

**MASTER'S PROGRAMME**  
**EUROPEAN PRIVATE LAW**

FACULTY OF LAW

**UNIVERSITY OF AMSTERDAM**

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This report was finalized on 15/12/2017.



# REPORT ON THE MASTER'S PROGRAMME EUROPEAN PRIVATE 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 PROGRAMME

### Master's programme European Private Law

Name of the programme:	European Private Law
CROHO number:	60412
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	-
Location(s):	Amsterdam
Mode(s) of study:	full time, part time
Language of instruction:	English
Expiration of accreditation:	03/07/2018

The visit of the assessment panel Law to the Faculty of Law of the University of Amsterdam took place on 2 – 4 October 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 programme European Private 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 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;
- Prof. dr. mr. A.L.B. (Aurelia) Colombi Ciacchi, professor in Law and Governance at the University of Groningen;
- Dr. mr. W.H.F.M. (Wouter) Cortenraad, LL.M., 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, LL.B., master's student of Dutch Law, specialisation Constitutional and Administrative Law, at Maastricht University [student member].

The panel was supported by Dr. Fiona Schouten, 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 of 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, VU University 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 (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
- V.A. (Veerle) van Waarde, LLB
- R.P.M.G. (Robert) van den Boorn, LLB
- D.H. (Danielle) Arnold, LLB
- Prof. dr. mr. P. (Peggy) Valcke
- Prof. dr. L.J. (Larissa) van den Herik

#### Cluster II

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

#### Cluster III

- Em. prof. dr. mr. A.F.M. (Adriaan) Dorresteyn (chair)
- Prof. dr. mr. E. (Elies) van Sliedregt (vice chair)
- Prof. dr. mr. R.A. (Ramses) Wessel
- Prof. dr. mr. A.J.C. (Adrienne) de Moor-van Vugt
- Em. prof. dr. mr. L.C. (Laurens) Winkel
- Em. prof. dr. mr. H.P.A.M. (Henk) van Arendonk
- Mr. dr. S.A. (Sonja) Kruisinga
- Prof. dr. mr. Y. (Yves) Jorens
- Prof. mr. H.N. (Harriët) Schelhaas
- 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. dr. mr. A.A. (Antoon) Quaedvlieg

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 University of Amsterdam 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
- V.A. (Veerle) van Waarde, LLB
- Prof. dr. mr. P. (Peggy) Valcke

#### *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 assistant project manager. Drs. José van Zwieten (University of Amsterdam, VU University 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) acted as secretaries in cluster II; and drs. Renate Prenen (Maastricht University, Open University, Radboud University Nijmegen, University of Groningen) acted as secretary in cluster III. Due to parallel sessions in the site visit schedules, José van Zwieten acted as additional secretary during the visit to Erasmus University Rotterdam, and Fiona Schouten acted as additional secretary during the visits to the University of Amsterdam, Maastricht University and Radboud University Nijmegen.

#### *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 panel discussion leading to the preliminary findings at the end of every site visit;
2. The coordinator was present at the first site visit of every cluster;
3. Calibration meetings were organised 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, the 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 cluster 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 instructions 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 (cf. 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 demonstrates 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

European Private Law (EPL) is a one-year English-language master's programme of 60 EC, taught at the Faculty of Law of the University of Amsterdam. It has an average annual intake of 20-25 students. The majority of these students have an international background. Since its start in 2010, EPL has widened and deepened its primary focus on EU Law to include European private law in an international context. To that end, the programme combines the study of national, European and international private law with a strong analytical, comparative, multi-level and integrative approach to the role and functions of law in human societies.

According to the panel, the profile of EPL is highly distinctive. It offers a broad and deep critical perspective on private law which surpasses 'regular' private law programmes. EPL's intended learning outcomes match its level and orientation and reflect EPL's multi-level approach. However, the panel feels that some risk being over-ambitious and that they suggest a focus on a good working knowledge of the European Union's main national systems of private law. It recommends rephrasing the intended learning outcomes in this respect, in order to make them more compatible with the unique comparative, multi-level and integrative approach that defines EPL.

The panel considers the curriculum of European Private Law to be very well designed. It strikes a well-designed balance between analysis and reflection on the one hand and knowledge and understanding of multi-level principles, rules and practices of private law on the other. The curriculum was changed in September 2017, involving an increase in electives. Since the choice of electives is restricted, the panel is convinced that students will still be following equal trajectories and fulfilling all requirements upon graduation under the new curriculum. However, it recommends the programme reconsider the decision to turn the core course on comparative law into an elective in light of the distinctive comparative and contextual focus of EPL. The teaching methods within EPL enable and promote the 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 programme as challenging, but receive plenty of support and feedback from teachers and support staff and benefit from the stimulating environment of a truly international classroom. The renewed thesis trajectory provides EPL students with the support and structure they need to successfully complete the programme.

According to the panel, assessment within European Private Law is up to standard. Assessment practices and policies are in line with university policy ('Kader Toetsbeleid', 2010). EPL assessment is varied and consists of written and oral examinations as well as papers. It is possible for students to choose electives in such a way that they only have to write one paper apart from their master's thesis. The panel recommends that the programme ensure that at least three papers are written by every EPL student. 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 such as EPL have been limited. The Assessment Committee appointed by the Examinations Board has not yet looked at the assessment of courses, nor has it performed a planned 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 EPL.

The panel is impressed with the high level of the master's theses it studied. The theses demonstrate that EPL graduates have developed a critical perspective on the domain of European private law, which allows them to discuss, compare and combine the various levels (national, European, international) of private law. The level of English is good to very good. Students exhibit great differences upon entering the programme, but EPL clearly manages to bring out the best in them. In spite of limited data on graduate success, the panel is convinced EPL graduates have acquired a skill set 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 European Private Law*

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

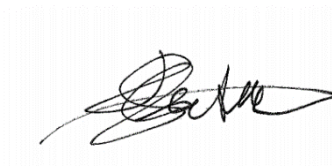
The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in it. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 15/12/2017



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Prof. mr. Ige Dekker



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Dr Fiona Schouten

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

European Private Law (EPL) is a one-year English-language master's programme of 60 EC, taught at the Faculty of Law of the University of Amsterdam. The Faculty organises fourteen programmes. Ten of them were assessed in the Law cluster assessment (2017-2018). As a master's degree programme, EPL belongs to the Amsterdam Graduate School of Law (AGSL), one of three Schools within the Faculty. The Faculty's Dean charged these Schools with the execution of the Teaching and Examination Regulations of the programmes. Each School is led by a director. The Faculty also hosts five departments to which the teaching staff belong. EPL staff are members of the Department of Private Law, which is responsible for the development of this particular scholarly field and the qualification and training of its members. Finally, EPL has a programme director, who is responsible for the organisation and output of the programme, as well as for its 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**

The University of Amsterdam's master's programme European Private Law (EPL) was first accredited in 2009-2010. As mentioned in the programme's critical reflection, EPL started out with a focus on Europeanisation and EU law, since at that time, the scientific debate in the area of European private law centred around the development of a European Civil Code (ECC). When this development was abandoned in 2014, the programme widened its scope to include national and international private law systems and their economic, social and political dimensions. According to the critical reflection, such a supra-national understanding of private law has recently gained topicality in light of the harmonisation and transformation of private law systems in Europe. It is also gaining relevance due to international developments, ranging from international trade and investment agreements such as TTIP to the search for international arrangements such as Brexit. Another reason to reposition EPL has been the wish to attract more than the 20-25 students starting the programme on an annual basis.

During the site visit, the panel discussed the profile and new direction of EPL with the programme management, teaching staff, students and alumni. It concluded from these conversations that the programme creates a truly integrated approach to the various levels and intersections of private law systems. Rather than providing in-depth knowledge of certain subfields of private law, the programme aims to teach its students a broad and deep understanding of the Europeanisation of private law and its dynamics, as well as the ability to critically evaluate this process. EPL differs from 'regular' private law programmes in the sense that it does not focus on a specific national private law system. Instead, it introduces students to a complex, multi-level system of European private law, which is formed by rules adopted at the international, European, and national levels. EPL places a strong emphasis on analytical and multi-level perspectives in order to allow students to reach such an understanding. The panel considers EPL's profile to be highly distinctive and praises the programme's unique comparative, multi-level and integrative approach.

EPL'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.

The panel is pleased with the effort EPL has made to capture its unique profile and particular comparative and integrative methodology in the intended learning outcomes (cf. appendix 3, learning outcomes 2.1-2.c). It feels, however, that some risk being over-ambitious. This is particularly the case with learning outcome 2.d, which requires graduates to acquire a 'good working knowledge of the main national legal systems in the European Union (i.e. French, German, English law) with regard to the main subjects of private law'. This suggests that students of EPL are to gain a certain degree of knowledge of the national systems of private law mentioned. According to the panel, this suggestion is unintentional: such an approach would run counter to EPL's vision and profile and would far surpass the limits of a one-year master's programme. The panel recommends the rephrasing of the intended learning outcomes in this respect, in order to make them fully compatible with the multi-level perspective that defines EPL.

### **Considerations**

According to the panel, the profile of the master's programme European Private Law, with its focus on a comparative, multi-level and integrative approach to European private law in an international context, is highly distinctive. The programme combines the study of national, European and international private law with strong analytical and multi-level perspectives on the role and functions of law in human societies. This broad and critical focus sets the programme apart. The programme's intended learning outcomes match its level and orientation and reflect EPL's comparative, multi-level and integrative approach. However, the panel feels that some risk being over-ambitious and that they suggest a focus on a good working knowledge of the European Union's main national systems of private law. It recommends rephrasing the intended learning outcomes in this respect, in order to make them more compatible with the unique approach that defines EPL.

### **Conclusion**

*Master's programme European Private Law:* the panel assesses Standard 1 as 'satisfactory'.

#### **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**

European Private Law is a one-track, one-year master's programme. It has an average annual intake of 20-25 students. The majority of these students have an international background: in 2016-2017, 10 of 25 students were Dutch. The curriculum of EPL is divided up into two semesters composed of three blocks each. The blocks follow the university-wide '884 model', in accordance with university policy. The first two blocks are 8 weeks in length, the last one lasts 4 weeks. EPL's 8-week blocks are dedicated to core (mandatory) and elective courses, distributed in part according to the choices made by the student. The 4-week blocks are reserved for the thesis (proposal in block 3, wrap-up in block 6). In the second semester, students write their thesis alongside their courses. A schematic overview of the curriculum can be found in appendix 4 of this report.

The setup of EPL was changed at the start of the 2017-2018 academic year in order to make the programme more attractive for international students. Until September 2017, students followed 5 mandatory core courses (30 EC) and 3 electives (18 EC), the thesis making up the remaining 12 EC. The new curriculum, which started one month prior to the panel's site visit in October 2017, allows more room for electives: students follow 3 core courses (18 EC) and 5 electives (30 EC). Also, courses were adapted or abolished in order to better reflect the programme's new profile. Appendix 4 gives an overview of the changes made.

#### *Curriculum contents and design*

The panel studied the curriculum of European Private Law in the critical reflection and the online study guide. It looked at the materials and handbooks of three core courses (cf. appendix 6). It also discussed the curriculum with the programme management, teaching staff, students and alumni. Based on this input, the panel gathered that while the curriculum contains elements of both 'hardcore' positive law and more theoretical approaches, the focus is on combining and integrating them into a broader perspective on European private law. As such, it is in line with the programme's profile.

The curriculum of EPL operationalises its profile by taking practices from the various levels of the domain of European private law as a starting point and addressing them and the issues they raise from a theoretical-academic perspective. For instance, the mandatory course European Contract Law and Justice (previously: European Contract Law) addresses contract law on the national, the European, and the international level, dealing with directives and conventions as well as with themes such as unfair terms and interpretation of contracts. In addition, the course goes into controversial questions of private law from the competing perspectives of contemporary theories of justice, such as the moral limits of the market and the legitimacy of law-making.

According to the panel, the overall content of the courses clearly reflects the comparative, multi-level and integrative approach. Study materials vary from topical journal articles to up-to-date handbooks. Courses frequently refer to very recent events and developments, such as TTIP, CETA, and Brexit. Following from the integrative setup, the curriculum of EPL combines a professional, practice-based orientation with a clearly academic approach. In line with faculty-wide policy, EPL courses are research-led: scientific research is incorporated in the lectures, and the research of the EPL teaching staff is discussed and dealt with. According to the panel, the EPL curriculum offers a challenging and innovative combination of analysis and reflection on the one hand and knowledge and understanding of different private law systems and their foundations on the other.

#### *Curriculum revision*

The curriculum was revised from September 2017 in an effort to make the programme's setup and ambition more visible in the courses and course titles. Courses were renamed, reoriented and recombined. Course names indicating either a more theoretical strand (Private Law Theory) or a focus on positive law (European Consumer Law) were changed (Private Law and Justice; Consumer Rights in the Digital Single Market). The change of European Private Law into Private Law in a European and International Context reflects the decision to widen EPL's primary focus on EU Law to include European private law in an international context (cf. Standard 1). The panel is pleased with the fact that the approach of EPL has been made more visible in the revised curriculum.

As mentioned above, the new EPL curriculum entails an increase in electives. Students are granted more freedom to compose their own programme, and allowed more variation in their learning trajectories. The panel is pleased to note that this measure is accompanied by a clear reduction of the already limited list of electives available to EPL students. Students' options in composing an individual curriculum are therefore restricted. As a consequence, the panel is convinced that students will still be following equal trajectories and fulfilling all requirements upon graduation under the new curriculum setup.

Since the changes have been implemented very recently and their consequences are not yet known, the panel is hesitant to speculate on this new turn. However, it noted that the core course on



comparative law has been changed from a compulsory course into an elective. According to EPL staff as well as the critical reflection, elements of this course have been integrated into other parts of the curriculum, such as the thesis trajectory (as discussed below). All the same, the panel wonders whether turning this course into an elective was a wise decision in light of the distinctive comparative and contextual focus of EPL. It advises the programme to reconsider this.

#### *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. The critical reflection 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. It agrees with the remark in the critical reflection that the introduction of all of them throughout the Faculty would be very ambitious, so that focal points must be selected according to the nature and need of each individual programme. In the case of EPL, focal points have been selected carefully. Whereas blended and experiential learning methods are not very prominent in the curriculum, EPL does offer research-based teaching, which is addressed below, and activating learning methods in combination with internationalisation.

EPL courses consist of lectures and tutorials. Activating elements are often incorporated into the lectures. Students were very positive about these lectures, and named multiple examples of truly inspirational classes. They praised the manner in which EPL lecturers engaged them in in-class discussion. However, student activation takes place chiefly in the tutorials which run alongside the lectures. In these tutorials, ample time is reserved for students to debate and discuss the themes and questions raised by the lectures, both among themselves and with the lecturers. According to the students, these tutorials were very valuable in the sense that they allowed them to reach a real understanding of the course materials.

Students and alumni also pointed out that the tutorials were enhanced by the fact that the student population of EPL is very international. Here, students discuss legal practices from their own backgrounds with their peers and professors. In doing so, they gain a sense of the cultural dimension of legal norms and differences between national systems. Many of the students called this activating international classroom one of the greatest strengths of EPL. The panel agrees: the combination of student activation and an international student body is a contributing factor to the development of a comparative, multi-level and integrative understanding of private law systems. It was pleased to learn that the number of tutorials has been expanded from September 2017, and that contact hours per course have increased from 2-3 to 4 per week.

#### *Teaching staff*

The panel looked at the list of teaching staff provided in the critical reflection, and interviewed a small selection of EPL faculty. It concluded that the quality of EPL staff is very high. On the one hand, their research profile is very strong, which stimulates research-based teaching. Many EPL staff members are researchers at the Centre for the Study of European Contract Law (CSECL), and a number of them are considered outstanding researchers in the field of private law. On the other hand, staff members also have a strong professional profile, working as lawyers or deputy judges. All staff members hold a basic teaching qualification (BKO), and junior faculty members are supervised by senior lecturers when training to obtain a BKO. The programme director was the first to obtain the senior qualification (SKO) in the Faculty of Law.

Students and alumni pointed out to the panel that staff quality is an important asset of the programme. They were unanimous in their enthusiasm about many of the lecturers. They confirmed the panel's impression that EPL's teaching staff can be considered good.



The student-staff ratio for masters' programmes at the Faculty of Law is 35.78:1. EPL students mentioned that their lecturers are busy, in part because of their position as eminent researchers. However, they do not report any negative effects on the learning environment and state that they always receive enough attention and feedback. The panel concludes that staff quantity is sufficient to successfully run the programme.

### *Feasibility*

The EPL master's programme aims for students to acquire insight into the setup and mechanics of a complex and layered field of law, and to be able to reflect critically on developments in this domain. The scope of the programme is therefore quite broad, and the analytical requirements are high. Students and alumni stated that they experienced the programme as challenging. Some mentioned that they struggled with the course load. The feasibility of the programme seems impacted by EPL's ambitious aims and design.

Feasibility is further challenged by the differences between the students entering the programme. EPL is accessible to any student holding a national or international bachelor's degree in law, and it is also open to students who have completed the University of Amsterdam's bachelor's programme in Politics, Psychology, Law and Economics (PPL) with a major in law. Non-EU students who have not received training in EU law are offered an extra-curricular introductory course in EU law of 6 EC. Students are also asked to demonstrate their proficiency in English and writing. Apart from these requirements, however, it is clear that the students come from very different and often highly traditional academic cultures, which frequently favour the knowledge of positive law over analysis and critical reflection.

The panel found that the programme has taken adequate measures to limit the impact of these challenges to feasibility. To begin with, various measures are in place to support EPL students. They can turn to the programme coordinator for study-related concerns, and to the international office of the Amsterdam Law School with practical questions. Students with personal or study problems can talk to the Faculty's study counsellors. The new Education Service Centre, which was opened when the Faculty moved to a new building on Roeterseiland at the start of the academic year of 2017-2018, forms an accessible window where students can ask for support. Information is made available through the Blackboard site of the programme, and students can follow or review lectures at home which were recorded and placed online. The panel is pleased with the organisation of student support.

Apart from these measures, students and alumni pointed out to the panel that the feasibility of EPL is enhanced by additional factors. The first is the programme's 'international classroom', which brings together students from various nationalities and backgrounds and enhances the quality of education by drawing on their experiences and perspectives in class. Students work closely together in overlapping and partly international cohorts (they can enter the programme twice a year, in September and February). This close collaboration strengthens the group identity of EPL students and works as a motivator. The second factor contributing to feasibility and study success according to students and alumni is the assistance and supervision of the teaching staff. EPL staff are very accessible and always ready to answer questions and provide the students with extensive feedback. Students writing their thesis reported that their supervisors contacted them regularly to check on their progress and made time for them whenever the process required it. The panel praises the programme for creating such a supportive and stimulating study climate.

The renewed thesis trajectory also contributes to the programme's feasibility. Between 2010 and 2016, a 'thesis committee' prepared, introduced, evaluated and streamlined a new, faculty-wide approach to the writing of theses of 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 previously 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. The second four-week block is dedicated to finalising the thesis. Those who do not make the deadline are required to start again on a new theme and trajectory. Students have the option to take a remedial English course (per September 2017: Legal English). They can also choose to follow a tutorial on formulating a research question. All students follow a workshop on presenting before their thesis defence.

According to the panel, the new thesis trajectory has been a well thought out and carefully introduced improvement, for which the Faculty deserves praise. It is 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 shape of the thesis presentation.

EPL 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 the ones 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 of EPL suggests an improvement: of the 2015-2016 cohort, 93% of students graduated, and 89% in the previous year. Before that, this number was lower (between 69% and 82%). All in all, the panel considers the thesis trajectory to provide EPL students with the support and structure they need to successfully complete the programme.

### **Considerations**

The panel considers the curriculum of European Private Law to be very well designed. It strikes a well-designed balance between analysis and reflection on the one hand and knowledge and understanding of multi-level principles, rules and practices of private law on the other. The curriculum was changed from September 2017, involving an increase in electives. Since the choice of electives is restricted, the panel is convinced that students will still be following equal trajectories and fulfilling all requirements upon graduation under the new curriculum. However, it recommends that the programme reconsider the decision to turn the core course on comparative law into an elective in light of the distinctive comparative and contextual focus of EPL. The teaching methods within EPL enable and promote active participation of the students and leave ample room for in-class debates. Students are taught by excellent teaching staff with a solid background in both research and the working field. They experience the programme as challenging, but receive plenty of support and feedback from teachers and support staff and benefit from the stimulating environment of a truly international classroom. The renewed thesis trajectory provides EPL students with the support and structure they need to successfully complete the programme.

### **Conclusion**

*Master's programme European Private 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 European Private Law follows the policy of the University of Amsterdam as described in the '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 notices that 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 assessment and learning objectives were revised accordingly. During the site visit, 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 management, staff members and students of all programmes, including EPL, 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 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.

EPL assessment takes the form of written examinations, papers and oral presentations. Papers are written in Comparative Law, European Consumer Law and various other electives. Oral examination is a part of the core course European Company Law. The tutorials contain formative assessments, such as oral presentations and mock examinations.

The panel gathered from the critical reflection that prior to the curriculum change in September 2017, students could choose electives that would allow them to avoid writing papers. It was possible for them to have to write only one paper apart from their thesis: the essay required for the core (mandatory) course Comparative Law. In the new programme setup, Comparative Law has been made an elective. At the same time, the number of electives has been further limited and their assessment method adapted: students choose at least four courses out of eight electives. Five of



these electives are assessed with a paper. In practice, then, students are once again guaranteed to encounter at least one paper assessment apart from their thesis. The panel finds the number of paper assessments to be minimal considering the importance of argumentative and academic writing within the discipline. It recommends ensuring that at least three papers are written by every EPL student.

#### *Examinations Board*

The quality of assessment within EPL 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 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 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 Examination Board and its subcommittees have not yet managed to get 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 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. The English masters' theses and the masters' courses are 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 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 EPL as well as the other English-language master's programmes. It concludes from its conversation with 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 European Private Law is up to standard. Assessment practices and policies are in line with university policy ('Kader Toetsbeleid', 2010). EPL assessment is varied and consists of written and oral examinations as well as papers. It is possible for students

to choose electives in such a way that they only have to write one paper apart from their master's thesis. The panel recommends the programme to ensure that at least three papers are written by every EPL student. 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 such as EPL have been limited so far. 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 EPL.

### **Conclusion**

*Master's programme European Private 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**

Prior to the site visit, the panel studied a selection of EPL theses. A significant number of them contained an in-depth and well-executed analysis of their theme. The theses demonstrate that EPL graduates have developed a critical perspective on the domain of European private law which allows them to discuss, compare and combine the various levels (national, European, international) of private law. In all cases, the level of English and writing is good to very good. Some theses may be called outstanding and could serve as the basis for a journal publication. All in all, the panel is impressed with the high level of the master's theses, especially since the programme is non-selective and attracts a wide range of students from various backgrounds. Despite the very different levels the students have when they are admitted to the programme, EPL clearly manages to bring out the best in them.

The critical reflection states that there are limited data on graduate performance, but that various graduates embarked on PhD trajectories or moved on to positions as lawyers or counsel in national and international organisations. Despite limited data on graduate success, the high quality of the theses leads the panel to believe that EPL graduates have acquired a skill set and level which render them attractive to the professional field.

### **Considerations**

The panel is impressed with the high level of the master's theses it studied. The theses demonstrate that EPL graduates have developed a critical perspective on the domain of European private law, which allows them to discuss, compare and combine the various levels (national, European, international) of private law. The level of English is good to very good. Students have greatly differing backgrounds when entering the programme, but EPL clearly manages to bring out the best in them. Despite limited data on graduate success, the panel is convinced EPL graduates have acquired a skillset and level which render them attractive to the professional field.

### **Conclusion**

*Master's programme European Private Law: the panel assesses Standard 4 as 'good'.*

## **GENERAL CONCLUSION**

The master's programme European Private Law distinguishes itself through its unique profile. It combines the study of national, European and international private law with a strong analytical,



comparative, multi-level and integrative approach to the role and functions of law in human societies. This approach is clearly visible in the curriculum, which strikes a good balance between positive law elements and strong analytical and philosophical components. It also ties in with academic and professional practices and debates. The programme is challenging and ambitious, but remains feasible thanks to activating learning methods, a stimulating international classroom and good and dedicated staff with a strong academic as well as professional profile. Students receive plenty of support and benefit from the new thesis trajectory. Assessment is up to standard, but efforts to ensure its quality need to be increased. The high quality of the EPL theses and the success of EPL graduates in the field demonstrate that the programme manages to bring out the best in its students.

### **Conclusion**

The panel assesses the *master's programme European Private 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 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).<sup>1</sup>

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.<sup>2</sup> The EU project Tuning Sectoral Framework for Social Sciences also failed to reach a harmonized set of final attainment levels for programmes in Law.<sup>3</sup> 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

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<sup>1</sup> 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.

<sup>2</sup> Gemeinnütziges Centrum für Hochschulentwicklung: [www.che.de](http://www.che.de).

<sup>3</sup> 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>).



required by Bachelor's and Master's graduates for quality assessment and accreditation of programmes there.<sup>4</sup> 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.<sup>5</sup>

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 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.

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

<sup>5</sup> Neue Wege in der Juristenausbildung, Essen, 2010, [http://www.stifterverband.info/wissenschaft\\_und\\_hochschule/lehre/juristenausbildung/](http://www.stifterverband.info/wissenschaft_und_hochschule/lehre/juristenausbildung/).

#### **4. 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.

#### **5. 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.

## **6. 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;
- I. 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

### *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 European private 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 student who has completed the European Private Law Master's will:
  - a. have a thorough understanding of the main characteristics of the developing multilevel system of private law in Europe, including the resulting coherence problems;
  - b. have a thorough understanding of the process of the Europeanisation of private law, including its political dimension;
  - c. have a good working knowledge on the main rules of existing European Community rules (*acquis communautaire*) in the area of private law;
  - d. have a good working knowledge of the main national legal systems in the European Union (i.e. French, German, English law) with regard to the main subjects of private law;
  - e. be able to critically assess the strengths and weaknesses of various theoretical and policy approaches within the domain of European private law;
  - f. be able to select and use an appropriate method for comparing legal rules in Member States and European Community law (Deleted (with renumbering of learning outcomes 2g-2j) in the Teaching and Examination Regulations 2017-2018.)
  - g. have acquired the basic skills needed to analyse and solve private law problems in cross-border cases;
  - h. be able to write argumentative texts, academic papers and professional legal opinions, to present and defend research findings, to actively participate in academic and professional legal debates within international and culturally heterogeneous settings;
  - i. have the skills and the knowledge to understand, interpret, implement, criticise and judge new developments in the field of European Private law;
  - j. have the knowledge and skills to independently prepare and conduct academic research and further study;
  - k. have an awareness of her of his own limitations and the ability to involve others when additional insights, expertise or experience are required. (Deleted in the Teaching and Examination Regulations 2017-2018.)

## APPENDIX 4: OVERVIEW OF THE CURRICULUM

Semester 1	Block 1	Block 2	Block 3
<b>Core Courses (18 EC)</b>			
	European Private Law (6 EC)	European Contract Law (6 EC)	Thesis (12 EC)
	Comparative Law (6 EC)		
<b>Electives (18 EC)*</b>			
	Private Law Theory (6 EC)	European Consumer Law (6 EC)	
		European Tort Law (6 EC)	
		European Insolvency Law (6 EC)	
		Property, Finance and Security (6 EC)	
		European Insolvency Law (6 EC)	
Semester 2	Block 1	Block 2	Block 3
<b>Core courses (12 EC)</b>			
	(continuation) Thesis (12 EC)	(continuation) Thesis (12 EC)	(continuation) Thesis (12 EC)
	EU Private International Law (6 EC)		
	European Company Law I (6 EC)		
<b>Electives (18 EC)*</b>			
	Critical Analyses of Corporate Finance and European Insolvency Law (6 EC)	European Company Law II (6 EC)	
	Financial Law: Interaction of Private Law and Financial Regulation (6 EC)	Private Law and Justice (6 EC)	
	<i>Financieel recht (Inleiding)</i> (6 EC)		

\* Students may, for a maximum of 12 EC and after approval of the Examination Board, choose other university law courses, provided that these courses are related to the master European Private Law.



## Comparison curricula

Core courses are indicated as (c), elective courses as (e). The number of contact hours (per week during teaching) and form of evaluation are indicated behind the indication as core or elective course.

European Private Law (2017/2018)	European Private Law (2015/2016)
<b>Block 1 (min. 6, max. 18 EC):</b>	<b>Block 1 (min. 12, max. 24 EC)</b>
Private Law in a European and International Context (c) (6, written exam)	European Private Law (c)
Comparative Law (e) (weeks 1-5: 4; weeks 6-7: 2; written exam and paper)	Comparative Law (c)
Consumer Rights in the Digital Single Market (e) (4, paper)	--
--	Private Law Theory (c)
<b>Block 2 (min. 6, max. 18 EC):</b>	
European Contract Law and Justice (c) (4, written exam)	European Contract Law (c)
Human Rights in Private Law (c) (2, written exam) <sup>1</sup>	--
Finance, Security and Insolvency (e) (2, paper)	Property, Finance and Security (e)
--	European Insolvency Law (c)
--	European Consumer Law (c)
--	Int. Commercial Arbitration (e)
<b>Block 4 (min. 6, max. 24 EC):</b>	
European Company Law (c) (48, written exam)	European Company Law I (c)
EU Private International Law (c) (4, written exam) <sup>2</sup>	EU Private International Law (c)
European Tort Law (e) (2, written exam)	European Tort Law (e)
--	Critical Analyses of Corporate Finance and Insolvency Laws (c)
--	Financial Law: Interaction of Private Law and Financial Regulation (e)
--	<i>Financieel recht, inleiding</i> (c)
<b>Block 5 (max. 6 EC):</b>	
Private Law and Justice (e) (2, paper)	
TTIP, CETA, TISA: Markets beyond the state and the politics of private law (e) (5, paper) <sup>3</sup>	--
--	European Company Law II (c)
<b>Block 3-6 (12 EC):</b>	
Master's thesis (12 EC)	Master's thesis (12 EC)

1 In 2017/2018 in semester 2, block 5.

2 Not offered in 2017/2018.

3 In 2017-2018 in semester 1, block 2.

## APPENDIX 5: PROGRAMME OF THE SITE VISIT

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



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

<b>Tuesday 3 October 2017</b>		
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"> <li>1. Myrthe Prinsze (MA PRIV PRP)</li> <li>2. Lynn Rook (MA PRIV PRP)</li> <li>3. Daan Gieben (MA PRIV CP)</li> <li>4. Lieke Bartelsman (MA PRIV CP)</li> <li>5. Rosalie ter Meulen (MA ARB ARB)</li> <li>6. Pien Struyk (MA ARB A&amp;O)</li> <li>7. Lisa van den Goorberghe (MA ARB A&amp;O)</li> </ol>		
<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"> <li>1. Miles Krist (MA IEL EU LAW)</li> <li>2. Wiebe Hommes (MA IEL EU LAW)</li> <li>3. Lars Smit (MA IEL ECLR)</li> <li>4. Yi Zhang (MA IEL ITIL)</li> <li>5. Jeroen Duin (MA IEL PIL)</li> <li>6. Jindan Mann (MA ICL)</li> </ol>		
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"> <li>1. Tessa van Bedaf (MA PUBL S&amp;B)</li> <li>2. Sophie de Vries (MA PUBL S&amp;B)</li> <li>3. Nicky Wijkman (MA PUBL STRAF)</li> <li>4. Saloua Karimi (MA PUBL STRAF)</li> <li>5. Simon de Wildt (MA PUBL GEZOND)</li> <li>6. Cees Plaizier (MA INFO)</li> <li>7. Melanie Klus (MA INFO)</li> </ol>		

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

<b>Wednesday 4 October 2017</b>		
09.00	9.30	Tour of the new building
09.30	10.30	Final interview with faculty management
<ol style="list-style-type: none"> <li>1. Prof. dr. P.A. Nollkaemper - dean</li> <li>2. Prof. dr. M.Y.A. Zieck - vice-dean &amp; director Graduate School of Law (MA)</li> <li>3. Prof. dr. A.F. Salomons – director College of the Law (BA) &amp; programme director (BA RG)</li> </ol>		
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 theses. 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 EPL courses:
  1. European Private Law
  2. European Contract Law
  3. European Consumer 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