College of Europe
Collège d'Europe
Brugge Natolin

ECTS CARD

STUDY PROGRAMME

ECO

ACADEMIC YEAR

2025-2026

SEMESTER

2

COURSE TITLE

EU REGULATION FOR BUSINESS

COURSE PROFESSOR

Jacques PELKMANS

COURSE ASSISTANT

Colm LAVELLE

NATURE OF COURSE

MODULE 4

LANGUAGE OF INSTRUCTION

ENGLISH

ECTS CREDITS

3

---

1. COURSE OBJECTIVES

At the end of the course, the student will:

- Be familiar with the economic rationale(s) and contours of the EU regulatory acquis.
- Better understand how EU regulation has developed over time, how this was achieved, and what types or areas of EU regulation matter for European Businesses.
- Better understand horizontal and sectoral EU regulation, its application in relevant policy fields, and the principles it is based on.
- Be able to apply an economic cost-benefit analysis of EU regulation, to acquire profound insight about what could be considered "good", "bad" and "better" regulation.

2. LEARNING OUTCOMES

After completing this course, students would be able to achieve:

- Understand the normative assumptions, implications and limitations of economic theory and EU economic regulation.
- Use economic theory to assess EU regulatory issues
- Use their knowledge of business combined with the new knowledge about EU regulation to help (re-)define corporate strategy in the EU
- Think innovatively and provide constructive analytical commentary as well as potential recommendations on the evolution of the EU single market, its regulation and its possible future

On completion of this course, students of European Economic Studies programme should be able to:

- Describe, explain and illustrate the usefulness and limitations of economic analysis applied to EU regulation and related problems in Europe.
- Recognise, analyse, explain and critique economic developments and economic policies relevant to EU regulation.
- Understand social and political framework conditions for 'good' regulation in the EU single market
- Recognise, analyse, explain and critique the multi-variate impact of EU policies and EU regulation on corporate strategy.

3. COURSE CONTENTS

EU regulation ought to be in the EU public interest. Usually, this implies that, when the EU level is the appropriate one for addressing the problem, EU regulation should overcome or solve (EU internal) market failures. The course explores the rationale for regulation, the history of the EU regulatory processes (in a stylized form), and the change in the EU's regulatory approach to "Better Regulation". A substantial part of the course deals with the regulatory acquis of the EU in considerable detail, including both horizontal and sectoral regulation, and also both goods and services. Focus is given to the complexity caused by the multi-level nature of European regulation (including subsidiarity issues). Some simple cost-benefit analysis of EU regulation is introduced.

Outline (7 sessions)

- Regulation and the EU business interface (what? why? and how?).
- Towards 'better EU regulation', including mutual recognition and subsidiarity
- Horizontal EU regulation : principles and scope
- EU sectoral regulation : horizontal logic in 5 key areas
- EU sectoral regulation (2): comparing heavily regulated sectors
- EU regulation of services.
- The benefits and costs of EU risk regulation.

4. TEACHING METHOD

Lectures: The course content will be introduced in class lectures. Students are expected to participate actively in class, express their views and discuss controversial issues. Prior reading of the material is absolutely essential. Usually, slides will be provided by the professor prior to each session.
Student Presentations: Students will have to prepare a (*minor*) presentation, possibly working together in small groups. The presentation will be given in class for the benefit of the rest of the

students who will be expected to actively participate and pose questions. The topics of the assignments will be distributed at the outset of the course.

5. COURSE MATERIAL

Indicative reading list (partly as background); so, this list serves as a **useful set of core readings** but is not compulsory; the lectures and student presentations are central

- Baldwin, R., Cave M. and Lodge M., 2012 (*or newer edition*), *Understanding Regulation*, Oxford University Press (important background reading).
- Pelkmans, J., 2013, The economics of Single Market Regulation, in: Tovias, A. and Verdun A., (eds*), Mapping European Economic Regulation*, Palgrave -Macmillan.
- European Commission (2021), Better regulation, joining forces to make better laws, 29 April, www.ec.europa.eu/info/sites/default/files/better-regulation_joining_forces_to_make_better_laws_en).pdf
- European Commission (2021), Q and A on the Better regulation communication, 29 April 2021, https://ec.europa.eu/commission/presscorner/detail/en/qanda_21_1902
- Radaelli, C. (2021), The state of play with the better regulation strategy of the European Commission, *STG Policy Papers* 2021/06, April, see www.eui.eu/stg
- European Commission (2021), Better regulation Guidelines, SWD(2021)305 of 3 Nov 2021, www.commission.europa.eu/system/files/2021-11/swd2021_305_en.pdf
- European Commission (2023), Better Regulation Toolbox [*note : 614 pp*.], www.commission.europa.eu/system/files/2023-07/BR-toolbox_Jul_2023_en.pdf
- Lofstedt, R., 2011, Risk versus Hazards, how to regulate in the 21st century, *European Journal of Risk Regulation*, Vol. 2,2, pp. 149 – 168.
- Lofstedt, R. (2014), The precautionary principle in the EU: why a formal review is long overdue, *Risk Management*, Vol. 16 no 3, pp. 137 - 163
- J. Wiener, M. Rogers, J. Hammitt & P. Sand (2011), *The reality of precaution, comparing risk regulation in the US and the EU*, Washington DC/London, Resources o/t Future, pp. 580.
- Bernauer, T. and Caduff, L. (2006), Food Safety and the Structure of the European Food Industry, in: Ansell and Vogel (eds), *What's the Beef? The Contested Governance of European Food Safety*, Cambridge, Mass: MIT Press, pp. 81 – 96.
- C. Pettoello & B. Olivieri (2022), Food safety and public health within the frame of EU legislation, *Global Pediatrics*, Vol. 2, December ; see https://www.sciencedirect.com/science/article/pii/S2667009722000148
- Kanavos, P. and Costa-Font, J. (2005), Pharmaceutical parallel trade in Europe: stakeholder and competition effects, *Economic Policy,* Volume 20, Issue 44, pp. 751 – 798.
- Erik van der Marel (2017), Economic effects of reform in professional services, *Briefing*, IMCO/EP Ctee, PE 607.337
- J. Pelkmans (2019), The single market for services – delivering economic benefits for citizens and businesses, Study for the EP-IMCO ctee,

www.europarl.europa.eu/RegData/etudes/STUD/2019/631054/IPOL_STU(2019)631054_EN.pdf

- C. Koenig, S. Loetz & S. Fechtner, 2008, Do we really need a European Agency for market regulation?, *Intereconomics*, July / August, Vol. 43,4.
- Pelkmans J., Mustilli F. & Timini J. (2014), The EU Internal Market for Services, *Report f*or the European Parliament, September (pp. 150); http://www.europarl.eu/RegData/etudes/STUD/2014/536354
- Pelkmans J. & Renda A. (2014), Does EU Regulation hinder or stimulate innovation?, *CEPS Special Report* no. 96, November, www.ceps.eu/ceps-publications/does-EU-regulation-hinder-or-stimulate-innovation/ ; this is a shorter version of the study made for *DG Research and Innovation*, September; an updated version has now appeared in: Pontus Braunerhjelm & Britt-Marie Nordstrom, ed.s, *Handbook on innovation and regulation*, E. Elgar, 2024

6. EVALUATION

Written exam: accounts for 90% of students' final grade. The examination will be a mix of analytical, knowledge and essay-type questions, with (some) choice of questions.
In-class presentations: account for 10% of student's final grade (pass/fail grade).

Second examination session: The resit exam is written and accounts for 100% of the mark.

7. FURTHER SPECIFICATIONS

In this course, the use of generative artificial intelligence (genAI) is **strictly prohibited** at all stages of the work process on the in-class oral presentations. According to art. 38 of the Study Regulations, prohibited use means that *"all tasks related to an assignment, from planning, conceptualisation to research and writing, must be completed without any support of genAI."*

Failure to respect these rules will be considered academic misconduct and be sanctioned in line with the Study Regulations (Section 4.4.). The use of AI-powered tools for grammar checking or reference management is permitted.

Throughout the whole duration of the exam, all the mobile phones and other electronic devices (except the laptop which you take the exam on) need to be put in silent mode and be kept in your bag. If you want to take and upload pictures to the exam, e.g. graphs, please raise your hand and wait for an explicit authorisation of a supervisor. Any other unauthorised usage and/or possession of phones and/or other electronic devices throughout the entire duration of the exam (inside or outside of a classroom) will be considered as (attempted) cheating and lead to a mark of 0 (under Art. 30b of the Study Regulations).

For the detailed rules on the (digital written) examinations at the College of Europe, please refer to the provisions of the Study Regulations and *Dispositions particulières.* Students are responsible to have read and complied with the applicable rules.