor's and Master's graduates for quality assessment and accreditation of programmes there.⁴ In any case, these are only of limited use for programmes in continental Europe because of the major differences between the common law and civil law legal systems.

There is no doubt that the Bologna and Lisbon Agreements had a harmonizing impact on the content of legal education in the EU. As part of the accession process to the EU, new EU member states have frequently based their programmes on the Bachelor/Master structure in advance, and the old member states are still in the process of reforming and harmonizing their education systems. In this, they sometimes opt for solutions that actually hamper comparability between different countries, as in the example of Germany, which is moving towards a more varied assortment of programmes.⁵

All of this would suggest that a serious international comparison of the objectives, level and orientation of programmes in Law remains impossible or at least of little use.

With regard to the comparison of programmes in the Netherlands itself, it is possible to say that there is a lot of sharing of information and coordination between the faculties of Law in the Netherlands, including on such areas as educational renewal, research, the interpretation of accreditations and the configuration of professional requirements. There is regular national consultation between the Deans in the RDR, as an offshoot of which those responsible for education and the directors of operations meet when necessary to discuss education-related, organizational and financial subjects and share experiences and information. Finally, there are regular national consultations and coordination at administrative level in the National Policy-workers Consultation Body (*Landelijk Overleg Beleidsmedewerkers*). In addition, the RDR and separate faculties also take advantage of good practice examples identified by the panels conducting independent quality inspections and included in their assessment reports to the NVAO (Accreditation Organization of the Netherlands and Flanders). The RDR also engages in discussion with representatives from the varied professional field it serves. For example, it consults with the Council for the Judiciary (*Raad voor de Rechtspraak*) and the Netherlands Bar Association (*Nederlandse Orde van Advocaten*) in order to determine a standard to define the applicable statutory provisions for the so-called civil effect of programmes in Law. This takes the form of a covenant.

As such, it is possible to argue that some kind of national benchmarking does take place, generally of an informal nature, except in the case of national independent quality inspections and the restrictions relating to the aforementioned covenant. In that context, the Discipline Consultation Body also undertakes formal duties.

3. Professional requirements

Access to the judiciary, the Bar and the notarial profession is regulated by and in accordance with statute. In practical terms, this means that requirements are set for the organization of Bachelor's and Master's programmes intended to enable admission to higher programmes that prepare for positions in the judiciary, the Bar, the notarial profession and tax law.

The programmes that opt to prepare for these higher programmes stipulate this in their academic and examination regulations by emphatically including within them the statutory professional requirements and the further definition of these in the covenant described above. The examination

³ Excerpt from the 2012 final report: 'Consequently, even the proto list of the competences required by students and future practitioners of law are still at this stage no more than embryonic.' Tuning Sectoral Framework for Social Sciences – Final Report, 2008, p. 45. See also the country lists in Annex 4 of the report (<http://tuningacademy.org/sqf-social-sciences/?lang=en>).

⁴ A draft of a revised version has been published: Subject Benchmark Statement: Law (Draft for Consultation, March 2015) (<http://www.qaa.ac.uk/en/Publications/Documents/SBS-consultation-Law-15.pdf>).

⁵ Neue Wege in der Juristenausbildung, Essen, 2010, http://www.stifterverband.info/wissenschaft_und_hochschule/lehre/juristenausbildung/.

boards for these programmes will issue specific statements to this effect, on the basis of which the higher programmes can determine whether a programme fulfils the intended requirements.

Final attainment levels for Bachelor's and Master's programmes

Every Law programme makes choices when setting its final attainment levels based on national and relevant international comparisons of final attainment levels and in an attempt to achieve the best possible match with what is a very diverse professional field. These final attainment levels are included in the academic and examination regulations of each separate programme. They include at least three categories.

A. Knowledge and understanding

The graduate lawyer is proficient in the key tenets of the area or areas of law on which the programme focuses. This applies equally to their material and formal and the historical and theoretical aspects.

However, one-dimensional knowledge alone is not sufficient. Programmes therefore aim to develop a 'genuine understanding of the law' in their students, in an academic environment in which 'why' questions are allowed to flourish. This means that, alongside the subject-specific knowledge referred to above, methods are also taught which enable students to keep abreast of the latest relevant developments and changes. The education can also encompass an understanding of the differences between major legal families (such as those between common law and civil law), of the historical and philosophical evolution of the law and, insofar as the nature of the programme requires or permits it, also of comparative law methodology. This means that the graduate lawyer must always be capable of updating his or her legal knowledge on a permanent basis and possibly also specialize in new areas.

B. Academic and legal skills

The above assumes an increasing focus on acquiring academic and legal skills: lifelong learning and the acquisition of an international attitude. It also assumes that the graduate lawyer is capable of reflecting on the law and translating issues in society into the language that the law uses to solve such issues. During the programme, students are encouraged to search for questions and problems as well as answers and solutions; they are given an opportunity to develop capacities of analysis and learn to think, write and present in a critical way.

The ability to formulate and solve a legal case is also essential. To achieve this, the graduate lawyer must be able to effectively collect, process and evaluate the relevant facts and evidence, and apply the rules of law to them. The lawyer is expected to be capable of legally interpreting a problem in society and outlining potential solutions.

In addition, a lawyer must be capable of conveying his or her legal knowledge and legal judgment both orally and in writing to other lawyers and in other professional environments. This means that language is the lawyer's main working tool. Effective and clear verbal and written proficiency in the Dutch language (or in English if that is the language of instruction for the programme or part of it) is essential. For this, students must have an opportunity during their programme, if relevant for the specific programme, to acquire knowledge of English legal terminology in the current social context.



c. Academic citizenship/attitude

During the programme, the prospective lawyer should become fully acquainted with the legal culture or cultures. He or she should be enabled to develop an ethical professional attitude and be aware of the social context in which the law operates and, related to that, his or her responsibility within society. The teaching and educational environment assists the student in this. It is important for education to be structured in such a way that it sparks an interest in wider society and evokes a natural curiosity for legal issues and legal thinking, as well as for the role that law plays in society.

4. Final level

Programmes need to be transparent regarding how students are able to reach the final level and how they can demonstrate that they have reached it. Test results, assignments and presentations form the primary basis for this.

For Bachelor's programmes in Law, the final level achieved is also reflected in the thesis, dissertation or final project. Responding to a legal question with the help of recognized legal methods and reporting on the underlying research conducted form the main basis for this.

The Bachelor's thesis or its equivalent does not aim to demonstrate that the final attainment levels of the Bachelor's programme have been reached. Some important skills, such as communication, are not tested and neither is the student's understanding of all areas of the law that are of relevance to the Bachelor's programme. Moreover, most Bachelors' programmes in Law award only relatively few credits for this final assignment. In Bachelor's programmes in Law, the acquisition of research skills, in the form of methodology and technique courses, does not generally play a central role. Acquiring research skills is part of the general academic education of lawyers and primarily occurs through the handling of the separate areas of the law. Programmes are at liberty to emphasize certain areas in order to reflect the distinctive appeal of a particular programme, which in turn will be expressed in the final assignment.

The same applies for the Master's thesis, although it differs in generally placing greater emphasis on the development of research skills, if only in view of the fact that achieving any Master's degree in Law in principle enables access to a PhD programme. Alongside the regular Master's programmes, specialist research Master's programmes also exist, which place specific emphasis on the acquisition of research skills. The further in-depth study required for other areas of academic professional practice is in any case only really achieved in the Master's phase. This is expressed in the position played in the curriculum by the Master's thesis, the greater number of credits generally set aside for the final assignment in the Master's programme and the requirements set with regard to its contents.

5. General characteristics and objectives of Bachelor's and Master's programmes

It has already been pointed out above that the range of programmes is varied, in terms of their number, the chosen specializations and their emphasis. This does not detract from the fact that programmes in Law have, and must have, characteristics in common. These characteristics need not necessarily be present to the same extent in each programme, but they must at least be reflected at the core of each programme. The specific approach adopted by programmes in this regard is stipulated in the academic and examination regulations for the programme .

In Bachelor's programmes in Law, the following characteristics play a central role:

- a. the social function of the law;
- b. the core concepts in the most important areas of law: private law, constitutional law, administrative law, criminal law, European law, international law and, for tax-related and notarial programmes, tax law;
- c. the law as a coherent system;
- d. the theoretical basic principles and historical development of the law and, for tax-related and notarial programmes, the economic aspects of the law.

Master's programmes in Law involve further in-depth study of knowledge relating to one or several areas of the law or specific subjects within them. Key characteristics include:

- e. the social function of the area covered by the programme, its boundaries and related areas;
- f. more intensive or extensive study of core concepts in one or several areas of the law (private law, constitutional law, administrative law, criminal law, European law and international law);
- g. the position of the area of the law covered within the system of the law as a whole;
- h. the theoretical basic principles and historical development of the law and, for tax-related and notarial programmes, the economic aspects of the law.

Academic programmes in Law also aim to achieve the following:

- i. the acquisition of knowledge and understanding of the law, in which law is considered also in its European, international and comparative law context;
- j. reflecting on the boundaries of the law as well as its related areas;
- k. acquiring academic and legal skills. In this context, this is understood to mean:
 - 1. the capacity to think about the law as an academic;
 - 2. the ability to communicate with fellow lawyers and non-lawyers based on the knowledge and understanding acquired, making use of an analytical attitude and outstanding speaking and writing skills;
 - 3. the ability to apply a relevant set of academic tools;
 - 4. the ability to participate in an academic debate;
 - 5. the ability to gather, evaluate, process and apply knowledge;
 - 6. the ability to apply specific knowledge of an area of the law in a wider academic, historical, philosophical, ethical and socio-cultural context;
 - 7. the ability to deal critically with the rules of law and case law, and seek out and find new solutions;
 - 8. the ability to keep abreast of and explore new developments and new areas of the law;
 - 9. the ability to deal with the increasing globalization, Europeanization and internationalization of the law;
- l. the development of academic citizenship that includes an understanding of a professional ethical attitude and awareness of the social context in which the law operates, as well as the social responsibility that this implies for the academically-qualified lawyer.



APPENDIX 3: INTENDED LEARNING OUTCOMES

Master's programme International and European Law

Objectives of the programme and final attainments

1. The objectives of this programme are as follows:

- a. To provide the student with knowledge, understanding and skills in the domain of international and European law, such that they achieve the intended learning outcome standards described below.
- b. To provide the student with a general academic training, including such skills as reasoning, writing, speaking and research ability and correctly citing and recording sources, as well as independent learning, the ability to solve complex problems creatively and critical reflection.

2. A graduate of the programme will possess the following:

- a. A thorough, in-depth knowledge and understanding of the structure and organisation of the international and European legal orders, including current developments in these domains.
- b. A thorough knowledge and understanding of the application of international and European law to specific legal problems.
- c. An understanding of the relationships and interaction between public international law, European law and national law.
- d. The ability to analyse and to interpret literature, legal sources and cases related to international and European law in depth, to pose critical questions about this domain and to propose innovative legal solutions.
- e. The ability to take an active part in the academic debate concerning international and European law.
- f. The ability to understand, to interpret, to apply and to critically assess professional literature and new developments in the domain of international and European law.
- g. The ability to prepare and conduct independent literature-based research. This includes the ability to formulate research questions, gather information, interpret data, draw conclusions, conduct evaluations, make recommendations and propose suggestions for further research.
- h. The ability to write a coherent academic treatise on a subject within the domain of international and European law, and to deliver a powerfully argued verbal presentation on the topic to both professional and non-professional audiences.
- i. The ability to look beyond the boundaries of individual legal domains.

3. This programme offers the following specialisations:

- a. Public International Law.
- b. International Trade and Investment Law.
- c. European Union Law.
- d. European Competition Law and Regulation.

4. In addition to the abilities described in paragraph 2, a graduate of the specialisation in Public International Law will possess the following:

- a. A thorough knowledge of the sources, development methods and system of public international law.
- b. Familiarity with doctrines in public international law and an understanding of their impact upon various international legal domains.
- c. A thorough knowledge of a number of material subdomains in international law, such as human rights and humanitarian law in armed conflicts, and/or more theoretical, general and procedural aspects of the subject, such as international legal liability, mechanisms for settling legal disputes and the role of international law in national courts.
- d. The ability to approach specific international problems and developments in terms of international law, and to 'translate' them accordingly.
- e. The ability to reassess classic interstate law in the light of, for example, such developments as globalisation and the rise of non-state actors.

5. In addition to the abilities described in paragraph 2, a graduate of the specialisation in International Trade and Investment Law will possess b, c and d above and the following:

f. A thorough knowledge and understanding of the relationships between various systems of international economic law.

g. A thorough knowledge and understanding of material and procedural aspects of international trade law – as applied through WTO jurisprudence, for example – and international investment law, including the latest developments in the very dynamic practice in these domains.

6. In addition to the abilities described in paragraph 2, a graduate of the specialisation in European Union Law will possess the following:

f. A thorough knowledge and understanding of the sources, development methods and system of European Union law, familiarity with European legal doctrines and an understanding of their impact upon various legal domains;

g. A thorough knowledge and understanding of European competition law and/or European constitutional law, and of current developments in one or both domains.

h. Familiarity with a number of material subdomains of European Union law, such as the law of the internal market or that of the Area of Freedom, Security and Justice, and/or with the more theoretical, general and procedural aspects of Union law and European integration, such as available legal remedies or legislative procedures, or a combination of both.

7. In addition to the abilities described in paragraph 2, a graduate of the specialisation in European Competition Law and Regulation will possess both g and h above and the following.

f. A thorough knowledge and understanding of the European market and competition law, and of current developments in these domains.

Master's programme International Criminal Law

Objectives of the programme and final attainment

1. The objectives of this programme are as follows:

a. To provide the student with knowledge, understanding and skills in the domain of international criminal law, such that they achieve the intended learning outcome standards described below;

b. To provide the student with a general academic training, including such skills as reasoning, writing, speaking and research ability and correctly citing and recording sources, as well as independent learning, the ability to solve complex problems creatively and critical reflection.

2. The student who has completed the LL.M. programme in International Criminal Law will:

a. have gained solid knowledge about the field of substantive and procedural ICL, its origins and meaning;

b. be able to understand the essential differences and commonalities between civil law and common law legal systems, in particular in respect of criminal law;

c. be able to position ICL in relation to other fields of law;

d. understand how common law and civil law traditions and doctrines have influenced ICL;

e. have a working knowledge of legal research and legal writing methods necessary for working with U.S., common and civil law legal materials;

f. be able to use comparative law methods to analyze the criminal law in both domestic and international contexts;

g. have the skills and the knowledge to understand, interpret, criticise and judge new developments in the field of substantive and procedural ICL;

h. be familiar with the research tools of international criminal law as a scholarly field;

i. understand how public international law serves as a distributive mechanism in respect of criminal jurisdictional claims of sovereign states;

j. have a solid knowledge and understanding of the contextual elements of international crimes, concepts of criminal responsibility and defences in ICL;

k. understand how international criminal procedure emerges but also differs from domestic procedural systems;



- l. understand why international co-operation in criminal matters works out differently in vertical relations (between international criminal tribunals and states) and in horizontal (inter-state) relations;
- m. have the capacity to participate in high level, academic discussions on International Criminal Law and will be able to instruct a lay audience on the principles and aims of International Criminal Law.

APPENDIX 4: OVERVIEW OF THE CURRICULUM

Master's programme International and European Law

Public International Law track

Semester 1	Block 1	Block 2	Block 3
Compulsory components			
	Principles and Foundations of International Law (12 EC)		Thesis (12 EC)
Core courses (6 EC)			
		International Dispute Settlement (6 EC)	
		International Organization (6 EC)	
Cross-over electives (6 EC)			
		European Criminal Law (6 EC)	
		EU Legal Remedies (6 EC)	
Electives (24 EC)[§]			
	International Moot Court: Philip C. Jessup (6 EC)	(continuation) International Moot Court: Philip C. Jessup (6 EC)	(continuation) International Moot Court: Philip C. Jessup (6 EC)
	Amsterdam Law Clinic (6 EC)	(continuation) Amsterdam Law Clinic (6 EC)	(continuation) Amsterdam Law Clinic (6 EC)
	International Criminal Law (12 EC)	International Criminal Law (12 EC)	
	WTO Moot Court (ELSA, European Law Students Association) (6 EC)	WTO Moot Court (ELSA, European Law Students Association) (6 EC)	
	International Law in Domestic Courts (6 EC)	(continuation) International Law in Domestic Courts (6 EC)	
	International Criminal Tribunals: Procedural Aspects (6 EC)	International Dispute Settlement (6 EC)	
		International Organization (6 EC)	
		International Trade Law (6 EC)	
		International Investment Law (6 EC)	
		International Human Rights Law (6 EC)	
		International Humanitarian Law (6 EC)	
		International Criminal Tribunals – Workshop (6 EC)	



Semester 2	Block 1	Block 2	Block 3
Compulsory components			
	(continuation) Thesis (12 EC)	(continuation) Thesis (12 EC)	(continuation) Thesis (12 EC)
Core courses (6 EC)			
	International Responsibility (6 EC)		
Cross-over electives (6 EC)			
	European Constitutional Law (for 6 EC)	(continuation) European Constitutional Law (for 6 EC)	
	EU Migration Law: Forced and Unforced Migration to the EU (6 EC)	EU Lawmaking: Practice and Procedure (6 EC)	
	EU Foreign Relations Law (6 EC)		
	European Environmental Law (6 EC)		
	European Human Rights Law (6 EC)		
Electives (24 EC)²			
	(continuation) Amsterdam Law Clinic (6 EC)	(continuation) Amsterdam Law Clinic (6 EC)	(continuation) Amsterdam Law Clinic (6 EC)
	International Law in Domestic Courts (6 EC)	(continuation) International Law in Domestic Courts (6 EC)	(continuation) International Law in Domestic Courts (6 EC)
	International Criminal Law Trial Competition (6 EC)	(continuation) International Criminal Law Trial Competition (6 EC)	
	European Human Rights Law (6 EC)	International Refugee Law (6 EC)	
	EU Foreign Relations Law (6 EC)	United Nations: The Law In Action (6 EC)	
	International Criminal Tribunals - Substantive Law (6 EC)	Victims of War (6 EC)	
	International Environmental Law (6 EC)	International Trade Law - Topics Seminar (6 EC)	
	International Labour Law (6 EC)	New Approaches to International Law (6 EC)	
	International Law of Military Operations		
	International Investment Arbitration (6 EC)		
	History and Theory of International Law (6 EC)		
	International Trade and Domestic Regulation (6 EC)		

² Subject to approval by the Examinations Board, the student may also choose course components from other university programmes in Law, non-legal course components from university programmes other than Law or a practical training/internship with a maximum study load of 6 EC; such course components or internships must be at Master's level and must bear sufficient relation to Public International Law.

International Trade and Investment Law track

Semester 1	Block 1	Block 2	Block 3
Compulsory components			
	Principles and Foundations of International Law (12 EC)	International Investment Law (6 EC)	Thesis (12 EC)
		International Trade Law (6 EC)	
Cross-over electives (6 EC)			
		Law of the Internal Market, Free movement of Goods and Services (6 EC)	
Semester 2	Block 1	Block 2	Block 3
Compulsory components			
	(continuation) Thesis (12 EC)	(continuation) Thesis (12 EC)	(continuation) Thesis (12 EC)
Core courses			
	International Trade Law and Domestic Regulation (6 EC) [§]	EU Commercial Policy, Trade and Investment (6 EC) ^{§§}	
	International Investment Arbitration (6 EC) [§]	International Investment Law – Topics Seminar (6 EC) ^{§§}	
		International Trade Law – Topics Seminar (6 EC) ^{§§}	
Cross-over Electives (6 EC)			
	EU Regulated Markets (6 EC)	EU Commercial Policy, Trade and Investment (6 EC)	
	EU Foreign Relations Law (6 EC)		
	European Environmental Law (6 EC)		
Electives (6 EC)^{§§§}			

[§] The student chooses at least one of the following core courses: International Trade Law and Domestic Regulation, or International Investment Arbitration.

^{§§} The student chooses at least one of the following core courses: Trade Law Topics Seminar, Investment Law Topics Seminar or EU Commercial Policy, Trade and Investment.

^{§§§} The student chooses courses from the list of Public International Law or European Union Law electives. Subject to approval by the Examinations Board, the student may also choose course components from other university programmes in Law, non-legal course components from university programmes other than Law or a practical training/internship with a maximum total workload of 6 EC; such course components or internships must be at Master's level and must bear sufficient relation to International Trade and Investment Law.



European Union Law track

Semester 1	Block 1	Block 2	Block 3
Compulsory components			
	Principles and Foundations of EU Law (12 EC)		Thesis (12 EC)
Core courses (12 EC)			
	European Competition Law (12 EC) [§]	(continuation) European Competition Law (12 EC) [§]	
Cross-over electives (6 EC)			
		International Dispute Settlement (6 EC)	
		International Organization (6 EC)	
Electives (18 EC)^{§§}			
	Amsterdam International Law Clinic (6 EC)	(continuation) Amsterdam International Law Clinic (6 EC)	(continuation) Amsterdam International Law Clinic (6 EC)
	European Law Moot Court (6 EC)	(continuation) European Law Moot Court (6 EC)	(continuation) European Law Moot Court (6 EC)
	EU Migration Law: Free Movement of Persons within the EU (6 EC)	EU Legal Remedies (6 EC)	
	European Labour Law (6 EC)	Equal Treatment in the EU (6 EC)	
	European Competition Law (12 EC)	(continuation) European Competition Law (12 EC)	
		European Consumer Law (6 EC)	
		European Criminal Law (6 EC)	
		<i>Europees recht – pleitwedstrijd</i> (6 EC)	
		European Social Security Law (6 EC)	
		European Law Moot Court (6 EC)	
		Law of the Internal Market, Free movement of Goods and Services (6 EC)	
Semester 2	Block 1	Block 2	Block 3
Compulsory components			
	(continuation) Thesis (12 EC)	(continuation) Thesis (12 EC)	(continuation) Thesis (12 EC)
Core courses (12 EC)			
	European Constitutional Law (12 EC) [§]	(continuation) European Constitutional Law (12 EC) [§]	

Cross-over electives

EU Foreign Relations Law (6 EC)	United Nations: The Law in Action (6 EC)
------------------------------------	---

European Human Rights Law (6 EC)

International Environmental Law (6 EC)

International Responsibility (6 EC)
--

Electives (18 EC)²²

(continuation) Amsterdam International Law Clinic (6 EC)	(continuation) Amsterdam International Law Clinic (6 EC)	(continuation) Amsterdam International Law Clinic (6 EC)
--	--	--

EU Foreign Relations Law (6 EC)	Advanced EU Competition Law (6 EC)
------------------------------------	---------------------------------------

EU Migration Law: Forced and Unforced Migration to the EU (6 EC)	EU Commercial Policy, Trade and Investment (6 EC)
--	--

European Constitutional Law (12 EC)	(continuation) European Constitutional Law (12 EC)
--	---

EU Regulated Markets (6 EC)	Law of the Economic and Monetary Union (6 EC)
-----------------------------	--

European Company Law I (6 EC)	EU Lawmaking: Practice and Procedure (6 EC)
----------------------------------	--

EU Private International Law (6 EC)	European Health Law and Policy (6 EC)
--	--

European Human Rights Law (6 EC)

Globalisation of Cartel Law (6 EC)

Individual Research Project European Public Law and Governance (6 EC)

Law of the Economic and Monetary Union (6 EC)
--

European Environmental Law (6 EC)

²¹ The student chooses at least one of the following core courses: European Competition Law or European Constitutional Law. The other course may be taken as an elective.

²² Subject to approval by the Examinations Board, the student may also choose course components from other university programmes in Law, non-legal course components from university programmes other than Law or a practical training/internship with a maximum study load of 6 EC; such course components or internships must be at Master's level and must bear sufficient relation to European Union Law.



European Competition Law and Regulation track

Semester 1	Block 1	Block 2	Block 3
Compulsory components			
	European Competition Law (12 EC)	(continuation) European Competition Law (12 EC)	Thesis(12 EC)
	Principles and Foundations of EU Law (12 EC)	Law of the Internal Market, Free movement of Goods and Services (6 EC)	
Cross-over electives (6 EC)			
		International Investment Law (6 EC)	
		International Trade Law (6 EC)	
Electives (6 EC)²			
	EU Migration Law: Free Movement of Persons within the EU (6 EC)	EU Legal Remedies (6 EC)	
	Regulation, Regulatory Impact and Reform (6 EC)	European Consumer Law (6 EC)	
	European Law Moot Court (6 EC)	European Contract Law (6 EC)	
	Amsterdam International Law Clinic (6 EC)	(continuation) Amsterdam International Law Clinic (6 EC)	
		(continuation) European Law Moot Court (6 EC)	
		European Law Moot Court (6 EC)	
Semester 2	Block 1	Block 2	Block 3
Compulsory components			
	(continuation) Thesis (12 EC)	(continuation) Thesis (12 EC)	(continuation) Thesis (12 EC)
	EU Regulated Markets (6 EC)		
Cross-over electives (6 EC)			
	International Investment Arbitration (6 EC)		
	International Trade Law and Domestic Regulation (6 EC)		
Electives (6 EC)²			
	(continuation) Amsterdam International Law Clinic (6 EC)	(continuation) Amsterdam International Law Clinic (6 EC)	(continuation) Amsterdam International Law Clinic (6 EC)
	EU Foreign Relations Law (6 EC)	Advanced EU Competition Law (6 EC)	
	European Company Law I (6 EC)	EU Commercial Policy, Trade and Investment (6 EC)	

Globalisation of Cartel Law (6 EC)	European Company Law II (6 EC)
European Competition Law Moot Court (6 EC)	(continuation) European Competition Law Moot Court (6 EC)
Individual Research Project European Public Law and Governance (6 EC)	The Law of Bureaucratic Power in the EU (6 EC)
	Law of the Economic and Monetary Union (6 EC)
	EU Lawmaking: Practice and Procedure (6 EC)

² Subject to approval by the Examinations Board, the student may also choose course components from other university programmes in Law, non-legal course components from university programmes other than Law or a practical training/ internship with a maximum study load of 6 EC; such course components or internships must be at Master's level and must bear sufficient relation to European Competition Law and Regulation.

Master's programme International Criminal Law

First semester at the Amsterdam Law School		
Block 1	Block 2	Block 3
Compulsory components		
Comparative Introduction to Civil and Common Law (3 EC)	International Criminal Tribunals: Substantive Law (6 EC)	Thesis (3 EC) (also in blocks 1 and 2)
International Criminal Law (6 EC)	International Criminal Tribunals: Procedural Aspects (6 EC) continues with 3 sessions	
International Criminal Tribunals: Procedural Aspects (6 EC)		
Mandatory elective courses (6 EC)		
Externship (6 EC)	Externship (6 EC)	
Introduction to Public International Law (voor studenten van Columbia Law School) (6 EC)	International Human Rights Law (6 EC)	
	International Organization (6 EC)	
	European Criminal Law (6 EC)	
	International Humanitarian Law (6 EC)	
	Comparative Law (6 EC)	

Second semester at Columbia Law School

Compulsory components

Colloquium on International Criminal Law (2 AC²)

Thesis – Part 2 (3 AC)

Preferred electives (7 AC in total)

Law of Genocide (2 AC)

Tortures and Confessions: From the Inquisition to Guantanamo (2 AC)

Nuremberg Trials and War Crimes Law (2 AC)

Criminal Adjudication (3 AC)

Topics in Criminal Prosecution and Defense (2 AC)

Other selected electives

Civil Liberties and the Response to Terrorism (2 AC)

Policing the Police (2 AC)

Sentencing (2 AC)

Internal Investigations (2 AC)

[American] Criminal Law (1L course, Amsterdam students only as CLS students have taken already) (3 AC)

Law and Psychology: How Criminal Verdicts go Wrong (2 AC)

Critical Human Rights Theory (2 AC)

International Human Rights Advocacy (2 AC)

Interplay of Civil and Criminal Law (2 AC)

Evidence (4 AC)

Refugee Law and Policy (2 AC)

International Humanitarian Law (if not already completed in the first semester) (2 AC)

Human Rights (if not already completed in the first semester) (3 AC)

2 1 AC = 2.5 EC



APPENDIX 5: PROGRAMME OF THE SITE VISIT

Monday 2 October 2017		
9.30	10.00	Arrival panel and welcome by dean
<ol style="list-style-type: none"> 1. Prof. dr. P.A. Nollkaemper - dean 2. Prof. dr. M.Y.A. Zieck - vice-dean & director Graduate School of Law (MA) 3. Prof. dr. A.F. Salomons – director College of the Law (BA) & programme director (BA RG) 4. Mr. J.A.C.M.P. Brugman-Augustijn – executive secretary to the board 		
10.00	12.00	Preparatory meeting and review of available information
12.00	12.30	Interview with faculty management
<ol style="list-style-type: none"> 1. Prof. dr. P.A. Nollkaemper - dean 2. Prof. dr. M.Y.A. Zieck - vice-dean & director Graduate School of Law (MA) 3. Prof. dr. A.F. Salomons – director College of the Law (BA) & programme director (BA RG) 4. Mr. J.A.C.M.P. Brugman-Augustijn – executive secretary to the board 5. Drs. J. (Jan) Dijk – managing director 		
12.30	13.00	Lunch
13.00	14.00	Interview with management of all programmes
<ol style="list-style-type: none"> 1. Prof. dr. A.F. Salomons - director College of the Law (BA) & programme director (BA RG) 2. Mr. dr. S.J. Mol-Verver - programme director (BA + MA FISC) 3. Mr. J. Roest - programme director (MA PRIV) 4. Dr. F.T. Groenewegen - interim programme director (MA PUBL) 5. Dr. I. Zaal - programme director (MA ARB) 6. Prof. dr. M.M.M. van Eechoud - programme director (MA INFO) 7. Prof. dr. A.A.M. Schrauwen - programme director (MA IEL) 8. Prof. dr. M.B.M. Loos - programme director (MA EPL) 		
14.00	14.45	Interview with students B Rechtsgeleerdheid (RG)
<ol style="list-style-type: none"> 1. Stefanie Janson - student BA RG 2. Maus Arends - student BA RG 3. Sophie Vetter - student BA RG 4. Tasa Jiya - student BA RG 5. Sam de Wijs - student BA RG 6. Bodine Kramer - alumnus BA RG 7. Sacha van Ligten - alumnus BA RG 8. Fleur Baak - student BA RG 		
14.45	15.15	Panel discussion and short break
15.15	16.00	Interview with students B and M Fiscaal recht (FISC)
<ol style="list-style-type: none"> 1. Esmee Emanueel - student BA FISC 2. Anne Myra van der Meulen - student BA FISC 3. Safira Buis - student BA FISC 4. Isabelle Tiems - student MA FISC NL 5. Marthijn Leegsma - alumnus MA FISC NL 6. Edwin Bakker - student MA FISC INT & EUR 7. Silvester Klaus - student MA FISC INT & EUR 8. Umit Kahraman - alumnus MA FISC INT & EUR 		
<i>Parallel session:</i> Interview on thesis trajectory		
<ol style="list-style-type: none"> 1. Prof. dr. M.Y.A. Zieck - vice-dean & director Graduate School of Law (MA) 2. Mr. S. de Groot - coordinator master's thesis 3. Mr. dr. S.J. Mol-Verver – programme director 4. Dr. drs. D.L.M.T. Dankers-Hagenaars - coordinator bachelor's thesis 		

16.00	16.45	Interview with teaching staff B Rechtsgeleerdheid (RG), B and M Fiscaal recht (FISC)
<ol style="list-style-type: none"> 1. Mr. M. Steen (BA RG) 2. Prof. dr. R.J. de Weijs (BA RG) 3. Dr. mr. R. Janse (BA RG) 4. Mr. dr. A.J. Muntjewerff (BA RG) 5. Mr. H.F. van der Weerd-van Joolingen (FISC) 6. Mr. C. Wisman (FISC) 7. Mr. W. Nijssen (FISC) 8. Prof. dr. J.L. van de Streek (FISC) 9. Prof. dr. R.P.C. Cornelisse (FISC) 		
16.45	17.15	Break
17.15	18.00	Interview with members of programme committee B RG and B & M FISC
<ol style="list-style-type: none"> 1. Kasper van Haaren - student (BA RG) 2. Luna Evers - student (BA RG) 3. Jorrit Jans - student (FISC) 4. Nivard Witte - student (FISC) 5. Mr. dr. J.H. Reestman - staff member (BA RG) 6. Mr. M. Steen - staff member (BA RG) 7. Dr. C.M. Brölmann - staff member (BA RG) 		

Tuesday 3 October 2017		
9.00	10.00	Preparatory meeting and review of available information; office hour (9.30-10.00)
10.00	10.45	Interview with students of M Privaatrecht (PRIV) and M Arbeidsrecht (ARB)
<ol style="list-style-type: none"> 1. Myrthe Prinsze (MA PRIV PRP) 2. Lynn Rook (MA PRIV PRP) 3. Daan Gieben (MA PRIV CP) 4. Lieke Bartelsman (MA PRIV CP) 5. Rosalie ter Meulen (MA ARB ARB) 6. Pien Struyk (MA ARB A&O) 7. Lisa van den Goorberghe (MA ARB A&O) 		
<i>Parallel session:</i> Interview with students of M International & European Law (IEL) and M International Criminal Law (ICL, in English)		
<ol style="list-style-type: none"> 1. Miles Krist (MA IEL EU LAW) 2. Wiebe Hommes (MA IEL EU LAW) 3. Lars Smit (MA IEL ECLR) 4. Yi Zhang (MA IEL ITIL) 5. Jeroen Duin (MA IEL PIL) 6. Jindan Mann (MA ICL) 		
10.45	11.15	Panel discussion and short break
11.15	12.00	Interview with students of M Publiekrecht (PUBL) and M Informatierecht (INFO)
<ol style="list-style-type: none"> 1. Tessa van Bedaf (MA PUBL S&B) 2. Sophie de Vries (MA PUBL S&B) 3. Nicky Wijkman (MA PUBL STRAF) 4. Saloua Karimi (MA PUBL STRAF) 5. Simon de Wildt (MA PUBL GEZOND) 6. Cees Plaizier (MA INFO) 7. Melanie Klus (MA INFO) 		



<i>Parallel session: Interview with students of M European Private Law (EPL, in English)</i>		
1. Daniela Čičkánová (MA EPL) 2. Giacomo Ragusa (MA EPL)		
12.00	12.30	Panel discussion
12.30	13.00	Lunch
13.00	13.45	Interview with teaching staff Dutch-language master's programmes
1. Prof. dr. C. Mak (MA PRIV PRP) 2. Prof. dr. R.J. de Weijs (MA PRIV CP) 3. Dr. drs. G.J.P. de Vries (MA PRIV PRP + CP) 4. Dr. A.E. Oderkerk (MA PRIV PRP + CP) 5. Prof. dr. R.M. Beltzer (MA ARB ARB + A&O) 6. Prof. mr. E. Verhulp (MA ARB ARB + A&O) 7. Mr. E.F. Grosheide (MA ARBARB + A&O) 8. Prof. dr. J. Legemaate (MA PUBL GEZOND) 9. Prof. mr. dr. A.J.C. de Moor-van Vugt (MA PUBL S&B) 10. Mr. dr. K.C.J. Vriend (MA PUBL STRAF) 11. Dr. D. Abels (MA PUBL STRAF) 12. Dr. T. McGonagle (MA INFO)		
<i>Parallel session: Interview with teaching staff English-language master's programmes (in English)</i>		
1. Prof. dr. C. Eckes (MA IEL EU LAW) 2. Dr. T.A.J.A. Vandamme (MA IEL EU LAW) 3. Dr. K.J. Cseres (MA IEL ECLR) 4. Dr. C.M. Brölmann (MA IEL PIL) 5. Dr. H.E. Kjos (MA IEL ITIL) 6. Prof. dr. A.A.H. van Hoek (MA EPL) 7. Dr. M. Bartl (MA EPL) 8. C. Leone LLM (MA EPL)		
13.45	14.15	Panel discussion and short break
14.15	15.00	Interview with members of the programme committee of the Dutch- and that of the English-language master's programmes (excl. MA Fiscaal)
1. Rosalie ter Meulen (MA NL ARB ARB) OC - student 2. Nicky Wijkman (MA NL PUBLIEK STRAF) OC - student 3. Merel Kramers (MA NL PUBLIEK GEZOND) OC - student 4. Martijn Leegsma (MA ENG IEL - PIL) OC - student 5. Dr. drs. G.J.P. de Vries (MA NL) OC - staff member 6. Prof. dr. M.B.M. Loos (MA NL) OC - staff member 7. Dr. K.J. Cseres (MA ENG) OC - staff member 8. C. Leone LLM (MA ENG) OC - staff member		
15.00	15.30	Panel discussion and short break
15.30	16.15	Interview with members of the Examinations Board
1. Prof. dr. C.M. Cappon (chair Examinations Board) 2. Mr. G.P. van Nifterik (chair Assessment Committee) 3. Mr. B.K. Olivier (chair Fraud Committee) 4. Prof. dr. B.E. Reinhartz (member Examinations Board) 5. S.G.H. Spoelder (member Assessment Committee) 6. Prof. dr. J.L. van de Streek (member Examinations Board) 7. Dr. drs. G.J.P. de Vries (member Fraud Committee) 8. Mr. drs. L.M. Zagers (secretary)		
16.15	16.45	Break

16.45	17.30	Interview with alumni Privaatrecht and Arbeidsrecht
<ol style="list-style-type: none"> 1. Danique Meijer (MA PRIV PRP) 2. Natascha Veenendaal (MA PRIV CP) 3. Jamie Zoutberg (MA ARB A&O) 4. Marloes de Koning (MA ARB A&O) 		
<i>Parallel session: Interview with staff members Columbia University (M ICL, in English)</i>		
<ol style="list-style-type: none"> 1. Prof. A. Kolker - dean and executive director of international and comparative law programs CLS 2. Prof. L. Damrosch – teaching staff CLS 3. Prof. dr. mr. G.K. Sluiter –director ALS 4. Prof. dr. G.Y.J.M. Mettraux – teaching staff ALS 		
17.30	18.15	Interview with alumni M Publiekrecht and M Informatierecht
<ol style="list-style-type: none"> 1. Robbert van Middelburg (MA PUBL S&B) 2. Simcha Plas (MA PUBL STRAF) 3. Lineke de Knijff (MA PUBL GEZOND) 4. Julian Eck (MA INFO) 5. Roel Maalderink (MA INFO) 6. Anne Thier-Goubitz (MA INFO) 		
Interview with alumni English-language master's programmes		
<ol style="list-style-type: none"> 1. Minke de Haan (MA IEL EU LAW) 2. Dalina Bachasingh (MA IEL ITIL) 3. Jori de Goffau (MA IEL ECLR) 4. Meiko Meguro (MA IEL PIL) 5. Bastiaan Loopstra (MA IEL PIL) 6. Barbara van Straaten (MA ICL) 7. Josse Klijsma (MA EPL) 		
17.30	18.00	Panel discussion

Wednesday 4 October 2017		
09.00	9.30	Tour of the new building
09.30	10.30	Final interview with faculty management
<ol style="list-style-type: none"> 1. Prof. dr. P.A. Nollkaemper - dean 2. Prof. dr. M.Y.A. Zieck - vice-dean & director Graduate School of Law (MA) 3. Prof. dr. A.F. Salomons – director College of the Law (BA) & programme director (BA RG) 		
10.30	12.30	Formulation preliminary findings
12.30	13.00	Lunch break
13.00	16.00	Formulation preliminary findings
16.00	16.30	Preparation of presentation preliminary findings
16.30	17.00	Presentation of preliminary findings



APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied a selection of 15 theses from the master's programme International and European Law, and 10 from the master's programme International Criminal Law. The student numbers of these theses are available upon request.

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

- Course materials, sample exams and answer models of the following IEL courses:
 1. Principles and Foundations of international law
 2. EU Legal Remedies
 3. European Competition Law
 4. EU commercial policy, trade and investment
- Course materials, sample exams and answer models of the following ICL courses:
 1. Colloquium on International Criminal Law
 2. International Criminal Law
- Minutes and annual reports of the Examinations Board and Assessment Committee (2012-present)
- Nota on test design by Assessment Committee
- Minutes and annual reports of the programme committee (2012-present)
- Strategic plan Faculty of Law 2015-2020
- UvA Vision on Teaching and learning (2017)
- VSNU and Ministry of Education, Culture & Science reports on matching
- UvA Assessment policy
- Roadmap Blended Learning
- Strategic Framework for Internationalisation
- Studiesucces aan de Universiteit van Amsterdam (Plan van Aanpak Studiesucces)
- Evaluation instrument UvA Q