



Maastricht University



Faculty of Law

Self-evaluation report

Bachelor European Law School



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Administrative data

Instelling

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

Rechtsgeleerdheid

Oriëntatie en niveau:	WO - bachelor
Aantal studiepunten:	180 EC
Specialisatiemogelijkheden:	n.v.t.
Locatie:	Maastricht
Variant:	voltijd
Joint programme:	n.v.t.
Onderwijstaal:	Engels
CROHO registratienummer:	50017



1. Profile and ambition of the programme

The European Law School (ELS) programme is an ambitious and challenging bachelor in law that has a distinctive educational concept. Firstly, its substantive approach to the study of law distinguishes it from traditional LLB degrees that are focused on the national law of the legal system in which the programme is offered. The ELS bachelor approaches the study of law from a unique comparative and European perspective. Secondly, the ELS bachelor programme adopts problem-based learning as its educational method. Thirdly, the European Law School constitutes a true international classroom. It is the combination of these three features (content, method, and composition of the academic community) of the ELS bachelor programme that leads to its distinctive educational concept. By dislocating the study of law from a national legal system and approaching the study of law from a comparative and European perspective, adopting a student-centred approach to education that focuses on constructive, contextual, collaborative and self-directed learning, and actively engaging with students in an international classroom setting, the European Law School bachelor programme aims to educate European jurists in a globalising world.

By adopting a comparative and European approach, students are taught that there is more than one way to solve a legal problem, that there are alternative ways to achieve justice, and that law does not end at the national border, but is influenced by and must interact with European and international law, which are in turn influenced by the different national legal systems that make up the European Union and the international community. Consequently, students are not educated in the national legal mindset, but rather in the mindset of a European jurist in a globalising world. ELS graduates consequently acquire a broad expertise in law with a unique comparative and European focus, which strengthens their ability to think analytically, critically, and creatively. They become able to approach legal issues through different perspectives, which also makes them versatile problem-solvers.

Problem-based learning, with its focus on constructive, collaborative, contextual and self-directed learning, supports the educational aims of the ELS bachelor. Students are stimulated to actively participate in the collaborative and constructive learning environment created in small-scale tutorials. The departure point for the development of knowledge and insight is to be found in fundamental (societal) problems to which the law can offer diverse solutions (contextual learning). Students are able to discuss the various dimensions of these problems by exploring the choices made by lawmakers in different jurisdictions, as well as the interaction of national, European and international law.

The third distinctive feature of the ELS bachelor programme is the composition of its academic community. The ELS bachelor aims to create a truly effective international classroom in which students and staff from around Europe and the world can learn from and with each other in a collaborative learning environment. The programme has a diverse international student body. This international student body is vital to the underlying aim of educating *European* jurists. It is an important element of the bachelor ELS that students and staff are able to recognize and work with both the challenges and opportunities inherent in an international classroom comprising students and staff from diverse cultural, educational, linguistic, political and economic backgrounds, as well as the ability to be able to reflect on their own contribution, role and responsibility in such an international classroom. By actively engaging with the international classroom, the ELS bachelor trains students to effectively collaborate in cross-cultural settings (learning outcome B.xi).

By adopting a comparative and European perspective and actively engaging with students from diverse backgrounds in an international problem-based learning setting, the ELS bachelor aims to educate its students to be open-minded, adaptable, analytical and critical legal thinkers. It seeks to empower them to use their voice so that they can make a meaningful contribution to the complex legal and societal challenges we face in an ever-changing world. The ELS bachelor prepares its graduates for a variety of master's programmes, in different



branches of law – public, private etc. – or different ‘levels’ of law – EU, international etc. – or for further studies of ‘law and ...’ approaches and even non-legal studies. The programme aims to prepare the ELS graduate to use their unique knowledge and skills set to contribute an important and unique legal perspective to multidisciplinary teams to solve complex societal problems. ELS graduates pursue career paths in diverse professional settings in the public and private sector, for example, as civil servants and policy advisors in local or national government and European and international institutions or organizations; representing diverse stakeholders in NGOs and consultancy and as policy influencers; working in diplomacy, mediation, legal project management, the commercial sector and academic teaching and research; as well as in the traditional legal professions having completed the requisite additional studies in the relevant national jurisdiction.

2. Reflection on previous accreditation and midterm

In January 2019, the European Law School bachelor programme was reaccredited. The accreditation report identified a number of compliments and best practices for the European Law School bachelor programme across the four standards of assessment, including its ambitious and distinctive profile, the international classroom, its recognition of issues surrounding access to professional qualification, the skills programme, the teaching method and the positive and inspiring learning environment that is facilitated by a team of dedicated and enthusiastic teaching staff. The previous accreditation also identified some points of attention. In particular, the sustainability and adaptability of the problem-based learning method, the heavy workload of staff, the number of contact hours, the coherence of extra-curricular activities, varying the approach to assessment, and monitoring the quality of assessment at programme level. In December 2021, the midterm review indicated that the recommendations made in the previous accreditation were being addressed well.

In 2020, work was initiated on a revision of the curriculum of the bachelor ELS. In 2021-2022, a working group was tasked with further developing the vision and programme design of a revised curriculum for the bachelor European Law School to be introduced in the academic year 2023-2024. The underlying objectives of the revision included:

- revising and updating of the underlying narrative that forms the basis of the bachelor ELS and further developing and implementing the unique educational concept of the ELS bachelor (content, method, international classroom);
- implementing the UM quality agreements (in particular, intensive contact hours and group size);
- implementing the UM vision on assessment;
- revising the structure of the programme to reduce fragmentation, implement longitudinal learning trajectories, and support students in their learning progress.

Since June 2022, a steering group has been guiding and overseeing the work of the various working groups that are responsible for the implementation of the revised curriculum from September 2023 onwards.



3. Evaluation according to the four standards

Standard 1: Intended learning outcomes

Programme orientation

Since the last accreditation, the bachelor European Law School has undergone a curriculum reform to revise and update the underlying narrative that gives shape to the programme intended learning outcomes. Over the past decade, due to political, economic, and societal developments in Europe, there has been a shift in the European narrative that formed the original basis for the European Law School, and there is ever-increasing attention for globalisation (and deglobalisation) as well as the position of the European Union in the world. The research conducted in the faculty also reflects this shift, moving away from more traditional comparative law in the context of a harmonisation agenda, towards focussing on the five research pillars of global justice, institutional transformations, globalising markets, cross-border cooperation and mobility, and law and technology. Although individual courses in the ELS bachelor adapted to these changes, the underlying narrative that gives shape to the programme as a whole had not been subject to a revision.

Within the programme intended learning outcomes, as a non-qualifying law degree that is not constrained by national requirements for professional qualifications to access the traditional legal professions, the ELS bachelor is uniquely positioned to adapt and integrate the faculty's evolving research focus and make more distinct choices concerning the focus of the curriculum to enhance the unique educational concept of the ELS, and to continue to position the ELS bachelor programme as an innovator in legal education. In the revision process, no changes were made to the programme intended learning outcomes as these continue to form a solid foundation for the ELS bachelor. The revision focused on the underlying narrative of the programme, which provides the lens through which the broader programme intended learning outcomes are implemented in the individual courses. The ELS bachelor aims to educate European jurists in a globalising world. Graduates of the programme are able to:

- analyse the law as a system and apply legal rules from diverse sources of law to the core legal issues in the main fields of law (*jurist*)
- adopt a pluralistic legal mindset to deal with competing systems of rules, navigating through and between different jurisdictions, regulatory levels, sources of law and understanding the relationship and mutual interaction between these diverse systems, regulatory levels, legal sources, and the public and private actors involved (*European jurist*)
- analyse, compare and critically reflect on the law with a view to understanding how different normative choices can be shaped by diverse historical, cultural, political and economic contexts, and evaluating the different normative choices that can be made (*European jurist*)
- analyse and critically reflect on the role of law in the EU integration process (including unity and diversity/convergence and divergence), the regulatory role of the EU and European law in the world, and the role of international law at the EU and national level (*European jurist in a globalising world*)
- critically position law in a broader societal context with a view to understanding how the law can evolve and adapt in response to societal developments, how the law shapes society and influences human behaviour, and to analyse and critically reflect on the contribution the law can make to solving the complex problems confronted by European and global societies (e.g. sustainability, migration, security and technology) (*in a globalising world*)

Intended learning outcomes

As a programme leading to the degree of bachelor in laws (LLB), the programme ILOs are formulated in line with level 6 of the NLFQ and EFQ.



Firstly, the programme intended learning outcomes (ILOs) focus on graduates obtaining knowledge of and insight into the most important areas of international, European and national law, linked to the most recent developments, academic research in the relevant area and societal reality (ILO A.i). In the ELS bachelor, diverse courses address the most important areas of law, which are broadly identified in the programme as private law, public law, criminal law, international law and European law.

Secondly, the ELS graduate has knowledge of and insight into the effect of international and European law on national legal systems and can approach the most important areas of national law from a European and/or comparative perspective (ILO A.ii). Throughout the curriculum, the individual courses implement ILO A.ii. by addressing the interaction between international, European and national legal systems and by adopting a comparative and/or European perspective to the law.

A comparative perspective means training students to understand and explore the multiplicity of solutions to complex problems and to understand how and why these diverse solutions have come to be, which involves analysing the underlying legal, economic, historical, political, and other contingencies. The comparative perspective enables students to differentiate and contrast the solutions of different legal fields and different legal systems and trains systematic thinking. It furthermore enables students to evaluate the solutions found and choices made on the basis of (explicit) normative standards.

Adopting a European perspective means, in the first place, exploring how European law is evolving to address societal challenges and forces that are re-shaping traditional integration dynamics. It then requires integrating the European and/or international level, as appropriate, in the main fields of law studied in the programme, in order to explore how they may provide or contribute to solutions to complex problems, and to show the complexity of the multi-level, multi-stakeholder governance system. The European approach is not exclusively inward-looking, but also incorporates an outward-looking perspective that addresses the role and influence of the EU in the world (and of international law in Europe), and allows for analysis, comparison, and critical reflection on normative choices made by European and non-European countries. Finally, it involves combining a black-letter and case law-based analysis of the EU and of its most representative member states, with an understanding of how law can be shaped by different historical, cultural, political, and economic contexts. The European approach crucially contributes to the development of the pluralistic legal mindset that every European jurist in a globalizing world should have. It trains students to navigate the current multilevel system of legal rules and to grasp the relationships, interactions, and at times conflicts, between the different levels, rules and jurisdictions. The European approach is implemented throughout the study programme, both in courses specifically dedicated to the study of European and international law, and by integrating the European dimension as here described in the different fields of law.

Thirdly, the graduate has knowledge of and insight into a number of meta-legal disciplines, for instance legal history, philosophy of law, legal theory, psychology of law, criminology and legal-economical principles (ILO A.iii). This ILO is implemented in the curriculum through a dedicated course on *Foundations of Law* as well as in other courses throughout the programme where attention for one or more of these meta-legal disciplines is relevant and appropriate.

In addition, graduates are trained to demonstrate and apply their substantive knowledge and insight through diverse skills, including problem-solving, critical thinking, legal reasoning and argumentation, effective communication, academic research, information literacy, intercultural skills and global citizenship (ILOs B.i.-xi). Through the problem-based learning method, students develop as self-regulated learners and teamplayers (ILOs C.i.-ii). ILOs B and C are addressed throughout the curriculum, with particular attention being paid to them in the skills development track where these competences are trained with a view to supporting students to be able to use them in the substantive courses and legal challenges.



Constructive alignment

The revised narrative of the European jurist in a globalizing world has given course planning groups guidance on how to develop courses with a view to implementing the programme ILOs in a constructively aligned, coherent and contemporary curriculum.

The Dublin descriptors and Bloom's taxonomy are used to operationalise the programme ILOs at course level. The teaching and learning activities are designed to achieve the intended learning outcomes, to implement the programme's unique educational concept, as well as the UM quality agreements. The approach to assessment encompasses the UM vision on assessment and employs methods that focus on the attainment of the ILOs and reflect the teaching and learning activities employed in the course and programme. Course ILOs and assessment methods are coordinated at programme level to ensure alignment and achievement of the programme ILOs. This is further achieved through the creation of longitudinal learning trajectories in which students develop their competences (knowledge, skills and attitudes) with increasing complexity during the programme to ultimately achieve the programme ILOs.

In sum, the programme ILOs of the ELS bachelor reflects level 6 of the NLFQ/EFQ. Students acquire advanced knowledge of the main fields of law including a critical understanding of the underlying principles and theories of law, they develop core academic, legal and professional skills that allow them to utilize their legal knowledge to engage in complex legal problem-solving, and they require students to take responsibility for not only their own learning and professional development, but also effective collaboration with others in the context of their studies. The programme ILOs provide students with a solid academic foundation in law that prepares ELS graduates for their subsequent studies at master's level and their future professional career paths.

Standard 2: Educational learning environment

The intended learning outcomes of the bachelor European Law School are implemented in the programme on the basis of a number of curriculum design principles that shape the educational learning environment: (i) constructive alignment, (ii) the distinctive educational concept of the bachelor ELS, (iii) the UM vision on assessment, and (iv) the UM quality agreements.

The first two years of the programme comprise a mandatory curriculum in which students acquire knowledge of and insight into the main fields of law – public law, private law, criminal law, international and European law, and foundations of law – from a comparative and European perspective. In year 3, the programme offers flexibility for students to shape their own graduate profile through electives, study abroad and internships.

For each of the main fields of law and the core academic, legal and professional competences, longitudinal learning trajectories (LLT) have been developed in line with the programme's narrative and curriculum design principles. Each LLT progresses from introductory, foundational courses to more advanced courses that lead to students achieving the bachelor graduate level in their third year. In this way, the LLTs connect the individual course ILOs in the mandatory and elective phase in a trajectory towards achieving the programme ILOs.

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Year 1 Mandatory 2023-2024	Constitutional Law	Introduction to Private Law		International and European Law	Foundations of Law	
1	Skills Development and Legal Challenge I: Introduction to Law and Legal Reasoning			Skills Development and Legal Challenge II: Thinking like a lawyer		
Year 2 Mandatory 2024-2025	Private Law	Law of the European Union		Criminal Law Philosophy of Private Law	Criminal Procedure Administrative Law	
2	Skills Development and Legal Challenge III: Legal Research			Skills Development and Legal Challenge IV: Conflict Prevention and Resolution		
Year 3	Elective	Elective		Elective	Elective	
3	Elective	Elective		Elective	Elective	
	Final Legal Challenge / Bachelor Essay					

Mandatory phase

The learning trajectory in the field of public law starts with the first-year course on constitutional law and continues in year 2, with a course on administrative law. The first-year course *Constitutional Law* combines attention for national constitutional law from a comparative perspective with international and European law to provide students with a multi-level understanding. This learning trajectory for international and European law thus also starts with the course *Constitutional Law* and continues with dedicated courses in year 1 (*International and European Law*) and year 2 (*Law of the European Union*). The mandatory learning trajectory in private law starts in year 1 with an introductory course that provides the foundations of the private law system from a comparative perspective and continues in year 2 with a course that builds on those foundations, adding a European perspective (*Private Law*), and concludes with the course on the *Philosophy of Private Law* towards the end of year 2. Attention for criminal law is also spread over two courses allowing students to first learn about substantive criminal law (*Criminal Law*) before encountering criminal procedure (*Criminal Procedure*), from a comparative and European perspective. Students start their learning trajectory in foundations of law in the course on Foundations of Law (including legal history, legal philosophy and legal theory) in year 1 and continue in the second-year course *Philosophy of Private Law*. Students also encounter elements of foundations of law in the first-year skills courses *Introduction to Law and Legal Reasoning* and *Thinking Like a Lawyer*, in which they are introduced to the legal method, system thinking, and legal reasoning and argumentation. As of academic year 2025/2026, the learning trajectories will continue in year 3 in the electives offered in each field of law.

The learning trajectory clarifies the relationship between substantive courses and demonstrates how one course builds on another with increasing complexity. It also makes clear how elements of one field may be incorporated in a course in another field. For example, in a course on private law or criminal law, there may be elements of international and/or European law that are addressed, in particular when attention is paid to the effect of international and European law on national law (ILO A.ii) or when a European perspective is adopted. This means for instance that the learning trajectory in international and European law is not limited to the courses specifically dedicated to international and European law. There is also a human rights longitudinal learning trajectory that crosses a number of substantive fields, in particular criminal law, international and European law, as well as private law and foundations of law.



In the Skills Development and Legal Challenges track (SDLC), students train and develop the diverse contemporary academic, legal, learning, and professional skills that are laid down in the programme intended learning outcomes (ILOs under B and C) and that are necessary for a future legal professional who is educated as a European jurist in a globalizing world. In addition to training these diverse skills, students also complete legal challenges in which they deal with complex, real-world and contemporary challenge projects. Incorporating the legal challenge in the skills development track allows for explicit integration of substantive knowledge acquisition and skill development to build core legal competences (competence = knowledge + skill + attitude).

Longitudinal learning trajectories have also been developed for the core skills so that the various skills recur throughout the programme in the different SDLC courses (as well as being implemented in the substantive courses) in diverse and relevant contexts and with increasing complexity. For example, the written communication skills trajectory develops from writing a basic essay and legal opinion concerning a simple legal problem through to more complex problems, essays, research papers and position papers, to a substantial thesis, essay or memorandum. The SDLC LLTs also inform the teaching and learning activities in the substantive courses in the sense that students are to engage with learning activities that integrate the skills they have acquired at the level they have been required to acquire them. In other words, students are not expected to demonstrate skills in a substantive course that they have not yet been able to acquire through skills development training.

The SDLC LLTs are likewise relevant for assessment, as students are assessed in a manner and at a level that aligns with the level of skills they have acquired at that stage in the programme. For example, students are not given a summative assessment in the form of a legal research paper until they have acquired the relevant legal research and academic legal writing skills in their skills development training. In this way, the SDLC LLTs contribute to the implementation of the UM vision on assessment to support assessment that is meaningful and coordinated at a programme level.

The mandatory phase of the curriculum ends with the Bachelor's Essay in which students demonstrate their ability to be able to independently conduct research and write a significant academic paper in one of the main fields of law.

By making these longitudinal learning trajectories explicit, it has become possible to further enhance constructive alignment of the curriculum. To facilitate this further, the programme is implementing the curriculum management tool Act-E, which provides structured information about the curriculum and makes it possible to visualize the interconnections between courses, the relationship between programme and course ILOs, and coordinate assessment methods. It also facilitates programme management in discussions with course coordinators and planning groups to ensure that individual courses are developed at the appropriate level for the phase of the programme, develop further on already acquired knowledge and skills, and are therefore geared to ongoing development and increasing complexity in learning. In turn, by making these longitudinal learning trajectories transparent to students, it is possible to assist them in understanding the relationship between courses and the underlying structure of the programme so that as self-regulated learners, they can better monitor their learning and development progress.

Elective phase and extracurriculars

Students pursue a mandatory set of courses in the first two years of the bachelor ELS. In the third year of the programme, the students are given the possibility to shape their own graduate profile in preparation for their future career path. Students have a variety of options depending on whether they wish to develop further in a particular field of the law, gain knowledge from other disciplines, acquire practical experience or study abroad.

Students can continue to follow elective courses offered by the faculty. In the revised curriculum, these electives will be adapted where necessary to further align with the LLTs developed for the mandatory phase of the



programme. Students can also elect to follow courses at other faculties to gain insights from other disciplines (students may obtain include max. of 24 EC non-law subjects). Students are also encouraged to study abroad for one semester at one of the faculty's partner universities. Students can gain professional experience by undertaking an internship in for instance a law firm, European or international institutions and organisations. Up to ten students can participate in the dual degree programme with Universidad Autónoma de Madrid (UAM) which offers students who successfully complete the programme the possibility to acquire professional qualifications to practice law in Spain on the basis of the *grado en derecho* conferred by UAM. Dual degree programmes also exist with the Universitas Gadjah Mada and the Universitas Airlangga (of which two students for each of these university are admitted each year).

Students who seek additional challenges and opportunities can engage in a number of extra-curricular activities organized by the faculty, including the Bachelor Honours programme and moot court competitions.

Problem-based learning in the ELS bachelor

Like all programmes at Maastricht University, the bachelor European Law School adopts problem-based learning as its educational method. The CCCS principles of problem-based learning (learning is constructive, contextual, collaborative and self-directed) are implemented in the teaching and learning activities throughout the curriculum.

In line with the UM quality agreements, students have at least 9 contact hours per week (tutorials, skills training, legal challenge work, lecture) in years 1 and 2. In addition to these intensive contact hours, students are expected to engage in at least 30 hours of independent, self-directed study. This is accounted for in the design of education and the study load for each of the courses. Further scaffolding for the independent, self-directed study is provided in the Canvas environment for each course in which students can access resources and materials, including knowledge clips.

One of the outcomes of the curriculum revision process was to consolidate the number of courses in the curriculum in order to enhance the PBL method. The unrevised curriculum was more fragmented, with students simultaneously following two substantive courses of 6 EC and a skills course, and meeting once a week for two hours with their tutorial group. In the revised curriculum, students one substantive course of 11 EC and the skills course. Consequently, students now meet twice a week for intensive, two-hour discussion tutorials for their substantive course. This allows for greater focus on developing group dynamics to support the constructive and collaborative learning environment that underlies PBL as well as further substantive integration to foster enhanced understanding of law as an interconnected system.

In addition to the tutorial meetings for the substantive course, students have three hours of skills development and/or legal challenge work each week. They also attend a weekly lecture that provide the necessary scaffolding for the student's learning process, for instance providing further insights into national legal systems to support the comparative approach. In addition to these contact hours, students are expected. Further scaffolding is providing in the Canvas environment for each course in which students can access resources and materials, including knowledge clips. Each week, students also have three hours of skills development and legal challenge.

Supporting students to become self-regulated learners

To help incoming students adjust to higher education, the ELS bachelor offers *New-B*, an online, self-paced introductory programme that is aimed at supporting students in their transition to university education. In addition to providing students with some preliminary knowledge and insight into what it means to study law, *New-B* also provides incoming students with information on problem-based learning and study skills. The curriculum further supports students in developing their self-regulated learning skills in the skills development track. Students are required to complete a portfolio for each of the skills development courses. One of the underlying aims of the



portfolio is to support students as self-regulated learners by developing their ability to be able to plan, monitor and evaluate their study process and progress through reflection. The ELS bachelor currently uses *E-Journal* as an online portfolio system. Each first-year student also has a mentor. These measures aim to further guide students in developing appropriate study skills and attitude, and help their progression through the programme.

International classroom

The international classroom is one of the distinctive features of the ELS bachelor programme. Over the last decade, the ELS bachelor has grown increasingly in popularity; it currently attracts students coming from over 60 nationalities. As a result, the programme boasts a lively international student body. The international classroom is not only constituted by the student body, but also by the teaching staff involved in the programme. The programme's teaching staff come from diverse cultural, educational, professional, linguistic, political and economic backgrounds which allows them to help our students develop a pluralistic legal mindset. However, simply having a student body that is comprised of students with diverse nationalities and a diverse teaching team is not enough to speak of a true international classroom. For an international classroom to function well, students and staff must be able to recognize and work with both the challenges and opportunities inherent in an international classroom comprising students and staff from diverse cultural, educational, linguistic, political and economic backgrounds, as well as the ability to be able to reflect on their own contribution, role and responsibility in such an international classroom. Given the underlying aim of the programme to educate European jurists who are able to contribute their unique knowledge and skill set in a globalising world, it continues to be an aim of the programme to form a truly effective international classroom in which students from around Europe and the world can learn from and with each other in a collaborative learning environment. In the coming years, we aim to explore further how we can engage even more effectively with the international classroom dimension to train students to collaborate in cross-cultural settings (programme intended learning outcome B.xi).

Language of instruction

Given the unique educational concept and profile of the ELS bachelor, teaching and assessment is conducted in English. The choice of English as the language of instruction of the programme is in line with the UM Code of Conduct on language and art. 7.2 of the Dutch Higher Education and Research Act (WHW). The ELS bachelor dislocates the study of law from a particular national legal system and educate its students to develop a pluralistic legal mindset to be able to work in both national and international settings to deal with complex societal problems. To this end, the programme adopts a comparative and European perspective. The *lingua franca* for comparative law is English. To strengthen the development of a pluralistic legal mindset, the programme takes place in an international classroom setting, allowing students and staff to share and learn from their diverse perspectives, experiences and backgrounds. The student-centred approach of problem-based learning strengthens the development of such a pluralistic legal mindset by requiring active participation and discussion. The comparative and European approach to the study of law, the international composition of the student body and teaching team, and the student-centred approach to learning of problem-based learning creates a unique educational European (and international) learning environment. Such a learning environment requires a common language spoken by the international student body and teaching staff, which for academic and didactical reasons is English. To ensure the quality of language, students are subject to an ongoing assessment of their English language proficiency in their first year. All staff who teach in the programme are required to have at least C1 level English.

Teaching staff

The programme has a highly committed, enthusiastic, skilled and knowledgeable staff; the faculty has over 25 years of experience in European and comparative law teaching. The teaching staff is diverse in their (educational) background and experience and come from all levels in the faculty (i.e. PhD researchers, teachers, and assistant, associate and full professors). As part of the faculty's talent scouting programme, in the first-year courses, a limited number of tutorials are taught by student tutors who have successfully completed the intensive student tutor



training programme. Teaching staff involved in the programme have completed a PBL-tutor training, and are engaged in UTQ and CPD activities. Course coordinators have a UTQ or are in the final stages of obtaining their UTQ.

Learning resources and environment

The unique nature of the ELS bachelor requires specific and dedicated learning resources that approach law from a comparative and European perspective at an appropriate level for bachelor students. Since such resources are not readily available for bachelor programmes due to the traditional focus on national legal systems in legal education, faculty members have utilized their expertise to develop and write dedicated learning resources, including textbooks (such as *Constitutions Compared* and *Contract Law: A Comparative Introduction*) and translations of relevant national legislative materials (*The Maastricht Collection*). These resources are regularly adopted at other universities that have comparative and/or European components in their programmes. The bachelor ELS uses the diverse online learning environment available at Maastricht University. All courses use Canvas to provide students with the course book or weekly modules and dedicated learning resources. With the programme's revision, an e-portfolio has also been introduced (eJournal) to support students' learning and development as self-regulated learners, as well as assessment in the skills track.

Binding study advice, study progress and completion

Students are subject to a binding study advice requiring that they successfully complete at least 40 out of 60 EC in their first year. Students who do not meet this requirement receive a negative binding study advice. The consequence of a negative binding study advice is that the student may not continue with the bachelor ELS and may not re-enrol for another six years. On average, 31% of the first-year students enrolled in the programme after 1 February receive a negative binding study advice (nBSA). This is understandable and acceptable given the diverse educational backgrounds of students who enter the programme and the lack of instruments to be able to select students.

The bachelor ELS attracts a diverse student body from around Europe for a variety of reasons: its unique approach which stands in stark contrast to national law degrees that focus on preparing students to practice law in the national jurisdiction; the programme's reputation; the absence of selection procedures in comparison with (law) degree programmes in other countries; the language of instruction. In addition, despite our intensive efforts to inform prospective students, some students enrol in the ELS bachelor under the misconception that this degree gives them the possibility to practice law throughout Europe, and/or without fully understanding the nature of the educational method and the commitment required of students. In the absence of additional selection mechanisms, the binding study advice is necessary for the bachelor ELS to ensure that students are able to successfully complete the programme within the nominal study duration.

Students who receive a positive binding study advice after the first year, complete the bachelor ELS on average in 3.3 years which is an indicator of the effectiveness of the educational learning environment.

In sum, the educational learning environment is geared to educating European jurists in a globalising world. The curriculum is designed on the basis of longitudinal learning trajectories that are geared to achieving the programme's intended learning outcomes. This is further supported by the unique learning environment created by the ELS bachelor through its comparative and European approach, its educational method and the international classroom. The concept of a European jurist in a globalising world comes to life in the small-scale, collaborative environment comprising an international student body and staff.



Standard 3: Assessment

The ELS bachelor is in the process of implementing a new assessment programme that aims to implement the UM vision on assessment – that assessment is meaningful for the student’s learning process, supports the CCCS principles of PBL, and is coordinated at the programme level – and align with the underlying curriculum design principles of the revised ELS bachelor. The implementation of the UM vision on assessment in the bachelor ELS is laid down in the ELS vision on assessment document.

All substantive courses in the mandatory phase of the revised programme now include at least two summative assessment moments: one assessment component during the course (e.g. a written assignment) and a final assessment at the end of the course (e.g. a written examination). The relative weight of the assessment components is laid down in the programme assessment plan. In the revised curriculum, the skills development and legal challenge courses are assessed on the basis of a portfolio that demonstrates the student’s learning and development of skills.

Assessment in the ELS bachelor concludes with the Bachelor Essay in which the student demonstrates their academic ability to critically engage with a specific legal topic at bachelor graduate level. The Bachelor Essay is currently assessed in accordance with the bachelor essay grading rubric and guidelines. In the revised curriculum, these will be further aligned with the LLTs developed for both the substantive ILOs as well as the competence ILOs (ILOs under B), and be incorporated in the e-portfolio.

To facilitate meaningful assessment that gives students valuable feedback on the development of their skills, as well as to align assessment with the CCCS principles, for instance by assessing students by using authentic products, the bachelor ELS uses a number of pre-determined assessment formats throughout the curriculum. These assessment formats are used in all assessments with a summative function in the ELS bachelor. During the skills development track, students are trained in the various skills needed to use these assessment formats. For the purposes of assessments with a formative function, courses are free to use alternative assessment formats, such as quizzes, multiple-choice questions or other types of closed questions. There is also a procedure in place for those situations in which a course planning group would like to propose an alternative assessment format with a summative function that cannot be aligned with one of the pre-determined formats.

The pre-determined assessment formats reflect diverse, meaningful and professionally relevant formats. These formats can assess a student’s knowledge of and insight into the area of law being assessed, as well as the relevant competences that are associated with demonstrating such knowledge and insight. In other words, these assessment formats integrate the substantive programme ILOs under A, and the competence programme ILOs under B. The assessment formats with a summative function are: legal opinion, essay, research paper, legal memorandum, presentation, and interactive oral assessment.

In the substantive courses, all summative assessment combines these assessment formats. For example, the courses in year 1 use the legal opinion, essay and/or presentation for the purpose of assessing student’s knowledge of and insight into the law and their ability to problem-solve, reason and argue with the law, and communicate effectively. These formats are used irrespective of whether the assessment takes place off-site (e.g. an assignment during the course) or on-site (e.g. written examination at the end of the course). It depends on the course intended learning outcomes and learning activities which combination of assessment formats makes sense for the particular course. Where the course focuses on legal problem-solving through case studies, for instance, the course more readily opts for a legal opinion as the assessment format; whereas a course that approaches the law from a more conceptual or philosophical perspective, may choose essays as the assessment format. In this way, the approach to assessment aligns with the principles of constructive and contextual learning



in problem-based learning. The choice of assessment formats for a particular course is laid down in the programme assessment plan.

Since students are assessed with the same assessment formats throughout their bachelor programme, each assessment – including assessments with a summative function – has a formative function because it will provide feedback on a student's ability to communicate their knowledge of and understanding of the law using diverse, meaningful and professionally relevant formats. This means that the assessment of an essay in e.g. *Constitutional Law* not only provides the student with feedback on their knowledge of and insight into constitutional law, but also gives them feedback on their written communication and reasoning skills. The latter can then be used as feedforward for the essay that the student needs to write in the course *Introduction to Private Law*. In this way, the approach to assessment aligns with the constructive learning principle of problem-based learning. Through the ongoing feedback loop in relation to the competences underlying the assessment format, the approach to assessment is meaningful for the student's learning.

Students are trained in the Skills development and legal challenges track to work with these assessment formats. In SDLC 1 and 2, students are introduced to the expectations of the legal opinion, essay and presentation as assessment formats. They receive peer and tutor feedback in the context of their portfolio, and engage in self-assessment and reflection. In SDLC 3 and 4, students further develop their skills by working with research papers, legal memoranda and interactive oral formats, such as pleadings. In this way, the SDLC track provides the necessary scaffolding for students to develop the relevant competences. The ongoing feedback process supports the student's development and allows assessment to contribute in a meaningful way to the student's learning process. In the context of the portfolio, students are required to engage in reflection exercises not only in relation to the assignments they complete in the SDLC track, but also on the assessments they complete in their substantive courses. This further connects the training and development that takes place in the skills development track to the assessments undertaken in the substantive courses. The assessments in the substantive courses constitute evidence that students can incorporate in their portfolio to demonstrate their competence development. The reflections on the assessments in the substantive courses contribute to the development of self-regulated learning skills, and ensure that each assessment with a summative function also has a formative function for the student. This approach aligns with the constructive and self-directed learning principles of problem-based learning.

The nature of the assessment formats requires that an assessment is given not only on the substantive knowledge of and insight into the law, but also on the relevant competences that are used to demonstrate such knowledge and insight. In other words, students are assessed on their substantive knowledge of the law as well as the manner in which they demonstrate their knowledge through their approach to problem-solving, reasoning and argumentation, and effective communication skills. After all, the programme ILOs include ILOs focused on substantive (under A) and ILOs focused on competences (under B). Constructive alignment requires that both are reflected in the assessment methods. The weight between substantive elements and form elements is indicated in the assessment plan, rubric and assessment documentation.

Collaborative learning is a foundational principle of problem-based learning. Alignment of assessment with collaborative learning means that students need to have assessment components that are conducted in a group setting and that students are assessed and given feedback on their group work and professional attitude within a group. This is difficult to achieve in the context of the substantive courses where the course ILOs are focused on a student individually demonstrating their knowledge of and insight into the law through e.g. problem-solving, reasoning and argumentation. Group assignments do not align with the intended learning outcomes of the substantive courses. For this reason, in the substantive courses, all assessments with a summative function constitute individual assessments. In contrast, collaboration and teamwork is an intended learning outcome of the SDLC track. Consequently, the collaborative process contributes to the assessment in the SDLC track. Group assessment can therefore take place in the skills development track, for example in the context of the legal challenges.



In the skills development courses, students also have a number of formative assessments. Given that the assessments will use the same assessment formats throughout the programme, there is ample opportunity for students to learn from and develop the associated competences throughout the assessment programme. In this way, the approach further aligns with constructive and self-directed learning.

To facilitate the development of assessment literacy, to provide meaningful feedback, as well as to support the grading process and workload for staff, grading is guided through the use of rubrics. To facilitate student learning and development, the rubrics are standardized across the programme. There is a separate rubric for each assessment format. As part of developing student assessment literacy and to support self-directed learning through assessment, students have access to the standardized grading rubric and the explanatory document in advance of the assessment, and they receive a graded rubric and the assessment document after the assessment has taken place. The standardized grading rubric and explanatory document constitute feed-up for the students, the graded rubric and the assessment document constitute feedback for the student. The reflection that takes place in the portfolio constitutes the student's feedforward. In this way, all assessment has a formative function and contributes in a meaningful way to the student's learning process. The feed-forward function of the expectations document and the feedback function of the explanatory document further supports transparency in the method of assessment.

The implementation of the UM vision on assessment in this way is not without its challenges. It brings about a change in the approach to assessment, even a change in grading culture, and requires coordination and calibration across the entire programme between skills courses and substantive courses, and between the substantive courses. Constructive dialogue is essential in this process. Course coordinators and working group members were part of the process of developing the assessment rubrics and the rubrics are subject to ongoing reflection and improvement. Other challenges are related to translating the approach to assessment to the systems that are used to facilitate the assessment process, such as testvision.

The development of the ELS vision on assessment and assessment policy and plan occurs in consultation with the Board of Examiners and implements the quality assurance directions provided by the Board of Examiners in relation to for instance the four-eye principle, documentation and analysis of results. This contributes to ensuring the reliability and validity of the assessment methods.

In sum, the ELS bachelor has a solid programme of assessment to determine whether students have attained the programme's intended learning outcomes. The programme implements the UM vision on assessment – that assessment is meaningful, supports the CCCS principles, and is coordinated at programme level – and takes appropriate steps directed at ensuring the transparency, validity and reliability of assessment methods.

Standard 4: Realised learning outcomes

Students complete the bachelor ELS with a bachelor essay that demonstrates substantive knowledge acquisition and skills development at bachelor level. The Bachelor Essay is currently assessed in accordance with the bachelor essay grading rubric and guidelines. In the revised curriculum, this will be further aligned with the longitudinal learning trajectories developed for both the substantive ILOs as well as the competence ILOs and the e-portfolio.

Students are examined at course level to demonstrate that they have achieved the course intended learning outcomes which collectively demonstrate achievement of the programme intended learning outcomes. This is coordinated and monitored through the programme's assessment plan.



Students may conduct internships in the final year of their studies to create links with the employment market.

Students are accepted to master programmes throughout Europe and the world, including prestigious and highly selective programmes.

Collecting general information about performance of graduates in practice and alignment of the programme with needs of employers is difficult given that the programme does not focus on educating students for the traditional legal professions within the Netherlands, but for a broad range of career paths in the private and public sector, at local, national, European and international level. Furthermore, the UM and faculty alumni policy focuses on graduates of master programmes as opposed to the bachelor programme which means that there is a lack of consistent and formal data at bachelor programme level concerning the performance of graduates in practice and the career paths. The development of alumni policy focussed on the bachelor European Law School is a point of attention for the future. Informal data reveals that ELS alumni pursue diverse career paths in the Netherlands, across Europe and the world. They are engaged in both the public and private sector, working at diverse levels (local, national, European and global). Some students go on to pursue additional studies to gain access to professional qualifications and become practising lawyers in for instance the Netherlands, Belgium, Luxembourg, Germany, England and Wales, Spain, Italy and Finland.

In sum, the ELS bachelor is designed along longitudinal learning trajectories that together are geared at achieving the programme's intended learning outcomes. The assessment in individual courses is monitored and coordinated at programme level to ensure that a graduate has achieved the programme's intended learning outcomes. Graduates of the programme go on to follow master's programmes and pursue diverse professional career paths.

4. Student chapter

The student chapter aims to represent what is the perception of students on the expected Intended learning outcomes, the teaching and learning environment, the assessment and the achieved learning outcomes in the programme. This student chapter is curated by three student representatives. In order to gain a broader understanding of students' view of the European Law School Bachelor's, a survey has been conducted throughout the students enrolled through the three years of the bachelor European Law School throughout academic year 2022/23.

Standard 1: Intended learning outcomes

The European Law School (hereinafter "ELS") is designed to acquire knowledge and practical competences within a broad spectrum of legal areas and skills. The programme is, thus, centered on both a comparative approach within four legal systems and on the EU and International response to the issues raised in the context of national law. Hence, the main goals of the programme are to develop the students' ability to analyse legislation and case law, resolve legal issues and work cooperatively with fellow students through the Problem Based Learning system (hereinafter "PBL"). In these regards, the students feel that the three skills courses are essential throughout the entire journey as they provide them with key competences that remain useful in each content course. Additionally, it would be useful in the students' eyes to place a greater focus on developing public speaking and presentation skills. Furthermore, the content courses focus on a comparative approach of national systems and of EU law to enable the student to grow their ability to interpret the legislation from different countries and to



efficiently apply it to a complex, real-life scenario. Accordingly, the professional and academic skills that the students acquire throughout this three-year path are deemed to be very convenient and practical in light of future opportunities. As such, the goals of the programmes are clear and well formulated from the beginning. Furthermore, the idea behind the programme is coherent with the curriculum and, hence, provides a well-structured vision of what ELS entails.

Standard 2: Educational learning environment

The structure and content of the curriculum combined with an efficient teaching method is crucial for students to achieve the intended learning outcomes. Generally, students have a positive view on the learning environment.

Learning environment, teaching approach, and academic staff

The bachelor ELS uses the PBL system as its main teaching approach. Students attend tutorial groups facilitated by an academic staff member commonly referred to as a tutor. These tutorials build on peer-review and joint feedback sessions, enabling students to learn according to a constructive, contextual, collaborative and self-directed approach, developing a critical attitude towards their research projects and their colleagues. The students are constantly encouraged to provide comments and feedback on each other's research and to lead and participate in discussions during the tutorial sessions. Even before the start of the bachelor students are thoroughly informed of the use of PBL and its relevance, which results in vibrant and productive environments, especially in tutorial groups.

The bachelor ELS is one of international character, consequently it thrives with diversity. The teaching and learning environment is positively stimulated by the many different professional and academic backgrounds, as well as the various research interests pursued by professors, lecturers, tutors, and even students.

Overall, students are satisfied with the academic staff in the programme. The professors are highly qualified and very motivated. This does sometimes lead to lectures going beyond the scope of the bachelor programme, but this is generally seen as a positive, as long as the general materials remain within that scope.

However, the students do often encounter a lack of consistency with regards to the use of PBL by tutors. Some tutors favour a PBL approach that requires a near-silent tutor, others consider the tutorial another place to present new information to the students with a more active tutor. This difference is not only visible amongst individual tutors, but also amongst the courses as whole. This leads to differences in tutorial groups and preparation required per course and per tutorial.

Content, curriculum and study load

The students perceive the content as well-structured and logical in relation to the intended learning outcomes. There is a clear and logical build-up on knowledge throughout the programme. This leads to a generally fair and manageable programme. The study load is mostly consistent with the awarded credits and learning outcomes. Although it must be noted that the inconsistency regarding the use of PBL as described above can change this on an individual basis. Even when a student fails a course, this does not have to lead to major study delay, which also adds to the overall manageability of the programme in its intended three years duration. However, students perceive that despite the content being at the appropriate levels, it is rather difficult to get awarded higher grades. Whilst this may stimulate some intrinsically motivated students, it can also have a negative impact on students and the learning environment as a whole.



Students are pleased with the structure of the bachelor, especially the electives at the end of the second year and throughout the entire third year are highly appreciated. Students do note the limitations of the electives, specifically the lack of tax law related electives and the limited choice of public law electives in the second year. More diversity in electives would be appreciated by many students, especially those who want to further specialize in a certain field of law in their masters.

Study guidance and supervision

The bachelor ELS offers both faculty wide and programme specific methods of study guidance. The faculty wide approach using study advisors is well appreciated by many students. The study specific mentor programme is a newly developed method, which is more criticized by students. The mentor programme touches upon many elements, from housing programmes to how to study. Whilst these elements may be relevant to some individual students, they are not relevant to all students. Consequently, many students mainly consider it as additional work and contact hours that could have better purpose. The students encourage a more individual based mentor programme, with limited group sessions and more opportunities for students to reach out if they require assistance on specific cases.

With regards to supervision during the programme, students often have a negative view regarding thesis supervision. There seems to be little guidance on how to supervise students during the research and writing process. There seems to be some guidelines with regards to grading, regardless there seems to be a lot of room for interpretation which leads to inconsistent grading. Some students have noted that they received very elaborate feedback during the process and on the grading feedback from, others barely received anything. Students believe this system not only allows for overly subjective supervision and grading, it also limits the learning opportunities for the students. It has also been noted that students and staff may be put in difficult positions if they know who the second grader is during the writing process. We encourage a system where the first supervisor shares notes of meetings and feedback with the student and the second grader to enhance transparency and remove subjectiveness. Furthermore, the students suggest a system where first-time lecturers must first be a second supervisor before they can be a first supervisor, also to encourage a more consistent supervision and grading of the thesis.

Standard 3: Assessment

Overall, students are rather critical regarding the assessment of the programme. The students are concerned that issues with communication, feedback and limited types of assessment may limit the general learning environment of the ELS bachelor.

Communication and feedback

Communication regarding assessment is often inconsistent and differs from course to course. Some courses communicate the assessment criteria through the course book, other courses use the online canvas course environment. The students would like to have one consistent method of communication regarding both: courses and examinations. In the future, this could help prevent unnecessary confusion and stress among students.

Students also perceive an inconsistent assessment practice. Although all academic staff grades use model answers and pre-made feedback forms, these are not always properly made available to the students. With regards to a final written exam, students are generally only given the model answers and their exam, where their answers are only assessed as correct, partially correct, and incorrect. As a result, the students have to consider their own answers with the model answer and essentially create their feedback themselves. In some scenarios, this might stimulate students as it forces them to reflect on their work. However, it also limits students'



opportunities to learn from their mistakes and improve their future work since they do not receive an explanation or feedback on how to improve from the academic staff. It limits students to their own understanding of the model answers. The students believe this also adds to the difficulty of achieving high grades throughout the courses. Furthermore, students who do have a complaint or who want more feedback often seem to have a difficult time reaching the assessors and the Board of Examiners. The student body seems to know these procedures as lengthy, overly complex, stressful and are often perceived as more trouble than it's worth. This is especially true for any procedures regarding the bachelor thesis, which adds to the criticisms mentioned in standard two. Students wish that moving forward these procedures can become more accessible, or be re-worked, to better fit the students' needs and rights.

Types of assessment

The most common form of assessment is a traditional closed-book written exam. Students commonly criticize that this traditional form of examination does not always properly reflect the PBL system, where time to reflect is crucial in the learning process. For most public law courses, this is not a major problem as these fields of law generally rely on more readily available knowledge, however the private law courses would benefit from different types of assessment which allow time to reflect. Moreover, students would like to see an increased involvement of legal skills in the examination methods. The students encourage more presentations to encourage development of public speaking, and more writing and research.

Standard 4: Realised learning outcomes

There is an overall sense that the intended learning outcomes are achieved and the students feel they have acquired valuable knowledge, especially in the sense of practical skills and overall understanding of legal material. The analytical skills of research and reasoning are greatly developed, however the writing competencies could benefit from some more experience. Furthermore, the students evolve significantly in regards to their cooperation ability, as the PBL encourages everyone to think and speak and, thus, exchange ideas. Additionally, the students grow a sense of understanding of reality and of the surroundings, thanks to the insightful curricula presented by the course coordinators, which are not static but continuously evolving in light of time.

In regards to the choice of masters, many students feel like ELS has provided them the platform they needed to find the legal field of their interest. Nevertheless, it is to be remarked that the electives, which usually are able to influence one's choice for the future, both in the field of tax law and public law seem too little. Hence, we encourage a bigger attention on these aspects.

Final remarks

Overall, the students are positive about the bachelor ELS. Most criticisms brought up by students have been met with understanding and revisions or plans for future changes. Students would also like to note the flexibility, understanding and empathy by the academic staff during the pandemic. The shift to online teaching and efficient communication was highly appreciated by many students. Most students are pleased that they started the bachelor ELS and look forward to the future this programme will bring them.

Considerations to ELS revised

The bachelor ELS is currently undergoing a revision with the intention of adjusting the curriculum to better suit the modern world. The new curriculum intends to move from a focus on EU harmonization to the EU in an ever globalizing world. Students understand this change and generally look forward to the new content it will bring. Students hope the revised bachelor will consider the points discussed in the student chapter, especially the highlighted value of legal skills courses and legal skills in more-PBL suitable assessment methods. The students do



note that the new curriculum seems to allow great study delay upon failure of a single course and express hope that this will be kept in mind with regards to course content and manageability. Students also look forward to seeing the new electives that the revised bachelor will bring.

Strong points

- The ILOs are well presented since the beginning of the program, they are understood by all students and they are generally achieved at the end of bachelor. Additionally, the program is well structured and provides clarity and consistency to the students.
- The knowledge and skills taught throughout the course are deemed essential for one's future and they are acquired successfully by the students who implement them in future masters or jobs opportunities.
- The PBL system encourages everyone's individual development as it is aimed at an insightful exchange of understandings. Accordingly, this promotes one's individual confidence, discipline and motivation.

Challenges

- Supervision during the bachelor thesis is inconsistent. The system allows for overly subjective grading. Various steps need to be taken to improve this process.
- Feedback provided is often limited and inconsistent, this may limit student's growth and learning opportunities. It is also reflected by students feeling that achieving high grades is more difficult than it should be.
- Legal skills should be a bigger part of examination methods to further encourage the ILOs.
- The examination procedures are perceived in a negative light due to being lengthy and stressful for students. This is especially problematic in light of the limited and inconsistent feedback in examination procedures.



5. Global SWOT analysis

Strengths	<ul style="list-style-type: none"> • The programme is ambitious and distinctive. The ILOs reflect the unique educational concept of the programme which combines a European and comparative approach to the study of law (content), the problem-based learning (method) and an international classroom (composition of student body). (Standard 1) • The programme has a clear vision to educate European jurists in a globalising world who have a unique knowledge and skills set that allows them to contribute an important and unique legal perspective to multidisciplinary teams to solve complex societal problems. (Standard 1) • The programme is one of few English language bachelor programmes in law that brings together students from around Europe and the world to study law from a comparative and European perspective. The international composition of the student body brings together students and staff from diverse cultural, educational, linguistic, political and economic backgrounds which allows them together to develop a pluralistic legal mindset. (Standard 1) • The programme has strong curriculum design principles that inform the choices made within the programme and its individual courses to implement the programme's intended learning outcomes, educational activities and assessment programme. (Standards 1, 2 and 3)
Weaknesses	<ul style="list-style-type: none"> • Students need to be sufficiently informed about and prepared for the expectations of the PBL educational method when making the choice for the programme. The programme continues to work on providing scaffolding for new students to adjust to the PBL environment. (Standard 2) • There is a lack of data at programme level concerning career paths of alumni. (Standard 4) • Collecting general information about performance of graduates in practice and alignment of programme with needs of employers is difficult given that the programme does not focus on educating students for the traditional legal professions within the Netherlands, but for a broad range of career paths in the private and public sector, at local, national, European and international level. (Standard 4)
Opportunities	<ul style="list-style-type: none"> • As a non-qualifying law degree, the programme has greater flexibility in its ILOs compared with traditional law degrees that are regulated with respect to content by national legislation and requirements to access professional qualifications. This allows the programme to better adapt to changing societal developments and be an innovator in legal education. (Standards 1 and 4) • The programme is able to respond to an ever-changing regulatory environment at European and global level that calls for graduates capable of navigating multilevel and multi-actor development of law, which is uniquely addressed in the programme.
Threats	<ul style="list-style-type: none"> • The programme is a non-qualifying law degree: graduates usually do not have direct access to professional qualifications in the traditional legal professions which requires ongoing attention for employability and career paths. (Standard 4) • The ever-increasing student numbers puts pressure on the unique educational concept due to the specific expertise required and the small-scale PBL environment. (Standard 2) • Discussions at national level concerning the abolition or limitation of a binding study advice combined with the inability to select students for the programme can affect the learning environment and study progress and success as the programme attracts students from around Europe and the world and not all students are capable of successfully completing the demanding programme. • Discussions at national level concerning internationalisation of higher education have the potential to threaten the future of the programme.

Appendix



MATRIX bachelor European Law School

Dublin-descriptors	Intended learning outcomes ▼	Year 1 (revised curriculum from ac. year 23-24)					
		Constitutional Law	Introduction to Private Law	Introduction to Law and Legal Reasoning	International and European Law	Foundations of Law	Thinking Like a Lawyer
A. Content of the Law	i. International, European and/or national law	E	E	X	E		X
	ii (a) Effect of international / European law on national law	E			E		X
	ii (b) Comparative law	E	E	X			X
	iii. meta-legal, history, philosophy, criminology or legal-economic principles	X				E	E
B. Applying knowledge and insight	i. Distil a problem and identify rules and criteria, solve cases	E	E	E	E	E	E
	ii. analyse and critically reflect	E	E	X	E	E	E
	iii. Assess, develop and defend line of argumentation			X		E	E
	iv. oral, written communication of legal questions, problems, information, ideas, argumentation and solutions	E	E	E	E	E	E
	v. write a substantial academic essay, paper or thesis						
	vi. approach problems from various angles		X	X		E	X
	vii. Aware of societal relevant or ethically relevant aspects of reasoning			X		E	X
	viii. Aware of the societal and historical context	X				E	X
	ix. Able to recognise the role of own value system			X			X
	x. Able to use the English language in a legal context	E	E	E	E	E	E
	xi. intercultural skills			X			X
C. Learning Skills	i. Able to plan, execute and evaluate own approach to learning			E			E
	ii. Able to work independently as well as in a team			X			E
	iii. Able to complete a master programme that fits the bachelor programme						
	iv. Able to exercise a profession at the level of a bachelor graduate.						

E= in teaching and examination

X= teaching only



		Year 1 (Unrevised curriculum, until Ac. Year 22-23)								
Dublin-descriptors	Course ►	Introduction to Law	Comparative government	Comparative contract	Skills: Research and Reasoning	Legal history	Substantive Criminal Law	States markets & Eur. integration	International & European law	Skills: Legal Argumentation
	Intended learning outcomes ▼									
A. Content of the Law	i. International, European and/or national law	E	E	E			E		E	
	ii (a). effect of international / European law on national law		E	X		E		E	E	
	ii (b). Comparative law		E	E		E	E			
	iii. meta-legal, history, philosophy, criminology or legal-economic principles	E	X			E	E	E		
B. Applying knowledge and insight	i. Distil a problem and identify rules and criteria, solve cases	E	E	E	E	E	E		E	E
	ii. analyse and critically reflect	E	E	E	E		E	E		E
	iii. Assess, develop and defend line of argumentation			X	E		E			E
	iv. oral, written communication of legal questions, problems, information, ideas, argumentation and solutions	E	E	E	E	E	E	E	E	E
	v. write a substantial academic essay, paper or thesis									
	vi. approach problems from various angles	X			X	E	E	E		E
	vii. Aware of societal relevant or ethically relevant aspects of reasoning				X		E	E		X
	viii. Aware of the societal and historical context	X				E	E	E		
	ix. Able to recognise the role of own value system				X					
	x. Able to use the English language in a legal context					X				
	xi. Inter-cultural skills									
C. Learning Skills	i. Able to plan, execute and evaluate own approach to learning	X			X					X
	ii. Able to work independently as well as in a team	X								X
	iii. Able to complete a master programme that fits the bachelor programme									
	iv. Able to exercise a profession at the level of a bachelor graduate.									



Dublin-descriptors	Course ► Learning outcomes ▼	Year 2 (unrevised curriculum)									Year 3		
		Comp. property	Con. of criminal procedure	EU law: Foundations	European tort	Private int. law	EU law: substantive	Academic writing	Moot court	Electives	Electives	Bachelor's essay	
A. Content of the Law	i. International, European and/or national law	E	E	E	E	E	E		X			E	
	ii (a). effect of international / European law on national law	X	E	E	E	E	E						
	ii (b). Comparative law	E	E		E								
	iii. meta-legal, history, philosophy, criminology or legal-economic principles	X											
B. Applying knowledge and insight	i. Distil a problem and identify rules and criteria, solve cases	E	E	E	E	E	E	E	E	Dependent on the chosen courses	Dependent on the chosen courses	E	
	ii. analyse and critically reflect	E		E			E	E					E
	iii. Assess, develop and defend line of argumentation			E	E		E	E	E				E
	iv. oral, written communication of legal questions, problems, information, ideas, argumentation and solutions	E	E	E	E	E	E	E	E				E
	v. write a substantial academic essay, paper or thesis			E			E	E					E
	vi. approach problems from various angles						E	E	E				E
	vii. Aware of societal relevant or ethically relevant aspects of reasoning	X					X	E	E				E
	viii. Aware of the societal and historical context		X	X			X	X					E
	ix. Able to recognise the role of own value system							X					E
	x. Able to use the English language in a legal context						X						E
	xi. Inter-cultural skills												
C. Learning Skills	i. Able to plan, execute and evaluate own approach to learning						X					E	
	ii. Able to work independently as well as in a team						X						
	iii. Able to complete a master programme that fits the bachelor programme						X			X		E	
	iv. Able to exercise a profession at the level of a bachelor graduate.						X					E	

E= in teaching and examination

X= teaching only