

Assessment report

# European and International Law

Europa-Institut, Saarland University



Certificate for Quality in Internationalisation

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european consortium for accreditation



Assessment report

# European and International Law

(Europa-Institut, Saarland University)



Education and Culture DG

Lifelong Learning Programme



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## Glossary

ACQUIN	Akkreditierungs-, Zertifizierungs- und Qualitätssicherungs-Institut
Cife	Centre international de formation européenne
CJEU	Court of Justice of the European Union
DAAD	Deutscher Akademischer Austauschdienst (German Academic Exchange Service)
EAO	Europäische Akademie Otzenhausen
ECEFIL	European Centre of Economic and Financial Law
EDC	European Documentation Center
EHEA	European Higher Education Area
ESC	European Summer Course
EUROSIM	Simulation of European decision-making Processes
EVER e.V.	Ehemaligen-Vereinigung des Europa-Instituts Rechtswissenschaft (Alumni organization of the Europa-Institut)
HE	Higher education
QA	Quality assurance
SEELS	Network South East European Law School Network
TACEUSS	Trans-Atlantic Consortium for European Union Simulations and Studies
UAS	University of Applied Sciences
WTO	World Trade Organization
ZEuS	Zeitschrift für Europarechtliche Studien
ZEvA	Zentrale Evaluations- und Akkreditierungsagentur Hannover

# 1. Executive summary

The Master Program *European and International Law* (LLM) was assessed by ZEvA, and this assessment procedure took place within the framework of the Certificate for Quality in Internationalization project. ZEvA convened an assessment panel which studied the self-evaluation report and undertook a site visit on April 29<sup>th</sup> 2014, at Europa-Institut, Saarland University in Saarbrücken.

The Europa-Institut is built upon five pillars of which the Master's program is one (there are also the pillars Research, International Training Programs, International Summer Schools and Alumni). The University has its own Internationalization Strategy (<http://www.uni-saarland.de/uploads/media/internationalisierungsstrategie.pdf>) of which the Europa-Institut is a part and, according to the Self-evaluation report, the Master's Program has always been a reflection of the developments in Europe and their influence on the global market. Hence, the program's foremost goals have always been to educate students with a thorough insight into European and International law and their implication on the European and International market, as well as create a deep understanding of Europe and the European phenomenon with its students.

The program's **intended internationalization (Standard 1)** is closely interlinked to these overall goals and formulated as seven **goals for internationalization**, which are: *1. Students gain a thorough and in-depth insight into European and International Law; 2. Students encounter an international faculty; 3. Graduates attain an individual international qualification profile; 4. International Students study in the program; 5. Graduates gain a strong international orientation and are open to other cultures; 6. Graduates are excellently prepared for the European and international job-market; 7. Students are well-versed in international, interdisciplinary academic exchange and are research-oriented and knowledgeable in the area of good research practices.*

These goals are documented in various strategic papers and strongly supported by the program's stakeholders within and outside the institution. Particularly impressive was the passionate support of these goals demonstrated by the representatives and the staff of the Institute, as well as students and alumni.

Together with the internationalization goals indicated above, clear **objectives** are formulated, which in the self-evaluation report are described under the same section; in the panel's opinion this does not constitute a formal deviation but, on the contrary, demonstrates the consistency of goals and objectives in a highly convincing way. The objectives set are all verifiable and appropriate to monitor the achievement of the set goals. At the Institute, various **evaluation cycles** such as course evaluations, alumni feedback, etc., are in place and constantly further developed. Results are used for



**improvement**, as can be demonstrated through the integration of specific questions relating to international elements and aspects into the course evaluations.

According to the unanimous opinion of the panel, the program in question is characterized by convincingly consistent goals and objectives for intended internationalization, which are passionately supported by internal and external stakeholders and underpinned by evaluation exercises that allow monitoring and improvement.

**International and intercultural learning (Standard 2)** is closely linked to the goals and objectives as set out in Standard 1. Again, the consistency and inter-linkage of goals – objectives and **learning outcomes** is convincing as each of them is the *conditio sine qua non* for the other. As far as the assessment methods and their adequacy with respect to the assessment of international and intercultural learning outcomes is concerned, the variety of methods as well as the methods themselves concur with the achievement of international and intercultural learning outcomes for the students of the program. Graduates and their professional development are not yet systematically tracked, but the information provided by the existing and very active EVER e.V. alumni network demonstrates that graduates have been successfully integrated into the European and international job market, which is an indirect demonstration of the graduates' achievement of the international and intercultural learning outcomes.

The panel particularly appraises the demonstrated consistency of goals, objectives, learning outcomes and assessment methods, which constitute the essence of the Master program *European and International Law*.

**Teaching and Learning (Standard 3)** is strongly impregnated by the content and structure of the program which on the one hand has a clear international focus, and on the other hand allows a considerable freedom in choice of subjects according to the individual student's interest. Learning is particularly characterized by students' interaction in a truly multi-cultural setting due to the students' various cultural backgrounds. Teaching methods are as diverse as subjects are, yet again a special focus is always put on students' and teachers' interaction as a strong vehicle for the achievement of international and intercultural learning outcomes. Also the learning environment, be it international literature resources that stimulate international research, be it cultural offers intended to support integration of international students, triggers the achievement of international learning outcomes. Though professors that come to teach in the program mostly have an impressive vita, a greater variety in nationalities would even enhance the internationality of the learning environment. Further recommendations concern the language of instruction of the program.

The composition of the **Staff (Standard 4)** ideally caters for the needs of the program as the teaching staff is composed by well-known personalities both from academia and professional life. More than 70 lecturers coming from various fields and countries cooperate with the Institute on a regular basis and bring along subtle professional and intercultural competencies. This fact was openly appraised by students and graduates, and unanimously applauded by the panel as well. Administrative staff is equally well qualified and adequate in number in order to deal with students' needs and problems in a highly professional way. With both groups, teaching and administrative personnel, the high commitment to the program and its internationalization goals became evident during the site visit. Services offered to all staff members are adequate and suit well the needs.

**Students (Standard 5)** studying in the Master program come from 39 different countries and thus constitute an international community where international and intercultural learning outcomes arise from the constant interaction of the students with their peers. Both from the documentation and the meetings with students and graduates during the site visit, a general satisfaction and appraisal of the students' composition, their international experience and support provided to the students could be noted. Room for improvement could be seen in the implementation of a consistent tutoring system, particularly for students coming from Asian countries, and in seeking opportunities for international exposure available for all students, despite the (short) duration of the program.

To conclude, the panel has come to the unanimous decision that the Master program *European and International Law* of the *Europa-Institut Saarbrücken* has successfully implemented effective internationalization activities which demonstrably contribute to the quality of teaching and learning. The program particularly excels in the consistency of its goals and objectives, the wide range of teaching and learning methods that clearly encompass international learning outcomes, as well as the high caliber of teaching staff. The program is furthermore characterized by a fundamental and passionate European and international spirit which is successfully passed on to students, staff and alumni and underpins the entire program with an international mind-set as the running theme.

## 2. The assessment procedure

This report is the result of the assessment of the European and International Law Program (L.L.M) offered by the Europa-Institut of the Saarland University. The procedure was coordinated by Dr. Dagmar Ridder, Zentrale Evaluations- und Akkreditierungsagentur Hannover, ZEvA. This assessment procedure took place within the framework of the Certificate for Quality in Internationalization project.

The assessment procedure was organized as laid down in the Frameworks for the Assessment of Quality in Internationalization published by the European Consortium for Accreditation (ECA).

A panel of experts was convened by ZEvA. The assessment panel consisted of the following members:

- Ms Prof. Mag. Eva Werner, Rector IMC University of Applied Sciences Krems (Austria)
- Mr. Prof. Dr. Wolfgang Voegeli, Program Director Master of Arts European Studies Antalya, University of Hamburg (Germany)
- Ms MA PhD Eugenia Llamas-Hernansanz, Director of International Relations, Head of the Department of Languages, Ecole des Ingénieurs de la Ville de Paris (France)
- Mr. LL.B. Erazem Bohinc, student at the European faculty of law in Nova Gorica (Master of Laws), (Slovenia)

The composition of the panel reflects the expertise deemed necessary by the Assessment Framework. The individual panel members' expertise and experience can be found in Annex 1: Composition of the assessment panel. All panel members signed a statement of independence and confidentiality which was included in their contracts. These signed statements are included in Annex 2: Statements of independence. The procedure was coordinated by Dr. Dagmar Ridder, project officer at ZEvA.

The assessment panel studied the self-evaluation report and annexed documentation provided by the program before the site visit. (Annex 3: Documents reviewed) The panel organized a preparatory meeting the day before the site visit. The site visit took place on 29<sup>th</sup> of April 2014 at the Europa-Institut in Saarbrücken (Annex 4: Site visit program).

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the self-evaluation report and annexed documentation.

## **Assessment standards and assessment scale**

The framework for the assessment of quality in internationalization at program level comprises five standards and each of these standards is defined by three criteria.

### ***Standard 1: Intended internationalization***

#### *Criterion 1a: Supported goals*

The internationalization goals for the program are documented and these are shared and supported by stakeholders within and outside the program.

#### *Criterion 1b: Verifiable objectives*

Verifiable objectives have been formulated that allow monitoring the achievement of the program's internationalization goals.

#### *Criterion 1c: Measures for improvement*

As a result of periodic evaluations of the program's internationalization, the successful implementation of measures for improvement can be demonstrated.

### ***Standard 2: International and intercultural learning***

#### *Criterion 2a: Intended learning outcomes*

The intended international and intercultural learning outcomes defined by the program are a clear reflection of its internationalization goals.

#### *Criterion 2b: Student assessment*

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

#### *Criterion 2c: Graduate achievement*

The achievement of the intended international and intercultural learning outcomes by the program's graduates can be demonstrated.

### ***Standard 3: Teaching and Learning***

#### *Criterion 3a: Curriculum*

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

#### *Criterion 3b: Teaching methods*

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

#### *Criterion 3c: Learning environment*

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

**Standard 4: Staff**

*Criterion 4a: Composition*

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

*Criterion 4b: Experience*

Staff members have sufficient internationalization experience, intercultural competences and language skills.

*Criterion 4c: Services*

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

**Standard 5: Students**

*Criterion 5a: Composition*

The composition of the student group (national and cultural backgrounds) is in line with the program's internationalization goals.

*Criterion 5b: Experience*

The internationalization experience gained by students is adequate and corresponds to the program's internationalization goals.

*Criterion 5c: Services*

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.

The final judgment will be provided for each standard including its underlying criteria. All standards have the same weight. The assessment framework consists of a four-point scale: Unsatisfactory, Satisfactory, Good and Excellent. A program receives the Certificate for Quality in Program Internationalization when at least three standards are assessed as good or excellent and no standard is assessed as unsatisfactory.

*The draft version of this report was finalized taking into account the available information and relevant findings of the assessment. Where necessary the panel corrected and amended the report. The panel finalized the draft report on June 10<sup>th</sup>, 2014. It was then sent to the Europa Institute, Master Program in European and International Law, LLM, to review the report for factual mistakes. [Add here if there was feedback or not: No factual mistakes were reported OR Some minor issues were reported OR ... AND, if feedback was received: The panel amended the report where necessary OR The panel decided not to amend the report on these points.]*

*The panel approved the final version of the report on [day Month year].*

### 3. Basic information

**Qualification:** Master's program in European and International Law/Masterprogramm Europäisches und Internationales Recht, ("Master of Laws, LL.M.")

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Number of credits: 60

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Specialisations (if any):

- Module 1: European Integration
- Module 2: Study Unit European Economic Law
- Module 3: Study Unit Foreign Trade and Investment
- Module 4: Study Unit International Dispute Resolution
- Module 5: Study Unit European Protection of Human Rights
- Module 6: Master's Thesis

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ISCED field(s) of study: 38

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**Institution:** Saarland University is a modern university within the Saar-Lor-Lux region with informatics, nanotechnology, biosciences and Europe as the key disciplines shaping the university's profile. An international perspective has been a defining feature of Saarland University ever since it was established in cooperation with France in 1948. Today, 18.500 young people are studying in Saarbrücken and Homburg (faculty of medicine), 16 % of whom are international students. The university offers 123 study programs, 27 of which are internationally oriented.

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Type of institution: The Europa-Institut of Saarland University is divided into two departments: law and economics. Both sections are decentralized institutes of the Faculty of Law and Business at Saarland University. The law section which

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offers the Master's Program European and International Law has its own faculty with an independent examination office, conducts its own application and admission procedure and is administered autonomously.

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**Status:**

In 2011/12, the Master's program of the Europa-Institut of Saarland University was examined on behalf of the ACQUIN agency and certified by it in line with the system accreditation of Saarland University.

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QA / accreditation agency:

ACQUIN plus Saarland University's internal quality management system

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Status period:

Valid until 2018

## 4. Assessment criteria

### Standard 1: Intended internationalization<sup>1</sup>

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#### Criterion 1a: Supported goals

*The internationalization goals for the program are documented and these are shared and supported by stakeholders within and outside the program.*

The Master's program "European and International Law", originally introduced as "Master in European Integration", is one of the five pillars of the internationalization strategy of Saarland University and has always been a reflection of the developments in Europe and their influence on the global market, as stated in the self-evaluation report (pp.8 and 15). Therefore, the program's foremost goal is to give students a thorough and in-depth insight into European and International law and their implication on the European and International market.

From this overall goal, the program's internationalization goals are derived, concisely defined and documented in several strategic papers such as the "International Qualification Goals of the Master Program, the "Zukunftspapier", the "Catalogue of Measures" as well as the Annual Activity Reports; they can equally be found on the information page for prospective students on the Europa-Institut website.

The seven clearly formulated goals for internationalization<sup>2</sup> are all interlinked to the overall program goal (see above) and cover content, learning and graduate outcomes, teaching methods, research, students and staff as well as the development of a unique spirit of openness to other cultures and understanding Europe as THE peace project of current times. Particularly this last issue could be felt and witnessed during all the interviews of the site-visit, a fact that the panel wants to explicitly mention with high appreciation.

The set goals are absolutely reasonable as they mirror the core intention of the program, and given the highly competitive market in the field of LL.Ms as well as the dynamic development of the European and global markets they are definitely challenging as well.

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<sup>1</sup> In contrary to the specifications of the CeQuInt self-evaluation template, the Europa-Institut presented the verifiable objectives in its self-evaluation report directly under each of the given „Intended Internationalization goals“. The panel appreciated this deviation because it contributes to a better readability of the report.

<sup>2</sup> The seven goals as described in the self-evaluation report are: 1. Students gain a thorough and in-depth insight into European and International Law; 2. Students encounter an international faculty; 3. Graduates attain an individual international qualification profile; 4. International Students study in the program; 5. Graduates gain a strong international orientation and are open to other cultures; 6. Graduates are excellently prepared for the European and international job-market; 7. Students are well-versed in international, interdisciplinary academic exchange and are research-oriented and knowledgeable in the area of good research practices.



The program’s stakeholders are identified – students, lecturers, alumni, associations and business partners, legal and academic institutions; and as the panel could witness during the site visit, the goals are shared and strongly supported by these; even more, stakeholders play an active role in the realization of the program’s goals as was underlined by alumni that teach, act as research assistants and career coaches, by representatives from law firms that act as mentors, to mention just a few of the stakeholders and their supporting activities.

**Conclusion and recommendations**

The panel concludes that the internationalization goals for the program are very well and concisely documented and relate to all essential elements of the programs. As the panel could learn and witness during interviews, the goals are strongly supported by stakeholders within and outside the program, with the program representatives taking on active ownership of the program and its internationalization goals.

**Criterion 1b: Verifiable objectives**

*Verifiable objectives have been formulated that allow monitoring the achievement of the program’s internationalization goals.*

The goals for internationalization as described under 1a are underpinned by verifiable objectives which have been formulated and documented in the equally above-mentioned paper “Qualification Goals of the Master’s Program” as explanatory notes to the goals, as well as in the “Catalogue of Measures” relating to a period of three years (2012 – 2014). From each set goal at least one objective is derived, either qualitative or quantitative. Though the panel admits that the qualitative objectives prevail and that the verification of the attainment of these is challenging, the interviews clearly showed that the goals of internationalization can be successfully monitored by the formulated qualitative objectives.

The quantitative objectives relate to numbers of international lecturers as well as student intake from different countries.

The objective of an even greater diversification of the student body through integration of students from Africa and more students from Asian countries thus underpinning the goal of a broad diversity of cultures and countries within the student body is carefully monitored through the selection process as well as the development of institutional cooperation and networks.

The panel was particularly impressed by the number and caliber of international experts among the teaching faculty (objective: *recruit international experts*) as well as the high variety of methods offered (objective: *practice –oriented approach*), and the close relationship between students and alumni (objective: *strong bond between graduates of*

*the program*), the latter being openly appreciated by current students and alumni during the interviews.

The fact that the program could theoretically be studied in German only raised the question if this would thwart the international focus of the program, yet in the interviews it became clear that the international student body as well as the interaction between students, faculty members and international experts, as well as the international content of the program per se guarantee the international and intercultural learning outcomes of the program.

### **Conclusion and recommendations**

The panel concludes that clear and verifiable objectives have been formulated which allow monitoring the achievement of the program's internationalization goals. The panel particularly appreciates the strong commitment of the persons involved to care for the attainment of both objectives and goals. The panel nevertheless recommends looking into the possibility of offering step by step the so far German-taught courses also in English in order to accommodate the growing interest from international students in these fields as well.

#### **Criterion 1c: Measures for improvement**

*As a result of periodic evaluations of the program's internationalization, the successful implementation of measures for improvement can be demonstrated.*

Saarland University has implemented various evaluation practices such as course and program evaluations, as well as quality checks on faculty and institutional level. All these procedures are supported by the institutional Quality Management Office and carried out regularly. Several of these evaluation practices directly relate to the program's internationalization goals: thus the evaluation of courses does not only depict the overall student satisfaction with the course and the lecturer but since 2013 also the students' feedback on the international aspect, the practical applicability as well as the topicality of each specific course with relation to the demands of the global job environment.

Furthermore, students are encouraged to give regular and immediate feedback to the Head of the Program, either on an individual basis or through the student representatives. Alumni feedback is regularly sought for through *EVER e.V.* – the alumni association which tracks alumni occupation and also seeks feedback for improvement. The fact that alumni are actively engaged in the program either as research assistants, lecturers or career mentors, and the regularly initiated interaction between fresher and graduating students through the simultaneously organized Introduction for the "new ones" and the graduation ceremony for the "old ones" generates regular feedback on the program and the attainment of its goals as well.

Feedback from evaluation practices is discussed on program level, measures of improvement documented in the *Annual Activity Reports* as well as in the *Catalogue of*

*Measures* which outlines measures taken during the past years and objectives set for the three years to come.

Documented examples of improvements are the inclusion of questions on “international aspects” into the regular course evaluation as well as the newly created welcome package for international students, the latter as a result of student feedback gathered over the past years. The panel was reassured through the interviews during the site-visit that evaluations, measures and improvements form a closed loop.

### **Conclusion and recommendations**

The panel concludes that the evaluations of the program and the program’s internationalization in place are not only organized periodically, but have led to measures for improvement the success of which could be demonstrated and was confirmed by different stakeholders during the site visit.

### **Overall conclusion regarding Standard 1. Intended internationalization**

The panel found that the program does not only have clear, concise, stringently formulated and convincing goals for internationalization, but has furthermore underpinned these goals by objectives and evaluation practices that allow constant monitoring and improvement. The panel was particularly impressed by the strong commitment and support from all interviewees comprising several groups of stakeholders to the internationalization goals, the demonstrated attainment of these goals through students and alumni and the active ownership and passion for this exemplary international program taken on and convincingly demonstrated by the program representatives. The panel deems all the underlying criteria of this standard to be systematically surpassed. Goals and aligned objectives can be regarded as an international example.

The panel therefore assesses **Standard 1. Intended internationalization as Excellent.**

## **Standard 2: International and intercultural learning**

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### **Criterion 2a: Intended learning outcomes**

*The intended international and intercultural learning outcomes defined by the program are a clear reflection of its internationalization goals.*

The intended international and intercultural learning outcomes are clearly described in the self-assessment report on pages 24/25. They are also to be found in the “International Qualification Goals of the Master Program” and the “Zukunftspapier”. Moreover, the international and intercultural learning outcomes are also reflected in the learning outcomes described for each course. This assessment applies as well to the European as to

the international dimension. Furthermore, intercultural skills are clearly outlined. These learning outcomes are the intended central learning outcomes of the teaching in the program as a whole. The question of integration therefore does not arise. These learning outcomes conform to the internationalization goals set out under Standard 1.

Particularly the Internationalization goals 1, 3, 5 – 7 (see self-evaluation report and Standard 1) set out a comprehensive set of dimensions of intercultural and international learning outcomes which are directly taken up in the above mentioned specific documents regarding learning outcomes.

### **Conclusion and recommendations**

The panel concludes that the intended international and intercultural learning outcomes very well and consistently correspond with the program's internationalization goals. The panel does not recommend any changes in that respect yet encourages the program representatives to continue this way in the same passionate way as so far.

### **Criterion 2b: Student assessment**

*The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.*

In the program, a great variety of assessment methods are used. The framework for the forms of assessment can be found in the Study and Examinations Regulation. There is a detailed catalogue in the "List of Student Assessments and the Grading Approach". In the course handbook, the assessment method applied is stated for every course. Even though at first glance there seems to be a dominance of exams written in class the variety of methods provided, the structure of the curriculum, and the motivation of the students for studying the program ensure that the intended intercultural and international learning outcomes are actually achieved. Apart from written and oral exams there are moot courts, decision making simulations, case studies, colloquia and seminar research papers, as well as the final thesis that guarantee that the students interact with each other in intercultural diverse groups. The institute monitors access to courses where group interaction is necessary as demand is high. The goal that every student gets a chance to participate in such activities is attained as was confirmed by the students in the interviews. Students, alumni and program management concur that overall in practice about 60% of exams taken by a student are written exams. The other forms in which student interaction is necessary amount to 40%. But even for written exams students predominantly prepare in groups. Hence, the attainment especially of intercultural competence and analytical skills that allow the students to act in an intercultural and international setting is ensured. This is so even though there is no regulation that "forces" the students to make use of the offered diversity of assessment methods. It became clear in the interviews, that what is important

is the opportunity structure of the program and the motivation of the students, who come to study the program because they want to work in an international and intercultural setting.

Intercultural competence is acquired centrally also by having to perform and interact in a foreign language. Whilst it is formally possible for a German student to study the whole program in German and hence not have to write any exam in English, in practice interaction in English cannot be avoided.

The international learning outcomes are the central subject of the assessments and therefore not assessed directly. They are implicitly assessed as only by successfully interacting with other students of other cultures in groups or negotiation settings a student can demonstrate his/her learning success.

Apart from the formal program and its courses, there are soft skills to be acquired in language and writing courses that are widely made use of. Furthermore, the extracurricular activities forge a social bond between the students that form the basis for lasting friendships across cultures.

Discussions with both alumni and students as well as with teaching staff corroborate the adequacy of the forms of assessment for testing international and intercultural learning outcomes and the importance of the offered extracurricular activities for their intercultural development. Indeed, all of the alumni stressed the fact that the opportunity to interact with students of other cultures in a meaningful way (e.g. in moot courts or decision making simulations or colloquia) was most important for their future career. This view is “transported” to current students in the ongoing interaction between these two groups at various levels.

### **Conclusion and recommendations**

The panel concludes that the methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. The panel explicitly applauds the opportunity that students are given in moot courts, case-simulations and colloquia as highly effective ways of measuring the achievement of international learning outcomes.

### **Criterion 2c: Graduate achievement**

*The achievement of the intended international and intercultural learning outcomes by the program’s graduates can be demonstrated.*

The achievement of international learning outcomes is directly demonstrated by the assessment of the courses and the master thesis. The achievement of intercultural learning

outcomes is indirectly demonstrated by specific forms of assessment which necessitate student interaction in order to perform well. Since the subject of the assessments is the analysis of problems of International and European law the assessments can in themselves demonstrate that the intended international learning outcomes have been achieved. Whilst there is no empirical study of the professions of the graduates of the program the informal flow of information in the alumni network EVER is such that it can be reasonably demonstrated that the international and intercultural learning outcomes are actively put to use in the professional work of the alumni of the program. Furthermore, the titles of the master theses show that all graduates have successfully treated European or international problems in a highly qualified manner.

### **Conclusion and recommendations**

The panel concludes that the graduates demonstrably achieve the intended international and intercultural learning outcomes. The panel recommends that the institute conduct an empirical study of the professional achievement and occupation of their graduates in regular intervals. This would formalize knowledge of the international and intercultural achievements that so far is only available informally through communication between program management and the EVER network.

### **Overall conclusion regarding Standard 2: International and intercultural learning**

The panel found that the combination of international and European subject matters with an intercultural environment of international students and assessment forms that in practice necessitate that all students interact in a meaningful way with others from other cultures is exemplary. The panel deems all the underlying criteria of this standard to be systematically surpassed. Indeed, the complex opportunity structure of the program combined with a wide range of relevant extracurricular activities can be regarded as an international example. The panel is convinced that these aspects can be regarded as an exemplary practice. The panel recommends that the institute conduct in regular intervals formal empirical studies of professional achievement of graduates.

The panel therefore assesses ***Standard 2. International and intercultural learning as Excellent.***

## **Standard 3: Teaching and Learning**

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### **Criterion 3a: Curriculum**

*The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.*

The content of the curriculum is international and European. It is described in the Course Handbook and the structure is explained the Study and Examination Regulation as well as in the Overview of the Curriculum in Diagrammatic Form. Since the content of the curriculum as a whole is international the question of correspondence does not arise. What has been said above under Standard 2 applies here, too. Especially the opportunity structure of the courses and assessment methods offered ensures that all of the students will achieve all of the intended international and intercultural learning outcomes. The question if the delivery of all program courses should be ensured in English and students required to take a minimum of courses in English should, however, be openly discussed by the program representatives. The panel is convinced that this would further enhance the international dimension of the program as well as contribute to the attainment of international learning outcomes.

#### **Conclusion and recommendations**

The panel concludes that the content and the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes. The panel however recommends considering to offer all courses in English and require a minimum of English courses taken by each student.

#### **Criterion 3b: Teaching methods**

*The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.*

The catalogue of teaching methods as described in the Self-Assessment Report (p. 29) and confirmed in the interviews is state of the art. It is self-evident that the used teaching methods enable the achievement of the intended international learning outcomes. The attainment of the intended intercultural learning outcomes is well described in the Self-Assessment Report. This self-assessment conforms to general knowledge of how intercultural competence may best be acquired. In the interviews during the site-visit, it was confirmed that the various teaching methods mentioned in 3a and b explicitly focus on international and intercultural learning outcomes as these are crucial for the successful integration of future graduates into the global work environment.

Since the course management monitors student participation in certain courses that necessitate a high degree of interactive teaching methods and that are, therefore, in high demand by the students who are in general highly motivated, it is assured that all of the students will profit from the variety of teaching methods offered and hence have the opportunity to acquire the intended intercultural competence.

### **Conclusion and recommendations**

The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

### **Criterion 3c: Learning environment**

*The learning environment is suitable for achieving the intended international and intercultural learning outcomes.*

The international composition of the student body and of the teaching staff make intercultural communication necessary. Students cannot avoid English in daily communication and in class performance. Adequate access to international literature is provided in the library in the form of books as well as in the form of electronic media. There are enough rooms for group work, and access to computers is freely available. There is an adequate description of these facts in the Self-Assessment Report (p. 30). The panel had the opportunity to inspect these facilities. According to students and alumni, teachers are easily accessible by electronic communication and are highly willing to interact. In this way a learning environment is created that encourages students to interact in groups and with the academic staff in their learning process.

Whilst the attainment of the international learning outcomes in an international program taught by international teachers to international students and providing international study and research material is self-evident, the attainment of the intended intercultural learning outcomes is guaranteed by the provision of opportunities to interact in intercultural groups and with teachers from other cultures. All of the foreign students study in a highly intercultural environment in this way. For German students there seems to be room for improvement insofar as the cultural background of the teaching staff predominantly is German, even though all of the staff members have highly relevant international experience. But this is a recommendation that intends to improve a teaching environment that already is very good. Nevertheless, even for all of the German students the present learning environment assures that they acquire substantial intercultural competence.

### **Conclusion and recommendations**

The panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes. The panel recommends that the Europa-Institut strives to hire more international teaching staff with a non-German cultural background because this would further enhance the intercultural environment of the program.



**Overall conclusion regarding Standard 3: Teaching and Learning**

The panel found the learning environment encourages students to interact with peers and staff of different cultural backgrounds and thus enables all of them to analyze international and European problems by providing adequate resources and discussion rooms. The panel deems all the underlying criteria of this standard to be systematically surpassed. The panel recommends that the Europa-Institut tries to hire more teaching staff of a non-German cultural background and considers a minimum of English-taught courses as a requirement for all students.

The panel assesses **Standard 3: Teaching and Learning as Good.**

**Standard 4: Staff**

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**Criterion 4a: Composition**

*The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.*

The teaching staff is composed by well-known personalities both from the academic and the professional realms. More than 70 lecturers coming from various countries cooperate with the Institute on a regular basis. This number of lecturers is more than adequate for the number of students enrolled (every year around 75 students start out of approx. 200 serious, adequate applicants), thus generating an impressive lecturer/student ratio.

As shown by the CVs of the staff (see annex 8), their competencies are totally in line and consistent with the structure and contents of the program. They are EU civil servants from the European Commission, Council, Parliament and the Court of Justice, leading specialists from international organizations, the judiciary, business world, administration and political sector.

As for the administrative and management staff of the program, they work in close cooperation with the central International Office and cater for all the needs of both students and teaching staff. They are dedicated to the program and employed on a full-time basis.

Both the administrative and teaching staff are particularly concerned by offering the students a high quality learning experience in a most adequate environment.

Students remark that the lecturers are very experienced and many come from practice, which is considered a highly satisfying feature. Many of these lecturers are coming only for this program in particular, a fact that offers students a good opportunity for their future professional career. Moreover, lecturers have a high capacity to adapt to a multicultural teaching environment, and are able to cater for the specific needs of students coming from

many different countries and environments. Even when lecturers stay at the Institute for a short period of time, they are always available by mail and students can keep in touch with them at any moment during the academic year.

#### **Conclusion and recommendations**

The panel concludes that the composition of the staff - both in a quantitative as well as a qualitative manner - does facilitate the achievement of the intended international and intercultural learning outcomes.

#### **Criterion 4b: Experience**

*Staff members have sufficient internationalization experience, intercultural competencies and language skills.*

Apart from their professional competencies associated to their specialty, all staff members have an international background. Some of them have completed their studies abroad; some others are currently developing their professional activities in a foreign country. The teaching staff members adapt their teaching methods to the peculiarities of a multicultural classroom. The language is never an issue, since all the staff is in fluent both in German and in English: a discussion on case problems conducted in English can end up by asking students to give their feedback in German, which is then translated to non-German speakers by the professor. Usually there is an active exchange among students and they bring in their different perspectives, an interaction that is encouraged by the lecturers due to their manifold experiences. If language problems pop up at the beginning, students adapt after a short period of time to the multi-cultural and English-oriented environment. And in case the problems persist, the staff is there to help them out.

As was mentioned in the self-evaluation report and also assured during the interviews, the Institute is striving to recruit more colleagues with a non-German background in order to diversify the teaching faculty and thus cater for the need of a growing global focus of the program.

Students have their different perspectives on a topic and the culture mix is done on purpose by the management. The topics of lectures are also chosen on purpose to offer the opportunity to have different perspectives coming from people with different backgrounds.

Since tutorials are an important aspect of the teaching and learning process, special care is taken to provide students with a useful experience. Research assistants in charge of tutorials are very often alumni carrying out their PhD studies. They may come from different countries and are used to dealing with multi-cultural issues since they have completed the program themselves.

**Conclusion and recommendations**

The panel concludes that staff members have sufficient internationalization experience, intercultural competences and language skills. Despite the proven international competencies and experiences of all of the staff at the Institute, most of them have got a German background. Therefore, the panel encourages the Institute to pursue their efforts to diversify the nationalities of the teaching staff.

**Criterion 4c: Services**

*The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.*

Most lecturers stay at the Europa-Institut for a short period of time. It is thus not very common for them to make use of the staff training programs offered by the central International Office at the University. Since they all have a previous intercultural experience and high level language skills, no support is needed in those particular fields either. If any, their special requirements regarding everyday life aspects, such as accommodation or health services are catered for by the Institute management staff, and not by the university International Relations Office.

The management staff of the Institute can access and benefit from the training courses offered by Saarland University, above all regarding soft skills, such as oral communication or computer skills.

In order to facilitate the integration of younger academics, research assistants participate in international summer schools as lecturers. When it comes to participation in international mobility programs, their participation is considered as priority issue.

**Conclusion and recommendations**

The panel concludes that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experiences, intercultural competences and language skills where necessary. The panel recommends improving junior teaching staff mobility opportunities by making use of the possibilities offered by European schemes such as Erasmus +.

**Overall conclusion regarding Standard 4: Staff**

The panel found the staff at the Europa-Institut is composed by the highest standard professionals in their domain. The panel deems the underlying criteria of this standard to be systematically surpassed. The high quality of the teaching staff members can be

regarded as an international example. The panel is convinced that these aspects can be regarded as an exemplary practice.

**The panel therefore assesses *Standard 4: Staff* as Excellent.**

## **Standard 5: Students**

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### **Criterion 5a: Composition**

*The composition of the student group (national and cultural backgrounds) is in line with the program's internationalization goals.*

Students of European and International Law at Europa-Institut come from many different countries from all over the world as it is presented in Annex 7 of the SER. The majority come from European countries (50-60%). One of the respective program's internationalization goals is to focus on offering a program for international students, which enables them to learn and study in an international environment. The international composition of student population within some preselected courses is additionally strengthened by allowing a limited number of other students (e.g. Erasmus students, University of Saarland students) to follow them as well.

Nowadays, there is a trend of a rising number of Asian students applying for this program, which reflects the fact that the study program follows the needs of the globalized market and is adopted and streamlined accordingly. One of the goals for the future therefore is to admit more students from South America, the Balkan region, Turkey and Asian countries. On the one hand, admitting students with backgrounds from these regions of the world will correspond to the needs and development of the European and international job market; on the other it will also follow one of the internationalization goals, i.e. encouraging academic, professional and personal exchange and moreover intensify intercultural and international experiences of students and staff. Furthermore, this striving for students from "new markets" is closely interlinked with the internationalization goal to assure that students gain a strong international orientation and openness to other cultures. Finding funding options, which include scholarships, fellowships and various ways of cooperation with companies, to attain a higher number of students from the previously mentioned countries and regions was presented as one of the challenges in internationalization for the future and is seen a responsibility of the respective program's management. Currently the Europa-Institut offers funding options for students provided by two law firms, and assist with applying for different other funding opportunities; e.g. DAAD, EON-Ruhrgas and political foundations.

On average about 80% of students have previously acquired a degree in law and others have a degree in a comparable subject. The ratio male to female is around 50:50 within

one academic year. The number of admitted students per academic year is limited to 75. Therefore, selection criteria are based on academic achievements and grade point average. One of the most important requirements for admission is the proof of sound knowledge of English and/or German. Another essential part of the selection process is based on assuring a broad diversity within the student cohort regarding the students' cultural and national background, an issue which corresponds to the program's international goals.

### **Conclusion and recommendations**

The panel concludes that the composition of the students group is in line with the program's internationalization goals. The panel encourages the management team in their ambition to intensify activities to attract students from regions which were recognized as being relevant for the future development of both the European and the international job market. The institution should also strive to find more funding options for students which could help to assure the diversity of the student group.

### **Criterion 5b: Experience**

*The internationalization experience gained by students is adequate and corresponds to the program's internationalization goals.*

During the time of study students gain in-depth knowledge of European and international law and achieve this by being exposed to different teaching methods and assignments, which are mostly based on cooperation with their fellow students (e.g. group work). This complies with the internationalization goal that graduates gain a strong international orientation and are open to other cultures. Best examples of these methods are moot court competitions, which simulate realistic scenarios and serve students to test their knowledge and skills. Teams of students are composed on the basis of nationality and level of their experience under the supervision of academic staff. Significantly important are also the several extra-curricular activities offered to students – such as many social events (e.g. opening ceremony, guided city tour, excursions) which allow students to meet and shape the multi-cultural environment.

An important part for the students' international experience is formed by the academic staff: this is consistent with the internationalization goal that students encounter an international faculty. As lecturers and guest lecturers are both well respected in the academic world and possess a unique professional experience gained in a variety of different institutions, they contribute to international experience of the students by bringing in different views and perspectives.

The program is designed to allow students to choose from a variety of courses which they wish to follow and complete; consequently, it allows them to attain an individual

international qualification profile that suits their personal interests and career plans on international job market. Students can choose up to two specializations from a list of five modules, while Module one is obligatory to all students and serves as an insight and basis for the study program, as well as the basis for attaining international learning outcomes. Opportunities for international exposure through study abroad periods do not exist as the length of the program hardly allows this feature. Students, however, do have the opportunity to participate in special course activities which take place outside of Germany and are aligned to specific teaching and learning experiences. Yet, not all of these experiences are available for all students on an equal basis.

### **Conclusion and recommendations**

The panel concludes that students' experience is adequate and corresponds to the respected program's internationalization goals. The panel recommends fostering the number of lecturers coming from abroad, which would further enable more international faculty, and also seek opportunities to raise the students' opportunities for international exposure.

### **Criterion 5c: Services provided to students**

*The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) support the program's internationalization goals and correspond to the composition of the student group.*

Europa-Institut ensures both academic and non-academic services to the students and graduates in order to assist in the fulfilment of its internationalization goals. With regard to academic services provided by the Europa-Institut, there is a well-stocked library with access to online databases intended specifically to be used by the students of the respective program. Furthermore, students are also given an option to use the University's library. The panel observed that the students highly appreciated the support for research activities (writing seminar papers, master theses etc.) provided by the lecturers and library staff.

Many times support on the behalf of the institution starts by offering assistance during the visa application process, finding an appropriate housing or with other administrative issues (e.g. matriculation process, bank accounts, registration with German authorities). It was brought to the panels' attention that housing sometimes presents a problem to students, but the institution does its best to help by providing a list of possible housing options. This is done by the information which is offered on the official webpage, and in person by the staff of the International office of the Europa-Institut who offers complementary services to the University of Saarland International office.

Furthermore, students are also offered counselling and guidance services, both by the academic staff and the management staff of the Europa-Institute, with regard to curricular issues and career planning. Graduates are offered an abundant support by EVER e.V. alumni organization by establishing connections to the business world. According to the discussions during the site visit EVER e.V. organizes various events and offers exclusive job and internship opportunities for its members. In the future they plan to introduce more proficient formalized feedback gathering by disseminating periodic questionnaires. EVER e.V. was very positively appraised within student and graduate community.

During the site visit, the panel learned that the institution recognized the need to offer more extensive support to students coming from Asian countries in order to assure their better integration, and thus introduced a tutoring system. This is primarily based on graduates who stay in vicinity of Saarbrücken for a longer period and who can assist the newcomers.

Moreover, every cohort is represented by three chosen student representatives, whose main task is to assure the contact to the head of the program in case of problems and special needs of students.

#### **Conclusion and recommendations**

The panel concludes that the services provided to the students support the program's internationalization goals and correspond to the composition of the student group. The panel however recommends introducing a more encompassing system of tutoring, which should be at disposal of all students of the program.

#### **Overall conclusion regarding Standard 5: Students**

The panel noted both from the documentation and meetings with students and graduates a general satisfaction and appraisal of the students' composition, international experience and support. The panel deems all the underlying criteria of this standard to be met. Furthermore, the study program is designed to allow students a great freedom of choice regarding courses they wish to follow and complete, and consequently allows them to attain an individual international qualification profile, which was perceived by the panel as highly remarkable and can be regarded as an international example. Nevertheless, the panel recommends to seek opportunities for international exposure available for all students and to implement a consistent tutoring system for all.

**The panel therefore assesses *Standard 5: Students* as Good.**

## Conclusion

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Based on documented internationalization goals, the Master program *European and International Law* of the *Europa-Institut, Saarland University* has successfully implemented effective internationalization activities which demonstrably contribute to the quality of teaching and learning. The program particularly excels in the consistency of its goals and objectives, the wide range of teaching and learning methods that clearly encompass international learning outcomes, as well as the high caliber of teaching staff. The program is furthermore characterized by a fundamental and passionate European and international spirit which is successfully passed on to students, staff and alumni.



## 5. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalization	1a. Supported goals	<b>Excellent</b>
	1b. Verifiable objectives	
	1c. Measures for improvement	
2. International and intercultural learning	2a. Intended learning outcomes	<b>Excellent</b>
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	<b>Good</b>
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	<b>Excellent</b>
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	<b>Good</b>
	5b. Experience	
	5c. Services	

## Annex 1. Composition of the panel

**Chair: Professor Eva Werner**, Rector of IMC University of Applied Sciences, Krems, Austria. Eva Werner holds a degree from the University of Vienna, studied in France and Canada. Her professional experience is manifold: from 2005-2009, she was one of the Austrian Bologna Experts and as such actively contributed to the implementation of the Bologna process in Austria. She was a member of the steering committees for the development of the IMC programs, was in charge of the international relations network of the University from 1998 to 2009 (from 2002-2009 as Vice-Rector). Since 2010, Eva Werner has been Rector of the IMC UAS Krems responsible for the academic governance of the institution and the development as well as the quality assurance of the degree programs at the IMC Krems. Since 2007, she has been Chair of the International Committee of the Association of the UAS Austria, Member of working groups of the Austrian University Conference and member of the Board of Directors of THE-ICE (member of INQAAHE).

**Subject-specific Expert: Professor Wolfgang Voegeli**, former professor for Civil and Economic Law at the University of Hamburg, Faculty for Economic and Social Sciences, retired.

Wolfgang Voegeli was the Program Director of the Master of Arts European Studies program of the University of Hamburg for ten years until his retirement. He still is Co-Program Director of the Master of Arts program "European Studies, Antalya" which was conducted in cooperation with the Akdeniz University in Antalya, Turkey. He was lecturing as guest professor at the University of Sydney, at Macquarie University, Sydney and later at the Akdeniz University in Antalya. Between 1994 and 1995 he was vice-president of the Hamburg University for Economy and Politics and for an even longer period he was responsible for international relations. Wolfgang Voegeli was member of several accreditation and evaluation panels carrying out assessments on the quality of study programs in- and outside Germany.

**Core Internationalization Expert: Ms Eugenia Llamas** MA PhD, Director of International Relations and Head of the Department of Languages at the EIVP (Ecole des Ingénieurs des la Ville de Paris, France).

Eugenia Llamas is member of several boards and organizations dealing with quality assurance in higher education not only in France but also Spain.

**Student representative: Mr. Erazem Bohinc** (L.L.B.)

Mr. Bohinc holds a Bachelor of Laws degree of the European faculty of law in Nova Gorica, Slovenia. Since October 2013 he is a student of the Master of Laws program at the

European faculty of law in Nova Gorica. Mr. Bohinc is an evaluation team member of the Slovenian Quality Assurance Agency for Higher Education (SQAA), Ljubljana. In addition he was an evaluation team member in several international evaluations and assessments of quality assurance in higher education.

**Coordinator:** Dr.-Ing. Dagmar Ridder, project officer, Zentrale Evaluations- und Akkreditierungsagentur Hannover (ZEvA)

### Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Erazem Bohinc		x		x	x
• Eugenia Llamas-Hernansanz		x	x	x	
• Wolfgang Voegeli	x	x	x	x	
• Eva Werner		x	x	x	

Subject: Subject- or discipline-specific expertise;

Internat.: International expertise, preferably expertise in internationalization;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalization experience;

## Annex 2. Statements of independence

The ZEvA signed expert agreements with all experts. All four experts returned a signed copy to the ZEvA. The following paragraphs are part of the contract:

...

### 3. Impartiality

The Expert assures not to have any relations with the ZEvA or the educational institution concerned that would cause prejudice on the certification procedure.

...

### 6. Confidentiality

All the information about the certification procedure will be considered confidential information.

### 7. Data protection

The Expert agrees to offer their personal data for storage and use during the certification procedure and other internal purposes. This agreement can be cancelled anytime.

The ZEvA does not make personal data available for a third party unless it is obliged through the decisions of the Accreditation Committee, the European Consortium for Accreditation or other obligatory regulations.

The Expert agrees to the publication of the report.

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## Annex 3. Documents reviewed

- Self-evaluation report
- International Qualification Goals of the Master's Program
- Catalogue of Measures
- Annual Activity Report 2013 (Tätigkeitsbericht 2013)
- Zukunftspapier 2014
- Overview of the Curriculum in Diagrammatic Form
- Course Catalogue – Module Handbook
- Soft Skills Reading Guide
- Student Assessment
- Study and Examination Regulations
- List of Student Assessments and the Grading Approach
- Examples of Student Assessments
- Information Sheet on Academic Research/Writing
- Instructions for the Preparation of the Master's Thesis
- List of Completed Master's Theses from 2012-2014
- Several examples of recently completed Master Thesis'
- Alumni Professional Activities (EVER Members)
- List of Award Recipients 2011-2014
- Diploma Supplement examples in English and German
- Example of Master's Diploma certificate and Transcript of Records
- Table of LL.M. Program Students from 2011-2014
- Table of Non-LL.M. Program Students Attending Courses in the Program from 2011-2014
- Qualification profiles and/or CVs of relevant staff: about 90 CVs from university and guest professors, honorary professors and lecturers as well as 7 CVs of the management staff
- Organizational Matrix of the Europa-Institut Management Staff
- A list of International(ization) Projects from 2011-2014

- List of international cooperation with universities and private partners
- Course Evaluation Sheet (English and German)
- Structure of “Critical Student Feedback”
- EVER (Alumni Organization) Questionnaire
- University Recommendations for the Use of Course Evaluation Sheets and Assessment Results
- Other more general information material about the program and/or the university

## Annex 4. Site visit programme

### Overview

<b>Date:</b>	<b>28<sup>th</sup> to 29<sup>th</sup> of April 2014</b>
<b>Institution:</b>	Europa-Institut, Universität des Saarlandes/Saarland University, Campus, Geb. B2 1, D-66123 Saarbrücken, Tel: +49(0)681 302 3653, Fax: +49(0)681 302 4369
<b>Programme:</b>	Masterprogramm (LL.M.) im Europäischen und Internationalen Recht/ Master's Program (LL.M.) in European and International Law
<b>Location:</b>	Hotel Domicil Leidinger, Mainzer Str. 10-12, 66111 Saarbrücken / Europa-Institut – Saarland University, Saarbrücken (Germany)

### Members of the assessment panel:

- Ms Prof. Mag. Eva Werner, hon.prof. Rector University of Applied Sciences Krems (Austria), email: eva.werner@fh-krems.ac.at
- Mr. Prof. Dr. Wolfgang Voegeli, Programme Director Master of Arts European Studies Antalya, University of Hamburg (Germany), email: wolfgang.voegeli@wiso.uni-hamburg.de
- Ms MA PhD Eugenia Llamas-Hernansanz, Director of International Relations, Head of the Department of Languages, Ecole des Ingénieurs de la Ville de Paris (France), email: eugenia.llamas@eivp-paris.fr
- Mr. LL.B. Erazem Bohinc, student at the European faculty of law in Nova Gorica (Master of Laws), (Slovenia), email: erazem.bohinc@gmail.com

**Coordinator:**

Dr. Dagmar Ridder, Project Officer at the Zentrale Evaluations- und Akkreditierungsagentur Hannover/ Central Evaluation and Accreditation Agency Hanover (Germany), email: [ridder@zeva.org](mailto:ridder@zeva.org)

**Programme**

**1<sup>st</sup> Day:** 28th of April 2014 (Monday)  
 Location: Hotel Domicil Leidinger, Mainzer Str. 10-12, 66111 Saarbrücken  
 17.00 - 20.00 Preparatory meeting of the panel  
 20.00 Dinner at "Zum Stiefel", Am Stiefel 2, 66111 Saarbrücken, tel.: (0681 - 9 36 45 – 0)

**2nd Day:** 29th of April 2014 (Tuesday)  
 Location: Europa-Institut, Building B2 1, Lecture Hall 117 (First Floor)  
 08.00 - 8.30: Arrival of the panel, internal meeting and possibility to review additional documentation and student work.  
 08.30 - 09.30: Meeting with management of the program and representatives of the university management.

<i>Full name</i>	<i>Position</i>
• Prof. Dr. Thomas Giegerich	Director of the Europa-Institut
• Prof. Dr. Uwe Hartmann	Vice-President for Europe and International Relations
• Akad. Direktorin Julia Legleitner, LL.M.	Managing Director of the Europa-Institut
• Akademische Oberrätin Claudia Schöffner, LL.M.	Deputy Managing Director of the Europa-Institut (currently on maternity leave)
• Dr. Sonja Schwarz	Quality Office at Saarland University
• Dr. phil. Alexandra Pflieger	Program Management



09.30 - 10.30: Meeting with students (max. 6 persons)

*Full name*

- Stefan Bucher, Austria
- Julia Müller, Germany
- Kanad Bagchi, India
- Jani Hapsaari, Finland
- Lidiia Ivanova, Russia

10.45 - 11.45: Meeting with teaching staff

<i>Full name</i>	<i>Module or Course</i>
<ul style="list-style-type: none"> <li>• <b>Prof. Dr. Thomas Giegerich</b>, Director of the Europa-Institut and holder of the Chair for European Law, Public International Law and Public Law at Saarland University, Jean Monnet Chair for European Law and European Integration</li> </ul>	<p><b>Module 1: European Integration OR</b> <b>Module 5: Study Unit European Protection of Human Rights:</b> Völkerrecht – Allgemeiner Teil <b>Module 5: Study Unit: European Protection of Human Rights:</b> Völkerrecht – Besonderer Teil; <b>Module 1: European Integration:</b> Europa- und völkerrechtliches Seminar</p>
<ul style="list-style-type: none"> <li>• <b>Prof. Dr. Torsten Stein</b>, Former Director of the Europa-Institut and former holder of the Chair for European Law, Public International Law and Public Law at Saarland University</li> </ul>	<p><b>Module 1: European Integration:</b> Kolloquium zur aktuellen Judikatur des Gerichtshofs der Europäischen Union EUROSIM</p>
<ul style="list-style-type: none"> <li>• <b>Prof. Dr. Rainer M. Bierwagen<sup>3</sup></b>, Partner at Beiten Burkhardt, Brussels</li> </ul>	<p><b>Module 3: Study Unit: Foreign Trade:</b> Case Study Anti-Dumping</p>
<ul style="list-style-type: none"> <li>• <b>Marc Bienert, LL.M.</b>, Deputy Managing Director of the Europa-Institut</li> </ul>	<p><b>Module 1: European Integration:</b> EuGH Moot Court</p>
<ul style="list-style-type: none"> <li>• <b>Mag. iur. Mag. phil. Oskar Gstrein, LL.M.</b>, Research Assistant to Professor Giegerich</li> </ul>	<p><b>Module 1: European Integration:</b> Tutorial in European Law EUROSIM (Assistance); <b>Miscellaneous Activities:</b></p>

<sup>3</sup> Professor Bierwagen is lecturing that day; he will be attending for 15 minutes from 10.45 to 11 a.m.

	<p>Introduction into scientific research</p> <p><b>International Summer Schools (Institutional level)</b></p> <p>Lecturer at the European Summer Course in cooperation with ASKO Europa-Stiftung</p>
<ul style="list-style-type: none"> <li>• <b>Darren Harvey, LL.M., LL.B.,</b> Research Assistant to Professor Giegerich</li> </ul>	<p><b>Module 1: European Integration:</b> Tutorial in European Law;</p> <p><b>Additional offer after the completion of the study program (Module 4: Study Unit International Dispute Resolution):</b> Willem C. Vis International Commercial Arbitration Moot (Assistance);</p> <p><b>International Summer Schools (Institutional level)</b></p> <p>Lecturer at the European Summer Course in cooperation with ASKO Europa-Stiftung</p>
<ul style="list-style-type: none"> <li>• <b>Ass. iur. Mareike Fröhlich, LL.M.,</b> Research Assistant Chair for International and national Public Law, EU Law, International Economic Law</li> </ul>	<p><b>Module 1: European Integration:</b> Tutorial in European Law;</p> <p><b>Module 3: Study Unit Foreign Trade:</b> WTO Seminar Colloquium (Assistance)</p> <p><b>Miscellaneous Activities:</b> Introduction into scientific research</p> <p><b>International Summer Schools (Institutional level)</b></p> <p>Lecturer at the European Summer Course in cooperation with ASKO Europa-Stiftung</p>

11.45 – 12.45: Lunch, including internal meeting of panel members

12:45 - 13.15: Visit of library and Europa-Institut

<i>Full name</i>	<i>Year</i>	<i>Current position/company</i>
• Diplom-Bibliothekarin Katrin Lück		Head Librarian at the Europa-Institut Library
• Ass. iur. Anja Trautmann, LL.M.		Managing Editor ZEuS

13.15 - 14.00: Meeting with alumni and/or professional field (approx. 3-5 persons):

<i>Full name</i>	<i>Year</i>	<i>Current position/company</i>
• Peter Matzneller, LL.M.	2008/ 2009	Kommissarischer Geschäftsführer (Acting Director) Institute of European Media Law (EMR)
• Elisabeth Koch, LL.M.	2010/ 2011	Lawyer at Rapräger Rechtsanwälte, PhD candidate
• Ana Koprivica, LL.M.	2011/ 2012	Research Fellow at Max Planck Institute Luxembourg for International, European and Regulatory Procedural Law, PhD candidate
• Edina Marton, LL.D., LL.M.	2008/ 2009	PhD candidate
• Sanela Ninkovic	2012/ 2013	Participant in the Willem C. Vis International Commercial Arbitration Moot
• Fabio Schlee	2012/ 2013	Internship as Project Associate in the Chemicals and Healthcare Team, Investment Acquisition Germany Trade and Invest GmbH

14.00-14.30 Meeting with representatives international services (internal staff of the Europa-Institut and International Office):

<i>Full name</i>	<i>Position</i>
• Dr. Johannes Abele	Head of the International Office at Saarland University
• Anita Romina	International Office at Saarland University
• Marc Bienert, LL.M.	Deputy Managing Director of the Europa-Institut
• Caroline Roth, LL.M.	Program Management
• Stefanie Tauchert, LL.M.	Program Management

14.30-15.00: Panel discussion on the outcomes of the assessment

15.00-15.30: Final meeting with management of the program:

<i>Full name</i>	<i>Position</i>
• Prof. Dr. Thomas Giegerich	Director of the Europa-Institut
• Akad. Direktorin Julia Legleitner, LL.M.	Managing Director of the Europa-Institut
• Akademische Oberrätin Claudia Schäffner, LL.M.	Deputy Managing Director of the Europa-Institut (currently on maternity leave)
• Dr. phil. Alexandra Pflieger	Program Management

15:30-16:00 Final discussion of panel

16:15 Approx. end of site visit and departure



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