

Project form for faculty plans: International Classroom project

Deadline 1 May 2016

General information	
Project title	Globalising the law classrooms
Intended start date	1-1-2016
Intended period (1-2 years)	2 years
Budget requested (max. € 100.000 per faculty/50% faculty match)	€ 99,933.55
Faculty contact person	
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Project plan	
Summary (max. 150 words): <i>short description of the faculty's approach, objectives and targeted results.</i>	
<p>The Faculty of Law will start the project 'Globalising the law classrooms' with its English-taught master programmes; the re-accreditation process is used for meetings to improve both the learning outcomes of the programmes and of the courses themselves. Evaluations of the restructured English-taught LLM programmes will be conducted in which both academic staff and students are involved. Phase 2 will involve the Bachelor of Laws programmes, phase 3 the Dutch-taught master programmes.</p> <p>The Faculty will implement a 'corporate game' in its LLM and some tracks of the Dutch-taught master programmes. This will not only enhance active learning and employability, but also further integration between Dutch and international students.</p>	
The Why	
<ul style="list-style-type: none">• <i>faculty and/or programme vision on internationalisation</i>• <i>current situation (strengths and weaknesses)</i>• <i>new opportunities</i>• <i>verifiable objectives</i>• <i>motivate the choice of programme(s).</i>	
Faculty's vision on internationalisation	
<p>The Faculty of Law is both a national and internationally oriented faculty. The Faculty is of the opinion that internationalisation is important for several reasons: (1) the law and the legal profession are becoming more and more international; (2) societal and economic internationalisation demand that legal professionals consider law and the legal development in other countries more than in the past; (3) internationalisation leads to an overall quality increase in both the Faculty's education and research; (4) as a result of demographical developments the number of Dutch students will decrease and the Faculty will have to attract more international students in order to maintain the current student numbers; (5) internationalisation is a spearhead in the RUG strategy.</p> <p>The Faculty strives to further strengthen the current strong international profile in the upcoming years by: further internationalising and Europeanising of the Dutch law programmes, an increase in the number of exchange students, more international publications, further internationalisation of staff, strengthening international cooperation and increasing the number of international students. The Faculty has more than 90 reputable law partners and currently offers approximately 70 courses taught in English.</p>	

Different to other disciplines, it is not possible to 'translate' law programmes into English, as law is still mainly a national affair. Educating Dutch lawyers, judges, notaries, tax lawyers and other legal professionals in Dutch law remains to be the core business for the Faculty. Due to the nature of laws and jurisprudence being in Dutch, these cannot be taught differently than in Dutch. It is therefore impossible for the Faculty to transform all law programmes to English-taught programmes, a choice other RUG faculties were able to make. English-taught law programmes therefore need to be developed alongside the Dutch law programmes; this also makes internationalisation a more expensive investment for our Faculty.

Even though law education worldwide is conducted in the native language, there are possibilities to teach law in English. The Faculty has used these possibilities quite extensively by creating English-taught, non-national law oriented law programmes: (1) an English-taught Bachelor of Laws in which general principles, legal comparison and both European and public international law are taught, and (2) six specialised Master of Laws programmes which have a European law, public international law or legal comparison character.

The Faculty strives to offer a unique international classroom experience to students. In this frame work the Faculty will participate in the International Class Room Project of the University.

Faculty mission for the English-taught programmes:

Dedicated to creating sound legal experts who are able to work independently in an ever increasing globalising world, the Faculty of Law trains students to become solid legal professionals and be leading legal experts in the world. The Faculty of Law is to give students a unique internationally oriented high quality research-driven educational experience in an international classroom.

Educational vision English-taught programmes:

The Faculty of Law is of the opinion that students studying for a law degree need to be prepared for the international setting that nowadays affects all legal orders. This implies that students need to acquire knowledge and skills from an international perspective about important global jurisdictions, with – given our “home” jurisdiction - an emphasis on the European Legal Project.

The English-taught programmes provide an international state of the art educational high quality training aiming at highly motivated and intelligent students. The Faculty strives to provide the best educational surrounding, the best and inspiring lecturers and a culturally diverse group of students in an international classroom. Cultural diversity is of paramount importance as it sensitizes students to similarities and differences in jurisdictions, different legal solutions to legal problems, and the importance of the effect culture has on law. This will help students to become effective legal professionals in the international setting in which they will operate after their studies. The Faculty efforts to attract talented and highly motivated international students is partly directed to ensure students will find themselves in an international classroom. Programmes are designed and organized so that they enable students to optimally benefit from this cultural diversity.

Programme criteria:

1. All English-taught programmes are internationally oriented;
2. All English-taught programmes focus on the latest legal developments;
3. The English-taught Bachelor's degree programme (LLB) delivers a general legal education with an interdisciplinary component in each semester;
4. The English-taught Master's degree programmes (LLM) have a strong focus in a specific field of law.

Current situation

Due to the change to the block system, both the Dutch-taught bachelor 'Rechtsgeleerdheid' and the English-taught bachelor International and European Law were revised in the academic year 2012-2013. The changes took effect for the first year courses in the academic year 2013-2014 and for the second and third year courses in the academic year 2014-2015. Since the newly shaped programme will only produce its first graduates by July 2016, the programme will be

evaluated in the fall of 2016.

The English-taught master programmes have been revised in 2014, but only started in September 2015. This revision was started for two reasons: (1) to make the programmes more attractive to the target audience and thus increase the influx in the LLM programmes, and (2) the block system was implemented for the master programmes. In this revision also the education forms were explicitly discussed which led to most programmes changing their set-up and education form(s). E.g. for most Energy and Climate Law-courses a system of 3 hours of lectures per course were introduced where the first two hours are dealing with the (new) topics at hand and the third hour is used to apply the knowledge of the first two hours in both discussions and solving cases. This new set-up is highly appreciated by students; the first two hours of lecturers are quite interactive, but the third hour leaves for a lot of interaction and active participation from the students in the programme. The fact that most students come from different legal backgrounds leaves a lot of room for discussion with regard to different legal solutions to the same case. This is just one example of already implemented changes to the curriculum. A new round of evaluations is tied to the re-accreditation process and some changes might still be implemented to further improve the programmes and adapt even more to the international classroom.

The Dutch-taught master programmes were revised in 2014 as well in order to adapt them to the block system. No substantial changes were made to content and/or education forms. Currently the Faculty is looking into these matters as well, which leads to opportunities of adding some international classroom-components in the Dutch-taught programmes also.

Strengths

- The revision of the English-taught programmes has already led to the implementation of new education forms.
- The revised Dutch-taught bachelor is more skills-oriented, which seem to match the needs of both the students and the professional field.
- The English-taught programmes show a very mixed and diverse group of students without having one nationality stand out. This makes for interesting legal discussions. The Faculty of Law hosts 69 nationalities in total at the moment (LLB, exchange, and LLM students).

Weaknesses

- Not all English-taught courses have already implemented new education forms.
- The new education forms have not been formally evaluated yet.
- The Faculty will still have to look into the Dutch-taught programmes with regard to education forms.

New opportunities

Since the Faculty is currently in the middle of the re-accreditation process, meetings are already scheduled to evaluate programmes and then also discuss newly implemented education forms and possibly spreading these new forms to more courses.

As a result of recent evaluations about the master education in the Dutch-taught LLM programmes (e.g. Keuzegids Hoger Onderwijs), the Faculty is of the opinion that the set-up of these programmes might be altered as well. This could be a perfect moment to include the topics of new education forms and intercultural competencies.

Verifiable objectives

- The learning outcomes of all programmes will be adjusted to reflect the changes made as a result of the discussions per programme.
- Some courses will change their education form.
- A pilot will start implementing 'perusal' in the course International Corporate Insolvency Law.
- A 'corporate game' will be developed and possibly replace the Master's thesis in some programmes.

Choice of programmes

The Faculty has decided to start looking at the English-taught programmes first when implementing the International Classroom. A lot of parameters are already met, since the

group of students is very international, most international staff members are teaching in these programmes, the topics are more international due to the nature of the programmes, and both students and lecturers are very open to intercultural competencies and internationalisation.

Therefore the following programmes will be looked at in the first stage of this plan:

- International and European Law (56829; LLB)
- Energy and Climate Law (66829; LLM)
- European Market Law (60602; LLM)
- Global Criminal Law (60669; LLM)
- International Business Law (60604; LLM)
- International Commercial Law (60603; LLM)
- International Human Rights Law (60605; LLM)
- Public International Law (60605; LLM)

For the second phase the Dutch-taught programmes will be looked at; specifically the Dutch Law masters, tracks Business Law ('Ondernemingsrecht') and Private Law ('Privaatrecht') will be included in the first phase of implementing a 'corporate game'.

Approach

- *describe how the faculty will use the IC conceptual framework and parameters: describe how to align vision, learning outcomes, teaching and learning, and assessment at programme and at course level (please refer to annexed IC framework for further details)*
- *start at the programme level and describe how decisions at the programme level will influence course design.*

IC conceptual framework and parameters

- *to be aware of the impact of the existing culture(s) – local, disciplinary and academic*
- *to use diversity as a resource*
- *to extend specific context to an international context*
- *to enable purposeful interaction in the formal and informal curriculum*
- *to provide appropriate language and support for intercultural competences for this purpose*
- *to find a balance between being explicit about norms, values and standards, and being flexible and reflective about current practices*
- *to align learning outcomes with global and intercultural competences.*

Learning outcomes

Since the Faculty is in the middle of the re-accreditation process for all its programmes, the opportunity will be taken to use the discussions with regard to learning outcomes, content of the programmes and critical reflections to write to discuss the issue of the international classroom simultaneously. For each programme the lecturers are asked for a meeting in which the programme will be discussed. These meetings will have three central questions (what is the ideal student for the programme?; what kind of graduate will be 'delivered' at the end of the programme?; looking at all discussed: what effect does this have on the learning outcomes and do they need to be rephrased?). Central to these discussions will be globalisation of law and law professions and the kind of graduate the professional field is currently looking for.

The adjusted programme learning outcomes (IC parameter 1) will be sent to all lecturers who then will have to look at the courses they are teaching to see which parts of the programme learning outcomes are met by their specific course(s). They will be asked to also adjust the learning outcomes for their course(s) if need be. The IC project coordinator will make sure all courses deliver their results timely.

Since the English-taught programmes were completely restructured in 2014 (going into effect in the academic year 2015-2016), a lot of work has already been taken care of regarding this topic. All lecturers used the restructuring to critically look at the courses they were offering and the coherence of their programmes. It was then also explicitly discussed to have international and interactive elements in the classes, using the diversity of the group of students. It appears that most courses have taken up this challenge and implemented new possibilities. The

scheduled meetings are anticipated to have a stimulating effect for courses in which so far less steps have been taken.

Now all programmes have been running for about one year (and the LLB programme has run a full course of three years in July 2016), it seems prudent to have evaluations with regard to the changes. Both students and lecturers will be involved in such evaluations. In the meetings with both students and lecturers the following topics will be discussed explicitly:

- Diversity as a resource: to make more implicit the importance of using student and staff diversity as a resource. This could be used to further improve learning outcomes. The diversity of students in class makes it possible to practice and improve intercultural skills. Intercultural learning would include more specific goals on the exchange of ideas and experiences of students with varying backgrounds.
- Balancing theory and practice: some newly structured programmes have already implemented new education forms which create a better balance between theory and practice without losing the character of being a programme at a research university.

Teaching and learning

The seminars are paramount in each master programme within the Faculty of Law. This education form has a smaller group of students and is aimed at being more interactive. It is both a meeting and exchange platform for all participants. Same goes for the research seminars in the English-taught bachelor programme and the courses 'Onderzoeksvaardigheden' in the Dutch-taught bachelor.

Since the English-taught programmes already have a very strong sense of community, the Faculty will look into creating similar community-building in both the Dutch-taught bachelor and master programmes. Next to this, it is intended to accommodate international comparative learning and being contextually sensitive in legal situations. This can either be facilitated by a semester abroad, but also by joining in courses offered in this area as a result of the Language and Culture Policy project.

Interactive learning is a great stimulus for students to enhance their performance. When looking at, specifically, the master programmes, implementation of interactive teaching methods will be taken into consideration. As the Faculty has 'educational meetings' ("onderwijsmiddagen") every once in a while, one of these meetings could be used to invite the trainer of the workshop 'Engaging teaching and learning activities' offered by ESI. This educational meeting will be planned for the fall of 2016.

All students of the English-taught programmes workshops are offered two types of workshops: one to support their English proficiency, the second to provide them with careers advice. This adds to the learning opportunities for students in and outside the programmes. Since this part is already taken care of in the project proposal for the Language and Culture Policy project proposal, no further details are provided here.

The Faculty was already offering two courses to all lecturers who teach in the English-taught programmes; these courses dealt with 'Good practices in the International Classroom' and 'Teaching in the International Classroom: tools and theoretical frameworks'. Lecturers who have not participated so far will be invited to now participate in these courses.

The Faculty wants to investigate the option of offering a 'corporate game' in some of its programmes. This corporate game would be a hands-on legal business case for students to be presented with and which students would have to solve within a certain amount of time. The case would stimulate team-work, negotiation between (national and/or international) team members, and ensures active learning. At the end of the corporate game students would have to present their solution to a group of lecturers, who will function as a Board of Trustees of a company, as to simulate a real life situation as much as possible. As this corporate game would replace the Master's thesis, the students will have to write a paper about one of the topics of the game still, as to ensure that their research skills are also assessed in this particular way.

The game would stimulate integration between Dutch and international students and thus help the Faculty with its inclusion-policy, will show students clearly what future career options can be which inevitably increase the employability of students, will present cases based on the research of lecturers and thus enhance research-based learning, will increase the level of active learning in the faculty, and might lead to a new learning community within our Faculty at a

later stage.

The Faculty intends to employ a lecturer in the field of business/economic law for this purpose for a period of at least two years. Within these two years, the framework for the corporate game needs to be set-up, the rules and regulations need to be set, other lecturers will have to be involved in the project and at least the first corporate game should take place. In these two years the corporate game should be created for the following programmes: International Business Law, International Commercial Law, Dutch Law – track Business Law ('Ondernemingsrecht'), Dutch Law – track Private Law ('Privaatrecht'), Energy and Climate Law and European Economic Law (currently called European Market Law), with a pilot in the first year for the International Commercial Law and International Business Law programmes. The lecturer should also investigate the possibilities of cooperating with law firms, as to acquire input from the legal field directly. First indications are that some law firms would be interested in such initiatives.

In a second phase (perhaps in a new project call), the Faculty intends to employ a new lecturer for the programmes International Human Rights Law, Public International Law, Global Criminal Law, and possibly for some of the more public law oriented Dutch-taught programmes. Since the nature of these programmes are different, this might lead to moot courts, giving advice to a Ministry of Foreign Affairs or alike rather than a corporate game. This new lecturer can use the framework, etc. set out by the corporate game. All-in-all the Faculty to intends to see if there are possibilities for most programmes to at least present a similar option in the longer term.

Assessment

Overall, the assessment of study progress per student is systematic and structurally embedded in registration and monitoring work at the Faculty. Assessment results and student evaluations are discussed by both the Board of Examiners and Curriculum Committees.

The evaluation of the English-taught LLM programmes, as mentioned before, will also hold an evaluation of the newly implemented assessment forms. An educational meeting could be dealing with the result of these evaluations; a meeting in which best practises from within the Faculty are discussed with a group of interested lecturers who are willing to implement new education and assessment forms. One of the trainers of the ESI workshop 'Engaging intercultural teaching and learning activities' could add by giving a presentation at this 'onderwijsmiddag'. This educational meeting will be planned in the winter 2016-2017. Like all Faculty programmes, all courses in all English-taught LLM programme entail assessment, examination and grading. As the International Student Barometer keeps on providing us with the result that assessment, marking criteria, and performance feedback weak points within the University as a whole, the Faculty will spend another 'onderwijsmiddag' on this topic. Lecturers interested can participate in the ESI workshop 'Assessment in an international setting'. The 'onderwijsmiddag' will be planned in the fall of 2016 and lecturers are planned to participate in the workshops in the period fall 2016-summer 2017.

For these the Faculty is using standard forms which clearly show the criteria students have to fulfil; lecturers need to indicate on this form how a student performed compared to his/her peers (below average, average, above average, etc.). For the bachelor's thesis the criteria for the oral part will be added to the standard form in the spring/summer of 2016. It is currently being researched if it would be possible to have the standard thesis assessment form be only available in the language of the programme, as soon as the programme name is filled in on the form (and thus the language of instruction of that programme can be determined). This way students of Dutch-taught programmes would automatically receive their feedback in Dutch and students of the English-taught programmes would automatically receive their feedback in English. This would also standardise the process of performance feedback for the thesis considerably and possibly take away from any possible even out any matters which currently might be unclear; this all as a result of the fact that the marking criteria are explained carefully on the form and the feedback is delivered to all students in the same way.

Assessment standards need to be determined for the corporate game and its public law variant. These need to be set by the lecturers involved in conjunction with the Director of Studies and the Board of Examiners.

Evaluation

The Faculty's study advisors keep track of the study progress of all students. It is part of the Faculty's culture that also, especially for the smaller groups at master level, the lecturers will be aware of the progress and possible study problems of students as well. When such problems are detected, lecturers generally contact the study advisors of the International Office so they can contact the student(s) for a meeting. For the English-taught programmes the International Office has two study advisors available for all students. After each block study progress is monitored and students are called in in case they perform below par. Possibilities of improvement are discussed and personal circumstances taken into consideration in such meetings. The study skills courses of the Student Service Centre (SSC) are highly valued in this respect. Students can also be referred to the student counsellors and/or student psychologists in more serious cases.

Students of the Dutch-taught programmes are kept track of by the study advisors of these programmes (3.9 FTE). The same procedures apply here.

In all cases, students can also contact the study advisors directly in case they feel in need of help. For the English-taught programmes it is explicitly explained during the induction sessions per working group (bachelor) / per programme (master) that study advisors are available, what they do and how they can be contacted.

On top of this, the International Office organises some social activities for the international students as well in order to enhance community-building and to keep an informal eye on the social situation of students as to be able to detect early on if students need extra help or seem isolated.

Currently information is given to students during the plenary introduction meeting of the Faculty and also during the induction meetings in smaller groups. The International Office is however planning on adding extra information in the induction meetings on the assessment, marking criteria and performance feedback. Next to this, more attention will be paid to the Dutch grading system in general and how the scale is used in Groningen.

Students are actively involved in the evaluation processes for blocks and the exams. Students appreciate the fact that their input is taken seriously and acted upon in a quality cycle that involves the creation of action plans for the revision of courses and/or the programme. On top of this students are part of the Curriculum Committees in which the quality, etc. can be and is discussed and which can give advices to the Faculty Board on these matters.

All newly structured English-taught LLM programmes will be evaluated in the spring/summer of 2016 for which both students and lecturers are invited. The corporate game will be evaluated at the end of the first round. This evaluation will involve the Director of Studies, the academic directors of the programmes involved, lecturers involved in the actual game, and of course the students who have participated in the game. The Advisory Board for the English-taught programmes (in which both alumni and the professional field are represented) will be presented with the results of these evaluations plus the critical reflections which are written for all programmes as part of the re-accreditation process. The Advisory Board will be explicitly invited to provide the Faculty with feedback on both.

Project organization

- *describe stakeholders involved, activities and a time line*
- *describe responsibilities, roles, expertise and coordination in faculty and communication with stakeholders*
- *describe required additional expertise from central level and/or external expertise.*

Stakeholders, activities and timeline

1 January 2016-1 July 2016: meetings with lecturers and students English-taught LLM programmes

It is currently intended to involve the lecturers of the English-taught LLM programmes in the discussions about the programmes. These meetings are taking place between 1 January 2016 and 1 July 2016. These lecturers will enter into a discussion of what the graduates in their programme are able to do and what they know at the end of their programme and as a result of these meetings adjust the learning outcomes for (1) the programme and (2) their specific courses. The adjusted learning outcomes should take effect from 1 September 2016,

reflected in the Teaching and Examination Regulations 2016-2017. An initially small group of lecturers for the English-taught LLB programme will be invited to do the same in this round, as to be able to already adjust the learning outcomes for the programme in the Teaching and Examination Regulations 2016-2017.

Every re-structured LLM programme will be evaluated with both students and lecturers in the spring of 2016.

Fall 2016: meetings with lecturers and students both LLB programmes

In a second round, the lecturers of the two bachelor programmes will also be invited for a similar exercise. This is planned for the fall of 2016. At this point the lecturers will be invited to make adjustments to the learning outcomes of the specific courses as well. Possible new adjustments to the programme learning outcomes will then be reflected in the Teaching and Examination Regulations 2017-2018, which take effect from 1 September 2017.

Both programmes will be evaluated with both students and lecturers in the fall of 2016.

Fall 2016-summer 2017: meetings with lecturers and students Dutch-taught LLM programmes

Round three includes similar discussions about the Dutch-taught programmes with the lecturers of these specific programmes. These meetings will be planned in the period fall 2016-summer 2017. Adjustments to the programme learning outcomes will also be reflected in the Teaching and Examination Regulations 2017-2018, also taking effect from 1 September 2017.

The Dutch-taught programmes will be evaluated with both students and lecturers in the fall of 2016/spring of 2017.

Fall 2016: employ business law lecturer to set-up corporate game

The Faculty intends to employ this lecturer in the fall of 2016 as to give him/her ample opportunity to come up with a solid plan for the corporate game and prepare the game to such an extent that the corporate game can be implemented in the academic year 2017-2018.

Fall 2017: start corporate game

The first corporate games for European Economic Law (currently called European Market Law), Energy and Climate Law, International Business Law, International Commercial Law, Dutch Law – track Business Law ('Ondernemingsrecht'), and Dutch Law – track Private Law ('Privaatrecht') should start in the fall of 2017.

Responsibilities, roles, expertise and coordination

The project coordination of the International Classroom project for the Faculty of Law is taken care of by Kirsten Wolkotte, coordinator of the Faculty's International Office. She is responsible for the overall running of the project and will keep track of the progress made in each stage.

The Faculty will create a project group which includes at least one Dutch student (e.g. the chair of the 'Juridische Faculteits Vereniging' or one of the other study associations or perhaps the student assessor of the Faculty Board), one international student (e.g. the chair or other board member of Nexus), one or two academic directors of the English-taught programmes or key lecturers in the programmes, the Director of Studies (Dr J.J. Dijkstra) and the Dean (being responsible for all education in the Faculty; Prof. dr J.B. Wezeman). At a later stage a few key lecturers of some Dutch-taught programmes will be included in the project group. This project group will meet regularly to discuss the progress of the project and possibly start new initiatives.

The academic staff of each programme will be invited for meetings per programme in which the above-mentioned will be discussed. If there is need for extra expertise, either from ESI or an external expert, the Faculty will apply for this in the next call.

The new lecturers to be employed for the corporate game and the public law variant will be closely cooperating with the Director of Studies and the project coordinator of the International Classroom project.

The students are involved in the curriculum evaluations of both bachelor programmes and the English-taught master programmes. In phase 3 the Dutch students who are part of the Dutch-taught programmes will also be included.

The Advisory Board for the English-taught programmes will be informed of all actions taking place and will be invited to give feedback on all matters discussed and implemented. They are expected to meet summer/fall 2016.

Communication with stakeholders

Communication is taken care of by the project coordinator. The Faculty Board will send a more general statement to the Faculty's academic community announcing the steps which will be taken and more specific invitations to the members of the project group.

Most preparatory communication will be taken care of by email, meetings will obviously be in person and the aftermath usually is taken care of by email as well.

Additional expertise from central level/external expertise

The Faculty would gladly use the expertise of ESI for some courses or presentations at the 'onderwijsmiddagen'. If need be, the project group might also invite further experts in specific fields for a short period of time. The Faculty would e.g. consider having Ms Betty Leask over for two or three days in which a general/plenary session can be planned in for all staff and then more specific talks per interested programme. This will be a new phase though which will be taken care of in a second call.

The project coordinator will keep contact with the staff on RUG central level to stay updated on any developments and keep the RUG central level project staff informed on the progress of the project in the Faculty of Law.

Sustainability and dissemination

- *describe how the results will be relevant for other programmes in the faculty*
- *explain how results and expertise will be shared, developed and embedded in a structural way faculty-wide after the completion of the project.*

The results of the English-taught programmes will be used as a mould for the Dutch-taught programmes. It is needed to make both students and staff more aware of the necessity of having intercultural competencies, also when working in the Dutch context. More and more law firms are dealing with international corporations, cross-border business deals, cross-border/transnational crimes, etc. and students need to be prepared to deal with these types of situations when employed. Next to this, only 25% of the law graduates end up in the traditional law professions (lawyers, judges, prosecutors) which leaves 75% in different positions. Considering the globalising world, economy, work ethics and so on, it is advisable for the Faculty of Law to prepare its graduates for this scene, especially when non-traditional employment is sought.

The corporate game and in time its moot court variant are new features which will make the programmes more attractive to both Dutch and international students and should thus, should they be successful, become an integral part of the English-taught LLM programmes and a regular option within the Dutch-taught programmes.

The policy advisor appointed as contact person for the IC-project will make sure to coordinate all activities in this project. As such, overview is held, results from one part of the project can be used and implemented in other parts. Managerial support for outcomes of the project is ensured as the project team includes the Director of Studies and the Dean of the Faculty; all results and plans will be discussed in the project team and, if need be, in the Faculty Board. The Quality Assurance Department will include the results of this project in its regular evaluations.

If applicable (optional)

Synergy with International Classroom project and/or Learning Communities Project

<p>- Describe how the objectives, activities and approach for this LCP faculty plan are related to objectives, activities and approach for the International Classroom project and/or Learning Communities project, from an overall vision and from objectives.</p>	
<p>Finances</p> <p>- specify budget required from the Executive Board (max. 100,000 Euros) and budget matched by the Faculty Board. Refer to stakeholders, expertise and activities and timeline described under project organization.</p>	
<p>Training/workshops:</p> <p>'Onderwijsmiddag' 'Engaging teaching and learning activities' € 350.00 'Onderwijsmiddag' 'Engaging intercultural teaching and learning activities' € 350.00 New rounds of existing in-house ESI-workshops: - teaching in the international classroom: tools and theoretical frameworks € 580.00 - Good practices in the international class room € 580.00 New ESI workshop: - Assessment in an international setting (10 persons, € 150 each) € 1,500.00</p>	
<p>Staff:</p> <p>Replacing policy advisor for IC-project for the duration of 10 month, 0.2 FTE, replaced by scale 8.4: 10 x € 930.71 € 9,307.10 University lecturer(s) to develop corporate game for 2 years, 1.3 FTE € 187,200.00</p>	
Total:	€ 199,867.10
Amount to be matched:	€ 99,933.55