

**TEACHER'S MANUAL FOR SUPERVISION AND ASSESSMENT OF  
MASTER'S THESES FOR LAW PROGRAMMES**

2024/2025

# TEACHER'S MANUAL FOR SUPERVISION AND ASSESSMENT MASTER'S THESIS

*Master's degree programmes in Law, Tax Law, Notarial Law and Child Law*

## 1. INTRODUCTION

In many cases, writing the master's thesis is the final part of the master's degree programme. It is also the part that students sometimes do not look forward to and where they incur delays. Practice shows that most problems and delays arise from unclear agreements and (unjustified) expectations. In many cases, this is preventable. To do so, it is necessary to make agreements at faculty level about what students and supervisors can expect from each other as a minimum. This manual contains the faculty guidelines for thesis supervision for lecturers of the master's programmes in Law, Tax Law, Notarial Law and Child Law. The manual aims to provide insight into the responsibilities of the various staff involved in the process of supervision and assessment of master's theses (such as the departmental thesis coordinator, the thesis supervisor and the co-assessor), and what can be expected of them during the thesis writing process.

The principles as set out in this manual have come about on the basis of good experiences of departments, as put forward in the consultation of master's thesis coordinators, recommendations of the Faculty Examination Board based on a study of the master's thesis trajectory and comments by members of the Teaching Board. An attempt was made to draw up a manual indicating how the organisation and supervision of the master's thesis can contribute to the successful completion of a thesis trajectory that meets the minimum requirements set by the Executive Board and review committees. The Academic Directors agreed to the outline of this manual in the meeting with the Faculty Board on 24 June 2014. It is updated on a limited basis every year; this concerns in particular the references to OER and R&R for the current academic year.

In the further detailing of the master's thesis trajectory - within the guidelines outlined in this manual - there may be differences per programme, specialisation and department, depending on the field of Law, the number of students involved, the size and organisation of the particular department and the structure and scheduling of the programme of the corresponding specialisation. However, as regards the minimum number of moments of guidance, marking time, the use of the assessment form and the use of the co-assessor, these are basic requirements that must be met in every thesis process. These requirements cannot be deviated from - apart from the indicated exception regarding the marking time - as they are covered by obligations that are included in various regulations (OER, R&R, etc.) that are very strictly monitored in the context of visitations for accreditations. These components are indicated by # in the summary below.

A successful process requires clear agreements and knowable commitment from both staff and students. In addition to this manual for lecturers and other parties involved, there is therefore also a master's theses manual for students. These two manuals should be read in conjunction.

*Summary of key principles:*

- *# Student and supervisor have a minimum of three supervision interviews, excluding the final meeting. See 3.2.*
- *# Thesis supervision should always take place; a completed thesis submitted 'out of the blue' cannot receive a grade. See 3.2.*
- *At the start of each thesis project, preferably during an 'intake interview', the student and thesis supervisor make agreements about the project. These are recorded by means of an intake form. See 3.2.1.*
- *Feedback is given on each part of the thesis at least once in the supervision process. See 3.2.2.*
- *# Once the final version of the thesis has been handed in, it can no longer be corrected (see 3.2.2.), except in certain cases of unsatisfactory results, by way of resit, see 4.*
- *# Theses are digitally checked for plagiarism, see 3.3.2.*
- *# A master's thesis is assessed within 15 working days after the agreed submission date. In certain periods this may be deviated from, see 3.3.3.*
- *# The length of a master's thesis is 10,000 - 15,000 words (including notes, excluding bibliography), if exceeded, the student should compress it. This may be deviated from in special cases, see 3.3.4.*
- *# The second assessor reviews the thesis in full, see 3.3.5.*
- *# The thesis supervisor and the co-assessor both complete the digital assessment form, see 3.3.4 and 3.3.5.*
- *# If the thesis supervisor and the co-assessor have initially given a different grade for the thesis, they determine the final grade by mutual agreement and provide a joint justification, see 3.3.6*
- *# Masters theses assessed as unsatisfactory can be rewritten and retaken under certain conditions, see 4.*

## 2. PURPOSE OF THE MASTER'S THESIS

By writing the master's thesis, students should show that - under supervision - they are able to recognise a legal problem, formulate it, analyse it and arrive at a solution using literature and case law they have found themselves. They should be able to present this process in a clear argument, intended for an audience of advanced law students or recently graduated lawyers. The **final qualifications of the master's thesis** - the knowledge and skills students should master at the end of it - are included **as an appendix** to this manual.

The process of creating the thesis has **two functions**, in which the teacher has two different roles. On the one hand, it is a learning process, in which the teacher has a *advisory* role. On the other hand, the writing of the thesis can be seen as a form of test in which the student demonstrates that he is capable of writing a thesis that does sufficient justice to the acquired academic skills. Both the teacher and the co-assessor have an *educative role* in this. It is important for a teacher to recognise these two very different roles.

**The language of the thesis** is Dutch or English. Art. 4.7.3 of [the Rules and Guidelines Master Examinations and Examinations](#) (hereafter: R&R) states that a student following a Dutch-language programme or programme direction may request the examination board to be allowed to write the thesis in English. The examination committee grants permission only if:

- a. the student has a demonstrable interest in writing a thesis in English;
- b. the latter plausibly demonstrates a sufficient command of English;
- c. the subject lends itself to it in the opinion of the examiner; and
- d. the examiner gives permission.

Art. 4.7.2 [R&R](#) states that **for each master's/graduate programme**, a student writes **an independent thesis** that fits within the field of law of that master's/graduate programme. The article leaves room for the possibility to write a combined master's thesis for 20 EC. Please refer to that provision for further rules on this.

## 3. THESIS PROCESS

Although the master's thesis is the final piece of assessment<sup>1</sup> of the programme, for the first time in the programme, students have to formulate and work out a research question of considerable scope largely on their own. Even students who have passed all courses up to that point - including practicum and privatissimum - sometimes still get stuck on this. That is why it is important that students are properly supervised and that clear agreements are made prior to the thesis project, so that student and supervisor know what to expect from each other.

Below, the process of supervision and assessment of the master's thesis is described in chronological order: from the start of the process (3.1), through the supervision (3.2) and assessment (3.3) to the

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<sup>1</sup> A student may start working on the thesis if he/she has passed at least three exams or 20 EC of the master's programme (applies in particular to those entering the master's programme in February, in a programme / major where the 10 EC of the master's thesis are entirely programmed in the second semester).

final interview (3.4) and the exit survey (3.5). This includes an indication of what is expected of each person involved.

### **3.1 Kick-off meeting and departmental coordinator<sup>2</sup>**

A kick-off meeting is generally held at the beginning of the course, explaining the course and the various aspects of designing, conducting and describing research. This is organised by the departmental thesis coordinator.

The departmental thesis coordinator is the first point of contact regarding master's theses for both students and staff. As a rule, students wishing to write a master's thesis in a particular department first report to the departmental thesis coordinator. In doing so, the student should have already done preliminary work and have (at least) an idea of the topic he wants to cover with the corresponding problem definition.

The departmental thesis coordinator:

- Assigns the thesis supervisor and co-assessor depending on topic and availability;
- is the first point of contact for students with a problem they cannot resolve with the thesis supervisor;
- monitors the progress of students;
- documents how many theses the department supervises, the distribution of theses among the department's thesis supervisors. The thesis coordinator may be supported by the departmental secretariat in this regard;
- Represents the department at the consultation of master's thesis coordinators;
- keeps the department's thesis supervisors informed of developments in faculty policy on thesis supervision. Particular attention should be paid to thesis supervisors with small appointments or externals. The departmental thesis coordinator should ensure that they too are well informed about the agreements on thesis supervision.

### **3.2 The supervision**

The writing of the thesis takes place under the supervision of the thesis supervisor. In "BOOM", 20 formation hours per thesis are reserved for the thesis supervisor's tasks (over 7% of the time the average student is expected to spend on the thesis, i.e. 280 hours, corresponding to a study load of 10 EC).

Supervising the master's thesis is an individual process; some students need more guidance than others. If it turns out that a student needs very intensive supervision, this may affect the grade (see also under 'assessment'). In all cases, guidance in the form of feedback should take place. Not only to give the student the opportunity to learn something while writing the thesis, but also to determine how the thesis came about (plagiarism!). Therefore, a thesis that is submitted for assessment 'out of the blue' cannot receive a grade. To this end, it is important that *every* student has at least three discussions with their supervisor, not including the final assessment. These interviews include at least:

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<sup>2</sup> In some departments, the individual sections have a thesis coordinator and there is no section coordinator. Hereafter, for convenience, we will always refer to the departmental thesis coordinator; instead, one can also read "section thesis coordinator".

- the intake interview, possibly combined with discussion of the first draft;
- discussion following the more detailed or improved version of the outline and/or draft of the first chapter(s);
- the discussion of the draft version of the whole thesis.

### 3.2.1 The intake interview

It is important that supervisor and student know what to expect from each other. To avoid ambiguities afterwards, it is therefore very important to make agreements about the further course of action during the *first or intake interview* and it is recommended to record these on an intake form (see appendix 1 for the model intake form). During the intake interview, it is recommended to pay attention to at the following general topics:

- The assessment criteria, as included in the online thesis assessment form, topics such as the length of the thesis (10,000 - 15,000 words including notes, excluding bibliography), use of language, literature references, plagiarism, etc.
- Expectations regarding the supervision and ambitions of the student. See also 3.3.4 regarding the size of the thesis.
- Circumstances that may affect the thesis process (e.g. which subjects the student still needs to complete, a second course or (side) job).
- The target date for submitting the final version of the thesis, incl. the schedule for meeting this date and the interim steps to be taken to this end.
- Agreements on how and when 'interim products' are handed in and commented on (see 3.2.2). It is important to also pay attention to the course of action if an agreed deadline is not met. Not to encourage this, but to prevent a student who fails to meet a deadline from not daring to say anything and to make clear what the consequences are for the planning.
- The deadline by which the final version is checked and assessed by thesis supervisor and co-assessor (see 3.3.3).
- The target date for graduation, incl. setting the date by which graduation should then be applied for at the latest.
- Any details that may affect the schedule, such as:
  - periods during which the supervisor or student is absent due to stay abroad or holidays and any possibilities of contact by e-mail during this period;
  - periods when no or limited supervision is possible (in some departments from 1 July - 31 August);
  - periods when different review periods apply (e.g. summer and Christmas recess).

### 3.2.2 Contact and feedback

Feedback not only has a learning function, but also prepares the student for the final assessment of the thesis, preventing a disappointing final assessment from coming as a bolt from the blue. In case of (very) critical interim feedback, it is recommended to confirm it in writing (by e-mail) to avoid misunderstandings. Furthermore, feedback can be given in different ways: the student takes notes

himself during the discussion or the thesis supervisor writes comments (by hand or digitally) on a draft. A *good practice* used by some tutors is to let the student make the report of the interview himself and send it to the supervisor: this often shows whether the feedback was correctly understood.

As for the process after the intake interview, the entire thesis is provided with feedback at least once. This may be done all at once or broken down into discussions of 'intermediate products', such as the draft version of one or more chapter(s). If the supervisor has previously provided feedback on the draft versions of individual chapters, then the draft version of the whole thesis only needs to be reviewed for consistency and it is not mandatory to provide detailed feedback again on the text of individual chapters.

Sometimes it is necessary to give feedback on the draft several times before it can be approved. Sometimes, after their outline has been approved, a student submits the draft thesis all at once (instead of first submitting a draft version of one or more chapter(s)) and feedback is given several times on this draft version if necessary. To prevent a student from submitting a draft version of the entire thesis too lightly (in the hope that the supervisor's comments will help him further), the supervisor may ask the student to submit only the draft version of the entire thesis that the student considers to be the final version. The supervisor giving feedback may then cap the number of corrections still to be made.

So there are several possibilities and ways of working. It is recommended to make clear agreements about all this within one department and to stick to one working method and communicate this clearly to students. This way, students within one department know what to expect and what is expected of them.

After discussing the draft version of the whole thesis, the student has a limited period of time to improve the draft in response to feedback from the supervisor until the final version of the thesis. This final version of the thesis is the *definitive final version*. Even if the result is unsatisfactory, it cannot be further improved unless the student is given an opportunity to 'repair' (see 4).

### **3.3 The assessment**

#### **3.3.1 Submission procedure**

In order for the thesis to be assessed, the student submits the final version of the thesis at least digitally (because of the digital plagiarism check, see 3.3.2). In addition, it may be agreed that the thesis is also submitted in hardcopy. Because of the Corona-measures, we currently advise against this. In future, theses uploaded in Brightspace will be included in the UB's thesis repository. The theses contained therein will not be accessible externally.

#### **3.3.2 Plagiarism and plagiarism control**

The final version of the thesis should always be checked for plagiarism. The plagiarism check via the programme **Turnitin** is integrated into the online thesis assessment form (see also 3.3.4). Turnitin provides a report indicating the percentage of the text that the programme has come across in other (Internet-accessible) sources; the pieces of text in question are also included in the report. Whether plagiarism has occurred cannot simply be concluded from the percentage just mentioned. Frequent use of quotations with correct source citations also leads to a high percentage. The supervisor should therefore check the pieces of text that the programme marks as possible plagiarism himself, and conversely be suspicious of any plagiarism that the programme does not detect; the critical eye of

the supervisor remains indispensable here. After all, Turnitin does not have access to all available material. For example, theses written at sister faculties are currently included in the check only if the faculty in question itself works with the same programme. In addition, Turnitin does not have access to publications that are behind a pay wall (e.g. Kluwer's digital library). Also, an earlier plagiarism check of the (draft version of the) thesis naturally leads to a very high percentage. Thesis supervisors are therefore requested to wait with the plagiarism check via the online form.

Thesis supervisors should indicate on the form that, in their opinion, the thesis is free of plagiarism, not only on the basis of checking with Turnitin but also according to their own observation, and explain the reason for any high percentage.

For further information on plagiarism control and interpreting a plagiarism report, see attached instruction (see appendix)

For faculty's views on plagiarism, see:

<https://www.organisatiegids.universiteit leiden.nl/reglementen/algemeen/plagiaat>

For more information on how to proceed after a finding of plagiarism, see the OER and Art. 6.5 of the R&R.

- Further explanation on plagiarism/fraud by Examination Board of Law

Article 6.1 [R&R](#) of the is the definition of **fraud**. It contains a general description and then lists a number of examples of fraud.

The definition of the term '**plagiarism**' has been clarified with effect from 2018/2019 by adding to it a number of examples of what the examination board understands as plagiarism in any case and reads R&R 24/25:

- "a. using or copying someone else's texts, data or ideas without full and proper acknowledgement of the source;*
- b. failure to indicate clearly in the text, for example through inverted commas or a particular design, that text has been taken verbatim from another author's work, even if a correct source citation is included;*
- c. paraphrasing the content of other people's texts without sufficient source references;*
- d. submitting a previously submitted or similar text for assignments of other examinations;*
- e. copying work from fellow students and passing it off as one's own;*
- f. submitting papers written by someone else, whether for payment or not."*

If the supervisor establishes plagiarism, in accordance with art. 6.5 [R&R](#), he/she shall notify the examination board as soon as possible and inform the student that this has happened. The examination committee investigates and determines on this basis whether a sanction will be imposed and, if so, which one. The thesis will not be assessed until the examination board has given its permission.

### 3.3.3 Assessment period

According to the [OER](#), the grade should be known within a maximum of 15 working days (see 4.6.2) after the agreed submission date. During holiday periods, this may be deviated from, provided clear



agreements are made between student and supervisor. It is highly preferable to discuss any deviations from the revision deadline as early as the intake interview (see 3.2.1). It goes without saying that if a student does not keep to the agreed submission date, any delays in the assessment period are at his/her own risk.

### 3.3.4 Assessment

The supervisor assesses the thesis on the basis of the assessment form. A number of issues are important to note here.

#### ➤ Scope of the thesis

The thesis comprises a minimum of 10,000 and a maximum of 15,000 words (including notes, excluding bibliography). A student may agree with the supervisor to write a longer thesis in exceptional cases, e.g. if he has academic ambitions and/or a research question whose elaboration and answer requires more space. If, without any prior consultation, a student submits a thesis significantly longer than 15,000 words, the student must compress it. The resulting delay will be at the student's risk

#### ➤ Assessment form

The following assessment criteria for a master's thesis are set out in the faculty assessment form (accessible via Education Intranet):

- Question
- Structure
- Argumentation
- Literature
- Language, style, design
- For the supervisor only: the level of independence in writing the thesis.

The independence criterion requires some clarification. It is definitely not the case that as the number of interviews increases, the grade for independence should decrease. What matters is the *character* of the guidance and the way the student processes the feedback. Does it show an individual mindset, is a student able to do something with the supervisor's advice? Or are the tutor's words adopted blindly, without showing that the student has understood?

For each criterion, there is a description of the requirements the thesis must meet for grades 6 to 10; there is also the option 'insufficient'. The thesis supervisor and co-assessor always choose the grade for the description they find most applicable and finally the grade for the thesis as a whole. The weighting of the various criteria is at the discretion of the first and second assessors. It is possible to give half a mark as the final grade of the thesis.

From academic year 23/24, the Faculty of Law will work with a new thesis assessment form, available at: <https://>

The new system has a number of significant advantages over the old system, including:

- Data needs not be entered twice by both reviewers.

- The form is linked to the file of enrolled master students, type in the student number and the name will appear.
- No error-prone linking of form attendant and second assessor behind the scenes.
- Plagiarism control with Turnitin is integrated into the form.
- What you enter in the form is automatically saved every five seconds; accidentally (or deliberately) closed forms can be reopened.
- Secretarial staff can enter some of the thesis data (apart from the assessment itself) and look up which assessments are in the system.
- For legal programmes, the completed assessment form has taken over the function of the mark sheet (or the excel file with thesis marks). Thus, the thesis grade no longer needs to be transmitted separately to the OIC.

### 3.3.5 Duties of the co-assessor

Based on the four-eye principle, every master's thesis should be assessed by an examination-authorized co-assessor. The co-assessor has not been involved in supervising the thesis. In principle, the co-assessor - who has purely an *assessment task* - is not involved in the thesis until the final version is handed in. For thesis supervisors who have not yet supervised many theses, it is recommended to involve the co-assessor earlier in the thesis process, e.g. when assessing the draft. As of this academic year (2024-2025), in principle, one of both - supervisor or co-assessor - should have a PhD (see appendix).

The co-assessor assesses the thesis integrally and independently using the criteria of the digital assessment form developed for second assessors. Integral assessment means assessment of the outline and structure of the thesis, thorough examination of the introduction and conclusion and assessment of the individual chapters in outline. Thus, the text of these need not be gone through in full detail, including correction of any spelling mistakes and misplaced commas. Integral assessment in this way should take an average of two hours, in line with the amount of formation a department receives per thesis through BOOM for assessment by the co-assessor.

The co-assessor always fills in their own assessment form.

### 3.3.6 Determining the final grade

The basic principle of the thesis assessment is that first and second assessors independently form an opinion of the thesis (see also section 3.3.5). Each establishes a grade. This is done on the basis of the criteria in the assessment form for thesis supervisor (first reader) and second assessor respectively. The co-assessor gives a mark with a margin of half a point up and down. First and second assessors may consult on the thesis. This consultation takes place only *after* each has formed an independent opinion on the thesis. Prior to the consultation, they may have completed the digital assessment form for this purpose but this is not required. The purpose of completing the assessment form is to record the reasoned judgement on the thesis. Both the first and second assessor complete an assessment form.

Should the marks of first and second assessor not match, they will agree on a single final mark. They will then be asked to give a joint short justification for the final grade.

In the unlikely event that first and second assessor cannot agree on the final mark, they will consult the department chairperson (or, if the department chairperson is one of those involved, his/her superior). The latter examines the thesis, hears the arguments of both and sets the final mark. If necessary, the department chair may ask a colleague to assess the thesis as a third party, if he/she considers him/her more expert on the thesis topic in question.

After completion of the online assessment, the final thesis grade is automatically transmitted to the OIC.

If the supervisor has a strong suspicion of **plagiarism**, he/she will inform the examination committee in accordance with art. 6.5 [R&R](#) (see more extensively above: section 3.3.2).

### **3.4 Final interview and exit survey**

Before each final meeting, the final grade has already been determined.

During the final meeting, the final grade is communicated to the student and reasons are given as to why the thesis has been assessed with this grade. If a student disagrees with the assessment, they can appeal to the [Examination Appeals Board](#)

Based on [the OER](#) (Art. 4.8) and the [R&R](#) (4.13.3), the regulations on **inspection and follow-up discussion** included in the OER apply mutatis mutandis to theses. The current working method of thesis supervision complies with these principles: in short, that there is a right to perusal and debriefing, that the thesis supervisor determines when and where this takes place, etc.

After the final meeting, the student is asked to **complete the digital exit survey**. This is a survey with questions about the thesis supervision and questions about the programme that were not addressed during the individual course evaluations (connection between courses, whether the programme as a whole provided sufficient training in skills, whether there are aspects that students missed during their programme, etc.). These surveys provide important information for the programme and faculty. Departments have all received a link to the survey<sup>3</sup>; these are sent by e-mail to the relevant student by the thesis supervisor, departmental thesis coordinator or the departmental secretariat (depending on the agreements on this within the department) after the final interview. Departments are asked to ensure that someone internally is responsible for reminding students of this request again.

## **4. INSUFFICIENT THESIS**

Of course, a master's thesis can also be assessed as unsatisfactory. In doing so, it is important to check whether a student has received proper supervision. Before giving a failing grade, consideration is therefore given to whether:

- a final version has been submitted which thesis supervisor and co-assessor judge does not meet the minimum requirements for a six (see the assessment form);
- clear agreements on the thesis process were made between supervisor and student during the intake interview;

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<sup>3</sup> <https://evasys.leidenuniv.nl/evasys/online.php?p=Rex2023-Jur>

- the student has had at least three interviews/'guidance moments' with the thesis supervisor, excluding the final interview;
- the student has had the opportunity to submit drafts, with the basic assumption being that feedback on each part of the thesis has, in principle, been given once (see section 3.2.2).

Please note that a final grade may not be changed. A mark sheet with the (failing) grade must be handed in to the OIC.

Since writing a thesis is not only a form of testing, but certainly also a learning process, a failing grade can be **repaired** or **resit**. Which option is chosen is determined by the original thesis supervisor in consultation with the departmental thesis coordinator

#### **4.1 Repair**

Repair involves a revision of the original thesis, possibly under the conditions that:

- the thesis supervisor and the departmental thesis coordinator are of the opinion that the research underlying the unsatisfactory thesis does not need to be repeated and
- the student wants to make use of this possibility and
- (summary) guidance is given by a 'new' supervisor<sup>4</sup> and
- a maximum of a six can be obtained as the final grade for the revised version and this is also stated in the E-study guide

*4.10.5 If a writing assignment, other than the thesis, has a repair option, the Study Guide may stipulate that, in deviation from Article 4.10.2, the grade for the final result cannot be higher than a 6, provided the student is given the choice between using the repair option and a resit option.*

*4.10.6 A repair opportunity as referred to in Article 4.10.5 means an opportunity to improve an unsatisfactory result for a writing assignment with the help of the examiner's comments.*

#### **4.2. Retake**

Writing an entirely new thesis (retake) is possible under the conditions that:

- the student starts all over again with a new subject and
- he is assigned a new supervisor, preferably from another department if the subject allows. Finding a new thesis supervisor is done in consultation with the thesis coordinator(s) of the department(s) concerned;
- any final grade is possible, depending on the outcome of the new thesis.

In short, these are the two options for repairing a failing grade. In case the repair option is capped at a 6, the student is given the choice between repair (at most a 6) or retake.

#### **Maximum duration of thesis guidance**

No maximum deadline has been set by the faculty for the supervision of master's theses. However, every graduation department has some form of thesis supervision process so that - if the deadlines

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<sup>4</sup> This may be the second assessor (and exceptionally the first reader).

mentioned in the process are met - timely graduation can be guaranteed by the department. In that context, the duration of the guidance is usually limited. In addition, students may be recommended to write the thesis within a certain deadline in connection with the risk of lapsing of already passed courses. Indeed, the examination board (see Art. 4.7 [OER](#)) may decide that successfully completed master's examinations lose their validity if they were taken more than three years ago and the subjects are demonstrably out of date.

## Annex 1

### Academic and other skills

*"Academic and other skills*

4. Masters will be able to analyse and interpret more complex problems - in the form of concrete cases or abstract questions - related to the subfield mentioned in 2. in depth and in mutual connection, involving social, political and legal-historical aspects, asking critical questions and proposing original and creative legal solutions. Furthermore, the master is able to present this clearly both orally and in writing, both for colleagues and for non-lawyers. *(application of knowledge and insight, formation of judgement, communication)*

5. Masters will be able to independently form an opinion on legal-social issues on the basis of scientifically sound facts and data and on basis of reasoned, responsible and verifiable considerations. *(application of knowledge and insight, forming judgements)*

6. The master is able follow, understand and participate in scientific debates in the relevant subfield mentioned in. *(application of knowledge and insight, communication)*

7. Masters will have an understanding of legal-scientific research methods and be able apply them with a view to an independent legal-scientific research project of any size at an academic level (such as formulating a problem, collecting information, interpreting data, drawing conclusions, evaluating and making recommendations and suggestions for further research). *(application of knowledge and insight, judgment, communication) "*