

Vesalius College Brussels
Bachelor of Arts in International and
European Law (BAIEL)

6 June 2014

NVAO Initial Accreditation

Panel Report

Table of Contents

Table of Contents	2
1 Executive Summary	3
2 Assessment per generic quality standard	5
2.1 Generic quality standard 1: intended exit level	5
2.2 Generic quality standard 2: teaching and learning process	8
2.3 Generic quality standard 3: evaluation	13
2.4 Generic quality standard 4: set-up and organisation of the internal quality assurance	15
3 Subject-specific Learning Outcomes	18
4 Assessment process	19
5 Overview of the assessments	20
Annex 1: Profile of the institution and the programme	21
Annex 2: Subject-specific learning outcomes	24
Annex 3: Composition of the panel	25
Annex 4: Schedule	26
Annex 5: Documents reviewed	27
Annex 6: List of abbreviations	28

1 Executive Summary

This report is issued by the panel appointed by NVAO to assess the conditions for initial accreditation of the Bachelor of Arts in International and European Law (BAIEL), as applied for by the Vesalius College in Brussels. Vesalius College is a private not-for-profit association closely associated to the Vrije Universiteit Brussel. It provides English-language American-style education to about 300 students enrolled for bachelor and master programmes or spending a study period abroad in Brussels. Currently its bachelor programmes in Communication, Business and International Affairs are accredited by NVAO, as well as the Master's in European Union Policy.

The application concerns a three-year full-time bachelor programme of academic orientation covering the major legal sources, concepts and terminology of International and European law. Its purpose is to create non-lawyer legal specialists, i.e. Liberal Arts minded students who have a strong interest and background in International and European law.

The discussions on site with the various programme stakeholders have convinced the panel that the new BAIEL programme is developed to such extent that it can be launched now and implemented as of September 2014. Although the panel has noted that there is some room for further improvement / development, it considers that the new programme fulfils in a satisfactory way all four quality standards set by the NVAO assessment framework for Flanders.

First of all, the panel considers that the learning outcomes of the BAIEL comply with the requirements of a programme at bachelor level with academic orientation. Moreover, the panel recognises and appreciates that Vesalius College offers an extra-ordinary education opportunity - combining elements of International and European law with a Liberal Arts orientation - that differs from more traditional law curricula and reflects current changes in the legal profession.

Secondly, the BAIEL programme is new as such but also very similar to three other bachelor programmes at Vesalius College. The panel sees the added value of the BAIEL and considers that this new curriculum shall impact positively on existing students and attract additional students. The future BAIEL students from their side will benefit from the existing courses on business, communication and international affairs. Moreover, the new programme can rely on committed staff, extensive facilities and services, embedded in a highly appreciated teaching context of American style small-scale intensive education.

The panel, moreover, considers that Vesalius College is using a common sense approach to assessment, which will also be adopted in the new BAIEL programme. In this respect, the panel thinks highly of some of the college's key evaluation features: the involvement of an external examiner, the diversity of assessments, the feedback to students and the organisation of mid-term exams.

Finally, the panel is very positive about the quality assurance system which is currently in place at Vesalius College and considers it will be a very useful tool to monitor and where necessary improve the quality of the new BAIEL programme. The panel, moreover,

considers that the Vesalius College representatives involved in quality assurance are well prepared for their tasks.

During the assessment exercise, the panel also identified two areas for improvement. First of all, the applicant has to give more consideration on how the Liberal Arts component of the BAIEL programme can become an integral part of the curriculum of each individual student. Secondly, the panel advises Vesalius College to formalise in due course the evaluation procedures and issue a comprehensive assessment policy applicable to all programmes, including the new BAIEL. According to the panel, these reservations should be considered as strong incentives for immediate action. As such, however, the recommendations do not jeopardise the start-up or implementation of the first year of the BAIEL programme in the academic year 2014-2015.

In view of the above considerations, **the panel suggests that NVAO takes a positive decision** regarding the quality of the new Bachelor of Arts in International and European Law of Vesalius College Brussels.

The Hague, 6 June 2014

On behalf of the Initial Accreditation panel convened to assess the Bachelor of Arts in International and European Law at Vesalius College Brussels,

Prof Dr. Jan Smits
(Chair)

Mark Delmartino, MA
(Secretary)

2 Assessment per generic quality standard

2.1 Generic quality standard 1: intended exit level

With respect to level, orientation and content, the intended exit level reflects the current requirements that have been set for the programme by the professional field and/or discipline from an international perspective.

Outline of findings:

Looking for a precise description of the new programme, the panel acknowledges the profile and purpose of the Bachelor of Arts in International and European Law (BAIEL) as presented by the envisaged programme director during the discussion on site: BAIEL is a focused, intensive Bachelor of Arts programme covering the major legal sources, concepts and terminology of International and European law. Its purpose is to create non-lawyer legal specialists, i.e. Liberal Arts minded students who have a strong interest and background in International and European law.

According to the application documents, the new programme is open to students who completed secondary school and have sufficient knowledge of English. No specific legal knowledge or background is required beforehand. The Vesalius College management confirmed during the site visit what was already made very explicit in the application: the new programme does not prepare, or deliver the required degree, for a career as lawyer. However, it is expected that BAIEL graduates may qualify for admission into law schools (US, UK) or for certain initial LLM programmes in Europe. According to the programme management, graduates will be able to enter American law schools given the strong academic core in the BAIEL programme and the American college-style of education at Vesalius College.

According to the panel, there are no domain specific learning outcomes (domeinspecifieke leerresultaten), which are set in common by all higher education institutions in Flanders offering bachelor programmes in International and European law. The panel therefore checked whether the learning outcomes of the BAIEL are in line with what can reasonably be expected of a bachelor's programme of academic orientation in this particular field. The intended learning outcomes of the programme consist of general, cognitive, skills and attitudinal objectives. They are described in good detail in the application documents and listed in annex 2 to this report. According to the panel, the learning outcomes reflect the multidisciplinary character of the programme, combining elements of liberal arts with an emphasis on law. The panel notes that the learning objectives are focused on International issues, not on national law, and create a new type of legal professional at entry level who is specialised in EU and international legal sources. Key learning outcomes cover knowledge of International and European law, the international system and the European integration process, international law-making, European institutions and decision-making processes. In terms of skills, BAIEL focuses on the ability to use legal concepts, read and understand International and European legal events and to develop written and oral English language skills. When they successfully complete the BAIEL programme, students will have adequate knowledge, skills and attitudes for academic studies at master's level in law or a number of related disciplines, such as political science and economics.

The panel understands that the new programme fits neatly within the structure and philosophy of Vesalius College: inspired by the small liberal arts colleges in the United States, the college offers small-scale intensive education with limited student numbers, active participation in class and intensive student guidance and follow-up. Instruction is entirely in English and both students and staff represent a wide variety of nationalities. Moreover, academic core courses teach students how to write, make presentations, perform research and use statistics. Vesalius College already offers three – NVAO accredited - bachelor programmes in Business, Communications and International Affairs. The new BAIEL programme is set up in a very similar way as the three other programmes: law courses will be open to other bachelor students, while BAIEL students can follow elective modules from the other curricula.

Although Vesalius College is now legally independent of its founding father, the Vrije Universiteit Brussel (Free University Brussels, VUB), the two institutions maintain very close relations. The College can draw on the academic facilities and student services of VUB, several courses are taught by VUB professors and some Vesalius College professors teach at VUB. Vesalius College is located in a building owned by VUB. The panel noted with satisfaction that the VUB Rector attended the management session during the site visit and expressed the commitment of the university in general and its Law faculty in particular to the new BAIEL programme. Asked about any implicit or explicit element of competition between the programmes offered at VUB and Vesalius College, the VUB Rector and Vesalius College Dean indicated that their respective programmes cater for a different audience: as a private institution, Vesalius College does not receive funding from the Flemish ministry of education. The enrolment fees are much higher because income through student fees therefore has to cover all expenses, including staff salaries. On the other hand, Vesalius College is not bound by the provision of the higher education act in Flanders that (bachelor) programmes must be taught (mainly) in Dutch.

Various interlocutors indicated that the BAIEL prepares students with career aspirations in international and European organisations with the necessary skills and knowledge for legal and policy oriented professions. The panel is inclined to follow this reasoning, but did not find much evidence for such broad profile of the BAIEL graduate in the programme documents. According to the panel, the BAIEL graduate is likely to find employment in international governmental and non-governmental organisations that are looking for (junior) staff with an international profile, drafting skills, and a specific interest and knowledge of international/European law. Until now, however, Vesalius College seems to have focused more on careers in law firms and job opportunities as paralegal.

The panel is aware that Vesalius College did not have to pass a formal macro-efficiency test by the Flemish authorities for its new programme. The programme management confirmed to the panel that it had not undertaken a systematic check whether the professional field deems the new programme to be relevant. However, it did hold several informal talks, as well as one meeting with the VUB law faculty. Practitioners expressed an interest in the programme and are looking forward to receiving students for internships. The study abroad partners reportedly indicated that there would be a strong interest in law courses from US and other foreign students. Vesalius College also established a Majors Advisory Committee (MAC) featuring staff, alumni and representatives of the professional field. Whilst applauding the set-up of this body, the panel remarked during the site visit that the current representatives of the professional field are only covering a small part of the potential

employment opportunities for BAIEL graduates and suggested the programme management to also look for internship partners and MAC representatives beyond law firms.

Considerations:

By focusing on European and international components of law and adding a liberal arts orientation, Vesalius College offers an extra-ordinary education opportunity that differs from more traditional law curricula. The panel values highly this initiative and acknowledges that the new programme addresses a need at both national and international level. The panel, moreover, subscribes to the applicant's vision that the BAIEL reflects current changes in the legal profession and is likely to produce graduates who will feel comfortable working in this new and more diversified setting.

Relating the intended learning outcomes of the BAIEL to the Dublin descriptors, the panel considers that the learning outcomes comply with the requirements of a programme at bachelor level with academic orientation. In this respect, they comply with the Flemish Qualifications Framework (Vlaamse Kwalificatiestructuur - VKS). The level 6 descriptors of the VKS are covered by the learning outcomes. Accordingly, the BAIEL can be legitimately characterized as a bachelor programme, according to the panel. Moreover, the panel considers that the domain specific learning outcomes are formulated adequately for their purpose as bachelor's programme of academic orientation in international and European law. The programme features specific and separate attention to general and scientific competencies and attitudes through the academic core section of the programme. This component is already well established at Vesalius College and prepares students of different backgrounds and with different initial academic competences for a career in which they will need skills at bachelor level. In this respect, the panel is satisfied with the attention of the programme to quantitative skills and knowledge. Moreover, the panel is convinced that students will acquire sufficient law-related knowledge and understanding in terms of both basic legal principles and specific aspects of the legal field, notably International and European law. Finally, the panel considers that the programme's attention to learning outcomes at attitudinal level is a positive complement that strengthens the profile and purpose of the BAIEL.

The panel approves of the very clear and outspoken position of Vesalius College with regard to the degree that will be awarded upon completion of the programme: it is not a Belgian law degree (LLB), but a liberal arts degree (BA) for legally minded students with an interest in European and International law. Through this explicit positioning, Vesalius College offers an additional opportunity rather than a competitive alternative for existing curricula at VUB or ULB. The panel values highly the commitment of the VUB Rector to this programme, as well as the support from the VUB management at central and faculty levels.

The discussions on site have shown, however, that there is some room for improvement in aligning the purpose and the learning objectives of the BAIEL. According to the panel, the programme has to give more consideration on how it will structurally embed, implement and achieve the Liberal Arts component. The learning outcomes are adequate as such, but their intended operationalization may not yet lead to delivering Liberal Arts-minded non-lawyer specialists in law. The structure of the BAIEL and its intimate connection with other bachelor programmes at Vesalius College reassure the panel that such alignment is feasible.

At the time of the site visit, the focus of the programme is too much on the law component and not yet sufficiently encompassing the Liberal Arts elements. The panel, for instance,

was surprised that a programme with such clear purpose and outspoken profile on paper regarding academic and professional perspectives, had established a Majors Advisory Committee (MAC) featuring only law firm representatives. According to the panel, Vesalius College is particularly suited to offer this BAIEL. In order to produce the intended Liberal Arts graduates with a legal orientation, it will have to establish a more diverse network of professionals advising the programme and offering placement opportunities and employment perspectives.

The panel also suggests that the programme management looks into the academic career opportunities of the future BAIEL graduates. The programme may very well lead up to a good quality bachelor degree of academic orientation, but there was little evidence at the time of the site visit that such degree would give (automatic) access to relevant master programmes. Initial master programmes in Belgium and the Netherlands are rather prescriptive regarding the curricula underpinning bachelor degrees, while programmes in the UK are usually competitive and direct entry is not guaranteed. By the time the first cohorts are graduating, the BAIEL programme management and relevant Vesalius College services should have identified more and broader opportunities for academic and professional career advancement. The panel considers that Vesalius College has adequate resources and sufficient time to assume both tasks.

In sum, the proof of the pudding is in its eating: according to the panel, further reflection and adjustment are necessary but can take place whilst implementing the programme. The BAIEL purpose and learning outcomes as described on paper constitute a good basis to award successful students a bachelor degree of academic orientation.

Assessment: satisfactory

2.2 Generic quality standard 2: teaching and learning process

The teaching and learning process makes it possible for the students to realise the intended learning outcomes.

Outline of findings:

On request of the panel, the programme management provided during the site visit a clear overview of the curriculum modules per year, as well as their respective credits. The BAIEL curriculum is presented in annex 1 to this report. The panel acknowledges that the proposed programme meets the legal requirements in terms of credits: it consists of three years of full-time study. Each year corresponds to 60 European Credits (EC), divided over eight or ten courses.

While the programme is new, the panel noticed that there is significant overlap with the existing International Affairs curriculum and to a lesser extent with the Business curriculum. Like all bachelor programmes at Vesalius College, the proposed BAIEL curriculum consists of academic core courses (22.5 EC), principle courses of introductory (37.5 EC), intermediate (30 EC) and advanced (30 EC) levels, major elective courses (30 EC) and free electives (30 EC). The application document contained a short description of each BAIEL course, as well as an overview of how each learning outcome is addressed in a series of courses. The panel also looked into the available course and assessment materials on site.

Finally, the panel received a copy of the Vesalius College Catalogue 2013-2014 describing all modules currently on offer at Vesalius College.

The first year consists of eight courses of 7.5 EC, which is equivalent to an estimated study time of approximately 200 hours. This includes four hours of class per week over a period of 15 weeks. Seven courses already exist. Moreover, the faculty in charge of the new module 'introduction to legal principles and theories' presented their course outline to the panel. All courses in the second and third year are set at 6 EC, with an estimated study time between 150 and 180 hours including 3 hours of class per week for 15 weeks. Each course is offered at a certain level: the first year courses, including the modules of the academic core curriculum, are of introductory level. The principle courses in year two and three are at intermediate and advanced level, respectively. One major elective course in the third year is the so-called 'Capstone', an integrative project in which all skills and knowledge acquired during the study come together. Most (new) law courses will be open to study abroad students, as well as to bachelor students in Business, International Affairs and Communication.

When applying, candidates must submit official academic credentials and transcripts showing courses and grades from secondary schools and universities attended, as well as two letters of recommendation. Non-native speakers of English should provide proof of proficiency in English, either through a test or by a certificate stating that the high school period was spent (at least in part) at an international, British or American school. The specific entry requirements for English proficiency are listed in the application document. The Dean is in charge of admissions, assisted by the head of recruitment and external relations and two admission officers. Once a week, an admissions meeting evaluates student applications from a holistic perspective: although grades are important, the application also looks at letters of reference, study trips, hobbies, personal essays, etc. Given that Vesalius College currently attracts less degree seeking students than the capacity permits, there is no *numerus fixus* at this point. It is the ambition initially to have fifteen new BAIEL students per year. However, given that law courses can also be taken by students from other majors and by study abroad students attending a shorter study period at Vesalius College, there will be more students per individual course than those enrolled explicitly for the BAIEL. During the site visit, the Dean indicated that Vesalius College does not intend to grow much: it wants to maintain the atmosphere of a small-sized institution and make optimum use of the existing facilities, which allow for some but not much increase in student numbers and classes.

Established by Vesalius College and embedded at VUB, the programme draws upon academics of both College and University. All members of staff and faculty at Vesalius College have a contract with VUB and are seconded ('ter beschikking gesteld') to the College. Some staff and faculty are nevertheless working exclusively at Vesalius College: the recruitment procedure is organised at Vesalius College, but contracts are signed by the Board of Vesalius College, whose members are appointed by VUB.

About 30 faculty is linked to Vesalius College delivering the courses and programmes currently on offer. Furthermore, the College works with 20-30 external instructors or 'adjunct faculty': experts who are currently active in other sectors but wish to maintain a link to academia. In this way, Vesalius College offers a mix of traditional academic education and real-life experience. At the time of the site visit, faculty has been appointed to all first-year courses and most of the compulsory courses in years two and three. Four faculty is teaching

the existing law courses. The Dean and the programme director confirmed during the site visit that the launch and implementation of the BAIEL would lead to the recruitment of a limited number of additional faculty with a law profile.

The panel met with the current law faculty, as well as with other staff teaching compulsory academic core or major requirement courses. According to the panel, these individuals have the appropriate capacity to deliver those parts of the programme they are currently involved in. Moreover, students and alumni were satisfied with the overall quality of the staff, as well as their commitment and availability. The panel also noticed that most interlocutors spoke with enthusiasm about the college and the forthcoming programme.

The panel acknowledges that the current staff is adequate to start the new programme, but fully agrees with the programme management that these resources are not sufficient to implement the entire BAIEL in the long run. According to the panel, it is important that law modules are taught by a variety of faculty, including the current staff, to ensure that students are exposed to a multitude of academics with their own specialism, research interests and professional backgrounds. The increase of (adjunct) faculty will inevitably lead to more coordination at programme level and to an enhanced monitoring of the internal coherence of both individual courses and the overall BAIEL programme.

Teaching and learning at Vesalius College is based on the educational and organisational principles of American colleges: in order to make interaction between faculty and students feasible, classes are kept to a maximum of 35 students. As a result, students participate actively in their education by asking questions and learning to be critical of what they are told. In addition, students write papers and make oral presentations allowing them to develop skills that may serve them well in their professional lives. For some students and alumni of other bachelor programmes, the college-style approach to teaching and learning was an important criterion in their decision to study at Vesalius College. All students and alumni confirmed to the panel that education is indeed small-scale and intensive.

The panel notices that methods and skills courses are an important part of the core curriculum for all undergraduates at Vesalius College. Guided legal research, moreover, is an essential ingredient of the BAIEL. Students will not be merely instructed in the various legal fields but will also be integrated in a learning framework in which they can engage with legal documents through lectures, readings, class presentations, group sessions and by learning how to write legal texts. The input of experts and the research-based teaching of the (adjunct) faculty guarantee that the content of the various courses will be regularly updated and reflect the latest trends in the fields of International and European law. Moreover, by bringing in practitioners as guest speakers, during extra-curricular workshops or as adjunct faculty for an elective course, the programme tries to balance an academic curriculum with practical components and career perspectives. The mixture of classes by research staff and practitioners is much appreciated by the students. Different last-year students and alumni indicated that they had learned a lot during the practical project in the Capstone course.

In terms of facilities, students are making use of the combined offer by Vesalius College and VUB. During the site visit, the panel was guided around the premises of Vesalius College. All teaching activities are held in a new building which includes new furniture and computer infrastructure. This building is situated next to the VUB campus and features both classrooms and offices for administrative and academic staff. This set-up contributes to the

interactivity between students and staff and to the accessibility of faculty members. Students enrolled at Vesalius College can use all student-related facilities of VUB, such as the library, computer rooms, cafeteria, sports and health facilities. Students and alumni indicated they were satisfied with facilities at both Vesalius and VUB.

Future BAIEL students will benefit from the comprehensive tutoring system and information services currently on offer at Vesalius College aiming to guide students throughout their studies from the first semester until the time of graduation: the information and registration office, counselling services, career services and housing services. Furthermore, the English and Math Workspace assists students with weak writing skills and/or enhances students' knowledge of mathematics and statistics. A dedicated staff coordinates the internship programme, which is promoted but not compulsory, for students who wish to gain professional experience. The alumni association stays in contact with alumni by soliciting information on their continued studies or professional experience. Vesalius College also provides an academic advisory network offering personalised guidance to students. Such academic advisors (comparable to the so-called 'trajectleiders' at regular universities) are participating professors who work in close contact with the Registrar and the Associate Dean.

Considerations:

Although the panel is assessing a new programme, it is very important to realise that the BAIEL consists in fact of a new but additional curriculum that is very similar to (the structure of) three other bachelor programmes that are already running at Vesalius College. The panel sees the added value of this fourth programme and considers that the new curriculum – and the new law courses BAIEL will entail – shall have a positive impact on existing students and student numbers. On the other hand, the future BAIEL students will benefit from the existing courses on business, communication and international affairs.

The panel considers that the available course materials are of good quality, with clear indications about learning goals, contents and assessment. In so far as this could be established on the basis of the available materials, the learning goals of individual courses are contributing to the overall learning outcomes. A BAIEL student passing all courses successfully is therefore very likely to have reached the envisaged learning outcomes at programme level.

The information from the application document and the discussions on site show that Vesalius College intends to apply existing good practice in terms of academic orientation to the new programme. Moreover, the different interlocutors during the site visit have convinced the panel that there is interaction between education and research and that students will acquire the necessary academic skills to pursue an academic or professional career. The curriculum certainly is of adequate academic orientation to prepare students for a career as a non-lawyer legal expert in an international setting.

At first sight, the set-up of the new programme is clear, internally consistent and attractive: academic core courses, compulsory courses of increasing difficulty, a choice among sets of elective courses and five free electives from a wide range of cognate subjects. Moreover, the curriculum overview and course descriptions clearly indicate the prerequisites of more advanced level courses. Through the combination of major and free electives, students can tailor one third of the curriculum according to their own liking: the panel recognises that this is a very strong asset of the programme, which should however be handled with care by

both students and programme management / study advisors. Based on their choices of elective courses, students can put together a curriculum that ranges from monodisciplinary attention to specific aspects of international/European/business law to a multidisciplinary set of courses addressing different areas of law, politics, economics and international relations. Students should be informed that their choice of electives may impact on the possibilities for advanced studies at master's level, and supported in pursuing the chosen curriculum pathway.

Further to the above considerations on standard 1, moreover, the panel notices a discrepancy in the curriculum set-up between the purpose of the programme and the modules on offer in years two and three. The law component is omnipresent in both 'major requirements' and 'major electives', whereas students can – but do not have to – follow Liberal Arts modules as free electives. The panel suggests that the programme management considers how the Liberal Arts component can become an integral part of all individual course programmes. Moreover, Vesalius College may consider adding a fourth major elective (in addition to the current 'minors' in European law, International law and business law) that would emphasise the Liberal Arts dimension of International and European law. Looking at the courses on offer at Vesalius College, the design of the BAIEL programme, and the intimate connection of all bachelor programmes, the panel thinks that such adjustments are feasible without creating new modules or cancelling existing courses. If anything, the panel would suggest paying more/explicit attention to empirical research and to the methodology of social sciences in the methods courses.

On the basis of the application document and the discussion with the students who confirmed that the study load and the programme are feasible, the panel considers that the workload is adequate, in so far as this can be established for an entirely new programme that is yet to start. It seems that there are no major 'stumbling blocks' in the programme that could delay the study rhythm of students, on the contrary: the College is monitoring student progress and is in a position to review after each course evaluation the effective workload for each course.

According to the panel, Vesalius College has an adequate admission policy in place for the new programme. The panel also subscribes to the fact that Vesalius College attracts young adults from all over the world, who often come straight from (an international) high school, and offers them a first year programme aiming to bring all students to a similar level of knowledge and learning skills. Students can switch to a different major after one year and this option will also be offered to the new law programme students.

The panel considers that the approach adopted by Vesalius College to staffing is adequate. The mix of 'academics' and 'professionals' offering a variety of research capacity, knowledge, practical skills and experience to students certainly contributes to the overall educational vision of the College. The discussions with faculty and management confirmed the panel's impression that while Vesalius College is primarily a teaching college, its staff is generally also involved in research. This research is undertaken mainly outside the College as part of the assignment at VUB.

The panel is convinced that the already existing academic core part of the programme is well organised and that staff will fine-tune the existing modules to introduce students of the new programme to academic skills in the legal field. In so far as the delivery of law-specific courses is concerned, the panel considers that the existing faculty is certainly well equipped

to deliver the courses it is currently offering. Implementing the full programme will require additional (adjunct) faculty and a strong coordinator to ensure the coherence of the programme in terms of its educational delivery. According to the panel, the programme director is well placed to do so.

The additional human resources announced in the application document and confirmed during the site visit are necessary for the implementation of the entire programme. The panel recommends Vesalius College to maintain the mixture of research-based staff and professionals when recruiting additional faculty and adjunct faculty. The panel appreciates, in this respect, the efforts of Vesalius College to look for 'professionals' with an academic background. Moreover, newly hired faculty should (be hired also on the basis of their capacity to) become part of a team interacting with colleagues delivering other courses and organise courses in line with the specific educational approach of Vesalius College.

The panel considers that the facilities offered to Vesalius College students are up to standard. One of the key assets of Vesalius College is its size – small is beautiful. Thanks to the arrangement with VUB, a relatively small college as Vesalius can offer its students a wide variety of services. In this respect, the panel notes with satisfaction that the envisaged student numbers for the BAIEL are modest and that the Dean opts for limited growth and optimisation of existing facilities rather than expansion beyond the current premises of Vesalius College.

Moreover, the panel is convinced that future BAIEL students will find at Vesalius College an adequate study support system. Current students from other programmes indicated during the interview that they were satisfied with the quality of the services. The panel noticed during the discussion on site that the support provided through the English and Math Workspace is of high quality and delivered by staff that is passionate about their work.

In sum, the panel considers that the existing facilities, services, staff and courses are available and developed to such extent that the first year of the BAIEL programme can run as of September 2014. The current set-up of the curriculum, however, is not optimum and requires some reconsideration in so far as the second and third year are concerned. The individual courses may very well lead to achieving the intended learning outcomes, but do not yet do sufficient justice to the specific Liberal Arts dimension of this BAIEL programme. The panel strongly recommends Vesalius College to embed more structurally the Liberal Arts component in each individual BAIEL student curriculum, but considers that this task can be realised while running the programme.

Assessment: satisfactory

2.3 Generic quality standard 3: evaluation

The programme has an assessment policy that sets up a sufficient evaluation system to ascertain whether the intended learning outcomes are being achieved.

Outline of findings:

Vesalius College submitted its application for the BAIEL programme using a reporting format that does not reflect the January 2013 Assessment Framework applicable in Flanders. The application therefore pays much less information to evaluation than expected. During the

site visit, the panel has addressed the issue of evaluation in various sessions inquiring about policy, procedures and implementation. The panel received on site a copy of the General Academic Regulations of Vesalius College. It dedicates a chapter to 'Examinations and Grading' which will be applicable to the new BAIEL programme. Every semester, the Academic Standards Committee (ASC) assesses the academic status of each student; at the end of the programme, the ASC verifies if a student has fulfilled all requirements for graduation before the Examination Board pronounces the graduation result.

All courses at Vesalius College are organised within the context of permanent evaluation. Professors assess the students' work not just in one examination at the end of the semester, but continuously through shorter tests during the course and on the basis of written and oral work. There are regular tests, a mid-term and a final exam, and students also prepare assignments, papers and presentations. When reviewing the course materials on site, the panel noticed that professors clearly indicate in the syllabi what will be the object of the exam and how an assignment will be graded. Students confirmed during the meeting that they are informed about both assessment and grading.

The General Academic Regulations contain a section on disputes over academic results. There are three ways in which students can voice a concern. Students indicated that they are aware of these opportunities and most often address directly the examiner. One faculty explicitly invites students to consider their assignment marks and to clarify in a one-to-one situation any possible misunderstanding or disagreement. The Dean mentioned that there are hardly any disputes that require a formal settlement through the ASC.

After the site visit, Vesalius College provided NVAO with a document on BAIEL's Assessment and Examination Policy, dated June 2014. On request of NVAO, the panel reviewed the document and noticed that it is a rather general description of what is/will be done at Vesalius College and BAIEL in terms of assessment and examination. It contains, among others, sections on assessment variation, assessment weighting and assessment transparency, describing the types of assessment, the methods to ensure quality, validity and reliability of testing, and the ways in which the different forms of assessment are communicated. According to the document, the rules on assessment and examinations are stipulated in the General Academic Regulations. Reading the policy document, the panel acknowledges that Vesalius College is adopting various elements of assessment and examination. However, the document does not provide a comprehensive assessment policy, nor is it sufficiently specific in describing how professors design assessments and organise the examination, nor how assessment and examination are formalised.

Considerations:

On the basis of the discussions on site, the assessment materials in the available courses and the additional documents provided on the spot, the panel considers that Vesalius College is using a common sense approach to assessment, which will also be adopted in the new BAIEL programme.

The panel thinks highly of the practice to involve an external examiner to review the quality of the various education and evaluation components. Studying two external examiner's reports, the panel considers that the examiners are doing a thorough review, that the respective departments are taking on board their recommendations and that by doing so the overall quality of the evaluation system in general and the assessment process in particular are improving.

Other positive features are the diversity of assessments, the feedback to students and the organisation of mid-term exams. The assessment materials as well as the discussions with students and alumni lead the panel to believe that assessment is transparent, valid and reliable at the level of the individual course modules.

Overall, the panel considers that the assessment practice at Vesalius College is sufficiently developed and is confident that this practice will be adopted to the same extent in the new programme. On the basis of their individual experiences – both as academics in their own higher education institution and as experts in accreditation panels visiting other institutions – the members of the panel strongly advise Vesalius College to formalise the evaluation procedure and issue a comprehensive assessment policy. This advice still holds true after reviewing BAIEL's Assessment and Examination Policy, which according to the panel provides good background information but is not sufficiently comprehensive or specific. Vesalius College / BAIEL may want to get inspiration for such comprehensive assessment policy by looking into relevant assessment policy documents from other Flemish and Dutch universities. When elaborating its own comprehensive policy, the panel suggests Vesalius College to stipulate how assessments and examinations are formalised, and how individual marks are conveyed for the group work in the Capstone assignment. Moreover, the College may want to add a second reviewer to mark all assignments. Finally, in line with the increasing role examination boards nowadays play in the delivery of higher education programmes in Flanders and The Netherlands, Vesalius College may want to bring the expertise of its ASC and Examination Board members up to speed with the latest developments in assessment and evaluation.

Assessment: satisfactory

2.4 Generic quality standard 4: set-up and organisation of the internal quality assurance

The set-up and the organisation of the internal quality assurance are aimed at systematically guaranteeing and improving the programme with the involvement of the relevant stakeholders.

Outline of findings:

Vesalius College has its own system of quality control, which will also be applied to the new programme. The Academic Standards Committee and the Examination Board are the highest quality assurance bodies of the College, whose task it is to monitor overall student progress throughout their stay at Vesalius College, to establish that the general academic regulations are applied fairly and to ensure that the requirements for graduation within the individual majors are met by graduating third-year students.

Every semester two course evaluations take place: an early evaluation in week 4 of the semester and an extensive evaluation during the last four weeks before the final-exam week. The early evaluation consists of one short questionnaire per class which is given to students to complete as a group. The purpose is to detect at an early stage possible educational and/or organisational problems which can still be remedied during the course. The Associate Dean informs professors of the results and the Dean invites them to discuss solutions for the problems detected. The extensive course evaluations focus on course content and teaching methods. The Dean, Associate Dean and Heads of Department read all evaluations. Instructors are required to write a 'reflection report' on the feedback received

by the students. In case of serious problems, the instructor is invited by the Dean to discuss these matters. The course evaluations are completed anonymously and all written answers are typed in by a member of the administration to protect the privacy of the student.

Student progress is monitored through the system of individual Grade Point Averages (GPA): grades are kept using a summary measure of student's academic performance calculated by translating letter grades into numerical equivalents between 0.0 and 4.0. Vesalius College also grades students' work according to the standard Flemish system, which scores between 0 to 20.

As part of the overall assessment process, Vesalius College invites external examiners as quality control officers. After every semester and for every course, instructors prepare external examiner files which include the course manual and all graded assignments and tests which count for at least 10% towards the final grade. The examiners read selected examinations and written assignments for all courses in any given major on a random basis. External examiners make suggestions regarding course requirements, the type of examination questions and other pedagogical aspects of the courses. They also provide recommendations on the consistence and completeness of the curriculum. The examiners' involvement is a standard procedure in the UK. Although Vesalius College is no longer subject to accreditation by the British Open University Validation Services, the system has been maintained for quality purposes.

Vesalius College insists that all cases of fraud are dealt with severely. The College is using Turn-it-in software to detect plagiarism. When a faculty member is convinced that a student has committed an act of academic dishonesty, both the student and the administration must be notified. Cases of cheating, misbehaviour and plagiarism are communicated to the Student Conduct Panel, which addresses the charge.

The BAIEL programme will integrate the elements of good practice which are already established at Vesalius College: student evaluation at the beginning of the semester and at the end of each course, the yearly Quality Day featuring both evaluations of individual programmes or instructors and departmental discussions on teaching and learning objectives of the overall curriculum.

Faculty are involved through feedback reports to student evaluations, which should lead to an improvement of the teaching quality. They are encouraged to continually improve their teaching and good quality teaching is a key element taken into account for promotion. In order to increase the quality and support the individual teachers, a peer review system has been set up in which two colleagues attend a class and provide feedback afterwards. Similarly, the departments review the individual course syllabi to ensure that information is consistent and comprehensive.

Due to the small scale and the specific teaching style at Vesalius College, instructors and students communicate directly inside and outside the classroom. Every teaching staff needs to be available one hour per week per course, on top of class meetings, for students. This direct relationship contributes to the quality control process and is much appreciated by students.

Feedback is also gathered through meetings between the Dean and graduating students, as well as 'exit interviews' with a number of graduating students. The meetings and interviews

provide detailed insights into students' perceptions of the content and delivery of the programme. The College recently recruited a communications and alumni officer to support the alumni association. Vesalius College, moreover, maintains strong links with many professionals and organisations in relevant sectors as several (adjunct) faculty work for the European Commission or other international organisations and firms.

Considerations:

The panel thinks highly of the quality assurance system which is currently in place at Vesalius College and considers it will be a very useful tool to monitor and where necessary improve the quality of the new programme. The panel spoke with representatives of the College involved in quality assurance and thinks that these individuals are well prepared for their tasks.

The panel considers that quality control by external examiners is a strong asset of the quality assurance system. This strength is shown in the breadth and depth of the external examiner's reports which the panel could look into.

The panel noticed during the interviews that in line with the current system in place, students and staff of the new programme will be adequately involved in quality assurance. The existing contacts with alumni and the professional field are currently being strengthened, as is demonstrated for instance by the establishment of a Major Advisory Committee in law. Further to a remark by the panel, the college management agreed to invite representatives from a broader professional spectre to forthcoming MAC meetings.

Assessment: satisfactory

3 Subject-specific Learning Outcomes

Vesalius College has issued specific learning outcomes for each of its academically oriented bachelor programmes. The programme objectives distinguish between general, cognitive, skills-based and attitudinal learning outcomes.

The learning outcomes of the BAIEL programme are listed in Annex 2. Further to its considerations under section 2.2, the panel confirms that the subject-specific learning outcomes of the Bachelor of Arts in International and European Law comply with the Flemish Qualifications Framework (Vlaamse Kwalificatiestructuur - VKS). The level 6 descriptors of the VKS are covered by the learning outcomes. Accordingly, the panel considers that the programme can be legitimately characterized as a bachelor programme.

The panel therefore advises the NVAO to validate the subject-specific learning outcomes for the Bachelor of Arts in International and European Law.

4 Assessment process

NVAO received a request for an initial accreditation procedure regarding a new programme, the Bachelor of Arts in International and European Law (BAIEL). The request was made by the Executive Board of the Vesalius College Brussels and accompanied by programme documents. The NVAO convened a panel of experts consisting of:

- Prof. dr. Jan Smits, Maastricht University, chair
- Prof. dr. Hans van Hout, Amsterdam University, member
- Dr. Eric De Brabandere, Leiden University, member
- Mrs. Lize Van Dyck, Wageningen University, student-member

The composition of the panel reflects the expertise deemed necessary by NVAO for this initial accreditation exercise. Short CV's of the panel members are provided in annex 1. On behalf of NVAO, drs. Jetse Siebenga was responsible for the coordination of the assessment process. The external secretary, Mark Delmartino, drafted the panel report in close cooperation with all panel members and in agreement with the panel chair. All panel members and the secretary signed a statement of independence and confidentiality.

This request for initial accreditation builds further on a previous application which NVAO treated in spring 2013. At that time, the panel recommended NVAO not to approve the request because it judged the domain-specific requirements, the correspondence between objectives and the curriculum, and the consistency of the programme to be incompatible with each other.

For the current application, the panel based its assessment on the standards described in the NVAO Assessment framework for the Initial Accreditation of higher education programmes in Flanders 2nd round, as ratified by the Flemish Government on 25 January 2013. The members of the panel studied the information dossier submitted by the applicant institution for the proposed programme. The panel members reported on their preliminary findings, which the secretary collected and processed in view of the preparatory panel meeting in Brussels on 12 May 2014. At this meeting, the panel identified the most important issues for discussion on site and prepared the individual meeting sessions.

The site visit took place on 13 May 2014. The schedule of the visit is available in annex 4. The panel had discussions with representatives of both college and programme management, teaching staff, the professional field, the quality assurance and student guidance sections, and with students and alumni which are/were enrolled in similar bachelor programmes. The panel is aware that these students/alumni did not speak on behalf of the new programme, but found it nevertheless useful to get their viewpoint on issues of teaching quality, services, involvement, guidance, etc.

Immediately after the meetings, the panel formulated its considerations and preliminary conclusions per generic quality standard. These are based on the findings of the site visit and build on the assessment of the programme documents. The secretary then drafted the advisory report and circulated it to all panel members for review and feedback. The comments of the members were incorporated in a final version, which was validated by the chair on 6 June 2014, and submitted on behalf of the panel to NVAO.

5 Overview of the assessments

The panel presents its assessments per standard, as outlined in chapter 2, in the following table.

Generic quality standard	Assessment
1 Intended exit level	Satisfactory
2 Teaching and learning process	Satisfactory
3 Evaluation	Satisfactory
4 Internal quality assurance	Satisfactory
Final conclusion of the panel	Satisfactory

Annex 1: Profile of the institution and the programme

Institution	Vesalius College Pleinlaan 5, 1050 Brussel www.vesalius.edu
Status	Private not-for-profit organisation (vzw) under Belgian law registered with the Flemish authorities as an institution of higher education
Contact person	Bert Mosselmans, Dean +32 2 614 81 74 bert.mosselmans@vub.ac.be
Programme	Bachelor of Arts in International and European Law (BAIEL)
Level and orientation	Academic Bachelor
Field of study	Law and Liberal Arts
Variants	N.A.
Language of instruction	English
Location	Brussels
Study load	180 EC (3 years @ 60 EC)
New programme	Yes, both in Flanders and for Vesalius College
Perspectives	BAIEL is a BA degree similar to pre-law degrees in UK/US. Its purpose is to create legal non-lawyer specialists, liberal arts minded students with a strong interest and background in International and European law. It prepares students for an International career in business, civil society or politics where legal aspects play an increasingly important role. Students can reportedly move to initial LLM programmes in Europe, Law Schools in the US or certain MA programmes. BAIEL explicitly does not offer a Belgian law degree that provides access to the bar.

Profile of the institution

According to the introduction in the Vesalius College Catalogue 2013-2014, the College was established in 1988 by the VUB to provide a new form of university education in Belgium. Its founders were inspired by the small liberal arts colleges in the United States that place relatively more emphasis on teaching than on research. In such a setting, students are selected while classes are small and require active participation. Academic core courses teach students how to write, make presentations, perform research and use statistics.

Although Vesalius College is now legally independent of the VUB, the two institutions maintain very close relations. The College can draw on the academic facilities and student services of VUB, several courses are taught by VUB professors and some College professors teach at VUB. As a private institution Vesalius College does not receive funding from the ministry of education. The income through student fees therefore has to cover all expenses, including staff salaries. The College is not bound by the provision of the higher education act in Flanders that (bachelor) programmes must be taught (mainly) in Dutch.

Vesalius College offers three-year academic bachelor programmes in Business, Communications and International Affairs, and started in 2012-13 a one-year master's programme in European Union Policy. Instruction is entirely in English and most students are either native English speakers or have attended an international secondary school. Both staff and students at the College represent a wide variety of nationalities. The presence in Brussels of the European Commission, NATO and many multinational corporations constitutes an important resource for professors and students: class visits, guest lecturers, internships and a variety of courses focus on these international and multinational bodies.

Profile of the programme

The Bachelor of Arts in International and European Law (BAIEL) is a focused, intensive Bachelor of Arts programme covering the major legal sources, concepts and terminology of international and European law. It focusses on the basic principles in the most important sectors of international and European law. According to the programme, the law reflects historical movements and social developments not only in Europe, but also in the global context. By closely examining some of the most complex issues facing international and European institutions today, students will learn how the law evolves as popular values and ethics shift and perspectives change. The specific nature of the BAIEL is the combination of international law, which is universal, and European law which is applicable in Europe as a region. The programme also introduces the major players responsible for creating and enforcing international and European law, i.e. the states and the international and European institutions / organisations.

The programme is open to all students who meet the admission requirements. Consistent with the interdisciplinary design of the programme, the BAIEL provides students with the theoretical background and research tools relevant for studies in a number of related disciplines, such as political science, international affairs and economics, but the overall emphasis is on law. The programme is embedded in the academic and research oriented context of Vesalius College and VUB, and prepares students with career aspirations in international and European organisations for legal and policy oriented professions. Successful completion of the programme also provides the skills and knowledge for advanced studies at master level.

Status of the programme

There are but a few English-language bachelor programmes in Flanders and these are often offered by private higher education institutions. The proposed programme is very new for Flanders: there is no other bachelor programme in Flanders focusing on international and European law.

Currently Vesalius College offers three – NVAO accredited – bachelor programmes in Communication, Business and International Affairs. These programmes all have a similar set-up. While applicants should indicate the programme of interest, there is still room to switch the chosen major after year one. BAIEL consists of 180 EC spread evenly over three years / six semesters of full-time study. The programme consists of 97.5 EC major requirements, 30 EC major elective courses, 22.5 EC academic core courses and 30 EC free electives.

The BAIEL is presented on the one hand as a stand-alone bachelor programme, but is also likely to develop as fourth 'major' within the offer of Vesalius College. There is a significant overlap between BAIEL and the existing International Affairs curriculum. Some of the core

courses of the new programme are currently offered either as compulsory major (e.g. business law) or as part of an optional minor. All but one course of the first year already exist. Given this overlap in year one, Vesalius College intends to launch a marketing campaign upon accreditation and start in September 2014. According to the recruitment department, (future) students have expressed considerable interest in the new programme.

Curriculum

Year 1 – 60 EC

- Composition for Academic Communication (7.5 EC)
- Writing and Critical Inquiry (7.5 EC)
- Research and Presentation Skills (7.5 EC)
- Introduction to International and European Law (7.5 EC)
- Introduction to Legal Principles and Theories (7.5 EC)
- Economics (7.5 EC)
- Politics (7.5 EC)
- Business Law I (7.5 EC)

Year 2 – 60 EC

- Business Law II (6 EC)
- Criminal Law (6 EC)
- European Union Politics (6 EC)
- EU Constitutional Law (6 EC)
- Methods: Legal Analysis, Research and Writing (6 EC)

Year 3 – 60 EC

- Law of the EU Internal Market (6 EC)
- Human Rights (6 EC)
- Comparative Constitutional Law (6 EC)
- Contemporary Political Debates (6 EC)
- Methods: Rhetoric (6 EC)

Year 2 and 3

- Major electives – 30 EC taken over two years from one of the following minors
 - Minor 1 – European Law: Capstone course (EU case law); European & US Competition Law, EU Law of Freedom; Security & Justice; EU Common Foreign and Security Policy; European Organisations
 - Minor 2 – International Law: Capstone course (International case law); Current Challenges in International Law; Humanitarian Law; International Environmental Law; International Organisations and Global Governance
 - Minor 3 – Business Law: Capstone course (International business case law); International Commercial Arbitration; European & US Competition Law; International Banking and Financial Regulation; Intellectual Property Rights
- Free electives – 30 EC chosen over two years from all courses offered by the College

Annex 2: Subject-specific learning outcomes

General learning outcomes

- 1/ Provide students with a solid foundation in the knowledge of the substantive rules and principles of both international and European law
- 2/ Offer a specialised legal education and training
- 3/ Inject multidisciplinary talent into the legal profession
- 4/ Ensure that students further their studies in the legal discipline
- 5/ Offer students the opportunity to study international and European law
- 6/ Expose students to a wide spectrum of disciplinary approaches to legal study
- 7/ Learn in English

Learning outcomes at cognitive level

- 1/ Acquire knowledge of terminology and concepts of international and European law
- 2/ Gain an understanding of the international system and the European integration process
- 3/ Develop a working knowledge of international law-making
- 4/ Become familiar with the European institutions and the decision-making processes

Learning outcomes at skills level

- 1/ Independently analyse the interplay between international and European law
- 2/ Transpose an analysis of rules and events into a scientifically sound and feasible research project
- 3/ Use appropriate research methods and tools in the framework of independent research projects
- 4/ Gain knowledge of and practice with electronic information sources on international and European law
- 5/ Effectively communicate the acquired knowledge and the outcome of research projects
- 6/ Collaborate with others in group work
- 7/ Develop intercultural communication skills
- 8/ Further develop English language skills, both written and oral

Learning outcomes at attitudinal level

- 1/ Stimulate critical attitude
- 2/ Awareness of the normative dimension of international and European legal policies

Annex 3: Composition of the panel

– ***Prof. dr. J.M. Smits, chair***

Jan Smits holds the Chair of European Private Law at Maastricht University and is the academic director of the Maastricht European Private Law Institute. After his study of Law at the universities of Leiden and Poitiers, he obtained a PhD at Leiden University. He has taught at various universities in the Netherlands, Belgium, Finland, South Africa and the United States. Professor Smits is an elected member of the Royal Netherlands Academy of Arts and Sciences.

– ***Prof. dr. J.F.M.J. van Hout, member***

Hans van Hout is emeritus professor Educational Science of Higher Education at Amsterdam University. He studied empirical sociology and obtained a PhD in social sciences at the now Radboud University Nijmegen. Between 1993 and 2007 he was professor at Amsterdam University and management advisor to its Executive Board. Professor van Hout has extensive experience in visitation, accreditation and internal audit panels reviewing the quality of higher education programmes. Since 2009, he is member of the Supervisory Council of ROC Midden-Nederland.

– ***Dr. E. De Brabandere, member***

Eric De Brabandere is Associate Professor of International Law at Leiden University's Grotius Centre for International Legal Studies where he teaches International Dispute Settlement. He holds a law degree and a PhD from Ghent University and an LL.M. of the University of Geneva. His areas of expertise include international dispute settlement and arbitration and general international law. Dr. De Brabandere was awarded a research grant from the Netherlands Organization for Scientific Research in 2010 to conduct a project on the Resolution of Contemporary Investment Disputes.

– ***Mrs. L. Van Dyck, student-member***

Lize Van Dyck is studying Environmental Sciences at Wageningen University. She holds a Bachelor in Political Sciences and a Master in Comparative and International Politics from Leuven University, where she has been student representative at programme and faculty level. Since January 2013, Lize Van Dyck is participating in NVAO accreditation panels as student-member.

The panel was assisted by:

- Drs. Jetse Siebenga, policy advisor NVAO;
- Mark Delmartino MA, MDM Consultancy, secretary.

All panel members, the policy advisor and the secretary signed a statement of independence and confidentiality.

Annex 4: Schedule

Location: Vesalius College Brussels, Pleinlaan 5, Brussels Date site visit: 13 May 2014	
09u00	Arrival of the panel at the location of the site visit
09u00-09u30	Meeting of the panel – review of materials
09u30-10u00	Meeting with the representatives of the institution - Bert Mosselmans, Dean Vesalius College - Joachim Koops, Dean-elect Vesalius College - Paul De Knop, Rector Vrije Universiteit Brussel - Yves van der Hoeven, Secretary of the Board of Vesalius College
10u00-11u00	Meeting with programme management: - Bert Mosselmans, Dean - Joachim Koops, Dean-elect - Michel Huysseune, Associate Dean - Stephanie Gardner, Programme Director BAIEL
11u15-11u45	Meeting with teaching staff: - Stephanie Gardner, Assistant professor of Law - Anthony Valcke, Adjunct professor of Law - Marc Cogen, Full professor of Law
11u45-12u15	Meeting with members of M. Advisory Committee: - Jean-Michel Coumes, Counsel Hogan Lovells Law Firm - Sheila M. Wilkinson, Law Offices of Sheila M. Wilkinson PLC - Aida Mansour, Internship and Careers Officer, Vesalius College
12u15-13u00	Lunch
13u00-13u30	Guided tour of the facilities
13u30-14u00	Meeting with alumni: - Marina Lynch (class of 2013) - Elin Jonasdottir (class of 2011), Admissions and recruitment officer - Willemijn Nieuwenhuys, Director recruitment and external relations
14u00-14u30	Meeting with students: - Arnaud Bodet - Martina Hesse - Cleo Wanten - Glenda Calzuola - Charlotte Demedts - Klaus Shipley - Mathieu Kreusch
14u30-15u00	Meeting on assessment and quality assurance - Michel Huysseune, Associate Dean - William L. Chew III, Chair Academic Standards Committee - Kate Connelly, Director of English and Maths Workspace - Ilse Scheerlinck, Chair Business programme
15u30-16u00	Second meeting with programme management - Bert Mosselmans, Dean - Michel Huysseune, Associate Dean - Stephanie Gardner, Programme Director BAIEL
16u00-17u30	Internal meeting of the panel

Annex 5: Documents reviewed

Programme documents presented by the institution:

- Information Dossier Initial Accreditation Bachelor of Arts in International and European Law, Vesalius College, January 2014, 37 pages + annexes:
 - BAIEL learning outcomes
 - Minutes of meeting with VUB law faculty
 - Minutes of Major Advisory Committee Vesalius College
 - CV's of key faculty
 - Agreement re: graduation guarantee with University College Roosevelt Middelburg
- Curriculum overview BAIEL, May 2014
- Overview of course prerequisites BAIEL, May 2014

Documents made available during the site visit:

- Manuals, course syllabi and study materials related to first-year courses
- Available manuals and study materials related to second and third year courses
- Catalogue 2013-2014, Vesalius College Brussels
- General Academic Regulations for the 3-year programme, March 2014
- Guide for assessing compositions
- External Examiner's report Business studies
- Curriculum worksheet International and European Law
- Powerpoint presentation – handout on BAIEL

Documents made available after the site visit:

- Assessment and Examination policy BAIEL, June 2014
- Vesalius College course levels and level progression: Skills progression guidelines
- Format for internship evaluation by internship supervisor

Annex 6: List of abbreviations

ba	bachelor
BAIEL	Bachelor of Arts in International and European Law
CV	curriculum vitae
ECTS	European Credit Transfer System
GPA	Grade Point Average
ma	master
NVAO	Nederlands-Vlaamse Accreditatieorganisatie
ULB	Université Libre de Bruxelles (Free University Brussels, French-speaking)
VKS	Vlaamse Kwalificatiestructuur (Flemish Qualifications Framework)
VLUHR	Vlaamse Universiteiten en Hogescholen Raad
VUB	Vrije Universiteit Brussel (Free University Brussels, Dutch-speaking)

The panel report was commissioned by NVAO for the initial accreditation of the Bachelor of Arts programme in International and European Law of Vesalius College Brussels.

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