



Faculty of Law

Self-evaluation report Master Globalisation and Law



Table of contents

Administratieve gegevens	3
1. Profile and ambition of the programme	4
2. Reflection on previous accreditation and midterm	4
3. Evaluation according to the four standards	5
Standard 1: Intended learning outcomes	5
Standard 2: Educational learning environment	7
Standard 3: Assessment	10
Standard 4: Realised learning outcomes	11
4. Student chapter	11
1. Intended learning outcomes	12
2. Educational learning environment	12
3. Assessment	14
4. Realised learning outcomes	14
Summary: strengths and challenges	15
5. Global SWOT analysis	15
Strengths	15
Weaknesses	16
Opportunities	16
Threats	16
Appendix	17
MATRIX Master Globalisation and Law	17
MATRIX Master Globalisation and Law	19
MATRIX master's programme Globalisation and Law	20

Administratieve gegevens



Instelling

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

Globalisation and Law

Oriëntatie en niveau:	WO - master
Aantal studiepunten:	60 EC
Specialisatiemogelijkheden:	Human Rights Corporate and Commercial Law International Trade and Investment Law
Locatie:	Maastricht
Variant:	voltijd
Joint programme:	n.v.t.
Onderwijstaal:	Engels
CROHO registratienummer:	60170



1. Profile and ambition of the programme

The master's programme in Globalisation and Law is a one-year, English-taught programme with a study load of 60 EC. It comprises a general programme and three specialisations: Human Rights Law; Corporate and Commercial Law; and International Trade and Investment Law.

Over the years, Globalisation and Law has emerged as one of the most, if not the most, popular master programmes at the Faculty of Law of Maastricht University, based on the total number of new student registrations per academic year. Since the last visitation for programme accreditation in 2017, the average number of registrations per academic year has been 133.

During the same period, nearly 85% of the enrolled students in the programme have originated from abroad. The substantial presence of foreign students, along with significant number of international staff serving as lecturers or tutors positions the Master Globalisation and Law as a quintessential example of the international classroom. In such a classroom, cultural diversity is a source of strength, preparing its students for a global labour market. Graduates of Globalisation and Law possess the necessary knowledge, analytical abilities, research skills, and effective oral and written presentation skills required for roles such as legal officer in law firms, corporations, state agencies, and organisations involved in international or transnational affairs. Additionally, they are well-equipped to start careers as tutors at the undergraduate level or as PhD-researchers.

In the subsequent sections, this report presents a brief reflection on the reports respectively issued by the last accreditation and midterm panels; an evaluation according to four standards; the student's chapter; and a global SWOT analysis.

2. Reflection on previous accreditation and midterm

The previous visitation panel qualified Globalisation and Law as 'good' but provided some observations and recommendations to enhance certain aspects of the programme.

Regarding the intended learning outcomes, the panel recommended a revision of specialisation-specific outcomes to better align with the connections between a specialisation and other fields addressed in the Globalisation and Law programme. The Faculty Board has implemented measures - indicated in Section 3 - to address this recommendation.

Concerning the educational learning environment, the panel suggested increased transparency for extracurricular activities, including the research programme for talented master students and moot courts. Additionally, it recommended a reconsideration of the February enrolment and the introduction of a more regulated thesis trajectory. The Faculty Board has adopted the measures outlined in the general chapter of this document to address these observations, including discontinuing the February enrolment since 1 September 2022.

In terms of assessment, the visitation panel proposed investigating whether some courses could be assessed solely through intermediate summative tests, excluding the final exam. In response, thirteen courses, out of twenty-one now incorporate intermediate summative tests. The Faculty Board has also recommended clarifying the thesis assessment form regarding evaluation scales, with corresponding measures detailed in the general chapter of the present document.



Regarding realised learning outcomes, the panel noted that some theses in the International Trade and Investment Track leaned more towards business economic than law orientation. It advised ensuring that the multidisciplinary aspect of a thesis does not compromise the legal component. Notably, such theses were previously influenced by Law and Economics, a specialisation course of the International Law and Investment Track, which has been discontinued from the academic year 2023-2024, mitigating the likelihood of a reoccurrence.

Lastly, the mid-term review panel of 2021 emphasised that the master programme's curriculum should give more attention to the theme of globalisation. In response, two measures were adopted: reformulating the intended learning outcomes, as specified in Section 3, and introducing the mandatory course Foundations of Global Law in the curriculum from the academic year 2023-2024 for all enrolled master's programme students.

3. Evaluation according to the four standards

Standard 1: Intended learning outcomes

This sub-section sets out the intended learning outcomes of the master programme as a whole and of each of the four tracks. Moreover, it explains why the curriculum is at Master's level, highlights the involvement of non-faculty members in curricular and extracurricular activities in addition to faculty staff, and delineates how the curriculum aligns with the job market.

Intended learning outcomes revised programme

The new curriculum of Globalisation and Law entered into force on 1 September 2023. The revision process was conducted in consideration of the 2018 Report of the visitation panel and the mid-term review of 2021. The revision process led to the reformulation of the intended learning outcomes in the manner illustrated in the table below.

Before revision	After revision 2023-2024
(i) To provide knowledge and understanding of the role played by law in the process of globalisation;	(i) To provide knowledge and understanding of the role played by law in the process of globalisation;
(ii) to develop students' research, analytical and problem-solving skills; and,	(ii) to evaluate how global problems impact on our understanding of the law; and,
(iii) to improve student's legal writing and oral presentations skills.	(iii) to develop students' research, analytical, problem-solving, and legal writing and oral presentation skills.

Former intended learning outcomes (ii) and (iii) have been merged into a new, single intended learning outcome (now labelled iii) to avoid wordiness. More importantly, new learning outcome (ii) has been introduced to address the observation by the mid-term review panel that the master programme should pay more attention to the phenomenon of globalisation. To achieve this new intended learning outcome, the Faculty Board created the course Foundations of Global Law, making it mandatory for all the students enrolled in this master programme starting from the academic year 2023-2024. In doing so, we have clarified our ambition and vision for a programme that not only explores the role played by human rights law, commercial and corporate law, and international and trade law in the process of globalisation, but also examines how acute global problems such as war and climate change impact our understanding of international and domestic laws.



Intended learning outcomes of the four tracks

Specialisation Human Rights Law

The specialisation Human Rights Law revolves around the status of the individual in international law in the age of globalisation. By the end of the programme, the students enrolled in this specialisation are expected: (i) to have gained knowledge and understanding of the foundations of global law, the UN system of protection of human rights, international humanitarian law (i.e. the law of armed conflicts), international development law, women rights, and international criminal law; (ii) to have gained the analytical skills necessary to evaluate how global problems such as war, widespread or systematic (transnational) criminality, poverty, and discrimination affects our understanding of human rights law; and (iii) to have developed their research, problem-solving, and legal writing and oral presentation skills.

Specialisation Corporate and Commercial Law

The specialisation Corporate and Commercial Law examines the status of transnational corporations in international and domestic laws in the age of globalisation.

By the end of the programme, the students enrolled in this specialisation are expected: (i) to have gained knowledge and understanding of the foundations of global law, competition law, international commercial law, corporate social responsibility, comparative company law, comparative corporate governance, and international commercial dispute resolution; (ii) to have acquired the analytical skills necessary to evaluate how global themes such as economic liberalisation, cartels, and international sales and carriages of goods have impacted corporate and commercial law worldwide; and (iii) to have developed their research, problem-solving, and legal writing and oral presentation skills.

Specialisation International Trade and Investment Law

The specialisation International Trade and Investment Law focuses on the international law that regulates the economic relations between States, between States and other international actors, and relevant international organisations.

By the end of the programme, the students enrolled in this specialisation are expected: (i) to have gained knowledge and understanding of the foundations of global law, the law and practice of the World Trade Organisation, international investment law, intellectual property law, and customs law; (ii) to have acquired the analytical skills necessary to evaluate how global issues such as economic globalisation, global financial and economic crisis, and environmental pollution impact on our understanding of those legal fields; and (iii) to have developed their research, problem-solving, and legal writing and oral presentation skills.

General Programme

Like the students enrolled in the three specialisations, the students enrolled in the General Programme are also expected to have gained knowledge and understanding of the foundations of global law and to have developed their research, analytical, problem-solving, and presentation skills. In addition, by the end of the programme they will have pursued their broader interests in the field of globalisation and law.

Since the students enrolled in this programme have the freedom to select six of the eight courses of their curriculum from the list of courses of the General Programme, they have the possibility to design, for example: a public international law orientation, by combining courses such as Public International Law, Global Environmental Law, Law of the Sea, and International Dispute Settlement; and an economic international law profile, by combining courses from the Corporate and Commercial Law and the International Trade and Investment Law specialisations.



The curriculum Master's level

In this master programme, students are required to think about concepts more deeply and critically than at the undergraduate level. They are challenged to link these concepts to one another to form a better understanding of the legal issues and global problems at stake, as well as to find solutions independently. In so doing, they also develop their research, analytical, problem-solving, and legal writing and oral presentation skills. All of this requires a considerable amount of study.

Standard 2: Educational learning environment

Curriculum

A student enrolled in a specialisation ought to pass the seven mandatory specialisation courses (6 EC each), plus one elective course (6 EC) and the master's thesis (12 EC). For the courses in the curriculum see the table below.

A student enrolled in the General Programme ought to pass the mandatory course Foundations of Global Law (6 EC), a second mandatory course to be chosen between the courses Public International Law and Corporate Social Responsibility (6 EC), five courses of the list of courses of the General Programme (which includes all the courses referred to in the table below, plus the courses Global Environmental Law, Law of the Sea, and International Dispute Settlement; 6 EC each, for a total of 30 EC), plus one elective course (6 EC) and the master's thesis (12 EC).

A student enrolled in a specialisation or the General Programme ought to fill in the elective course with one of the courses referred to in the table below, a course from another master programme of our Faculty (albeit with certain limitations stipulated in the Education and Examination Regulations), a law course from another University (subject to prior authorisation by our Director of Studies), or by completing an internship programme that meets the relevant Faculty requirements.

Period	1	2	4	5
Specialisation Human Rights Law	Foundations of Global Law	International Human Rights Law	Human Rights of Women	International Criminal Law
	Public International Law	International Humanitarian Law	Human Rights and Human Development	
Specialisation Corporate & Commercial Law	Foundations of Global Law	International Commercial Law	Corporate Social Responsibility	International Commercial Dispute Resolution
		European Competition Law	Comparative Company Law	Comparative Corporate Governance
Specialisation International Trade and Investment Law	Foundations of Global Law	Intellectual Property Law	Customs Law	Advanced International Trade Law
	Public International Law	International Trade Law	International Investment Law	
General Programme	Foundations of Global Law (mandatory) *Public International Law (optional second mandatory course)		*Corporate Social Resp. (optional second mandatory course)	

Curriculum overview

Entry requirements

The entry requirements may be classified in two components: academic qualifications and language proficiency. To be eligible for admission, an applicant ought to meet both requirements.



Entry requirements: academic qualifications

An applicant must:

- (i) hold a LL.B. degree in European Law School, a LL.B. in *Rechtsgeleerdheid* or *Fiscaal recht* from our faculty, or a LL.B. degree from another Dutch university. Or,
- (ii) hold a foreign LL.B. degree comparable in terms of level with the Dutch degree, or he/she is attending a university programme which does not yet comply with the Bologna model and has completed a comprehensive part of the programme which is comparable in terms of study load and level with a Dutch LL.B.

In practice, the 'comparability test' is carried out by reference to the equivalence tables of foreign educational systems prepared by NUFFIC (see [here](#)); if the equivalence of the law degree in question has not been assessed by NUFFIC, the degree is deemed 'not equivalent', to prevent the admission of students who may not be capable of coping with the demands of the curriculum. Under the Education and Examination Regulations currently in force, an applicant has the right to take the pre-master programme, in that case.

Entry requirements: language requirements

Under said regulations, the following documents are accepted as proof of proficiency in the English language:

- (i) Evidence that the student has successfully completed a bachelor's programme taught in English.
- (ii) An IELTS certificate with at least an average score of 7, or an average score of 6.5 with a minimum score of 6.5 for the writing component.
- (iii) A TOEFL certificate with at least a score of 100, or a score of 90 with a minimum of 25 for the writing component.
- (iv) A Cambridge Certificate in Advance Level.

The mentioned regulations authorise the Board of Admissions to accept other evidence of language proficiency, provided that it is comparable to those certifications in terms of content and level.

Course content

Course content delves deeper and more critically into the topics than at the undergraduate level for several reasons:

- (i) Some courses build upon undergraduate foundations, as seen in International Criminal Law (which extends from Substantive Criminal Law and Concepts of Criminal Procedure at the bachelor level), International Human Rights Law (building upon the bachelor course Introduction to Human Rights Law), Corporate Social Responsibility (extending from the course International Human Rights Law), and Comparative Company Law (based on the bachelor course Company Law).
- (ii) Course content may be interdisciplinary, covering topics of law, philosophy, history, economics, or psychology, such as in the courses Foundations of Global Law, Human Rights and Human Development, and Comparative Corporate Governance.
- (iii) All courses necessitate reading materials of an advanced academic level, such as textbooks designed for graduate students and journal articles. Additionally, many courses require the examination of professional materials like studies of the UN International Law Commission, reports from UN treaty-monitoring bodies, and case law. Several courses, including Public International Law, International Investment Law, Law of the Sea, International Dispute Settlement, International Trade Law, Customs Law, European Company Law, and Comparative Company Law, provide recommended readings in addition to mandatory materials.
- (iv) Each course mandates the completion of periodic assignments, typically on a weekly basis. These assignments prompt students to engage with legal provisions in detail and challenge them to 'think outside the box', enable them to make relevant legal arguments within hypothetical or real situations (applicable to all courses of the curriculum).



Extracurricular activities

In addition to the above-referred study trip to Geneva, students enrolled in this master programme have the possibility to participate in other voluntary extracurricular activities, such as moot court competitions and the Master's Honours Research Track. Due to their extracurricular character, participation in such activities do not earn credits.

Students enrolled in the master programme can apply for participation in our moot court teams. Moot courts teams work intensively on a hypothetical court case, prepare written submissions, and finally plead on behalf of their parties against other universities in front of benches of judges or law professors.

The teams have a very successful track record of participation in moot courts. Thus, for example, during the period covered by this report, they have won the 2018, 2020, and 2022 editions of the Nuremberg Moot Court on international criminal law; and the 2020 national round of the Philip Jessup Competition on public international law.

Calls for application for participation in the Faculty teams are posted on the Student Portal. Since the number of vacancies usually is lesser than the number of applicants, these need to compete with one another to obtain one of the places available. Selection is typically made in accordance with criteria such as grade point average and motivation.

Academic staff

Several of the course instructors have extensively published in the field of their course, while many others are leading practitioners. Thus, for example: the programme coordinator, Dr Fabián Raimondo, has acted as advocate, counsel, and legal advisor in cases before the International Criminal Court and the International Court of Justice; Prof Liesbeth Lijnzaad is a judge of the International Tribunal of the Law of the Sea; Prof Jure Vidmar is a member of the List of Arbitrators of the Permanent Court of Arbitration; Prof Bas van Zelst is a partner at Van Doorne N.V. in Amsterdam; and Dr Wim Muller acted as counsel in a case before the International Court of Justice.

Involvement of non-faculty members

Countless non-faculty members have been involved in curricular and extracurricular activities during the period covered by the present report. During the academic year of 2022-2023 and the academic year in course and as far as curricular activities are concerned, guest lecturers have been part of eleven of the twenty-one courses of the curriculum. Course coordinators select guest lecturers considering the legal knowledge, didactical skills and professional experience of these.

Moreover, extracurricular activities have been organised for the benefit of the students enrolled in certain courses. In International Trade Law and Advanced International Trade Law, a voluntary trip to Geneva is organised each year, where students attend lectures on current issues by officials and practitioners working in the field of the law of the World Trade Organisation. In Comparative Company Law, a small conference in which all the speakers were non-faculty members was organised for the course.

Finally yet importantly, the Maastricht Centre for Human Rights has organised academic and professional events open to all Faculty students but particularly addressed to the students enrolled in the specialisation Human Rights Law and the General Programme. Thus, for example, since the creation of The Ambassador Lecture Series on Human Rights in September 2023, our master students have had the possibility to attend the lectures delivered by the ambassadors of Rwanda (on transitional justice following the genocide of 1994), Palestine (on the human rights situation in the Occupied Palestinian Territories), Kosovo (on transitional justice in this country) and Argentina (on human rights in the programme of work of the UN International Law Commission).



How the curriculum comports with the job market

All the courses employ the problem-based learning method. The method gives students a better retention of knowledge, reinforces their motivation, and encourages them to foster and develop their research, analytical, problem-solving, and presentation skills that are essential for the labour market.

Thus, for example, in the course International Human Rights Law, students learn to argue as lawyers, and they work together in groups of legal teams arguing for different sides of a court case or case before a treaty body. In addition, students must carry out a mock State report examination before a human rights treaty body, entailing both a written and oral submission.

Another example. In Corporate Social Responsibility, the exercises in the tutorials are made in a way that the students learn to solve complex cases -modelled after real-life cases- and take different perspectives on that, such as advising a corporate client and drafting a legal memorandum for an NGO.

A final example. In International Trade Law and Advanced International Trade Law, students develop their legal skills by writing legal briefs analysing issues arising from case studies and presenting them convincingly in class.

Against this background, it is safe to affirm that this master programme provides a solid basis for students interested in practising law in the areas of public international law, human rights law, international trade law, international investment law, international commercial law, or company law, with international organisations, non-governmental organisations, State agencies, and law-firms serving as potential employers.

Standard 3: Assessment

Assessment methods aligned with the PBL method serve to stimulate learning and competency development. Such methods offer valuable insights to teaching staff, aiding in the continuous improvement of educational effectiveness. Summative examinations at the end of each course serve a primary form of feedback, aligning with the Maastricht University Vision on Assessment, a framework adopted as part of the Quality Agreements 2019-2024.

Assessment within the Master Globalisation and Law serves as a platform for reflection and learning. Timely and specific feedback empowers students to steer their learning process effectively. Assessment methods across the curriculum are carefully tailored to align with the intended learning objectives of each course, ensuring relevance to both specialisations and the General Programme.

In practice, course coordinators collaborate with instructors or planning groups to determine suitable assessment methods before finalising the course syllabus. Courses involving research papers incorporate discussions on research topics and assessment criteria beforehand, as exemplified in the courses Human Rights of Women, International Criminal Law, Corporate Social Responsibility, International Commercial Dispute Resolution, International Trade Law, International Investment Law, and Global Environmental Law.

In courses with final written exams, thorough coordination ensures the appropriateness and alignment of questions and criteria with course content, as evidenced in Foundations of Global Law, Public International Law, and International Dispute Settlement.

Students play a crucial role in evaluating the fairness and appropriateness of assessment methods through course evaluations. Additionally, in accordance with the Higher Education and Research Act, the Board of Examiners takes on the responsibility of ensuring the quality of assessments within the Faculty of Law, covering the evaluation processes of the Master Programme Globalisation and Law.



The Board of Examiners employs a rotating system to review exams for select courses, followed by comprehensive discussions within the Board and the Education Committee. In case of subpar results, course coordinators are promptly informed and consulted.

In conclusion, the assessment methods employed throughout the Globalisation and Law's curriculum meet the stringent criteria of being reliable, valid, and transparent, ensuring the master programme's commitment to high educational standards.

Standard 4: Realised learning outcomes

Upon scrutinizing all course syllabi, it becomes evident that the realised learning outcomes align with the overall programme overarching objectives. In this context, course examinations emerge as indispensable tools for assessing whether students successfully meet the intended learning objectives for each course.

The master's thesis serves as a crucial tool for evaluating whether students achieve the intended learning outcomes. The chosen thesis topic should be aligned with the programme's scope, ensuring compatibility. For instance, students in the Specialisation Human Rights Law should focus on a human rights law topic, while those in the General Programme can choose a topic covered by any of the courses within their curriculum.

Graduates of the Master Globalisation and Law emerge fully equipped for their future endeavours, whether that involves further education or entering the professional realm as competent junior professionals. According to the Faculty of Law's database, 140 students graduated in the master programme Globalisation and Law in the last completed academic year (2022-2023). The average grade of theses is 7.6. If we look at this average grade through the lens of our Assessment Procedure Guidelines for the Master's Thesis (available on the Academic Paper Dossier), we may consider the outcome closer to 'good' than 'more than satisfactory' (a grade 7 is 'more than satisfactory', whereas a grade 8 is 'good'). The GPA of these 140 students graduated in the academic year 2022-2023 is 7.3, which is more than satisfactory too.

4. Student chapter

This student chapter discusses how the students following Globalisation and Law Master of Law at Maastricht University perceive the programme. In particular, it considers whether according to the students the programme meets the expected four standards specified by the Accreditation Organisation of the Netherlands and Flanders (NVAO).

This chapter is based on the results of an online survey that was made available to all Globalisation and Law programme students in April 2023 via Canvas, an online course management system used by Maastricht University. Additionally, the survey was shared by the authors of this chapter in informal student networks. Students' responses were anonymous. The survey included both open-ended and closed-ended questions relating to the four NVAO categories. Closed questions allowed students to rank their experience on a scale, with a score of one equating to "extremely unsatisfied or unlikely" and a score of five equating to "extremely satisfied or likely". Open-ended questions elicited more detail from students about the strengths and weaknesses of the programme and how it could be improved.



In total, 30 students responded to the survey. The Globalisation and Law programme has four study tracks. Of those that responded, 34.5 percent followed the corporate and commercial law track, 27.6 percent followed the human rights track, 20.7 percent followed the international trade and investment law track and 17.2 percent followed the general programme. Students on all four study tracks are therefore well-represented.

1. Intended learning outcomes

The intended learning outcomes (ILOs) of the Globalisation and Law programme aim to provide students with a strong understanding of, and ability to think critically about, a wide range of complex international legal issues. Graduates of the programme are expected to have acquired a broad understanding of supranational and international organisations and the impact of globalisation on national legal systems.

At the programme level, one way that the ILOs are realised is through specialisation tracks that enable students to focus on different areas of international law. Students can opt to specialise in human rights, corporate and commercial law or international trade and investment law or combine courses from these three specialisations to create a programme with a more general focus. However, all students also take two mandatory courses that aim to provide a strong foundation for understanding international law at the generalist level. Namely, these are: public international law and corporate social responsibility. This approach, which ensures strong foundational knowledge while also enabling students to tailor their studies according to their area of interest, was frequently cited by students as one of the best features of the programme. For example, when asked about the strengths of the programme responses given by students included: the ability to “customise the degree”, the “à la carte programme” and the “variety of specialisations and module choices.”

Another way in which the ILOs are realised is by using a problem-based learning (PBL) approach throughout the Globalisation and Law programme. In the survey, students indicated that the PBL encouraged debate and facilitated learning. For example, one respondent wrote that PBL “stimulates students to actively engage in the course”. Similarly, another wrote: “PBL encourages students to engage with the law, apply it to situations and think critically rather than just learn by rote.”

Finally, the programme level ILOs are also communicated to students at the course level. At the start of each course students are provided with a coursebook that sets out the course-specific ILOs. This enables students to understand how the overall programme ILOs translate to the specific topic being studied.

2. Educational learning environment

The curriculum

As discussed in the section above, students are extremely positive about the possibility to customise their studies and choose from a wide variety of courses, whilst still obtaining a solid foundation in fundamentals of international law. In their feedback students note, for example, that the programme is “well-structured” and “coherent”. Another aspect of the curriculum that is praised by students is the use of expert guest lectures. Students also commented that the curriculum was “very forward-looking” and that recent developments in international law were incorporated in the teaching materials.

The Globalisation and Law programme is taught in English. This was seen as a plus by students because it helps prepare them for future employment in Dutch and international settings. Additionally, it allows students from all over the world to apply, which enriches the programme. In particular, the sharing of different legal, academic, and



cultural backgrounds opens new horizons to students. For example, one student commented that a strength of the programme is: “students with diverse backgrounds that provide a diverse range of views from around Europe and the world”.

One area of the curriculum that students feel could be improved is access to internships and moot courts. In promotional materials for the Globalisation and Law programme, both internships and moot courts are presented as attractive components of the programme that will enhance graduates’ employment prospects. However, several students indicate that in practice they were not provided with sufficient information to participate in these opportunities. Moreover, moot courts which require substantial work, can no longer be taken for credits (whereas previously they could).

Another area of the curriculum that can be reviewed is the course length. Some students indicate that the eight-week course period is insufficient to gain a deep understanding of a topic. Finally, a significant number of students also state that corporate social responsibility should not be a compulsory module.

Problem-based learning

The PBL method at the core of the Globalisation and Law programme is considered a major strength of the programme by students. Overall, 93 percent is satisfied with the use of this teaching method with 65.5 percent indicating they are “very” or “extremely” satisfied. Student feedback on the benefits of PBL can be divided into two broad categories: 1) that it facilitates learning and 2) that it provides skills relevant to future employment.

Regarding the first category, one benefit of PBL that is frequently cited by students is that the discussions and debates it stimulates facilitate a deeper understanding of the subject. Students indicate they enjoyed this student-centred learning. For example, one survey respondent stated: “I like the fact that we can share our perspectives... and learn from each other”. Additionally, students also indicate that applying the theoretical knowledge provided in lectures to practical scenarios in tutorials helps them assimilate knowledge. Finally, students also commented that PBL tutorials, which require a high degree of classroom participation, motivates them to prepare thoroughly for classes and keep up with the required reading for the course.

Regarding the second category, students indicate that applying theory to practical situations also taught them skills needed for the workplace, particularly in the field of law. Additionally, students note that the high-level of participation required by PBL in tutorials encouraged them to practise the oral formation of ideas, structure their reasoning and improve their public speaking. This is further facilitated by the small tutorial group size, which provided a safe and inclusive environment to ask questions and express opinions.

However, while feedback on PBL is mostly positive, one issue raised by students is that it can sometimes create a heavy workload. Additionally, the success of the PBL approach is dependent on both group dynamic and tutors facilitating discussion. While some tutors take an active role (e.g., leading the discussion, moderating, and helping students reach correct solutions) others are more passive. In cases where the tutor does not take an active role, or where students are not well-prepared, then the PBL method does not work so well. Finally, students indicate that when tutorials are timetabled to take place before lectures then learning is negatively impacted.

Teaching staff

Notwithstanding that some tutors should aim to take a more active role in PBL tutorials, the overall quality of the teaching staff is one of the standout aspects of the Globalisation and Law programme. In total, 89.6 percent of students indicate they are “very” or “extremely” satisfied with the quality of teaching. Students particularly appreciate the wide range of legal, academic and research expertise that the teaching staff brought to the classroom.



3. Assessment

The Globalisation and Law programme has a clear system of assessment, which is well communicated to students. Overall, the majority of students are happy with the methods of assessment used to evaluate their performance on courses. Of those surveyed, 71.4 percent indicated they are “very” or “extremely” satisfied with assessment methods. A further 17.9 percent responded that they are “satisfied”.

Information about the method of assessment is provided to all students in their coursebooks at the start of each period. The PBL teaching method used in tutorials helps prepare students for exams, which follow the same case-study format. Additionally, in many courses the final lecture or tutorial is a Q&A session where the lecturer provides students with feedback on a practice exam. In sum, this means that students have ample opportunity to practise for exams throughout the course and know what to expect from the PBL-based method of assessment.

When exam grades are released, most lecturers provide a model answer for students. This enables students to see where they did well and, conversely, where they lost marks. This is a useful tool both for students who need to re-sit the exam and for all students to improve their performance in future exams. Appeals processes are clearly explained to students when they receive their exam results. Model answers can also be used by students to facilitate appeals if they believe their grades were not a fair reflection of their exam submission.

Finally, as well as exams, some courses also have a presentation or take-home assignment component. These alternative methods of assessment are popular with students. For example, one student commented: “There should be more coursework assignments that allow you to explore a topic in-depth.” Another stated: “Evaluation methods in courses would benefit from more practical assessments.” The use of non-exam assessment methods should be increased.

4. Realised learning outcomes

The Globalisation and Law programme is described by Maastricht University as preparing students for careers in a variety of fields including: international business, international organisations, international law, the public sector, and non-government organisations. Most students say that they felt the programme provided good career prospects in these fields, with 75.8 percent who state that they are “very” or “extremely” satisfied in this regard.

However, students are more ambivalent about whether the programme has provided them with the necessary practical skills for the workplace. Of those surveyed, 37.9 percent indicate that the course has equipped them with skills needed for employment. Another 56.8 percent state that it had done so to a “certain extent”.

In relation to this, areas that students indicate to be improved include: networking opportunities, career guidance and organisation of internships. For example, one student states: “It would be good if the university organised more internship possibilities and networking opportunities.” Another comments: “More workplace/professional targeting would be helpful.” It should be noted that while the Law Study Associations, such as The European Law Students’ Association and JFV Ouranos, regularly organise professional development and networking events, these are not specifically tailored to the Globalisation and Law programme students.



Summary: strengths and challenges

Strengths

- The ILOs are clearly defined and realised both at the programme and course-specific level.
- The programme is coherently structured. Students are very satisfied with the breadth and depth of content, the specialisations and course variety.
- The PBL approach is a major asset of the programme. Students indicate it facilitated student-centred learning and critical thinking, as well as the development of practical skills relevant to employment.
- Teaching in English means there are a diverse range of students from across the world. This enriched the learning environment for students.
- Excellent teaching staff bring a variety of legal, research and academic expertise to the classroom.
- The methods of assessment are clear and students are well-prepared for exams by the teaching methods and materials.
- Students feel the programme provides them with good career prospects and are highly likely to recommend the programme to others.

Challenges

- Students would like the Faculty to take a more active role in facilitating internships, networking opportunities and moot courts. Students would appreciate more emphasis on teaching workplace-oriented skills.
- Students indicate that some tutors should take a more active role in guiding discussions as this is necessary for the PBL approach to work well.
- Students would like more assessments by non-exam methods (e.g., coursework assignments and presentations).

5. Global SWOT analysis

Strengths

- The intended learning outcomes encompass not only the acquisition of knowledge and understanding of legal rules and principles, but also the improvement of the research, analytical, and oral and written presentation skills of the students
- The intended learning outcomes align with the research programme 2022-2027 of the Faculty of Law of Maastricht University, specifically focusing on “Dynamics between legal orders”
- In relation to the educational learning environment, the elimination of the February intake reinforces the sense of community among all the students
- In relation to the educational learning environment, several courses are taught by scholars who are leaders in their field of expertise or by seasoned international or domestic legal practitioners
- In relation to assessment, the increasing use of intermediate summative tests throughout the curriculum
- In relation to assessment, the clarification of the criteria for the evaluation of master theses
- In relation to realised learning outcomes, a successful record of participation of Faculty teams in national and international moot competitions



Weaknesses

- In terms of educational learning environment, not all master programme's students enrolled in the master programme can participate in extracurricular activities to practice and test their oral and writing communicational skills. However, all the students can practice such skills in the tutorial meetings of all courses of the curriculum.
- Regarding realised learning outcomes, measuring and evaluating the actual employability of graduates is challenging due to the difficulty in collecting the relevant data. However, the Faculty regularly endeavours to improve the methods of data collection
- In relation to realised learning outcomes, alumni surveys that cover all master programmes as a whole, as is the current practice, render the survey ineffective for master programme coordinators. They cannot ascertain whether the opinions expressed in the survey pertain to their specific programme or another

Opportunities

- The outstanding reputation of the Master Programme Globalisation and Law offers the opportunity to continue attracting prospective students and academic staff from all over the world
- A quality curriculum contributes to the programme's positive reputation, enhancing its standing in academic and professional circles
- Our graduates are likely to excel in their careers, contributing to positive alumni success stories that, in turn, enhances the programme's reputation
- Our strong curriculum may offer opportunities to students to engage in cutting-edge research
- Our strong curriculum can attract even more collaborations with other institutions and organisations, fostering a rich environment for academic and professional connections

Threats

- Many students often begin the academic year without thoroughly reading the syllabi for their period one courses, lacking the required textbooks or prescribed reading materials, and failing to prepare assignments scheduled for the first week of class. These oversights may adversely affect their initial performance in the courses. In anticipation of these potential obstacles to the learning process, course coordinators post announcements on Canvas before the course starts, urging students to act diligently from the beginning
- The academic or cultural backgrounds of the students enrolled in the programme may vary, potentially impacting the learning processes of those without a bachelor's degree in law or those not accustomed to active learning. In response to such challenges, course instructors may provide additional support, or they may refer these students to a faculty study advisor
- Eight of the twenty-one courses of the curriculum rely on a final written exam as the method of assessment. However, such exams might not be sufficiently reliable for testing the overall performance of a student in a course. The coordinators of these eight courses are considering whether incorporating intermediate summative tests is feasible



Appendix

MATRIX Master Globalisation and Law

Specialisation Human Rights

Dublin descriptors	Course ► Learning outcomes ▼	Foundations of Global Law	Human Rights of Women	International Criminal Law	Human Rights and Human Development	International human rights law	International Humanitarian Law	Public International Law	Thesis
A. Knowledge and understanding	Graduates have up-to-date knowledge and understanding of main aspects of public international law, notably including the law on treaties, jurisdiction, state responsibility and the relationship between international law and national law		E	E			E	E	depends on thesis topic
	Graduates have up-to-date knowledge and understanding of the links between democracy, human rights, sustainable development and the globalisation of commerce and trade	X			E				
	Graduates have up-to-date knowledge and understanding of how the specialisation they (may) have chosen relates to and interacts with the other specialisation covered by GAL	X	E			X	E	E	
	Graduates have up-to-date knowledge and understanding of the relationships and tensions between international law on peace and security and humanitarian law	X		E			E		
	Graduates have up-to-date knowledge and understanding of role and functioning of international criminal tribunals notably including the ICC			E			E		
	Graduates have up-to-date knowledge and understanding of problems concerning the enforcement of human rights		E			E	E		
	Graduates have up-to-date knowledge and understanding of problems concerning the human rights of vulnerable groups or minorities, such as women and persons suffering from a disability		E			E	E		



B. Applying knowledge and understanding	Graduates can apply the knowledge obtained to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity	E	E	E		E		E	E	E
	Graduates possess analytical skills that enable them to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity	E	E	E		E		E	E	E
C. Making judgments	Graduates can translate knowledge (from textbooks, primary legal sources) into sound legal arguments or own legal points of view	E	E	E	E	E	E	E	E	E
	Graduates can develop their own views or position in legal debates or disputes	X	E	E	E	E	E	E	E	E
D. Communication	Graduates can express their legal arguments clearly, both orally and on paper		E	E	E	E	E	E	E	E
	Graduates can express their legal arguments clearly, in proper legal English	X	E	E	E	E			E	E
E. Learning skills	Graduates possess the techniques legal experts need as regards the gathering, selecting, analyzing, interpreting and synthesizing information from legal sources (treaties, legislation, case law) as well as second sources (textbooks, law journals, etc.)		E		E	E	E	E	E	E
	Graduates can deliver legally sound, well-researched papers (academic articles, commentaries, pleas, advises, etc.) on complex legal issues in the context of globalisation				E	E	E	E		
	Graduates can work both independently and in group settings		E	X	E	E	E	E	E	E
	Graduates have an open-minded but critical and scientific attitude	X	E	X	E	E	E	E	E	E

E = both in teaching and examination

X= teaching only



MATRIX Master Globalisation and Law

Specialisation Corporate and Commercial Law

Dublin descriptors	Course ► Learning outcomes ▼	Comparative Company Law	Comparative Corporate Governance	Corporate Social Responsibility	European Competition Law	Intern. Arbitration Dispute Resolution	International Commercial Law	Foundations of Global Law	Thesis
A. Knowledge and understanding	Graduates have up-to-date knowledge and understanding of various forms of international dispute settlement, including judicial settlement (ICJ, WTO, ECHR and national courts) and commercial/economic arbitration					E			depends on thesis topic
	Graduates have up-to-date knowledge and understanding of the links between democracy, human rights, sustainable development and the globalisation of commerce and trade			E				X	
	Graduates have up-to-date knowledge and understanding of the links between corruption, corporate social responsibility and social-economic development			X					
	Graduates have up-to-date knowledge and understanding of how the specialisation they (may) have chosen relates to and interacts with the other specialisation covered by GAL			X	X			X	
	Graduates have up-to-date knowledge and understanding of the role and impact of international organizations like UNCITRAL, the International Chamber of Commerce, the World Intellectual Property Organization and the WTO on the rules governing international trade					E	X		
	Graduates have up-to-date knowledge and understanding of non-judicial forms of dispute settlement			X		E			
	Graduates have up-to-date knowledge and understanding of international commercial law					E	E		
	Graduates have up-to-date knowledge and understanding of international and national law on the structure and functioning of companies operating in a cross-border setting	E	E		E				
B. Applying knowledge and understanding	Graduates can apply the knowledge obtained to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity	E	E	E	E	E	E		E
	Graduates possess analytical skills that enable them to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity	E	E	E	E	E	E		
C. Making judgments	Graduates can translate knowledge (from textbooks, primary legal sources) into sound legal arguments or own legal points of view	E	E	E	E	E	E	E	E
	Graduates can develop their own views or position in legal debates or disputes	X	E	E	X	E	E	E	
D. Communication	Graduates can express their legal arguments clearly, both orally and on paper	X	X	X	E	E	E	E	E
	Graduates can express their legal arguments clearly, in proper legal English	X	E	E	X	E	E	E	
E. Learning skills	Graduates possess the techniques legal experts need as regards the gathering, selecting, analyzing, interpreting and synthesizing information from legal sources (treaties, legislation, case law) as well as second sources (textbooks, law journals, etc.)	E	E	E	E	E	E	E	E
	Graduates can deliver legally sound, well-researched papers (academic articles, commentaries, pleas, advises, etc.) on complex legal issues		X	X	E		E	E	
	Graduates can work both independently and in group settings				E	E	E	E	
	Graduates have an open-minded but critical and scientific attitude	X	E		E	E	E	E	

E = both in teaching and examination

X= teaching only

MATRIX master's programme Globalisation and Law



Specialisation International Trade and Investment Law

Dublin descriptors	Course ► Learning outcomes ▼	Foundations of Global Law	Customs Law	Intellectual Property Law	International Investment Law	Public International Law	International Trade Law	Advanced International Trade Law	Thesis
		A. Knowledge and understanding	Graduates have up-to-date knowledge and understanding of main aspects of public international law, notably including the law on treaties, jurisdiction, state responsibility and the relationship between international law and national law				E	E	E
	Graduates have up-to-date knowledge and understanding of various forms of international dispute settlement, including judicial settlement (ICJ, WTO, ECHR and national courts) and commercial/economic arbitration				E	E	E	E	
	Graduates have up-to-date knowledge and understanding of the links between democracy, human rights, sustainable development and the globalisation of commerce and trade	X			E		E	E	
	Graduates have up-to-date knowledge and understanding of how the specialisation they (may) have chosen relates to and interacts with the other specialisation covered by GAL	X	X	X	E	E	X	X	
	Graduates have up-to-date knowledge and understanding of the role and impact of international organizations like UNCITRAL, the International Chamber of Commerce, the World Intellectual Property Organization and the WTO on the rules governing international trade			E	E		E	E	
	Graduates have up-to-date knowledge and understanding of the international regulatory regime for international contracts, discriminatory trade practices, unfair trading practices and other obstacles to free trade			E	E		E	E	
	Graduates have up-to-date knowledge and understanding of rules on intellectual and industrial property			E	E				
	Graduates have up-to-date knowledge and understanding of the relation between the goal to realize free trade and the protection of non-market values such as health, environmental protection and consumer protection			E	E	E	E	E	
B. Applying knowledge and understanding	Graduates can apply the knowledge obtained to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity		E	E	E	E	E	E	E
	Graduates possess analytical skills that enable them to identify and solve concrete/complex problems that arise in the shaping, application or enforcement of international and national norms governing cross-border activity		E	E	E	E	E	E	
C. Making judgments	Graduates can translate knowledge (from textbooks, primary legal sources) into sound legal arguments or own legal points of view	E	E	E	E	E	E	E	E
	Graduates can develop their own views or position in legal debates or disputes	X	E	E	E	E	E	E	
D. Communication	Graduates can express their legal arguments clearly, both orally and on paper	E	E	E	E	E	E	E	E
	Graduates can express their legal arguments clearly, in proper legal English	E	E	E	E	E	X	E	
E. Learning skills	Graduates possess the techniques legal experts need as regards the gathering, selecting, analyzing, interpreting and synthesizing information from primary sources and national law (treaties, legislation, case law) as well as second sources (textbooks, law journals, etc.)	E	E	E	E	E			E
	Graduates can deliver legally sound, well-researched papers (academic articles, commentaries, pleas, advises, etc.) on complex legal issues in the context of globalisation	E	E	E	E				
	Graduates can work both independently and in group settings	E	E	E	E	E	E	E	
	Graduates have an open-minded but critical and scientific attitude	E	E	X	E	E	E	E	

E = both in teaching and examination

X = teaching only