

NVAO  THE NETHERLANDS

ACCREDITATION ASSESSMENT

JOINT MASTER'S PROGRAMME EUROPEAN MASTER IN LAW AND ECONOMICS

Erasmus University Rotterdam (the Netherlands)

Aix-Marseille University (France)

University Pompeu Fabra (Spain)

University of Ghent (Belgium)

University of Haifa (Israel)

University of Hamburg (Germany)

Indira Gandhi Institute of Development Research (India)

LUMSA (Italy)

Warsaw School of Economics (Poland)

University of Arizona (United States)

PANEL REPORT

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1 Executive summary

This report is issued by the panel appointed by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and assesses the existing joint master's programme European Master in Law and Economics (EMLE) as submitted by Erasmus University Rotterdam (EUR; the Netherlands) on behalf of the consortium which also features Aix-Marseille University (France), University Pompeu Fabra (Spain), University of Ghent (Belgium), University of Haifa (Israel), University of Hamburg (Germany), Indira Gandhi Institute of Development Research (India), LUMSA (Italy) and Warsaw School of Economics (Poland). The University of Arizona (United States) will join the consortium as the tenth partner in the academic year 2024-2025.

The application concerns a joint English-language master's degree of 60 European Credits (ECTS credits), which is offered as a full-time one-year integrated multi-university programme by the above-mentioned partner institutions. Given these specific features, the panel based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area of October 2014, approved by the EHEA ministers in May 2015, which in turn are based on the European Standards and Guidelines for Quality Assurance.

The panel established that the joint master's programme is designed and delivered by a consortium of recognised higher education institutions. EMLE was established in 1990 and the programme thus builds on more than thirty years of experience. The partner institutions cooperate according to a sophisticated and commendable scheme for coordination of the programme, which ensures that all institutions are involved in the design and delivery of the programme.

The programme aims to provide students with advanced training in the economic analysis of law (EAL). Students attend two or three different universities, obeying the minimal rules of the European Commission for Erasmus Mundus Joint Master Programmes and depending on the mobility track chosen by the student, and specialise in (1) Economic Analysis of Public & International Law (PIL), (2) Economic Analysis of Markets, Corporations & Regulators (MCR), or (3) Economic Analysis of Innovation & Intellectual Property (IP) – or opt for an individual path and select courses from the different specialisation tracks. Graduates receive the Erasmus Mundus Joint Master's Degree issued by the universities in Barcelona, Ghent, Hamburg and Rotterdam, and, depending on the attended partner universities, may additionally receive one or two national degrees. These degrees are fully recognised by all host institutions and their respective countries.

The panel confirms that the programme's intended learning outcomes align with the master's level of the FQ-EHEA as well as relevant national qualifications frameworks in Europe. The panel recommends aligning the intended learning outcomes with non-European national frameworks, too. The learning outcomes comprise knowledge, skills and competencies in the field of EAL, and have been translated to a well-structured curriculum.

The programme is commended for its three-step curriculum design. The common building-block courses of the first term lay a solid basis of knowledge and skills related to law, economics and EAL. Subsequently, students progress into well-defined pathways of courses that enable them to specialise in EAL and develop relevant skills and competencies. They

finish the curriculum with a thesis that meets the standards of academic research in the field of law and economics. The panel established that the programme has adequate examination regulations in place that correspond with the intended learning outcomes. EMLE applies an appropriate mix of assessment forms. The panel recommends minimising differences in delivery and assessments between the partner institutions, especially in the common building-block courses of the first and second term.

The programme applies appropriate and balanced admission requirements and clearly communicates these requirements to prospective students. The centralised admission approach ensures consistency in the processing of student applications from a wide variety of backgrounds. The – academically and culturally – diverse student body is an asset of the programme and students are sufficiently prepared for intercultural communication as well as the practical issues that they may encounter during their time with EMLE.

The panel confirms that students achieve the programme’s intended learning outcomes. This is reflected in the careers of graduates and in the master’s theses. Nevertheless, the panel recommends intensifying both student guidance and active monitoring of whether the thesis project is sufficiently geared towards EAL.

The programme is clearly a joint effort of enthusiastic and committed staff members from all partner institutions. The teaching staff is very well qualified, covering diverse aspects of EAL, with its members being experts in their fields. The programme builds on more than thirty years of experience and reflects strong cooperation between the partner institutions on all levels (teaching, administration and research). At all levels, internal and external stakeholders are involved in the further development and improvement of the programme, showing a developed quality culture.

The programme’s self-evaluation report, additional documentation, and discussions with representatives from the partner institutions have provided the panel with a comprehensive overview of the programme. On the basis of the collected information, the panel concludes that the programme meets all standards. Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the joint master’s programme European Master in Law and Economics, offered by Erasmus University Rotterdam (EUR; the Netherlands) on behalf of the consortium which also features Aix-Marseille University (France), University Pompeu Fabra (Spain), University of Ghent (Belgium), University of Haifa (Israel), University of Hamburg (Germany), Indira Gandhi Institute of Development Research (India), LUMSA (Italy) and Warsaw School of Economics (Poland) and the soon joining partner University of Arizona (United States).

The Hague, 10 April 2024

On behalf of the panel convened to assess the joint master’s programme European Master in Law and Economics,

Joep C de Jong
Chair

Anne Martens
Secretary

2 Introduction

On 17 October 2023, NVAO received a request for an accreditation procedure of the existing joint programme European Master in Law and Economics (joint degree). Because this concerns a joint programme issued by a large consortium, this request was submitted on behalf of the consortium by Erasmus University Rotterdam, the Netherlands.

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

- Ing. Joep C. de Jong (chair), lecturer Business Transformation at Hotelschool The Hague (the Netherlands), lecturer Appreciative Inquiry Certification Programme at the David L. Cooperrider Center of Champlain College (USA) and guest lecturer Entrepreneurship & Appreciative Inquiry at ESCP (Germany);
- Em. Prof. dr. Wilfried Rauws, emeritus Professor of Labor Law and former Dean of the Faculty of Law & Criminology, Vrije Universiteit Brussel (Belgium), and lawyer at Bannister;
- Prof. dr. Georg von Wangenheim, Full Professor of Law and Economics, chair of the research group on Foundations of Law, Private Law and the economics of Civil Law, University of Kassel (Germany);
- Prof dr. Roy Partain, Full professor and Chair in International and Comparative Law, School of Law, University of Aberdeen (Scotland);
- Mykyta Yevstifeiev (student), recent graduate of the master's programme Intellectual Property Law, Taras Shevchenko Kyiv National University (Ukraine), and Senior Associate at Axon Partners.

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. The panel composition is also in line with the procedural requirements in the European Approach for Quality Assurance of Joint Programmes (C.2. Review Panel). On behalf of NVAO, Tinka Thede, MSc was responsible for the coordination of the assessment process. The secretary, Anne Martens MA, drafted the panel report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of impartiality and confidentiality. The institutions also provided a statement of impartiality. They state that, with the information available at the time, the nominated panel and secretary are independent.

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

The panel members read the application documentation of the programme (Annex 3: Documents reviewed). They also studied a selection of fifteen theses and the accompanying assessment forms from the programme. The theses selection was made by the panel and process coordinator based on a provided list of graduates of most recent years. In the selection, consideration was given to a variation in assessments (grades), the university that

supervised the student and topics. The panel members reported their preliminary findings before the site visit to the secretary. The secretary collected them and processed them for the preparatory meeting on 2 February 2024. It was decided to organise the preparatory meeting online. During the preparatory meeting, the panel discussed the preliminary findings, identified the most important issues for discussion, and prepared the sessions with the delegations.

The site visit took place on 16 February 2024. The panel spoke with members of the EMLE Management, lecturers, students, alumni, representatives of the professional field, as well as members of the Examination Board and Programme Committee. The panel also visited the facilities in Rotterdam. The schedule of the site visit is presented in Annex 2. The panel received descriptions as well as video materials of all other locations.

Immediately after the meetings with the delegations, the panel discussed the findings and formulated its considerations and preliminary conclusions separately for each standard. These are based on the self-evaluation report of the programme, a selection of theses, observations during the site visit and on the assessment of additional programme documents. At the end of the site visit, the chair presented the panel's preliminary conclusions to the representatives of the programme.

Based on the findings, considerations and conclusions, the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On 18 March 2024, the advisory report was sent to the consortium, which was given the opportunity to respond to any factual inaccuracies in the report. They replied on 29 March 2024. This led to minor changes. Subsequently, the final report was endorsed by the panel chair. The panel drafted its advice fully independently and offered it to NVAO on 10 April 2024.

3 Description of the programme

3.1 General data

Institutions	: Erasmus University Rotterdam (the Netherlands) Aix-Marseille University, Aix-en-Provence (France) University Pompeu Fabra, Barcelona (Spain) University of Ghent (Belgium) University of Haifa (Israel) University of Hamburg (Germany) Indira Gandhi Institute of Development Research, Mumbai (India) LUMSA, Rome (Italy) Warsaw School of Economics (Poland) University of Arizona (United States; as of academic year 2024-2025)
Programme	: European Master in Law and Economics (EMLE; not publicly funded)
Level	: Master
Orientation	: Academic
Degree	: Joint LL.M. European Master in Law and Economics as well as possibly national master's degrees, depending on the attended partner universities
Tracks	: Economic Analysis of Public and International Law (PIL) Economic Analysis of Innovation and Intellectual Property (IP) Economic Analysis of Markets, Corporations, and Regulators (MCR)
Locations	: Haifa, Hamburg or Rotterdam (first term) Ghent, Hamburg or Rotterdam (second term) Aix-en-Provence, Barcelona, Hamburg, Mumbai, Rome, Warsaw or Tucson (as of academic year 2024-2025) (third term)
Study load	: 60 ECTS credits ¹
Mode of study	: Fulltime
Field of study	: ISCED ² : 3 Social sciences, business, and law / 31 Social and behavioural

3.2 Profile of the consortium

The application was filed by a consortium of nine higher education institutions in nine countries. They have a long-standing cooperation in the field of economic analysis of law (EAL) and jointly develop and deliver the EMLE programme. The partner institutions have signed a Consortium Agreement that specifies the terms and conditions of the joint programme as well as the structure of the consortium and the partner institutions' responsibilities. The current agreement was signed by all nine partner institutions in 2022, and covers six academic years, from 1 October 2022 to 30 September 2028.

Erasmus University Rotterdam (EUR; the Netherlands) was established in 1973. It has a distinct global perspective and offers degree programmes in the areas of arts, social sciences, health and life sciences, law and economics. The EMLE programme is offered by the School of Law. EUR is one of the founding partner institutions of the EMLE consortium.

¹ Credits indicating the study workload, based on the European Credit Transfer and Accumulation System.

² International Standard Classification of Education

Aix-Marseille University, located in Aix-en-Provence (France), is a public research university founded in 1409. The institution was established by the merger of the University of Provence, the University of the Mediterranean and Paul Cézanne University in 2012, resulting in a large university, with about 74,000 students. The university offers degree courses in the arts, social sciences, health, sport and economics, law and political sciences, applied economics and management, and exact sciences. The EMLE programme is offered by the Faculty of Economics. Aix-Marseille University joined EMLE in 1993.

University Pompeu Fabra, located in Barcelona (Spain), was established in 1990. The institution offers studies in social sciences and humanities, health and life sciences, and ITC and communication sciences. The EMLE programme is offered by the Faculty of Law. University Pompeu Fabra joined EMLE in 2018.

University of Ghent (Belgium), founded in 1817, is one of the largest universities in Belgium. Its staff conducts research and offers education in a wide range of disciplines. The EMLE programme is offered by the Center for Advanced Studies in Law & Economics. University of Ghent is one of the founding partner institutions of the EMLE consortium.

University of Haifa (Israel), established in 1972, is the leading Israeli university in the fields of the humanities, social sciences, law, welfare and health sciences, natural sciences, education and management. The EMLE programme is offered by the Faculty of Law. The University of Haifa joined EMLE in 2006.

University of Hamburg (Germany), founded in 1919, is the largest institution for research and education in northern Germany. The institution offers bachelor's and master's programmes in a wide range of disciplines. The EMLE programme is offered by the Institute of Law and Economics. University of Hamburg joined EMLE in 1990.

Indira Gandhi Institute of Development Research, Mumbai (India) is an advanced research institute established and fully funded by the Reserve Bank of India for carrying out research on development issues from a multi-disciplinary point of view. It was recognised as a Deemed University in 1995. Indira Gandhi Institute of Development Research joined EMLE in 2010.

LUMSA is a private university founded in 1939 in Rome (Italy). The institution is accountable to the state university system and awards qualifications equivalent to those issued by state universities. The EMLE programme is offered by the department of Law, Economics, Politics and Modern languages. LUMSA joined EMLE in 2018.

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

The University of Arizona (United States) is a public research university with 19 colleges and schools. The institution is currently accredited by the WASC Senior College and University Commission (WSCUC). The James E. Rogers College of Law is also accredited by the American Bar Association. The University of Arizona will join EMLE in the academic year 2024-2025.

3.3 Profile of the programme

The joint master's programme European Master in Law and Economics (EMLE) aims to provide students with advanced training in the economic analysis of law (EAL). It is a one-year integrated multi-university programme with a curriculum of 60 ECTS credits that is divided into three terms. Students choose a specialisation track – (1) Public & International Law (PIL), (2) Markets, Corporations & Regulators (MCR), or (3) Innovation & Intellectual Property (IP) – or opt for an individual path and select courses from the different specialisation tracks. The programme enrolls on average 80 students per year.

Students spend their first term in Haifa, Hamburg or Rotterdam. Regardless of their host university, all students take the same five building-block courses, which are dedicated to basic EAL education. The second term is offered in Hamburg, Rotterdam and Ghent, and addresses the application of EAL knowledge as well as more advanced courses. Three second-term courses are in common and compulsory, while two courses prepare students for their chosen specialisation. Depending on their specialisation, students finish the programme in Mumbai, Hamburg, Rome, Warsaw, Aix-en-Provence, Barcelona or (as of academic year 2024-2025) Tucson, where they take two specialised courses and write their master's thesis. At different locations (e.g., Warsaw, Rome, Hamburg and Rotterdam), associate partners offer facultative internships to EMLE students.

The programme builds on more than thirty years of experience and reflects strong cooperation between the partner institutions on all levels. All graduates receive an Erasmus Mundus Joint Master's Degree issued by the universities in Barcelona, Ghent, Hamburg and Rotterdam, and, depending on the attended partner universities, possibly one or two national degrees. These degrees are fully recognised by all host institutions and their respective countries. All students receive a EMLE Joint Diploma Supplement as developed by the European Commission, the Council of Europe and UNESCO, and possibly one or two additional diploma supplements with an additional national diploma.

4 Assessment per standard

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

4.1 Eligibility: Standard 1

4.1.1 Status

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

Outline of findings

The master's programme European Master in Law and Economics (EMLE) is a one-year joint master's programme offered by a consortium of nine higher education institutions in nine countries: Erasmus University Rotterdam (EUR, the Netherlands; current coordinator), Aix-Marseille University (France), University Pompeu Fabra (Spain), University of Ghent (UGent; Belgium), University of Haifa (Israel), University of Hamburg (Germany), Indira Gandhi Institute of Development Research (India), LUMSA (Italy), Warsaw School of Economics (Poland) and (as of academic year 2024-2025 onwards) the University of Arizona (United States). Students follow the programme at two or three of the partner institutions, obeying the minimal mobility rules of the European Commission for Erasmus Mundus Joint Master Programmes and depending on their study track.

The self-evaluation report describes the programme's history. EMLE was established in 1990 by four partner institutions. Over the years, the consortium has evolved and this has resulted in the current composition, which still includes two of the founding partners (EUR and UGent). The majority of the partner institutions has participated in EMLE for more than ten years. The most recent additions are the University Pompeu Fabra and LUMSA (2018). The University of Arizona (United States) will join the consortium as a tenth partner in the academic year 2024-2025. During the site visit, the panel learnt that new partner institutions are added based on existing and long-standing cooperation with one or more EMLE partner institutions. In response to the panel's question about the name of the programme, the EMLE Board stated that it still considers the name appropriate and firmly confirmed that the programme remains European in nature, even with non-European partner institutions in the consortium.

All partner institutions are recognised as Higher Education Institutes. They are degree awarding institutions and some of them are permitted to offer joint degrees. EMLE is accredited under the respective national regulations in the respective countries. In addition, it

has been recognised as an Erasmus Mundus Joint Master (EMJM) since 2004. During the site visit, the EMLE Board remarked that compliance with European rules and regulations is part of the EMJM application phase. This ensures that non-European partners are aware of their obligations and adhere to European accreditation standards for educational quality.

All graduates receive an Erasmus Mundus Joint Master's Degree issued by the universities in Barcelona, Ghent, Hamburg and Rotterdam, and, depending on the attended partner universities, possibly one or two national degrees. These degrees are fully recognised by all host institutions and their respective countries. All students receive a EMLE Joint Diploma Supplement as developed by the European Commission, the Council of Europe and UNESCO, and possibly one or two additional diploma supplements with an additional national diploma.

Considerations

The panel confirms that the nine academic institutions offering the European Master in Law and Economics are recognised as higher education institutions by the relevant authorities of their countries. Their national legal frameworks enable them to participate in a joint programme. Graduates are awarded an Erasmus Mundus Joint Master's Degree and possibly one or two national degrees. These degrees are recognised as an academic master's degree in the respective higher education degree systems of the partner institutions. This conclusion also applies to the University of Arizona (United States), which will join the consortium as a tenth partner in the academic year 2024-2025.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 1.1, status.

4.1.2 Joint design and delivery

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

Outline of findings

The self-evaluation report and the Consortium Agreement provide a detailed description of the structure of the consortium. The documentation and the discussions with staff members of almost all partner universities confirm that the programme is truly a joint effort. The examples they provided reflect cooperation at all levels.

Each of the partner institutions has a Local Coordinator: a teaching staff member who represents their university on the EMLE Board. This Board meets at least twice a year in person to discuss and decide on ordinary management, strategy and fundamental issues. The Board may form ad hoc committees to analyse specific matters. The courses of the programme are designed in common decision by all Board members. The Local Coordinators ensure that the organisation of teaching and students' facilities at their institution are in line with the decisions taken by the Board.

The EMLE Board elects a Director who chairs the Board Meetings and manages all internal and external issues of the consortium and the programme. The location of the Directorship is also called the Coordinating Centre, which hosts the EMLE Management Team and supports the Board and the Director in all activities. After the academic year 2023-2024, the Directorship will move from Rotterdam to Hamburg. Both universities have been involved

with EMLE since 1990 and their experience enables them to play a key role in the consortium.

The design of the curriculum – with identical courses offered at multiple locations in the first and second term, and follow-up courses offered in the second and third term – requires horizontal and vertical coordination between the different partner institutions. To this end, EMLE organises an annual Summer Meeting where teachers discuss the contents of the courses. They agree upon the content of the courses, while leaving some degree of freedom to emphasise specific topics, depending on the expertise of the local partner institution (see also Standard 3.1).

The covid-19 pandemic has led to more online communication and meetings for administrators, teaching staff and the EMLE Board. Representatives of the consortium remarked that this has improved the cooperation and resulted in better coordinated services, for instance regarding onboarding of students, more strategic planning of visa applications and better supervision of the immigration procedures.

Considerations

According to the panel, it is clear the EMLE consortium is well-established. The partner institutions cooperate according to a sophisticated and commendable scheme for coordination of the programme, which ensures that all institutions are involved in the design and delivery of the programme. The panel is of the opinion that the governance procedures are appropriate and reflect serious and substantive effort to create a truly collaborative programme. This regards both the overall curriculum and particular courses that are provided by multiple institutions simultaneously. Students confirmed that the programme feels as one entity, despite the different locations. A particular strength of the arrangements is the role of the Local Coordinators for day-to-day activities.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 1.2, joint design and delivery.

4.1.3 Cooperation Agreement

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

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

Outline of findings

The details of the consortium and the programme EMLE are laid out in a comprehensive Consortium Agreement. This document describes all aspects of the programme, including the governance of the consortium, financial management and quality assurance, thus addressing the responsibilities of the partner institutions. The agreement sets out the selection procedures for both scholars and students, and carefully regulates the denominations of the

degrees awarded in the programme. Additionally, it describes how the agreement may be modified and the procedures in case a partner institution wishes to terminate the agreement.

Details regarding the programme and its curriculum are included in annexes that are an integral part of the agreement. The agreement includes the EMLE Exam and Thesis Regulations as the underlying regulatory framework of the study programme. These and any supplemental or further regulations provided by the partner institutions shall not be in contradiction with national legislation and the partnership agreement.

The current agreement was signed by all nine partner institutions in 2022, and covers six academic years, from 1 October 2022 to 30 September 2028, in line with the Erasmus+ Erasmus Mundus funding period. The agreement will be updated when the University of Arizona joins the consortium in the academic year 2024-2025.

Considerations

The panel confirms that the terms and conditions of the joint programme are laid down in a comprehensive and complete Consortium Agreement. This document covers all aspects of the programme and its organisation, including partners' responsibilities. According to the panel, the Consortium Agreement reflects the consortium's experience with over 30 years of EMLE.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 1.3, cooperation agreement.

4.2 Learning Outcomes: Standard 2

4.2.1 Level [ESG 1.2]

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

Outline of findings

EMLE is an interdisciplinary and international programme aimed at providing students with advanced training in the economic analysis of law (EAL). The consortium has formulated 18 intended learning outcomes and coupled them with the Dublin Descriptors for master's level. Thus, the programme ensures that the intended learning outcomes are aligned with the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) as well as applicable national European qualification frameworks (EQF). Israel has a twinning programme with the European qualification frameworks aligning the intended learning outcomes between the EQF and Israeli system.

Considerations

The panel confirms that the intended learning outcomes represent the master's level and align with national qualification frameworks. The panel remarks that the alignment is limited to national frameworks in Europe, and recommends aligning the intended learning outcomes with non-European national frameworks as well.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 2.1, level.

4.2.2 Disciplinary field

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

Outline of findings

The intended learning outcomes refer to (1) knowledge and understanding, (2) applying knowledge and understanding, (3) making judgements, (4) communication, and (5) lifelong learning skills. Throughout the EMLE programme, students build on previous education in EAL or related fields. Specifically, they (1) learn the main concepts, methods and techniques of EAL, (2) become familiar with the state-of-the-art in the major fields of EAL, and (3) learn to grasp and assess the differences and similarities between national legal systems from an economic perspective in a number of specific areas of EAL. EMLE combines the development of profound academic knowledge of classic EAL topics with a strong focus on the development of skills and competencies. Interdisciplinary learning and a multicultural experience enable students to develop transversal skills.

Considerations

The panel established that the intended learning outcomes comprise knowledge, skills and competencies in the field of EAL. To the panel's knowledge, it is one of the few international and interdisciplinary programmes that combines law and economics in a broad perspective.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 2.2, disciplinary field.

4.2.3 Achievement [ESG 1.2]

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

Outline of findings

All students finish the programme with a thesis, which requires them to show mastery of all intended learning outcomes. To assess the achievement of the learning outcomes, the panel read a selection of fifteen theses, written in the academic years 2021-2022 and 2022-2023. The selection was made based on the following criteria: at least one work from each of the seven countries with third-term students, at least one with a high grade, one with an average grade and one with a low grade, one failed thesis, and theses assessed by different examiners. Each of the five panel members read three theses; two works were read by an additional panel member to verify the first panel member's findings. The panel generally agreed with the examiners' evaluation of the theses and therefore did not find it necessary to review more theses.

The fifteen theses reflected a range of topics as well as a range of quality, in line with the selection criteria. Overall, the panel confirmed the grades given. The theses that were graded as a pass show the achievement of relevant knowledge and skills at master's level. However, the panel was surprised that some theses focused on either law or economics and had limited attention for the integration of the two. In those works, a specific EAL point of view was missing.

The consortium consults associate partners and alumni to identify needs in the labour market and to get an idea of where graduates continue their careers. A recent survey (2023) among EMLE alumni showed that 15% pursued a PhD, especially the European Doctorate of Law and Economics (EDLE). Graduates who continue their career outside of academia often find employment as legal and/or economic consultants in private firms or governmental, international and supra-national institutions. 80% of the graduates found employment within three months of graduation, and 90% within six months of graduation. The panel spoke with representatives of the professional field, who confirmed that EMLE graduates have a unique and attractive profile: they can combine legal and economic arguments, work in an international setting and communicate with experts from different fields as well as non-experts.

Considerations

The panel confirms that students achieve the programme's intended learning outcomes. This is reflected in the careers of graduates and in the master's theses. Nevertheless, the panel recommends intensifying both student guidance and active monitoring of whether the thesis project is sufficiently geared towards EAL (see also Standard 5.2). The panel strongly suggests including a mandatory pass on EAL integration as a criterium for all theses.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 2.3, achievement.

4.2.4 Regulated Professions

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

Outline of findings

This standard is not relevant for the assessment of the joint programme European Master in Law and Economics.

Conclusion

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

4.3 Study Programme [ESG 1.2]: Standard 3

4.3.1 Curriculum

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

Outline of findings

EMLE is a one-year integrated multi-university programme with a curriculum that is divided into three terms. Over the years, the curriculum has developed, but the self-evaluation report remarks that the programme's main characteristics – broad coverage of EAL topics, student mobility between two or three universities and joint delivery of the programme – are still in place. In the first two terms, students follow courses that provide the foundations of law and economics as well as the basics of EAL. These courses are mainly constructed to correct any

differences between students with different academic backgrounds. Students subsequently choose a specialisation track – (1) Economic Analysis of Public & International Law (PIL), (2) Economic Analysis of Markets, Corporations & Regulators (MCR), or (3) Economic Analysis of Innovation & Intellectual Property (IP) – or opt for an individual path and select courses from the different specialisation tracks. The programme has mapped the programme’s intended learning outcomes to the goals of individual courses, showing that all learning outcomes at the programme level are addressed at least three times.

Students spend their first term in Haifa, Hamburg or Rotterdam. Regardless of their host university, all students take the same five building-block courses, which are dedicated to basic EAL education. The second term is offered in Hamburg, Rotterdam and Ghent, and addresses the application of EAL knowledge as well as more advanced courses. Three second-term courses are common and compulsory, while two courses prepare students for their chosen specialisation. Depending on their specialisation, students finish the programme in Mumbai, Hamburg, Rome, Warsaw, Aix-en-Provence or Barcelona and (from academic year 2024-2025) Tucson, where they take two specialised courses and write their master’s thesis. At different locations (e.g., Warsaw, Rome, Hamburg and Rotterdam), associate partners offer facultative internships to EMLE students.

The panel heard from both students and staff members that the delivery of parallel courses may differ somewhat across the partner institutions, despite a shared framework. This is due to individual teaching styles and local rules and regulations. Students experience difference in course materials but sometimes also in content, which may lead to either overlap or experienced omissions later on in the curriculum.

The self-evaluation report remarks that an online platform has been created for teachers to upload, share and compare syllabi, literature and lecture materials. However, teaching staff told the panel that in reality, they share their materials on an individual basis.

Considerations

The panel commends the programme for its clear curriculum structure with a three-step design. The building-block courses that are mandatory for all students lay a profound basis of knowledge and skills related to law, economics and EAL. Subsequently, students progress into well-defined pathways of courses that enable them to specialise in EAL and develop relevant skills and competencies. They finish the curriculum with a thesis that meets the standards of academic research in the field of law and economics.

The panel concludes that the syllabi show that the intended learning outcomes can be achieved. The panel agrees with the consortium that the content at the core of EMLE should be the same across the different locations, but that the delivery may vary to some extent. Nevertheless, the panel deems it important that the differences are minimal. The panel therefore recommends ensuring that staff and enrolled students as well as prospective students have ready access to all the materials that are used within EMLE, so everyone knows what is covered across the partner locations and students can make better informed decisions regarding their mobility track.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 3.1, curriculum.

4.3.2 Credits

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

Outline of findings

EMLE expresses the study load of all courses in ECTS credits. The self-evaluation report describes that the weight of each course and distribution of credits has been agreed upon by all partners during the EMLE (Summer) meetings. In the EMLE programme, one ECTS credit represents 28 hours of study, which is the average for the EMLE partner countries. Each of the three terms amounts to 20 ECTS credits, leading to a total study load of 60 ECTS credits. Across the curriculum, students spend 32 ECTS credits on mandatory courses, 13 ECTS credits on specialised courses, and 15 ECTS credits on the final thesis.

Considerations

The panel confirms that the programme applies the European Credit Transfer System (ECTS) properly. The study load of all courses is adequately expressed in ECTS credits and the distribution of credits is clear.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 3.2, credits.

4.3.3 Workload

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

The workload and the average time to complete the programme should be monitored.

Outline of findings

EMLE has a total workload of 60 ECTS credits, spread over three terms of 20 ECTS credits each. The self-evaluation report remarks that the 60-credit curriculum is a unique selling point. The consortium has previously considered extending the programme, but this would make the programme less attractive to students with work experience who wish to specialise in EAL. This was confirmed in the panel's meeting with students and alumni: although some would like a longer programme, they acknowledge that this is not feasible for a major part of the student population. The programme has a strict organisation and nearly all students complete the programme within the year scheduled for it.

The workload is determined by the number of classes per week and the estimated hours that students spend on preparation for classes, assignments and the final exam. The consortium monitors the actual workload through student feedback surveys and compares – and where necessary adjusts – the workload during the annual Summer Meeting. Nevertheless, students told the panel that the perceived workload is higher than expected and that they see differences in workload distribution across the partner institutions.

Considerations

According to the panel, the programme's workload is in line with FQ-EHA's prescriptions. Although students may experience periods with a higher workload, the panel considers the average workload appropriate. The panel recommends learning from best practices regarding workload distribution across the consortium, to ensure a balanced workload in all terms.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 3.3, workload.

4.4 Admission and Recognition [ESG 1.4]: Standard 4

4.4.1 Admission

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

Outline of findings

The self-evaluation report and Consortium Agreement provide ample information about the programme's admission requirements and selection procedures. These are clearly defined and communicated to prospective students through the EMLE website, which also includes a timeline for application and admission. EMLE has a formal appeal procedure for students who disagree with the admission or scholarship decision, which several applicants make use of every year. So far, however, after review of these appeals, none of them resulted in a change of the initial decision.

EMLE builds on previous education in EAL or related fields, and preference is therefore given to students with a background in law and/or economics. Applicants with a different background may apply under the condition that they can show a clear interest in studying the economic analysis of law and a willingness to study both subjects in order to have the necessary basics to follow the EMLE courses. The programme recently changed the admission criteria and now requires at least 240 ECTS credits of prior higher education. This enables more partner universities to participate in the joint degree, is in line with previous acceptance practice, and was introduced simultaneously with the removal of an application fee which also had the function of preventing frivolous applications.

The student chapter that was added as an annex to the self-evaluation report showed that students are generally positive about the procedure for application and admission. All students apply at the Coordinating Centre, which is currently based in Rotterdam. They submit a digital form which is accessible from the EMLE website. Two reviewers read and score all applications independently on four selection criteria that have been defined by the EMLE Board: quality of the university career (40%), quality of the motivation letter (25%), affinity to previous studies in Law and Economics (25%), and letters of recommendation (10%). The EMLE Board is currently reconsidering these components, taking into account current developments in generative AI. The scores of the reviewers lead to a preliminary ranking that is submitted to a Joint Selection Committee (JSC), which has one representative from each of the partner institutions and decides on a cut-off application score and decides on admission.

The highest ranked students may be offered an Erasmus+: Erasmus Mundus Joint Masters (EMJM) scholarship by the European Commission, after nomination by EMLE's Erasmus

Mundus Coordinator and ratification by the JSC. According to students, the scholarship selection process is not very transparent. The new Erasmus Mundus grant allows the programme to sponsor not only the top-ranked students every year, but also very talented students from specific EU-targeted regions, who do not rank high enough to be considered for regular scholarships. Also, the grant covers some costs for students with disabilities or chronic illnesses. In addition, EMLE provides tuition fee waivers to up to two applicants a year, who are affiliated to a higher education institution and will incorporate Law and Economics in their teaching and research after graduation.

The programme enrolls on average 80 students per year. Applicants are allocated to their preferred locations as much as possible, depending on the chosen track. Data from the last ten cohorts show that applicants come from a range of backgrounds and that the gender distribution is balanced.

Considerations

The panel confirms that admission is administered according to well-defined rules and by a Joint Selection Committee. EMLE applies appropriate and balanced admission requirements, and clearly communicates these requirements to prospective students. The panel appreciates the centralised admission approach that ensures consistency in the processing of student applications from a wide variety of backgrounds. It is positive that the EMLE Board takes into account current developments in generative AI in the design of the admission procedure. Supporting comments made by students, the panel advises to make the scholarship selection process more transparent.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 4.1, admission.

4.4.2 Recognition

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

Outline of findings

The application reviewers take into account prior learning by considering applicants' academic careers. Applicants are admissible to the programme if they have obtained at least 240 ECTS credits from a regular university. Student degrees from countries that do not use the ECTS or do not provide a scale explaining how local credits translate to ECTS credits are analysed regarding the workload, and are translated to an average of 28 study hours per 1 ECTS credit. The programme benefits from the experience with incoming exchange students at EUR's International Office.

Although students with a degree in law or economics are expected to have relevant knowledge in their discipline, EMLE does not award exemptions based on prior learning. During the site visit, the panel discussed this with members of the EMLE Management Team. The EMLE Management Team explained that recognition leading to exemption is not possible because it would shorten the programme and thus affect the design character of the programme. This means that, for instance, students with a degree in economics still have to take the exam for the introductory course 'Introduction to Microeconomics'. Such students do not have to attend the classes, but according to the EMLE Management Team most

students decide to attend all lectures anyway to brush up on their knowledge and because the courses are also an introduction to the interaction between law and economics.

Some of the partner universities recognise part of the students' previous studies to enable them to award their national master's degrees that require more than 60 ECTS credits. This procedure remains subject to the respective national requirements and accreditation frameworks.

Considerations

The panel confirms that the recognition of previous qualifications is sufficiently provided for in the admission procedure. The panel suggests providing a more substantive argument why prior learning does not lead to exemptions based on the recognition of periods of study according to Article V.1 of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Exam results obtained at any of the partner institutions are fully recognised by all other institutions within the consortium.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 4.2, recognition.

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

4.5.1 Learning and teaching

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

Outline of findings

EMLE combines a broad coverage of policy-relevant topics with a scientifically rigorous methodology, striving for synergy between education and research. In the first two terms, students accumulate relevant knowledge and expand their knowledge of EAL. The third term involves relatively few lectures; students work on their thesis under individual supervision.

The programme has a student-centred approach to learning and teaching and applies problem-based learning techniques. Most courses contain in-classroom discussions, facilitated by lecturers, as well as individual and group presentations. Students work on (real-life) cases, and present them or challenge each other. Thus, students also develop their argumentation skills. The programme aims for interactive education where students learn from each other and attendance is therefore mandatory. In the first and second term, the class sizes are set to a maximum of 35 students. In the third term, groups contain ten to maximum twenty students.

During the covid-19 pandemic, the programme introduced online lectures, seminars and exams. Although courses have returned to in-person teaching, online teaching is still used to support regular education and provide extra classes. Some topics in the course 'Introduction to Microeconomics' are treated in videos that are available to students at all first-term locations.

The EMLE master's thesis (15 ECTS credits) is an academic research paper with a topic related to the student's specialisation. At the beginning of the second term, students submit two written proposals in a field of their third-term specialisation. Possible topics are provided by the EMLE programme as well as external associated partners. Students explain and defend their proposal during an online thesis meeting with students and staff of their third-term university. Subsequently, the thesis topic and supervisors are finalised in an EMLE Board meeting in mid-February. Students told the panel that this early planning forces them to choose a subject before they are fully acquainted with their specialisation. Teaching staff informed the panel of recent improvements that have been made regarding the presentation of thesis topics and supervisors. The panel believes that proactive and early sharing syllabi and course materials (see Standard 3.1) of the second- and third-term courses may support students in making a more informed decision on their thesis topic.

At the end of the second term, students follow writing seminars to prepare for their thesis project. During the thesis phase, they are supported by a supervisor, who is usually a staff member of the third-term partner university. EMLE does not prescribe the thesis supervision procedures, but students meet their supervisor at least twice to discuss their plans and progress. Mid-May the programme organises seminar meetings, where students present their work to each other. According to teaching staff, this meeting encourages students to work on their thesis.

EMLE's SWOT³ analysis mentions the programme's diverse academic environment as a strength. Students confirmed this in their meeting with the panel. The programme attracts student and scholars from a wide range of backgrounds that are both culturally and academically diverse. The mobility between two or three partner institutions in different (European and possibly non-European) countries is considered to be an integral part of the learning experience. The programme prepares students sufficiently for intercultural communication as well as the practical issues that they may encounter during their time with EMLE. Students especially appreciate the introduction period at the beginning of the academic year. The programme's induction activities help them to become acquainted with the programme and each other. The Midterm Meeting (mid-February) offers common activities for all students and the opportunity to participate in a networking workshop.

Considerations

According to the panel, the design of the programme corresponds with the intended learning outcomes. The approaches to learning and teaching that are applied in EMLE promote the development of competencies related to handling complex economic problems in the field of law, communicating and working in an interdisciplinary and international setting, and developing a positive attitude towards life-long learning. The panel considers the diverse student body an asset of the programme.

The panel appreciates the programme's attention to improvements in the thesis procedure, regarding the presentation of thesis topics and supervisors. To further improve thesis supervision, the panel advises to apply a common procedure across all programme locations, with a go / no go moment halfway in the process.

Conclusion

³ Strengths, weaknesses, opportunities, threats

The panel assesses that the joint programme European Master in Law and Economics meets standard 5.1, learning and teaching.

4.5.2 Assessment of students

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

Outline of findings

The self-evaluation report and its annexes, including the Exam and Thesis Regulations, provided the panel with adequate information about EMLE's assessment system. The programme uses a variety of assessment forms, ranging from written exams in the first term to in-class exercises, assignments, individual and group presentations – later on in the programme. As in the delivery of the curriculum, students notice slight differences in the examination policies and organisation of examinations across the partner institutions. They sometimes perceive this to influence the overall fairness of assessment. EMLE has mechanisms in place to detect plagiarism and the panel was provided examples of plagiarism detection.

The Exam and Thesis Regulations explain how exams and the thesis are graded. All written assessments are anonymous: the grader does not know whose examination they are grading. The consortium acknowledges that there may be differences in 'grading culture' across the partner institutions. It therefore applies ex-post adjustments to the grades awarded in the first and second term, leading to an average of 7.5. Students need to pass all exams with a sufficient grade to graduate. The panel studied the distribution of grades and noted that low grades are rare.

The thesis is graded by two examiners: the thesis supervisor and an independent expert from the field, who cannot be from the same university. They use an evaluation grid to assess the quality of the thesis. The programme has a procedure in place in case the two examiners disagree. The panel studied the thesis evaluation forms of fifteen theses. Overall, the panel considered the thesis grades to be fair and reasonable, but the panel observed that feedback was limited. The panel also noted that the feedback given during the thesis process is not always documented in the final assessment form.

The EMLE Examination Board decides on final grades, ranking of students, distinctions, awards, and students failing the programme. This body contains one member of each partner institution and is chaired by a member of the Examination Board of the EMLE Coordinating Centre (currently EUR). Members of the Examination Board cannot be a member of the EMLE Board at the same time. With regards to the thesis, the Examination Board is supported by the EMLE Thesis Committee, which consists of two Local Coordinators and the EMLE Director. They are responsible for evaluating all aspects of the thesis, including the feedback from supervisors, plagiarism reports and other student offenses. The Thesis Committee forwards its suggestions for sanctions to the EMLE Examination Board. Together, the members of the Thesis Committee and the Examination Board check whether the theses meet the programme's intended learning outcomes.

Considerations

The panel established that the programme has adequate examination regulations in place that correspond with the intended learning outcomes. EMLE applies an appropriate mix of assessment forms. The panel advises to minimise differences in assessments between the partner institutions, especially in the common building-block courses of the first and second term. The panel appreciates that the consortium has measures in place to ensure consistency in assessment and grading across the partner institutions. The panel encourages the programme to use the full range of the grade distribution.

With regard to the thesis, the panel recommends providing a more formalised framework that requires supervisors to give regular and documented feedback. The panel expects that this will make monitoring of thesis guidance more visible, and support students in staying focused on EAL. Lastly, the panel advises the examiners to include a more detailed reflection on the quality of the thesis.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 5.2, assessment of students.

4.6 Student Support [ESG 1.6]: Standard 6

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

Outline of findings

The consortium has a central policy to assist students throughout their EMLE year, from pre-arrival to graduation. The EMLE Management Team regularly asks the partner institutions for an updated overview of the student services provided, in order to monitor these. The services include support for visa and residence-permit applications, search for accommodation, and medical services. The programme explained that it offers re-routing to students who do not get their visas in time, and exceptionally offers an online participation option. Since the academic year 2022-2023, the EMLE programme insures all students and bears the related costs. All partner institutions have services for students with different kinds of disabilities. Students are informed about the available services through the EMLE website. The Consortium Agreement also includes a section that lists the services provided to students and visiting scholars, related to facilities and insurance, language policy, student and scholarship agreements, as well as networking and alumni.

The partner institutions organise at least one integration event for students, where students can get to know each other and meet their professors, staff, alumni and other local relations. All partners offer language courses; in most cases, these are free of charge for students who attend all classes and the final exam. In addition, students can use the buddy system of the different universities, join (inter)national student associations, and/or join Facebook groups that facilitate peer-to-peer support and career orientation with alumni.

From the self-evaluation report and the student chapter, the panel understood that there are still some variations in the services provided by the nine partner institutions. Finding accommodation proves to be very time-consuming in Hamburg, Rome and Rotterdam, because there are no or limited dorm rooms available. Nevertheless, students confirmed that – overall – they feel well-supported by the EMLE Management and staff.

Considerations

According to the panel, the EMLE consortium provides adequate student support services that contribute to the achievement of the intended learning outcomes. The partner institutions are responsive to students' needs and sufficient attention is paid to the specific challenges related to student mobility.

The panel noted that housing issues in some locations (particularly Rotterdam and Rome) prove difficult to solve. The panel appreciates the continuous attention for this matter and the consortium's attempts to communicate this issue adequately towards students. The panel encourages the consortium to ensure that the search for accommodation is not too time-consuming to students because it adds to the experienced workload.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 6, student support.

4.7 Resources [ESG 1.5 & 1.6]: Standard 7

4.7.1 Staff

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

Outline of findings

The EMLE programme is developed and implemented by staff members from all partner institutions. The self-evaluation report remarks that they are internationally trained due to their educational or work background and many teachers have extensive experience in the EMLE programme. Staff members may participate in the Erasmus Mundus visiting scholar programme. The programme also attracts visiting scholars from across the world, which contributes to the development and internationalisation of EMLE staff. Non-academic associated partners participate in guest lectures, seminars and workshops to provide examples from current topics and development in Law and Economics.

The panel studied the resumes of lecturers in the EMLE programme. Most of the teaching staff is embedded in EAL research departments specifically established at the partner universities. The panel also spoke with a delegation of staff members during the site visit, who showed great commitment to the programme and their students.

According to the self-evaluation report, the consortium uses its resources optimally to deliver the best EAL education. The partner institutions with a large teaching capacity provide first and second term education, which requires more teaching hours and a broad coverage of diverse EAL topics. The other partners use their EAL expertise to finalise the specialisations and supervise the master's theses.

Considerations

The panel considers the staff a clear strength of the programme. The lecturers are very well qualified, covering diverse aspects of EAL and they are experts in their field. Most of them have substantial international teaching experience. According to the panel, the teaching staff boasts an exceptionally high level of expertise and the consortium collects one of the largest

groups of highly respected EAL researchers in the world. At all partner universities, the number of EAL experts is more than sufficient.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 7.1, staff.

4.7.2 Facilities

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

Outline of findings

Students receive a student card from every partner institution where they spend a term. They are entitled to the same services and facilities as other students, including access to the library, study rooms, electronic student platforms, IT assistance, and general university services and facilities. Additionally, all students are enrolled at EUR. As a consequence, they have remote access to the university's library and database service. The EUR library staff provides an online training to all students on the available literature and databases, and how to use the library catalogue. The panel visited the EUR facilities in Rotterdam and was provided with videos and photos of the facilities of the other partner institutions.

From the Student Chapter, the panel understood that students appreciate the widespread adoption of virtual learning environments, but that students suggest implementing a single standardised environment to enhance the overall learning experience. The self-evaluation report remarks that the consortium strives to create such uniform online learning environment for all EMLE students and teachers at all locations. So far, this has not been realised due to local regulations. However, the programme does use EUR's platform Canvas for activities that regard all students.

Considerations

The panel confirms that the facilities provided by the partner institutions are sufficient and adequate to implement the programme. Across the consortium, the institutions provide a wide range of facilities that support the achievement of the intended learning outcomes.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 7.2, facilities.

4.8 Transparency and Documentation [ESG 1.8]: Standard 8

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

Outline of findings

The programme's main source of information for (prospective) students and partners is the EMLE website, which provides information about the application procedure, admission and the content of the programme. Students may also find the names of associate partners and copies of the most relevant EMLE documents (e.g., Exam and Thesis Regulations, guides and

forms) online. The website includes an estimation of living costs at the different locations, a list of titles of recent EMLE theses and a selection of the best theses. Additionally, student stories and yearbooks of previous cohorts give applicants a student view of the programme.

The course syllabi are made available through the individual platforms of the partner institutions. In response to questions of the panel, the programme confirmed that there is no specific syllabus for the thesis. However, EUR's platform Canvas is used to provide student with relevant information about the thesis process, including slides used in thesis writing seminars.

The self-evaluation report notes that the programme follows the guidelines about documentation and transparency dictated by the regulations for Erasmus Mundus: Erasmus+ programmes.

Considerations

The panel established that relevant information about the programme is readily available through the EMLE website. This enables potential students to prepare their decision to join the programme. The panel advises to add information about the students' experienced average weekly workload in this demanding programme.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 8, transparency and documentation.

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

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

Outline of findings

The self-evaluation report and the Consortium Agreement describe the framework for quality assurance within the consortium. Although the individual universities are responsible for the quality of their education and follow national regulations, the EMLE Board is responsible for quality assurance of the overall programme. To this end, the programme applies a centralised approach with several (joint) instruments, stakeholders in different roles and multiple meetings throughout the year.

EMLE gathers feedback from stakeholders at different levels. Students are approached by means of anonymous evaluations after each term, regarding the contents of the courses, the quality of the teaching, and the practical organisation of the programme. They are also asked to participate in a final survey at the end of the third term and to provide feedback on the application procedure. Associated partners share their views in meetings of the EMLE Advisory Committee. The programme consults alumni through surveys. Feedback from external stakeholders led to the introduction of internships and the three specialisation tracks in 2018. The EMLE Board recently appointed a representative for the Erasmus Mundus Student and Alumni Association (EMA), who will help casting a tighter EMLE alumni network.

Within the programme, a Quality Assurance Director is responsible for internal quality assurance and analyses the results of the questionnaires. A Student Support Director collects all non-academic feedback and complaints. Together, these officers form the Quality

Assurance Committee and present reports to the EMLE Board. Throughout the academic year, multiple meetings are organised to ensure the programme's quality and alignment across the partner institutions. Quality assurance is a recurring topic at all EMLE Board meetings, which include meetings in February, October and the annual Summer Meeting.

The self-evaluation report also mentions external quality assurance mechanisms such as national accreditation evaluations as an important source of feedback. The consortium adequately explains how it has followed-up on the recommendations that have been given by the previous NVAO panel that assessed the programme in 2019, as well as on the feedback from the European Commission on the most recent EMJM applications.

In response to a recommendation in the previous accreditation report, all host institutions of the first and second term now work with student representatives: one or two students who can convey any point of criticism to the Local Coordinator and the EMLE Management. The student representatives also share feedback with the Quality Assurance Committee during the annual Midterm Meeting. There, they also hear how their feedback is used to improve the programme.

The programme has detailed procedures for students with complaints. They should contact the Local Coordinator, the EMLE Management Team or the Director. If necessary, an Ombudsperson mediates between students and the programme. The Ombudsperson presents all cases to the Board and is also an independent organ for students' problems. Students told the panel that they know how and where to report issues.

Considerations

The panel concludes that the partner institutions have an adequate approach to quality assurance, including a wide range of local and joint mechanisms, and involving staff members from different partner institutions in different roles related to quality assurance. Throughout the site visit, representatives of all levels illustrated how quality assurance works in practice. This gave the panel a positive impression of an active quality culture within EMLE.

Conclusion

The panel assesses that the joint programme European Master in Law and Economics meets standard 9, quality assurance.

4.10 Conclusion

The panel concludes that the joint master's programme EMLE is a well-designed and well-implemented programme that aims to prepare provide students with advanced training in the EAL. Graduates receive an Erasmus Mundus Joint Master's Degree issued by the universities in Barcelona, Ghent, Hamburg and Rotterdam, and, depending on the attended partner universities, possibly one or two national degrees. These degrees are fully recognised by all host institutions and their respective countries.

The panel confirms that the programme's intended learning outcomes represent the master's level and comprise knowledge, skills and competencies in the field of EAL. The learning outcomes have been translated to a well-structured curriculum of 60 ECTS credits. All students attend two or three different universities, depending on their chosen study track and obeying the minimal mobility rules by the European Commission for the Erasmus Mundus Joint Master Programmes.

The programme is commended for its three-step curriculum design. The building-block courses of the first term lay a solid basis of knowledge and skills related to law, economics and EAL. Subsequently, students progress into well-defined pathways of courses that enable them to specialise in EAL and develop relevant skills and competencies. They finish the curriculum with a thesis that meets the standards of academic research in the field of law and economics. The panel established that the programme has adequate examination regulations in place that correspond with the intended learning outcomes.

The panel confirms that students achieve the programme's intended learning outcomes. This is reflected in the careers of graduates and in the master's theses. Nevertheless, the panel recommends intensifying student guidance and active monitoring of whether the thesis project is sufficiently geared towards EAL.

The programme applies appropriate and balanced admission requirements and clearly communicates those requirements to prospective students. The centralised admission approach ensures consistency in processing student applications from a wide variety of backgrounds. The diverse student body is an asset of the programme and students are sufficiently prepared for intercultural communication as well as the practical issues that they may encounter during their time with EMLE.

The programme is clearly a joint effort of enthusiastic and committed staff members from all partner institutions. The teaching staff is very well qualified, covering diverse aspects of EAL, with its members being experts in their field. The programme builds on more than thirty years of experience and reflects strong cooperation between the partner institutions on all levels.

Overall, the panel comes to a positive conclusion about the quality of the joint master's programme European Master in Law and Economics.

5 Overview of the assessments

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

6 Commendations

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

1. Cooperation – The partner institutions cooperate according to a sophisticated and commendable scheme for coordination of the programme, which ensures that all institutions are involved in the design and delivery of the programme.
2. Curriculum – The curriculum has a clear structure with a three-step design: from laying a solid basis of knowledge and skills to more advanced courses and a specialisation.
3. Teaching staff – The teaching staff is very well qualified, covering diverse aspects of EAL and the lecturers are experts in their field. Moreover, they are committed to the programme and their students.
4. Quality culture – At all levels, internal and external stakeholders are involved in the further development and improvement of the programme.
5. Diversity – The programme attracts student and scholars from a wide range of backgrounds that are both culturally and academically diverse.

7 Recommendations

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

1. Alignment – Align the intended learning outcomes with non-European national frameworks.
2. Consistency and transparency – Ensure consistent attention to the consistency and alignment of courses, minimise differences in delivery and assessment, and provide ready access to all the materials that are used within EMLE, to prospective and enrolled students as well as staff.
3. Thesis guidance – Intensify both student guidance during the thesis project and the active monitoring of whether the thesis project is sufficiently geared towards EAL.
4. Thesis feedback – Provide a more formalised framework that requires supervisors to give regular and documented feedback.
5. Workload – Learn from best practices regarding workload distribution across the consortium, to ensure a balanced workload in all terms.

Annex 1: Composition of the panel

- Ing. Joep C. de Jong (chair), lecturer Business Transformation at Hotelschool The Hague (the Netherlands), lecturer Appreciative Inquiry Certification Programme at the David L. Cooperrider Center of Champlain College (USA) and guest lecturer Entrepreneurship & Appreciative Inquiry at ESCP (Germany);
- Em. Prof. dr. Wilfried Rauws, emeritus Professor of Labor Law and former Dean of the Faculty of Law & Criminology, Vrije Universiteit Brussel (Belgium), and lawyer at Bannister;
- Prof. dr. Georg von Wangenheim, Full Professor of Law and Economics, chair of the research group on Foundations of Law, Private Law and the economics of Civil Law, University of Kassel (Germany);
- Prof dr. Roy Partain, Full professor and Chair in International and Comparative Law, School of Law, University of Aberdeen (Scotland);
- Mykyta Yevstifeiev (student), recent graduate of the master's programme Intellectual Property Law, Taras Shevchenko Kyiv National University (Ukraine), and Senior Associate at Axon Partners.

The panel was assisted by Tinka Thede, MSc, policy advisor at NVAO, and Anne Martens MA, secretary.

All panel members and the secretary completed and signed a statement of impartiality and confidentiality.

The institutions also provided a statement of impartiality. They state that, with the information available at the time, the nominated panel and secretary are independent.

Annex 2: Schedule of the site visit

In February 2024, the panel organised a site visit at Erasmus University Rotterdam, as part of the external assessment procedure of the joint master's European Master in Law and Economics. The schedule of the visit was as follows.

15 February 2024

18:30 – 19:30 **Open consultation hour (no attendees)**

16 February 2024

08:00 – 08:30 **Tour of the facilities**
EMLE Programme Manager/Erasmus Mundus Coordinator

08:30 – 09:00 **Document study (closed panel meeting)**

09:00 – 09:45 **EMLE Management Team**
Erasmus University Rotterdam:
- Programme Director
- Local coordinator a.i., Programme Manager/EM coordinator
University Hamburg
- Local Coordinator, future EMLE Director
- future Programme Manager
- EMLE senior administrative student coordinator
University Aix Marseille:
- Local Coordinator, Student Service Director
Barcelona:
- Local Coordinator, Ombudsperson

09:45 – 10:00 **Closed panel session**

10:00 – 11:00 **EMLE Lecturers**
Lecturers from:
- Erasmus University Rotterdam
- University Hamburg
- University of Ghent
- University of Haifa
- Warsaw School of Economics
- LUMSA

11:00 – 11:30 **Closed panel session**

11:30 – 12:30 **EMLE students**
Eight current EMLE students, representing different mobility tracks and specialisations

12:30 – 13:15 **Closed panel session**

13:15 – 14:00 **Examination Board / Programme Committee**
Erasmus University Rotterdam:
- Programme Director, Head of Thesis Committee
- member of EMLE Examination Board
University Ghent
- QA Director
University Aix Marseille:
- Local Coordinator, Student Service Director, frequent member of

EMLE Thesis Committee

University of Haifa

- Local Coordinator

Barcelona:

- Local Coordinator, Ombudsperson, frequent member of EMLE Thesis Committee

LUMSA:

- Local Coordinator Rome, frequent member of EMLE Thesis Committee

14:00 – 14:15	Closed panel session
14:15 – 15:00	EMLE alumni and professional field representatives Three alumni and three associate partners
15:00 – 17:15	Closed panel session
17:15	Presentation of the main findings by the panel chair

Annex 3: Documents reviewed

Programme documents presented by the institution

1. Self-evaluation report
2. Annexes:
 1. Documents supporting the legal status of the partner institutions
 2. Cooperation agreement
 3. Documents supporting each partner's legal basis for:
 - a) Participating in the joint programme
 - b) (Joint) degree awarding rights (if applicable)
 4. List of intended learning outcomes, including:
 - a) Matrix of alignment with Framework for Qualifications in the European Higher Education Area (FQ-EHEA)
 - b) Matrix of alignment with applicable national qualifications framework
 5. Course syllabi of all partners
 6. Structure of the curriculum / study plan
 7. Official documents indicating admission requirements and selection procedures
 8. Official documents outlining procedure for recognition of qualifications
 9. Students' assessments regulations
 10. Academic staff CVs (all partners)
 11. Relevant documents constituting internal quality assurance system
 12. Diploma supplement (sample)
 13. EMLE Curriculum development over the past years
 14. Thesis grading list
 15. Student service list
 16. SWOT Analysis
3. Student chapter
4. Selection of fifteen theses and the accompanying assessment forms

Additional documents made available before the site visit

1. Answers to questions
2. Pictures of University of Haifa campus

Annex 4: List of abbreviations

EAL	Economic Analysis of Law
EAQA	European Approach for Quality Assurance
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
EMJM	Erasmus Mundus Joint Master
EMLE	European Master in Law and Economics
ESG	European Standards and Guidelines
EUR	Erasmus University Rotterdam
FQ-EHEA	Framework for Qualifications in the European Higher Education Area
NVAO	Accreditation Organisation of the Netherlands and Flanders ('Nederlands-Vlaamse Accreditatieorganisatie')
UGent	University of Ghent

