



M European Private Law | M International &
European Law | M International Criminal Law |
M Law & Finance | M International Tax Law
University of Amsterdam

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Project code P2216

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Summary

Standard 1. Intended learning outcomes

The panel is pleased with the faculty profiling and the educational innovations undertaken by the Faculty of Law at the University of Amsterdam, which it sees as an enrichment of the programmes.

The panel sees European Private Law as an ambitious, research-driven programme to study law in context from a multidisciplinary perspective. The programme has a clear and recognizable profile with matching intended learning outcomes. International & European Law is a complex yet attractive programme, with two broad and two specialized tracks, with well-defined learning outcomes. Students in this programme have many options to choose their own learning trajectories. The panel finds that International Criminal Law embodies a combination of international, transnational and European criminal law that is unique for the Netherlands and that presents a well-defined set of professional perspectives. The Joint Programme with Columbia University provides a select group of students with an exceptional opportunity to study at the highest international level. Conversely, the students who come to Amsterdam from Columbia are also an enriching influence. The distinctive asset of Law & Finance is its mix of legal and economic perspectives. The programme has an appealing and clearly communicated profile, and the panel is convinced that its alumni fill a gap in the labour market. This is also the case for International Tax Law, which enjoys an excellent reputation worldwide, as the panel heard. The programme managed to find a good balance between academic and professional elements and is well attuned to new developments.

The panel found that the intended learning outcomes of all five programmes in terms of content, level and orientation are in line with national and international requirements as expressed in the domain-specific framework of reference. The intended learning outcomes are a good reflection of the specific profiles of the programmes. In the context of the educational renewal, the intended learning outcomes have been updated, which was done well. In combination with appropriate prior education, all master's programmes provide civil effect. This means that the combined diplomas give the power to act as a lawyer, judge or public prosecutor in the Dutch legal system. The programmes maintain contacts with the professional field through a faculty advisory board as well as through their own initiatives. The panel appreciates this. It advises the programmes to pursue a structural alumni policy, in order to further strengthen this connection.

Standard 2. Teaching-learning environment

The panel concludes that the curricula of all master's programmes are well structured. The structures have been strengthened further by a programme of educational innovation that the faculty is currently going through. Clear learning trajectories have been introduced and societal orientation and professional identity receive more attention throughout the programmes. The new design of the curricula also leaves more space for academic and professional skills, as well as for activating working methods. The courses of the faculty-wide Amsterdam Law Practice illustrate this par excellence. The panel appreciates these improvements and expects them to bear fruit. The panel therefore encourages the faculty to proceed in rolling out the reforms for all programmes. The programmes can exchange best practices, such as the strong community in International Tax Law and the good connections to the professional field in International Criminal Law. For the programme European Private Law, the panel recommends re-examining the curriculum in view of its new name: Transnational and European Private Law. For the track EU Competition Law & Regulation in the programme International & European Law, the panel recommends making Advanced EU Competition Law, which is now an elective, mandatory for all students. For the programme Law & Finance, the panel recommends that legal ethics and professional integrity be made more explicit and forged into a learning trajectory in its own right.

The faculty's thesis trajectory is designed as a course, and formally it is the same for all programmes. However, the panel found differences between and within programmes in the way the thesis trajectory is executed in practice. In all master's programmes, the students experience differences between supervisors. Nor do they always have a clear picture of the amount of guidance and feedback they are entitled to. The panel therefore recommends re-examining the execution of the faculty thesis trajectory. It does not have to be uniform, but it could be harmonized. The faculty should make clear which elements are fixed for all programmes (for instance, the role of the internal examiner, a minimum number of contact moments) and where the programmes have their own discretionary authority. Internal best practices can be considered, such as the recently revised thesis trajectory of Law & Finance.

The programmes are feasible and student support is generally well designed. For International & European Law, the panel underscores the importance of clearly communicating from the outset that the programme requires full time commitment. In addition, the effects of the stronger selection of students for the two tracks in international law on students' success rate should be monitored. If the effect is advantageous, the stricter selection criteria could also be applied to the other tracks. For the programme International Tax Law, the panel recommends considering a reshuffling of courses to alleviate the second semester.

The lecturers of the programmes are academically and didactically sufficiently strong and they have clear connections with the professional field. Students are enthusiastic about their lecturers, whom they call skilled and passionate. External lecturers are deployed to supervise the writing of the theses in all programmes (although fewer in for European Private Law). The way in which these external lecturers are selected and trained varies. The panel recommends a centrally managed and harmonized approach. It also recommends involving the internal reader that co-supervises the thesis trajectory together with the external supervisor in the approval of the research proposal.

Standard 3. Student assessment

The panel approves of both the assessment system and the way assessments are executed in the master's programmes of the Faculty of Law at the UvA. Aspects that stand out are the well and proactively functioning board of examiners and the clear design of the assessment system. The faculty is at the forefront of formulating an AI policy, which is worthy of a compliment. The assessment in the various programmes is sufficiently varied and appropriate. The current educational innovation contributes to more diversified and activating assessment modes, and the panel encourages the programmes that are still in the middle of the innovation process to carry through. The theses are assessed in a good and thorough manner, and the assessment forms clearly substantiate how the grade was determined. The panel recommends further clarifying the roles of first and second examiner in the harmonization of the thesis trajectory.

Standard 4. Achieved learning outcomes

Based on the final papers studied and the data on alumni performance, the panel concludes that the programmes are achieving the intended learning outcomes. The panel compliments the programmes on the final level achieved as shown in the theses.

Score table

The panel assesses the programmes as follows:

Master's programme European Private Law

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

General conclusion positive

Master's programme International & European Law

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

General conclusion positive

Master's programme International Criminal Law

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

General conclusion positive

Master's programme Law & Finance

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

General conclusion positive

Master's programme International Tax Law

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

General conclusion positive

Em. prof. mr. Tineke Cleiren, panel chair

Date: 12 September 2024

Mariette Huisjes MA, secretary

Introduction

Procedure

Assessment

On 3, 4 and 5 April 2024, the master's programmes (LLM) European Private Law, International & European Law, International Criminal Law, Law & Finance, and International Tax Law of the University of Amsterdam (UvA) were assessed by an independent peer review panel as part of the cluster assessment Law 1. The assessment cluster consisted of 33 programmes, offered by the Erasmus University Rotterdam, Nyenrode Business University, University of Amsterdam and Vrije Universiteit Amsterdam. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Law I. Fiona Schouten acted as coordinator and panel secretary. Irene Conradie, Peter Hildering, Mariette Huisjes and Jessica van Rossum also acted as secretaries in the cluster assessment. They have been certified and registered by the NVAO. For the UvA site visit, Fiona Schouten acted as secretary for the master's programmes Arbeidsrecht, Fiscaal Recht, Gezondheidsrecht, Informatierecht, Privaatrecht and Publiekrecht. Mariette Huisjes acted as secretary for the bachelor's programmes Fiscaal Recht and Rechtsgeleerdheid, and the master programmes European Private Law, International & European Law, International Criminal Law, Law & Finance and International Tax Law.

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 2 January 2024, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on her role in the site visit according to the Panel chair profile (NVAO 2016).

The UvA contact persons designed a site visit schedule in consultation with the coordinator (see appendix 3). The Faculty of Law selected representative partners for the various interviews. It also determined that the development dialogue would take place after the site visit. A separate development report will be made based on this dialogue.

The programmes provided the coordinator with a list of graduates of the master's programmes over the period January 2022-September 2023. In consultation with the coordinator, the panel chair selected 15 theses per programme. They took the diversity of final grades and examiners into account, as well as the various tracks. For International & European Law, 2 theses were selected from the specialization European Union Law, 4 theses from European Competition Law and Regulation, 3 from International Trade and Investment Law and 6 from Public International Law. For International Criminal Law, 3 out of 15 selected theses were taken from the Joint Programme track. Prior to the site visit, the programmes provided the panel with the theses and the accompanying assessment forms. They also provided the panel with the self-evaluation reports and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the coordinator. The coordinator collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation reports and the theses, as

well as the division of tasks during the site visit. The panel was also informed on the assessment framework, the working method and the planning of the site visits and reports.

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. No consultation was requested. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

The secretary wrote a draft report based on the panel's findings and submitted it to the coordinator for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback, the secretary sent the draft report to the Faculty of Law in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalised the report, and the coordinator sent it to the Faculty of Law and the University of Amsterdam.

Panel

The following panel members were involved in the cluster assessment:

- Em. prof. mr. C.P.M. (Tineke) Cleiren, emeritus professor of Criminal Law and Criminal Procedure at Leiden University (chair);
- Prof. dr. E. (Elisabeth) Alofs, professor of Family law, matrimonial property law and inheritance law at the Vrije Universiteit Brussel (Belgium);
- Prof. dr. J.N. (Jan) Bouwman, professor of Tax Law at the University of Groningen;
- Prof. mr. dr. L.H.J. (Maurice) Adams, professor of General Jurisprudence at Tilburg University;
- Prof. dr. M.M.T.A. (Marcel) Brus, professor of Public International Law at the University of Groningen;
- Em. prof. dr. H.E.G.S. (Hildegard) Schneider, emeritus professor of European Law at Maastricht University;
- Prof. mr. dr. S.E. (Steven) Bartels, professor of Private Law at Radboud University;
- Prof. dr. R.A. (Ramses) Wessel, professor of European Law at the University of Groningen;
- Prof. dr. I.J.J. (Irene) Burgers, professor of International and European tax law, and Economics of Taxation at the University of Groningen;
- Prof. dr. mr. T. (Ton) Liefwaard, professor of Children's Rights at Leiden University;
- N. (Noor) Kikken BSc., bachelor's student Tax Law (Fiscaal Recht) at the Erasmus University Rotterdam (student member);
- D. (David) de Wit, bachelor's student Law (Rechtsgeleerdheid) at the University van Amsterdam (student member);
- T. (Tuncay) Yazar, master's student Constitutional and Administrative Law (Staats- en Bestuursrecht), and Labour Law (Arbeidsrecht), at the University van Amsterdam (student member);
- Prof. mr. dr. W.D. (Wilbert) Kolkman, professor of Family Property Law at the University of Groningen (referee);
- Mr. dr. I.M. (Martje) Boekema, assistant professor of Constitutional, Administrative Law and Legal Theory at Utrecht University (referee);
- Mr. dr. J.M. (Jens) Iverson, assistant professor of International Law at Leiden University (referee);
- Prof. mr. dr. A.M. (Aline) Klingenberg, professor of IT Law at the University of Groningen (referee);

- Mr. dr. W.G.M. (Willem) Plessen, associate professor (emeritus) of Labour Law at Tilburg University (referee);
- Mr. M.F. (Melita) van der Mersch, partner and Health Law lawyer at Velink & De Die Lawyers (referee);
- Dr. S.F.W. (Steffie) van den Bosch LL.M. MSc., assistant professor of Private, Business and Labour Law at Tilburg University (referee);
- Mr. dr. E.G.D. (Emanuel) van Dongen LL.M., associate professor of Private, Accountability and Liability Law at Utrecht University (referee);
- Prof. dr. S.A.C.M. (Saskia) Lavrijssen, professor of Economic Regulation and Market Governance of Network Industries at Tilburg University (referee);
- Prof. mr. dr. A.C. (Aart) Hendriks, professor of Health Law at Leiden University (referee);
- Em. prof. mr. D.F.M.M. (Niek) Zaman, emeritus professor of Notarial Corporate Law at Leiden University and advisor at Loyens & Loeff N.V. (referee);
- Mr. dr. S.N. (Simone) de Valk, assistant professor in Labour Law at the University of Groningen (referee);
- Mr. dr. M.D.J. (Matthijs) van der Wulp, assistant professor in Tax law and Fiscal Economy at Tilburg University (referee);
- Mr. dr. W. (Walter) Dijkshoorn, senior lawyer at the Directie Bestuursrechtspraak of the Council of State (Raad van State) (referee).

The panel assessment the master's programmes European Private Law, International & European Law, International Criminal Law, Law & Finance and International Tax Law at the University of Amsterdam consisted of the following members:

- Em. prof. mr. C.P.M. (Tineke) Cleiren, emeritus professor of Criminal Law and Criminal Procedure at Leiden University (chair);
- Prof. dr. E. (Elisabeth) Alofs, professor of Family law, matrimonial property law and inheritance law at the Vrije Universiteit Brussel (Belgium);
- Prof. dr. J.N. (Jan) Bouwman, professor of Tax Law at the University of Groningen;
- Prof. mr. dr. L.H.J. (Maurice) Adams, professor of General Jurisprudence at Tilburg University;
- Prof. dr. M.M.T.A. (Marcel) Brus, professor of Public International Law at the University of Groningen;
- Em. prof. dr. H.E.G.S. (Hildegard) Schneider, emeritus professor of European Law at Maastricht University;
- Prof. mr. dr. S.E. (Steven) Bartels, professor of Private Law at Radboud University;
- N. (Noor) Kikken BSc., bachelor's student Tax Law (Fiscaal Recht) at the Erasmus University Rotterdam (student member);
- Prof. dr. I.J.J. (Irene) Burgers, professor of International and European tax law, and Economics of Taxation at the University of Groningen (referee);
- Mr. dr. I.M. (Martje) Boekema, assistant professor of Constitutional, Administrative Law and Legal Theory at Utrecht University (referee);
- Mr. dr. J.M. (Jens) Iverson, assistant professor of International Law at Leiden University (referee);
- Prof. mr. dr. A.M. (Aline) Klingenberg, professor of IT Law at the University of Groningen (referee);
- Mr. dr. W.G.M. (Willem) Plessen, associate professor (emeritus) of Labour Law at Tilburg University (referee);
- Mr. M.F. (Melita) van der Mersch, partner and Health Law lawyer at Velink & De Die Lawyers (referee);
- Dr. S.F.W. (Steffie) van den Bosch LL.M. MSc., assistant professor of Private, Business and Labour Law at Tilburg University (referee).

Information on the programmes

Name of the institution:	University of Amsterdam
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	European Private Law (proposed new name: Transnational and European Private Law)
CROHO number:	60412
Level:	Master
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location:	Amsterdam
Mode(s) of study:	Fulltime, parttime
Language of instruction:	English
Submission date NVAO:	1 November 2024
Programme name:	International & European Law
CROHO number:	60224
Level:	Master
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	European Union Law European Competition Law and Regulation International Trade and Investment Law Public International Law
Location:	Amsterdam
Mode(s) of study:	Fulltime, parttime
Language of instruction:	English
Submission date NVAO:	1 November 2024
Programme name:	International Criminal Law
CROHO number:	66456
Level:	Master
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	Joint Programme with Columbia Law School International & Transnational Criminal Law
Location:	Amsterdam
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 November 2024
Programme name:	Law & Finance
CROHO number:	69331
Level:	Master
Orientation:	Academic

Number of credits:	60 EC
Specialisations or tracks:	-
Location:	Amsterdam
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 November 2024
Programme name:	International Tax Law
CROHO number:	75122
Level:	Post-initial master
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location:	Amsterdam
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 November 2024

Description of the assessment

Organization

All programmes

All of the master's programmes assessed in this report are offered by the Amsterdam Graduate School of Law at the University of Amsterdam's Faculty of Law. Each programme has a director who is responsible for the organization and quality of the education. The programmes share an educational committee. In all programmes, the quality of assessment is supervised by the faculty's board of examiners. In 2021, the programmes started a process of educational reform, part of a faculty-wide rethinking of programmes (see Standard 1).

European Private Law

The master's degree programme European Private Law is taught by faculty members of the Private Law Department, who are members of the Amsterdam Centre for Transformative Private Law. The programme attracts a number of approximately 60 students each year, both from the Netherlands and from abroad. Most of the reform process has now been implemented.

International & European Law

The master's programme International & European Law is taught by faculty members of the Department of Public International & European Law. The programme has four tracks, each with its own academic coordinator: European Union Law, European Competition Law & Regulation, Public International Law, and International Trade & Investment Law. The total number of students who enrol in the programme each year is around 300. The Public International Law track is the largest, with around 100 students annually.

International Criminal Law

The master's programme in International Criminal Law is taught by faculty members of the section of Criminal Law of the Department of Public Law, supplemented with invited guest lecturers from the domestic and international criminal law practice. The programme consists of two selective tracks: International & Transnational Criminal Law, which is provided fully at the University of Amsterdam, and the Joint Programme, provided by the Amsterdam Graduate School of Law in cooperation with Columbia Law School, New York. The former track is relatively new; it was introduced in 2018-2019. The total number of enrolling students is around 80. Most of them take the International & Transnational Criminal Law track, since the Joint Programme track allows a maximum of 16 students each year, 8 of which are selected by the UvA, whereas the other 8 are selected by Columbia Law School.

Law & Finance

The Amsterdam Law School and the Amsterdam Business School have joined forces to offer a master's programme in Law & Finance. The programme is taught by faculty members of four sections from two faculties: Law and Economics and Private Law from the Faculty of Law, and Finance and Accounting from the Faculty of Economics & Business. The number of students each year fluctuates between 40 and 55.

International Tax Law

The advanced master's degree programme International Tax Law is taught by teaching staff from the Amsterdam Centre for Tax Law and by guest lecturers. The programme is post-initial, which means that students already have a master's degree or an equivalent thereof before embarking on the programme. The number of students has fluctuated between 15 and 38 in recent years, but seems to settle at around 20

students. Contrary to the other master's programmes, this advanced master is privately financed from tuition fees.

Previous panel's recommendations

The previous panel's recommendations involved the advice to revisit the intended learning outcomes and make sure they are realistic and represent the programmes' content, to improve the skills training, to guard the coherence in the curricula and to provide the Board of Examiners with sufficient support.

Other recommendations were as follows. For European Private Law: reconsider the decision to turn the core course on comparative law into an elective, since this course contributes to the distinctive and comparative and contextual focus of the programme. For International Criminal Law: look into the grades given by Columbia thesis supervisors to avoid final grades that are too low. For Law & Finance and for International Tax Law: pay more attention to the assessment of ethical [and for International Tax Law: economic] components and use more varied forms of assessment. For International Tax Law: clarify the role of the second supervisor and improve the programme's marketing, in order to make the alumni more visible for potential employers.

The faculty has recently reviewed its programmes and redesigned the exit profiles, the learning outcomes, curricula, thesis supervision, assessments, and course content. The current panel confirms that the recommendations from the previous panel have been adequately incorporated into this revision. For further comments, see the description of the standards below.

Standard 1. Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

Faculty profile

In the past few years, the Faculty of Law of the University of Amsterdam (UvA) has worked on a renewal of its educational programmes, based on its educational vision and the Faculty Strategic Plan 2021-2026. The core aims of the renewed programme are that students learn to think critically and in an investigative way, that they are encouraged to develop a professional identity, that education is internationally oriented and that it involves perspectives from other disciplines than law. Experience education (practicing with realistic simulations) plays an important role. The faculty is committed to meeting the needs of a changing society, and to strengthening the motivation and involvement of students. Education must prepare students for the important functions of lawyers in the democratic constitutional state and make them aware of the function of law in order to achieve a just society. On the basis of these principles, the profiles and goals of the master's programmes have been re-examined and recalibrated where necessary. This was done by drawing up exit profiles in which the programmes provide a narrative description of the graduates' profile, and by analysing and adjusting the courses. The UvA-wide visible learning trajectories Programme makes explicit and improves the connection between learning lines and learning objectives for the courses. The faculty and the university-wide Teaching and Learning Centre offer support and advice for this renewal operation. The advanced master's programme International Tax Law has a separate status. It monitors and updates its profile and curriculum continually, but was not part of the faculty-wide educational renewal programme.

The panel is pleased with the faculty profiling and the educational innovation undertaken. Much work has been done in recent years, and the panel found a lively, optimistic and development-oriented atmosphere. The panel appreciates the strengthened commitment to societal and professional aspects of education, which it sees as an enrichment of the programmes. The English-language master's programmes discussed in this report are all to a greater or lesser extent part of this innovation. The panel encourages all programmes to continue on the chosen path, which it considers to be of clear added value for the students and for their future employers.

Profile: European Private Law

The master's programme European Private Law (EPL) aims to train students in handling complex questions of private law in a European and transnational context, from a both critical and constructive perspective. It is one of the few programmes in Europe that draw on a decidedly contemporary, European and transnational understanding of private law. To keep abreast with developments, the content of the curriculum is continually updated. The programme aims not only to teach students about the sources and systems of private law in a European and international context, but also to make them better lawyers by enabling them to assess the socio-economic and political dimensions of private law in Europe. Therefore, the programme cherishes an ideal of 'Bildung': the intellectual development of the student is the programme's primary concern. As the programme has kept developing throughout the years, its original name now seems to fall short of reflecting the expanding research and teaching interests it aims for, covering transnational private law topics beyond the European context. In this regard, a new name of the programme has been proposed and accepted by this panel in a separate letter: 'Transnational and European Private Law'. The panel considers the master's European Private Law an ambitious, research-driven programme to study law in context from a multidisciplinary perspective. The programme has a clear and recognizable profile.

Profile: M. International & European Law

The ambition of the master's programme International & European Law is to train a new generation of highly qualified professionals in the fields of international and European law, who can critically reflect on the societal functions of law, its social, political, and economic context, and its interaction with other legal systems, whether domestic, regional, or international. The programme caters to the growing need for legal professionals who are able to work in a variety of legal professions and sectors, including private practice, public administration, academia, and international organizations. Students are trained to work in a multicultural context and worldwide. The programme's ambition is to teach students to engage in independent thinking on the societal and technological developments that impact their specific legal field as well as to deal creatively with legal developments in the broader economic, social, and political context. Some of the tracks are fairly common in Europe, others are rare. The International Trade and Investment Law track is one of the few programmes worldwide specializing in the combination of these two fields. The European Competition Law & Regulation track is a unique programme, not only in the Netherlands, but across the EU. The panel finds International & European Law a complex yet attractive programme, with two broad and two specialized tracks. Students in this programme have many options to choose their own learning trajectories.

Profile: International Criminal Law

The master's programme International Criminal Law (ICL) distinguishes itself through its niche focus. Its ambition is to train all-round international criminal lawyers, well-versed in the theoretical, comparative and critical approaches to international criminal law and capable of putting that expertise to practical use within international justice institutions and in situations where countries cooperate in criminal matters. ICL advances the faculty-wide vision of educating professionals who can contribute to a more just society by using the law to foster core values such as democracy, equality and sustainability. The programme balances

theoretical and practical training and makes good use of its proximity to The Hague, with the International Criminal Court and several other criminal courts and tribunals. The Joint Programme offered in cooperation with Columbia Law School is taught in both Amsterdam and New York and distinguishes itself through a comparative perspective on international criminal law. This track is highly ambitious and provides graduates with an integrated expertise and skills set. The panel finds that International Criminal Law embodies a combination of international, transnational and European criminal law that is unique for the Netherlands and that presents a well-defined set of professional perspectives. The Joint Programme with Columbia University provides a select group of students with an exceptional opportunity to study at the highest international level. Conversely, the students who come to Amsterdam from Columbia are also an enriching influence.

Profile: Law & Finance

The master's programme Law & Finance plays into the need for educating a new generation of lawyers with a solid interdisciplinary background. This need comes from the growing importance of the financial sector and financial products in economies worldwide. The programme educates graduates that are able to properly advise, litigate, legislate and regulate within the broad field of finance. It does so through an integrated legal-economic approach. The programme has the ambition to set a new and higher standard for what may be expected of financial lawyers. Its alumni understand what role the law can play in both facilitating healthy and sustainable finance while at the same time preventing excesses and undesirable externalization of costs and risks. The panel finds this programme well thought through in reaction to developments and needs perceived in the professional field. The distinctive asset of Law & Finance is its mix of legal and economic perspectives. The programme has an appealing and clearly communicated profile, and the panel is convinced that its alumni fill a gap in the labour market.

Profile: International Tax Law

The aim of this post-initial master's programme is to provide students with a thorough understanding of the principles and policies underlying the international tax law framework, as well as with a deep technical knowledge of international tax law. Alumni should be able to stand out and make a difference, while never forgetting the responsibilities that come with their role in society. The programme wants to bring together passionate students from all over the world. Most of them already have practical experience, so the programme offers a diverse classroom in terms of cultural and professional backgrounds, where students learn both from their lecturers and from each other. The programme prides itself on its character as a true post-initial master, which fosters the development of a sound basis in international tax law, the development of relevant skills and especially the ability to reflect with each other and with faculty on the role of tax law and tax lawyers in society. International Tax Law enjoys an excellent reputation worldwide, as the panel heard from the students. The programme has found a good balance between academic and professional elements and is well attuned to new developments.

Intended learning outcomes

The master's level of the programmes is specified in intended learning outcomes for knowledge and insight, applying knowledge and insight, judgment, communication, and learning skills. The intended learning outcomes take into account the domain-specific frame of reference in Law (2016) and the Dublin descriptors for master's programmes. They are also drawn up in line with obtaining the civil effect: they meet the requirements for the 'robed professions' (judge, lawyer or public prosecutor) in combination with an appropriate bachelor's programme. See appendix 1 for an overview per programme. The panel has established that the intended learning outcomes of all programmes demonstrate the correct academic master's level and that they are suitable for legal programmes. All sets of learning outcomes reflect the specific profile of the programme to which they belong. For those programmes that have several tracks, the

intended learning outcomes are divided into a set of general learning outcomes for all students and a set of specific learning outcomes for each of the tracks. The panel confirms that the intended learning outcomes of the programmes are realistic and represent the programmes' content.

For *European Private Law* the intended learning outcomes focus on acquiring insights into the legal frameworks and institutional settings surrounding specific areas of private law, the ability to perform comparative and contextual analysis of questions of private law, and knowledge and skills required to independently prepare and conduct academic research as well as reflect on one's own and more general assumptions on the role of private law in addressing societal problems. For *International & European Law*, the intended learning outcomes have a clearly analytic orientation. As part of the educational renewal process, the programme's intended learning outcomes as from 2024-2025 will focus on the abilities graduates have acquired in doing research, and using that research to analyse problems and develop solutions, rather than the details of substantive knowledge. *Law & Finance* also recently revised its intended learning outcomes, intensifying the skills training and interdisciplinary focus of the programme. The intended learning outcomes of both this programme and *International Tax Law* pay attention to both legal and economic aspects. For instance, Law & Finance alumni have a thorough knowledge of the economic functions of various financial contracts, and International Tax Law alumni should be able to take into account economic positions of states. The continually updated intended learning outcomes for *International Criminal Law* combine advanced legal knowledge with a strong practical orientation, for instance the acquisition of soft skills and values needed for effective functioning in international and diverse professional environments. The panel is satisfied with the way the intended learning outcomes are formulated.

Connection to the labour market

All master's programmes are geared to the professional field and the requirements set there in terms of content, profiling and intended learning outcomes. In combination with an appropriate bachelor's programme all of the master's programmes provide civil effect, as established in the Covenant Civil Effect by the Consultative Body for Legal Faculties in collaboration with the Dutch Bar Association and the Judiciary Council. Students who acquired their legal degree which made them eligible to the master's programme outside of the University of Amsterdam may need to do some extra courses before acquiring civil effect. Civil effect entails that the combined diplomas give the power to act as a lawyer in the 'robed professions' of the Dutch legal system. The faculty maintains its connection with the requirements and expectations of the professional field through a faculty advisory board, which advises about the goals and contents of the curricula. In addition, many of the lecturers have part-time appointments and are active outside of the university, so they bring the outside world into the courses. Individual programmes also maintain regular contacts with the professional field through guest lectures, student visits, international moot court competitions, internships, excursions and the Amsterdam Law Clinic (see Standard 2). Over the past few years, in particular in the context of the revision of the exit profiles for the programmes, many practitioners at law firms, European institutions, compliance departments at international companies have been consulted. Their feedback was used to clarify and refine the exit profiles for the programmes and align the intended learning outcomes to the changing demands of the international job market.

The panel finds the programmes well attuned to the professional field. It appreciates that representatives of different sectors have been involved in improving and updating the exit profiles, intended learning outcomes and curricula. Certainly in the context of educational renewal, the connections with the professional field have been put to good use. The panel welcomes the fact that the professional requirements for the robed professions have been taken into account while profiling the programmes.

Considerations

The panel is pleased with the faculty profiling and the educational innovations undertaken by the Faculty of Law, which it sees as an enrichment of the programmes.

The panel sees *European Private Law* as an ambitious, research-driven programme to study law in context from a multidisciplinary perspective. The programme has a clear and recognizable profile with matching intended learning outcomes. *International & European Law* is a complex yet attractive programme, with two broad and two specialized tracks, with well-defined learning outcomes. Students in this programme have many options to choose their own learning trajectories. The panel finds that *International Criminal Law* embodies a combination of international, transnational and European criminal law that is unique for the Netherlands and that presents a well-defined set of professional perspectives. The Joint Programme with Columbia University provides a select group of students with an exceptional opportunity to study at the highest international level. Conversely, the students who come to Amsterdam from Columbia are also an enriching influence. The distinctive asset of *Law & Finance* is its mix of legal and economic perspectives. The programme has an appealing and clearly communicated profile, and the panel is convinced that its alumni fill a gap in the labour market. This is also the case for *International Tax Law*, which enjoys an excellent reputation worldwide, as the panel heard. The programme managed to find a good balance between academic and professional elements and is well attuned to new developments.

The panel found that the intended learning outcomes of all five programmes in terms of content, level and orientation are in line with national and international requirements as expressed in the domain-specific framework of reference. The intended learning outcomes are a good reflection of the specific profiles of the programmes. In the context of the educational renewal, the intended learning outcomes have been updated, which was done well. In combination with appropriate prior education, all master's programmes provide civil effect. This means that the combined diplomas give the power to act as a lawyer, judge or public prosecutor in the Dutch legal system. The programmes maintain contacts with the professional field through a faculty advisory board as well as through their own initiatives. The panel appreciates this. It advises the programmes to pursue a structural alumni policy, in order to further strengthen this connection.

Conclusion

The panel concludes that all programmes meet standard 1.

Standard 2. Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Curriculum: all programmes

Although the master's programmes each have their own curriculum, some elements are shared by all. For instance: the Faculty of Law has divided the academic year into two semesters, all students follow courses as well as skills training, and all students complete the programme by writing a thesis in a thesis course. Appendix 2 contains an overview of the curricula. The programmes *European Private Law* and *International & European Law* have a part-time variant in addition to the full-time one. Part-time students follow the same curriculum as full-time students and join them in the courses, but they can take longer to complete the course. Study advisers and programme directors help the part-time student to make a study plan if they wish.

Each master's programme offers at least 6 EC experiential education. This is centralized in the Amsterdam Law Practice, with teaching staff affiliated with a particular programme as well as its own team of lecturers. The Amsterdam Law Practice offers over 30 training programmes, both within specific courses and faculty-wide. They include national and international moot courts, legislative negotiation simulations, and legal tech labs. In the Amsterdam Law Clinics, students work on behalf of clients on real cases of general interest. A decisive feature of the training sessions is their focus on experience (simulated or not) and reflection on that experience. Students learn by doing and by reflecting on their actions and decisions. The experiential training sessions help them to grow into their professional role and develop their own professional identity. In this way, the Amsterdam Graduate School of Law works on its ambition to train responsible lawyers.

As an Amsterdam Law Practice component, students can also do an internship (6 EC), provided that it has an adequate substantive link with the programme. This is assessed on the basis of an internship plan that students must submit prior to the internship. During their internship, students attend five dedicated internship classes. Professional ethics and reflection on their role as lawyers are central to these meetings. For the monitoring and assessment of internships, see standard 3.

All master's programmes conclude with a master's thesis (12 EC). This is developed during a thesis course, supervised by a faculty coordinator. Each section has a dedicated staff member who acts as point of contact for students concerning theses. This staff member has direct access to the faculty's thesis coordinator. For each programme, the thesis trajectory has a specific design, with fixed start and end dates and deadlines. The thesis course is offered twice per academic year. It has an educational component in the form of physical and online modules around academic skills. Recently, a renewed module with regard to plagiarism and scientific integrity was developed for this course.

The panel approves of the centrally designed elements of the programme. Students find the experiential education in the Amsterdam Law Practice inspiring and stimulating; they form an activating and motivating addition to the curricula and fulfil the faculty's educational goals. With the introduction of the Amsterdam Law Practice, the Amsterdam Graduate School of Law has greatly improved the skills training in its programmes, as the previous assessment panel recommended. The panel considers the design of the thesis trajectory as a course conducive to feasibility of the programmes. Although on paper the thesis trajectory is the same for all programmes within the faculty, the panel still noticed differences in the implementation, between programmes and even between tracks. This proved confusing for students. A general recommendation is therefore to harmonize the thesis trajectories for all programmes and tracks. They do not need to be uniform, since each track and programme is different, but a few fixed elements should be clarified and applied consistently, such as the role of the two supervisors and the minimum number of meetings between student and supervisor.

The master's programmes, in combination with a legal bachelor's programme or an appropriate bridging programme, meet the requirements of the 'Covenant Civiel Effect 2016'. Through an overview in the self-evaluation, the panel was able to determine which professional content in the curricula is linked to these requirements. The panel finds it an asset that all master's programmes provide access to the judiciary.

Curriculum: European Private Law

The curriculum of European Private Law (EPL) starts out with four mandatory courses of 3-6 EC each in the first semester: Advanced Private Law in Context, Research Training Seminar in European Private Law, European Contract Law, and Transnational & European Private Law in Practice. These mandatory courses provide students with a broad overview of the sources, actors and institutions that shape the making of

private law in Europe and with methodological tools to analyze and evaluate the role of private law in the handling of societal questions. Subsequently, students choose five electives of 6 EC each according to their own interest, to deepen their knowledge of specific areas of European private law. To finish their master's programme, students write a 12 EC thesis using the skills and knowledge they have acquired.

The coherence of the EPL curriculum is warranted by three learning trajectories that weave through it: contemporary notions of Transnational and European Private law, academic and legal skills, and professional attitude. Within the first trajectory, the programme offers students a combination of critical and interdisciplinary perspectives. Academic and legal skills needed to work in a transnational and digitalizing working environment are for instance trained in the course Transnational and European Private Law in Practice and in the research training seminar in Transnational and European Private Law, which is taken by all students. To help students develop a professional attitude, active reflection on ethical and professional standards and the capacity to act according to these standards are trained and assessed throughout the programme. Part-time students go through the same curriculum, but spread the programme over 1,5 years. Although there is no obligation, they are recommended to start with the mandatory courses and plan electives offered between September and January in the third semester of their studies.

In spite of the previous panel's recommendation to make the course Comparative Law a mandatory course, the EPL programme management in consultation with the Amsterdam Graduate School of Law has chosen to keep it as an elective. The reason is that the mandatory courses Advanced Private Law in Context and European Contract Law both contain important comparative legal elements. The elective on Comparative Law offers further training in methodology and specific legal traditions, which complements the mandatory courses and is less focussed on the substance of national laws.

The thesis trajectory is faculty-based. It has been faced by a shortage of available supervisors, which was addressed in several ways. The EPL programme relies on an extensive academic network of external supervisors with broad expertise, who complement the supervision of theses by internal staff. This solution also helps to find suitable supervision for EPL students who choose very specific topics, for which internal supervision is not always available. Initially, the programme director also fulfilled the role of thesis coordinator. To alleviate the resulting workload, another staff member now serves as thesis coordinator, who matches students' thesis proposals to supervisors, checks compliance with the requirements of the thesis trajectory, informs students and supervisors proactively, provides assistance when questions arise and takes care of communication with external thesis supervisors.

The curriculum combines practice in legal doctrinal analysis with contextual approaches. Students take an active role in their education. For instance, they participate in simulations of legislative procedures and are invited to attend seminars organized by the research-focussed Amsterdam Centre for Transformative Private Law, which hosts international speakers.

The panel is pleased with the coherent design of the curriculum. It found a good mix of teaching methods that stimulate students to pursue active learning strategies. The curriculum comprehensively covers all intended learning outcomes. It provides students with a solid base at the start of the programme and allows them to subsequently customize their focus through electives and their choice of thesis topic. Academic and other skills are well integrated throughout the programme. Where possible, courses not only address legal areas, but also connect to societal and professional practices. The panel is enthusiastic about the course Transnational & European Private Law in Practice, that introduces students to the EU's legislative procedure, not only by learning how private law is created, but also by going through that process themselves. The

panel finds this an innovative teaching method that matches the faculty's ambitions to make its programmes more stimulating.

The panel finds the reasons to keep Comparative Law an elective in spite of the previous panel's recommendation acceptable. It verified that the mandatory courses Advanced Private Law in Context and European Contract Law both contain important comparative legal elements. Students told the panel that they consider the space in the curriculum for elective courses the biggest highlight of the programme. It gives them lots of opportunity to tailor it to their own interests and ambitions. They are also content with the broad scope of the programme, that stretches beyond law itself.

The programme has chosen to change its name into Transnational and European Private Law. According to the panel, this name change reflects the transnational perspective chosen by the programme. At the same time, the change entails that the curriculum needs to be adapted further to incorporate important aspects of transnational law. One example is transnational family law. The panel recommends re-examining the curriculum in view of the new programme name.

Curriculum: International & European Law

Each of the four tracks in the programme has its own structure. For each track, the curriculum starts with a basis of two to five compulsory courses (a total of 24-30 EC) introducing all students to the normative foundations and the functioning of, respectively, international or European law, their core concepts, institutions, principles and rules, law-making processes, law enforcement, and dispute settlement mechanisms. Students then specialize in specific areas of public international law or European law in their chosen track through two to three elective courses (12 to 18 EC). In addition, they write a thesis of 12 EC. All tracks offer the possibility of a 6 EC internship as one of the electives.

Substantively, each of the tracks can be characterized as follows. The Public International Law track provides foundational courses on the core concepts of general international law, including sources, actors, foundational principles, law-making, international responsibility, and procedures of implementation. It offers ample opportunities for students to specialize in a wide variety of subject areas, such as international criminal law, international economic law, international human rights law, international dispute settlement, international environmental law, international refugee law, or international humanitarian law and the law of military operations. The International Trade & Investment Law track offers a comprehensive and in-depth curriculum on the public international law framework governing international trade and investment relations. The European Union Law track offers students a structured backbone in EU law, giving them the 'grammar' that allows them to venture with relative ease into the various fields of EU law. The European Competition Law track provides a study programme in EU competition law and the broader regulatory framework applicable to economic activities in fast-moving and progressively digitalized markets.

Thesis writing is spread throughout the curriculum. In order to prepare students for the thesis trajectory, and as a result of the current teaching renewal process, a research assignment is part of the compulsory course work students have to complete in block 1. This assignment supports students in acquiring research skills from an early stage. Students are matched with supervisors based on their chosen research topic and the area of expertise of the respective supervisor. Students receive regular feedback in the various stages of their thesis trajectory, including on the preliminary proposal, final proposals, and drafts of their thesis, in particular the pre-final version of the thesis.

While maintaining different foci, all tracks share a vision on the study of legal systems beyond the nation state. The interaction between European and international law is also integrated at the course level in various course objectives, for example, in Current Challenges of EU Law (how EU law interacts with other legal regimes, mandatory for students in all tracks), and in Europe and the World: Climate Change, Trade & Investment (an elective in the European Union Law track focussed on EU external relations). In addition, all four tracks follow identical learning trajectories. The first learning trajectory is ‘law in context’. It focuses on providing students with in-depth and contextualized knowledge of the core concepts, principles, and legal rules of the subject matter of the chosen track. Its aim is not only on conveying that knowledge, but also on enabling students to critically analyse and reflect on legal rules, principles, and institutions in their societal, political, and economic contexts. The second learning trajectory focuses on the development of core academic and legal skills, including legal research, problem analysis of complex legal problems, and the design of creative legal solutions to these problems, and the (oral and written) presentation of coherent and sound legal arguments. The third learning trajectory covers issues related to professional attitude and conduct. It equips students with skills needed to collaborate effectively in multi-cultural and international environments and act in a professional manner.

The programme’s teaching philosophy is aligned with that of the faculty’s vision on education and emphasizes the importance of academic research and scientific orientation of teaching activities. Throughout the programme, students are encouraged to engage in independent thinking and to critically assess scholarly pieces that contextualize and critique positive law and dominant legal practices. To this end, teaching methods in the various courses aim at activating students as much as possible. The compulsory as well as several elective courses combine two forms of teaching: (i) lectures that discuss the structure and organization of the subject-matter of the course, as well as recent legal developments; and (ii) tutorials that encourage students to analyze, discuss, and present solutions to complex legal problems in smaller groups. Student-activating teaching is also integrated in lectures. For example, faculty members engage in active discussions with the students or give small in-class writing assignments that stimulate critical reflection on the subject matter discussed. Particularly in the Amsterdam Law Practice courses, students are exposed to real-life situations faced by legal professionals; these courses focus on problem-analysis skills, skills in legal communication, collaboration in multi-cultural environments, and self-reflection. A large number of courses make use of written assignments (research papers, case notes, or policy papers) in addition to final exams.

The panel is satisfied with the curriculum, which holds a good balance between theory and practice, and between academic and professional skills, and which stresses student activation. The panel appreciates that students have many electives to choose from.

Curriculum: International Criminal Law

In the first semester, the curricula of the track International & Transnational Criminal Law and the Joint Programme are identical. All students follow five compulsory courses, each 6 EC: Comparative Criminal Law and Procedure, Jurisdiction and Cooperation in Criminal Matters, International Criminal Law Practice, International Criminal Tribunals – Procedural Aspects, and International Criminal Tribunals – Substantive Law. Track specialization starts in the second semester. International & Transnational Criminal Law students then follow compulsory courses in European Criminal Law and Transnational Criminal Law. They also choose one elective (6EC), which may take the form of an internship. Besides theoretical electives such as International Human Rights Law or International Law of Military Operations, electives may also be practice-oriented courses for small groups, such as a specialized moot court or the Amsterdam Criminal Justice Clinic. Students in the Joint Programme go to New York to study at Columbia Law School. There, they follow the compulsory Colloquium in International Criminal Law and at least one course from the menu of electives

recommended by the Columbia coordinator and approved by the programme director at Amsterdam University at the start of the year. Finally, students in the International & Transnational Criminal Law track spend 12 EC on their master's thesis, for students in the Joint Programme this is 7,5 EC. The thesis requirements are uniform for both tracks and fully aligned with the requirements of the Amsterdam Graduate School of Law.

The programme combines thematic coherence with room for students to choose their own specialization. At the time of the site visit, the alignment of course objectives and exit qualifications with the learning trajectories was still in the making. The learning trajectories are: knowledge of international criminal justice and cross-border cooperation in context, academic and legal skills for competent International & Transnational criminal lawyering, and a professional attitude around values and ethics of International & Transnational criminal lawyering.

In most courses, the traditional teaching method of combining lectures and tutorials is used. All lectures are kept interactive and students' active participation is encouraged. Tutorials are devoted to in-depth discussions of weekly materials and assignments with even more interaction. The course International Criminal Law Practice takes the form of a moot court. It simulates a legal professional setting in which students work jointly in 'defence' or 'prosecution' teams on a fictitious case (rooted in reality) before an international criminal court. During the first semester, the Amsterdam students are joined by their colleagues selected for the programme by Columbia Law School, whom they in turn will visit the second semester. As a result, students from diverse backgrounds are invited to engage in in-depth discussions on the differences and similarities between the approaches to criminal law they are most familiar with. In this way, they benefit from each other's knowledge and the international classroom contributes to the quality and depth of learning.

The panel finds the curriculum for International Criminal Law excellently structured and well thought out. The Joint Programme limits the flexibility to place courses in either the first or second semester, but this is outweighed by its added value: it allows talented students to be trained at the highest international level. The panel is enthusiastic about the specialized international criminal law moot court and the Amsterdam Criminal Justice Clinic, where students carry out a research project upon the assignment of a client and present their findings to this client. These electives provide students with a great opportunity to grow into their future roles. The programme is currently working on learning trajectories that guarantee that the course objectives fully align with the intended learning outcomes for the tracks and the panel has confidence in this process.

Curriculum: Law & Finance

The curriculum of Law & Finance consists of ten mandatory (6 EC and 3 EC) courses divided over three interconnected components, plus a 12 EC thesis trajectory. The first component is made up by the methodological courses, which are all scheduled in block 1. Examples are Accounting & Financial Reporting and Financial Economics & Quantitative Methods. In these courses, students are familiarized with tools of financial economics and accounting that are relevant for an interdisciplinary approach to law and finance. The curriculum subsequently evolves along two main inter-related components: courses focusing on either corporate finance law (such as Foundations of Finance and Corporate Governance) or on financial regulation (such as Prudential Regulation of Banks and Shadow Banks). In each block, students take one course from each component. The curriculum does not include elective courses, in order to focus students' attention on the challenging interdisciplinary treatment of law and finance and to avoid any distractions.

All of the courses are taught in an interdisciplinary manner. Thus, as students progress through the curriculum, they will not only increasingly grasp the legal aspects of finance, but also the underlying financial world and its own dynamics. This acquisition of interdisciplinary skills culminates in the thesis trajectory. The thesis trajectory for this programme is currently under revision. Starting from the academic year 2024-2025, it will feature a methodology course spread over the academic year, to strengthen interdisciplinary research skills. Legal ethics is already a constant underlying theme throughout the programme. Taking on board the recommendation of the previous assessment panel, the programme implemented a module in the Amsterdam Law Practice where students are invited to reflect on the ethical implications of corporate reorganization and risk shifting. The fact that all courses are mandatory guarantees that the programme is coherent and that all courses build on each other.

The panel finds the curriculum for the master Law & Finance quite interesting and enriching because of its broad coverage and interdisciplinary approach. The fact that all courses are mandatory is well defensible in this context and allows the programme to reach sufficient depths in the courses. Students are satisfied with the programme, the panel heard during the site visit. They particularly appreciate the many elements in the programme that stimulate reflection. The panel accepts that legal ethics and professional integrity is an underlying theme throughout the programme, but recommends making this more explicit and forged into a separate learning trajectory. Part of such a learning trajectory could be structural attention at the meta level (above the level of regulation) for varying perspectives on the maximization of wellbeing in the face of the urgent challenges that society is currently confronted with. Such attention should not take shape as a new course, but rather as a continuous line throughout the programme, for example a lecture cycle. In light of this recommendation, the committee is very satisfied to learn that the programme is in the process of implementing a learning trajectory that explicitly includes ethics.

Curriculum: International Tax Law

The first semester of the curriculum holds five courses of 6 EC each. It offers students a basis in domestic tax law design and tax treaties, advanced tax treaty law, transfer pricing and tax treaty negotiation. The idea is that students first learn about the content of tax treaties, and then bring this knowledge into practice in the intensive Tax Treaty Negotiation course. The second semester kicks off with a course on EU tax law (6 EC), a course on value added tax and goods and services tax (3 EC), and two electives of 3 EC each, chosen from four options: VAT (advanced), transfer pricing (advanced), tax transparency measures, and a new elective course on the global minimum tax. The second semester concludes with the international tax law moot court (3 EC), where writing and presentation skills are practiced in a real-life environment. During the entire second semester, students write their master's thesis (12 EC).

Coherence in the curriculum is warranted by three learning trajectories that weave through the programme: (1) knowledge of international tax law, (2) academic and legal skills, and (3) professional attitude. The first learning trajectory focusses on positive law and its context. The second trajectory focusses on mastering communication skills, in a problem-solving and convincing manner, and on solving complex legal problems. The third trajectory is directed towards behaviour that is both effective and ethical. Teaching formats that are used in the programme are mainly small-scale intensive education in a classroom setting, and group work. Classes focus on theoretical knowledge and include discussions and presentations; they take place in the morning on a daily basis. Afternoons are for self-study and working together in small groups. Once every two weeks, late Friday afternoons are reserved for extracurricular technical meetings where recent developments in international tax law are discussed, to resemble consultancy firms' practices. Students find the courses sufficiently in-depth, as they had expected from this advanced master's programme.

The thesis is written in various phases, with feedback given to the student in each phase. Firstly,

students identify a research topic, which they discuss with the programme director. Secondly, this topic is refined in a research question with possible sub-questions and a plan on how to approach these questions methodologically. This approach is discussed with and approved by the thesis supervisor. Students then write their theses. A draft of the master's thesis is presented to a panel of lecturers. This presentation is mandatory. Students finalize the master's thesis taking on board the remarks made by the panel of lecturers.

The panel is happy with the curriculum of International Tax Law, which it considers quite fitting for a post-initial master's programme. The trajectories within the programme are relevant in an international setting. The small-scale teaching formats in diverse international groups with students from different backgrounds make for a stimulating didactic climate. The panel is particularly pleased with the way in which the academic and legal skills are trained in the international tax law moot court.

Language: all programmes

Even though an international orientation is one of its identifying characteristics, the Faculty of Law at the UvA offers its two bachelor's programmes and most of its master's programmes in Dutch. A programme is only English-language if it has a distinctly international character in terms of its content, literature, staff, students and the professional fields for which it prepares. English is the lingua franca of the professional fields connected to these programmes. Furthermore, the majority of sources, teaching material, and research in the subject matter of these programmes are in English. Finally, English as a language of instruction allows to teach the subject-matter in an international and multicultural classroom and to develop skills that are important for working in a cross-cultural environment, which is key to excelling professionally and academically. The panel fully endorses this view, which it discussed with the programmes during the site visit. It accepts that the five programmes in this report are best taught in English, due to their international orientation and content, and that their programme name is therefore also English.

Admission, feasibility and support: all programmes

Each of the master's programmes has its own admission requirements. On principle, the non-selective programmes (European Private Law, some tracks of International & European Law) are accessible for students with a legal bachelor degree and a demonstrated proficiency in English. For the selective programmes (some tracks of International & European Law, International Criminal Law, International Tax Law and Law & Finance) students are assessed on their academic track record, motivation and affinity with the field.

Five study advisers (4 FTE) have been appointed at the faculty for personal study guidance. They have in-depth knowledge of the faculty policies and the programmes and assist students in matters such as planning, choice of study, or career orientation. Students can take the initiative for an individual meeting, but are sometimes also personally invited by a study advisor. Student counsellors work at the central level, for those who need specialized information or guidance, for example in the case of a disability or chronic illness. In addition, the university offers many forms of support, such as counselling by student psychologists. Due to the difficult situation for students during the COVID19 pandemic, a temporary mentoring programme was set up. The programme will be evaluated in 2024 to assess which components should still be maintained after 2023-2024. It was found that it can be challenging for students from different cultural backgrounds to enter into an international learning environment. For this reason, the European Private Law programme developed the introductory workshop Getting Started in the Global Classroom. Should they run into any problems, international students can consult the programme coordinator and programme director or a study advisor for guidance.

The panel approves of the faculty guidance structures. Students told the panel they found the study advisors easily accessible and the faculty's counselling opportunities are welcomed. The entry requirements are generally clearly stated and fitting to the programmes.

Admission, feasibility and support: European Private Law

EPL is not a selective programme, but does specify a minimum entry level. All students should have (a) a degree comparable to a Dutch bachelor's degree in Law (comprising at least one private law course), (b) basic knowledge of European law, and (c) proven proficiency in English. To comply with these conditions, an EPL pre-master's programme, a self-study introductory course on European law and a remedial course legal English are offered. Some elective courses are accessible for exchange students without a bachelor's degree.

Feasibility is safeguarded through the distribution of courses throughout the academic year. The programme welcomes students from many different countries, so they experience an ongoing exchange through examples and legal solutions from various jurisdictions, which encourages a comparative and thorough reflection process. When in the academic year 2022-2023 some students were severely affected by the earthquake in Turkey, tailor-made solutions were developed for these students in relation to exams and an extension of the thesis trajectory if needed. In the cohort that started in the academic year 2020-2021, approximately 66% of EPL students graduated within one year. 84% obtained their degree within two years.

Although the students whom the panel interviewed during the site visit were quite enthusiastic about the programme's feasibility, the student chapter in the self-evaluation report is critical on aspects such as the workload of some courses that allegedly does not correspond with the number of EC, reading assignments that were provided too late, and a lack of standardization in the thesis track. In light of these varied experiences, the panel recommends carefully monitoring student satisfaction and discussing with students what can be done if they remain critical. Furthermore, the faculty should keep the conversation going with lecturers on the feasibility of measures to improve student satisfaction.

Furthermore, the panel heard that for the lecturers in the master's programme European Private Law it is an effort to get all students at the same level. The programme welcomes students from many different countries and with different backgrounds, not only a bachelor's degree in law but also non-legal bachelors are accepted - provided that a certain number of EC in law courses have been taken. Students from other backgrounds - for instance at a university of applied science - are accepted as well if they have followed the premaster's programme. Even exchange students without a bachelor's degree take part in some of the elective courses. In the panel's view, it is a good thing that a diverse student population can be trained as European private lawyers through this programme, but it creates challenges for the lecturers and students alike. Although the programme is feasible for all, some students need to put in more effort than others because of the differences in their background. In the panel's view, there are limits to how far the openness of the programme can be stretched. According to the panel, it is not desirable that for some courses master students share their classroom with exchange students who do not yet have a bachelor's degree. Either the bachelor students reach above their level or the educational standards are declining for master students. For the other groups, it may be helpful to provide knowledge clips in order to fill specific gaps in their prior knowledge should the need arise.

Admission, feasibility and support: International & European Law

The programme is open to students with a bachelor's degree in law and also to those who have not completed a law degree during their bachelor's studies but can demonstrate having had a basic legal education. For instance, applicants with a liberal arts and sciences degree from a university college in the Netherlands, and those with a degree in European studies or international relations, can be admitted

provided they have completed at least 45 EC in law courses. For the EU law tracks (European Union Law, European Competition Law and Regulation) a remedial course is offered for students who lack such basic knowledge. The international law tracks (Public International Law, and International Trade and Investment Law) are more selective. They require that students substantiate their motivation and prior exposure to the study of international law and that they provide a short written analysis of a social problem and how international law relates to it.

To guard feasibility, the study load is spread over the blocks as evenly as possible, and this distribution is evaluated on an annual basis. Students are supported in various formal and informal ways, by track coordinators, mentors as well as study advisors. Mentors are recent graduates who provide sessions throughout the year to help current students with their studies and study-related questions, including advice on finding internships or applying for jobs after graduation. The faculty's International Office helps students with practical issues. The graduation rate within one academic year is at an average of around 60%. The dropout rate is around 10%. Students see the wide variety of facilities, additional and extra-curricular activities offered by the programme as great assets. Examples mentioned are the talks with mentors, the thesis workshops, job markets, optional moot courts and the Amsterdam Excellence track.

The panel found that the master's programme International & European Law is feasible, and that students who take longer to finish often do so because they want to take on an extra workload. Nevertheless, the panel underscores the importance of clearly communicating from the outset that the programme requires full time commitment. In addition, the effects of the stronger selection of students for the two tracks in international law on students' success rate should be monitored. If the effect is advantageous, the stricter selection criteria could also be applied to the other tracks.

Admission, feasibility and support: International Criminal Law

The programme is selective, providing academic and legal training at advanced graduate level. Enrolment requires sufficient prior knowledge of, and exposure to, international (and/or) criminal law and sufficient analytical, research and writing skills. Programme-specific selection criteria are: academic performance, strong motivation and a demonstrable affinity with international (or transnational) criminal law.

The curriculum is fast paced, requiring full commitment, dedication and discipline. Students are informed about the significant workload from day one. An alumnus of the programme is assigned to the students as their personal mentor. In the past, the ability of students to complete their thesis on time was an obstacle to timely graduations. Measures were taken to address this issue. Although the bulk of thesis writing occurs in April-June, the work now starts in early November to prepare students for the trajectory and keep them on track. Students in the Joint Programme complete their thesis while they are studying at Columbia Law School. Throughout the second semester, the UvA supervisor provides remote guidance to these students, in writing and via Zoom. Thesis presentations are held during the ICL Colloquium course at the Columbia Law School and count towards the oral presentation requirement at the UvA. The percentage of students that complete the programme within the nominal one year is roughly between 60 and 80 %. The average enrolment duration in the programme is 12 to 14 months.

Students in the master's programme International Criminal Law told the panel that they experience the workload as consistently high, but manageable. They feel well-informed and well-supported, also beyond the programme: guest lecturers are well-chosen and shed light on what students can expect in the professional field. Both regular staff and guest lecturers open doors for the students outside of the university. All this is worthy of a compliment. The panel concludes that the programme is sufficiently feasible and that students are well supported.

Admission, feasibility and support: Law & Finance

The programme is selective, aimed at excellent Dutch and international students with a bachelor's degree in law or an academic degree with a substantial law component (at least 60 EC). The Selection Board for the programme makes a preselection and bases its advice on the following criteria: grade point average in previous education; interest in interdisciplinary education in law & finance as evidenced by the motivation letter and – possibly - by previous experience/education highlighted in the CV; relevant experience and coursework. These criteria ensure that the students who enrol in the programme are able to successfully complete it. The Selection Board makes a reasoned written proposal, and the Admissions Board decides whether an applicant is admitted or not.

For any questions or needs, the programme director and coordinator are the students' first point of contact. The programme also organizes mentor groups led by alumni to support current students. An active student panel provides feedback on the quality and feasibility of the courses. Improvements for feasibility that have been made include an even distribution of courses across the academic year and an early start with the thesis trajectory. These measures seem to have improved the graduation rates; lately there has been a steep rise in the percentage of students that complete the programme within the nominal one year, and for the 2022-2023 cohort this was close to 75 %. Another key aspect of the teaching-learning environment is the existence of a dedicated student association, ALFA (Amsterdam Law & Finance Association).

The panel commends the programme for taking feasibility seriously. It sees that the measures taken to improve it have worked out well. While the curriculum builds up knowledge at a fast pace, there is sufficient repetition of the course materials to enable a student who has missed a week or so to catch up. In particular, the panel is interested in the early start of the thesis trajectory. Students in the master's programme Law & Finance submit their preferred thesis topic in November; by the beginning of December, they are already matched with their supervisors. The deadline for the submission of the preliminary research proposal is set in the first week of January. This may be a good practice that other programmes can profit from. The fact that an academically challenging programme with only mandatory courses still has enthusiastic students who do not complain, demonstrates that the programme is well-managed.

Admission, feasibility and support: International Tax Law

Students are admissible to the advanced master's programme if they have already obtained a master's degree or an equivalent thereof in their home country. The programme employs a tutoring assistant to help students along, especially at the start of their studies. Since the programme is small-scale, staff members are easily approachable as well. The students confirm this. To stimulate social cohesion, the university organizes numerous social events throughout the year, as well as a job fair which is highly appreciated.

The percentage of students who graduate within the nominal one year is high: between 80 and 100 %. Nevertheless, in the self-evaluation report, the students mention some feasibility issues in the second semester. Several electives are offered in the same month, whilst at the same time students are required to participate in the moot court course and hand in the pre-final version of their thesis. Meanwhile, some students have to deal with the pressure from job interviews as well. The panel's advice is to consider a reshuffling of courses that may alleviate work pressure in the second semester. The students for instance suggest to place the moot court course in the first semester.

During the site visit, the panel heard that the students experience the workload in the programme as intense, but this is what they expect from an advanced master's programme. The students are happy with the

feedback they receive on assignments. What also helps feasibility is the closely-knit, proud and supportive community that the students form. Since the community is very diverse, with students from a variety of tax regimes who already have some professional experience, students not only help each other to get through the programme, but their diversity also leads to an enriching exchange of expertise and viewpoints. Therefore, the community spirit is one of the programme's strongest assets and the staff deserves a compliment for the way it deliberately builds and fosters this spirit.

Lecturers: all programmes

The courses in the master's programmes are designed by teaching staff with research expertise in the relevant field, and usually a strong anchoring in professional practice. Almost all academic staff who teach in the courses have the University Teaching Qualification, and more and more also have the Senior Teaching Qualification. The Faculty Teaching and Learning Centre offers support in the field of educational innovation, knowledge sharing and lecturer professionalization. Students are enthusiastic about their lecturers, whom they call skilled and passionate. Students also indicate that their lecturers are approachable and make an effort to guide and help them in their studies and follow-up career. The research profile of lecturers in International Tax Law stands out. Many of the lecturers in this programme are internationally renowned scholars.

Lecturers from outside the university are deployed in most of the master's programmes, to teach and/or to supervise the writing of the theses. This may be done for pragmatic reasons (lack of personnel) or for substantive reasons (specialized expertise). The figures for the academic year 2022-2023 show that approximately the following percentages of theses were supervised by external lecturers: International & European Law 30 %, International Criminal Law 50 %, Law & Finance 21 %, and International Tax Law 17 %. European Private Law does not work with external thesis supervisors. Substantive, but not formal, faculty-wide requirements apply to external supervisors. The programmes work with stable pools of expert supervisors, who have expertise in the substantive domain of the thesis subject and are available throughout the thesis trajectory. Many of them are alumni of the programme. When an external supervisor is involved, there is always a second examiner with a permanent appointment at the faculty.

The panel found that the teaching staff in the courses are usually sufficiently qualified and didactically trained to provide education. However, the use of external lecturers and in particular external thesis supervisors makes the programmes vulnerable in the current set-up. The way in which these lecturers are selected and trained varies per programme. The panel understands that different choices are made by each programme depending on its character and professional field, and sees that this is done scrupulously. The fact that the programmes usually work with a group of long-term, engaged and expert lecturers and supervisors also helps. Nevertheless, the panel would like to see a more centrally managed approach. It encourages the Amsterdam Graduate School of Law to harmonize the way in which external supervisors are selected and trained. In addition, attention should be paid to the moment when the internal examiner is involved. External thesis supervisors and their students are sometimes confronted with the input of an internal examiner very late in the thesis trajectory, which makes adjustment difficult and can hinder the student. The panel recommends involving the internal examiner, however briefly, when the research proposal is approved.

Considerations

The panel concludes that the curricula of all master's programmes are well structured. The structures have been strengthened further by a programme of educational innovation that the faculty is currently going through. Clear learning trajectories have been introduced and societal orientation and professional identity receive more attention throughout the programmes. The new design of the curricula also leaves more space

for academic and professional skills, as well as for activating working methods. The courses of the faculty-wide Amsterdam Law Practice illustrate this par excellence. The panel appreciates these improvements and expects them to bear fruit. The panel therefore encourages the faculty to proceed in rolling out the reforms for all programmes. The programmes can exchange best practices, such as the strong community in International Tax Law and the good connections to the professional field in International Criminal Law. For the programme European Private Law, the panel recommends re-examining the curriculum in view of its new name: Transnational and European Private Law. For the track Competition Law & Regulation in the programme International & European Law, the panel recommends making Advanced EU Competition Law, which is now an elective, mandatory for all students. For the programme Law & Finance, the panel recommends that legal ethics and professional integrity be made more explicit and forged into a learning trajectory in its own right.

The faculty's thesis trajectory is designed as a course, and formally it is the same for all programmes. However, the panel found differences between and within programmes in the way the thesis trajectory is executed in practice. In all master's programmes, the students experience differences between supervisors. Nor do they always have a clear picture of the amount of guidance and feedback they are entitled to. The panel therefore recommends re-examining the execution of the faculty thesis trajectory. It does not have to be uniform, but it could be harmonized. The faculty should clarify which elements are fixed for all programmes (for instance, the role of the internal examiner) and where the programmes have their own discretionary authority. Internal best practices can be considered, such as the recently revised thesis trajectory of Law & Finance.

The programmes are feasible and student support is generally well designed. For International & European Law, the effects of the stronger selection of students for the two tracks in international law on students' success rate should be monitored. If the effect is advantageous, the stricter selection criteria could also be applied to the other tracks. For the programme International Tax Law, the panel recommends considering a reshuffling of courses to alleviate the second semester.

The lecturers of the programmes are academically and didactically sufficiently strong and they have clear connections with the professional field. Students are enthusiastic about their lecturers, whom they call skilled and passionate. External lecturers are deployed to supervise the writing of the theses in all programmes except for European Private Law. The way in which these external lecturers are selected and trained varies. The panel recommends a centrally managed and harmonized approach. It also recommends involving the internal reader that co-supervises the thesis trajectory together with the external supervisor in the approval of the research proposal.

Conclusion

The panel concludes that all programmes meet standard 2.

Standard 3. Student assessment

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

Findings

Assessment and board of examiners

The programmes each have assessment protocols that provide insight into how it is determined whether the students achieve the learning objectives. These protocols are in line with the faculty assessment framework and the faculty education and examination regulations. They prescribe, for example, that students are not only assessed upon completion, but that they are assessed formatively or summatively at least once during each course, for which assessment they receive feedback. The faculty assessment policy also provides examples of assessment matrices and prescribes how the assessment quality can be guaranteed. To increase validity and transparency, the four-eye principle applies to both designing and taking assessments, a plagiarism check is carried out with digital assessments, the assessments are checked horizontally on the basis of anonymity and the test results are statistically analyzed. If the analysis shows that this is necessary, certain questions will be disregarded or the standards will be adjusted, always in consultation with the faculty assessment expert and - if necessary - the board of examiners.

The programmes all fall under the jurisdiction of the faculty's board of examiners. This consists of seven members from all departments of the faculty and two external members: one assessment expert and the former chair. In principle, the board of examiners meets ten times a year to discuss policy topics and themes related to assessment, such as educational innovation, the faculty assessment framework, the education and examination regulations, fraud prevention and dealing with generative language programmes. The board of examiners regularly issues solicited and unsolicited advice to the dean.

The board of examiners has delegated the legal task of guaranteeing the assessment quality to the assessment committee. This consists of five qualified lecturers, an external assessment expert and an executive secretary. The chair and the external assessment expert are also members of the board of examiners. The assessment committee checks whether the forms of assessment used and questions asked match the learning objectives, and whether the method of assessment is reliable. According to a fixed cycle, the assessment committee evaluates the assessment of all mandatory courses and a sample of the electives and final theses. Its criteria are: validity, reliability, transparency and workability. The assessment committee informs the board of examiners about its findings, which in turn informs the programme directors, so that they can ensure that any recommendations are followed up. The findings are also shared with the course coordinators.

Generative AI and language models have the attention within the faculty. Until recently, lecturer themselves determined how they adjusted their assessment if this seemed necessary due to recent developments. The faculty has now designed a policy on the place of AI in assessment.

The assessment of internships is determined by the faculty. For the 6 EC internships in the master's programmes, students must submit an internship plan prior to starting the internship. Students also attend classes during their internship; they follow the course 'Professional ethics and professional identity for lawyers in practice', which consists of five meetings. Progress is monitored using an interim report. In this report, students describe their activities, how the knowledge from their master's programme is used and how the supervision works. In the internship report, students reflect on their own professional role based on the literature that has been treated during the course. The internship is assessed by the faculty's internship

coordinator on the basis of the submitted report. The result can be either 'conditions met' or 'conditions not met'.

The panel agrees with the way in which assessment within the faculty and the programmes is designed. The faculty's assessment policy contributes to a transparent, valid and reliable assessment system. The panel concludes from the documentation and discussions with members of the board of examiners that it is very professional and proactive and has a clear picture of its duties and responsibilities. Both the board of examiners and the assessment committee deserve compliments for the excellent way in which they fulfil their task, with a good balance between 'looking after assessment quality' and 'guaranteeing validity'. The panel commends the Faculty of Law for proactively providing guidelines on AI. This puts the faculty at the forefront. The panel invites the faculty not only to approach AI as a threat, but also to consider it an opportunity to design new didactic methods within the programmes, as a preparation for students' professional lives.

Assessment in the programmes

The EPL programme offers a combination of different forms of assessment. For some courses, the final assessment is conducted through a written exam. Sometimes the exams concentrate on case-solving, or essay questions which allow staff to test students' analytic and evaluative capacities. Since research and writing skills are of primary importance for those who aspire to work in a transnational environment, relatively many assessment modes focus on academic writing. In the mandatory courses, the exams contain essay questions (Advanced Private Law in Context), a written assignment that complements the final exam (European Contract Law), a research proposal (Research Training Seminar) and a group report proposing fictitious amendments to an actual proposal for EU legislation (Transnational and European Private Law in Practice). In addition, many electives include assessments that require students to write short essays in response to exam questions. Presentation skills are included in the programme as well. Finally, an assessment of students' ability to reflect on and comply with professional standards is included in the mandatory courses European Contract Law, Advanced Private Law in Context, and Transnational & European Private Law in Practice, as well as in electives such as Making Markets Beyond the State. The first two both comprise assignments in which students have to give feedback on each other's work according to professional academic standards. In the course Transnational & European Private Law in Practice, students are required to draft amendments to a pending legislative proposal in simulated proceedings. In the course Making Markets Beyond the State, they are to write an amicus curiae brief. The panel agrees with the way assessment is executed in this programme and considers it fitting and adequate. It confirms that the programme has now sufficiently safeguarded the training in writing skills, and followed up on the previous panel's recommendations.

In the *International & European Law* programme, assessments are mostly written and include closed and open book examinations, papers and essays, case notes, clinic reports, or written pleadings, and occasionally multiple-choice examinations. Oral examinations, including group presentations, are used in some courses and for the master's thesis defence. Each course has an assessment matrix. The matrix ensures that the learning outcomes of the course are translated into assessment questions and forms, and that examinations test the appropriate weight of the different cognitive levels. Most courses use summative assessment in the form of a final exam or a final paper, but many courses also include written assignments to formatively train students and prepare them for the final exam, and to hone their research and writing skills. Individual feedback is given on such assignments. The panel agrees with the way assessment and assessment policy are structured in this master's programme. It has a good variety of assessment modes, assignments that fit the learning goals of the programme and clear rubrics.

The *International Criminal Law* programme uses a mix of formative and summative assessment methods to ensure that the learning objectives are met. Written exams are used in Jurisdiction and Cooperation in Criminal Matters, International Criminal Law Practice, International Criminal Tribunals – Procedural Aspects, International Criminal Tribunals – Substantive Law, Transnational Criminal Law, and European Criminal Law. These exams have a duration of 2 to 3 hours. In Comparative Criminal Law & Procedure, students submit a research paper on a topic covered in the course or any subject falling within the discipline. The coherence and interplay of the assessment modes is regularly discussed at the programme level and is coordinated across the courses. In practice-oriented courses – International Criminal Law Practice and the elective moot court - students are assessed on their legal research, drafting, and oral pleading skills. They work in teams to prepare written submissions and plead in oral rounds on a fictitious international criminal law case. In the elective Amsterdam Criminal Justice Clinic, students carry out a research project upon assignment of a client (e.g., an international organisation, a party to international or domestic criminal proceedings, an NGO) and present their findings to the client both orally and in writing. The panel finds that this programme has an assessment plan that is well thought through, as well as clear standards and well-informed students.

For *Law & Finance*, the assessment programme is still work in progress as the programme goes through a process of educational renewal. Following the advice of the previous assessment panel, the programme has diversified its assessment modes and put more focus on the assessment of skills instead of only knowledge. All mandatory courses have at least two assessments and end with a written exam. Some of these exams focus on conceptual understanding and analysis of the relevant content through essay questions; in others the students are asked to evaluate and discuss real or fictional cases, focusing on both legal and financial components. Other exams are concerned with skills, in particular the ability to use some form of mathematical language to address legal problems. The panel appreciates the innovations that have been brought to the assessment modes of this master's programme and encourages the staff to proceed with this renewal. Even as it is now, the panel finds the assessment practice adequate and sufficiently varied.

In the *International Tax Law* programme, the final assessment for most courses is conducted through a written exam, in which students show they are able to apply and analyze the relevant normative - often multi-level - legal and underlying policy framework to a particular case. To help students prepare, they are offered mock exams, which are subsequently corrected. Answer keys are published to ensure transparency of the exam. Writing and oral argumentation skills are assessed in the tax treaty negotiation course by requiring students to formulate a tax treaty, to write a policy paper and to participate actively during the negotiation process. Writing and research skills are also tested in the master's thesis and in the International Tax Law Moot Court course, where court submissions are written and graded. The courses Transfer Pricing and Tax Transparency end with a paper assignment in an exam setting, to assess whether students are able to write an essay in a limited time and in a controlled situation. Students indicate in the self-evaluation report that the exams align well with the covered material and that the level is as expected. Students very much appreciate that they are provided with mock exams and feedback on how they performed on these. They also state that they greatly benefit from the review sessions after every exam. The panel confirms that the assessment modes in this programme are sufficiently varied. It considers it a great asset that the students get plenty of practice through formative assessment, an individual session with the course coordinator before exams and a review session after each exam. In the panel's view, the programme could consider taking into account some of the results of the formative assessments in the final grade, to give credit to students' hard work throughout the year and make the final grade more representative.

Assessment of the final level

All of the master's programmes have a thesis trajectory that is designed faculty-wide (see also standard 2). Students are required to present the pre-final version of their thesis to fellow students and lecturers, from

whom they receive questions and feedback. After the presentation, the student submits the final version of the thesis. This is assessed by the supervisor (first examiner) and a second reader (second examiner) on the basis of an assessment form and using rubrics. Then both examiners consult about the grade to be awarded. If necessary, a third examiner is involved in the assessment.

The division of roles between the first and second examiners deserves attention, especially when external supervisors are involved. In the latter case, while the first examiner (supervisor) is external, the second examiner is always a staff member of the UvA. The panel did not find any cases where this caused problems, but it did notice that the moment the second examiner steps in can vary greatly between the programmes. This can be confusing for students, especially when the evaluation of the thesis by the second examiner diverges from that of the first examiner. The panel expects that harmonization of the thesis trajectory will also clarify the roles of internal and external examiners for students and lecturers. To prevent the need for a late reshuffling of the thesis, the panel recommends involving the second examiner in the approval of the research proposal.

The panel agrees with the way the theses are assessed. The statements on the assessment forms it looked at were clear and usually well-founded. The two examiners jointly fill out a form; this is a deliberate choice by the faculty to promote mutual discussions and to limit the amount of paperwork. The panel supports this choice, although it is a disadvantage that for outsiders it is not always clear what feedback has been contributed by which examiner.

For the International Criminal Law programme, the assessment of theses in the Joint Programme is carried out by UvA faculty members together with Columbia Law School staff, in accordance with the learning objectives and assessment criteria that apply at the UvA. The standard UvA assessment form must be filled out and signed by both examiners. The panel confirms that this procedure guarantees that students in the Joint Programme are graded in the same way as students in the other track. It confirms that the recommendations made by the previous panel have been carried out.

Considerations

The panel approves of both the assessment system and the way assessments are executed in the master's programmes of the Faculty of Law at the UvA. Aspects that stand out are the well and proactively functioning board of examiners and the clear design of the assessment system. The faculty is at the forefront of formulating an AI policy, which is worthy of a compliment. The assessment in the various programmes is sufficiently varied and appropriate. The current educational innovation contributes to more diversified and activating assessment modes, and the panel encourages the programmes that are still in the middle of the innovation process to carry through. The theses are assessed in a good and thorough manner, and the assessment forms clearly substantiate how the grade was determined. The panel recommends further clarifying the roles of first and second examiner in the harmonization of the thesis trajectory.

Conclusion

The panel concludes that all programmes meet standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel studied 15 final theses written within each of the programmes, covering all tracks and including final theses of part-time students. The panel found that in all cases the desired academic master's level was achieved and no theses were of insufficient level. The panel compliments the programmes on the final level achieved by the students as shown in the theses.

For *European Private Law*, students often choose for their theses original topics with a relatively high level of complexity, considering private legal problems on the interface of national, European and transnational law. Each year, a number of students write excellent theses, graded with a 9 or higher. According to a recent LinkedIn analysis, the EPL alumni find employment in a wide range of professional environments, including national and international law firms, consultancy, in-house law departments in multinational companies, national and European institutions and academia.

For *International & European Law*, the theses were well structured and reached a good academic level. Over the past years, several students have won prestigious thesis prizes, such as the Thesis prize Netherlands Authority for Consumers and Markets 2020 and 2022, the Ruben Perea Award 2021, and the Thesis prize Stichting Ontwikkelingen Mededingingsrecht, 2020 and 2021. A LinkedIn survey shows that the large majority of graduates end up working in legal practice in a variety of different sectors and professional roles. This includes work in law firms – sometimes major international ones –, government, international organizations, EU institutions, financial institutions, civil society organizations, and consultancies. Several graduates of the programme also move on to do PhD studies in European or international law and subsequently work in the academic sector. About half of the Dutch and foreign graduates of the programme remain in the Netherlands, the other half works internationally.

For *International Criminal Law*, the theses were generally well-written and some of them showed a bold and original approach that was well justified and well executed. According to a LinkedIn survey, one year after graduation, at least 72% of graduates from the Joint Programme are employed (49% of which in law firms, 16% in civil service, and 9% each in the judiciary, in education and in political or interest groups). The available data for International and Transnational Criminal Law track are from 2020: they show that one year after graduation, approx. 50% of alumni are employed (26% in law firms and at international or other courts; 11% in political or interest groups; 7% in education, legal consultancy and extraterritorial organizations; and 4% in civil service).

For *Law & Finance*, the theses covered a great variety of topics, demonstrating that students are at liberty to follow their own interests. Information the programme collected on its alumni shows that the knowledge and skills acquired by the students are well valued by employers, both in 'traditional' law firms and other fields, such as consultancy and regulatory agencies. In the first and second year after the graduation most alumni will be employed, a small number will follow another master's programme (12 out of 161). The largest number of participants that are employed (149 profiles out of 161) are working in relevant law & finance fields and job positions: law firms (36%), consulting (18%), banking & finance (17%) and tech companies (12%).

For *International Tax Law* the best theses have been published in renowned international tax journals, such as Intertax and the Bulletin for International Taxation. The programme is deservedly proud of this.

The programme fosters a life-time community between students, alumni and staff. Shared experiences, a common passion for international tax law and the development of personal ties while studying in Amsterdam helps grow such a community. The alumni seem to be very happy to join in several events that are organized after they left Amsterdam. The alumni community represents an important heritage that both the faculty and the alumni are committed to preserve and enhance. Most alumni have found a job easily, and are employed by reputable organizations in private or public practice.

Considerations

Based on the final papers studied and the data on alumni performance, the panel concludes that the programmes are achieving the intended learning outcomes. The panel compliments the programmes on the final level achieved as shown in the theses.

Conclusion

The panel concludes that all programmes meet standard 4.

General conclusion

The panel's assessment of all master's programmes is positive.

Development points

1. Harmonize the thesis trajectory throughout the faculty and make sure that it is clear which guidance can be expected. Clarify the roles of first and second examiner. Use internal best practices.
2. Harmonize the involvement of external lecturers and thesis supervisors; create a clear faculty-wide framework. If the first supervisor is external, then involve the internal second examiner, however briefly, when the research proposal is approved.
3. Pursue a structural alumni policy, in order to further strengthen the connection with the professional fields the programmes cater for.
4. For European Private Law: re-examine the curriculum in view of the new programme name. Ensure that courses in the programme can no longer be taken as electives by bachelor students from other programmes.
5. For European & International Law, monitor the effects of the stronger selection of students that has been introduced for the international tracks. For the track Competition Law & Regulation, make Advanced EU Competition Law mandatory for all students.
6. For Law & Finance: make legal ethics and professional integrity more explicit as a learning trajectory in its own right.

Appendix 1. Intended learning outcomes

M European Private Law

The objectives of the programme in European Private Law are:

- a. to acquire thorough knowledge and a contemporary understanding of private law in a European and transnational context, as specified in subsection 2;
- b. to acquire the skills to critically and constructively reflect on the societal stakes and functions of private law within and beyond Europe, including in grand social transformations (as, e.g., sustainability and digitalisation), in order to develop innovative solutions to legal problems;
- c. to acquire academic skills in the areas of reasoning, writing, speaking and conducting research, and to develop an independent and critical learning attitude;
- d. to develop a professional attitude reflective of one's societal role as a legal professional in a transnational environment and one's personal values and professional ethics when fulfilling this role.

2 A student who has completed the programme in European Private Law will:

- a. be able to assess and evaluate the main sources, institutional structures and systemic features of Transnational & European Private Law, including questions of legitimacy, harmonization, and governance;
- b. be able to analyse legal questions on the basis of a comparative understanding of core doctrines and institutions of private law, both in the main traditions in Europe, e.g. German, French, English law, and transnationally;
- c. be able to reflect upon the past and possible future evolution of private law in the political, economic and cultural project of the European Union and its place in the world, grounded in theoretical perspectives on these dimensions;
- d. be able to critically analyse and assess, from multiple perspectives, specific legal problems on the basis of the relevant sources, institutions and procedures of Transnational & European Private Law;
- e. be able to write academic papers, policy documents and other legal interventions, present and defend legal arguments and solutions, and participate in debates in a transnational and multidisciplinary setting;
- f. have the knowledge and skills required to independently prepare and conduct academic research towards innovative solutions, as well as be able to reflect on the normative, political and methodological aspects of their contribution to ongoing academic debates;
- g. be able to identify changes in the professional field and in positive law over time and independently update legal knowledge and skills to match new realities;
- h. be able to reflect upon ethical and professional standards required of a legal professional and develop a professional attitude in accordance with these standards;
- i. be able to envision and reflect upon the stakes and (hidden) assumptions of their legal work;
- j. be able to act within transnational working environments, collaborating across diverse cultures, identities and disciplines.

M International & European Law

Until year 2023-2024

The objectives of the programme in International & European Law are:

- a. to provide the student with knowledge, understanding and skills in the domain of international or European law, such that they achieve the exit qualifications described below;
- b. to provide the student with a general academic training, including reasoning, writing, speaking and research skills, in addition to such abilities as correctly using sources, solving complex problems independently and creatively, independent learning, reflecting critically and creating new legal solutions and theories in the field of expertise.

2 A student who has completed the programme in International & European Law:

- a. has a thorough and profound knowledge and understanding of the structure and organisation of international or European legal systems (hereinafter referred to as ‘the field’) and current developments therein;
- b. has a thorough knowledge and understanding of the application of international or European law to specific legal problems;
- c. has knowledge and understanding of essential differences and similarities between International & European law;
- d. is able to profoundly analyse and interpret literature, legal sources and cases pertaining to the field, ask critical questions about these matters and come up with innovative legal solutions;
- e. is able to participate in the academic debate within the field;
- f. is able to understand, interpret, apply and critically assess professional literature and new developments in the field;
- g. is able to prepare and conduct literature research independently (formulate research questions, gather information, interpret data, draw conclusions, evaluate and make recommendations and suggestions for further research);
- h. is able to write a coherent academic argument about a subject within the field and to deliver a well-reasoned oral presentation of this argument to an audience consisting of both professionals and non-professionals.

3 In addition to the learning outcomes enumerated in subsection 2, a student who has completed the Public International Law track has:

- a. a thorough knowledge and understanding of the sources, the methods of law formation and the system of public international law;
- b. a familiarity with international law doctrines and a profound understanding of their effects on different international legal areas;
- c. a thorough knowledge of a number of theories, general principles and procedural aspects of public international law, such as the rights of international organisations or human rights, or of more theoretical, general and procedural aspects of public international law, such as treaty law, international responsibility, formation of law, mechanisms for dispute resolution and the role of international law in domestic courts, or a combination of the above;
- d. the ability to analyse and understand specific international problems and developments under international law;
- e. the ability to problematize classical interstate law; for example, in the light of new developments such as globalisation and the advent of non-state actors.

4 In addition to the learning outcomes enumerated in subsection 2, and the aforementioned exit qualifications b, c and d, a student who has completed the International Trade and Investment Law track has:

- a. a thorough knowledge and understanding of the relationship between various systems of international economic law;
- b. a thorough knowledge and understanding of substantive and procedural aspects of international trade law as applied, among other things, in the jurisprudence of the WTO, and a thorough knowledge and understanding of investment law.

5 In addition to the learning outcomes enumerated in subsection 2, a student who has completed the European Union Law track has:

- a. a thorough knowledge and understanding of the sources, the methods of law formation and the system of law of the European Union, a familiarity with the doctrines of European law and an understanding of their effects on various legal areas;
- b. a thorough knowledge and understanding of European constitutional law, and current developments therein;

- c. a familiarity with a number of substantive subdomains of European Union law, such as the law of the internal market or that of the Area of Freedom, Security and Justice, and/or a familiarity with the more theoretical, general and procedural aspects of Union law and European integration, such as available legal remedies or legislative procedures, or a combination of both aspects;
- d. the ability to understand and analyse specific problems and developments in terms of EU law.

6 In addition to the learning outcomes enumerated in subsection 2, and the aforementioned exit qualifications a and d, a graduate of the European Competition Law and Regulation track will possess:

- a. a thorough knowledge and understanding of the European market and competition law, as well as current developments therein.

Draft learning outcomes and exit qualifications from year 2024-2025

1 The objectives of the programme in International & European Law are:

- a. to provide the student with knowledge, understanding and skills in the domain of international or European law, such that they achieve the exit qualifications described below;
- b. to provide the student with a general academic training, including reasoning, writing, speaking and research skills, in addition to such abilities as correctly using sources, solving complex problems independently and creatively, independent learning, reflecting critically and creating new legal solutions and theories in the field of expertise.

2 A student who has completed the programme in International & European Law is able to:

- a. set up, develop and implement research in their field of study;
- b. analyze complex legal problems and design solutions, while critically reflecting on the role of law;
- c. present coherent and sound legal arguments both orally and in writing;
- d. collaborate in a multi-cultural environment and adjust their own work and actions based on reflection and feedback;
- e. reflect on their own role as a legal professional and the applicable ethical and professional standards.

3 In addition to the learning outcomes enumerated in subsection 2, a student who has completed the Public International Law track is able to:

- a. critically evaluate and reflect on the principles, foundations and core rules of general public international law
- b. critically evaluate and reflect on one or more sub-fields of public international law;
- c. critically analyse the interaction between international law and regional and national legal orders;
- d. critically evaluate the role of international law in a political, economic and social context.

4 In addition to the learning outcomes enumerated in subsection 2, a student who has completed the International Trade and Investment Law track is able to:

- a. critically reflect upon the foundational legal rules and institutions of international trade and investment and evaluate legal arguments in these fields;
- b. critically reflect upon complex challenges in the theory and practice of a subfield of international economic law and evaluate legal problems and solutions
- c. evaluate the relationship between international trade and investment law and other areas of international and domestic law;
- d. evaluate international trade and investment law in its social and political context.

5 In addition to the learning outcomes enumerated in subsection 2, a student who has completed the European Union Law track is able to:

- a. oversee, analyse and evaluate core concepts, principles and foundational rules of both substantive and institutional EU law and relate these concepts to the various sub-fields of EU law ('unlock them');
- b. critically evaluate substantive and institutional EU Law based on an evaluation of merits and shortcomings of EU substantive and procedural law;
- c. assess societal and technological developments and challenges in terms of their relationship to EU Law;
- d. evaluate concepts of EU law using insights from other disciplines, both legal and non-legal.

6 In addition to the learning outcomes enumerated in subsection 2, a student who has completed the European Competition Law and Regulation track is able to:

- a. analyse core concepts, principles and rules of EU economic law embedded in substantive and institutional EU law and relate these concepts to other sub-fields of EU law ('unlock them');
- b. unravel complex legal problems and analyze the regulatory framework applicable to economic activities in the EU, while being aware of the ability of law to order society
- c. assess the role and possible contribution of law to societal challenges (crises) and technological developments and is able to evaluate their interaction with legal science;
- d. evaluate European competition law and regulation by making use of insights from other sub-disciplines of (EU) law as well as insights from other disciplines such as political sciences, economics and history.

M International Criminal Law

1 The objectives of the programme in International Criminal Law are:

- a. to acquire a profound knowledge and understanding of international criminal law, as specified in subsection 2;
- b. to acquire the skills required to solve complex problems creatively and to be able to reflect critically on such problems and solutions;
- c. to acquire academic-level reasoning, writing, speaking and research skills, and to develop an independent and critical learning attitude.

2 The student who has completed the programme in International Criminal Law (ICL) will have:

- a. gained a profound knowledge of the field of substantive and procedural ICL, its origins and meaning, and be capable of applying this knowledge;
- b. the ability to understand the essential differences and commonalities between civil law and common law legal systems, particularly with respect to criminal law;
- c. the ability to position ICL in relation to other fields of law and develop improvements to ICL as a result of this ability;
- d. an thorough understanding of how common law and civil law traditions and doctrines have influenced ICL;
- e. a profound knowledge of legal research and legal writing methods necessary for working with legal materials from common and civil law, and be capable of applying this knowledge to solve problems in ICL practice;
- f. the ability to use comparative law methods to analyse criminal law in both domestic and international contexts;
- g. the skills and the knowledge required to interpret, criticise and judge new developments in the field of substantive and procedural ICL;
- h. an thorough understanding of how public international law serves as a distributive mechanism in respect of criminal jurisdictional claims of sovereign states and evaluate the quality of these distributive mechanisms;
- i. a profound knowledge and understanding of the contextual elements of international crimes, concepts of criminal responsibility and defences in ICL;
- j. an thorough understanding of how international criminal procedure emerges but also differs from domestic procedural systems, and assess the quality of international criminal procedure in light of domestic counterparts
- k. an understanding of why international cooperation in criminal matters works out differently in vertical relations (between international criminal tribunals and states) and in horizontal (inter-state) relations.

3 In addition to the learning outcomes enumerated in subsection 2, a student who has completed the International & Transnational Criminal Law track has:

- a. the ability to explain the differences between International & Transnational crimes and be able to hold a discourse on whether such differences bear upon the forum choice of criminal law enforcement;
- b. a strong grasp of the general concepts of substantive and procedural criminal law from a comparative perspective and the capacity to explain how differences in approach may impinge on international cooperation between states and between states and international criminal tribunals.
- c. a thorough understanding of substantive, procedural and institutional aspects of European criminal law and the capacity to explain the scope of law-making competences of the EU in criminal matters, the relationship between EU legislation and the criminal law of EU member states as well as reflect critically on the challenges and future prospects facing European criminal law.

M Law & Finance

The objectives of the programme in Law & Finance are:

1. a. a. to train students to become critical legal professionals who will also have:
 - b. b. academic knowledge, skills and attitude appropriate to the field of finance; and
 - c. c. the ability to apply that knowledge and those skills independently and meaningfully to financial law and regulation.
- 2 A student who has completed the programme in Law & Finance has:
 - a. a profound knowledge and understanding of financial law and regulation, with an emphasis on EU and transnational private law and EU and transnational financial regulation;
 - b. a profound knowledge and understanding of the interaction of transnational, regional (including EU) and national systems of law and regulation and/or national systems of financial law and regulation, including the limits on the effectiveness of transnational financial law and regulation set by, or embedded in, national legal rules;
 - c. a thorough knowledge of central concepts that are used in finance and a thorough understanding of:
 - 1 the applicability, scope and limits of financial theories and methods in professional, legal settings; and
 - 2 the influence of financial motives and incentives on the behaviour of financial market participants and the extent to which legal rules can be effective in influencing their behaviour;
 - d. a thorough understanding of the economic functions of various financial contracts, instruments, security and quasi-security interests, and infrastructures; how these functions relate to their legal form, and the various risks involved (including systemic risks);
 - e. the ability to analyse legal and financial academic literature, legal sources and cases, and to keep abreast of new developments in their chosen field, as well as the ability to pose well formulated questions and supply innovative legal answers in any topic within the field of financial law and regulation;
 - f. the ability to translate a problem from legal and/or financial practice into a problem definition that can be analysed using methods from the fields of law and finance and to translate the results of these analyses back to the practical setting;
 - g. the ability to provide professional legal advice on any topic within the field of financial law and regulation, combining legal arguments with financial-economic knowledge and skills;
 - h. insight into the social and ethical aspects of everyday decision-making in legal-financial practice and the ability to reflect on these aspects and to apply them in practice;
 - i. the ability to participate in debates between legal and financial practitioners or academics with regard to subject matter within the field of financial law and regulation;
 - j. the ability to write a cohesive scientific paper dealing with a topic encountered during the Master's and to present it to a professional as well as a non-professional audience.

Revised intended learning outcomes (substantive revisions in red)

Note: the revisions are the outcome of the educational innovation project and the development of the visible learning trajectory. The revisions have been officially proposed to be included in the Teaching and Examination Regulation (TER) and are currently undergoing the review cycle of the TER.

- 1 The objectives of the Master programme in Law & Finance (MLF) are:**
 - a.** to educate students to become critical legal professionals who will also have:
 - b.** academic knowledge, skills, and attitude in finance; and
 - c.** the ability to apply that knowledge and those skills independently and meaningfully to financial law and regulation.

- 2 A student who has completed the Master programme in Law & Finance (MLF) has:**
 - a.** a profound knowledge and understanding of financial law and regulation, with an emphasis on EU and transnational private law and EU and transnational financial regulation;
 - b.** a profound knowledge and understanding of the interaction of transnational, regional (including EU), and national systems of financial law and regulation and/or national systems of financial law and regulation, including the limits on the effectiveness of transnational and domestic financial law and regulation set by, or embedded in, national legal rules;
 - c.** The ability to analyse the central concepts in finance and a robust understanding of: the applicability, scope, and limits of financial theories and methods in professional legal settings; and the impact of financial incentives on the behaviour of financial market participants and the extent to which legal rules can influence that behaviour;
 - d.** The ability to evaluate the economic functions of various financial contracts, instruments, security and quasi-security interests, and infrastructures, how these functions relate to their legal form, and the various risks involved (including systemic risks);
 - e.** the ability to analyse interdisciplinary legal and financial academic literature and primary legal sources and to keep abreast of, ask inquisitive questions about and to supply innovative legal answers on new developments in their field, with a specific focus on sustainable finance and financial technology.
 - f.** the ability to translate a problem from the legal and/or financial practice into an interdisciplinary problem definition that can be analysed using quantitative or qualitative research methods and to translate the results of these analyses back to the practical setting;
 - g.** the ability to base their legal advice on any topic within the field of financial law and regulation, combining legal arguments with financial-economic knowledge and skills;
 - h.** an insight into the social and ethical aspects of everyday decision-making in the law and finance practice and the ability to reflect on these aspects, work in diverse teams and apply professional ethics in their role as legal practitioners;
 - i.** the ability to actively participate in debates between legal and financial practitioners or academics on any matter within the field of financial law and regulation;
 - j.** the ability to develop an advanced inter-disciplinary research project using empirical or analytical methodologies, write a cohesive and scientifically relevant paper on the programme's subject matter and present the outcome of the research to a professional and non-professional audience.

M International Tax Law

1 The objectives of the programme in International Tax Law are:

- a. to acquire knowledge, skills and insight in the field of international tax law, and to achieve the exit qualifications specified in the subsections below;
- b. academic development, including the acquisition of academic skills (such as arguing a case, written, spoken and research skills, citing in the correct way and specifying sources), learning to solve complex problems independently and creatively, and critical reflection.

2 A student who has completed the Advanced Master's in International Tax Law has:

- a. the ability to find the instruments and sources of law that constitute the international and EU tax law regimes, interpret these instruments and sources, and assess their authoritative value;
- b. an analytical understanding of the concepts, principles and issues of international and EU tax law;
- c. the ability to analyse the policy aims of states in the field of international tax law, taking into account the economic position of the state and its stage of development, and evaluate measures taken to achieve these policy aims;
- d. the ability to formulate policy aims for states in different economic positions and at different stages of development, and suggest measures to achieve these policy aims;
- e. an analytical understanding of the role of different actors in the field of international and EU tax law, and be able to critically evaluate their actions and initiatives in this field;
- f. the ability to analyse emerging norms of global tax law and assess the extent to which those norms impose limits on the exercise of state sovereignty in the field of tax law;
- g. the ability to synthesise issues from different sources of tax law in cross-border situations and address the resulting problems in a critical manner;
- h. the ability to write argumentative texts, academic papers and professional legal opinions, defend a point of view in an adversarial setting, present and defend research findings, and participate actively in academic and professional legal debate in international and culturally heterogeneous settings

Appendix 2. Programme curriculum

M European Private Law

Course title	EC	Semester
Compulsory courses	18	
Advanced Private Law in Context	6	1
Research Training Seminar: Transnational and European Private Law	3	1
European Contract Law	6	1
Transnational and European Private Law in Practice	3	1
Restricted-choice electives⁶	24-30	
Comparative Law	6	1
Consumer Rights in the Digital Single Market	6	1
Human Rights in Private Law	6	1
Making Markets beyond the State	6	1
EU Private International Law	6	2
European Company Law	6	2
Foundations of EU Competition Law	6	2
European Tort Law	6	2
Finance, Security and Insolvency	6	2
Restricted-choice electives: other elective courses	0-6	
Amsterdam Law Clinics	6	1 and 2
Internship	6	1 and 2
International Commercial Arbitration	6	1
Justice Entrepreneurship	6	2
Course title	EC	Semester
Free-choice electives: Extracurricular⁷	0-6	
Legal English	6	1
Thesis European Private Law	12	

⁶ The student must choose courses from the list below with a total value of 30 EC. The student can replace one mandatory elective course with a course chosen from the list Restricted-choice electives: other elective courses. Alternatively, and after approval of the Examinations Board, they can also choose to replace one elective with other university law courses, provided that these courses are related to the Master's programme and do not overlap with the compulsory courses of the programme.

M International & European Law

Track European Union Law

Course title	EC	Semester
Compulsory courses	30	
Principles and Foundations of EU Law	6	1
European Constitutional Law and Fundamental Rights	12	1
EU Legal Remedies	6	2
Current Challenges of EU Law	6	2
Restricted-choice electives⁹	18	
European Competition Law	6	1
Amsterdam Law Clinics	6	1 and 2
European Law Moot Court	6	1
Internship	6	1 and 2
Law of the Internal Market I: Free Movement of Goods and Services	6	1
Individual Research Project European Public Law and Governance	6	1 and 2
EU Migration Law: Forced and Unforced Migration to the EU	6	2
EU Regulated Markets	6	2
Foundations of EU Competition Law	6	2
Globalization of Cartel Law	6	2
Advanced EU Competition Law	6	2
EU Migration Law: Free Movement of Persons within the EU	6	2
Europe and the World: Climate Change, Trade & Investment	6	2
European Human Rights Law	6	2
Free-choice electives: Extracurricular	0	
Legal English	6	1
Thesis: International and European Law: European Union Law	12	1 and 2

⁹ The student must choose courses from the list below with a total value of 18 EC

Track European Competition Law and Regulation

Course title	EC	Semester
Compulsory courses	36	
Principles and Foundations of EU Law	6	1
European Competition Law	12	1
Law of the Internal Market I: Free Movement of Goods and Services	6	2
EU Regulated Markets	6	2
Current Challenges of EU Law	6	2
Restricted-choice electives⁸	12	
Consumer Rights in the Digital Single Market	6	1
Amsterdam Law Clinics	6	1 and 2
European Law Moot Court	6	1
Internship	6	1 and 2
Individual Research Project European Public Law and Governance	6	1 and 2
EU Legal Remedies	6	2
Globalization of Cartel Law	6	2
International Investment Arbitration	6	2
International Trade Law and Domestic Regulation	6	2
Advanced EU Competition Law	6	2
EU Migration Law: Free Movement of Persons within the EU	6	2
Europe and the World: Climate Change, Trade & Investment	6	2
Free-choice electives: Extracurricular²	0	
Legal English	6	1
Thesis: International and European Law: European Competition Law and Regulation	12	

⁸ The student must choose courses from the list below with a total value of 18 EC.

Track International Trade and Investment Law

Course title	EC	Semester
Compulsory courses	30	
Foundations of International Economic Law	6	1
Principles and Foundations of International Law	6	1
International Investment Law	6	1
International Trade Law	6	1
Restricted-choice electives: Elective courses I ¹⁰	6	
International Investment Arbitration	6	2
International Trade Law and Domestic Regulation	6	2
Restricted-choice electives: Elective courses II¹¹		
Amsterdam Law Clinics	6	1 and 2
International Law Moot Court: Philip C. Jessup	6	1
WTO Moot Court	6	1 and 2
Internship	6	1 and 2
International Investment Arbitration Moot	6	1 and 2
International Investment Law Practicum	6	2
International Trade Law Practicum	6	2
Restricted-choice electives: other elective courses¹²	12	
History and Theory of International Law	6	1
Jurisdiction and Cooperation in Criminal Matters	6	1
Processes and Procedures of International Law	6	1
International Criminal Tribunals – Procedural Aspects	6	1
International Criminal Tribunals – Substantive Law	6	1
International Human Rights Law	6	1
International Humanitarian Law	6	1
International Organization	6	1
EU Regulated Markets	6	2
Foundations of EU Competition Law	6	2
International Environmental Law	6	2
International Investment Arbitration	6	2

Course title	EC	Semester
International Law of Military Operations	6	2
International Trade Law and Domestic Regulation	6	2
Europe and the World: Climate Change, Trade & Investment	6	2
European Human Rights Law	6	2
International Law and Sustainable Development	6	2
Free-choice electives: Extracurricular	0	
Legal English	6	1
Thesis: International and European Law: International Trade and Investment Law	12	

10 The student must choose one of these two courses.

11 The student must choose one of these two courses.

12 The student must choose two of these courses.

Track Public International Law

Course title	EC	Semester
Compulsory courses	30	
Principles and Foundations of International Law	6	1
Processes and Procedures of International Law	6	1
International Law and Contemporary Challenges	6	1
International Responsibility	6	2
Restricted-choice electives: Amsterdam Law Practice ¹³	6	
Amsterdam Law Clinics	6	1 and 2
International Law Moot Court: Philip C. Jessup	6	1
WTO Moot Court	6	1 and 2
ICC moot court	6	1 and 2
Internship	6	1 and 2
Frits Kalshoven International Humanitarian Law Competition	6	1 and 2
International Investment Arbitration Moot	6	1 and 2
Justice Entrepreneurship	6	2
Practising International Law	6	2
Restricted-choice electives¹⁴	18	
History and Theory of International Law	6	1
Jurisdiction and Cooperation in Criminal Matters	6	1

Course title	EC	Semester
Amsterdam Law Clinics	6	1 and 2
International Criminal Tribunals - Procedural Aspects	6	1
International Criminal Tribunals - Substantive Law	6	1
International Human Rights Law	6	1
International Humanitarian Law	6	1
International Investment Law	6	1
International Organization	6	1
International Trade Law	6	1
EU Migration Law: Forced and Unforced Migration to the EU	6	2
International Environmental Law	6	2
International Investment Arbitration	6	2
International Law of Military Operations	6	2
International Trade Law and Domestic Regulation	6	2
European Human Rights Law	6	2
International Law and Sustainable Development	6	2
International Refugee Law	6	2
Free-choice electives: Extracurricular	0	
Legal English	6	1
Thesis: International and European Law: Public International Law	12	1 and 2

13 Students have to choose one of the following courses.

14 The student must choose courses from this list with a total value of 18 EC.

M International Criminal Law

Joint Programme with Columbia Law School

Course title	EC	Semester
Compulsory courses	30	
Comparative Criminal Law and Procedure	6	1
Jurisdiction and Cooperation in Criminal Matters	6	1
International Criminal Law Practice	6	1
International Criminal Tribunals – Procedural Aspects	6	1
International Criminal Tribunals – Substantive Law	6	1

Track International & Transnational Criminal Law

Course title	EC	Semester
Compulsory courses	30	
Comparative Criminal Law and Procedure	6	1
Jurisdiction and Cooperation in Criminal Matters	6	1
International Criminal Law Practice	6	1
International Criminal Tribunals – Procedural Aspects	6	1
International Criminal Tribunals – Substantive Law	6	1
European Criminal Law	6	2
Transnational Criminal Law	6	2
Restricted-choice electives⁵	6	
Amsterdam Law Clinics	6	1 and 2
ICC moot court	6	1 and 2
Internship	6	1 and 2
International Human Rights Law	6	1
International Humanitarian Law	6	1
International Law of Military Operations	6	2
International Refugee Law	6	2
Thesis International Criminal Law – International and Transnational Criminal Law	12	

5 The student must choose courses from the list below with a total value of 6 EC.

M Law & Finance

Course title	EC	Semester
Compulsory courses	30	
Accounting and Financial Reporting	3	1
Business Organisations and Corporate Finance Law	6	1
Financial Economics and Quantitative Methods	3	1
Foundations of Finance and Corporate Governance	6	1
Securities and Markets Regulation	6	1
Insolvency Law and Corporate Finance	3	1
Institutional Aspects of EU Financial and Monetary Law and Regulation	3	1
Finance: Capital Structure and Corporate Reorganisation	6	2
Prudential Regulation of Banks and Shadow Banks	6	2
Financial Contracting	6	2
Thesis: Law and Finance	12	

M International Tax Law

Course title	EC	Semester
Compulsory courses	30	
Foundation of International Tax Law	6	1
Tax Treaties I	6	1
Tax Treaties II	6	1
Transfer Pricing	6	1
Tax Treaty Negotiation	6	1
EU Tax Law	6	2
VAT/GST	3	2
International Tax Law Moot Court	3	2
Restricted-choice electives: Specialisation Transfer Pricing⁵	6	
Pillar 2	3	2
Transfer Pricing – Advanced	3	2
Transparency, Exchange of Information and the Collection of Taxes	3	2
VAT – Advanced	3	2
Restricted-choice electives: Specialisation Value Added Tax⁶	6	
Pillar 2	3	2
Transfer Pricing – Advanced	3	2
Transparency, Exchange of Information and the Collection of Taxes	3	2
VAT – Advanced	3	2
Restricted-choice electives: No specialisation	6	
Pillar 2	3	2
Transfer Pricing – Advanced	3	2
Transparency, Exchange of Information and the Collection of Taxes	3	2
VAT – Advanced	3	2
Thesis: International Tax Law	12	

5 If the student wants a specialisation in Transfer Pricing, the student needs, from the two electives, to choose at least the Transfer Pricing Advanced course and write the master thesis on this subject.

6 If the student wants a specialisation in Value Added Tax Law, the student needs, from the two electives, to choose at least the VAT - Advanced course and write the master thesis on this subject

Appendix 3. Programme of the site visit

Dag 1: 3 april 2024

09.00	09.15	Ontvangst en welkom	
09.15	09.45	Vooroverleg panel (intern) & open spreekuur	
09.45	10.15	Gesprek facultair management	
10.15	11.00	Gesprek met opleidingsmanagement B Rechtsgeleerdheid, M Privaatrecht, M Publiekrecht, M Arbeidsrecht, M Gezondheidsrecht	
11.00	11.30	Pauze	
11.30	12.10	Gesprek met studenten B Rechtsgeleerdheid	
12.10	12.50	Gesprek met docenten B Rechtsgeleerdheid	
12.50	13.45	Lunch	
<i>Parallelsessies 1</i>			
13.45	14.15	Gesprek met studenten M Privaatrecht	Gesprek met studenten M Publiekrecht
14.15	14.45	Gesprek met docenten M Privaatrecht	Gesprek met docenten M Publiekrecht
14.45	15.15	Pauze	
<i>Parallelsessies 2</i>			
15.15	15.45	Gesprek met studenten M Arbeidsrecht	Gesprek met studenten M Gezondheidsrecht
15.45	16.15	Gesprek met docenten M Arbeidsrecht	Gesprek met docenten M Gezondheidsrecht
16.15	18.15	Opstellen voorlopige bevindingen B Rechtsgeleerdheid, M Privaatrecht, M Publiekrecht, M Arbeidsrecht, M Gezondheidsrecht	

Dag 2: 4 april 2024

08.45	09.00	Aankomst panel	
09.00	09.45	Gesprek met opleidingsmanagement M Law & Finance, M Informatierecht, M European Private Law, M International Criminal Law, M International and European Law	
09.45	10.15	Pauze	
10.15	11.00	Gesprek met Examencommissie	
<i>Parallelsessies 3</i>			
11.00	11.30	Gesprek met studenten M European Private Law	Gesprek met studenten M International Criminal Law
11.30	12.00	Gesprek met docenten M European Private Law	Gesprek met docenten M International Criminal Law
12.00	13.00	Lunch	
<i>Parallelsessies 4</i>			
13.00	13.30	Gesprek met studenten M International and European Law	Gesprek met studenten M Informatierecht
13.30	14.00	Gesprek met docenten M International and European Law	Gesprek met docenten M Informatierecht
14.00	14.30	Pauze	

14.30	15.10	Gesprek met studenten M Law & Finance
15.10	15.50	Gesprek met docenten M Law & Finance
15.50	18.00	Opstellen voorlopige bevindingen M Gezondheidsrecht, M Informatierecht, M European Private Law, M International Criminal Law, M International and European Law (panel intern)

Dag 3: 5 april 2024

08.45	09.00	Aankomst panel
09.00	09.30	Overleg panel intern
09.30	10.15	Gesprek met opleidingsmanagement B en M Fiscaal Recht, M International Tax Law
10.15	10.30	Pauze
10.30	11.00	Gesprek met studenten B en M Fiscaal Recht
11.00	11.30	Gesprek met docenten B en M Fiscaal Recht
11.30	12.00	Pauze
12.00	12.30	Gesprek met studenten M International Tax Law
12.30	13.00	Gesprek met docenten M International Tax Law
13.00	14.00	Lunch
14.00	15.00	Opstellen voorlopige bevindingen B en M Fiscaal Recht, M International Tax Law (panel intern)
15.00	15.30	Vorbereiden eindgesprek (panel intern)
15.30	16.15	Eindgesprek management alle opleidingen
16.15	17.00	Opstellen laatste bevindingen
17.00	17.30	Mondelinge terugkoppeling

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses of each master's programme. Information on the theses is available from Academion upon request. The variants and tracks were represented as follows:

Programme	No. of theses selected per variant		No. of theses selected per track	
B Fiscaal Recht	N.a.		N.a.	
B Rechtsgeleerdheid	N.a.		N.a.	
M Arbeidsrecht	Fulltime	13	N.a.	
	Parttime	2		
M European Private Law	Fulltime	13	N.a.	
	Parttime	2		
M Fiscaal Recht	Fulltime	12	Fiscaal recht	7
	Parttime	3	Internationaal en Europees belastingrecht	8
M Gezondheidsrecht	N.a.		N.a.	
M Informatierecht	Fulltime	13	N.a.	
	Parttime	2		
M International and European Law	Fulltime	13	European Competition Law and Regulation	4
	Parttime	2	European Union Law	2
			International Trade and Investment Law	3
			Public International Law	6
M International Criminal Law	N.a.		Transnational Criminal Law	12
			ICL (Joint programme)	3
M Law & Finance	N.a.		N.a.	
M International Tax Law	N.a.		N.a.	
M Privaatrecht	Fulltime	13	Privaatrechtelijke rechtspraak	8
	Parttime	2	Commerciële rechtspraak	7
M Publiekrecht	Fulltime	13	Staats- en bestuursrecht	9
	Parttime	2	Strafrecht	6

The panel also studied other materials, which included (in Dutch):

- Rapporten en besluiten vorige NVAO-beoordeling
- Canvas-omgeving alle vakken
- Zelfevaluatie en bijlagen
 - Algemeen deel
 - Domeinspecifiek referentiekader Rechtsgeleerdheid
 - Eisen Convenant civiel effect
 - Facultair onderwijsbeleid
 - Facultair Strategisch Plan en Onderwijsvisie
 - Facultair toetsbeleid en facultair toetskader
 - Onderwijsvisie Faculteit der Rechtsgeleerdheid en infographic, 2022
 - Onderwijs- en Examenregelingen bachelors, Nederlandstalige masters en Engelstalige masters, 2023-2024
 - Regels en richtlijnen Examencommissie Faculteit der Rechtsgeleerdheid, 2023-2024

- Memo Lessen uit Corona, 2022
- Programma onderwijsvernieuwing – probleemanalyse, 2019
- Plan van aanpak onderwijsvernieuwing Masters en procesflow, 2021
- Besluit tot start pilot-fase Amsterdam Law Practice (ALP), 2018
- Taken, werkwijze en samenstelling Adviesraad Nederlandstalige juridische opleidingen, 2017
- Opleidingsspecifieke delen
 - Schematische weergave van het curriculum van de opleiding
 - Eindtermen zoals geformuleerd in de OER
 - Koppeling eindtermen aan Dublin descriptoren
 - Samenstelling van het docententeam
 - Materialen van een aantal geselecteerde vakken
 - Uitstroomprofiel
 - Toetsprogramma
 - Rendementen van de afgelopen jaren
- Aanvulling OER voor schakelprogramma's FdR 2023-2024
- Infographic en hand-out aanwezigheidsplicht bachelors
- Aanvullende informatie m.b.t. de inzet van externe docenten en scriptiebegeleiders