

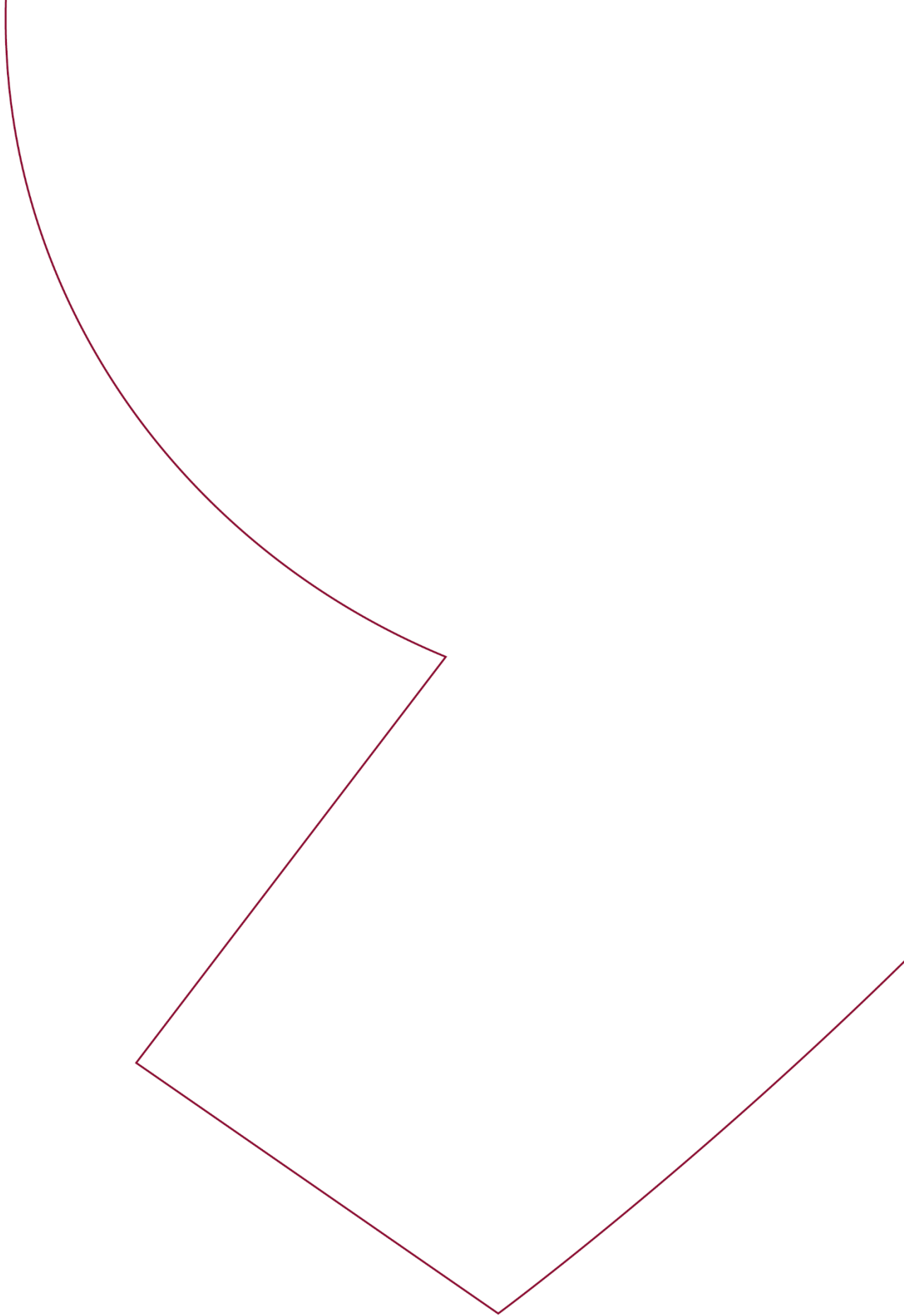
ASSESSMENT REPORT

Limited programme assessment

- **BA Global Law**
- **MA International and European Law**
- **MA Labour Law and Employment Relations**
- **MA Law and Technology**
- **MA International Business Taxation**
- **MA International Business Law**

Full time

Tilburg University



ASSESSMENT REPORT

Limited program assessment

- **BA Global Law (56475)**
- **MA International and European Law (60224)**
- **MA Labour Law and Employment Relations (60070)**
- **MA Law and Technology (60069)**
- **MA International Business Taxation (60686)**
- **MA International Business Law (60072)**

Full time

Tilburg University

Hobéon Certificering & Accreditatie
September 10th, 2024
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1. GENERAL AND QUANTITATIVE DATA

Name institution	Tilburg University
Status	Funded
Outcomes of Institutional Quality Assessment	Positive – date of approval: April 26, 2019
Name of program in Central Register of Higher Professional Education (CROHO)	<p>Bachelor's program:</p> <ol style="list-style-type: none"> 1. Global Law <p>Master's programs:</p> <ol style="list-style-type: none"> 2. International and European law 3. Labour Law and Employment Relations 4. Law and Technology 5. International Business Taxation 6. International Business Law
ISAT-code CROHO	<ol style="list-style-type: none"> 1. 56475 2. 60224 3. 60070 4. 60069 5. 60686 6. 60072
domain/sector croho	Law
Orientation	WO
Level	1 x bachelor 5 x master
Grade	1 x LLB 5 x LLM
Number of credits	1 bachelor's program of 180 ECTS 5 master's programs of 60 ECTS
Tracks	<p>Master's program International and European Law:</p> <ul style="list-style-type: none"> • International Law and Global Governance (ILGG) • European Law and Global Risk (ELGR)
Location	Tilburg
Variant	Fulltime
Joint program	Not applicable
Language	English
Date site visit	March 19 - 22, 2024

2. SUMMARY

Standard 1. Intended Learning Outcomes

Judgement: meets the standard

The panel was able to determine that the bachelor's program in Global Law and the master's programs in International and European Law, Labour Law and Labour Relations, Law and Technology, International Business Taxation Law and International Business Law have chosen a profile and ambition that is appropriate for a program at the academic level. The chosen profiles are convincingly translated into intended learning outcomes that clearly reflect the Tilburg Educational Profile (TEP) of the Tilburg Law School (TLS). They align with the national Domain-Specific Framework of Reference for Law (DSFR) and reflect the Dublin descriptors. They meet the (inter)national requirements from the professional field and academia and conform with the relevant standards of the Dutch Qualification Framework.

The civil effect (*civiel effect*) for the legal professions is adequately anchored in the master's programs provided that the students have obtained a previous legal bachelor's degree of 180 ECTS or an HBO-law degree, combined with a 60 ECTS pre-master's degree. The bachelor's program *Global Law* only constitutes *civiel effect* in combination with a legal master's program if students take eight extra Dutch Law courses.

The panel advises the bachelor's program Global Law to make global/non-western perspectives part of the intended learning outcomes.

Standard 2. Teaching-learning environment

Judgement: meets the standard

The panel concludes that the six programs have an appropriate and clear structure, with a strong focus on the acquisition of knowledge and understanding on the one hand, and sufficient opportunity for training professional skills on the other. The structure and content of the programs adequately cover the intended learning outcomes and provide students with sufficient choices and a clear framework. The master's programs have a strong connection to the research conducted in the Tilburg Law School.

The programs' assessment plans demonstrate a conclusive relationship between the intended learning outcomes of the entire program and the learning goals of its constituent components. The content of the programs furthermore shows a systematic accumulation of knowledge and skills leading to the achievement of the overall intended learning outcomes at academic level. The assignments students are required to work on fit well with the curricula, and the prescribed literature is relevant and current.

The panel praises the programs for their efforts to accommodate students from many different academic and cultural backgrounds and it suggests that using more formative exams for students with a non-legal background could be helpful in this respect. English is the language of instruction for all six programs, which in the eyes of the panel is the only appropriate choice given the inter- and transnational and comparative orientation of the programs, the *lingua franca* in their professional fields and the labor market.

An important educational innovation in which the Educational Innovation Team has had a leading role is the design of hybrid education. Hybrid education means that part of the students receives their full education online from another location, while the other part follows classes on campus. At present the master's programs International Business Law, Law and Technology, and International Business Taxation offer hybrid education.

Tilburg University has invested in a technological environment that is suitable for this type of education and in the Educational Innovation Team to support the didactical changes this brings about.

The panel concludes that hybrid teaching in these three master's programs is beyond its experimental phase and is well embedded. The concepts used seem sensible and doable and lead to very satisfied students.

The panel is also impressed by the intensive support of the Educational Innovation Team and the careful way of redesigning the subjects of the undergraduate courses and encourages TLS to continue the introduction of more blended forms of teaching and assessment and extend it to the master's courses. In particular, in the non-hybrid programs there is still room for more variation.

Important points of attention in hybrid teaching are the active engagement of all students and good integration between online and on-campus students.

The panel established that all programs have adequate trajectories for the final thesis, but that there are many differences both within programs and between them in structure and implementation of the final thesis trajectory. It sees opportunities to learn from each other's best practices, to evaluate practices more frequently and to calibrate final results with each other. More concretely, the panel encourages the master's programs to explore the possibility to introduce a course that prepares students for the writing of the thesis, as is already done by the master's programs Law and Technology and the ILGG track of IEL. This could, in particular, help to even out the differences between the starting levels in regard to writing and research skills of the diverse international student population.

The fact that the programs attract very ambitious students, brings with it that many students combine their studies with other activities, such as jobs, internships or another master's program. Nevertheless, most students find their programs challenging, but doable when they put sufficient effort into it. The programs provide adequate support for students to enjoy a productive and enjoyable study time. In addition to teaching professional skills, all programs offer activities that help students prepare for their future careers.

Like most of the students, the panel is very satisfied with the engaged, knowledgeable and driven teams of teachers. A large portion of the teaching staff who are subject to the UTQ (University Teaching Qualification) are in possession of the BKO, but the panel assessed that a fairly high number of teachers are not subject to the requirement. They are offered the opportunity to participate in another, lighter, form of didactic training. The panel encourages further promotion of this. The panel also believes that the possibility of granting dispensation should be applied with restraint.

A point of attention is the workload for lecturing staff of the hybrid programs, in relation to the fast growth of these programs. According to the panel, further growth in the hybrid programs might be leading to the programs becoming too big, impacting the quality of teaching. The bachelor's program Global Law also faces a steady growth, which the panel sees reflected in a reduction of intermittent assignments or papers. It, therefore, also recommends this program to carefully monitor its growth.

The panel encountered in the bachelor's program *Global Law* a very inspiring, intensive and high-level teaching-learning environment with much attention to community building and attracting a group of highly performing and ambitious students. The panel is particularly enthusiastic about the intensity of the teaching of academic writing skills, which is reflected in the many essays that students have to write during the bachelor's program. The panel believes the program could make the design of the course Final Essay less complex and more transparent to the students and asks the program director to reconsider whether a final essay is the appropriate course to include group work. It cautions the program for wanting to include too many topics and components into the program and thus becoming less focused.

The panel is very positive about the design of the program *International and European Law*. The panel believes that more could be done to better align the two tracks – more specifically, but not only, in respect to the final thesis. It recommends aligning the two tracks to the extent that both programs include a course on research design and methodology. The panel is pleased that both tracks of IEL now include moot court or moot negotiation exercises, as well as field trips.

The master's program *Labour Law and Employment Relations* is a multidisciplinary program, unique in the Netherlands for its multidisciplinary and international approach. It is not directed at local labour law, but truly internationally oriented. The panel is positive about the balance in the program between the two disciplines, the ample room for students to give direction to their own learning path, and the focus on personal responsibility. The panel was happy to read that a redesign of the thesis trajectory is planned to enhance the chances of more timely completion of the master's program. It recommends increasing the number of classes or spread them better over the year, in order to prevent the occurrence of certain weeks with only two hours of lectures.

The panel very much appreciates that the hybrid master's program Law and Technology introduced the compulsory 6 ECTS course in *Researching Law and Technology* and that creating awareness on the role of ChatGPT is explicitly part of the course *Regulation and Governance of AI*.

The master's program *International Business Taxation* has a truly interdisciplinary approach. The two compulsory 'crash' courses provide sufficient foundation for all students to hook up with the program. Right from the start of the academic year, students are offered a lecture that focuses on the writing of a thesis and encouraged to start the thesis process in time. The panel found that with a thesis of 18 ECST, the program differs from the other English-taught master's programs and recommends aligning the thesis design more with the other programs.

The focus of the master's program *International Business Law* is on teamwork and multidisciplinary learning and students are given real-life problems and requested to come up with solutions. The panel appreciates the combination of an academic and a practical approach, since the curriculum includes many practical aspects with many and diverse assignments from actual companies and organizations.

Standard 3. Student assessment

Judgement: meets the standard

The panel commends TLS for its knowledge and expertise in the field of assessment and the solid foundation laid for this in the School Assessment Policy. The assessment within the six English-taught programs is of more than sufficient quality and appropriate for the academic level of the programs. Learning objectives, educational activities and forms of testing are aligned and transparently described. Each program has an assessment plan that provides insight into the way in which the intended learning outcomes are assessed through the learning objectives of the subjects. The structure and variety of test forms of the programs ensure that the intended learning outcomes are realized. The assessment is generally valid, reliable and transparent, and the assessment adequately covers the learning objectives of the courses and the intended learning outcomes of the programs. The panel is also pleased to see TLS's increasing use of digital testing in a controlled testing environment.

A positive development is the start that has been made in the context of the introduction of blended learning with the introduction of more variation in the assessment forms. In particular, the hybrid master's programs are paying ample attention to this. The panel recommends continuing and supporting these initiatives. The hybrid master's programs have chosen to do all assessments online, even if most students are on campus. The panel supports this decision and

was pleased to establish that the programs are attentive to the risk of fraud and have taken adequate measures to minimize this.

The panel found that the assessment process of the final thesis is generally adequately designed, and that the assessment of the final works uses clear and relevant criteria, laid out in a uniform assessment form with a specification of the criteria. All the theses reviewed by the panel had been assessed by two examiners. The panel does see many differences in how the agreed procedures for the assessment of the final thesis are handled in practice. It was not always transparent to the panel how the process of grading was done and there are many differences in the number of meetings between student and thesis supervisor. The panel is aware that feedback may reach students in other ways, but urges TLS to make the process of both thesis supervision and assessment more explicit between and within programs, making the process more transparent in all programs and benefitting more from each other's best practice. Calibration sessions can further enhance the quality of assessments.

In the *bachelor's program Global Law*, the final work (Final Essay) is not the only course in which the final level is assessed. In particular, academic research skills and legal analysis are tested in papers during the program and to a lesser extent in the final essay. The panel is convinced that the graduates reach the intended learning outcomes at an academic level also in the many other papers that they write during the program but recommends the program to organize the final essay trajectory in such a way, that it is a full academic piece, including enough legal analysis.

The digital support system for thesis assessment seems rather counterproductive at the moment. The panel suggests for consideration that adjustments be made to the system – within the possibilities available.

The examination board – and with it the assessment committee – receive high praise from the panel for the way in which it fulfils its legal duty to safeguard the quality of assessment. The panel is also positive about the additional investment TLS has made in supporting and staffing the examination board.

Standard 4. Achieved Learning Outcomes

Judgement: meets the standard

The panel reviewed 15 theses from each program. All theses studied by the panel attest to an achieved academic level.

The Final Essays of the bachelor's program *Global Law* that the panel read, were up to standard, although the panel thought some of them were thin in legal analysis or in research, which can be explained by the fact that research skills are tested in more courses than the final essay. The panel rated the quality of the theses of the master's programs generally as high and considered them to show good writing skills.

The alumni of the six programs with whom the panel spoke were unanimously very enthusiastic about the program they took. They often built a strong network through the close-knit communities. Nearly all graduates of the bachelor's program *Global Law* pursue further education often at internationally respected universities, both in the Netherlands and abroad. The large majority of graduates of the master's programs find positions within the field of the program they took within a reasonable time.

Overall conclusion

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the bachelor's program *Global Law* with 'meets the standard', the panel arrives - based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for the Tilburg University academic bachelor's program *Global Law* as a whole.

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the master's program *International and European Law* with 'meets the standard', the panel arrives - based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for the Tilburg University academic master's program *International and European Law* as a whole.

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the master's program *Labour Law and Employment Relations* with 'meets the standard', the panel arrives - based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for the Tilburg University academic master's program *Labour Law and Employment Relations* as a whole.

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the master's program *Law and Technology* with 'meets the standard', the panel arrives - based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for the Tilburg University academic master's program *Law and Technology* as a whole.

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the master's program *International Business Taxation* with 'meets the standard', the panel arrives - based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for the Tilburg University academic master's program *International Business Taxation* as a whole.

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the master's program *International Business Law* with 'meets the standard', the panel arrives - based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for the Tilburg University academic master's program *International Business Law* as a whole.

The audit panel therefore recommends that the NVAO re-accredit the bachelor's program *Global Law* and the master's programs in *International and European Law*, *Labour Law and Employment Relations*, *Law and Technology*, *International Business Taxation* and *International Business Law*.

Upon agreement with the panel members the chair adopted this report on September 10th 2024.

3. INTRODUCTION

General Information

This assessment report is the result of the “Limited Program Assessment” of the academic bachelor's program Global Law and master's programs International and European Law, Labour Law and Employment Relations, International Business Law, International Business Taxation and Law and Technology of Tilburg University (TiU). The assessment was conducted on March 19 - 22, 2024 in Tilburg by an audit panel of independent experts (see Appendix II, III and IV for program, methods, decision rules and panel composition).

The programs are provided by Tilburg Law School (TLS), one of TiU's five faculties. TLS profiles itself as an interdisciplinary faculty – distinguishing itself from other law schools in the country – because it not only provides legal education, but also trains students to become scholars in the fields of public administration and data science. TLS has explicitly made educational innovation a spearhead of its educational strategy and has devoted long-term resources to this end. This is evident, among other things, in the design of hybrid and online education. Three of the master's programs in International Business Law, Law and Technology, and International Business Taxation described in this report can be taken both on campus and online from another location. Furthermore, all teaching is research-driven and tied to the four so-called signature plans within which research is organized in TLS.

Table 1: all programs provided by TLS

Bachelor's programs	Degree	Language	Details
Law (Rechtsgeleerdheid)	LLB	Dutch	With specialization Business Law (Ondernemingsrecht)
Tax Law (Fiscaal recht)	LLB	Dutch	
Global Law	LLB	English	
Master's programs			
Law (Rechtsgeleerdheid)	LLM	Dutch	6 profiles
Tax Law (Fiscaal recht)	LLM	Dutch	
Business Law (Ondernemingsrecht)	LLM	Dutch	
International Business Law	LLM	English	Hybrid
International Business Taxation	LLM	English	Hybrid
International and European Law	LLM	English	2 tracks: <i>European Law and Global Risk</i> <i>International Law and Global Governance</i>
Law and Technology	LLM	English	Hybrid
Labour Law and Employment Relations	LLM	Engels	

TLS – with an enrolment in 2022-2023 of 1,792 students – has undergone an organizational overhaul of its departments in recent years. Thirteen departments were merged into five departments. The vice dean of education of the TLS board is ultimately responsible for all education at TLS and implements this in cooperation with the Program Directors of the various programs. These in turn are responsible for the content and educational quality of the relevant program, the way in which education is provided and the implementation of the Education and Examination Regulations within the relevant program. The Education Support Team (EST) provides support to Program Directors and faculty in the organization of their teaching, teacher

training, teaching and assessment expertise and teaching innovation, and support students. The team consists of student advisors/teaching coordinators, policy staff, assessment experts, administrative staff and the teaching innovation team.

The one-year master's program International and European Law (IEL) has two tracks:

1. International Law and Global Governance
2. European Law and Global Risk

This means that they each have their own curriculum.

The programs Global Law and Labour Law and Employment Relations have no separate tracks, and neither do the three hybrid master's programs Law and Technology (LT), International Business Taxation (IBT) and International Business Law (IBL).

The bachelor's program Global Law (GLB) offers a 'fast track' to students holding another bachelor's or master's degree. They can complete the GLB in two years. Only a very small group of students use this opportunity (10% in 2020, 6% in 2021 and 3% in 2022).

Hybrid programs

Starting from 2021, four TLS programs were chosen for a pilot in hybrid teaching. These programs adopted a distinctive teaching approach in which students can choose between online or on-campus teaching. Evaluations showed that master's students appreciated the possibilities and flexibility that hybrid teaching offers them and it was decided to continue with hybrid teaching in the master's programs in Law and Technology, International Business Taxation and International Business Law. Hybrid teaching allows the programs to apply innovative educational tools and methodologies, increasing the possibilities to develop a genuinely international environment. Attracting and educating international students provides an attractive option for Dutch students to learn about other cultures and different legal backgrounds. The faculty board recently decided for the bachelor's program Global Law to go back to on-campus teaching only.

Recommendations from previous visitation

In their self-evaluation reports (SER), the programs provide overviews of the actions they have taken in response to the recommendations of the previous accreditation panel (2018). Some of the recommendations and their follow-up actions were discussed with the program during the site visit. The current panel concludes that by and large the recommendations have been seriously addressed by the programs and is generally satisfied with the improvement actions taken. Where relevant, this report will elaborate on this under the respective standards.

Civil Effect (*civiel effect*)

The so-called civil effect required for admission to the Judiciary, the Public Prosecution Service or the Bar is not directly part of this assessment, but the panel has indirectly included it under standard 1 ("degree program meets legal professional requirements and requirements of the profession"). In accordance with the 2016 Covenant on Civil Effect¹ – subject to exceptions defined in the covenant – the basis for obtaining civil effect is a completed legal university bachelor's degree (180 ECTS) and a completed legal university master's degree (60 ECTS). Also, the Covenant formulates minimum attainment targets that programs must meet in order to be allowed to attach civil effect to the master's degree.

¹ Parties to the Civil Effect Covenant are the law faculties of Dutch universities, the Dutch Bar Association, the Council for the Judiciary and the Public Prosecution Service.

4. FINDINGS AND JUDGEMENTS

4.1. Intended learning outcomes

Standard 1: 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.

Explanation: The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Findings

The Tilburg Educational Profile (TEP) focuses on developing knowledge, skills and character. With this, Tilburg University aims at training young people to become competent, critical and independent thinkers who know their social and scientific responsibilities and dare to act accordingly. Translated to the Tilburg Law School, this means that students are trained to become so-called T-shaped jurists and public administrators. This means that on the one hand they are trained to become experts in their field, including the corresponding expertise and skills (the vertical axis of the T), and on the other hand they acquire knowledge and skills outside their main field of study (the horizontal axis of the T) in order to cooperate with colleagues from other disciplines. This vision also links the development of knowledge, skills and character to the process of socialization within academic and legal culture and dealing with freedom and responsibility from a democratic perspective.

This ambition is translated for each of the six programs under consideration into its own profile and its own program-specific intended learning outcomes, which are either grouped along the division of *knowledge and understanding, skills and attitude* of the national Domain-Specific Reference Framework for Law (DSRK) or classified along the Dublin descriptors *knowledge and understanding, application of knowledge and understanding, making judgments, arguing and communicating, and learning skills*. The intended learning outcomes of all programs adequately reflect the Dublin Descriptors.

The profiles and formulated intended learning outcomes for each program are discussed in more detail below:

Bachelor's program Global Law (GLB)

The fulltime and three-year (180 ECTS) GLB program considers law in the context of globalization. The program wants to educate students to become lawyers who are trained to deal with legal questions which transcend the confines of a single national legal system. For that they learn to apply norms and procedures from different rule systems, which can be international, transnational, regional, national, local, formal, informal, public or private. The GLB offers a broad legal education that teaches students to move between jurisdictions and specializations. The traditional core fields of law are not approached from the perspective of a single legal system but in a *trans-systemic* way, meaning from the perspective of both civil and the common law traditions. The English, French, German, and North American systems function as a referential system. The program prepares students to specialize at the graduate level, either in a functional branch of inter- or transnational law (such as human rights law, environmental law, or commercial law), in a national legal system, or for a specific legal function or career (such as a solicitor, a compliance officer, or an academic legal researcher). The program presents itself as challenging and labor-intensive. There is no formal selection procedure, but the so-called

matching program before enrolment should ensure that only students with a high level of commitment and self-reliance register for it (see more below under Onboarding).

The GLB has formulated 18 intended learning outcomes divided over three components: Knowledge and Understanding, Skills and Attitude. The learning outcomes concerning Knowledge and Understanding focus on the trans-systemic study (civil and common law) of the major fields of law within sets of systems, the knowledge of theoretical foundations of legal philosophy, and the interaction between law and society. The skills set that graduates are meant to achieve include solving complex juridical cases which span various fields of law and legal systems, arguing and communicating, applying methods of comparative law, basic methods of empirical research and methods of dispute resolution. Regarding attitude, students are trained to be critical and inquisitive, to act with integrity, to make nuanced judgements, to be sensitive to the role of law in society, to take positions in public debates and to work as a team member.

To obtain civil effect (*civiel effect*) students have to complete eight extra bachelors' courses and a legal master's degree, either during their bachelor's study or during the master's program. The panel noted with satisfaction that five of those eight courses can also be completed by choosing the minor *Nederlands Recht* during the so-called mobility window in the third year (see below under standard 2). The program, in making this possible, followed-up on the recommendation of the previous panel to integrate more effectively into the program the possibility for Dutch-speaking students to attain civil effect.

The panel believes the GLB is a sound and valuable bachelor's program with interesting challenges for ambitious students. During the site visit, it did, however, raise some questions with the program's representatives regarding the name of the program and the intended learning outcomes. The previous panel already mentioned the Eurocentric nature of the program, thus not fully reflecting the name 'Global'. The present panel sees that since the last visitation, there has been some evolution towards a more global approach, and the world at large seems to be more in sight, but students did not seem to recognize this much. The panel also did not see this reflected in the intended learning outcomes, which explicitly speak about knowledge of "(...) the main field of law in the Western legal traditions". Therefore, the panel advises the program to pay more attention to the introduction of more global/non-western perspectives to the core elements of the program and to make them part of the intended learning outcomes. It does so not only because of the need to align the name of the program better with its contents, but also because developments worldwide ask for this in order to be future proof. One way to do so could be by broadening the collaboration with partners outside of Europe and other Western countries, which could also make it more attractive to non-Western students.

Another issue raised by the panel is the position of basic legal research in the intended learning outcomes. Although the panel is convinced – also by looking into the content of the program itself – that doing research at a bachelor's level is indirectly meant to be part of the outcomes ('apply methods of law and legal scholarship on juridical cases and legal problems'), it recommends making basic research skills more specific in the intended learning outcomes.

Notwithstanding the above remarks, the panel considers that the program has a clear and appropriate ambition and profile. The intended learning outcomes of the program are in line with the national Domain-Specific Reference Framework for Law (DSRK) and the Dublin descriptors and are laid down in the Education and Examination Regulations (EER). They lead to academic bachelor's level graduates.

Master's program International and European Law (IEL)

As mentioned above, the one-year (60 ECTS) fulltime master's program in International and European Law (IEL), is structured around two tracks: European Law and Global Risk (ELGR) International Law and Global Governance (ILGG).

The ELGR track is designed to help students become experts in EU law across the board, while at the same time allowing students to specialize in some areas of their own choice. A distinct feature of the ELGR track is that it looks at EU law through the lens of topical global challenges, particularly concerning global markets and trade, migration, the climate and biodiversity crises, and challenges to the rule of law. In addition, some courses in the ELGR track serve partly as case studies to teach students the institutional and constitutional challenges involved in EU crisis management. In the ILGG track the principal focus is on public international law, whereby particular attention is paid to the way the law is made and functions, in an increasingly globalized and complex international legal system. The ILGG track is organized around three focus areas (pillars): international law and international relations, human rights and human security, and global sustainability and environmental law. The program has chosen these areas, because it considers them to be of key significance to the future of international legal practice. They also reflect the available expertise within the department.

The *IEL master's program* has divided its intended learning outcomes into five components: Knowledge and Understanding, Applying Knowledge and Understanding, Making Judgments, Communication Skills, and Learning Skills. The Knowledge and Understanding component contains three outcomes for each of the two tracks separately; the other four components contain ten joint learning outcomes for both tracks.

The learning outcomes concerning knowledge and understanding of the ELGR track focus on providing students with solid and profound knowledge and understanding of the core areas of EU law, in particular how such rules interact with national legal orders and other legal systems. Graduates learn to critically assess topical questions in their chosen fields of specialization, often contextualized by other academic disciplines (e.g. economics, international relations, environmental science). Students of the ILGG track learn the core rules of Public International Law, human rights law and international humanitarian law and gain knowledge and understanding of the relationship between International Law and International Relations.

The application of knowledge and understanding is taught by developing analytical and creative skills in solving complex legal problems in a given societal context. Graduates of the IEL program are meant to be able to make well-founded judgments at three levels, (1) by categorizing and assessing the value of available information, (2) by developing an open-minded attitude and by approaching problems from different legal and non-legal perspectives and (3) by taking responsibility for choices and considerations in legal issues. Graduates of the program are able to effectively communicate about complex legal problems, research conclusions, and strategies for conflict resolution, both orally and in writing for audiences of lawyers as well as non-lawyers. They are also able to collaborate with other lawyers and, by adopting an open-minded attitude, with professionals from different disciplines. Finally, upon graduation they have learned to stay up to date with legal developments in the field of the specialization and to contribute to legal development.

The previous panel suggested making more explicit in the learning outcomes the attention paid to the interactions between EU and International law, as well as the attention paid to ethics and to English proficiency. As noted in the Self-evaluation Report (SER), said interaction, ethics and English proficiency are addressed in the curriculum as a matter of course, but have, not yet been incorporated in the intended outcomes yet. The panel urges the program not to wait any longer to implement this and to make sure that these topics are not only visible in the programs themselves but also reflected in the formulated intended learning outcomes.

The panel raised during its site visit the question whether the name of the program adequately reflects its contents, considering the tracks operate as separate full-fledged master's programs in which students are not trained in both domains, but mainly in one of the two. It was told that the program is at the moment re-evaluating its design, not in the last place because of the very low number of students that choose the ELGR (current year only four). The panel encourages this, but at the same time would like to stress that it considers this more an issue of

organizational nature, and that it believes the profile and learning outcomes of both tracks are clear and suitable for the contemporary state of profession and international challenges. The final qualifications of the program are in line with the national Domain-Specific Reference Framework for Law (DSRK) and the Dublin descriptors and are laid down in the Education and Examination Regulations (EER). They lead to academic master's level graduates. Students who have previously completed a Dutch bachelor's degree in law (*Rechtsgeleerdheid*) can, upon completion of the Tilburg master's program IEL, obtain civil effect (*civiel effect*) and be allowed to the Dutch bar, Prosecution Services or judiciary, which pleases the panel. Students with a completed law degree from a university of applied science (*Hoger Beroepsonderwijs, HBO*) can also obtain the civil effect. To do so, they must complete a legal premaster program of at least 60 ECTS followed by a legal master's degree.

Master's program Labour Law and Employment Relations (LLER)

The one-year fulltime master's program LLER integrates the study of labour law with related areas such as employment (or industrial) relations, human resource (HR) management and social policy from an international and European perspective. It is not directed at national labour law and Dutch students who want to specialize in domestic labour law are advised to enroll in the Labour Law profile in the Dutch master's program Law (*Rechtsgeleerdheid*). In order to understand and work with the increased internationalization and Europeanization of the complex employment relationships, the program teaches both knowledge of European and international labour law and social security law as well as comparative knowledge of national legal systems. In understanding employment relations that transcend national law, a multidisciplinary approach is part and parcel of the program. The master LLER was – in its current form – first offered in 2016-2017 and attracts students from a variety of backgrounds, countries, and academic disciplines. The program is designed to attract highly motivated students who choose a specialized and intensive program that combines the two domains of labour law and employment relations. The program is unique in the Netherlands for its multidisciplinary and international approach and worldwide only a few similar programs are offered.

During its visit the panel raised the question whether the program includes enough law to justify an LLM degree. By talking to the management, teachers and students, the panel was convinced that – within the limitations that a multidisciplinary program by nature has – the legal components are dominant in the program, even in courses that from the outside may not have a legal appearance. Students told the panel that the non-legal courses help them to know how labour law works in practice and all the mandatory courses are on legal subjects. For them it is a strength of the program that they learn how to combine managerial skills with legal aspects and one of motives to choose this program. The fact that the student population generally has no ambition to find jobs in the so-called *togaberoepen* makes the chosen mix appropriate in the eyes of the panel.

The program has divided its intended learning outcomes into five components: Knowledge and Understanding, Applying Knowledge and Understanding, Making Judgments, Arguing and Communication Skills, and Learning Skills. The learning outcomes concerning knowledge and understanding build on knowledge and insights regarding labour law and employment relations acquired at the bachelor's level. Graduates have profound and in-depth knowledge and understanding of labour law, in particular its comparative, European, international and/or transnational parts. Next to that, they have gained knowledge and insights on related topics from the perspective of social sciences, at a macro level (social policy), at meso level (industrial relations), and at micro level (HR and employment relations within companies). Because students develop an interdisciplinary view, they are able to operate at the interface of different fields of knowledge and professional practices and contribute to that with their gained knowledge and understanding. Graduates are able to reproduce and apply the acquired knowledge and insights. They can integrate their legal knowledge with their knowledge of HR

policy or socio-political issues, aware as they are of the non-legal aspects of a labour-law related problem and vice versa.

Furthermore, graduates can employ specific concepts and 'tools' of labour law to solve issues evolving in the context of globalizing and/or Europeanizing labour markets and have the ability to handle complexity and formulate judgments with sometimes incomplete or limited information, constantly changing, issues related to labour law and/or employment relations. In their analysis and assessment of certain HR strategies, students have to integrate a sense of social and ethical responsibilities. Graduates have learned that existing knowledge and insights must be questioned over and over again. Graduates have learned to process information independently and are able to differentiate between essential and non-essential information, using academic sources on socio-legal and employment relations topics.

The previous panel suggested that the somewhat general described learning outcomes could be reworded to more accurately reflect the main issues. The program motivates in its SER why it did not follow this suggestion stating that the current wording allows for both easy integration of new developments related to our program and better coverage of the graduates' partially customized curriculum. The present panel thinks this explanation is plausible, with one exception, which relates to the skills for conducting (legal) research at an academic master's level. Although the panel is convinced – also after reading a selection of final theses of the graduates – that doing research at a master's level is indirectly meant to be part of the outcomes, it recommends making research skills more specific in the intended learning outcomes.

Apart from this, the panel concludes that the LLER program is rather unique in the world in combining labour law and employment relations from an international perspective. It believes the choice fits very well into the contemporary developments in the globalizing labour force. The intended learning outcomes of the program are in line with the national Domain-Specific Reference Framework for Law (DSRK) and the Dublin descriptors and are laid down in the Education and Examination Regulations (EER). They lead to academic master's level graduates and include enough legal aspects to warrant an LLM degree. Although in practice the vast majority of students in the program have no ambition to find jobs in the so-called *togaberoepen*, the panel suggests the program to continue monitoring closely that the content of the program does sufficient justice to the requirements for *civiel effect*.

Master's program Law and Technology

The one-year (60 ECTS) fulltime Master Program in Law and Technology (LT) has the overall aim to gain a deeper understanding of the complex ways in which technology, regulation and normative notions interact and shape each other. This understanding is essential for regulating technological developments and for stimulating innovation of technologies that have social benefit, while also addressing the risks associated with these technologies. The program offers students with an LLB degree a comprehensive master's degree in technology regulation that covers a broad variety of regulatory aspects such as privacy and data protection, intellectual property rights, cybercrime, and biotechnology. LT provided an extensive benchmark with similar national and international programs, which clearly describes similarities and differences with other programs in relation to its own profile.

The Tilburg LT was one of the first programs in the area of Law and Technology and is closely linked to the research program of the Tilburg Institute for Law, Technology and Society (TILT). The intended learning outcomes were developed in consultation with academic experts and experts in the professional field. Over the years, the intended learning outcomes have been modified to keep them current. They are divided into six components. Knowledge and Understanding describes the acquaintance of graduates with various relevant practical contexts in which regulatory issues with regard to technology arise. Graduates also have integrated

knowledge of European and international law, both public and private. In the component Applying Knowledge and Understanding, graduates are able to apply the theoretical knowledge from courses to actual and fictitious cases. Making Judgements allows graduates to gather, evaluate, process and apply knowledge and analyze complicated regulatory problems with regard to innovative technologies. The component Communication implies that graduates are able to present to an audience of experts and layman, orally and in writing. Lifelong Learning Skills aim at demonstrating independence, learning to conduct independent research and think critically, with an international and open mind-set in assessing regulatory problems from a multidisciplinary perspective. Finally, the component Responsibility and Autonomy teaches students to think from different perspectives and take into account the various stakeholders involved.

LT has a strong focus on theoretical concepts and on research skills, which is reflected in the intended learning outcomes. Students need to be able to set up and conduct independent research for various courses, and in their thesis. For example, students are required to show academic argumentation and thinking in many of the essays. In recognition of the previous panel's assessment on methodological skills, LT has added more skills-based teaching, which the panel applauds.

During the site visit, the panel discussed the balance between theoretical approach and practical application aspects. According to the students, LT has a normative focus on how to theoretically approach and solve problems and would appreciate a more practical approach as well. Although the panel understands their request, it believes the current approach and balance is appropriate for an academic master's LLM program. The connections to the professional field are good, which allows students sufficient opportunities on the labour market. The panel values the combination of these professional opportunities in combination with rigorous academic training.

According to the panel, the LT program has a clear profile with appropriate and relevant intended learning outcomes. The main focus is how to regulate law and technology. Additionally, mitigation and client relationships, and financial aspects of technology are part of the program's objectives and focus. The panel concludes that the intended learning outcomes of LT are in line with the national Domain-Specific Reference Framework for Law (DSRK), the NLQF criteria and the Dublin descriptors and are laid down in the Education and Examination Regulations (EER). They lead to academic master's level graduates. The close connection to and interaction with TILT is a strong aspect of the program.

To obtain civil effect (*civiel effect*) students have to have completed in their bachelors' program in Dutch law at minimum the Dutch law areas of Civil Law, Criminal Law, and Constitutional or Administrative Law. For *civiel effect*, students need in their master's program to complete at least one or more in-depth courses with a minimum of 10 ECTS in the field of Dutch private law, criminal law, constitutional and administrative law, or European law. For the LT this is European and International Law.

Master's program International Business Taxation

The one-year (60 ECTS) fulltime master's program in International Business Taxation (IBT) provides students with a solid, broad, and principle-based academic training in the field of international and European business taxation and tax-related disciplines. IBT aims to give its graduates a specialized and advanced knowledge of business taxation as a global phenomenon, in light of the largely globalizing economies. It focuses on the functioning (principles, theories, concepts) of the international and European tax systems, also taking into consideration their reciprocal interconnections and possible need of coordination. This allows the program to follow the rapid developments in international taxation. The program is characterized by a strong interdisciplinary approach combining tax law and tax economics aspects and connecting taxation also with tax-related fields (accounting, corporate governance, international business

law and technology). The objective is to form professionals with a broad understanding of taxation of multinationals, able to connect different relevant perspectives.

Until 2021-2022, the IBT program consisted of two tracks: International Business Tax Law (IBTL) and International Business Tax Economics (IBTE) with a legal and economic focus respectively. With the evolution of international and European business taxation and increasing interconnectedness of the economic and legal aspects of taxation, it is crucial to understand their relationship rather than consider them separately. As result, starting from 2022-2023 the two tracks merged into a single curriculum open to both students with a background in law and students with a background in economics. The teaching staff told the panel that taxation is interdisciplinary by nature, requiring both economic and legal perspectives. The merging of the tracks allows students to experience this interdisciplinarity. According to the panel, the merger of the two tracks has resulted in a truly interdisciplinary program in which economics and law meet and strengthen each other. Despite (potential) challenges in implementation (see also standard 2) the panel compliments the program for taking this step.

The intended learning outcomes have been updated, reflecting the merger between the IBTL and IBTE programs as well as the updated curriculum. Furthermore, in line with the recommendation of the previous panel, the intended learning outcomes have been made more concrete and expressly refer to ethics and English proficiency. The intended learning outcomes are based on and in line with the Dublin Descriptors for an academic master's degree and reflect the combination of knowledge, skills and character-building and emphasize the development of a critical approach based on awareness of the multifaceted character of taxation and its impact on society. They furthermore reflect the multifaceted character of taxation by shaping a curriculum based on a strong interdisciplinary character. One of the IBT objectives is the connection between theory and practice, not only linking tax law and tax economics, but also focus on the relationship between taxation and related fields and the impact of taxation on society, including ethical implications. The intended learning outcomes are divided into five components. Knowledge and Understanding, Applying Knowledge and Understanding, Making Judgements, Communication and Learning Skills.

The panel thinks that the program adequately makes clear how the connection is made from an abstract, overarching approach towards national jurisdictions. This truly makes IBT an internationally oriented program where students gain knowledge and skills that can be used worldwide. In the interviews during the site visit, the panel heard convincing arguments why the program focuses on taxation from a global, abstract position. The choice is clear to the panel and students and lecturers were convincing about the benefits of this approach. In particular, it helps graduates to be employable worldwide.

Integration between theory and practice is part of Applying Knowledge and Understanding, combining theoretical focus in lectures and resolution of complex cases in tutorials. This allows for an academic way of addressing a practical problem. This also implies that graduates are able to judge whether specific research methods are useful for explaining a theoretical or empirical phenomenon and/or actual data.

According to the panel, the IBT program has a clear interdisciplinary and international focus with appropriate and relevant intended learning outcomes. Compared to other Dutch master's programs in tax law, IBT stands out in its combination of law and economics and its purely international approach with the objective of emphasizing the global functioning of taxation. The merger of the two tracks led to an updated set of intended learning outcomes that are appropriate to the profile and ambitions of the program. The panel concludes that the intended learning outcomes of IBT are in line with the national Domain-Specific Reference Framework for Law (DSRK), the NLQF criteria and the Dublin descriptors and are laid down in the Education and Examination Regulations (EER). They lead to academic master's level graduates.

Students with a Dutch bachelor's degree in law (LLB) or a pre-master's program in law (after completing a law program at a university of applied sciences) can obtain *civiel effect* after graduation from the IBT master's program, which gives the right to access to the judiciary, public Prosecution or bar. The panel suggests the program to continue monitoring closely that the content of the program does sufficient justice to the requirements for civil effect. Furthermore, the IBT Master's degree gives access to the *Nederlandse Orde van Belastingadviseurs (NOB)* when working as a tax advisor in an NOB recognized firm. All new members must complete a postgraduate professional course organized by the NOB. Mastering the Dutch language is necessary.

Master's program International Business Law

The one-year (60 ECTS) fulltime master's program in International Business Law (IBL) aims at delivering a comprehensive learning experience that seamlessly integrates theory with practical application. The core focus is to equip students with essential legal skills, including a deep understanding of clients, stakeholders, and their motivations. Throughout the program, students are exposed to a diverse range of contexts and real-world problems, providing them with the opportunity to learn, experiment and refine their legal and analytical skills. IBL covers a broad spectrum of subjects, allowing students to gain a well-rounded understanding of international business law and its practical applications in various domains. A solid basis of theories and principles enable the students to critically analyze complex legal problems and to combine the skill of legal research with critical thinking to find innovative solutions. By allowing students to be creative, they can experiment with various ideas and by providing relevant moments of feedback and self-reflection, students are challenged to implement critical thinking skills, develop individual knowledge and are being accountable for scientific and academic integrity.

The IBL intended learning outcomes strive to align with the three pillars of the TEP of Tilburg University, knowledge and understanding, skills and character. These are divided into the following components: Knowledge and Understanding, in particular applying knowledge to demonstrate a thorough understanding of the law, includes the theory-meets-practice approach as defining characteristic. The previous panel pointed out that the role of technology was not (yet) addressed in the intended learning outcomes. This has been taken up, the program considers the pivotal role of technology within the IBL program undeniable. This extends beyond mere understanding the purpose and impact of technology on business and the legal industry. While ensuring that students remain attuned to the broader societal changes, as transformation is not exclusively technological, IBL introduced a subtitle: Digital Innovations in Commerce and Finance. In the component Making Judgements, IBL equips its students with the skills to be able to solve complex legal problems in the realms of any chosen specialization. Students are expected to illustrate their ability to make decisions in the best interest of their traditional business law clients, as well as to examine scenarios and to provide accurate advice to other players in international business law practice. Related to Communication, IBL teaches students the skill of communication as part of group work and the ability to present the work to peers and professionals. Lifelong Learning Skills are covered by IBL by the expectation to demonstrate the ability to independently acquire the learning outcomes of the program, act with integrity when completing assignments, conducting independent research and think critically when advising clients. The final component, Responsibility and Autonomy is translated into adherence to professional ethics and maintaining diligence in legal studies and practice. This includes timely completion of assignments, active participation in discussions and a thorough understanding and application of laws and legal precedents. Autonomy manifests as an ability to work independently, think critically and solve complex legal problems without excessive guidance.

Compared to other International Business Law programs, both in the Netherlands and abroad, the IBL program distinguishes itself in the way the program incorporates the role of technology in the role of the lawyer. Furthermore, IBL does not focus on one specific jurisdiction, allowing students to explore jurisdictions and, often, the position in their home countries in assignments.

A final distinctive feature is the way students are stimulated to be creative when submitting assignments, for example in digital format, video or podcast files.

According to the panel, the IBL program has a clear focus on international business law related topics with distinct features. IBL aims to provide a practically oriented education from an academic perspective with a clear focus on the impact of technology and technological developments and multidisciplinary approach. The panel concludes that the intended learning outcomes of IBL are in line with the national Domain-Specific Reference Framework for Law (DSRK), the NLQF criteria and the Dublin descriptors and are laid down in the Education and Examination Regulations (EER). They lead to academic master's level graduates.

Students who combine the master's program International Business Law with a Dutch academic legal bachelor's degree will meet the requirements of *civiel effect* in the Netherlands.

Considerations and Judgement

Judgement

Bachelor's program Global Law: meets the standard

Master's program International and European Law: meets the standard

Master's program Labour Law and Employment Relations: meets the standard

Master's program Law and Technology: meets the standard

Master's program International Business Taxation: meets the standard

Master's program International Business Law: meets the standard

The panel concludes that the bachelor's program Global Law and the master's programs International and European Law, Labour Law and Employment Relations, Law and Technology, International Business Taxation and International Business Law meet standard 1, considering that (1) the programs have chosen a profile and ambition that is appropriate for a bachelor's, respectively master's programs at the academic level, (2) the chosen profiles of the six programs have been convincingly translated into intended learning outcomes, and (3) the TEP profile of the Tilburg Law School is clearly reflected in the intended learning outcomes, as well as the European and international orientation. The intended learning outcomes are consistent with the national domain-specific reference framework for law (DSRK) and reflect the Dublin descriptors. They also meet the (inter)national requirements from the professional field and academia and conform with the relevant standards of the Dutch Qualification Framework. The civil effect (*civiel effect*) for the legal professions is adequately anchored in the master's programs provided that the students have obtained a previous legal bachelor's degree of 180 ECTS or an HBO-law degree, combined with a 60 ECTS pre-master's degree. The bachelor's program Global Law only constitutes *civiel effect* in combination with a legal master's program if students take eight extra Dutch Law bachelor's courses.

The *bachelor's program Global Law* has a unique profile that meets the international need for lawyers with a trans-systemic mind and skill set. The intended learning outcomes match the ambitious and demanding profile of the program. Although the panel has noticed some development in making the focus of the program more 'global', it advises the program to pay more attention to the introduction of global/non-western perspectives to the core elements of the program and to make them part of the intended learning outcomes. It does so not only because of the need to align the name of the program better with its contents, but also because developments worldwide ask for this in order to be future proof.

Furthermore, the panel noted that achieving basic research skills is only indirectly mentioned in the intended learning outcomes and, therefore, urges the program to make this a more explicit intended learning outcome. The panel noted with satisfaction that five of the eight courses in

Dutch Law for students who want to obtain *civiel effect* can also be completed by choosing the minor *Nederlands Recht* during the so-called mobility window in the third year (see below under standard 2).

The multidisciplinary *master's program International and European Law* consists of two tracks that focus on international and European law, respectively. Most of the intended learning outcomes of the program apply to students of both tracks and are therefore phrased in broad terms. The intended learning outcomes that have to do with attaining knowledge and understanding are track specific. The panel noted that the recommendation of the previous panel to include the interactions between EU and International Law, ethics and English proficiency in the intended learning outcomes have not been followed up yet and urges the program director not to wait any longer to implement this.

The ambitious, multidisciplinary, international approach of the *master's program Labour Law and Employment Relations* distinguishes it from other programs (and tracks) in labour law, both in the Netherlands and beyond. The program is not aimed at students who want to have a career in national labour law, but at students who want to develop an interdisciplinary view and operate at the interface of different fields of knowledge and professional practices. The intended learning outcomes of the LLER reflect the program's dual focus on law and social science, as well as its international orientation. The panel recommends the program to be more explicit in the intended outcomes about the research skills that graduates need to have obtained and suggests the program to continue monitoring closely that the content of the program does sufficient justice to the requirements for civil effect.

According to the panel, the master's program *Law and Technology* has a clear profile with appropriate and relevant intended learning outcomes. Its overall aim is to gain a deeper understanding of the complex ways in which technology, regulation and normative notions interact and shape each other from a multidisciplinary and international setting. LT has a strong focus on theoretical concepts and on research skills, which is reflected in the intended learning outcomes. At the same time the panel concludes that the program finds an appropriate balance between theory and practice.

The panel thinks that the program *International Business Taxation* adequately makes clear how the connection is made from an abstract, overarching approach towards national jurisdictions. Compared to other Dutch master's programs in tax law, IBT stands out in its combination of law and economics and its purely international approach with the objective of emphasizing the global functioning of taxation. Students in the program gain knowledge and skills that can be used worldwide. The panel is pleased with the merger of the two tracks, that led to an updated set of intended learning outcomes that are appropriate to the profile and ambitions of the program. The panel suggests the program to continue monitoring closely that the content of the program does sufficient justice to the requirements for civil effect.

According to the panel, the program *International Business Law* aims to provide a practically oriented education from an academic perspective with a clear focus on the impact of technology and technological developments and multidisciplinary approach. Compared to other International Business Law programs, both in the Netherlands and abroad, the IBL program distinguishes itself in the way the program incorporates the role of technology in the role of the lawyer. Furthermore, IBL does not focus on one specific jurisdiction, allowing students to explore jurisdictions and, often, the position in their home countries in assignments.

Based on the above arguments, the panel arrives at the judgment "meets the standard" for Standard 1 for each of the six programs.

4.2. Teaching-learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Explanation: The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). If the programme is taught in a language other than Dutch, the programme must justify its choice. This also applies if the programme bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the programme concerned.

Findings

Program

Structure and design

Bachelor's program Global Law (GLB)

The three-year curriculum of the GLB is organized in six semesters. It entails four categories of courses of 6 ECTS each: (1) core fields of law and the international legal order; (2) theoretical and methodological courses; (3) interdisciplinary courses; and (4) courses about the management of large organizations. Each semester is a mix of these courses. In the first two years courses on the traditional core fields of law are the backbone of the GLB. These courses are complemented with courses such as Methods and Techniques (I), Business for Lawyers (II), Perspectives on Law (III) and Law, Technology and Society (IV). The first semester of the third year is fully reserved for the 'mobility window' of 30 ECTS, in which students can choose between a semester abroad or a minor. The options for a minor include the minor in 'Global Law & Business' and 'Dutch law'. The latter gives Dutch-speaking students an opportunity to achieve civil effect (*civiel effect*) after receiving their bachelor's and a subsequent legal master's degree. Since the year 2023-2024 students can also choose minors at another School of Tilburg University or at other universities in the Netherlands, an enlargement that is widely appreciated by the students and the panel. Some 50% of the students go on exchange on average. Some 20-25 students (8-10%) opt for the Dutch law minor. The remainder of the students have enrolled for the Global Law and Business minor. For 'fast track' students (see under 2. Introduction), the minor of their choice needs to be a minor in law. In the very last semester three courses deepen the knowledge and skills gathered in previous semesters (Obligations & Contract Law II, Commercial Law, and Advanced Philosophy of Law) and students write a final bachelor's thesis (Final Essay) of 12 ECTS.

The Final Essay trajectory is structured as a course and consists of two parts: a group-based project (25%) of approx. 3500 words and a final individual project of approx. 5000 words (75%), culminating in a final oral defense with the supervisor and second reader. At the start of the semester, students select one topic from a wide range of pre-defined options across the diverse areas of law taught in the GLB and are assigned to an appropriate supervisor along with other students. The options cover complex legal problems or cases involving rules and procedures of different national as well as international legal systems (for instance 'climate justice', 'the use of force in international relations under the 'ius ad bellum', 'business and human rights' or 'privacy and data protection'). Depending on the chosen topic, this can also involve studying both the legal and non-legal aspects and contexts of the case.

In addition to selecting the topic, students also choose a so-called *pillar*, representing three different modes of global lawyering: dispute resolution, public policy and advocacy. The pillars are designed to accommodate the range of possible jobs students will go to and to give

students an insight into specific career and skills trajectories as they approach graduation. The first part of the Final Essay trajectory comprises two plenary sessions and five concurrent pillar sessions. The plenary sessions deal with legal and interdisciplinary methodology, and the writing of the statement of facts, pleadings, policy briefs, campaigns etc. The pillar sessions are designed to prepare students for writing in one of the three pillars and are supervised by a lecturer that is experienced in that particular pillar. Deadlines and time frames are set at the beginning of the semester. During the trajectory, students meet with their supervisors in groups and individually a total of four times. While appreciating the choices made with regard to the thesis, the panel has doubts as to whether the current format allows students to really go in-depth on a certain topic. Some of the final products have more of an 'applied' character. Furthermore, the panel learned during its meeting with the students and alumni that the structure of choosing a topic and a pillar is for some confusing and not helpful. It seems unnecessarily complex and requires time and communication. The panel would like the program to evaluate whether the various elements of the thesis can be integrated in a way that they are better in line with each other and more transparent for the students.

Prior to the academic year 2022-2023, the workload for the Final Essay was valued at 6 ECTS. It was felt, however, that this number did not reflect the time and effort GLB students had to put into it and, therefore, changed to 12 ECTS. The change to a 12 ECTS-course also enabled the incorporation of the workload of the newly introduced plenary and pillar sessions.

As already discussed under standard 1, the main focus of the courses is on Western traditions, although the panel was told that within some courses (for instance banking law, property and insolvency law) other systems such as Islamic Law or communist legal systems, are discussed as well. It also learned that the program is – in the light of its 10th anniversary – reflecting on how to expand the global approach in the program. The panel recognizes the challenges this creates but encourages the program to give this the urgency it deserves, taking into consideration developments worldwide and nationally. The argument that the panel heard during its meetings that students mostly come from Europe is in the eyes of the panel not valid, because for them it should be at least as relevant as for other students to learn non-European perspectives.

A number of students – both in the SER and in the meeting with the panel – were not happy with the courses English Language and Argumentation Skills (ELAS I and II), because in their eyes the courses do not have enough additional value to their already developed English language skills and take up much time without being rewarded with credits. The panel recommends taking the students' feedback seriously and considering ways to address students' concerns.

These recommendations are without prejudice to the panel's positive judgement of the design of the program. The panel studied the content, structure and learning environment of the programs by reading the self-evaluation report (SER), a selected number of course descriptions and by meeting with staff, students, alumni and management. The structure of the program, according to the panel, is clear and appropriate, adequately covers the intended learning outcomes and gives students both many choices and a clear framework.

The panel is happy to have noted that the program responded to recommendation of the last panel to assure a better balance between interdisciplinary courses and law courses by spreading the interdisciplinary courses over the three years of the GLB, thus allowing for more law courses in the first year. The content and structure of the program adequately reflect the ambitious profile and intended learning outcomes of the program and form a challenging and interesting curriculum for the students. The courses are of good quality and appropriate for an academic bachelor's level. The panel appreciates the Global Law I and II courses, which nicely built up the growing level of knowledge of the students. The first year is particularly structured; the second and third year less. The question arose, therefore, among the panel to what extent the program

might try to incorporate too many components within the program. It suggests evaluating whether a tighter prioritization could bring more focus into the program.

Master's program International and European Law (IEL)

The European Law and Global Risk (ELGR) track of the one-year master's program IEL consists of five core, compulsory courses representing 30 ECTS; at least three elective courses representing 18 ECTS; and the writing of a thesis of around 12,000 words, representing 12 ECTS. The compulsory courses address competition, free movement, the rule of law, the key concept of risk in various areas of EU law, and judicial remedies. The latter course takes the form of a moot court, helping students develop their pleading and general oral deliberation skills. Within the elective part of the track students take two out of three so-called 'focus courses', which are in-depth courses in the fields of migration and rule of law, competition and market risks, and EU environmental law. In addition, they choose one or more free electives from a long list of possibilities. These include doing an internship; taking a third focus course; taking a course from the International Law and Global Governance track (see below); and taking another course offered anywhere within Tilburg Law School subject to approval by the IEL academic director. Electives are approved when the program director is convinced that they fit with the students' individual study program and career orientation.

At the beginning of each semester, an introductory 3-ECTS 'crash course' in EU law is offered to students who wish or need to refresh their basic knowledge of European law. This course is extra and not part of the 60 ECTS curriculum.

In the International Law and Global Governance (ILGG) track, the principal focus is on public international law, whereby particular attention is paid to the way the law is made and functions. The track is designed to equip students with the legal and analytical proficiencies relevant to the increasingly globalized and complex system of international law. The ILGG track has a three-pillar structure:

- (1) international law and international relations
- (2) human rights and human security
- (3) global sustainability and environmental law.

The track consists of two compulsory courses representing 12 ECTS, Public International Law: Continuity and Transformation; and Research, Design & Methods for Post-national Lawyers followed by six electives jointly worth 36 ECTS, and a 12-ECTS thesis. As for the elective part, five out of the six elective courses must be 'pillar courses.' Students take at least one course from each pillar and may then spread the remainder evenly across various pillars or specialize by focusing most attention on one pillar. The final elective is chosen from a longer list of options, including an extra pillar course; any of the courses taught in the ELGR track (see above); or another Tilburg Law School course subject to approval by the IEL program director. As is the case in the ELGR track, the program director assesses whether the chosen elective fits with the students' individual study program and career orientation. Also, in the ILGG track, at the beginning of each semester, an introductory 3-ECTS 'crash course' is offered to enrolling students needing or wishing to refresh their public international law knowledge. This crash course also seems to meet a real demand and to help participating students navigate the program successfully.

Although students work largely independently on their final essay, the trajectory follows a clearly structured set of steps, including clear deadlines and a fixed amount of feedback moments. Deadlines as described in the LLM Thesis Manual International and European Law include topic selection and research proposal submission, two 'thesis circle' meetings, one individual meeting with the thesis supervisor, submission of draft chapters, complete draft thesis, and final version, and the thesis defense. Thesis circles are meetings of small groups of students (3-6) who

selected topics in a shared area of law, with their supervisor(s). These meetings enable peer review and comparison of ideas and approaches in addition to feedback by supervisors and are meant to find a topic and to formulate a research question. The second meeting takes place after the students have written two chapters. In May the students present a full draft. The thesis circles also provide for mental support by peers and practicing in giving feedback on the work of others. After completing the writing process, students present their main findings in a public oral defense and respond to critical questions by two examiners (i.e., the supervisor and a second reader). In the student chapter students raise concern about the fact that during the actual research and writing process, they only have one meeting with their supervisor individually. They plead for one more meeting, because they really appreciate the additional guidance. The panel endorses this request and regards one individual meeting for a master's thesis as too little.

ILGG students follow a course Research Design and Methods at the beginning of the program, which prepares them for the writing process of their thesis. In particular students from countries where a final thesis is not part of the bachelor's program or students with a non-legal background, this is very much appreciated. The course entails literature review and the writing of a research proposal. Students very much appreciate this and students of the ELGR track told the panel that they missed such a course. The panel noticed differences in the thesis trajectory and recommends aligning them better, more in particular to prepare students of the ELGR track in the same way as is done in the ILGG track.

Concluding, the panel is positive about the design of the program IEL. It studied the content, structure and learning environment of the two tracks by reading the self-evaluation report (SER), a selected number of course descriptions and by meeting with staff, students, alumni and management. The clear structure of the program, according to the panel, adequately covers the intended learning outcomes and is well chosen and gives students both many choices and a clear framework. Some efforts are made to create linkages between the two tracks, for instance by having joint thesis circles and by paying attention in the courses of the ILGG track to EU law, and to International Law in the ELGR track, but the panel believes that more could be done to better align the two tracks – more specifically, but not only, in respect to the final thesis. The courses studied by the panel are of good quality and appropriate for an academic master's level.

Master's program Labour Law and Employment Relations (LLER)

The courses in the LLER program are offered by three different schools (Law School, School of Social and Behavioral Sciences and School of Humanities and Digital Sciences). The one-year program is not organized in a sequential manner, meaning that students have the freedom to design their own program and adapt it to their own needs. Four courses of 6 ECTS (European Labour Law and Social Policy, Comparative Labour Law, International Labour Law and Globalization, and Transnational Labour Law) are mandatory and taught throughout the year.

In these legal courses, students deepen their knowledge with (the main components of) labour law and social security law in a globalizing and/or Europeanizing context, divided into four transboundary dimensions (comparative, European, transnational and international). Furthermore, students must choose social science courses (6 or 3 ECTS) from a limited list adding up to 12 ECTS (Comparative European Industrial Relations, Cultural Diversity Management, Social Policy and Social Risks, Compensation and Benefits, International Resource Management, Active Aging at Work, Inclusive HRM) and freely fill in a space of 12 ECTS with either courses inside the curriculum list, courses outside the curriculum or an internship of 3 ECTS (both after approval by the examination board).

Finally, students have the possibility to join the study trip to Brussels or Geneva (3 ECTS)². In order to gain 3 credits for the study trip, students need to prepare by reading about current debates on EU social policy, they must attend the full week and actively take part in the

² In fact, at the moment of the site visit the students were in Brussels and met online with the panel.

seminars, and afterwards write an academic essay on one of the debated topics, based on further research. The course Strasbourg Seminar (3 ECTS) was introduced during Covid-19 and gives students the opportunity to participate in an online course designed by the University of Lapland, which aims at teaching students about European fundamental labour, social and cultural rights and standards as they are established in three key European treaties. Students told the panel that these study trips are a very much appreciated asset of the program.

The master's thesis forms the final element in the teaching of research skills in the master's program. Master's thesis subjects often closely refer to themes of ongoing research by the lecturers like posting of workers, corporate social responsibility and fundamental workers' rights, employability, or gig work in the platform economy. In the research conducted for the master's thesis, students may put their main focus either on a topic related to labour law or to employment relations. However, the thesis needs to include elements of the other area as well, to do justice to the multidisciplinary character of the program. By selecting and researching their own topic, the thesis project requires independent and original research based on the acquired knowledge in the substantive courses.

The previous assessment panel noted in 2018 that the number of credits awarded to the Thesis (18 ECTS) seemed high compared to other masters' programs. The present panel is pleased to have established that presently, students are awarded 12 ECTS for their thesis, and that there is a reduced approximate word-count which leads to improved alignment with other masters' thesis trajectories of TLS programs. Another suggestion of the previous panel was to consider introducing a thesis trajectory with stricter deadlines. As most students and staff appreciate the current, flexible trajectory, which fits the general philosophy of LLER as a partly custom-made degree, the program decided not to follow-up on that. In the SER, it motivates this decision by stressing, that current setup increases the needed personal responsibility of students for finalizing their theses and that it allows students to follow a tailor-made planning (for instance by incorporating an internship or following a second master's degree simultaneously). Another reason given by the program is that a number of students who have a non-legal background also need to learn the law parts during the thesis process, so they may need a bit longer. Although most students seem to appreciate the self-management and flexibility of the master's thesis process, some students with whom the panel met would welcome a bit more structure and guidance. The panel also noted that only 23% of the students finish the program within one year. Although students do not seem to attribute this to a lack of feasibility of the program, but rather to own personal decisions, such as extra-curricular activities, jobs and following a second program, the panel was happy to read in the SER that a redesign of the thesis trajectory is planned to enhance the chances of more timely completion of the master's program. The panel suggests that a course in methodology and/or setting up thesis circles, as in the ILLG track of the master's program IEL, could be helpful in this respect.

Notwithstanding the above suggestions, the panel is positive about the design of the multidisciplinary program LLER. It studied the content, structure and learning environment of the program by reading the self-evaluation report (SER), a selected number of course descriptions and by meeting with staff, students, alumni and management. The panel appreciates the balance in the program between the two disciplines, the ample room for students to give direction to their own learning path, and the focus on personal responsibility. The courses studied by the panel are of good quality, cover the intended learning outcomes and are appropriate for an academic master's level.

Master's program Law and Technology (LT)

The one-year master program LT of 60 ECTS is organized in two semesters, each containing two blocks. Students start with two compulsory courses: Regulation: Ethics, Acceptance and Legitimacy (6 ECTS) and Researching Law and Technology (6 ECTS). LT has two intakes: January and September. This means that the compulsory courses are offered twice per year while electives are only offered once per year and are followed by students from both intake moments.

The panel thinks that it is good to offer the compulsory courses twice per year, allowing all students to start with these courses. In addition to the mandatory courses, students choose six elective courses (total of 36 ECTS), LT offers a total of eleven optional courses, from which students must choose at least six. Of the eleven elective courses, six form part of elective streams: Intellectual Property Law, Privacy and Data Protection, and Competition Law with each stream including a basic and an advanced course. The other five electives are standalone courses. LT is working on the implementation of specialization-tracks, for example platform specialization, that align with current technological challenges. LT does not entail a compulsory internship, but students are facilitated and supported to engage in internships and TILT-clinics.

The previous panel noticed that methodological skills were not officially part of the curriculum. LT therefore added more skills-based training, for example lectures and tutorials to the understanding of algorithms and basic programming. This will help students appreciate the technological capabilities as well as constraints. More importantly, the panel was pleased to establish that LT introduced the compulsory 6 ECTS course in Researching Law and Technology.

Creating awareness on the role of ChatGPT is explicitly part of the course Regulation and Governance of AI. It helps to make students aware of the potential and limitations of this tool. Part of the group assignments, critical thinking of the consequences of using the technology. Students are experimenting with its limitations and use. LT does not prohibit the use of ChatGPT as a thinking partner, but wants to make students aware of the limitations, opportunities and abuse.

The final part of the curriculum is a master's thesis (12 ECTS). Students are supervised by a primary and a secondary supervisor, of which at least one is a senior lecturer with a PhD degree and at least one has a legal background. The second compulsory course, Researching Law and Technology, prepares students for writing their thesis. As a result of the introduction of this compulsory course of 6 ECTS, the thesis is now 12 ECTS rather than 18 ECTS. In the Researching Law and Technology course, students work in small tutorial groups, led by a mentor, leading to a final research proposal that is graded by the assigned first supervisor and the mentor. The panel appreciates that LT separated the thesis from the preparatory course. The assessment of this course consists for 85% of a research proposal that forms the basis of the thesis. For the thesis topic, students decide on a research project and then two supervisors are assigned to them. This allows the students more choice in their research topic and reduces competition to get a preferred topic. Students do find it difficult to pick a research topic early on in the program, when they have not yet familiarized themselves with the field and explore their own interests. This led to the initiation of supervisor office hours and a series of masterclasses and talks at community building events in order to inspire students. For the master's thesis, students find guidance in the master thesis tutorials, and in meetings with their supervisors. The assessment takes place based on the written work and an oral defense.

After studying the content, structure and learning environment of the program by reading the self-evaluation report (SER), a selected number of course descriptions and by meeting with staff, students, alumni and management, the panel concludes that the LT curriculum is sufficiently coherent, has a clear structure and makes it possible for students to achieve the intended learning outcomes. The two compulsory courses provide sufficient foundation for all students to continue in the program. The courses studied by the panel are of good quality, cover the intended learning outcomes and are appropriate for an academic master's level.

Master's program International Business Taxation

The one-year master's program IBT of 60 ECTS has one intake moment (September) and is organized in two semesters, each containing two blocks. The program focuses on the functioning and structure of business taxation on the basis of a global approach, both from a private and public perspective. The curriculum has a systems-based perspective, meaning both an EU perspective as well as other international taxation perspectives. Students are taught to think system-based, allowing them to work in many different systems.

The curriculum includes five core courses, each of 6 ECTS: Business Taxation, Transfer Pricing, Corporate Tax Structures, Value Added Tax in Cross-Border Situations, International and European Taxation. Furthermore, students take two electives, each of 6 ECTS from a total of seven optional courses. The curriculum is finalized with the writing of a master's thesis of 18 ECTS. The panel found that with a thesis of 18 ECST, the program differs from the other English-taught master's programs and recommends aligning the thesis design more with the other programs.

The five mandatory courses cover the core issues of international and European taxation from different angles and take into consideration both direct and indirect taxation. Since not all students have a background in taxation, the curriculum is structured in such a way that all students have an equal knowledge about the basics of international and European taxation early on in the academic year. This basic level is achieved in two lectures and one tutorial of the mandatory course International and European Taxation. Not only students with no background in taxation, but also non-EU students benefit strongly from this approach.

The final project in IBT starts in the introduction week, where preparatory seminars and a lecture are offered, explaining basics of interpretation, and writing a thesis. Students have the possibility to develop their master's thesis combining tax law and tax economics aspects. Throughout the curriculum, the interdisciplinary approach gives students the opportunity to combine the knowledge and skills acquired through the tax and tax-related courses in their thesis.

The curriculum has been structured with the objective of covering the multifaceted nature of taxation on the basis of a global approach. Therefore, tax law-oriented mandatory courses are combined with mandatory courses focusing on tax and financial accounting aspects as well as underlying the connection between tax law and tax economics. The optional courses offer students the possibility to strengthen their profile towards a more law-oriented specialization or a more economic-oriented profile.

The panel is positive about the structure and content of the IBT program. The curriculum is characterized by a truly interdisciplinary character, with a connection between legal and economic aspects relevant in the field of international and European business taxation as well as combining elements of taxation, accounting, corporate governance, international business law and technology. The courses align with the ambitious profile of the program, cover the intended learning outcomes and are clearly at an academic master's level. The total of courses and assignments make it possible for students to achieve the intended learning outcomes. The two compulsory 'crash' courses provide sufficient foundation for all students to continue in the program.

Master's program International Business Law

The one-year master program IBT of 60 ECTS has one intake moment (September) and is organized in two semesters, each containing two blocks. The core topic of the program is international business law with its challenges and intricacies regarded from a global perspective. The program is not limited to a specific area or jurisdiction but is international and does not exclude any legal system. The focus of IBL is on teamwork and multidisciplinary learning and students are given real-life problems and requested to come up with solutions.

The IBL curriculum consists of compulsory and elective courses. The first semester consists of five compulsory courses (each of 6 ECTS). In all courses, specific topics and fundamental problems and intricacies are addressed, analyzed and researched. The combination of courses ensures that students are exposed to all important aspects of international business law. In the second semester, students follow two more compulsory courses (each of 6 ECTS) and choose an elective course. In this semester, students also write a master thesis (12 ECTS). Throughout the academic year, already from the start, master classes are scheduled to help students prepare for their thesis project.

The IBL curriculum starts with a content oriented, legal thinking course to get students on the same page. Then the focus of the program is shifting from content to skills; design thinking is new for most students. By the end of the first month, all students have the required basic level. Students appreciate the multidisciplinary approach of IBL, lecturers force students to look beyond a legal view. The panel appreciates the combination of an academic and practical approach. The curriculum includes many practical aspects with many and diverse assignments from actual companies and organizations. IBL has found a good balance between 'boots-on-the-ground' and academic approach. Alumni told the panel that this approach gives them an advantage after graduation, since they already know what practice is like.

In the design, alignment and updating of the program, the requirements from practice are included to remain relevant with everyday developments. Students acquire skills to present their work from a range of perspectives and out-of-the-box thinking is stimulated, for example in the medium chosen to portray their work. Students are encouraged to, in a positive way, make use of AI tools like ChatGPT. The program helps them learn how to profit from AI in, for example, making estimates and creating chatbots. Students value this approach as it is important as a lawyer to learn how to integrate AI into a business.

The final project, the master's thesis, is written under the supervision of one of the IBL lecturers. At the start of the year, IBL provides students with general information about the thesis. Throughout the year, master classes are given to help students prepare and work on their thesis. In the thesis trajectory, students are encouraged to research the law of their home country, especially when they intend to return after graduation. Students are assigned to a supervisor based on their proposed research topic or field of law. Individual supervision includes the development of the research topic, discussing progress and providing feedback.

The panel has assessed by studying a selection of courses and other documentation and by interviewing staff and students, that the program is well-designed, challenging and interesting for the students. The structure of the program and content of the courses help students achieve the intended learning outcomes and meet the level that one expects from an academic master's program.

Teaching methods

As said in the introduction, TLS has made educational innovation a spearhead of its educational strategy. Within each faculty, TiU has an Education Support Team (EST) operating. The EST provides direct support to faculty, students and the TLS administration on educational matters. As part of the EST, TLS installed in 2021 an Educational Innovation Team consisting of educational psychologists, educational developers, educational experts and staff in the field of digitalization. The team provides support to lecturers in the area of designing digital and/or blended education. It started in 2022 with implementing blended learning in the Dutch bachelor's program Law, and also supports teachers in master's programs. The panel discussed during its visit the meaning of the term blended learning and understands that at TLS it is used as a broad concept for an appropriate mix of on-site and online teaching, use of synchronous and asynchronous teaching materials (e.g. digital readers, discussion forums, knowledge clips, podcasts, self-assessment quizzes, etc.) and the use of state-of-the-art (online) learning techniques and innovative (digital) learning tools. The innovation team provides accessible hands-on training and professionalization close to the lecturers and coordinators of courses. The team and the involved lecturers examine together course content and learning goals and the team gives advice on which instruction methods to use. It also actively contributes to lecturer meetings on the topic of educational development and proactively provides courses on AI in education.

The panel is very impressed by this intensive support and meticulous way of redesigning the courses of the bachelor's programs Dutch Law and Global Law and encourages TLS to continue the process in other programs as well.

Another important educational innovation in which the Educational Innovation Team has had a leading role is the design of hybrid and blended education. Hybrid education means that part of the students receives their full education online at another location, while the other part follows classes on campus. In some programs, students choose beforehand one of the two options, in others, students are free to switch between on campus and online education per semester. The online/on-campus classes can be at the same time or in different time slots. At present the master's programs International Business Law, Law and Technology, and International Business Taxation offer hybrid education, and so does the GLB for only year 3. The master's programs have chosen this form, in order to be more accessible for students far away thus maintaining the benefits of an international classroom in these three programs. Online teaching became urgent at the time of the COVID-19 pandemic, but for some programs it has proven to be preferable also now that the pandemic is over.

During the pandemic, the GLB also participated in a TLS pilot on hybrid education, so in the years 2021-2022 and 2022-2023 the entire bachelor's program Global Law was offered both on campus and online. As of the academic year 2023-2024, the program has reverted to on-campus teaching only for year 1 and year 2 but will remain hybrid for the third year. Reasons to stop online enrollment in the first two years of the GLB were: the fact that only small number of students chose this variant, that with the growing number of students it became harder to monitor the reliability of online assessments at a bachelor's level and that community building and social cohesion at this age and stage of study are considered to be very important. Students confirmed to the panel that they fully endorse this decision. The third year still offers possibilities for students who are not physically in Tilburg, since that year is for 50% already the 'mobility window' which allows for studying abroad and because third year students have different needs and already learned to work independently.

Below, we will discuss more extensively per program the choices that have been made in respect to teaching methods.

Bachelor's program Global Law

The didactical approach chosen for GLB is one of 'intense learning'. The program has an average of 12 class hours per week. In addition, lecturers developed *knowledge clips* to explain concepts, rules and theories central to the theme of the week's class. Several courses use 'interactive lectures' as their teaching format. To effectuate this in a cohort of approximately 250 students, the program divided the cohorts into three groups and offers the same lecture three times in smaller groups. In other courses, the 'lecture-tutorial' format is used. Here, the lecture is for the entire cohort and has a focus on theories and methods, while during the tutorials students practice these theories and methods in groups of 25. In both formats, students are expected to come to class prepared and to participate in the discussions. That preparation is partly based on digital portfolios developed by faculty lecturers.

The panel ascertained that the program uses a good mix of teaching forms and is pleased to have learned that for the program this is still work-in-progress. Now that the program has stopped offering hybrid teaching in the first and second year, it is intending to make further progress with its transition towards a blended education model in the coming academic years, taking advantages of experiences in the hybrid education pilot and the structural implementation of blended education in the bachelor's program *Rechtsgeleerdheid*.

The panel, nonetheless, heard from the students that they are not always happy with the structure and organization around the courses. They would in one course in their experience, for instance, work every week on another treaty, but have no time for depth or the overall picture and would not feel prepared for the mid-term exam. As was also mentioned under structure and design of the program, the panel thinks this could be the result of wanting to incorporate too many issues.

Some courses and the final thesis trajectory include group work, which not all the students favor. As is often the case, students tend to be very divided on this. Some with whom the panel spoke said they had learned a lot from their fellow students. Others find it frustrating because they are graded together and have to deal sometimes with free riders. The panel understands their worries, but nevertheless endorses the use of group assignments within the program, under the condition that the individual contributions can be traced. It questions, however, whether the final thesis trajectory is suitable for group work and certainly does not think group products should be part of the final grade (see more above and under standard 3).

IEL program

Both tracks of the program have approximately 8 contact hours per week, evenly spread over both semesters. Among the various teaching methods, the interactive lecture is the program's most common teaching form, whereby students are expected to come prepared for lectures and actively participate in exercises and discussions, complementing more traditional knowledge transfer. The application of knowledge and development of relevant problem-solving skills with regard to concrete, topical issues are trained in case analyses, discussion sessions, essays, oral presentations, moot exercises, field trips, (optional) internships, and, finally, in the LLM thesis. The program also makes use of the increased amount of expertise in TLS on blended learning, by making use of video materials in lectures, the recording of lectures on certain occasions, and the use of interactive, digital quiz applications in various courses.

As a matter of course, current events are incorporated in teaching, and each of the three pillars represents a crucial aspect of today's global challenges. Sometimes current events worldwide lead to additional *ad hoc* events (e.g., when the war in Ukraine broke out a special session was organized for students to discuss it from an international law perspective, and a subsequent event was held to live-watch and discuss one of the International Court of Justice's decisions on the issue).

Students seem to be very appreciative of the way in which the program is taught as can be concluded from the average evaluation scores on courses. In the 2022-2023 academic year they scored an 8.2 out of 10.

LLER program

The chosen modes of instruction of the LLER program aim to develop students into independent, critical thinkers who can switch between different disciplines and are able to think and act from a multidisciplinary perspective. Lectures are the main mode of instruction and are supplemented with online (feedback/review) meetings, knowledge videos and group assignments. The program has adopted several blended learning techniques, supported by the TLS Educational Innovation Team.

Both domains of the program require a different way of studying and writing reports, so students learn to shift their focus and look beyond what was learned in previous education. Each course requires the student to either do certain assignments periodically based on the teachings in the class and readings or write a research paper on a topic which is related to the course. Students are encouraged to have their research papers published in renowned journals/reports and enhance their visibility among the academic community. The panel applauds the program for the vast experience that students gain in writing research papers, followed by individual feedback and team sessions to discuss the papers. This prepares them for the final thesis in which they prove to have attained the intended learning outcomes of the program, which is much appreciated by the students.

The panel learned from the students' chapter in the SER and from the meeting with students during its visit that the number of lectures is rather low. Although students seem to appreciate the level of freedom and self-study, they thought it was during certain periods too little. It, therefore, recommends to use the feedback of the students and consider whether a different spreading over the year could improve the learning experience of the students.

Hybrid teaching and teaching methods

LT, IBT and IBL are offered as hybrid teaching programs, which means that all courses can be followed online as well as on campus. Hybrid education provides an answer to a broader (societal) challenge, as it is (more) affordable to attend from one's home country and provides flexibility to participate online or on campus. It was a deliberate choice not to offer full online education. Based on a pilot within the LT program, the possibilities of fully online education were explored in two courses that were given fully online. This pilot showed that courses that consist mainly of online components only do not work for most students who expect in-class engagement with staff and their peers.

Part of the 'hybrid' success is having good equipment, IT-support and in particular the use of student assistants in moderating hybrid sessions, this seems essential for the quality of the lectures and for the equal participation of on-site and online students. In some courses it is difficult to combine online and on-campus teaching, in those cases all students are required to join online. However, most lecturers value hybrid teaching since having interaction with in-class students provides a different dynamic which is also experienced by online students.

To create a student community, the programs encourage online and on-campus students to carry out group assignments together. Students indicated in the interviews that in teaching and, especially when working on assignments, they get to know each other well and do not experience major obstacles due to the combination of on-campus and online. In fact, students informed the panel that they get to know their fellow students in the shared projects regardless of online or on-campus presence. The few times when it is not possible to get in touch with an online participant, teachers are readily available and willing to find a solution together.

Important points of attention in hybrid teaching are the active engagement of all students and good integration between online and on-campus students. Already with the introduction of hybrid teaching, training of lecturers focused on the methodologies concerning the need to address in parallel two groups of students (online and on campus), supported by the TLS Education Innovation Team. Tilburg University has furthermore invested in a technological environment where students can easily hear each other, no matter from where they are joining in (on-site or online). In addition, moderators are assigned to hybrid activities to help set up the (online) classroom and moderate the session for the lecturers. The support is valued by the lecturers, who mention to still be on a learning curve in how to include both online and on-campus students in an active way.

Although lecturers mentioned to the panel that nearly all students (online and on campus) are eager to participate, engaging students to actively participate remains a continuous point of attention. This applies to both the online and on-campus groups, as some on-campus students are also more reluctant to speak up than others. There also seems to be a cultural aspect to it, not all students feel comfortable interrupting the flow of the lecturer, despite most lecturers encouraging them to do so. One way to have students actively participate is by using the online chat function for both online and on-campus students. In the interviews with the panels, students mentioned that using chat is indeed a good alternative to participate if one does not want to interrupt the lecturers. In fact, lecturers informed the panel that multiple opportunities to interact increased peer interaction between students and has led to more engagement in class.

Students who enroll in the hybrid programs overall are very motivated and engaged, which is stimulated by the approach to teaching. Interactive lectures and tutorials include lively and productive discussions. In addition to the didactical styles of the teaching staff, the course coordinators ensure constructive alignment between learning activities, learning objectives and assessment. Furthermore, teaching staff are in close contact with students, both during breaks of the lectures, during open-office hours and via email. This results in solicited and unsolicited feedback from the students.

TLS provides support to the lecturers of the hybrid programs. In the meeting with the panel, it was stated that they aim for uniformity within programs and not necessarily between programs, although programs do learn from each other's best practices.

In the implementation of hybrid teaching, there are differences between the three programs, for example the flexibility to switch between on-site and online participation. For example, the choice for online or on-campus teaching is organized differently, with IBT being more fixed than IBL, while LT, partly because of its size, offers most flexibility. Below, some specifics for each program concerning hybrid teaching are mentioned.

The panel concludes that hybrid teaching in these three master programs is beyond its experimental phase and is well embedded. The concepts used seem sensible and doable and the panel thinks it is good that in case of group work, the program determines which students work together. This helps integration of online and on-campus students and promotes the student community. The three programs have a somewhat different approach, depending on the size and character of the program and the preferences of the lecturers. Lecturers have a deliberate approach and continuously consider what works and what could be improved as it has both many advantages and disadvantages. The panel is pleased to learn that the latter are being worked on. Students are very positive about hybrid teaching, in particular the flexibility it offers. Students consider both online and on-campus groups as part of the community and easily get into contact with each other. One minor point of attention raised by the students is the lack of informal contact between online students and lecturers, for example to ask a quick question after a lecture. Although lecturers respond quickly to e-mails, there is a threshold to send the question in the first place. Notwithstanding, the panel is positive about the hybrid-teaching approach, notices that students appreciate hybrid teaching and concludes that teaching staff is considering constantly what works and why (not).

Master's program Law and Technology (LT)

The size of the LT program allows it to offer a flexible mode of hybrid education. Students may choose to only follow certain courses online, or all courses, or can participate fully on-site. This flexibility is considered a strength of the program. The program director estimates that (in the academic year 2022-2023) about 50-60% of the students follow classes on campus. LT students really appreciate the hybrid concept, it allows students from different countries and in different (professional) positions to participate and contribute to the program from their perspective. LT students who predominantly choose on-campus participation, also opt for online in case their work demands traveling. Students particularly appreciate the flexibility to switch from on-campus to online, fitting their personal situation.

The majority of courses consist of a series of lectures that form a mixture of lecture-style and seminar style. Students are stimulated to actively participate by reacting to questions, participate in (group) discussions and assignments. In some courses, the group is split into smaller tutorial groups (maximum of 12 students), allowing for more interaction. Evaluations show that students appreciate these smaller groups.

For each course, approximately four contact hours per week are offered, usually two interactive lectures or one lecture and one tutorial. The rest of the forty hours is spent on self-study and on (group) assignments. In addition, formative feedback for assignments is provided by lecturers. Students can furthermore contact lecturers by making use of office hours. For group assignments, students are placed in a group by the program. This stimulates diversity in the groups and combines online and on-campus students. Students mentioned that some students only do the bare minimum, making the group process a challenge.

Master's program International Business Taxation

At the beginning of the academic year, IBT students have to express their choice to participate online or on campus. This is considered important in order to give the program an overview of

the balance between online and on-campus students, but also helps students to make a conscious choice. Students mentioned that, with permission, they can switch temporarily. To guarantee the quality of the interaction, online students are obliged to keep their cameras on during lectures and tutorials. The number of online and on-campus students is balanced, with some prevalence of on-campus students.

The didactic approach in IBT is based on interaction and the idea that students learn more when actively participating and interacting with lecturers and peers. The standard teaching method is 'interactive lectures' for which students are expected to prepare and to actively participate in discussions. In addition to lectures, most courses also have tutorials in which case studies allow for a more practical approach to link the theoretical approach of the lectures with the practical application in the field. Students strongly appreciate the opportunities and flexibility of hybrid teaching.

For each course, approximately four contact hours per week are offered, usually two interactive lectures or one lecture and one tutorial. The rest of the forty hours is spent in self-study and on (group) assignments. In addition, formative feedback for assignments is provided by lecturers. Students can furthermore contact lecturers by making use of office hours.

Master's program International Business Law

The program allows students to pursue a fully online experience or an on-campus experience that integrates certain online components. IBL uses the hybrid teaching approach of parallel interaction. The group of IBL students is relatively small and for lecturers it is important to know how many on-campus students there will be. This means that students have to register their choice at the start of the program, but there is in certain situations flexibility to change.

The online and on-campus classrooms/meetups/hackathons provide students with an accessible platform for experimentation that helps them gain experience that is useful in the real world and offers the opportunity to make mistakes and build core capacities. For on-campus students, face-to-face meetings and hackathons are included in the course design, enabling them to experiment and exchange ideas in different ways. At the same time, there is a lot of attention for good and pleasant collaboration between the online and on-campus groups.

Nearly all assignments in the IBL program are group assignments. For some students, this takes getting used to. However, the students who met with the panel think that it makes sense to do a lot of group work, as group dynamics and dealing with colleagues is an important aspect of working in law firms. Identifying and resolving freeriding behavior is primarily the responsibility of the students. However, the lecturers are close by and willing to help if the group do not manage to figure it out themselves. The panel thinks that this is fitting for a master's program and assessment often includes an individual component.

Incoming students and onboarding

All international programs at TLS have to deal with different entry levels of their incoming students. For the multidisciplinary master's programs this is even more the case. The pluriform academic and cultural backgrounds of the international student population is considered an asset, which enriches classroom discussions and students' overall educational experience. However, as already noted, this diversity also calls for continued investments in community-building and for individualized support if not all pre-education requirements are met. For students with gaps in their knowledge the programs offer individual tailor-made support to address these deficiencies.

Depending on the number of students, such deficiencies are targeted on demand sometimes through one-on-one meetings of small group workshops and complemented by providing additional materials for self-study purposes. Students are encouraged to inform the academic directors' team at the beginning of the program and/or as soon as they become aware of certain

deficiencies. In the LLER program students with a legal background are introduced to those social-scientific research methods that are indispensable for, for instance following a course such as Social Policy, Social Risk (SPSR) or the HRM-courses. Students in the LLER program with a social-scientific background are taught how to find, read, and interpret case law, legislation and other legal documents.

Program directors receive an earmarked budget, intended to organize activities such as induction events, a mentoring program and joint graduation ceremonies. The panel praises the programs for their efforts to accommodate students from many different backgrounds in respect to their home legal systems, their home educational culture, and in the case of the multidisciplinary master's programs, the domain of their bachelor's education. It suggests that formative exams for students with no legal background could be helpful in this respect.

Incoming students in international programs are highly motivated and those in the master's programs often have had several years of work experience. This group of students has a different work ethic, are highly engaged and generally participate actively in teaching.

Bachelor's program Global Law

The bachelor's program *Global Law* (GLB) has grown by 150% since the last accreditation (from 101 in 2016/2017 to 249 in 2022/2023). It is very popular and receives positive ratings in (inter)national rankings. Some 70% of the students are non-Dutch and this number is still growing (the percentage of Dutch students was 37% in 2019, in 2022 this was 25%). Students from other European countries (incl. Türkiye) represent 65%, while some 10% of our students are nationals from Africa, Asia, the Americas and Oceania. All in all, well over 60 different nationalities are represented in the program.

Eligible for admission are students with a high school degree equivalent to a Dutch VWO *diploma* or an International Baccalaureate. They also need to have a demonstrated level of English proficiency (IELTS score of 6.0, TOEFL iBT test 80 score, or Cambridge English C1 or C2, level A, B or C. As said under standard 1, the GLB aims to attract strongly motivated students with "a prominent level of self-motivation and self-discipline". Students are expected to have a broad range of interests, including an interdisciplinary approach, a desire for intellectual challenge and personal development, an international mindset and ability to adapt to a multicultural classroom and a passion for discussion and debate. To achieve this proper match, the program uses a matching process, which results in a non-binding positive or negative advice by the program.

The panel has concluded that the program – although it has no formal selection procedure – has procedures in place to match the right students to the program. Study results of the program (see below) confirm this. In addition, the program is exploring options to further strengthen the matching process and assess students' capabilities and goals, for instance by introducing a recorded self-interview. The panel is happy to see that the program – by its ambitious nature and matching process – induces enough self-selection to welcome a group of highly performing and ambitious students.

Master's program IEL

After initial growth, in the past few years, enrollment in the *master's program IEL* has been remarkably stable around 90 students per year, with the exception of a peak in 2021-2022 (107 students). Generally, about three-quarters of students enroll in August, and the other quarter in February. In 2022, a little over 50% of the alumni of the IEL program were not from the Netherlands. So far, IEL alumni represent 57 nationalities. The top-15 nationalities among IEL alumni, according to a 2022 survey are: Dutch, Italian, German, Spanish, Belgian, Bulgarian, Portuguese, Greek, French, Brazilian, Turkish, Romanian, Indonesian, Russian, and South African. The ILGG track attracts about three-quarters of students, and the ELGR track about one-quarter. The program would like to see the ELGR grow a little more and, therefore, has stepped up the marketing of the ELGR track and investigates opportunities for further improvement of the track.

The *IEL master's program* requires a bachelor's degree in law, European Studies, Political Science or International Relations from an EU university or equivalent. Students who apply for the ELGR track should have taken a substantial course (6 ECTS) in EU law, and students applying for the ILGG track should have taken a substantial course (6 ECTS) in public international law, both at a bachelor's level. Applications from those who have a bachelor's degree not in law, but in another relevant area, will be considered by the admissions committee, taking into account demonstrated qualities and proven skills, as well as personal motivation. These applicants are requested to send in a motivation letter. Students whose prior EU and/or international law knowledge is limited are requested to take a 3-ECTS crash course in the respective field. Another entry requirement is proof of sufficient English language proficiency (TOEFL score of 90, IELTS score of 6.5, or Cambridge English C1 or C2).

The panel looked into the selection procedure and criteria of the IEL program and established that they are transparent, suitable for the content of the program and personalized where necessary. In combination with the opportunity to fill in any deficiencies, this should prevent disappointed students for whom the IEL program would not be the most suitable. It does, nonetheless, agree with the program, when it states that the diverse background of IEL's international population deserves particular and continuous attention.

Master's program Labour Law and Employment Relations

The number of students who enroll into the master's program *Labour Law and Employment Relations* (LLER) first grew gradually since its start in 2016 to almost 50 students a year and decreased in 20/21 and 21/22 to almost 40 students per year. Approximately 50% of the student population is from the Netherlands and the other 50% from abroad, mostly from EU/EEA countries but to a minor extent also from third countries (for instance from the UK, Turkey, Columbia, India, South-Africa, Japan and Turkey). Over the years 2019/20, 2020/21 and 2021/22 on average 46% of students followed the LLER master as their second master.

As for the other English-taught master's programs, also from those students who want to enroll in the LLER program sufficient pre-education is required. Prerequisites for admission are a bachelor's degree in law, or a bachelor's degree from a Dutch university in human resources studies, organization studies, economics, sociology and psychology. A student with a bachelor's degree in liberal arts with a major in Law or a bachelor's degree in global management of social issues from Tilburg University is also admissible. Applications by students with other disciplinary backgrounds are individually assessed, based on the relevance of the courses they completed in the prior education, and their motivation letter and CV. The program director of LLER advises positively if students have a proven track record in relevant education and/or professional background. Approximately 1/3 of the previous curriculum should have covered law, HR or other relevant social sciences. Approximately half of the students have a legal background. The others have a background in another discipline, mainly human resource management or a related social science. A substantial part of the students (approximately 20%) has a bachelor's degree combined with several years of relevant professional experience (most often in HR departments,

trade unions or employer associations). They can be admitted by the examination board on an individual basis. Students with a degree in Law or HR from a university of applied sciences (*HBO*) can be admitted after they have completed all the parts of the pre-master's program in Law or HR.

The panel looked into the selection procedure and criteria of the LLER program and established that they are transparent, suitable for the content of the program and personalized where necessary. The backgrounds of the students are very diverse – not in the last place because of the multidisciplinary nature of the program – but the program sees this mainly as positive for the interaction in the classroom and helps students in finding materials and workshops to upgrade the knowledge they still lack. Also, introductory courses at the start of the program help students update their knowledge and even out the different entry levels. The small scale of the program is very helpful in this respect.

Master's program Law and Technology (LT)

LT has experienced continuous growth of students between 2016 and 2019 after which the inflow appears to be stable with approximately 120 students starting in September and 40 in Spring. Admission criteria for LT mostly concern prior education, with at least 90 ECTS of law subject as requirement. In addition, English proficiency is required at the level of the VWO final examination. LT focuses on remaining stable or growing, and to retain the share of international students to continue enabling the strongly valued international classroom. The panel assessed that the program has an adequate and transparent selection procedure in place, that results in a proper match between students and program.

The student population is mixed regarding nationality and disciplinary background, strengthening the interdisciplinary environment. Many of the courses are electives, making it difficult to predict and influence the number of students in each course. Generally, the average number of students per course is 70-100. These numbers have not significantly changed since the previous accreditation. The diverse student body implies that not all students have similar knowledge and expertise at the start of the program. The students are expected to get up to speed prior and at the start of the program. For example, if not yet familiar with EU law, students are expected to read extra materials prior to the start of the academic year and prior to each course. This helps them in processing the amount of knowledge and information in the various courses.

One of the challenges created by the hybrid nature of the program is the continuation of a strong student community that has always been part of the LT. Community-building activities are organized regularly, which are a mixture of content-based talks and discussions, and social gatherings. LT is still working on how to ensure that online students feel part of the student community. Activities such as online quizzes were organized, but attendance remains low. Students mentioned to the panel that they get to know their fellow students well during course work in class and in joint projects. There are, of course, differences between the online and on-campus groups, but they all feel part of the LT student community.

Master's program International Business Taxation

The IBT program is open to bachelor's and premaster's graduates in law and economics from all over the world. A background in taxation is not required. The interdisciplinary nature of the curriculum does justice to the diverse backgrounds of students to whom the IBT Master's program is open. Applications for admission are evaluated on an individual basis, taking into consideration the level and the content of the previously completed educational program. Occasionally, a premaster program is required and there are entry requirements concerning the level of the English language. The selection procedure is clear, transparent and effective in the eyes of the panel.

The merger between the IBTL-track and the IBTE-track required specific attention to support both students with a background in law and students with a background in economics in the

field that they do not fully master. Based on the experience with the previous tracks, activities and methodologies were introduced to support all IBT students in integrating the required knowledge and skills. The interconnection between legal and economic aspects and impact on the students is continuously monitored. Sounding boards are organized twice per year in which the program management meets with a group of students and evaluates all courses. Upon arrival, a number of IBT students need an introduction to the EU institutional systems. IBT organizes a five-hour seminar on the basics of law, legal reasoning and methodological legal approach. In addition to the theoretical lecture there is a tutorial with case studies applying theory. Students with an economic background do not have the required basic level in law, this requires attention, in particular to prepare for the thesis writing phase. On the other hand, students with an LLB need to familiarize themselves with the basics of accountancy. Students with a legal background consider the legal interpretation classes a good refresher at a good level, while students with an economics background mentioned that the business basics are not redundant and include a legal perspective on business. One of the students with an economic background mentioned that initially it was difficult to get into the methodology of law, but the additional lectures on law concepts and European and international tax legislation were very helpful.

Similar to the other hybrid programs at Tilburg University, IBT pays specific attention to community building activities in order to promote interaction between lecturers and (online and on-campus) students, as well as students with each other. IBT management told the panel that students find different ways to communicate both in class and informally. To make sure that online participants feel part of the community, some activities are organized fully online, e.g., the alumni event. Another measure is that students who participate online in classes have to keep their cameras on in order to fully integrate them in the classroom. Since 2023-2024, structural activities are organized with one dedicated IBT staff member who, together with the Innovation Team, organizes community building activities. In the interview during the site visit, students mentioned the strong (international) community and interaction with other students to be one of the strengths of the program.

The majority of the students come from abroad (both EU and non-EU countries) and are very motivated about their studies. Many are young professionals with some experience in the field of taxation and willing to acquire a higher specialization in the field of international and European taxation.

Master's program International Business Law

The international nature of IBL results in a wide variety of students from all over the world, about one third of the students opt for the online experience. A number of the IBL courses are also open to exchange students and other master's programs. In these courses, IBL students are grouped in assignments. The students who met with the panel during the site visit commend the interactive setting and diversity of teaching methods. The level of active participation when online, is similar to that on campus, it is easy to unmute and start talking, or type a question into the chat. They furthermore mention that in group assignments online and on-campus students are mixed.

Similar to the other hybrid programs at Tilburg University, IBL pays specific attention to community building activities in order to promote interaction between lecturers and (online and on-campus) students, as well as students with each other. On-campus students regularly physically meet, for example go for coffee or dinners with professors. Online students who live in the vicinity of Tilburg sometimes join these social activities. Other students exclusively participate online and mention that making contact is easy, both with other online students and on-campus students.

Research and academic orientation

The English-taught master's programs have a close connection to TLS's research and – in the case of multidisciplinary programs – to research in other faculties. Some lecturers also belong to

a specific research institute, for example the program Law and Technology (offered by the Tilburg Institute for Law, Technology and Society, TILT) or the master's program International Business Taxation (offered by the Fiscal Institute Tilburg, FIT). The multidisciplinary program LLER draws on researchers from three different schools (Law School, School of Social and Behavioral Sciences and School of Humanities and Digital Sciences). As a result, the content of much of the teaching is derived from the research program of these institutes. Subjects that are taught often directly reflect the research interests of the lecturers, most of whom are active participants in their departmental research program. Master's thesis subjects often closely refer to themes of ongoing research by the lecturers. Students confirmed during the site visit that lecturers frequently draw from their own research results in their teaching. Reading lists of courses often include academic articles by the lecturers in question.

The bachelor's program Global Law draws staff from all departments and research institutes at TLS. During the site visit, the panel noted with satisfaction that the multidisciplinary nature of the program connects it with a great variety of legal researchers, which makes the program original and rather unique. GLB faculty and students are regularly involved in the organization of research tutorials in which the impact of globalization on law and legal education are discussed. As part of the celebrations of the 10th anniversary of the GLB, TLS hosted a two-day international conference in June 2023 to discuss the ethos of global or transnational lawyering. Students contributed by offering edited video interventions and by being discussants of panels. In October 2023, TLS organized in collaboration with the Law Schools Global League a full day research event to discuss the question of how contemporary developments such as the Ukraine War, climate change, and the onset of generative AI are transforming global law. The panel was convinced during its visit and by studying the documentation, that the GLB gives bachelor's students a unique chance to become acquainted with real research at an early stage of their academic education.

Language of instruction

The panel considers English as language of instruction the only appropriate choice for the six programs given the inter- and transnational and comparative orientation of the programs, the *lingua franca* in their professional fields and the labor market, which for a majority of the graduates will be international. Only by using English as the language of instruction can the programs create truly international classrooms, thus offering an environment in which students' diverse national backgrounds are of added value to the learning experience of all students (and of the teachers for that matter). Furthermore, the most relevant and up-to-date study materials are available in English only and this way students have an opportunity to acquire an international network. Given that these programmes are taught in English, it is evident to the panel that the programme names should be in English as well.

The panel is pleased that the GLB gives Dutch students the opportunity to follow a Dutch-language minor in Dutch Law (30 EC), as part of the requirements (in total eight courses in Dutch law) for achieving civil effect (*civiel effect*) after receiving their bachelor's and a subsequent legal master's degree (see more above). Dutch students in other programs can also decide to take Dutch courses in the free spaces for electives.

English language proficiency is required for academic staff and a number of them are native English speakers. Others have a good or excellent command of English, based on their publishing and teaching experience in English or professional working language. The university offers courses and training for teachers to invest in their language development. Students seem to be satisfied with the level of English proficiency of the teachers as is shown by student evaluations, the student chapters of the SERs, and by the meetings the panel had with them.

Student proficiency in English is warranted first by language requirements for enrollment and in the GLB by having in place two courses specifically concerned with English Language and

Argumentation Skills (ELAS I and ELAS II). As said above, some students consider the ELAS courses to be superfluous and too time consuming (see under structure and design).

Skills

In the bachelor's program *Global Law*, academic writing skills are both incorporated in the separate courses amongst other things through case law analysis, legal syllogisms, pleading and negotiations, and defending written assignments, as in general courses on methods and techniques, in which students are trained in research techniques, argumentation skills and written and oral presentation. Examples are ELAS I (English Linguistic and Argumentative Skills) and Global Legal History in the first year, which both have compulsory debates, and Public International Law in the second year which requires students to participate in a negotiation exercise as part of the examination of the subject. The previous panel recommended further strengthening the skills and methods training in the GLB. The program followed up on this by introducing the courses of 'Introduction to Global Law I' and Global Law II', a second module of 'English Linguistic and Argumentative Skills', a treaty-negotiation exercise in the course 'Public International Law', and a recast of the 'Final Essay' course. The course 'Introduction to Global Law I' has a large component of skills training, by teaching how to locate, read and analyze legislation and case law from multiple jurisdictions; how to analyze case problems, identify applicable legal rules and apply these legal rules to the given problems; how to develop multiple argumentative positions for specific cases by using strategies of interpretation; and how to reflect upon and discuss contemporary challenges to law from the processes of globalization. Introduction to Global Law II, amongst other things, delves deeper in comparative and transnational methods for studying legal systems, the basic methodology of comparative law and teaches students to critically analyze and evaluate transboundary legal problems. The panel appreciates the redesign of the skills trajectory and was assured that students have enough opportunities to practice their skills, even though some of them mentioned in the students' chapter of the SER that they would have liked to see more training of practical skills in the program. The panel is particularly enthusiastic about the intensity of the teaching of academic writing skills, which is reflected in the many essays that students have to write during the bachelor's program.

Also, in the English-taught master's programs skills training is incorporated in the various courses, by way of case analyses, discussion sessions, essays, oral presentations, moot exercises, field trips, (optional) internships, and the LLM thesis. Both the LT program and the ILGG track of the IEL program have a course that prepares students for the writing of the thesis, *researching Law and Technology* and *Research Design and Methods* respectively. Such a course is not offered by the ELGR track of IEL and the other master's programs provide master classes but no course. As stated above under *Structure and design*, the panel encourages all programs to look at possibilities to follow the example of the ILGG track and LT in this respect.

The panel is pleased to have established that since the last visitation, case analyses are currently a prominent part of many courses and that both tracks of IEL now include moot court or moot negotiation exercises, as well as field trips. A variety of courses of the LLER program, such as for instance International Labour Law & Globalization, support the development of skills relevant for conducting research in the area of labour law and employment relations. Students of the LLER program seem to feel less a need for more skills training, which could be due to the fact that a larger number of them is already having a job.

Study guidance and feasibility

The panel established during its visit that generally all programs provide adequate support to their students to enjoy a productive and enjoyable study time. Students stressed that the programs are very responsive to feedback they give and that they act adequately when obstacles are identified. Although the programs are ambitious and labour-intensive and although not all students finish within the scheduled time, the panel assessed that the programs are feasible for those who want to finish within the intended time frame. Often personal reasons or additional (scholarly) activities of students are the cause of the delays.

The *GLB* is an intellectually challenging and labor-intensive program. The relatively high number of contact hours, mandatory attendance in the first year, class preparation and intermittent assignments help students to have an active commitment to their studies throughout the year. The percentage of students, who receive a positive BSA (Binding Study Advice) after the first year, meaning they are allowed to continue the program, is relatively high (over 90% in the last three years) and the drop-out rate is low (average of 18% per cohort). Recently GLB has implemented a mentorship plan called PASS (Program Academic Study Success). This program, as originally developed in the Dutch bachelor's program Law, aims to train students in study skills and to monitor their well-being. To that end the program uses a student evaluation tool called 'Study Thermometer'. Second semester mentoring sessions further aid the students in their educational development. The GLB has three dedicated Study Advisors/Education Coordinators (2.5 FTE), one of whom has a professional background in intercultural communication.

The panel noted that the GLB has grown by 150% since the last accreditation to a yearly influx of 250 students. This has its effect on the teaching environment and brings about some challenges. Students the panel spoke to seemed not always happy with the structure and organization around the courses. It seems that more coordination is needed. There is sometimes confusion about whether or not it is still mandatory to attend the classes since not all courses and their teachers take the same approach and strictness in that. They also mention the risk of overlapping courses due to conflicts in the scheduling of the courses. The panel believes that more unanimous and consistent transparency from the teachers towards the students will help in resolving such conflicts. Nonetheless, the panel is overall very satisfied with the way the program guides its students and the personal attention in spite of the large student influx.

Students of the *IEL program* also confirmed that the program is intensive. The workload is high, but doable and most students manage to have other activities, such as internships or extra courses, during the program. The engaging and accessible lecturers and the challenging environment create a strong commitment of the students. The number of students in ILGG track is much higher than the ELGR track, but this does not seem to impede the personal approach and attention. Students also appreciate that the contact hours are pretty much concentrated on a few days a week and the social events that are organized to create a tight community. These events and the electives are also the moments where students from the two tracks get to know each other.

On average 56% of the *LLER* students graduate within two years and around 75% within three years, but the SER notes that there are rather large variations between the cohorts. Around 19% discontinued their study without a diploma. In two of the other sections above, the panel recommended creating somewhat stricter deadlines for the final thesis and increasing the number of lectures. This could possibly have a positive effect on the duration of the students' careers. The panel also noted, with satisfaction, that students are very positive about the excursions, the social event and that they feel a strong sense of belonging.

In LT thesis tutorial groups are formed early on in the program and work with the guidance of a mentor on their thesis proposal and continue with this mentor throughout the program. There are three mentors the students can choose from. In this respect, methodological skills are leading rather than subject matter. LT students informed the panel that in particular the first semester requires good planning, with electives and mandatory courses. In addition to the contact hours, each course requires a significant preparatory workload, and it is difficult to judge beforehand how much time is needed to prepare for each class. In the period of the evaluation, LT worked on an evenly spread workload although it should be constantly monitored and improved upon. When students start the program, they are recommended to do the two mandatory courses immediately. This makes for a very heavy first block for many students, depending on the electives they choose in addition. Specific LT courses are limited to one block, reducing overlap as much as possible.

Despite being advised not to, a large number of LT students work fulltime in addition to following the program. Over half of the students the panel met are indeed combining the program with a full-time job, others combine studying with an internship, extending their thesis trajectory or do other extracurricular activities. In particular combining a full-time job with the writing of a thesis leads to delays. Based on numbers of several years, on average, 60% of the LT students graduate within two years.

Appointing thesis supervisors in IBT is done based on the topics of the thesis and the expert of the teaching staff. The IBT-thesis coordinator is working on the best connections between students and supervisors, although students consider that the assignment of a supervisor is done randomly. Students told the panel that not all supervisors are appointed at the same time, leading to students experiencing 'lagging behind' and having to catch-up later in the process. The panel recommends improve the structure of this process in order to give all students the same chances and amount of time.

Most IBT students the panel met with during the site visit combine their studies with a job of approximately three days per week. Students informed the panel that in particular at the start of the year, the workload was very high. The combination of many (clustered) contact-hours and preparation with a job was difficult. At the same time, students learn a lot that they can apply in their work, which is beneficial. Later in the program, it is doable to combine a part-time job with the program. This is largely due to flexibility, availability of slides and good accessibility of lecturers via email (in case of questions).

Although all students the panel met expect to graduate within one year, information of the past cohorts show that approximately 55% of students really do so. Many students require a bit more time, within two years, over 75% of students graduated.

IBL Students are allocated a thesis supervisor based on the subject matter of their thesis. This supervisor also acts as a mentor to the student. Although students are encouraged to work on their thesis consistently throughout the year, the high workload in the first semester leads to the majority of students focusing on their thesis in the second semester. The frequency of supervision varies between students and supervisors and can include weekly meetings.

Approximately 60% of the IBL students graduate within one year. There are various reasons why students require more time to complete the program. For example, combining their studies with a full-time job or students who receive internship opportunities. According to the students, the program is demanding and challenging but doable in one year. When combining the program with a job or an internship, it will take more time to graduate. The first semester was particularly intensive, with many assignments that are building on top of each other. The second semester allows more time for extracurricular activities or an internship. Some students already start looking for a job during the second semester.

Professional orientation

In addition to the professional skills that are taught in the programs (see under skills), all programs employ activities to prepare the students for their future career or continued education.

TLS offers career services activities for *GLB* students as part of the PASS mentorship program. While year 1 of PASS focuses on study skills and the monitoring of student well-being, year 2 and 3 helps students to choose a master's degree, draft CVs and motivation letters for internships and jobs, prepare for job interviews and assessments, and develop their talents. Two career advisors work within TLS to support students in their career choices. They have designed "Inspiration Sheets" to give students an overview of opportunities to develop their professional profile during their studies, conduct individual interviews, organize workshops and manage the

Career Portal, where opportunities to gain additional practical experience, such as internships or projects, are published. Finally, they maintain good contact with the study associations, which also organize many activities aimed at job market opportunities. An example of this cooperation is the yearly Fit for the Future symposium.

Since the GLB relates to professionals working in large organizations, such as transnational corporations (incl. global law firms), national and international administrations, or civil society (trade associations, labor unions or NGOs), the program also offer courses that give students an understanding of business management.

Students of the IEL program can get support in their orientation for future positions from the TLS Student Career Services. In addition, the IEL program actively pursues career orientation through dedicated career talks, guest lectures, and IEL staff sharing professional experiences in class. In recent years, career talks and guest lectures have been provided, *inter alia*, by the European External Action Service, BirdLife-Netherlands, and the European Centre for Constitutional and Human Rights.

The LLER program uses its alumni LinkedIn page to keep in touch with the alumni and to share and promote job/internship/research opportunities for current students. The alumni also contribute to the program in other ways, such as providing presentations, assisting in thesis projects, and helping out at promotional events. TLS Career Services and the coordinating team of LLER work closely together in order to help students with finding the right professional direction. This can take the shape of promotional activities by Career Services during LLER lectures and events, but also for instance by flagging relevant (and prestigious) job or internship opportunities. Students also become acquainted with professional practice by means of internships and the study visit to Brussels, where they get an insight of international and European labour related organizations.

The LT program committee includes discussions with alumni of the program on, for example, the curriculum, current developments and how to revise these in line with developments in the professional field. These meetings help in ensuring adequate preparation of students for the next step in their career. In the IBT program, formal and informal meetings with alumni show appreciation of the connection to the program after graduation. They contribute to activities like the annual IBT Career Development Event. A recent development of IBL is the use of social media to showcase content generated by the students. The program hopes to expand its reach and build a community of current, former and prospective students and other professionals. The panel thinks this is a great development; with good results, the program could present this as good practice to other programs.

Lecturers

Quantity

After talking to the lecturers and the management of the programs, the panel concludes that current staffing levels are adequate to reach the ambitions of the programs. Nonetheless, the workload is generally high, certainly in the programs that have been confronted with a large increase in students' numbers. The panel was pleased to hear from all the lecturers it spoke to, that TLS offers a lot of support in cases of peak loads, for instance by hiring student-assistant to support the teachers with practical matters. In addition, the availability of broad expertise in the field of technical (IT) support is much appreciated by the teachers (see above under teaching methods). A point of attention that was mentioned during the site visit is the workload for lecturing staff in the hybrid programs. Hybrid teaching in small groups, in combination with anti-fraud measures add to the workload. So far, the growth in student numbers in some of the programs has been dealt with adequately. However, according to the panel, further growth might be leading to the programs becoming too big, impacting the quality of teaching.

Quality

Since 2016, all teachers with profile 'Docent 3', 'Docent 2', 'Docent 1' and 'UD', 'UHD' and 'Hoogleraar' with an appointment greater than 0.4 FTE are required to obtain the University Teaching Qualification (UTQ)³. Teachers with profile "Docent 4" are not required to obtain the qualification but do have the opportunity to follow didactical training. In the past three years, this was indeed the case for between 89% and 97%. These figures correspond with the figures of the six English-taught programs of this report. The large majority of course coordinators/main lecturers have a PhD degree and are active researchers in the field of the program or course. These senior staff members draw extensively on their own research in designing class activities, prescribing literature and in lectures. For some parts of the courses and always under guidance of senior staff, beginning lecturers and PhD candidates who are participating in the UTQ program are also teaching.

Tilburg University has a cross-faculty UTQ - training program and a certification program. The latter is intended for experienced lecturers who can demonstrate that they meet the UTQ requirements without participating in training programs. Of the lecturers in the bachelor's program Global Law, 30 out of 57 teachers who are obligated in fact had a UTQ; in the master's program International and European Law this was 17 out of 25; in the master's program Labour Law and Employment Relations 9 out of 14, in the master's program LT 15 out of 23, in the master's program International Business Taxation 16 out of 20, and in International Business Law 4 out of 6. This does not include lecturers who are in the process of earning their UTQ or have received a dispensation. The panel understands that there have been capacity problems in the implementation of the UTQ trajectory, causing some backlog, and encourages the programs not to lose focus on this and to be very cautious in granting dispensations.

Since 2019, it has been possible for experienced lecturers to participate in a Senior University Teaching Qualification (SUTQ) program. In it, lecturers carry out a project in which a teaching improvement is developed and implemented. Meanwhile, 12% of the target population within TLS has obtained a SUTQ. TLS formulated additional policies in 2021/2022 to encourage eligible teachers to start a SUTQ project. For example, projects on inclusive education and on hybrid education are currently being implemented within TLS. Furthermore, in addition to the UTQ and SUTQ courses, the University Teaching & Learning Center (TLC) offers other professional development opportunities that are open to all faculty members with teaching duties.

The previous panel indicated that the UTQ policy should also provide for professionalization of lecturers who have a small appointment (less than 0,4 fte) and thus fall outside the obligation to obtain a UTQ, but the TiU policy has decided not to change its policy in this respect. The reason given is that it is practically impossible for many of these lecturers to follow a full UTQ program within the hours available to them. On top of that, the SER states that at present one-third of these lecturers have in fact obtained a UTQ in practice. The present panel understands this deliberate choice and notes that Tilburg does not deviate much from the current policy of some other universities. Nonetheless, it saw that the number of lecturers who do not fall under the obligation is still rather high. They are offered the opportunity to participate in another, lighter, form of didactic training and the panel encourages further promotion of this. This fits in the eyes of the panel well in the structural attention TLS pays to teacher professionalization and for which the panel applauds TLS. The panel also believes that the possibility of granting dispensation should be applied with restraint.

Students are overall very positive about the lecturers and supporting staff. They find the English proficiency of the teachers overall more than adequate, experience the teachers as very approachable and praise the high-level expertise and experience that they bring to the classroom. Apart from lecturers with a track record in research, lecturers with extensive practical experience are also well represented, offering students opportunities for extra-curricular activities and career opportunities. A great asset of the programs is the increasing number of

³ In Dutch: Basiskwalificatie Onderwijs (BKO)

international lecturers who bring in the perspectives of their home countries or other places where they lived and worked. Overall, teaching staff get positive evaluations, with many aspects being praised, for example the content expertise and the extent to which teachers foster an environment in which questions can be asked. This convinced the panel that the programs are taught by lecturers who give high-quality teaching.

Considerations and Judgement

Judgement

Bachelor's program Global Law: meets the standard

Master's program International and European Law: meets the standard

Master's program Labour Law and Employment Relations: meets the standard

Master's program Law and Technology: meets the standard

Master's program International Business Taxation: meets the standard

Master's program International Business Law: meets the standard

The panel concludes that the content of the six programs adequately covers the intended learning outcomes as formulated by the programs. In terms of content and design, the courses studied are at the level that can be expected of a university bachelor's, respectively master's program. The programs' assessment plans demonstrate a conclusive relationship between the final competencies of the entire programs and the learning goals of its constituent components. The content of the programs furthermore shows a systematic accumulation of knowledge and skills leading to the achievement of the overall intended learning outcomes. The assignments students are required to work on fit well with the curricula, and the prescribed literature is relevant and current.

The panel was very impressed by this intensive support of the Education Support Team (EST) and the Educational Innovation Team (installed in 2021) in introducing blended learning and redesigning the courses of the bachelor's programs. The innovation team has also given a strong impulse towards hybrid learning of the master programs MPTL, IBT and IBL, which makes the education at TLS outstanding in this respect. The panel encourages TLS and the Educational Innovation Team to continue supporting other programs as well in the process of introducing more mixed forms of teaching and assessment, including both online and face-to-face methods.

The panel – after studying a selection of courses – has seen that the teaching methods are varied and appropriate to the profile and learning objectives of the courses, but in the non-hybrid programs there is still room for more variation. The panel is positive about the small scale of the learning settings and considers that the work formats of the courses studied help students acquire the intended knowledge and skills. On one hand the educational programs have a strong focus on the teaching of theoretical knowledge, at the same time the training of more professional skills is very present in the courses.

In respect to the influx of students, the panel considers that the selection procedures are sound and transparent and that the programs take adequate measures to deal with the different entry levels of incoming students. The panel praises the programs for their efforts to accommodate students from many different academic and cultural backgrounds and it suggests that using more formative exams for students with no legal background could be helpful in this respect.

The panel considers English as language of instruction the only appropriate choice for the six programs given the inter- and transnational and comparative orientation of the programs, the *lingua franca* in their professional fields and the labor market, which for a majority of the graduates will be international.

Important to the panel is the fact that the English-taught master's programs have a close connection to TLS's research and – in the case of multidisciplinary programs – to research in other faculties. As a result, the content of much of the teaching is derived from the research program of these institutes. Both the LT program and the ILGG track of the IEL program have a course that prepares students for the writing of the thesis, *researching Law and Technology and Research Design and Methods* respectively. Such a course is not offered by the ELGR track of IEL and the other master's programs that provide master classes but no course. The panel encourages all programs to look at possibilities to follow the example of the ILGG track and LT in this respect.

The panel established that all programs have adequate trajectories for the final thesis, but that there are many differences both within programs and between them in structure and implementation of these trajectories and sees opportunities to learn from each other's best practices, to evaluate practices more frequently and to calibrate final results with each other. More concretely, the panel encourages the programs to explore the possibility to introduce a course that prepares students for the writing of the thesis, as is already done by the master's programs Law and Technology and the ILGG track of the IEL. The panel established that with a thesis of 18 ECST, the IBT program differs from the other English-taught master's programs and recommends aligning the thesis design more with the other programs.

Most students find their programs challenging, but doable when they put sufficient effort into it. The programs have teams of very engaged and knowledgeable teachers, and the students think highly of them, praising the teaching and non-academic staff for their personal approach, responsiveness, and readiness to take in feedback.

The panel was also very pleased to see during its visit that generally all programs provide adequate support to their students to enjoy a productive and enjoyable study time. Although the programs are ambitious and labour-intensive and although not all students finish within the scheduled time, the panel assessed that the programs are feasible for those who want to finish within the intended time frame.

In addition to the professional skills that are taught in the programs, all programs employ activities to prepare the students for their future career or continued education. Students can get support in their orientation for future positions from the TLS Student Career Services. Programs actively offer career orientation through dedicated career talks, guest lectures, and staff sharing professional experiences in class. GLB has a mentorship plan called PASS (Program Academic Study Success) which offers students in their first year a smooth onboarding and helps them in the two last years to be prepared for the labour market. A recent development is the use of social media by the *IBL program* to showcase content generated by the students. The program hopes to expand its reach and build a community of current, former and prospective students and other professionals. The panel is very enthusiastic about this and thinks the program could present this as good practice to other programs.

In the meetings the panel could discern that the workload of the lecturing staff is generally high, certainly in the programs that have been confronted with a large increase in students' numbers. The panel was pleased to hear that TLS offers a lot of support in cases of peak loads, for instance by hiring student-assistants and by offering broad expertise in the field of digital support systems. A point of attention that was mentioned during the site visit is the workload for lecturing staff in the hybrid programs. So far, the growth in student numbers in these programs has been dealt with adequately. However, according to the panel, further growth in the hybrid programs might be leading to the programs becoming too big, impacting the quality of teaching.

Students are overall very positive about the lecturers and supporting staff. They find the English proficiency of the teachers overall more than adequate, experience the teachers as very approachable and praise the high-level expertise and experience that they bring to the

classroom. Apart from lecturers with a track record in research, lecturers with extensive practical experience are also well represented, offering students opportunities for extra-curricular activities and career opportunities.

A large proportion of teachers hold a University Teaching Qualification (UTQ). Nonetheless, it saw that the number of lecturers who do not fall under the obligation is still rather high. They are offered the opportunity to participate in another, lighter, form of didactic training and the panel encourages further promotion of this. The panel also believes that the possibility of granting dispensation to lecturers of the UTQ requirement should be applied with restraint. Generally, it applauds TLS for the structural attention it pays to teacher professionalization.

On top of the general observations, the panel has some considerations touching upon the individual programs:

The panel encountered in the bachelor's program *Global Law* a very inspiring, intensive and high-level teaching-learning environment with much attention to community building and attracting a group of highly performing and ambitious students. The content and structure of the program adequately reflect the ambitious profile and intended learning outcomes of the program and form a challenging and interesting curriculum for the students. In particular the first year is very neatly structured and uses an interesting mix of teaching forms; the restructuring of the second-year courses in the light of the strengthening of blended learning is still work in progress, as the panel learned. The panel is particularly enthusiastic about the intensity of the teaching of academic writing skills, which is reflected in the many essays that students have to write during the bachelor's program.

It cautions the program for wanting to include too many topics and components into the program and thus becoming too broad. The panel believes the program could make the set-up of the course Final Essay less complex and more transparent to the students and asks the program to reconsider whether a final essay is the appropriate course to include group work. Since the year 2023-2024 students can also choose minors at another faculty of Tilburg University or at other universities in the Netherlands, an enlargement that is widely appreciated by the students and the panel. The panel is also pleased with the possibility for Dutch students to use the 'mobility window' in year 3 to follow five out of eight courses required to achieve *civiel effect*. Although the panel recognizes that it is not easy to bring in more non-Western perspectives into the program it encourages the program to give this the urgency it deserves, taking into consideration developments worldwide and nationally. The panel also recommends taking the students' feedback regarding the need for the courses English Language and Argumentation Skills (ELAS I and II) seriously.

The panel praises the program for the way it guides the GLB students and for the personal attention they receive in spite of the large student influx but believes that more unanimous and consistent transparency from the teachers towards the students on practical issues could decrease some obstacles they encounter in the organization around courses.

The panel is very positive about the design of the program *International and European Law*. It finds the clear structure of the program well-chosen and believes it gives students both many choices and a clear framework. Some efforts are made to create linkages between the two tracks, but the panel believes that more could be done to better align them – more specifically, but not only, in respect to the final thesis. The courses studied by the panel are of good quality and appropriate for an academic master's level. Among the various work forms, the 'interactive lecture' is the program's most common teaching form, whereby students are expected to come prepared for lectures and actively participate in exercises and discussions, complementing more traditional knowledge transfer. The program also makes use of the increased amount of expertise in TLS on blended learning, by making use of video materials in lectures, the recording of lectures on certain occasions, and the use of interactive, digital quiz applications in various courses.

Students work largely independently on their final essay, but the trajectory follows a clearly structured set of steps, including clear deadlines and a fixed amount of feedback moments. The panel, however, is critical of the fact that students have – aside from the two sessions of their thesis circle meant to prepare the research proposal – only one individual meeting with their supervisor during the process of writing the thesis. It also recommends aligning the two tracks to the extent that both programs include a course on research design and methodology.

The panel is pleased to have established that since the last visitation, case analyses have become a prominent part of many courses, and that both tracks of IEL now include moot court or moot negotiation exercises, as well as field trips.

The panel is overall positive about the design of the multidisciplinary program *Labour Law and Employment Relations*, because of the balance in the program between the two disciplines, the ample room for students to give direction to their own learning path, and the focus on personal responsibility. Both domains of the program require a different way of studying and writing reports, so students learn to shift their focus and look beyond what was learned in previous education.

The courses studied by the panel are of good quality and appropriate for an academic master's level. The study trips contribute positively to the panel's judgement and are a very much appreciated asset of the program. The panel was happy to read that a redesign of the thesis trajectory is planned to enhance the chances of more timely completion of the master's program. Although the panel is aware that the program offers vast opportunities for students to gain expertise in writing research papers, followed by individual feedback and team sessions to discuss the papers, it suggests that a course in methodology and/or setting up thesis circles, as in the ILLG track of the master's program IEL, could be considered.

Although students seem to appreciate the level of freedom and self-study, they thought during certain periods there are too little classes. The panel agrees with them that certain weeks with only two hours lectures is not enough to keep students involved and motivated.

The panel is also positive about the curriculum of the master's program *Law and Technology*, because it is sufficiently coherent, it has clear structure and added more skills-based training, for example lectures and tutorials to the understanding of algorithms and basic programming. The two compulsory courses provide sufficient foundation for all students to continue in the program. The panel also appreciates very much that LT introduced the compulsory 6 ECTS course in *Researching Law and Technology* and that creating awareness on the role of ChatGPT is explicitly part of the course *Regulation and Governance of AI*. A good development in the eyes of the panel is also that the program has started supervised office hours, a series of masterclasses and talks at community building events that should help students in finding a research topic.

The panel concludes that the curriculum of *International Business Taxation* is sufficiently coherent and has a truly interdisciplinary approach. The two compulsory 'crash' courses provide sufficient foundation for all students to hook up with the program. The curriculum is characterized by an interdisciplinary character, with a connection between legal and economic aspects relevant in the field of international and European business taxation as well as combining elements of taxation, accounting, corporate governance, international business law and technology. Right from the start of the academic year, students are offered a lecture that focuses on the writing of a thesis and encouraged to start the thesis process in time. The focus of *International Business Law* is on teamwork and multidisciplinary learning and students are given real-life problems and requested to come up with solutions. Students appreciate the multidisciplinary approach of IBL and that lecturers force them to look beyond a legal view. The panel appreciates the combination of an academic and a practical approach,

since the curriculum includes many practical aspects with many and diverse assignments from actual companies and organizations.

At the start of the year, IBL provides students with general information about the final thesis. Throughout the year, master classes are given to help students prepare and work on their thesis. In the thesis trajectory, students are encouraged to research the law of their home country, especially when they intend to return after graduation. Students are encouraged to, in a positive way, make use of AI tools like ChatGPT. The program helps them learn how to profit from AI in, for example, making estimates and creating chatbots.

Based on the above arguments, the panel arrives at the judgment “meets the standard” for Standard 2 for each of the six programs.

4.3. Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

Explanation: The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

Findings

Student assessment takes place in accordance with the rules laid down in the documents School Assessment Policy TLS (update of 2023) and the University Assessment Policy, Tilburg University (2020). The panel read in the School Assessment Policy that TLS has a history of attaching great value to the quality of assessment. Already in 2004, it started a project Assessment Quality Assurance under the leadership of its own assessment specialist and pioneered with 'toetssuite' a tool in which the entire assessment cycle was worked out in detail as a diagnostic tool for lecturers. This attention to assessment is clearly reflected in the School Assessment Policy, a thorough document, that is based on academic theories on assessment and takes the Assessment Web (Van Schilt-Mol, 2021; Sluijsmans et al., 2015) as starting point. The Assessment Web implies that concern for quality is a joint concern and the responsibility of all actors involved in assessment. The School Assessment Policy contains, amongst other things, a description of all the different assessment components (the assessment organization, the design of the assessment program, the design of tests and assignments, assessment proficiency and the assessment policy itself), as well as a PDCA-cycle of quality control, with required activity, frequency of evaluation and adjustment, and those responsible for it. The panel applauds TLS for the knowledge and expertise on assessment that it has developed over the years and believes this document is a solid basis for the adequate assessment of students' qualifications.

System of assessment

An important starting point for student assessment within the programs is the principle of "constructive alignment" which ensures that learning objectives, study and teaching activities and assessment formats are aligned. In the course catalogue students can find the descriptions of all courses with information on learning objectives, content, forms of work and contact hours, study materials and the forms of assessment used. Every program or track has an assessment plan that provides insight into the way in which the learning objectives of the courses are tested and that is yearly evaluated by the TLS assessment expert and the program director and discussed with the examination board. The Education and Examination Regulations describe the procedures around examinations and grading.

The panel examined a selection of courses and the assessment plan for each program or track and established that the structure of the programs and the variety of assessment methods ensure that the final qualifications are achieved. All courses have specification tables relating to the assessments and – with only a few exceptions – at least two lecturers are involved in developing the exam questions and answer models and in the marking and grading (four-eyes principle). Moreover, all information on assessments is made available to students and teachers in an accessible manner through the course catalogue. Finally, TLS is gradually making more use of digital testing in a controlled physical classroom setting. The panel agrees that this way of teaching has major advantages, both in time (no unreadable handwriting to grade and more digital features that support the grading) and in terms of a more equal grading, since all answers have a similar format and lay-out.

More specifically, with regard to the *bachelor's program Global Law* the panel noted that in particular the first year has an interesting mix and variety of assessment methods which have been developed in conjunction with the implementation of blended learning (see under teaching methods). The program told the panel that the continuation of this process into the second and third year is still work in progress and the panel is confident that this will result also for the rest of the program in a state-of-the art and updated combination of cohesive forms of

assessing. On the other end – motivated by the fast growth of the program and concerns amongst students about study load – the program decided to reduce the number of intermittent assignments or papers that are graded and to allow some courses to shift to end of term exams or to integrate multiple choice as a form of assessment. The panel understands the wish to contain the workload of both staff and students but hopes this trend will not go any further and recommends the program to carefully monitor its growth in this respect.

Regarding *the master's programs IEL and LLER* the panel noted, that in general many courses are assessed by traditional end of semester written exams, both on campus and in the form of take-home exams. The written exams always have open-ended items, in order to test the writing skills of the students. Some courses use more than one assessment method, for instance the combination of a presentation or group assignment or an essay and a final exam. Students generally appreciate the ample opportunities to practice their writing skills. Nevertheless, the panel believes there is room for more variety in the assessment methods.

Assessment in hybrid programs

In the hybrid programs, *LT, IBT and IBL*, nearly all courses include multiple assessment forms, like open question exams, writing and defending papers, take-home exams and group assignments. The increase in variety of assessment forms allows the programs to assess both knowledge and skills. In the hybrid master's programs, the validity of (online) assessment was, and remains, an important point of attention. Oral exams always include two assessors, and grading of students' work is done by the lecturing team that also constructed the assessment. IBL provides students with a lot of flexibility in their studies, including the choice of a medium to present their work. This might be a challenge in the assessment, and IBL has worked on a fair grading system, including two lecturers who independently assess students' work, and assessment of the product(s) as a unified experience. Evaluation criteria are excellence, impact and implementation.

In the hybrid master's programs, there is also a lot of attention to prevent fraud and unauthorized collusion in assessments. Exams are always planned at 13.30 h CET, so that all students worldwide can participate. The programs also make use of control mechanisms such as Turnitin plagiarism check, random ordering of questions, multiple exams and the requirement to think critically rather than knowledgeable questions. The hybrid programs furthermore make use of TestVision, including a number of measures to prevent fraud. For example, to prevent collusion, there are two versions of each question, and the system randomly assigns students with one of the two, leading to a unique exam for all students. Another measure that is taken is that students cannot go back to previous questions. Fraud prevention measures take more time in the hybrid programs, adding to teachers' workload. Teachers are, however, satisfied with the support they receive from TLS education support and the education innovation team. There is support in formulating the questions, using the tools and developing tests. They did mention that the anti-fraud measures have to be proportionate in relation to the workload for teaching staff.

When considering Large Language Models (LLM's), the hybrid programs are particularly attentive to signals of fraud. By using current cases and examples, the abuse of LLM's can be minimized. The programs are also actively looking for creative ways to deal with the risk of fraud and use of LLM's, for example imposing a time limit (an example was given of requesting three essays in a short period of time). With regard to this particular example, the panel wonders whether imposing a time limit might have undesirable side effects. For example, students with families, or informal careers, may not be able to free themselves sufficiently. In doing so, the course measures a lack of time rather than mastery of the material.

The hybrid programs are still searching for the best way to perform online assessment. Though it is an area under development, the panel was pleased to notice that it is worked on with due consideration. The decision to do all assessments online, even if most students are on campus, is supported by the panel as it allows uniform assessment for all students. The programs know that

there is a risk of fraud and measures are taken to minimize this. The panel was pleased to see a variety of assessment methods and encourages the programs to continue to include multiple assessments per course, as well as formative evaluation. These together give lecturers insight into students' performance and lessens the risk of fraud.

Concluding, the panel believes that the quality of assessments in the programs is more than adequate and appropriate for the academic level of the programs. The testing is generally valid, reliable and transparent. Based on the interviews and written information, the panel also concludes that the assessments adequately cover the learning objectives of the courses and the intended learning outcomes of the (sub)programs. Examinations align well with teaching. The system of testing supports the student learning process, with both formative and summative tests.

Final level assessment

In all programs final theses are graded by two readers, the supervisor and the second reader. Where PhD candidates or other junior academics are involved in the supervision, they are always paired with a senior staff member. A third assessor is called in when the supervisor and second reader cannot agree on the grade. Preferably both graders have a UTQ and at least one has a degree higher than the degree of the tested thesis (i.e. a PhD degree for grading a master's thesis and a master's degree for a bachelor's thesis).

The panel encountered many differences between and within programs in the way that is dealt with procedures in the thesis assessment, the process is not always transparent to the panel and independent assessment of first and second reviewer, although happening in practice, is not always visible. A similar difference is observed in thesis supervision, more in particular regarding a balance in the number of meetings held between student and thesis supervisor. There appears to be no uniform rule on this, and the panel urges TLS to make the process of both thesis supervision and assessment more explicit between and within programs, making the process more transparent in all programs and benefitting more from each other's best practice. In relation to this, the panel heard during a number of meetings complaints about the digital support system (ThesisDossier) in which examiners of the final thesis are supposed to grade the forms. The panel has the impression that the program is not particularly customer-friendly, which could sometimes be a reason for a less transparent capture of the feedback and motivation of the grades. Although it is aware that feedback may in some cases have been given through other (less visible) means, it stresses the importance of transparency in grading and motivation thereof. This might require an adaptation of the digital support system, which in itself can be very helpful to streamline the process and make it more transparent, but the way it functions now seems to be rather counterproductive.

The panel examined a selection of 15 final theses for each program with the corresponding assessment forms, giving consideration to the grading (low, medium, high) and tracks (if applicable).

The panel established for the *bachelor's program Global Law* that the final work (Final Essay) is not the only course in which the final level is assessed. In particular, academic research skills and legal analysis are tested in papers during the year and to a lesser extent in the final essay. Some final essays seem, therefore, to lack sufficient legal content (because of the multidisciplinary nature of the topic) and/or to lack academic research aspects (because of the practical orientation of the chosen pillar). The panel discussed this with both the program management, the lecturers and the examination board and was convinced by them that the graduates reach the intended learning outcomes at an academic level also in the many other papers that they write during the program. Nevertheless, it recommends the program to organize the final essay trajectory in such a way, that it is a full academic piece, including enough legal analysis, thus making it more transparent where and how students prove that they have achieved the final intended academic and legal level. This can also be important for the students if they want to apply for a selective master's program or apply for a job.

Furthermore, the panel sees room for a more uniform procedure, with the same grading forms and frequent calibration of the results and believes that the final essay should for 100 % represent an individual achievement and that therefore a group element as part of a final work is less desirable (see also under standard 2: teaching methods).

The grading and feedback given for the final theses of the master's program *International and European Law* seemed clear and fair to the panel. Only in a few cases, the panel believed a higher grade could have been warranted. Some remarks in the evaluation (like "use of first person to be avoided" or errors in footnotes and bibliography) could/should have been addressed during the process rather than at the end.

By reading a selection of final theses of the master's program *Labour Law and Employment Relations*, the panelists could – obviously taking minor differences into account – agree with the grading but noted that the amount of feedback given in the assessment forms varies a lot. Some forms provide really solid feedback, while others only mention 'good' without any motivation. On at least one of the forms the final grade and date are missing. The panel advises to align the way in which grades are motivated and made transparent to the students and auditors.

From the accompanying assessment forms of the selection of fifteen theses of *LT*, the independent assessment of the first and second assessor was not always clear to the panel. During the interview with lecturing staff, it became clear that thesis assessment forms are filled out independently by the two assessors and in a subsequent discussion the assessors come to an agreement on the thesis and a joint, overall grading. In the thesis dossier, the joint feedback from the two supervisors is visible for the student. This means that although the assessment is independent, this is not transparent. The assessment of a number of theses clearly showed a balanced and well-reasoned assessment. However, the panel also saw some assessment forms that were summarily completed. The size of the *LT* program requires a lot of thesis assessors, which occasionally leads to different ways of working. The program works on normalizing and objectifying the grading process, but sometimes there is tension between the holistic impression and the score based on criteria.

The panel looked at fifteen theses from the *IBT program* and is well able to follow the reasoning behind the assessment by the assessors and is also very much in agreement with the marks awarded to the theses. Similar to the *LT* program, based on the assessment forms, the panel questioned the independent assessment by the second assessor. From the interviews during the site visit, it became clear that independent assessment indeed takes place, but is not transparent in the assessment forms.

The panelist who evaluated the 15 theses of the *IBL program* overall agreed with the grades given, although feedback appears to be unrelated in a few cases. The feedback on some of the grading forms are meager with a view to achieving a learning effect. Completing detailed grades of many specific criteria seems to ignore the more holistic approach of assessors. For example, on two occasions both the first and second assessor gave the exact same grade for all criteria.

Notwithstanding the remarks above, the panel found that generally the assessment process of the final works is adequately designed, and that the assessments of the works use clear and relevant criteria, laid out in a uniform assessment form with a specification of the criteria. As said, all the theses reviewed by the panel had been assessed – in accordance with faculty policy – by two examiners.

Examination Board

TLS has one Examination Board that – in line with the Higher Education and Research Act (HERA) – takes care of assuring the quality of assessments, examinations and diplomas. The Examination Board has ten members, including two external members. It has an Executive Committee and a Plenary Committee. The chair, vice-chair, and a lecturer constitute the Executive Committee and meet weekly to discuss current issues regarding assessment, admissions and examination. The Plenary Committee consists of a lecturer from each department plus two additional external members (both of these have a primary occupation as judge). The Plenary Committee and the Executive Committee meet at least twice a year, or as many times as the Executive Committee deems necessary, to discuss several subjects related to examination more thoroughly. In addition, the members are also informed and consulted in writing. The TLS Examination Board has also established an Assessment Committee with an Assessment panel, and a Thesis Panel, is supported by two legal secretaries, and receives advice of the assessment experts, educational coordinators and study advisor on an ad-hoc basis. From September 2023, the staffing and capacity of the Examination Board has been expanded to include a so-called Fraud Room with a special focus on fraud in examinations, particularly to anticipate the use of Large Language Models in online exams or take-home assignments.

The Assessment Committee screens the assessments of 10 to 12 courses within the programs yearly using the checklists “Tests and test items.” The sample of courses that are chosen is spread across different programs, English and Dutch and apart from that done randomly and/or based on signals (e.g. evaluation results, complaints, pass rates). Sometimes the committee takes a specific focus per round, like two years ago the assessment of skills. An assessment specialist is available to explain and support the Assessment Panel. Results of the screening are reported to the Examination Board with, if applicable, advice for general quality improvement. Course coordinators and academic directors of the screened assessments receive feedback and, if desired, support from the assessment specialist. At the next round, the Assessment Committee monitors whether any quality issues have been addressed or resolved.

At the program level, the Examination Board discusses annually the assessment plan of each program or track with the academic directors. The panel is very impressed by the thorough and consistent quality cycle that is implemented and supervised by the Examination Board and encourages to continue this way. The panel was also pleased to learn that TLS has made additional investments in the support and staffing of the Examination Board. This was clearly reflected in the satisfaction of the Examination Board with the support it receives from the management, the legal secretaries, the administration and the assessment experts. The panel was also pleased to hear from members of the examination board that they feel adequately compensated for the work they do.

To ensure the quality of the theses, a Thesis Panel has been established by the Examination Board. This panel includes lecturers with a University Teaching Qualification (UTQ) and several years of experience as well as members of the Examination Board. Twice a year, members of the Thesis Panel are asked to evaluate a limited number of theses from a program other than the one in which they work, based on the criteria of the evaluation form from the thesis file. The Thesis Panel then advises the Examination Board on its findings, which reports to the Vice-Dean for Education. The chair and vice-chair of the Examination Board discuss, where appropriate, any general bottlenecks regarding thesis grading and evaluate the assessment criteria and process with the relevant actors.

Another task of the Examination Board is the appointment of examiners. The panel noted (see also standard 2 under *teachers*) that a relatively large number of teachers are not obligated to obtain a UTQ certificate or were granted dispensation. It is pleased to have been told that only those with a UTQ can be the final responsible examiner of an assessment but wants to stress the importance of continuing to monitor this adequately. Despite this recommendation, the panel is confident that the Examination Board carefully assesses whether a lecturer is qualified (see also standard 2 under *Lecturers*).

The panel is pleased to learn that the programs and Examination Board pay a lot of attention to (possible) fraud. This is particularly relevant when assessing online and the panel learned about many measures (up front and afterwards of the assessment) to prevent fraud from happening.

Considerations and Judgement

Judgement

Bachelor's program Global Law: meets the standard

Master's program International and European Law: meets the standard

Master's program Labour Law and Employment Relations: meets the standard

Master's program Law and Technology: meets the standard

Master's program International Business Taxation: meets the standard

Master's program International Business Law: meets the standard

For Standard 3, the panel arrives at the judgment satisfactory because (1) TLS has over the years reached a high level of knowledge and expertise in the field of assessments (2) the quality of assessment in the program is amply in order, (3) the assessment sufficiently covers the learning objectives of the courses and the intended learning outcomes of the programs, (4) the assessment is generally valid, reliable and transparent and (5) the Examination Board – and with it the Assessment Committee – adequately fulfils its legal duty to safeguard the quality of testing. Assessments align well with teaching and the system of testing supports the student learning process, with both formative and summative tests. Students also indicate that they appreciate the variety of assessment methods.

Important to the panel is also the fact that every program or track has an assessment program that provides insight into the way in which the learning objectives of the courses are assessed and that is yearly evaluated by the TLS assessment expert and the program director and discussed with the examination board. All courses have specification tables relating to the assessments and – with only a few exceptions – at least two lecturers are involved in developing the exam questions and answer models and in the marking and grading (four-eyes principle). The panel was also pleased to see an increase in digital testing in a controlled physical classroom setting.

A positive development is the start that has been made in the context of the introduction of blended learning with the introduction of more variation in assessment methods. The panel recommends continuing and supporting these initiatives.

More specifically, with regard to the *bachelor's program Global Law* the panel noted that in particular the first year has an interesting mix and variety of assessment methods which have been developed in conjunction with the implementation of blended learning. The recent reduction of intermittent assignments or papers that are graded seems an understandable reaction to the growth of the program, yet the panel cautions the program to carefully monitor that this growth does not impact too much on the system of assessing students.

Regarding *the master's programs IEL and LLER* the panel noted, that in general many courses are assessed by traditional end of semester written exams, both on campus and in the form of take-home exams. Students and the panel appreciate the ample opportunities to practice their writing skills. Nevertheless, the panel believes there is room for more variety in the assessment methods.

The hybrid programs *LT, IBT and IBL* are still searching for the best way to perform online assessment. Although it is an area under development, the panel was pleased to notice that it is

being developed with due consideration. The decision to do all assessments online, even if most students are on campus, is supported by the panel. The programs are attentive to the risk of fraud and take adequate measures to minimize this. The panel was pleased to see a variety of assessment methods and encourages the programs to continue this way.

Final level assessment

The panel examined a selection of 15 final works⁴ from each program with their corresponding assessment forms. The panel found that the assessment process of the final thesis is generally adequately designed, and that the assessment of the final works uses clear and relevant criteria, laid out in a uniform assessment form with a specification of the criteria. All the theses reviewed by the panel had been assessed – in accordance with faculty policy – by two examiners. A third assessor is called in when the supervisor and second reader cannot agree on the grade. Where PhD candidates or other junior academics are involved in the supervision, they are always paired with a senior staff member. Preferably, both graders have a UTQ and at least one has a degree higher than the degree of the tested thesis (i.e. a PhD degree for grading a master's thesis and a master's degree for a bachelor's thesis).

The panel nonetheless also has some recommendations regarding the assessments of the final theses. Firstly, the panel encountered many differences between and within programs in the way that is dealt with procedures in the thesis assessment. Without denying the value of some kind of liberty for the programs to design their own trajectory, the panel noticed that the process is not always transparent and that the independent assessment of first and second reviewer, although happening in practice, is not always visible. It suggests evaluating whether an adaptation of the digital support system is needed to further streamline the process and make it more transparent. It is also important for the panel that there is a more uniform policy on the number of meetings held between the student and the thesis supervisor. There appears to be no uniform rule on this, and the differences are sometimes big.

It was not possible for the panel to assess to what extent the seemingly not very user-friendly digital support system causes unclarity in a number of the forms and grading and advises to evaluate the working of this system.

The panel established for the *bachelor's program Global Law* that the final work (Final Essay) is not the only course in which the final level is assessed. In particular, academic research skills and legal analysis are tested in papers during the year and to a lesser extent in the final essay. It recommends the program to organize the final essay trajectory in such a way, that it is a full academic piece, including enough legal analysis, thus making it more transparent where and how students prove that they have achieved the final intended academic and legal level. The panel, in addition, prefers that the final essay represents 100 % an individual achievement and, therefore, believes that a group element as part of a final work is less desirable.

The grading and feedback given for the final theses of the master's program *International and European Law* seemed clear and fair to the panel. Only in a few cases, the panel believed a higher grade could have been warranted. Some remarks in the evaluation (like "use of first person to be avoided" or errors in footnotes and bibliography) could/should have been addressed during the process rather than at the end.

By reading a selection of final theses of the master's program *Labour Law and Employment Relations*, the panelists could – obviously taking minor differences into account – agree with the grading but noted that the amount of feedback given in the assessment forms varies a lot. Some forms provide really solid feedback, while others only mention 'good' without any motivation. On

⁴ In selecting the theses, care was taken to ensure that all tracks were represented in the selection. More information about the selection procedure can be found in Appendix III.

at least one of the forms the final grade and date are missing. The panel advises to align the way in which grades are motivated and made transparent to the students and auditors.

From the accompanying assessment forms of the selection of theses of *LT* the independent assessment of the first and second assessor was not always clear to the panel. Although the panel established that the grading is done by the two assessors independently from each other, this is not visible to the student. The grading of the thesis was fair and generally in accordance with the opinion of the panel. The assessment of a number of *LT* theses clearly showed a balanced and well-motivated assessment; other assessment forms were summarily completed. The panel overall agrees with the marks given by the assessors.

The panel could very well follow the reasoning behind the assessment of the *IBT* theses and is also very much in agreement with the marks awarded. It is more critical, though, of the scarcity of feedback on some of the grading forms of the *IBL program* with a view to achieving a learning effect and in a few instances the feedback appeared to be unrelated. As in the case of *LT* the independent assessment by two assessors was not always visible enough. On two occasions, for instance, both the first and second assessor gave the exact same grade for all criteria.

The panel is very impressed by the thorough and consistent quality cycle that is implemented and supervised by the Examination Board. It was also pleased to learn that TLS has made additional investments in the support and staffing of the Examination Board. To monitor the quality of assessments and final theses, the Examination Board installed an Assessment Committee and a Thesis Panel.

The panel is very pleased to learn that the programs and Examination Board pay a lot of attention to (possible) fraud. This is particularly relevant when assessing online and the panel learned about many measures (up front and afterwards of the assessment) to prevent fraud from happening. Finally, the Examination Board seems well aware of the major impact artificial intelligence is having on education and does all it can to react proactively to the rapid developments in this area.

Based on the above arguments, the panel arrives at the judgment “meets the standard” for Standard 3 for each of the six programs.

4.4. Achieved learning outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

Explanation: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

Findings

Quality of final theses

The final works studied by the panel convinced the panel that the students in each of the programs are achieving the aspired academic bachelor's or master's level. The final works studied by the panel for each program are discussed separately below.

Under standard 3, the panel made some recommendations to the *GLB* regarding the way in which the program assesses the final level of students. Aside from that observation, the 15 Final Essays read by the panel gave a mixed picture, but none of them were found to be substandard. A number of them were ranging from 'sufficient' to 'good' or 'good/excellent', some – depending on the chosen 'pillar' – with a reasonable amount of research and others with strong emphasis on advocacy or policy issues, including legal analysis. The panelist, however, thought some of them were thin in legal analysis – which can partly be explained by the multidisciplinary nature of the program – or in research, which clearly relates to the remarks under standard 3.

The panel is enthusiastic about the theses it reviewed from the master's program *International and European Law*. The theses demonstrate a mastery of the intended learning outcomes at academic level. The majority of the theses are well-written, with the stronger ones offering comprehensive and thorough academic analyses. Conversely, the theses receiving slightly lower grades tend to be somewhat more superficial.

The theses studied that were written under the program *Labour Law and Employment Relations* made it clear to the panelists that the students are achieving the aspired academic master level. The grades align well with the research quality that the students demonstrate in their theses. The panel saw some interesting and very good theses that are characterized by a thorough analysis, a well-developed methodology and/or a profound and original analysis of a complex topic from a multidisciplinary perspective. The theses that were rated lower were characterized, among other things, by being more descriptive in nature or by the author's failure to take a stance of his own.

The theses written by students of *LT* made it clear that the students successfully achieved the intended learning outcomes. The panel read a number of specialized and in-depth theses with interesting topics such as post-mortem data protection and the constant changes in terms of service and privacy policies of social media platforms. A number of theses approach the research topic from an innovative angle, leading to good and creative ideas. The panel also read a number of theses that show less depth, and these were rightly graded lower.

Based on the fifteen theses of the *IBT program*, the panel concludes that the students successfully achieved the intended learning outcomes. The theses cover interesting topics such as crypto and VAT, alternative dispute resolution in the EU context from an Italian perspective, VAT evasion in a digitizing economy, and tax fines in an international context. Although in some theses the central question could have been more focused, they are generally clearly formulated. In most theses, the analysis follows a clear structure, and the conclusions are valid. The theses graded around a six have a less in-depth analysis than those graded around an eight. In the good and excellent theses, the panel often sees an extensive literature review, ample depth in terms of problematization and students who show solid autonomous thought.

Based on the examination of fifteen *IBL* theses, the panel concludes that students achieve the intended learning outcomes. Although some theses could have had a greater analytical depth, all have a good structure with sufficient overall depth. The panel noticed that one of the theses addressed a more empirical research question, while another thesis was of a more descriptive nature. The theses further handle topical subjects, such as fintech, corporate sustainability, the combination of blockchain and climate change, and the combination of blockchain and smart contract technology.

Alumni

From the panel's interviews with alumni of the six English-taught programs, it became clear that the alumni are very enthusiastic about the program they took and the extent to which it had prepared them for the job market or subsequent studies. They speak highly of the quality of the staff and their approachability. The often closely knit communities also provided a good network for them.

Alumni of the *GLB* typically pursue further education in the form of a master's program often at very internationally respected universities such as the European University Institute at Florence and Cambridge University or at internationally oriented LLM programs in the Netherlands. With an extra package of Dutch law courses, several of them also enroll in the master's program *Rechtsgeleerdheid* in Tilburg or elsewhere, thus ultimately attaining *civiel effect* for entrance to the so-called *togaberoepen* in the Netherlands. After obtaining a subsequent master's degree alumni of *GLB* pursue careers in a wide range of fields, ranging from legal practice in global firms, in-house counsel of multinational corporations, in local or national government, civil society organizations, in international organizations, or in academic positions. Some of the students who – through connections of the program with American law schools – had spent their exchange semester in the US, pursue to qualify for the American Bar exam after obtaining their master's degree. In short, where some *GLB* students during their study may not have been sure where to end up with this program, alumni pointed to the fact that the program had prepared them quite well for a wide range of jobs.

The panel was pleased to learn that *GLB* has started – with help of a number of alumni – a *GLB* alumni association and learned that the program has prepared them well for their future education and career.

Graduates with a degree of the *IEL* program also find employment in a broad variety of jobs in a functional branch of European or international law, in a particular legal system and in a particular role, for instance that of legal advisor to governmental authorities working on issues of security, environmental protection and human rights. Many *IEL* graduates manage to find a job related to their field of expertise within a reasonable time. Alumni have found employment with international organizations such as the International Criminal Court or the European Commission, at national ministries, (inter)national law firms, multinationals, non-governmental organizations and in academia. The panel is pleased to have noted that since the last accreditation, the program has worked on the strengthening of its alumni network by – for instance – setting up a LinkedIn group, keeping in touch with *IEL* alumni via a newsletter and inviting them for presentations and events.

The *LLER* program has an Alumni Network Group (through LinkedIn), which helps it to track the careers of its alumni. Most graduates find jobs in one of the fields of the program, for instance in legal or HR departments of companies, or other key players such as trade unions, employer organizations, consultancy firms, recruitment firms, national governments (Dutch and other EU countries), EU institutions (including social policy NGOs and the European Labour Authority). The program is rightfully also proud of the small minority who pursue a career in academia and find positions as PhD candidate, in Tilburg or elsewhere.

Alumni of *LT* have chosen a variety career paths, such as consultant, researcher, policymaker, or (business) lawyer specialized in law and technology. Organizations they work for include large international law firms, in-house legal departments of large firms, the civil service, and

transnational organizations. International students often return to their home country after graduation and start a career there, but quite a few have stayed in the Netherlands or Belgium. TILT stays in touch with alumni via a special TILT Alumni LinkedIn Group, which is also open to non-alumni as many recruiters find their way to this page as well. In the program's community building events, alumni are often invited to talk about their jobs and how the LT prepared them for their current job. The panel is positive about the LT ambition to increase the role of the alumni network.

Careers of *IBT* alumni are monitored annually through an electronic survey. Most alumni find qualified employment, often in big international tax firms both in the Netherlands and abroad. An increasing number of graduates work in the public sector, e.g., the European Commission and the OECD. IBT alumni expressed that the master and the relevance of the lectures had allowed them to enhance their proficiency, benefiting their career. Several alumni reported starting a job in the field of taxation, some were even recruited via LinkedIn. Overall, alumni have the necessary insights, knowledge and skills to have a successful career in taxation.

IBL graduates mainly come from foreign countries (80%). They have chosen different careers, and a variety of roles are fulfilled. Some roles include traditional positions such as lawyers, legal counsels and consultants, other roles are non-traditional and include financial analysts, count managers and other finance-related positions. Students mentioned to the panel that professors are encouraging towards their future career opportunities, for example by posting upcoming positions.

Considerations and Judgement

Judgement

Bachelor's program Global Law: meets the standard

Master's program International and European Law: meets the standard

Master's program Labour Law and Employment Relations: meets the standard

Master's program Law and Technology: meets the standard

Master's program International Business Taxation: meets the standard

Master's program International Business Law: meets the standard

All the final works studied by the panel attest to an achieved academic bachelor's or master's level, which leads to a positive conclusion of the panel on Standard 4.

The Final Essays of the bachelor's program *Global Law* that the panel read, were up to standard, although the panel thought some of them were thin in legal analysis or in research, which can be explained by the fact that research skills are tested in more courses than the final essay.

The panel rated the quality of the theses of the master's programs as high and considered them to show good writing skills, and the higher grades offering thorough academic analyses. The theses that were rated lower were characterized, among other things, by being more descriptive in nature or by the author's failure to take a stance of his own.

The alumni with whom the panel spoke were unanimously very enthusiastic about the (sub)program they studied. They indicated that they gained a great deal of substantive knowledge and skills that are useful in their current jobs. Through the close-knit communities they also built a strong network. The large majority finds jobs within the field of study within a reasonable time or – in the case of the GLB – pursue further education often at internationally respected universities, both in the Netherlands and abroad.

Based on the above arguments, the panel arrives at the judgment "meets the standard" for Standard 4.

5. OVERALL CONCLUSION

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the bachelor's program *Global Law* with 'meets the standard', the panel arrives – based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for Tilburg University's academic bachelor's program *Global Law* as a whole.

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the master's program *International and European Law* and its two tracks with 'meets the standard', the panel arrives – based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for Tilburg University's academic master's program *International and European International Law* as a whole.

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the master's program *Labour Law and Employment Relations* with 'meets the standard', the panel arrives – based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for Tilburg University's academic master's program *Labour Law and Employment Relations* as a whole.

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the master's program *Law and Technology* with 'meets the standard', the panel arrives – based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for Tilburg University's academic master's program *Law and Technology* as a whole.

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the master's program *International Business Taxation* with 'meets the standard', the panel arrives – based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for Tilburg University's academic master's program *International Business Taxation* as a whole.

Based on the fact that the panel assesses standards 1 and 2, 3 and 4 for the master's program *International Business Law* with 'meets the standard', the panel arrives – based on the decision rules for the NVAO's Limited Programme Assessment – at the final assessment of **'positive'** for Tilburg University's academic master's program *International Business Law* as a whole.

The audit panel therefore advises the NVAO to maintain the accreditation of the bachelor's program *Global Law* and the master's programs in *International and European Law*, *Labour Law and Employment Relations*, *Law and Technology*, *International Business Taxation*, and *International Business Law*.

6. RECOMMENDATIONS

Cross-program recommendations

Blended Learning

The panel encourages TLS to continue and to extend the support of the Educational Innovation Team to the programs in introducing more mixed forms of teaching and assessment, including both online and on-campus methods.

Thesis trajectory in master's programs

The panel suggests that a course in methodology and/or setting up thesis circles, as in the ILLG track of the master's program International and European Law and in the master's program Law and Technology could be considered for other master's programs as well.

Further growth of programs

The panel recommends the bachelor's program Global Law and the hybrid master's programs to closely monitor their further growth, not in the last place in relation to the high workload of the faculty of these programs. According to the panel, further growth of the programs might be leading to them becoming too big, impacting the quality of teaching.

Thesis assessment

The panel urges that the process of thesis assessment be made more explicit between and within programs, in order to make the process more transparent across programs and benefit more from each other's best practice. More specifically, the panel recommends better monitoring of the level of feedback students receive on their theses and other papers across the board. The panel also urges to make more transparent that an independent assessment by a second reader always takes place.

The panel has the impression that the digital support program for thesis assessment is not particularly customer-friendly and recommends exploring possibilities to improve its effectiveness.

Recommendations related to separate programs

Bachelor's program Global Law

The panel advises the bachelor's program Global Law to pay more attention to the global/non-western perspectives in the core elements of the program and to make them part of the intended learning outcomes.

The panel recommends the bachelor's program Global Law to evaluate to what extent the program management is trying to incorporate too many components within the program. The panel suggests evaluating whether a tighter prioritization could bring more focus into the program. It also advises to look into students' feedback about a lack of coordination and communication around the courses.

The panel recommends the bachelor's program Global law to organize the final essay trajectory in such a way, that it is a full academic piece, including enough legal analysis, thus making it more transparent where and how students prove that they have achieved the final intended academic and legal level. It also asks the program to evaluate whether the various elements of the thesis can be integrated in a way that they are better in line with each other and more transparent for the students. It also questions whether the final thesis trajectory is suitable for group work.

Master's program Labour Law and Employment Relations

The panel recommends the master's program Labour Law and Employment Relations making research skills more specific in the intended learning outcomes.

The panel recommends the master's program Labour Law and Employment Relations creating somewhat stricter deadlines for the final thesis.

The panel strongly recommends the master's program Labour Law and Employment Relations adding some lectures to each of the courses and considering whether a different spreading over the year could improve the learning experience of the students.

The panel suggests the master's program Labour Law and Employment Relations to continue monitoring closely that the content of the program does sufficient justice to the requirements for *civiel effect*.

Master's program International and European Law

The panel urges the master's program International and European law not to wait any longer with incorporating ethics and English proficiency into the intended learning outcomes of the program.

The panel recommends to better align the two tracks of the master's program International and European Law – more specifically, but not only – in respect to the final thesis trajectory by preparing students of the ELGR track in the same way as is done in the ILGG track.

The panel endorses the request by students of the master's program International and European Law for more individual meetings with their thesis supervisor.

Master's program International Business Taxation

The panel suggests the master's program International Business Taxation to continue monitoring closely that the content of the program does sufficient justice to the requirements for *civiel effect*.

The panel assessed that with a thesis of 18 ECTS, the master's program International Business Taxation differs from the other English-taught master's programs and recommends aligning the thesis design more with those.

ANNEX I

Overview of judgements

Overview of the panel's judgements Tilburg University Bachelor's program Global Law Master's programs International and European Law, Labour Law and Employment Relations, Law and Technology, International Business Taxation, and International Business Law (full-time)	
Standard	Judgement
Standard 1. Intended learning outcomes	
Ba Global Law	Meets the standard
Ma International and European Law	Meets the standard
Ma Labour Law and Employment Relations	Meets the standard
Ma Law and Technology	Meets the standard
Ma International Business Taxation	Meets the standard
Ma International Business Law	Meets the standard
Standard 2. Teaching-learning environment	
Ba Global Law	Meets the standard
Ma International and European Law	Meets the standard
Ma Labour Law and Employment Relations	Meets the standard
Ma Law and Technology	Meets the standard
Ma International Business Taxation	Meets the standard
Ma International Business Law	Meets the standard
Standard 3. Student assessment	
Ba Global Law	Meets the standard
Ma International and European Law	Meets the standard
Ma Labour Law and Employment Relations	Meets the standard
Ma Law and Technology	Meets the standard
Ma International Business Taxation	Meets the standard
Ma International Business Law	Meets the standard
Standard 4. Achieved learning outcomes	
Ba Global Law	Meets the standard
Ma International and European Law	Meets the standard
Ma Labour Law and Employment Relations	Meets the standard
Ma Law and Technology	Meets the standard
Ma International Business Taxation	Meets the standard
Ma International Business Law	Meets the standard
Overall judgement	
Ba Global Law	Positive
Ma International and European Law	Positive
Ma Labour Law and Employment Relations	Positive
Ma Law and Technology	Positive
Ma International Business Taxation	Positive
Ma International Business Law	Positive

ANNEX II

Program of site visit

Visitation program of the limited program assessment for the bachelor's and master's programs in law – Tilburg University, March 19 – 22, 2024⁵

Tuesday 19 March 2024		
08.30	09.00	Welcome
09.00	11.00	Panel meeting
Introduction		
11.00	11.20	Faculty Board (introduction)
11.25	12.10	Program directors Ba RGL, Ma RGL, Ma OR, Ba FR, Ma FR
12.10	13.00	Lunch
Ba Rechtsgeleerdheid and Ba Fiscaal Recht (Dutch)		
13.00	13.30	Students Ba RGL and Ba FR
13.35	14.05	Lecturers Ba RGL and Ba FR
14.05	14.35	Break and panel meeting
Ma Rechtsgeleerdheid (Dutch)		
14.35	15.05	Students Ma RGL
15.10	15.40	Lecturers Ma RGL
15.40	16.10	Break and panel meeting
Examination Board (Dutch)		
16.15	17.00	Examination Board
Wednesday 20 March 2024		
08.30	09.00	Panel meeting
Ma Ondernemingsrecht and Ma Fiscaal Recht (Dutch)		
09.00	09.30	Students Ma OR and Ma FR
09.35	10.05	Lecturers Ma OR and Ma FR
10.05	10.30	Break and panel meeting
English programs (English)		
10.30	11.15	Program directors Ba GL, Ma IEL, Ma LLER
11.15	11.30	Break and panel meeting
Ba Global Law (English)		
11.30	12.00	Students Ba GL
12.05	12.35	Lecturers Ba GL
12.35	13.35	Lunch and panel meeting
Ma International & European Law (English)		
13.35	14.05	Students Ma IEL
14.10	14.40	Docents Ma IEL
14.40	15.00	Breach and panel meeting

⁵ For privacy reasons, the names are not included in this report. The names of auditees are known to the secretary of the audit panel.

Master Labour Law & Employment Relations (English)		
15.00	15.30	Students Ma LLER (online meeting)
15.35	16.05	Lecturers Ma LLER
16.05	17.15	Break and panel meeting
17.15	18.15	Alumni Ba GL, Ma FR, Ma IEL, Ma RGL, Ma OR, Ma LLER
Thursdag 21 March 2024		
08.30	09.00	Panel meeting
Hybride masteropleidingen (English)		
09.00	09.45	Program directors L&T, IBT en IBL
Ma Law & Technology (English)		
09.55	10.25	Students Ma L&T (hybrid)
10.30	11.00	Lecturers Ma L&T (hybrid)
11.00	11.25	Break and panel meeting
Ma International Business Taxation (English)		
11.25	11.55	Students Ma IBT (hybrid)
12.00	12.30	Lecturers Ma IBT (hybrid)
12.30	13.30	Lunch and panel meeting
Ma International Business Law (English)		
13.30	14.00	Students Ma IBL (hybrid)
14.05	14.35	Lecturers Ma IBL (hybrid)
14.35	15.15	Break and panel meeting
15.15	16.00	<i>Development dialogue: Educational Innovation TLS</i>
16.05	16.55	Break and panel meeting
17.00	17.45	Alumni Ma L&T, Ma IBT, Ma IBL (hybrid)
Friday 22 March 2024		
08.30	09.00	Panel meeting
09.00	09.45	<i>Development dialogue: focusing on the student</i>
09.50	10.20	If necessary: pending issues
10.20	11.15	Break and preparing final meeting
11.15	12.00	Final meeting with faculty board and program directors
12.00	15.30	Preparation of preliminary findings and feedback (incl. lunch)
15.30	16.00	Feedback session

Methodology

From 9-22 March 2024, the bachelor's and master's degree programs in Law at Tilburg University were assessed by an independent peer review panel as part of the visitation group Rechten, sub-cluster WO Rechten 2. This sub-cluster consisted of 20 programs from Utrecht University, Tilburg University and Leiden University. The assessment of the programs in question were based on the 'Assessment framework for accreditation system for higher education in the Netherlands' adopted by the NVAO in September 2018. This sets out the standards on which the assessment panel should focus in the limited program assessment of a program and the criteria on the basis of which the assessment panel should determine its assessment of the program.

On behalf of the cluster WO Rechten 2, the quality assurance agency Hobéon supervised the assessment. Inge van der Hoorn and Meg van Bogaert acted as coordinator and Meg van Bogaert and Hester Minnema were secretary within the sub-cluster. All three of them are trained and registered as secretaries by the NVAO. The three universities in this cluster have agreed that the chair and two panel members form the core panel. They participate in all three reviews and they thus ensure an equal method of assessment

Prior to the visitation, the sub-cluster coordinators informed the visitation panel in detail about the assessment framework and procedure and the attitude expected of them before, during and after the visitation. The coordinators also ensured calibration of the visitation panel by discussing the interpretation of the standards, judgements and decision rules. During the assessment process, the secretary monitored the correct process, ensured that the panel's judgements were made in accordance with the NVAO framework and supported the process of forming judgements.

Based on the documentation provided by the university, the panel was able to form a picture of the primary and secondary processes of the programs in question. Prior to the site visit, the panel members studied the documentation received and sent their findings to the secretary. The secretary collected the panel's questions and comments in a document and distributed it to the panel members. In addition, the programs sent a list of graduates covering the period 2021 - 2023 to the coordinators, who selected 15 final works per program (total of 90 for the 6 English-taught programs) in consultation with the chairperson. In making the selection, they took into account the distribution of tracks and profiles, final grades and assessors. Prior to the visit, the programs made the selected theses with accompanying assessment forms available to the panel.

The panel members all studied about 10 theses. Due to the large number of theses to be reviewed, content expert thesis reviewers were also involved (see Appendix IV). They were briefed on the review procedure prior to the thesis review. Their findings on the theses were shared with all panel members.

During a preliminary internal panel meeting, the panel discussed the information file and underlying documents and the preliminary findings of the different members, including the thesis reviewers.

Site visit

During the site visit the panel focused on verifying the findings from the document analysis and obtaining additional information on the content of the programs. This was done through discussions with representatives of the programs, students and the professional field, which could be characterized as 'peer-to-peer discussions'. The verification by the review panel took place by discussing the same topic several times with different stakeholders and on the basis of additional documentation.

The panel's chair reviewed the draft program for the site visit and provided feedback on it. After consultation with the relevant programs, the panel determined the choice of interlocutors in compliance with the NVAO rules to this effect.

The review panel offered students, lecturers and others involved in the programs who were not included in the program of the site visit the opportunity to draw attention to issues they considered important for the assessment. The review panel found that the university brought the opportunity to do so to their attention in a timely and proper manner and informed them on how to contact the secretary of the panel. The panel received no responses concerning the English-taught programs.

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalized the report on July 15, 2024.

Assessment rules

According to the NVAO assessment rules, a standard meets, partially meets or does not meet the standard. Hobéon applied the decision rules, as listed in the "Assessment Framework for higher education accreditation system Netherlands, September 2018.

Limited framework

Positive: The program meets all the standards.

Conditionally positive: The program meets standard 1 and partially meets a maximum of two standards, with the imposition of conditions being recommended by the panel (see Additional assessment rules regarding conditions).

Negative:

In the following situations:

- The program fails to meet one or more standards;
- The program partially meets standard 1;
- The program partially meets one or two standards, without the imposition of conditions being recommended by the panel;
- The program partially meets three or more standards.

ANNEX III

List of documents examined

- Self-evaluation Reports of the programs
- General introduction to the SER's
- Domain-Specific Reference Framework for Law (DSRK)
- Intended Learning Outcomes of the programs
- Schematic program overviews
- Content description of a representative selection of program components, including mention of learning objectives, instruction methods, literature (required/recommended), teachers involved and credits
- Education and Examination Regulations - EER.
- Overview of staff deployed
 - o Name, position, degree and expertise, educational qualification obtained.
- Overview of all recent final works (or portfolios / pieces of work from which the final level achieved by the student can be deduced)
- Assessment programs of each program
- Annual reports Examination Board, Assessment Committee and Thesis Panel (2022-2023)
- Assessments + assessment criteria and norms (answer models) and a representative selection of assessments made (presentations, internship reports, assessments, portfolios, etc.) and their grading.
- University Assessment Policy, Tilburg University (2020)
- School Assessment Policy TLS (update of 2023)
- Representative selection of study materials and literature
- Reports program committees (*opleidingscommissies*).

Following NVAO regulations the panel prior to the audit the panel has studied 15 students' final theses per program. For privacy reasons, the names of these graduates and their student numbers are not included in this report. The names of the graduates, their student number, as well as the titles of the final theses, are known to the secretary of the audit panel.

ANNEX IV

Composition of the audit panel

On 31 January 2024, the NVAO approved the composition of the review panel for the assessment of the **bachelor's programs Law, Fiscal Law and Global Law and the master's programs Law, Fiscal Law, Business Law, International and European Law, Labour Law and Employment Relations, Law and Technology, International Business Taxation and International Business Law**, under the number PA-1485. These programs belong to the visitation group below.

Name visitation group:	WO Rechten 2
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The table below provides brief job descriptions of the panel members who participated in the review panel of the programs described in this assessment report.

Naam	Rol	Korte functiebeschrijving
Prof. mr. Anja Oskamp	Chair	Former rector magnificus of the Open Universiteit
Prof. dr. Ramses Wessel	Member	Vice dean and professor of European Law at the University of Groningen.
Prof. mr. Edgar du Perron	Member	Counselor at the Supreme Court and professor of Private Law at the University of Amsterdam
Prof. mr. Arno Lodder	Member	Professor of Internet Governance and Regulation at the Vrije Universiteit Amsterdam
Dr. Julia Chrysostalis	Member	Principal lecturer at Westminster Law School (UK) and co-director of the Law and Theory Lab
Prof. dr. Bart Peeters	Member	As ZAP (independent academic staff) working for the University of Ghent, University of Liège (including Tax Institute), University of Antwerp (including Antwerp Tax Academy) and guest lecturer at the Fiscale Hogeschool (Brussels)
Dr. mr. Sander Jansen	Member	Associate professor Public Law at Maastricht University
Annefleur Timmermans	Student member	Student Ba Rechtsgeleerdheid at Maastricht University
Prof. dr. Maarten de Wilde	Thesis reviewer	Professor International and European Tax Law at Erasmus University Rotterdam and director at PwC.
Dr. Martin Boer	Thesis reviewer	Assistant professor Tax Law at Rijksuniversiteit Groningen
Prof. mr. Miriam Kullmann	Thesis reviewer	Professor of Social Law at Utrecht University since 1 February 2024, previously associate professor at the Department of Social Law at Radboud University.
Dr. mr. Jos Hamers	Thesis reviewer	Professor of National and Interregional Legal Persons and Partnership Law at Maastricht University
Prof. dr. Gareth Davies	Thesis reviewer	Professor European Law at the Vrije Universiteit Amsterdam
Dr. Pierre Schammo	Thesis reviewer	Professor of Law at the University of Durham
Prof. Paolo Giudici	Thesis reviewer	Full professor of Business Law at the School of Economics & Management, Free University of Bozen-Bolzano, Italy

Em. prof. dr. Herwig Verschueren	Thesis reviewer	Emeritus professor of International and European Social Law at the University of Antwerp
Mr. dr. Martijn Albers	Thesis reviewer	University lecturer in Tax Law at Erasmus University Rotterdam and partner at Albes en van Tienen Notarissen
Mr. Mirella Peereboom-van Drunick	Thesis reviewer	University lecturer in personal, family and inheritance law at the Open University and researcher in family law at the University of Amsterdam

Dr. Meg van Bogaert	Process coordinator and secretary	Independent consultant and NVAO registered secretary
Mr. Hester Minnema	Secretary	Independent consultant and NVAO registered secretary
Inge van der Hoorn MSc	Logistic coordinator	Consultant at Hobéon and NVAO registered secretary

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the program in either a positive or negative sense.



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