

Juridiska fakultetsstyrelsens nämnd
för utbildningen på grund- och
avancerad nivå

Conclusions, recommendations and actions in regard to the quality evaluation/self-assessment of the Master's Programme in Human Rights Law

The quality evaluation/self-assessment of the education at master's level has been carried out during 2021-2022. The evaluation consisted of a self-assessment report and an evaluation carried out by two external evaluators. The external evaluators' report constitutes a basis for the continued process to improve the advanced legal education provided by the Master's programme. The Educational Committee (NUGA) and the directors of the Master's programme have analyzed the external evaluators' report and, on the basis of this analysis, jointly drawn up conclusions, recommendations, and measures to ensure quality at the Master's programme.

- 1) Review and discuss overarching strategic issues for a strong Master's programme, such as:
 - a. Continue integrating a strong research environment in teaching, ensuring coverage of contemporary topics, by offering, for instance, an elective course on Contemporary Human Rights Issues;
 - b. Increase, if possible, an interdisciplinary perspective, for instance, through a consideration of sustainable development issues;

- c. Strengthen the balance between North-South perspectives on human rights law within the programme and its courses;
 - d. Explore possibilities for external collaboration with other educational programmes on human rights law abroad, for instance through Global Campus of Human Rights and COIL;
 - e. Explore possibilities for internal collaboration with other advanced educational programmes at LU, such as the Master's programme in European Business Law or with other Faculties.
- 2) Initiate a broad discussion and review of the course activities in relation to the learning outcomes specified in the programme syllabus, taking into account e.g. the following aspects:
- a. Continue ensuring overarching coherence of the courses offered in line with the objectives of the master's programme;
 - b. Continue to strengthen gradual progression in substantive knowledge, capacities and skills throughout the programme and see how each course contributes to fulfilling the programme goals;
 - c. Ensure coordination among teachers to avoid overlaps in teaching activities and use of literature, ensure variety of examination methods, ensure consensus of grading criteria and management of expectations of each course.
- 3) Ensure the development of professional skills and abilities by integrating different practical elements in teaching, such as moot courts and study trips. This includes taking into account the possibilities of internships and to coordinate with the Law Faculty and the RWI.
- 4) Follow up and continue to work with managing students' expectations for individual feedback and supervision considering the number of admitted students of the programme and available teaching/supervision staff,
- 5) Assess possibilities of ensuring ongoing feedback to students during all courses considering the number of admitted

students of the programme and available teaching/supervision staff.

- 6) Explore different ways on how to deal with different levels of knowledge and previous academic and professional experience of students, for instance by including an Introduction Week.
- 7) Consider how to strengthen students' legal writing and research skills, for example, by reintroducing a course or developing more seminars focused on advanced legal writing and research methods.
- 8) Improve a shared framework for supervising master theses by, for example, developing common guidelines for supervision, preparing a template for a research plan, and integrating PhD students supervision, being mindful of that PhD students are not allowed to be examiners.
- 9) Investigate possibilities of increased student influence in the development, design and implementation of the programme, in collaboration with Juridiska Föreningen.
- 10) Assess the total workload of programme directors and teaching staff compared with teaching capacity, also taking into account if teachers have obtained external funding and/or have other faculty appointments, with a view to determine possible reallocations of teaching responsibilities as well as the need to rely more on external teachers, including RWI researchers, also considering possibilities of further integration of PhD students in teaching activities depending on their field of expertise.
- 11) Continue the development of an alumni network.

Action points 1-9 are addressed to the programme directors with the support of NUGA.

Action point 10 lies outside the mandate of NUGA. NUGA therefore recommends the Faculty management and the Faculty board to address this issue.

Action point 11 is addressed to the programme directors with the support of NUGA and the External engagement coordinator at the Faculty.

All action points will be reviewed under 2024 by the Vice-Dean with the support of NUGA.