



Maastricht University



Faculty of Law

**Self-evaluation report
Advanced Master Privacy,
Cybersecurity and Data
Management**



Inhoudsopgave

Administrative data	3
1. Profile and ambition of the programme	4
2. Reflection on initial TNO recommendations	4
3. Evaluation according to the four standards	5
Standard 1: Intended learning outcomes	5
Standard 2: Educational learning environment	7
Standard 3: Assessment	11
Standard 4: Realised learning outcomes	13
4. Student chapter	15
1. Intended learning outcomes	15
2. Educational learning environment	16
3. Assessment	18
4. Realised learning outcomes	18
5. Global SWOT analysis	19
Strengths	19
Weaknesses	20
Opportunities	21
Threats	22
Appendix I	Curriculum overview & course descriptions
Appendix II	Intended learning outcomes
Appendix III	Learning lines
Appendix IV	Assessment overview (Academic Year 2023/2024)
Appendix V	ECPC Teaching Team
	24
	25
	26
	30
	31

Self-evaluation report Advanced Master Privacy, Cybersecurity and Data Management



Administrative data

Instelling

Naam instelling:	Universiteit Maastricht
Status instelling:	Bekostigd
Resultaat instellingstoets:	Positief geaccrediteerd voor de periode 2019-2024

Advanced Master in Privacy, Cybersecurity and Data Management

Oriëntatie en niveau:	WO - master
Aantal studiepunten:	60 EC
Specialisatiemogelijkheden:	n.v.t.
Locatie:	Maastricht
Variant:	deeltijd
Joint programme:	n.v.t.
Onderwijstaal:	Engels
CROHO registratienummer:	75150



1. Profile and ambition of the programme

The ambition and the goal of the Advanced Master in Privacy, Cybersecurity and Data Management (Advanced Master) is to offer high-quality legal education to influential professionals working in the broadly construed area of data governance. The end goal is to prepare a new generation of experts, so-called 'data leaders', able to identify and address the emerging challenges brought about by new technologies, irrespective of geographical boundaries and sector of application, by integrating legal knowledge with competences in cybersecurity and data management.

To this end, the Advanced Master builds on a thorough knowledge and understanding of the fundamentals of data protection, cybersecurity, and (data) management, which constitute the starting point of the students' academic journey. This is complemented by the concise sharing of systematic methodologies to address challenges in the field and critical thinking essential to respond to the continuous innovative pressure of the markets. 'Data leaders' (these may be Data Protection Officers, Chief Information Security Officers, Privacy Counsels and Team Leads, etc.) are the individuals responsible not only for the development and management of technical and organisational measures within their businesses and organisations, but also for relations that these organisations maintain with public and private bodies, individuals, and the public at large. Depending on the size of the establishment and its profile, the societal impact of decisions made at bequest of and by such 'data leaders' may be substantial worldwide.

The Advanced Master construes the persona of a 'data leader' as an over-arching ideal of a professional. This abstract concept guides the design of the programme and its courses both from the perspective of knowledge and insight, ethical and societal awareness, and the necessary skills he or she would need to possess to effectively exercise his or her role in organizations and societies. To this end, in addition to the sound inter-disciplinary knowledge of the fields, the graduates will have a deep understanding of lawful, social, sustainable and ethical data usage practices, combined with a broader skills-set ranging from management and leadership skills, through risk assessment and communication and related soft skills. Upon a successful completion of the master, the graduates will possess all characteristic features to take the position of key players in the digital economy by applying and developing comprehensive, sustainable privacy and data protection practices in response to emerging technological challenges.

2. Reflection on initial TNO recommendations

The current section offers reflections following on the initial accreditation process and recommendations of the committee which needed to be implemented prior to NVAO's final decision of July 2022 fully approving the Advanced Master. These are also based on the experience of two years running the programme.

Firstly, the programme narrative and course learning outcomes have been reworked in order to better represent the three-pillar structure of the programme: privacy, cybersecurity and data management. Given the very dynamic developments of these fields, the content of the courses is constantly adjusted to best represent the challenges of the current context and respond to students' needs.



Secondly, the Advanced Master Programme Management (AM Management) recognised the need to level the playing field at the beginning of the programme and thus the orientation courses offered over the summer prior to the beginning of the programme are open both to lawyers (Introduction to ICT) and to representatives of other professions (Introduction to EU Law). Both, as it turns out, offer a good starting point, and at times function as a re-fresher for those students who completed their 'original' studies sometimes many years prior to the beginning of the Advanced Master.

Thirdly, we clarified the importance of professional experience vis-a-vis academic credentials as a criterion taken into account by the Admissions Board. The relevant provision of EERs (Article 24(2): Admissions criteria, ranking, and capacity restriction the programme) were accordingly changed and the highest importance in the assessment of the candidates is attributed to their professional experience. Grades remained amongst the criteria considered by the Board of Admissions in order to allow for the admission of young talented students. In fact, as a result of each of the three admissions procedures that have already taken place, yearly, on average, ca 2-3 places in the programme are offered to freshly graduated students.

Fourthly, responding to the comment that the Advanced Master should be driven by an adequate critical academic approach, the AM Management focused its efforts in the past years on ensuring that the content and structure of the courses and skills meet rigidly such standard. To this end, the AM Management exercises rigorous control over the development of all courses, regardless of whether the courses are outsourced to actors outside of UM Faculty of Law or developed 'in-house'.

Finally, in line with the recommendation to attribute a high level of attention to consistency in the programme (both in relation to content and teaching methodology) the AM Management as well as the course coordinators have put in place measures to ensure programme's coherence and clarity of objectives as well as information on the teaching format with a specific focus on the Problem-Based-Learning (PBL) methodology and, more specifically, collaborative, constructive and self-directed learning. To this end, specific information is included in the course Syllabuses and on Canvas. Students participate in information and training PBL/CCCS sessions during the first week of the programme. It is a point of policy that coordinators make links between various courses. In addition, the course features overarching activities (workshops, tool development sessions and games, depending on a need) which add to the coherence of approach and make links between the various elements of the programme more visible (we refer to these activities collectively as a 'Compass Challenge')

In general, the Advanced Master highly benefited from addressing the recommendations of the accreditation panel. Importantly, the work on the improvement of the Advanced Master continues to make the programme run better and offer a high-quality of education excellency, whilst ensuring that the innovativeness and core qualities of the PBL method are attributed enough attention in accordance with the CCCS principles.

3. Evaluation according to the four standards

Standard 1: Intended learning outcomes

In the age of generative Artificial Intelligence models, surveillance economy and states, big data, and automated decision making, it is of utmost importance that a 'data leader' possesses a critical academic perspective anchored in the values of fundamental rights, rule of law and democracy to approach both the enforcement of



the apparently technology neutral legislation such as GDPR (as well as others). For this reason, all courses are anchored both in the academic theoretical and applied legal as well as ethical discussions both in the areas covered by the Advanced Master and related ones. Subsequently, as the result of following the programme data leaders will possess a sound knowledge of data protection and cybersecurity laws and related legislation in the field of data governance. Finally, data leaders are trained in area-related skills and methodologies such as risk assessment, cybersecurity assessment, contract design and communication as well as more general soft skills such as academic writing, pitching, or presentation.

The Advanced Master is built upon three educational pillars: (1) privacy/data protection law, (2) cybersecurity law & technology and (3) data management. The first two pillars of the educational programme foster students' knowledge of privacy and cybersecurity law on the academic level, whereas the third pillar complements this academic approach by focusing on knowledge and skills examined in selected sectoral areas.

In each of these outlined educational pillars, a distinct learning line can be identified where the knowledge and skills of the students develop from more fundamental to more complex adding to adopted perspectives from the acquisition of knowledge and insight to consideration of ethical aspects of their work (corresponding to PLO¹ 1 and Dublin Descriptors 1 & 2). Students are taught to approach problems in a systematic, yet critical manner (PLO 2 & Dublin Descriptors 2,3 & 5) Throughout the programme, the students elaborate their soft skills and interpersonal competences (PLO 4 & Dublin Descriptors 4&5). In the design of the programme, these learning lines merge during the final courses of the educational programme, which cover all three aspects of learning. All the courses in the programme follow the approach of Global citizenship (PLO 3 & Dublin Descriptor 3), not only in terms of the ability to engage in the global community, understand compliance from variety of jurisdictional perspectives but also conceive of the consequences of specific designs for the global community.

The appendixes contain the overview of the curriculum, its progression and the description of the learning lines.

In all cases the 'advanced master' level of knowledge transfer is ensured through multiple means. Firstly, the admissions process pays attention to the selection of candidates who have appropriate professional experience and versatile background. 'Fresh' graduates are admitted only in exceptional circumstances only if their profile is of excellent quality (there are at most 4 fresh graduates at a time in each student cohort). Secondly, in all courses, course coordinators who ensure high academic and critical quality of the programme, are accompanied by a selection of high-level experts who bring advanced applied knowledge and experience to the table. Finally, even though the programme starts with foundational courses, their content and delivery are far from such, reflecting the level of maturity of the student body and the teaching approach that reflects the overall level of the Advanced Master. The discussions necessarily bring to the attention of the student body the most current problems faced by participants in their professional practice, which are subsequently dissected from considering the most current case law and academic perspectives. It must be emphasized that only seasoned teachers are able to effectively engage with students in such context and so only they are engaged in teaching activities.

As far as the programme addresses the outlined PLOs, as it is pointed out in the SWOT analysis, the most recent legislative developments in the European and international legal space call for the rethinking of the knowledge components of the programme.

At the same time, throughout the three editions of the programme, the skills component has been strengthened both to respond to students' needs and demands of data protection and cybersecurity (or broader law and technology) field that requires students' versatility and a very specific skills set.

1 The advanced master formulates intended learning outcomes in terms of Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO).



Importantly, the evolution of the PLOs and (to a certain extent) CLOs is closely followed and monitored by informal student representatives, the Education Programme Committee, as well as experts collaborating with the European Centre on Privacy, Cybersecurity both on a variety of projects and within its Advisory Board.

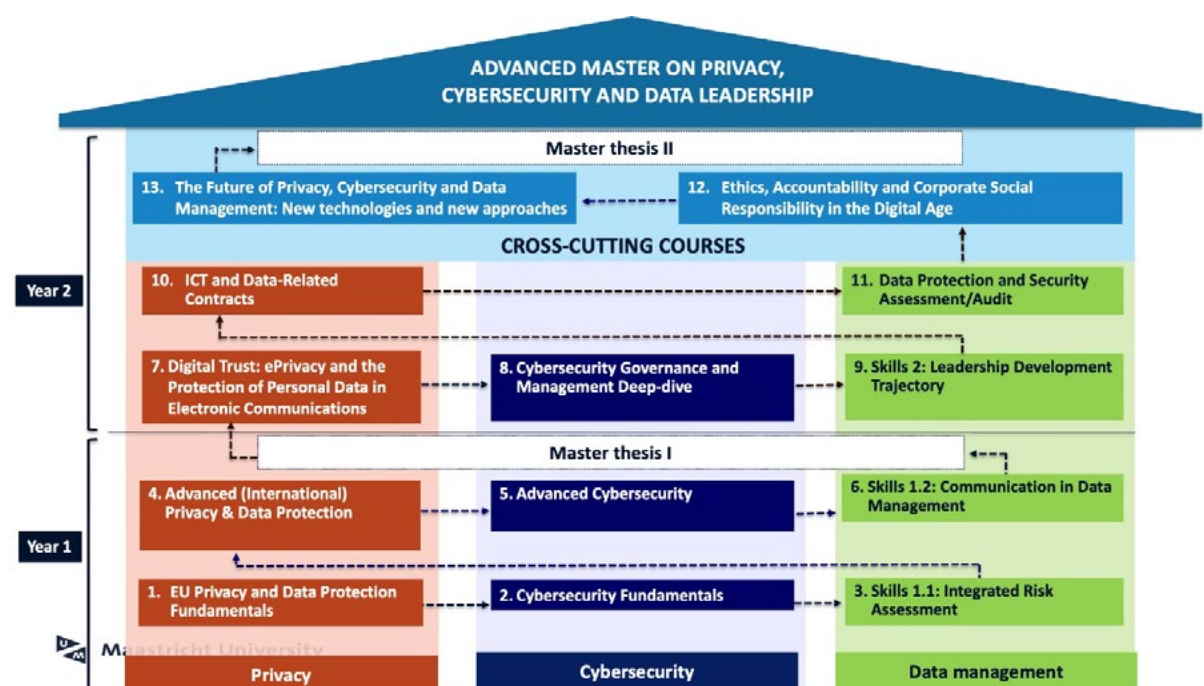
Given that the Alumni community is just being born, their role in the development of the programme has not been yet formalized. As soon as it is built of the graduates of at least two editions, the AM Management will invite Alumni to contribute to the evolution of the content and format of the programme.

Standard 2: Educational learning environment

The Curriculum Design & Academic Orientation

The design of the curriculum is driven by the conceptual framework of a persona of a 'data leader' – a professional with a deep knowledge of privacy (fundamental rights) rules and challenges, technical cybersecurity knowledge and management/leadership skills to both ensure the respect for rights, business integrity, innovation and growth. Thus, the knowledge and academic skills they are transferred enhance their understanding of the field and its demands from the legal perspective.

The following figure shows the design of the curriculum.



In this vein, the following has been appreciated in each of the pillars on which the Advanced Master is constructed (please see Appendix I for the oversight):

- Privacy – the critical and EU law foundations for the entirety of the programme are laid by the first course of the programme: Privacy Fundamentals. Thanks to this anchorage, in the context of the Advanced Privacy, students discuss much more complex and intra-disciplinary problems presented by data protection-related disciplines such as, for example: personal data processing related international organisations, the intersections between the DSA and the GDPR, the interoperability of EU databases or transfers of personal data to countries outside the EEA. The Privacy course offers a starting point for the subsequent Year 2 courses,



featuring deep dives into (i) ePrivacy, (ii) an Assessment of Cloud Computing Services, a discussion on (iii) *Ethics, Accountability in CSR*, and finally consideration of the (iv) *Future of Privacy, Cybersecurity and Data Management*.

- Cybersecurity – similarly to Privacy, the Cybersecurity courses start with laying Foundations (*Cybersecurity Fundamentals*): legal rules on cybersecurity present, mostly from EU and international perspectives. Subsequently, thus prepared students immerse into a variety of cybersecurity challenges approached from 360 degrees perspective during *Advanced Cybersecurity*: cloud computing, AI, IoT etc. The knowledge is then applied in the context of (i) *the Cybersecurity Deep Dive* course and partially in the context of (ii) an *Assessment of Cloud Computing Services*.
- Data management: Students value the conscious alignment between the knowledge and data protection-specific skills as well as soft skills visible both in teaching activities and assessment methods adopted. In this context they appreciate the set of courses designed to improve their data protection skills: (i) *Integrated Risk Assessment*; (ii) *Communication in Data Management* and (iii) *ICT Contracts*. These courses are complemented by soft skills close ups: (iv) *Thesis Writing Bootcamp* and (v) *Leadership Development Trajectory*. The first three courses focus on needs and skills essential to perform the functions or privacy professionals; *Thesis Writing Bootcamp* sharpens the students' academic writing (consider this is at least the second if not the third master for participants); *Leadership Development Trajectory* offers a possibility to reflect on how their own growth relates to their professional position. It is particularly focused on strengthening of strategic and negotiation skills.

The content of the courses and other programme activities display a strong academic orientation. At its core, the knowledge and the approach transferred to students are embedded in a critical school of thought questioning existing business models and practices in the light of values that underlie and have a potential to shape our societies. On the one hand, the course coordinators ensure the academic approach to ensuring both a critical and an analytical component in the design, activities and the assessment of the courses. They contextualise contributions of practitioners in their capacity as 'chief experts' and 'guest lecturers' whose task, in turn, is to bring to the picture a unique experience and an approach related to the area of their expertise and practice.

On the other hand, the Advanced Master is anchored in sound research within the Faculty of Law on the topics discussed in the Master.

The Staff

The following observations must be made in relation to the Composition of the Staff of the Programme.

Firstly, it is composed of Maastricht University course coordinators who oversee academic quality of the courses offered in the programme and external experts affiliated with ECPC. In order to ensure the advanced applied perspectives in the courses, the coordinators ensure the quality of education and work closely with either so-called 'Chief Experts' (who serve as the main consultants on the content of the course, often deliver lectures and contribute to tutorials) or a group of experts that deliver subject specific talks.

The UM ECPC affiliated programme's staff is currently made up of two full professors, three-four assistant professors/senior lecturers. All are affiliated with one of the departments at the Faculty of Law and are engaged in the Faculty's professional development activities (PBL trainings, UTQ and CPD trainings). Blended learning education takes place in collaboration with EDLAB. (For more, see the General Chapter).

At the moment there are ca 20 experts, featuring world class experts on data protection and cybersecurity and high level practitioners from industry and European and national public authorities (such as European institutions, national supervisory bodies etc.).



Secondly, course coordinators in their administrative tasks are supported by ECPC Management and education support officers ensuring that the master runs smoothly both from the technical perspective and taking care of long-distance communication and that LMS (Learning Management Systems) Canvas is an up-to-date and stimulating learning environment.

Thirdly, the programme is managed by a team composed of a Programme Coordinator and two deputies (AM Management as anticipated above) rather than by an individual. Such arrangement ensures sufficient time and attention given to the programme (and balance with other commitments of the Staff). The AM Management works in close collaboration with the directors of European Centre on Privacy and Cybersecurity (ECPC) which is an administrative unit overseeing the Advanced Master and professional education focused on data protection and cybersecurity at the UM Faculty of Law.

Fourthly, the staff is highly expert in the field, professional and skilled in the use of Canvas. They are also highly responsive and inviting to contribute to the master by offering feedback.

Finally, where necessary from the perspective of programme's content, programme's staff is strengthened by outsourcing of elements of instruction to other bodies within the UM.

These are currently:

- Contribution to the Thesis Writing I – Bootcamp course where UM Language Centre staff runs the workshops, develops course-specific materials, and offers feedback on the language and text design. Their activities are overseen by the Thesis Writing I Advanced Master course coordinator;
- The Leadership Development Trajectory course is offered in its entirety by [UMIO](#) (the executive branch of Maastricht University School of Business and Economics), however, under the strict guidance of the AM Management.

Originally, the Master outsourced the organisation of the Introduction to ICT orientation course to the Faculty of Science and Engineering, however, as the staff of the Advanced Master expanded, it was ultimately taken over by cybersecurity experts from within the team.

Methodological approach (PBL/CCSE) in the online setting

The Advanced Master follows Faculty's approach to PBL (see the General Chapter).

We believe that it is a particularly suitable methodology to employ when educating students on an advanced level. Through the PBL system (and, more specifically the CCCS principles), students gain the appropriate analytical techniques to solve the relevant legal problems and technical questions. The academic legal reasoning employed in group presentations strengthens the leadership responses, which take into consideration the multicultural and international environment. The individual and group presentations enhance oral communication skills. Via the application of case studies and discussions with experts, students can understand the different stakeholder demands and adapt their writings and strategies to the relevant business or academic context. This broad overview of good (and exemplary bad) practices permits to identify and implement compliant, responsible, sustainable and ethical behaviour in different management settings. By providing an interdisciplinary outlook, the Advanced Master achieves the creation of a red thread that guides the students throughout its three component areas. The latter coherently integrate privacy and cybersecurity, law & technology, management and leadership and consolidate the students' knowledge of the multidimensional European data framework.

The challenge and the opportunity of the programme lies in the blended format of teaching, taking place 70% online and 30% on-site.



The following observations must be made in this context:

- Students know that for 30% of the teaching activities they will be required to travel to Maastricht or Brussels UM Campuses for the so-called 'On-site Weeks'. These are embedded in structure of courses and create opportunities for a more in-depth learning. There are three On-site weeks in each Academic Year of the programme. Students are informed about dates at the beginning of the Academic Year.
- Classes take place on up-front specified days (Mondays and Thursdays) and in specific time slots selected to best fit the geographic distribution of students in the programme.
- Students work in small groups (of max. 18 participants) and follow the PBL method, which is slightly adjusted to feature the demands of the online environment.
- Each year, the coordinators add to the existing materials information on how to best approach the methodology. This involves improvement of communication, development of synchronous teaching documentation (ie in certain contexts detailed tutors instructions) and asynchronous learning aids.
- Communication and online community building require additional efforts on the part of the teaching staff, however, a lot of work has been done in development of information repositories, policies and online teaching tools. Particular efforts are put into ensuring consistent communication patterns and continuous support to students from both content, teaching design and technical perspective.
- The teaching and related-communication takes place exclusively via the Canvas platform (and UM email that is connected to it). Students are given ample guidance in how it works, including information on its more particular features (such as communication of grades, possibility to create small interactive discussion groups, means and format of peer feedback etc.).

Studyability and guidance

The welcoming and easy-to-navigate learning environment are a key to the students' positive experience and attainment of ILOs. This is probably more so in the context of the long-distance learning environment. In order to ensure that students are given sufficient support and guidance, the AM Management has taken the following measures:

- In order to ensure a level-playing field, the introductory courses in EU law and ICT are offered to students prior to the beginning of the programme. This, in combination with the rigid admissions process that prioritises appropriate prior experience as the most important selection criterion, allows for the creation of the student body versatile enough to ensure high level of learning from peers whilst making sure that the learning is uninterrupted due to the diversity of backgrounds;
- To ensure the continuous reflection on the quality of the education and verification of the programme against the labour market needs and students' experiences, early on in the programme the AM Management starts to collaborate with Students' Representatives. Their contribution together with the contribution of the Education Programme Committee are a vital element of the programme evaluation and development.
- To ensure facilitated access to information, the AM Management provides additional information channel (in a dedicated Canvas section called 'Info (plus the year of study ie 2022-2023)') which displays in a structured manner only the information relevant for students of the advanced master programme linking them with the appropriate Intranet and UM webpage resources (whereas the UM webpage features wealth of information catering to the entirety of UM community from pre-master to advanced master levels).
- To ensure the sufficient focus on academic skills, the Advanced Master features dedicated moments where these skills can be explored and practiced (thus the Master's Thesis course is complemented by additional features that occur earlier in the curriculum; we offer the possibility to test and practice presentation skills in the [UM DexLab](#), etc.)
- Where necessary, the AM Management adopts relevant policies and procedures, reflecting existing practices developed on the faculty level, but also the specificity of the programme. If need be, the policies are complemented by the change of EERs. These are, for example, the policy on late submissions; on the use of content generated during the Advanced Master teaching activities etc.. At the moment, prompted by the Education Programme Committee, AM Management is working on the comprehensive Assessment Policy.



- To ensure the awareness of the manner in which various components of the programme link to one another and make up the programme's narrative, the AM Management has developed several channels on course level (instruction and documentation) and via overarching activities.

Students' contribution to the Advanced Master

Given the level of the education, students contribution to the improvement of the programme is of utmost importance. For this reason, students are informed from the first encountered onwards about multiple modalities through which they can engage with the Advanced Master staff, share their suggestions and feedback.

Each of Advanced Master's editions appoint Student Representatives (Year 1) and Student Representatives – formal members of the Education Programme Committee (appointment is made in June Year 1 and valid from the beginning of the subsequent Academic Year). It is up to students to decide how to appoint the representative and who it ultimately is going to be (usually they vote on the matter). Representatives meet regularly with AM Management and ECPC Management on an informal basis during the Onsite Weeks. They bring to the attention systemic and personal issues that affect the functioning of the programme. These are subsequently taken on by the AM Management.

The Education Programme Committee consists of two staff members and two student members (automatically two representatives elected in Year 1 take on this role). It meets formally minimum twice a year.

Students are encouraged to contact course coordinators to raise any issues with specific courses and AM Management to share more general feedback.

In addition to the above outlined mechanisms, the courses are evaluated as in the remaining programmes at the Faculty of Law, through the centralised system of anonymous surveys, to be completed prior to the assessment in a given course (For more, see General Chapter).

Standard 3: Assessment

The Advanced Master follows the Faculty of Law's vision regarding assessment policy. The assessment policy relies on a constructive alignment and PBL, in which teaching and learning activities and the assessment are coherent with defined learning outcomes. The Advanced Master strives for alignment between formative and summative assessment methods and for a learner-centred educational approach. The quality assurance and the evaluation of assessment is also ongoing, with the goal of continuously improving education. In addition, the programme strives to seize any opportunity to enhance the learning aspect of students' activities thus treating assessment points as the opportunities of learning. Students are encouraged to critically engage with the feedback they receive and discuss their results with the course coordinators.

Assessment methods

Within the programme, the students are assessed through a variety of assessment methods, to ensure the coverage of all competencies outlined in the learning horizon and the intended learning outcomes. The aim is to stimulate student learning in different manners and to align the course content with the most appropriate assessment methods.

In principle, electronic written take home exams are used to assess knowledge and understanding; principally these may consist in open or essay questions. However, they are combined with other methods such as oral exams or interim assignments to best assess analytical and critical skills without the reliance on external tools.



Many courses foresee interim assignments. These assessments are used as moments of reflection for the student (diagnostic test, formative) or as assignments, such as papers and presentations, which count towards the final mark (summative). The assessment of the skills courses takes place through assignments, presentations, role-playing exercises, and simulations.

The Leadership Development Trajectory offered by UMIO requires students to define their own trajectory and is assessed by means of a personal portfolio.

General skills, such as chairing a group, reporting, cooperation with others and taking part in discussions, are repeatedly addressed in the classroom, although these skills are not explicitly examined and evaluated. Assessment is conducted by the course coordinator(s) and members of staff involved teaching a particular course, who convene regularly in preparation of the course and during the course. The choice of assessment methods is the responsibility of the course coordinators for a respective course, in coordination with the Programme Coordinator considering the variation in formative and summative assessments, the assessment criteria, etc. Input by the Board of Examiners and EPC (Education Program Committee) shall be sought to review the appropriateness of the assessment method.

The master's thesis follows the procedure outlined in the programme's master's Thesis Regulations (Article 2): students have to hand in drafts and present preliminary results of their thesis at several occasions during the programme, leading up to the thesis defence. The thesis will be assessed by the thesis supervisor and a second assessor, who are both academic staff at UM with relevant expertise on the thesis topic. A standardised evaluation form for the master's thesis exists and is made available to the assessors and students via the Academic Paper Dossier. In case of disagreement between the assessors, a third assessor will be involved. As with other forms of assessment, students can appeal the results with the BoE.

Reliability and validity in assessment

The substantive requirements of assessment methods take into account the demands of the area of data protection, cybersecurity and data management. The written assessment tasks include drafting a case note, legal essay, contracts, conducting or critically assessing risk assessment methodologies or reflecting on phenomena encountered in their personal experience in the light of the discussions during teaching activities.

Assessment methods involving presentations and other forms of simulations test analytical skills and structured presentation skills in the context of interacting with different audiences. Finally, the assessment methods based on group performance reflect the belief that a data leader should rarely work on his own; she is encouraged to work in teams which requires an effective and often non-hierarchical organisation of work and development of outputs. In all contexts critical approaches are necessary as the practical world settings often will require decisions to be made outside the established frameworks or, for instance, industry standards.

The reliability of assessment methods is guaranteed in part by ensuring the transparency concerning the assessment criteria (through the publication of rubrics) and ex post publication of answer keys (where appropriate). Coordinators are encouraged to provide personalised feedback to students in addition to the strict assessment based on the answer key or a rubric.

To account for the long-distance component in the assessment, the following measures have been put in place:

- In order to ensure that the testing environment does not affect the assessment methods, students are provided with an additional set of instructions on submission and are given a late submissions policy to accommodate any technical problems.



- Take home exams never constitute a sole measure of assessment; they are accompanied by other 'live' methods (oral exams, simulations, presentations, video submissions) in order to ensure multi-dimensional approach to assessment.
- Assessments are to be evaluated by the same team of examiners to ensure consistency.

Transparency in assessment

The assessment methods are specified in the coursebooks and are known to the students prior to the course beginning sometimes with the use of rubrics featuring objective criteria for assessment. Answer keys for case studies and open descriptive questions are made available to students after the assessment takes place. This allows the students to critically engage with the assessment and discuss the grade with the course coordinator or lodge an appeal with the BoE.

The course coordinators and the teaching staff draft the assessment tools (assignments, answer keys and rubrics) within the Canvas environment. Here, the course coordinators are responsible for the delivery of the assessment materials and answer keys, including timely delivery of the assessment results to the Education Office at the Faculty of Law, who handles the administrative and preparatory steps (if needed).

Ensuring the quality of assessment

The Programme Coordinator together with the AM Management are positioned to ensure the quality of the assessment, which they pursue from the programme perspective, building on a programme assessment overview, ensuring that both formative and summative assessment consider both knowledge and insight as well as the variety of skills.

Further, the quality of the assessment methods is ensured through an at least two-tier control of exams and assessments:

1. for control of the design of an assessment method, the course coordinators work closely with chief experts;
2. for control of the academic quality of the assignments, the text of exams and assignments is subject to oversight by the AM Management.

The minimum threshold for ensuring transparency is guaranteed by common lines that have been adopted on the Programme level and are being currently reworked into an Assessment Policy.

As an Advanced Master's representative sits on the Faculty Board of Examiners, the usual checks and controls from the Faculty apply. The Advanced Master follows the checks and controls procedures introduced by the Board of Examiners for the entirety of the Faculty of Law (See more in General Chapter).

The supervision of Master's Theses is conducted by a supervisor with an expertise in each area (be it cybersecurity or privacy). In case of interdisciplinary theses, in line with the Master Thesis Regulations, students receive guidance from experts in both fields acting as supervisors.

Standard 4: Realised learning outcomes

At the time of the drafting of this report, the first edition of the programme (class of 2023) has come to an end, and students graduated on 1 December 2023. The second edition of the programme (class of 2024) will complete their education on 31 August 2024. This means that the AM Management is able to draw limited conclusions on the basis of such scarce information.



In the class of 2023, 21 of 22 students completed their education on time, with one of them delaying their graduation for personal reasons. On average, the final theses were of good quality, with four outstanding ones (graded 9 or higher). One of those students (Martyna Bobala) received an 'honorable mention' in the NEVER Corinna Wissels Award 2023/24 and Anca Sattler a 'honorable mention' in Maastricht Consulates Prize on EU Law 2023/24.

Whereas the Master Thesis Regulation offers the opportunity to take on topics with the focus on cybersecurity, the vast majority of students decided to work on privacy related topics. The following are the sample of students' theses topics:

- 'Safeguarding Privacy and Data Protection Rights in OSI-based Missing Persons Investigations - a Humanitarian Use Case';
- 'Algorithmic Discrimination: is the GDPR a complete solution for the protection of data subjects under EU Law?'
- 'The case for a first line unified Privacy and Security management practice in financial institutions.'

As far as the student performance post-graduation is concerned, it is too early to tell, given that only one edition of the Advanced Master is complete at the time of drafting this report.

It must be observed, however, that it does seem that the LLM helped students to attain their professional and personal goals. Indeed, in the duration of the programme, six students (and so ca. 25% of the initial student body) have changed their places and positions of employment. In each of the cases, the students reported the added value of the programme to their professional trajectory.

In the eyes of the Staff, the first group of alumni is very impressive. The knowledge and skill of some of them has been so exceptional that they were invited to collaborate in other professional activities of the ECPC.

The AM Management has developed the Alumni policy which foresees the organisation of Alumni specific activities in the coming Academic Year (2024/2025) after the graduation of the second edition of the Advanced Master. For the time being, the Alumni receive a AM ECPC distributed twice a year (its' second issue will be distributed in July 2024).

In the future, the Advanced Master staff intends to build on former students' experiences and impressions to gradually improve the programme. Amongst others, it is intended to conduct regular surveys of graduates in order to monitor their career development, as well as to improve the content and delivery of the programme. The Alumni network will be invited to participate in cyclical events and in follow up educational encounters.

It must be observed that, in fact, the professionals of the Advanced Master de facto will join the already existing group of alumni of ECPC professional education. The two networks will feed each other and develop together in sync. This means that in the variety of professional contexts students will have already participated in trainings, often even met each other if not in person, then through numerous professional networks.

Such professional and expert growth and network are one of the characteristic features of the privacy and cybersecurity sector and a brand mark of courses offered by European Centre on Privacy, Cybersecurity and Data Management. The educational set up of ECPC professional education positions of the Advanced Master as the top level of education and the crown jewel in the educational trajectory of data leaders (for more, see: [ECPC- Professional Certification Education - Research - Maastricht University](#)).



4. Student chapter

This student chapter aims to provide the perspective of current students enrolled in the Advanced Master's (LLM) programme in Privacy, Cybersecurity, and Data Management offered by the European Center of Privacy and Cybersecurity (ECPC) at the University of Maastricht. This chapter outlines how the students perceive the programme and the extent to which the intended learning outcomes have been achieved.

This student chapter was curated by selected representatives of the two current cohorts (2021-2023 and 2022-2024). All students were invited to comment on four main pillars related to the programme's aims, objectives, and expected performance, covering various aspects of the curriculum. The content of this chapter is based on the feedback collected from all students in the respective cohorts. The four student representatives (two from each cohort) used the answers collected from their colleagues to inform and shape the content of this report.

1. Intended learning outcomes

As a degree tailored for working professionals, the Advanced Master's programme aims to equip graduates with the interdisciplinary knowledge and skills needed to excel in privacy, cybersecurity and data management. Throughout the two-year part-time programme, students are expected to develop expertise in dealing with complex privacy challenges and cybersecurity risks. Students have the opportunity to tackle intricate issues and develop innovative solutions, while creating a deep understanding of privacy regulations and cybersecurity principles.

The problem-based learning (PBL) teaching method, which is prevalent throughout the programme, facilitates the development of practical skills required for privacy, cybersecurity, and data management professionals. Working individually and in groups, students are expected to learn how to assess risks, design secure systems, implement data protection measures, and how to respond effectively to security incidents. The interaction with the faculty and other professionals in these fields is intended to make this programme particularly relevant for the students.

In addition, the students are expected to develop a holistic understanding of these issues to be able to convey complex concepts to different stakeholders. The cross-disciplinary perspective and analytical thinking required to succeed in this program, prepare the students to critically evaluate privacy policies, assess cybersecurity vulnerabilities, analyze data protection frameworks, and make informed decisions to mitigate risks. These expected outcomes are outlined with each course syllabus and conveyed by the faculty and course coordinators at the beginning of every course.

Overall, the students feel that the Advanced Master's programme empowers them, by providing a solid foundation in privacy, cybersecurity, and data management, and prepares them for impactful careers in these rapidly evolving fields. As evident throughout this chapter and expected given the varied background of students in each cohort, students' perspectives on how well the program realizes the intended learning outcomes varies. Some students express their satisfaction with the programme's structure, teaching methods, and assessment practices, considering them effective in meeting the intended goals. These students appreciate the comprehensive curriculum, the opportunities for interactive learning, and the alignment between the course content and the expected outcomes. There are also students who expressed the opinion that certain aspects of the programme's setup could be improved to better meet the intended learning outcomes, raising concerns in relation to the organization of certain courses and sometimes the clarity of assessment criteria. These insights are



reflected in this report. The students feel that their feedback provides the basis for future enhancements of the programme to further meet the expectations of the students.

2. Educational learning environment

Structure and content of the curriculum

The students perceive the structure and content of the curriculum to be clearly defined by the programme coordinators. Prior to the start of the academic year and during the introductory sessions, students are provided with information about the structure of the programme, which is divided into three main pillars: privacy, cybersecurity, and data management. Within each pillar, courses are taught with increasing levels of difficulty. Substantively, the courses build upon one another offering continuity and cohesion not only within a given course, but throughout the entire curriculum.

While the LLM programme focuses predominantly on European perspectives, several courses within the programme also adopt a global perspective on the subject (e.g. the Global Cybersecurity Fundamentals course or the Advanced International Privacy and Data Protection course). Following a comparative approach, these courses elaborate upon the legal frameworks of various jurisdictions. Considering the rapid developments in data protection and cybersecurity worldwide, the inclusion of more courses with a global perspective could prove an important adjustment for this Advanced LLM programme. The interconnected nature of data protection and cybersecurity requires a deep understanding of the varying regulatory frameworks and challenges across different jurisdictions.

The course content is relevant to students' work activities and reflects up-to-date advancement within the programme's fields of focus. Current industry trends and emerging technologies demand cross-disciplinary professionals that have the ability to bridge the gap between technical and not-technical decision-makers, and to address the latest challenges in privacy and cybersecurity. The programme is designed for the students to develop expertise in all three foundational fields. Rather than specializing in one specific field, students are provided with a holistic education spanning across the three pillars. To this end, the last courses taught in this programme are 'cross-cutting courses' which embody all three pillars of the LLM programme.

Didactic approach, study methods and study loads

The students believe that the teaching and learning environments encourage students to play an active role in the design of their own learning process. For example, the weekly tutorials are based on the PBL methodology and are divided into two parts, as follows. During the first hour of the tutorial, students are split into groups of three to five and are invited to discuss their preparation of a given case study. The second hour is then spent on presenting the outcomes of the discussion to the rest of the class. The lecturers and the students then provide feedback on each other's analysis. In addition to grading these discussions, most courses bear a participation incentive, which favors attendance to class and active cooperation among students in sharing their views and learnings. This creates an environment where students feel empowered to share their opinions and learn according to a constructive, contextual, collaborative and self-directed approach.

While most of the programme is conducted online, students are also expected to attend in-person classes and lectures at one of ECPC's campuses in either Maastricht, NL or Brussels, BE. Throughout each academic year, students are required to attend these on-site weeks on three separate occasions, each for a period of five days. In addition to the concentrated schedule of lectures, tutorials and presentations, these on-site weeks facilitate in-person interaction, fostering strong relationships and bonds among students, teaching staff and faculty members. As part of the educational experience, students also have valuable opportunities to visit institutions that hold significant relevance to their field of study. Aside from a great learning and study experience, the on-site weeks are important social and networking opportunities for the students.



It must be noted that the PBL approach, coupled with the comprehensive course structure and the intermediate assignments of the LLM programme, result in an intensive and demanding study load. To succeed in any given course, the students must attend the lectures and tutorials, actively participate in the discussion (entailing advance preparation), complete all interim assignments and final papers or exams. The first year of the LLM programme allows for balancing an advanced level of studying with work and family obligations. During the second year, the LLM programme shifts from a theoretical approach to a more practical approach to teaching and learning, requiring further preparation in certain courses.

Some students observed that, on occasion, the volume and content of reading material does not align closely with the specific topic covered during the lecture or the tutorials. This has resulted in a lack of synergy between the recommended readings and the content covered in the tutorials. In addition, the examination for these courses and the respective assessment criteria were also unclear. This may also have diverted students' attention from the essential background knowledge required to achieve the intended learning outcomes of that tutorial or lecture. Additionally, the study load for certain courses does not track with the allocated ECTS credits. The students believe that the course coordinators should ensure a stronger alignment between the assigned readings, the topics covered and the expectations of the course coordinators. A balanced and tailored approach to the course will enhance the learning experience for the students.

Student body and teaching staff

The students admitted to the programme are of varied backgrounds (law or IT) with a range of experience (from none to well over a decade of work experience). They are high quality professionals that enhance the learning experience in the programme, bringing valuable perspectives and knowledge. Within a cohort, students feel they act as a cohesive group, open and welcoming to one another, which is a testament to the selection process and the programme's ability to attract dedicated and talented individuals. There is a great spirit of open collaboration and support among the students within the same year, which continues to grow and evolve as the programme progresses. Discussions are greatly enriched by the different points of view provided by students of contrasting professional backgrounds. Students have built supportive networks that extend beyond the LLM programme.

The students' feedback regarding the teaching staff is positive. The lecturers, who are experts in the core of the privacy and cybersecurity fields in the European Union, undoubtedly confer a high level of authority and prestige to the LLM programme. In addition, such expertise provides first-hand insights on matters discussed in class, which reflect up-to-date advancements in the programme's fields. It is worth noting that due to the large number of lecturers and guests invited to present in this programme, there are variations in teaching styles and varying levels of expectations from one course to another which may, at times, lead to some confusion. While there is value in actively engaging with different teaching styles, students would welcome a clarification of expectations when requested. Guest speakers and occasional lecturers should also be briefed about these expectations and intended learning outcomes so they can tailor their delivery to the LLM overall structure.

In general, the core lecturers (i.e. the lecturers and course coordinators directly affiliated with the ECPC) are available to students and provide swift responses to enquiries and to address our concerns. Students welcome open communication with the teaching staff. The guidance provided by them through Canvas and the published study material is usually thorough, clear and timely – although the in-class guidance could be improved in terms of end goals and intended learning outcomes.



3. Assessment

The students believe that the programme demonstrates a well-designed system of student assessment that encompasses various forms of evaluation, such as multiple-choice tests, take-home and oral examinations, final academic papers, and business-like video pitches. The wide variety of assessment methods allows students to apply their knowledge in different professional scenarios, enhancing their preparedness for future endeavors.

The assessment methods are consistently communicated to students through the course book and further elaborated during the courses. With regards to the assessment criteria, the fundamental courses could benefit from more detailed assessment criteria, while the advanced courses should be graded on the quality of critical thinking and vision expected. The procedure for grade appeals is easily accessible, leading to constructive discussions and resolving any concerns. In the interest of promoting fairness and thoroughness in the review process, it is suggested that a second reviewer should be involved when a student requests the review of their exam submissions. Nevertheless, potential uncertainties or inaccuracies found in the content of examinations are openly discussed with the whole student body. This open dialogue ensures transparency and fosters understanding. If corrections are warranted, these are made in a professional manner taking into account the concerns raised by the students. This process demonstrates a commitment to continuous improvement.

There is room for improvement regarding the timeliness of grade publication. Prompt grading and timely feedback is crucial for the students to understand their performance and assess arrears for improvement in their academic and professional work.

Additionally, in line with the PBL approach at UM, tutorial participation often contributes to the final grade for that course. It is worth noting that some guest lecturers have excelled in delivering clear and insightful feedback on the topic of the tutorial and the students' contributions. This feedback greatly benefits students by helping them understand their progress and areas for improvement, empowering them to continue to improve their knowledge and skills.

Overall, the programme's commitment to transparency and the utilisation of diverse assessment methods contribute to a robust evaluation process that effectively prepares students for real-world applications of their acquired knowledge and skills.

4. Realised learning outcomes

The students' reactions are positive on the overall assessment of the programme learning outcomes. The arrangement of courses within the programme allows students to build upon their knowledge and skills, with the expectation that select learning outcomes be achieved in each course. Upon reflection, students' response is that the LLM programme addresses the current thematic landscape, integrating well emerging trends and developments.

Given their diverse backgrounds (IT and law) students may encounter difficulties in matching with the expectation of the programme, although the programme aims to provide graduates with a deep understanding of the legal aspects of EU and global data protection and cybersecurity issues, focusing on the implications of new technologies. The graduates are also expected to develop a sound ethical and business understanding of data usage practices, combined with a broader skillset composed of management and leadership, communication and related soft skills. For instance, cybersecurity concepts may prove complex for students with legal backgrounds, while those without a background in integrated approaches to case law evaluation may face challenges in understanding privacy law. This divergence in knowledge and skills can result in varying levels of clarity and



comprehension of concepts and learning outcomes among individual students and it may lead to the understanding that concepts and learning outcomes are not always clear in individual minds. Recognizing this issue, the LLM programme includes fundamentals courses in either privacy law or cybersecurity, to bridge the knowledge gap within the students and foster better understanding for all students in the class. Should further instruction be necessary, targeted support and resources, such as supplementary reading materials or additional tutorials (e.g. access to both orientation courses), could be developed to assist students that are struggling with complex concepts in either field.

The PBL methodology during the tutorials has proven an effective way to strengthen knowledge and develop the necessary skills to succeed in this field. The feedback from students highlights however that the approach to certain topics or content in the lectures lacks clarity and could lead to misunderstanding regarding the outcomes of the tutorials following such lectures. A more structured approach to match the content of the tutorials to the lecture and a balanced management of time and workload could benefit students in developing a solid foundation of knowledge in the subject matter. The logistics around tutorials can also be improved by engaging all students in the overall discussions to gauge their level of understanding and address any gaps. In addition, providing clearer guidance and a summary of learning outcomes following the students' contributions could reinforce the knowledge and skills acquired.

Overall, the LLM programme's commitment to align the learning objectives with the intended learning outcomes is commendable. The handbook of the LLM programme and the individual syllabus for each course are clear about the intended learning outcomes and the content of each module relates to the intended learning outcomes.

On behalf of our colleagues, we are grateful for the opportunity to provide our perspectives on the Advanced LLM programme.

5. Global SWOT analysis

Strengths

The curriculum of the Advanced Master featuring academically oriented inter-disciplinary approach with a practical focus.

In its third edition the Advanced Master remains globally one of the very few university programmes offering an LLM with such a specific content.

On the one hand, the approach of the Advanced Master, which combines focus on data protection and cybersecurity law, presented in a critical perspective, with an inter-disciplinary twist and practice-oriented skills set is very much sought for by applicants. The Advanced Master responds to their professional challenges, which demand an in-depth understanding of applicable rules and legal systems whilst often their education and experience lie in other disciplines related to data protection, cybersecurity and data management.

On the other hand, the curriculum is consistently enriched by leveraging university's research capabilities. The research results of the faculty exploring critically emerging trends and issues in privacy, cybersecurity and data management and their societal implications constitute lie at the core of teaching activities. (Standard 1 and 2)



Expert faculty

Very much related to the content, the programme relies on a strong team with far reaching content and educational expertise who design and implement the programme. The core Advanced Master ECPC team collaborates closely with (external) experts, some of which are permanently affiliated with the ECPC as Visiting Fellows. (Standard 2)

Multi-stakeholder global approach and networking opportunities

Students and staff involved in the programme create a close-knit community of academics and professionals. It is made up of nationals originating from almost all continents thus enhancing networking and career growth opportunities.² They interact both, within the framework of the Master but also during events dedicated to the ECPC community. The AM students partake in trainings, cyclical conferences and contribute to professional fora. They exchange experiences, discuss problems, and mentor each other. Whilst doing so, they collaborate closely with the ECPC staff contributing to the design and content of the Advanced Master's teaching activities. In addition to the formalised Education Programme Committee, the AM Management cooperates closely with the student representatives (there are at least two student representatives volunteering their time and knowledge from every edition of the programme). See standards 2 and 4 for the information on the expert, student and alumni body.

The teaching arrangement (70% online and 30% onsite)

The ultimate strength of the programme relates to its *modus operandi* – modality of organisation and multiple dynamic and professionals-oriented teaching constellations, which feature a strong academic component. Students report the attractiveness of the online model and its complementation by the onsite activities. They appreciate the flexibility it offers and the multitude of teaching activities as well as assessment methods. (Standard 2)

Studyability and guidance

The AM Management, in addition to the high academic quality of advanced master level education, prioritises students' learning experience. This means that appropriate measures are taken to accommodate needs of the student body linked to its heterogeneity, location and the unique learning needs and corresponding teaching approach. See Standard 2 for more information on specific measures put in place in order to improve students' learning environment and experience.

Weaknesses

Responding to the immediate need of knowledge in a fast-pacing context

The Advanced Master programme content is continuously probed by the demands of the quickly changing legislative (e.g., new legal instruments regulating data protection, sharing and management, new cybersecurity-related legislations and standards), policy (e.g., constantly evolving data and cybersecurity strategies) and industry contexts (e.g., rapid updates of information security standards, codes of conducts, and pervasiveness of AI-solutions in business models). Students expect high quality academic staff and experts to deliver courses, constantly informed and updated. These put the European Centre on Privacy and Cybersecurity under a significant and constant stress to ensure that the engaged academic staff and external professionals are always 'on top of the game' and keep expanding its collaboration with the best in class, who are few and in very high demand.

Low Flexibility of the Programme Structure

The current structure of the programme is linear, permitting no flexibility or opportunities for a specialisation-

² So far, in one completed, two ongoing and, currently admitted fourth edition, only Australia was not represented.



based knowledge acquisition: as it stands the Master does not offer honors track or electives. Therefore, the Advanced Master team is exploring the possibility to systematically complement the core structure of the programme with the new knowledge using innovative teaching activities. Coherently, the programme content and structure have been gradually updated to render them more flexible and able to accommodate the changes in the fast-paced environment of law and technology.

Ensuring the consistency of didactic approaches

The format of education and the demands of student professionals imply the need to an extensive group of experts in the education process. This, by default, results in a heterogenous approach to the delivery of the teaching activities, which, is surely enriching for students, but at the same, time creates a challenging teaching environment where additional effort and resources need to be placed into the preparation of lecturers, systematic checks on their teaching materials and extensive feedback to them in order to ensure the coherent approach to teaching components across courses. See Standard 2 for measures put in place to make sure the programme is coherent.

Opportunities

Exponential growth of the legislative and policy environment

The fields of privacy, cybersecurity and data management are undergoing rapid and interconnected developments. For example, the recent months brought the discussion, adoption and/or entry into force of the following both data- and cybersecurity-related: the European Data Strategy, the Data Act, the Data Governance Act, the Digital Services Act, the Digital Markets Act, the proposed AI Regulation, the European Cybersecurity Strategy, the Cybersecurity Act, the NIS 2 Directive and the proposed Cyber Resilience Act (and the list does not include the sector specific legislation that is also under discussion, neither the global developments in the area).

These European Union legislative initiatives are making the fields on which the Advanced Master focuses on increasingly more prominent for the European economy and society and equally challenging to both work in and educate in.

Such developments make the Advanced Master more relevant than ever, driving more interest of actual and potential new students.

70% Online and 30% Onsite Teaching-Learning Environment

Conducting learning activities in the 70% online and 30% onsite ratio is precisely this arrangement that makes the Advanced Master so appreciated by students-professionals worldwide who, otherwise, would not be able to pursue further education. Such teaching arrangement is, therefore, an opportunity to be pursued.

From the pedagogical perspective, the 70% online and 30% onsite learning environment offers an opportunity to develop blended teaching activities that share a very particular characteristic:

On the one hand, the time spent onsite (during the so-called 'Onsite Experience Weeks') allows for a full immersion into the topics and the inclusion of a range of activities that go beyond the classical learning design in the programme. Students are required to join study visits, engage in simulations, interact with professionals from the private sector, policy makers, regulators, judges and other professionals, work on their soft skills and reflect on their own leadership path.

The 70% online environment poses a more challenging, yet equally engaging setting. Whereas certain teaching activities offer better results when conducted onsite, the online learning environment offers numerous



advantages the Advanced Master recognises and builds on. In particular, it is appreciated both by lecturers and by students that the online environment is characterised by a far-reaching flexibility: It is time efficient and corresponds to the contemporary global working environment. Technology bridges continents, accommodates personal circumstances and preferences. It allows the Advanced Master to source its teaching team from the entirety of the globe and to change the delivery methods in a spur of a moment without financial constraints or availability of physical spaces. In addition, the lecturers are free to choose the ration of synchronous to asynchronous teaching activities, thus dedicating time to.

Undoubtedly, the possibility to offer a blended and asynchronous teaching environment is highly valued by our students. and keep the doors of the Advanced Master open to students from all around the world. For more about how the Advanced Master explores this opportunity, see standard 1 and 2.

Global reach

The final opportunities lies in the global reach of the programme understood both in simple geographical terms and in sectoral appeal.

The geographic appeal is linked to the programme's content and teaching modality. The student body is necessarily diverse also in terms of the age and professional experience.

The industry sectors represented in the classroom by both the students and the experts are also multiple. This diversity translated directly into the opportunities for the programme in terms of the teaching activities (for example, on occasion of CSR project activities, students could interact with members of CSR stakeholder group, including representatives of variety of companies, NATO and other public bodies), but also networking and career opportunities.

Threats

Risks Related to (partially) Online Learning Environment

The fact that teaching takes place in an online setting carries certain risks for the programme that are characteristic for the online environment. The distance and the lack of contact with the facilities or the methodology of Maastricht University make some students not only disconnected, but also unable to engage in education and to create personal relationships with their peers.

Furthermore, sometimes the technical savviness necessary to participate in education is missing. Fortunately, so far this affected only a few isolated cases and it is, therefore, hard to assess or make predictions who may fall victim in such context.

The Advanced Master team works hard in order to ensure that the feeling of the dis-connectivity is addressed through appropriate communication, engagement with students and the efforts put into the structure, content and teaching during online activities and the onsite Weeks. The overarching series of activities ('The Compass Challenge') aim to engage students during the entirety of education.

The channels of communication are established early in the programme, rendering programme's staff more accessible for students both on the course (aside from a course coordinator and support officers, students are liaised with experts), and programme levels (here the AM Management and of ECPC Management remain at student's disposal).



Course coordinators design the teaching activities in such a manner as to ensure that students collaborate also outside of contact hours. For this reason, group work plays a more important role than in the standard onsite setting.

Finally, onsite weeks feature a multitude of activities starting with standard onsite lecture-tutorial weekly arrangements, through sessions with experts and concluding with study visits, social events, or leadership and skills related encounters which deepen the bond between students and ensure that the learning environment is stimulating and welcoming.

The AM Management continuously looks for the ways to innovate and engage students, contributing to the community building and inducing cross-sectoral and interdisciplinary group learning. (Standard 2)

Appendix I Curriculum overview & course descriptions



YEAR 1			
Semester	Period	Course	ECTS
Summer prior to the beginning of the Programme	July	Orientation Course: Introduction to European Union Law	(3)
		Orientation Course: Introduction to computer science and new technologies	OR (3)
Winter semester	September - October	EU Privacy and Data Protection Fundamentals	6
	November - December	Cybersecurity Fundamentals	6
	January	Skills 1: Integrated Risk Assessment Communication in Data Management Students may exchange Skills 1 courses with the ECPC Professional Diploma .	3 (2 x 1,5)
Spring semester	February - March	Advanced (International) Privacy and Data Protection	6
	April - May	Advanced Cybersecurity	6
	June-July	Master's thesis I (Bootcamp)	3
TOTAL:			30 (33)
YEAR 2			
Semester	Period	Course	ECTS
Winter semester	September	Digital Trust: ePrivacy and the Protection of Personal Data in Electronic Communications	3
	October	Cybersecurity Governance and Management Deep-dive	3
	November - December	Skills 2: Leadership Development Trajectory	3
Students may exchange the first two of the courses below with the ECPC Professional Diploma			
Spring semester	January	ICT and Data Related Contracts	3
	February	Data Protection and Security Assessment/Audit: Case Study of Cloud Computing	3
	March	Ethics, Accountability and Corporate Social Responsibility in the Digital Age	3
	April	The Future of Privacy, Cybersecurity and Data Management: New technologies and new approaches	3
Master's thesis II – thesis submitted latest by 31 August			9
TOTAL:			30
TOTAL PROGRAMME:			60 (63)



Appendix II Intended learning outcomes

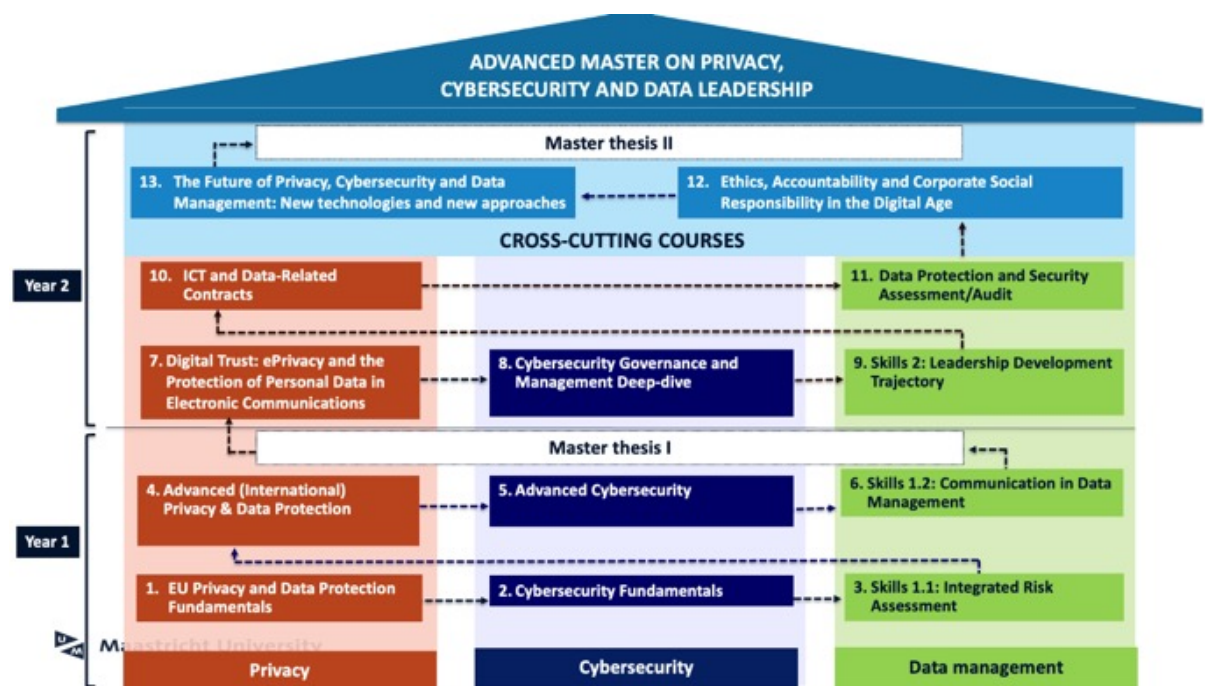
	1. Knowledge and insight (Dublin Descriptors 1& 2)	2. Academic attitude (Dublin Descriptors 2, 3 & 5)	3. Global citizenship (Dublin Descriptor 3)	4. Interpersonal competences (Dublin Descriptors 4 & 5)
	Graduates are able to develop insights based on academic knowledge in a self-directed manner	Graduates are able to demonstrate an academic attitude	Graduates are able to actively engage in the global community in a globally responsible manner	Graduates are able to demonstrate excellent interpersonal competences in an international professional setting
Intended Learning Outcomes	1.1 Students are able to understand academic research in fields related to privacy and cybersecurity law & technology, management and leadership.	2.1 Students are able to identify and solve legal problems related to business and society using appropriate analytical techniques and methods.	3.1 Students are able to demonstrate legally compliant, responsible and sustainable privacy, cybersecurity, management and leadership practices.	4.1 Students have the ability to reflect upon and analyse the legal decision-making process in privacy, cybersecurity and management contexts.
	1.2 Students are able to combine knowledge from privacy and cybersecurity law, technology and data management.	2.2 Students show well-grounded academic legal reasoning and understand how different situations and conditions require different leadership responses.	3.2 Students show behaviour that reflects their understanding of the different demands from key stakeholders in society across the globe.	4.2 Students demonstrate the ability to write appropriately for academic and business situations and a range of relevant stakeholders and audiences.
	1.3 Students are able to understand the evolution and place of privacy and cybersecurity law & technology, management and leadership in the economic sphere and within society.	2.3 Students integrate privacy and cybersecurity law & technology, management and leadership with an open-minded and interdisciplinary perspective.	3.3 Students integrate theory and practice on legal and interdisciplinary questions in an international setting.	4.3 Students demonstrate good oral communication skills in different settings, including legal reasoning in constructive discussions and presentations.
	1.4 Students are able to understand and discuss legally compliant, responsible, sustainable and ethical behaviour in different management settings.		3.4 Students are able to understand the requirement of effective and legally compliant leadership with respect to different global cultures.	4.4 Students work in multicultural teams and environments.



Appendix III Learning lines

This appendix illustrates how the courses in each learning line contribute to the evolution of the Programme's Learning Outcomes (PLOs).

The below figure illustrates the three educational pillars and depicts the courses that fall within each educational pillar, forming a distinct learning line; the arrow connecting the courses depicts the order in which the courses are taught throughout the curriculum.



Knowledge learning lines of the Programme (privacy and cybersecurity) and Programme Learning Outcomes

The two knowledge-focused learning lines of the master programme, focusing on privacy/data protection law and on cybersecurity law & technology, are primarily aimed to achieve the programme learning outcomes (PLOs) linked to the Dublin descriptors on academic knowledge and attitude, that is, Knowledge and insight (Dublin descriptors 1 & 2) and Academic attitude (Dublin descriptors 2, 3 & 5). In these two learning lines, the students gain not only core academic knowledge in privacy and cybersecurity law and technology, but are also challenged to develop critical thinking towards this knowledge. In addition, these two learning lines also contribute, to a certain extent, to the development of a segment of competences necessary for the engagement in global citizenship (Dublin descriptor 3) and certain interpersonal competences (Dublin descriptors 4 & 5). However, mastery of these competences is not a goal in itself of these learning lines. Rather, these competences could be seen as having a corollary and supportive function to academic knowledge and as an inevitable consequence of using the PBL approach to education.

First, the **privacy/data protection learning line** focuses on the academic knowledge and academic attitude towards privacy and data protection law. The foundations for this learning line are laid in the first year of the programme in the foundational and the advanced courses on privacy/data protection law. In terms of PLOs, these first-year courses lay the groundwork for the understanding and critical reflection of the role of data protection and privacy laws in the data-based economy albeit in varying degrees of depth. The students learn to understand



the academic research and evolution of privacy/data protection law (PLOs 1.1, 1.3) and are taught how to solve complex legal problems with sound academic reasoning (PLOs 2.1, 2.2). In the process of learning, the students will evidently also use their analytical decision-making, oral and written skills and discuss complex questions in a multicultural environment (PLOs 3.1, 3.3, 4.1, 4.2, 4.3, 4.4). However, these skills will be trained only in an accessory way to academic knowledge.

The privacy/data protection learning line continues in the second year of the programme with the two immersive courses, namely 'Digital Trust: ePrivacy and the Protection of Personal Data in Electronic Communications' as well as 'ICT and data-related contracts'. Given that the field of privacy extends way beyond the topics covered in the first year of the programme, these two courses aim to fill this gap and to complement the students' academic knowledge. In terms of PLOs, apart from teaching the students to understand the academic research and its evolution (PLOs 1.1, 1.3), these two courses also add a strong interdisciplinary element (PLO 1.2) to the students' knowledge by linking privacy to technology and emphasizing the inter-relationship of privacy with other fields of law. They also tackle the question of legally compliant behavior in different management settings. In addition, the students are taught a critical academic attitude towards the learning material (PLOs 2.1, 2.2), whilst through PBL anchored assignments, they will be able to show behavior corresponding to global citizenship (PLOs 3.1, 3.2, 3.3). Again, interpersonal skills will be improved as a corollary to the knowledge-intensive learning (PLOs 4.1, 4.2, 4.3, and 4.4).

Secondly, the **cybersecurity learning line** focuses on academic knowledge and academic attitude towards cybersecurity law & technology. Just as the privacy/data protection learning line, this learning line starts in the first year with the foundational and advanced courses on cybersecurity law & technology. While the foundational course 'Cybersecurity Fundamentals' comprises the introduction to core legal framework and legal challenges, the course 'Advanced Cybersecurity' focuses on security threats in the known legal and management contexts with the view to facilitate the development of organization's security by design in its internal policies. Coherently with the learning line on privacy/data protection, these two courses aim to achieve the PLOs linked to the academic knowledge and attitude (PLOs 1.1, 1.3, 2.1, 2.2) and related corollary interpersonal skills (PLOs 4.1, 4.2, 4.3, 4.4). In addition, both courses are built upon interdisciplinary knowledge of law and technology (PLOs 1.2 and 2.3).

The course 'Cybersecurity Governance and Management Deep-dive' is the third course within the cybersecurity learning line. Similarly, to the immersive privacy courses, this course offers the critical perspective of existing tools enabling risk management and information security management within an organization. It therefore seeks to achieve the PLOs related to knowledge and insight (PLOs 1.1 and 1.3) in a strongly interdisciplinary context involving knowledge of technology and business management practices (PLOs 1.2 and 1.4). This course aims to enable students to critically approach available business management solutions thus activating academic knowledge in response to the cybersecurity challenges in an organization (PLOs 2.1, 2.2, 2.3 and 3.1 and 3.3). Corollary interpersonal competences are also further improved during this course (PLOs 4).

Finally, the academic nature of these learning lines is ensured through a rigorous and critical study of academic legal literature, of core EU and international legislation as well as the case law of the European Court of Justice and the European Court of Human Rights.

Skills learning line of the programme (data management)

The data management learning line epitomizes the skills segment of the master programme by focusing on developing a managerial vision and leadership skills associated with the two previous learning lines. Students are trained to manage complex challenges related to privacy/data protection and cybersecurity resulting from accountability and risk-assessment underpinnings of the two disciplines of knowledge. Related to these challenges, the students coherently and effectively exercise leadership to obtain the desired results. Specifically, through skills courses, the students are trained in methodologies of incorporating risk-focused and accountability-related



principles in the structure and functioning of organizations. The focus of these skills is on compliance, risk assessment, auditing, leadership and communication tools and methods. These make up the body of data management methodologies addressed in the programme.

Differently from the previous two knowledge-focused learning lines, the objective of this learning line is to give the students the tools that can enable them to combine the academic attitude with a pragmatic approach directed to strategically manage risks, complex relationships, financial and human resources by developing and exercising competent ethically conscious leadership. Therefore, a series of skills courses within this learning line primarily aims to achieve the PLOs linked to the Dublin descriptors on global citizenship (Dublin descriptor 3) and on interpersonal competences (Dublin descriptor 4). In a subsidiary manner and in some of the skills courses, the students also acquire new knowledge (Dublin descriptor 1), informed by critical academic perspectives (Dublin descriptor 2), but always in the function of their leadership role.

More precisely, students are primarily taught responsible leadership practices that combine theory and practice (PLOs 3.1, 3.3), together with sharp-edged decision-making skills (PLO 4.1) as well as oral and written communication skills (PLOs 4.2, 4.3). Those skills are always trained in multicultural teams (PLO 4.4). In a subsidiary manner, in certain skills courses students enhance their knowledge (PLO 1.1) in an interdisciplinary environment (PLOs 1.2 and 2.3) and understanding in a critical manner of the legally compliant and ethical behaviour necessary in approaching of management challenges (PLO 1.4). In particular, the courses offer additional tools to the students in order to create effective data management frameworks (PLO 2.1).

In terms of courses, this learning line starts with the most 'classic' aspect of data management and leadership in privacy/data protection and cybersecurity law that regards compliance-related measures in the organization: 'Integrated Risk Assessment' trains students' skills in identifying and managing risk in the broader context of data governance.

Furthermore, during the follow-up course 'Communication in Data Management'. During this compliance-oriented course, students are taught responsible leadership practices that combine theory and practice together with sharp-edged oral and written communication skills. Importantly, this course aims to attain the objective of enabling students' devising of critical solutions on the basis of the knowledge they already possess.

The skills learning line continues with the core leadership course, 'Leadership Development Trajectory'. This hands-on skills course, focused exclusively on leadership, offers the students to practice their leadership skills on examples of their choice, related to data protection or cybersecurity. Therefore, this course does not aim, even incidentally, to teach the students new knowledge. Rather, it is oriented towards the students' use of the existing knowledge, aimed at understanding how this knowledge plays out in different management settings (PLO 1.4), how the students can actively engage in the global community in a globally responsible manner (PLOs 3.1, 3.2, 3.3, 3.4) and how to develop decision-making skills in a multicultural environment (PLOs 4.1, 4.4).

Finally, the skills aspect of the combination between the privacy/data protection and cybersecurity learning line is represented in the course 'Data Protection and Security Assessment/Audit'. This course has a strong interdisciplinary component and teaches students how to audit both data protection and cybersecurity compliance. It aims to attain the same primary and subsidiary PLOs as the above courses on data protection compliance and risk assessment.

Merging of learning lines at the end of the programme (cross-cutting courses)

The end of the master programme features courses that combine two or three of the learning lines engaging students in three courses serving different objectives. Firstly, having completed the training on three learning lines



featuring knowledge, academic critical perspectives, but also skills, they will be exposed to the considerations on ethics, accountability and corporate social responsibility in the digital age. Secondly, students will be invited to reflect on current and future challenges relating to privacy and cybersecurity during the course 'Future of Privacy, Cybersecurity and Data Management: New technologies and new approaches' as well as in the process of writing their master theses.

The function of the course 'Ethics, Accountability and Corporate Social Responsibility' is to offer to students the framework for extra-judicial reflection whenever the legal framework is either lacking or lagging behind due to the technological developments. In terms of PLOs, apart from teaching the students to understand the academic research and its evolution (PLOs 1.1, 1.3), the course also adds a strong interdisciplinary element (PLO 1.2) to the students' knowledge by linking privacy, cybersecurity, technology and ethics whilst emphasizing the inter-relationship of privacy with other fields of law and disciplines (social sciences and humanities) (PLO 1.4). In addition, the students are taught a critical academic attitude towards the learning material (2.1, 2.2) and critical approach to and beyond compliance demands. In addition, students will be exercising interpersonal skills (PLOs 4.1-4.4) and seek to contribute to the global citizenship by attaining PLOs 3.1-3.4.

Moreover, the three learning lines culminate in a course on the 'Future of Privacy, Cybersecurity and Data Management'. Even though this course strives towards the independent acquisition of a new academic interdisciplinary knowledge (PLOs 1.1, 1.2, 1.4) and fosters academic reasoning (PLOs 2.1, 2.2), its true focus is on integrating privacy, cybersecurity and data management in an interdisciplinary perspective (PLO 2.3). In terms of leadership, this course is focused on complementary skills to the previously acquired ones, namely the understanding of key global stakeholders and leadership within different global cultures (PLOs 3.3, 3.4) and ability to deliver solutions that demonstrate compliance and sustainability (PLO 3.1). These skills are strengthened by the focus on interpersonal skills needed to deliver solutions to challenges encountered in the industry, for instance during a hackathon. Specifically, students will be working in groups to reflect on solutions to presented challenges and to present such solutions in a multicultural environment (PLOs 4.1, 4.2, 4.3, and 4.4).

Finally, the students are expected to demonstrate their master-level knowledge of the three learning lines when submitting their final master's thesis. This is clearly considered to be the culmination of their academic achievement and also serving the purposes of strengthening their writing skills (PLO 4.2). It must be emphasized that even though the master's thesis is expected to be an academic piece of work, aiming to achieve the PLOs relating to academic knowledge (1.1, 1.2, 1.3) and academic attitude (2.1, 2.2, 2.3), it is not excluded that the students would include examples from their data management and leadership practice to illustrate the complexity of the legal and cybersecurity landscape. Given the importance of master's thesis and the need for enhanced reflection on the substance and acquisition specific academic skills, the work towards master's thesis is organized into two courses: firstly towards the end of Year 1 students will focus on skills pertaining to academic research and writing and subsequently throughout Year 2 they will engage in independent research and reflection supported by their supervisor (or supervisors in case of interdisciplinary law and technology research).

Appendix IV Assessment overview (Academic Year 2023/2024)



YEAR 1	Form of assessment	Objective of assessment
Privacy Foundations	Interim assignment (case note)	To test the case law analysis & academic writing skills
	Final exam	To test knowledge, insight & legal analytical skills (incl. Case law analysis)
Cybersecurity Foundations	Written take-home exam	To test the knowledge & insight
	Oral exam	To test the knowledge & insight but also analytical and problem-based understanding
Integrated Risk Assessment	Reflection paper	To test insight, application of knowledge and creative problem solving
Communication in Data Management	Reflection paper	To test insight, application of knowledge and creative problem solving
Advanced Privacy	Take home exam	To test knowledge, insight & legal analytical skills (incl. Case law analysis)
	Oral exam	To test the knowledge & insight but also analytical and problem-based understanding
Advanced Cybersecurity	Written take-home exam	To test the knowledge & insight
	Oral exam	To test the knowledge & insight but also analytical and problem-based understanding
Master's Thesis Bootcamp	Formative assignments (Thesis Proposal), peer review & final written assignment (Literature review)	To test your research and academic writing skills; focus and feedback giving skills.

YEAR 2	Form of assessment	Objective of assessment
ePrivacy	Group simulation	To test the teamwork but also soft skills related to the communicating in the multicultural environment
	Take home exam	To test knowledge, insight & legal analytical skills (incl. Case law analysis)
Cybersecurity Governance	Group work	To test the knowledge & insight as well as presentation and communication skills before varied audiences.
	Final paper	To test the knowledge & insight but also analytical and problem-based understanding of cybersecurity challenges within organisation
Leadership development trajectory	Reflection paper	To document personal reflection on individual skills and career development
ICT Contracts	Group work	To test problem-solving capacity of the students and negotiation skills.
	Final assignment (contract)	To test knowledge, insight & legal analytical skills (incl. Case law analysis)
Data protection and Security Assessment (Case study of cloud computing)	Preparatory briefs	To test critical thinking skills in the context of established methodologies; to induce creative problem solving
	Final exam (online)	To test the knowledge, insight and problem solving in a highly precise technical context of audit.
Ethics, Accountability and Corporate Social Responsibility	Preparatory briefs	To test critical thinking skills in the context of established methodologies; to induce creative problem solving
	Video	To test communication and presentation skills before different audiences.
Future of Privacy, Cybersecurity and Data Management	Individual paper	To test forecasting skills & academic writing skills
	Group work – round table discussion	To test soft skills in a context of the inter-related presentations. To test critical thinking and the ability to induce discussion and common reflection about future problems.



Appendix V ECPC Teaching Team

The ECPC teaching is conducted by the core ECPC team and, in order to ensure the close relationship to the field, selected experts who are affiliated with ECPC as follows.

ECPC Affiliated Teaching Staff

Paolo Balboni

- Paolo Balboni is Professor of Privacy, Cybersecurity, and IT Contract Law at the European Center on Privacy and Cybersecurity (ECPC) within the Maastricht University Faculty of Law. He is the Advanced Master's Programme Director and leads the AM Management.
- He lectures in the Data Protection Officer (DPO) Professional University Certificate Course on how to create an effective Data Protection Compliance Framework, Data Protection by Design and by Default, and Data Protection Impact Assessments.
- In the Privacy Executive Professional Diploma Program Paolo lectures on Cloud Computing, ICT and Data Protection Contracts, and Blockchain. Qualified lawyer admitted to the Milan Bar (Italy) as registered under Section 16h of the Act on Advocates at the Amsterdam Bar (The Netherlands), advises clients in the fields of Personal Data Protection, Data Security, Information and Communication Technology and Intellectual Property Law, also acting as Data Protection Officer in outsourcing.
- In the Advanced Master he oversees cybersecurity courses (Cybersecurity Fundamentals, Advanced Cybersecurity, Cybersecurity Deep Dive) and ICT Contracts.

Herke Kranenborg (H.R.)

- Herke Kranenborg is professor in European Data Protection and Privacy Law at Maastricht University. He is also a member of the Legal Service of the European Commission working in the area of privacy and data protection. In addition to advising the Commission and its departments in these areas, he regularly represents the Commission in litigation before the EU Courts in Luxembourg.
- In the Advanced Master he acts as a course coordinator for Privacy Fundamentals course.

Teresa Quintel

- Teresa Quintel is an Assistant Professor at the Maastricht European Centre on Privacy and Cybersecurity, which she joined in July 2021. In the Advanced Master she is a part of the AM Management.
- Prior to her appointment, Teresa worked at the University of Luxembourg and Uppsala University as PhD candidate. Apart from her research and teaching activities, Teresa worked in different projects on EU and Council of Europe level. In the framework of the Council of Europe's Glacy+ project, Teresa participated as external expert in data protection legislation drafting workshops in Nigeria and Namibia and worked on a toolkit for legal practitioners in response to human rights violations in extraordinary circumstances. Teresa further contributed to Impact Assessments on data protection related issues. In addition, she was a key data protection expert for PICUM, at the EJT, Complanza Sweden and as part of the panel of experts of the Digital Freedom Fund.
- In the Advanced Master she acts as a course coordinator for the following courses: Integrated Risk Assessment, Advanced Privacy and Future of Privacy, Cybersecurity and Data Management and Introduction to European Union Law.



Karolina Podstawa

- Karolina Podstawa is an Assistant Professor in the Department of European and International Law of the University of Maastricht. Since September 2019 she has also joined Maastricht European Centre on Privacy and Cybersecurity. In the Advanced Master she is a part of AM Management.
- Prior to the appointment, she acted as a part-time Assistant Professor at the University of Łódź (Poland) as well as the Senior Researcher at the European Inter-University Centre for Human Rights and Democratization (EIUC, Venice). She contributed to a series of projects dealing with the EU internal and external human rights policies, in particular: FRAME, ACTIONES, JUDCOOP, e-NACT, and TRIIAL. In the above-listed projects she coordinated efforts to elaborate online training tools. Previously, as an in-house lawyer she dealt with liberalization of the Polish telecommunications market and more recently she served in the Office of Personal Data Protection Authority in Poland.
- In the Advanced Master, she acts as a course coordinator of the following courses: Communication in Data Management, The Thesis Writing I – Bootcamp, Data Protection and Security Assessment/Audit: Case Study of Cloud Computing, and Ethics, Accountability and Corporate Social Responsibility in the Digital Age.

Sunil Chaudhary

- Sunil Chaudhary is a senior lecturer of privacy and cybersecurity at the European Center on Privacy and Cybersecurity (ECPC), Faculty of Law. He is coordinating and teaching the cybersecurity modules of the Advanced Master in Privacy, Cybersecurity and Data Management.
- Before joining the Maastricht team, Sunil worked as a postdoctoral researcher in the Department of Information Security and Communication Technology at the Norwegian University of Science and Technology (NTNU), where he worked on various facets of cybersecurity competency development and produced results in the form of cybersecurity research roadmaps, policies, guidelines, and frameworks. In his home country, Nepal, Sunil has worked in various positions, both in academia and the private sector.
- Dr. Sunil Chaudhary graduated from Tampere University, Finland, with a Ph.D. in cybersecurity in December 2016.

ECPC Visiting Fellows

There are multiple experts involved in the delivery of Advanced Master courses. The below list features those remaining in close cooperation with ECPC and thus are offered a status of a ‘Visiting Fellow’.

Paul Breitbarth is a privacy lawyer from the Netherlands and a co-host the Serious Privacy podcast. He currently works as Data Protection Lead for Catawiki and serves as Member of the Data Protection Board of the European Patent Office. In the Advanced Master he acts as a chief expert for the course ‘Ethics, Accountability and Corporate Social Responsibility in the Digital Age’.

Maja Brkan serves as Judge at the General Court of the European Union. She is a Professor in Digitalisation and EU Law (from November 2023) and was Associate Professor of European Union Law at Maastricht University (2018-2021) and previously an Assistant Professor (2013-2018). In the Advanced Master she contributes to Advanced Privacy course and supervises master’s theses.

Christopher Docksey is Honorary Director General of the European data protection Supervisor (EDPS). He contributes to Privacy courses.

Christopher Kuner is professor of law at the Vrije Universiteit Brussel (VUB) in Brussels, Belgium, and co-director of the Brussels Privacy Hub, a legal research centre at the VUB. He is also an affiliated lecturer at the University of Cambridge, and a Visiting Professor at the London School of Economics and Political Science. In the Advanced Master he contributes to Privacy courses.



Leena Kuusniemi is Legal Advisor at Leegal Oy and Former Senior Legal Counsel, Rovio Entertainment. In the Advanced Master she contributes to Communication in Data Management course.

Andreea Lisievici is a Romanian lawyer, formerly a head of Privacy for Volvo Car Corporation and since May 2022 a part of Boeing's global privacy team. She acts as a chief expert for Data Protection and Security Assessment/Audit: Case Study of Cloud Computing.

Mika Lauhde was a Vice-President Cyber Security & Privacy, Global Public Affairs, Huawei Technologies. In the Advanced Master he contributes extensively to cybersecurity courses.

Aurelie Pols the owner of Competing on Privacy, DPO for NY based CDP mParticle and part of the EDPS' Ethics Advisory Group. In the Advanced Master she contributes to the course 'Digital Trust: ePrivacy and the Protection of Personal Data in Electronic Communications'.

Gabriela Zafir-Fortuna is the Vice President for Global Privacy at the Future of Privacy Forum, a think tank based in Washington DC with offices in Brussels, Tel Aviv and Singapore, where she leads the work on Global privacy developments and counsels on EU data protection law and policy, working with all FPF's offices and partners around the world. In the Advanced Master she contributes to the Advanced Privacy course.