

**Master's programme
in
International Relations and Diplomacy
Leiden University**

Site visit 3 – 5 April 2018
September 20th 2018

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Administrative data

Institution:	Leiden University Faculty of Governance and Global Affairs Turfmarkt 99 2511 DP The Hague
Status of the institution:	publicly funded
Result institutional quality assurance assessment:	positive
Name of the programme:	Master International Relations and Diplomacy
CROHO number:	75022
Level of the programme:	master
Orientation of the programme:	academic
Number of credits:	120 EC
Specializations or tracks:	-
Location(s):	The Hague
Mode(s) of study:	Full-time
Language of instruction:	English

Summary

The two-year master's programme in International Relations and Diplomacy, which is embedded in the Faculty of Governance and Global Affairs in The Hague, aims at providing students with knowledge, understanding and skills in the field of international relations, including international organization, conflict resolution and diplomacy. Students are prepared for careers in international governmental and non-governmental organizations, international diplomacy, national or international public administrations, 'think tanks' and research institutions, international interest associations or international business.

Standard 1. Intended learning outcomes

The programme has, in the opinion of the panel, a distinctive profile. The high academic standard (academic orientation) and the specific professional orientation define this profile. The panel applauds that this is made explicit in the intended learning outcomes as well as in the programme. The panel concludes that the intended learning outcomes are appropriate for a master's programme, systematically surpass by a considerable margin the generic quality standard and can be regarded as an international example. The intended learning outcomes reflect the very high academic standard (i.e. academic orientation) and the explicit professional orientation of the programme as well as the international focus of the programme. In addition, the intended learning outcomes seamlessly match the subject specific reference framework and the expectations of the (international) professional field. The professional orientation of the programme, the cooperation with Clingendael and the internship ensure close contact with the demands in the professional field. The intended learning outcomes also match with the university's ambition to tie in research and education and the faculty's international focus.

Standard 2. Teaching – learning environment

The panel concludes that content and structure of the programme enable students to achieve the intended learning outcomes. Its coherent and mandatory structure ensures that all students gradually develop both a specialist and a more systemic understanding of international relations and diplomacy. This understanding is further refined during the programme, also in its practical implications, by research methodologies offered throughout the programme and in each course through a number of assignments. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests. The duration of the programme offers ample room for an internship and the thesis. The panel concludes that the programme succeeds in its ambition to provide students with a quite intensive first year. The panel also values electives in the programme. This gives students the change to deepen their knowledge and understanding in the chosen field.

The panel is impressed by the fact that the programme succeeds in realising a truly international and intercultural classroom. The international diversity of the student body, the international focus of the programme, the international experience of the lecturers and the teaching methods in which international and intercultural aspects of public international law are addressed, all add to this conclusion. The courses have a cross-national approach and international literature and experiences are discussed throughout the programme. Students not only learn about different (cross-national) views on and practice in the field but also to accept and respect cultural differences and to work with people from different international backgrounds.

The teaching methods are interactive and intensive. The panel concludes that the programme is quite demanding, all classes have to be prepared, active participation during classes is expected and all courses have multiple forms of assessment.

The panel is equally impressed by the integration of the academic and professional orientation in the programme. The high academic standard is an explicit part of both years, in which qualitative as well as quantitative research methods are addressed and there is a gradual build up in research methodology in which students are prepared for the thesis. The build-up research methods, the writing of papers and the fact that ample feedback is provided to students ensure that their academic skills are enhanced throughout the programme.

The professional orientation is prominent in the courses, by means of the professional experience of lecturers from Leiden University, the collaboration with Clingendael and the internship. Students for example learn how to write short opinion articles, to negotiate and to work in groups. The involvement of Clingendael, the internship, the extracurricular fieldtrips and other visits to international organizations (for example the International Criminal Court in the Hague, the Peace Palace) offer opportunities for students to meet practitioners from international organizations and the diplomatic corps and provide students with future job opportunities. Students and alumni value the interaction between theory and practice in the programme. The panel values the internship, as it prepares students for a professional setting.

The panel concludes that the staff is very international, specialized, of high quality, very involved in the programme and closely interacting with students. The panel regards the teaching staff as leading scholars in the field. In addition, students highly appreciate the approachability of their lecturers as well as the quality of the lectures and lecturers.

The panel notes that the entry requirements of the programme are fitting for a master's programme and that adequate facilities and a dedicated support structure are in place. The approachability and support of their coordinators is valued by the students. The panel was also impressed by the dedication of the Programme Advisory Committee.

The panel expressed satisfaction with the fact that the programme has clearly acted upon the advice of the previous accreditation panel. In addition to installing a programme coordinator and an assistant programme coordinator, courses have been rearranged to evenly spread the workload for students and a systematic programme evaluation and an alumni registry have been introduced. The panel notes that feedback provided by the students and the professional field has been incorporated into the programme.

Standard 3. Student assessment

The panel is impressed by the assessment system in place. The use of multiple assessment methods and assessment matrices ensures the validity and reliability of the assessments while ensuring that a weighted balance will normally benefit all students so that some of the assessment methods will operate to their strengths while others might not. The panel concludes that the different assessment methods tie in with the intended learning outcomes and the learning goals of each course and are suitable for a master's programme. In addition, the panel studied several exams and papers during the site visit and noted that these were of an impressively high quality. The exams studied require critical thinking and extensive and in-depth answers from the students. The panel also noted that the instructions regarding assignments and the information about the exams is detailed and transparent for students. The panel values the room for written feedback on the different assessment forms used. Furthermore, students highly appreciate the feedback they receive and the possibilities of discussing their exams with their lecturers.

The panel concludes that the Examination Board is actively involved in assuring the quality of the assessments and the overall level of the programme.

Standard 4. Achieved learning outcomes

The panel concludes that the theses reflect the level of the programme and the high academic standard set by the programme. The panel is of the opinion that the graduates well surpass the generic quality standard for a master's programme. The panel also regards the level of the programme as an international example. This is reflected in the very proficient use of research methods and skills and the good use of theory and up-to-date discussions of the relevant literature. The meeting with students and alumni during the site visit confirmed the high level of the thesis / the programme. The students and alumni the panel met are eloquent and highly involved in the programme. The alumni survey shows that alumni don't normally find it difficult to find a relevant job (or internship) in (inter) national organisations in their field.

General conclusion

Based on its international experience (Belgium, Norway, Italy, Netherlands and Austria), the panel concludes that the quality of the Leiden programme stands out as very strong both nationally and internationally. The panel also concludes that the programme is, in comparison with other master programmes, clearly of a higher level in terms of ambition, the level of teaching, assessment, and outcome as well as the selection of students and the involvement of students in the program. The interdisciplinary approach, the international classroom and the universities' and faculties' support system add to this. The programme, both in the design and implementation, can be used as an international example. The panel notes with great appreciation that the programme in International Relations and Diplomacy is comparatively better structured and operated at a higher level than elsewhere. The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Standard 1: Intended learning outcomes	excellent
Standard 2: Teaching-learning environment	excellent
Standard 3: Assessment	good
Standard 4: Achieved learning outcomes	excellent
General conclusion	excellent

The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: September 20th 2018



Prof. F. Weiss
Chair



Drs. T. Busing
Secretary

Introduction

The master's programme International Relations and Diplomacy is part of The Faculty of Governance and Global Affairs, of Leiden University and fully located in The Hague. The Faculty of Governance and Global Affairs is the youngest faculties at Leiden University and offers three bachelor programmes and five master's programmes. At the location in The Hague, six faculties offer education to approximately 4.500 students.

Cluster

The assessment of the master's programme International Relations and Diplomacy (MIRD) was part of a cluster containing seven advanced master's programmes of Leiden Law School and one master's programme from the Faculty of Governance and Global Affairs of Leiden University:

- Advanced Studies in European and International Business Law;
- Advanced Studies in Air and Space Law;
- Advanced Studies in Public International Law;
- Advanced Studies in European and International Human Rights Law;
- Advanced Studies in International Civil and Commercial Law;
- Advanced Studies in Law and Digital Technologies;
- Advanced Studies in Children's Rights;
- MSc in International Relations and Diplomacy (Faculty of Governance and Global Affairs).

Organisational structure

The Faculty of Governance and Global Affairs has a dedicated management and organisational structure in place for its master's programmes. The programme management team consists of the programme director, the programme coordinator and a research & education assistant. The programme director is responsible for the implementation and maintenance of the academic quality and profile of the programme. The programme coordinator is responsible for overall logistical support. The programme coordinator is also, together with the research and education assistant, a primary contact point for the students and available on a daily basis for students. In addition, the programme coordinator and the research and education assistant are responsible for communicating with the lecturing staff, should a student be unable to make contact.

The management team is responsible for the day to day running of MIRD, the development of the programme and for student mentoring and advice. The management team discusses and advises on a range of issues surrounding the programme, such as admissions, programme structure, assessment and evaluation and any other related issues or challenges that may arise. The team systematically reviews the prevalent rules and regulations, and has, via the dedicated Examination Board, put a structure in place for cross-reviewing exams and theses, in order to monitor and compare performance and assessment. The MIRD programme is embedded into the quality monitoring structures of the Faculty of Governance and Global Affairs and is supported by the faculty's support staff on matters such as recruitment, quality assurance and other policies relevant to the quality of the programme.

Based on the recommendations of the last (re) accreditation, the programme introduced a systemic programme evaluation, in addition to the existing course evaluations and an alumni registry has been implemented. In addition, a programme coordinator has been installed and some courses have been rearranged to evenly spread the workload for students.

The programme

The 120 EC two-year master's programme in International Relations and Diplomacy (MIRD) aims at providing students with knowledge, understanding and skills in the field of international relations, including international organization, conflict resolution and diplomacy. Students are prepared for

careers in international governmental and non-governmental organizations, international diplomacy, national or international public administrations, 'think tanks' and research institutions, international interest associations or international business. The programme is offered in full-time modus and in cooperation with the Netherlands Institute of International Relations, Clingendael.

Panel and assessment

The panel that assessed the master's programme International Relations and Diplomacy (Appendix 1) consisted of:

- Professor Friedl Weiss (chair), Emeritus Professor of European Law, European and International Economic Law, Institute of European, International and Comparative Law, University of Vienna, Austria;
- Professor Anna Masutti (member), Professor of Air Law and European Transport Law, University of Bologna, Bologna, Italy;
- Professor Arild Saether (member), Emeritus Professor and former Chair School of Management, Faculty of Economics and Social Sciences, University of Agder, Kristiansand, Norway;
- Professor Eva Lievens (member), Assistant Professor of Law & Technology at the Faculty of Law and Criminology of Ghent University, Ghent, Belgium;
- Professor Marcel Brus (member), Professor of Public International Law, University of Groningen, Groningen, the Netherlands;
- Ms. Alena Kurilova (student member), Student of LL.M. in Commercial and Company Law, at the Erasmus University, Rotterdam, the Netherlands.

Drs. Titia Busing, who acted as secretary, supported the panel. The NVAO has approved the composition of the panel on March 8th, 2018.

The panel based its assessment and report thereon on the standards and criteria described in the NVAO Limited Accreditation Framework (2016). Based on the information provided, the panel members formulated questions and themes to be discussed during the site visit. The panel convened for a preparatory meeting on April 3rd. The site visit took place on April 4th and 5th at Leiden University (Appendix 2: Schedule of the site visit). Since the programmes overlap in both composition and content, the site visits of the eight programmes were combined.

The panel formulated its preliminary assessments per theme and standard immediately following the close of the site visit. These were based on the assessment of the programme documents and on the findings of the site visit. At the conclusion of the assessment, the results were presented to representatives of the programme. The draft version of this report was sent to the programme representatives; their reactions have led to this final version of the report. The development dialogue was held after the site visit. The report of this dialogue will be published by the Faculty of Governance and Global Affairs on its website.

1. Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

The programme operates in the current era of global interdependence, where nation-states are gradually becoming less autarkical in political, economic as well as social terms. Global developments and challenges – including terrorism and environmental pollution – spill over and affect domestic settings. In addition, domestic public policy may generate effects on other states, for example regarding socio-economic policy choices, capital flight or ‘brain-drain’. These challenges cannot be met at the domestic level exclusively, but call for increased international and supranational cooperation, involving both nation states and non-state actors.

According to the self-evaluation report, the processes mentioned above result in a growing demand for expertise in international relations and diplomacy, also outside the ‘traditional’ spheres of defence and security. This broader perspective arises because economic globalization (in general terms) affects other areas such as culture and justice, and not only traditional foreign diplomatic service. In addition, other government departments, subnational governments, and non-governmental organizations (NGOs) are getting more involved in international cooperation and diplomacy. These developments affect the field of international regulations and diplomacy and the MIRD programme aims to prepare students for these changes. The programme provides students with knowledge, understanding and skills in the field of international relations, including international organization, conflict resolution and diplomacy. The programme wants to offer a high academic standard and to build bridges to the practice of international relations and diplomacy, by offering an alteration of research, theory and practice.

Intended learning outcomes

The intended learning outcomes of the programme (see Appendix 3: Intended Learning Outcomes) are described in terms that reflect the Dublin descriptors: knowledge and understanding, applying knowledge and understanding, ability to formulate judgments, communication and learning skills.

The programme covers the theoretical foundations of international relations, conflict resolution and diplomacy, the theory and practice of international organisations and challenges into international relations, international organisations and diplomacy (including threats to international peace and security). In addition, historical developments in the field are addressed, as well as (the complexity and interdisciplinarity) of global challenges and the interaction with related disciplines.

Orientation: academic and professional.

The programme has an explicit academic and professional orientation, focused on specialisation in international relations and diplomacy. Students learn to apply research skills and methodology, to formulate important research questions and to design and execute appropriate research strategies – based on both quantitative and qualitative methodologies – in order to answer these questions. In addition, students learn explicitly how to test theoretical propositions based on empirical evidence. The academic knowledge and skills obtained in programme, including the capacity to apply adequate political science research methods and tools, and the ability to present academic results, also prepare students for continued academic education or research in the framework of advanced professional settings.

The programme prepares students for careers in international governmental and non-governmental organizations, international diplomacy, national or international public administrations, ‘think tanks’ and research institutions, international interest associations or international business. The programme

aims to build bridges to the practice of international relations and diplomacy. The Netherland Institute of International Relations Clingendael is involved in the programme and the location of the programme in The Hague offers access to the expertise, practice and infrastructure of relevant international institutions. The meeting with alumni learned that they felt well prepared by the programme for their (professional) career.

During the site visit, the panel met with representatives from the professional field. In general, the representatives are very satisfied with the achievement level of the graduates from the master's programme MIRD. They remarked that the programme prepares students in starting a diplomatic career, working in think tanks, in research and in international organisations. In addition, the representatives value the approachability of the programme management.

International benchmark

The self-evaluation report included an international benchmark with comparable programmes. The University of Amsterdam, Free University of Amsterdam and Radboud University Nijmegen offer a one-year master's programme in political science, with a track or focus in international relations. These programmes however differ in their focus; the Nijmegen programme for example does not include diplomacy. The University of Groningen offers a one-year programme in International Relations and International Organization, including an internship. The Groningen programme however does not focus on diplomacy, and it does not have a link with a think-tank. The Utrecht Universities master's programme in Conflict Studies and Human rights also lacks a focus on diplomacy and an explicit link between theory and practice. On an international level, several comparable programmes are offered, for example the International Relations and Diplomacy programme of the University of Antwerp and the two-year master's programme International Relations and Diplomacy of AGSIRD in Paris. The first programme is however offered in Dutch. The latter programme lacks the embedded environment of a university and the collaboration with a think tank. In addition, most programmes take one year and focus more on practice and less on theory and methodology.

Considerations

Based on the studied documentation and the meetings during the site-visit, the panel concludes that the intended learning outcomes reflect the level of the programme. The panel notes that the level expected of the students is very high. This is also reflected in the combined academic and professional orientation of the programme. The panel considers this to be a demanding and high-level combination. The panel concludes that the intended learning outcomes of the masters' programme MIRD are in line with the subject specific reference framework for Dutch Political Science programmes. In addition, it concludes that the Dublin descriptors are reflected in the intended learning outcomes.

The panel applauds that the programme's distinct academic orientation is visible in the intended learning outcomes. The high academic standards set are reflected in learning outcomes 1h, 2a, 2b, 2c and 2d. Students are not only expected to develop their own academic thinking and to apply this but also to conduct graduate-level research and to contribute to on-going academic research in the field. Students are also explicitly trained to conduct continuous academic research or research in a professional setting, based on sound methodological training and elaborate insights into the field. The panel concludes that these academic standards are of a higher level than those in regular master's programmes. In addition, during the programme students get ample practice to improve their research skills in the writing of many papers and the thesis.

The panel notes and highly appreciates that the intended learning outcomes also reflect the professional orientation of the programme; during the programme students learn to apply their knowledge and understanding of international policies to find solutions to current challenges to peace and security (intended learning outcome 2f) and students have problem solving skills related to new challenges and unfamiliar circumstances on the global or regional level (intended learning outcome

2g). In addition, the professional orientation of the programme is reflected in the practical skills students learn, the internship, the fieldtrip and the contribution from lecturers (for example from Clingendael) with ample experience in the professional practice (see also standard 2).

The international character of the programme is explicitly part of the intended learning outcomes and the programme; in which students gain profound knowledge of and insight in the international field of relations and diplomacy. For example, international and global challenges are addressed, as well as developments in the EU, international security and human rights, developments in international organisation, international conflict resolution and international negotiations and diplomacy. This international character of the programme is also noticeably reflected in the international classroom, with international students and international lecturers, the programme has realised (see also standard 2).

The panel notes that from an international perspective, the MIRD programme is rather unique. There are programmes (national and international) that also focus on aspects of international relations and diplomacy, but usually less specialised and without the embedding in a university and the connection to a think tank.

In summary the panel concludes that the intended learning outcomes systematically surpass by a considerable margin the generic quality standard and can be regarded as an international example. The intended learning outcomes reflect the high academic standard (i.e. academic orientation) and the explicit professional orientation of the programme as well as the international focus of the programme. In addition, the intended learning outcomes seamlessly match the subject specific reference framework and the expectations of the (international) professional field. The professional orientation of the programme, the connection to Clingendael and the internship ensure close contact with the demands in the professional field. The intended learning outcomes also match with the universities ambition to tie in research and education and faculty's international focus.

Conclusion

The panel assesses Standard 1 as Excellent.

2. Teaching – learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

The two-year programme (120 EC) consists of four blocks per year. Each block consists of two or three courses (5 EC or 10 EC each). Next to the courses (of which two are electives), the programme comprises an internship, an international fieldtrip, and a thesis (15 EC) (Appendix 5). All parts of the programme are mandatory. The programme translated the intended learning outcomes into learning goals per course. Besides, the relation between the intended learning outcomes and (learning goals of) the courses is made explicit in a matrix.

The first year of the program is mainly devoted to acquiring knowledge and insight into the broader field of international relations and to obtain the academic skills to conduct graduate-level research in political science. The first year starts with the International Relations: Theory and Approaches course. This course serves as an advanced introduction to theories and approaches of international relations. A broad range of theories such as realism, liberalism, constructivism, the English school, critical approaches and concepts such as power, anarchy and norms are discussed. In addition, students apply these theories and concepts to several issues in international politics. The second course on European Integration includes an extracurricular fieldtrip to EU institutions in Brussels. The other courses in the first- and second-year address specific themes and areas more in-depth, such as the theory and practice of diplomacy, international negotiation, international law, international political economy and conflict, civil war and mediation.

In two blocks (one per year), students can choose between two electives. Students can for example opt for the Non-Western Diplomacy: The Case of East Asia course, that focuses on (style and strategy of) diplomacy and international relations in East Asia. Or for a course on digital diplomacy, that addresses the question how recent technological developments empower different diplomatic actors (people, governments and companies). The site-visit learned that students value the electives, since they offer room for deepening their knowledge in a topic of their own interest. In addition, the papers and assignments during the courses also offer ample room for their individual interests.

The academic orientation of the programme is present in the academic and research skills that are trained throughout the programme. In the second block of the first year, qualitative research methods are addressed. Quantitative research methods are studied in the third block. The former includes methodologies such as comparative case study methods and path tracing while the latter includes statistical techniques such as multivariate and logistic regression analysis. During the site-visit, the panel learned that in the Quantitative Research Methods course, students are divided in groups of their own level and statistical experience (based on a diagnostic assessment). The teaching is tailored to the level of the groups. In preparation for the course, students also are invited to watch YouTube tutorials.

The methodological training of students continues in the second year with the Research Design course, the Thesis Lab and ultimately the thesis. In the Research Design course students practice conducting an independent academic research. The course addresses the practical issues of conducting research such as choosing a topic, formulating a research question, generating testable hypotheses, operationalizing concepts and finding data etcetera. In the framework of the Thesis Laboratory students present the theoretical foundations and methodological techniques they plan to use their final thesis. The result of this course is a thesis proposal.

During the site-visit it became clear that there is a gradual build up in the writing of papers and also a gradual build-up in the amount of reading required throughout the programme which both become more extensive during the programme. Students remarked that they receive ample feedback on their research papers. Lecturers and the programme coordinator are also available for consultation in this regard.

The professional focus of the programme is apparent in the different courses, the fieldtrip, the lectures offered by Clingendael and the internship. In the Diplomacy Theory and Practice course, for example, students write opinion articles, practice their group work skills and learn how to deal with the pressure of short-notice assignments. In the International Negotiation course, students practice their negotiation and debating skills. The courses and lectures taught by Clingendael faculty address current challenges and issues in international affairs, including modern ways to conduct diplomacy, the role of modern communication tools in diplomatic activity, patterns of international negotiation, global governance and specific diplomatic activities of existing or emerging global powers. The (guest) lecturers involved in the programme also bring their own working experience to the classroom.

In the mandatory internship (minimum of ten weeks fulltime) students apply academic insights to individual work assignments and learn to understand the professional demands of functioning in an international institution or setting. The internship also helps to build valuable professional contacts for future job placements. Students are supported in finding an internship position by the programme coordinator and the education and research assistant. Internship and job opportunities are also posted on Blackboard. The programme coordinator offers students tailor made advice on career and interview training.

The alumni the panel met with, value the combination of academic theory and practice in the programme. In courses with Clingendael practical skills in for example negotiation are practiced. In addition, the interdisciplinary approach and the internship made them feel well prepared for their professional practice.

Intake

The programme aims to attract excellent students from universities all over the world to create a stimulating high-quality international learning environment. The number of students is growing, from 16 students in 2011-2012 to 37 in 2016 – 2017. Students generally come from all over the world, in 2016 – 2017 representing nineteen countries across Europe, North and South America, Africa and Asia. The main requirements for enrolling are a bachelor's degree (in political science, international relations, international law, public administration, economics, sociology or history) and proven English language proficiency.

During the site-visit, the panel discussed the entry level of the students with students and lecturers. This because the requirement of a bachelor's degree may vary between countries, which can lead to differences in student's entry level and content. It became clear that, in cooperation with the study association, extra reading material is made available before the start of the programme and that the first course ensures that students start from a common ground. The Thesis Lab course also provides extra support in conduction research and writing. In addition, extra training and guidance from the programme coordinator are available on an individual basis.

Didactics

At Leiden University, teaching is explicitly connected to research. The university aims to provide graduate students with academic education at the frontiers of academic development and thorough academic research training. In the programme, the perspective of teaching is both international and academically rigorous. All courses have a cross-national approach and involve international academic literature.

Students are expected to prepare for their classes and to actively participate. Even though classes are not mandatory, in all courses attendance is part of the class participation grade. The programme aims for interactive and high-level teaching and discussions during classes. Most courses are taught in the form of seminars, in which theoretical developments, as well as recent events in practice, are being taught and applied. Students practice their writing skills in different assignments and their oral communications skills in for example debates or round table discussions. Courses usually follow an integrated format of lecturing, presentations and discussion. The international composition of the student body allows for the cross-national approach and adds to the discussions in the classes. During the site visit, students and alumni confirmed this. They value the interactive and intensive teaching and the small scale of the programme. The site-visit also learned that in some courses, the student body is divided into groups. This is for example the case in the Thesis Lab course, where students receive feedback from both lecturers involved.

Staff

The professional orientation and high academic standards of the programme are also reflected in the qualifications of all staff involved. The teaching staff consists of Leiden University staff and staff of the Netherlands Institute of International Relations Clingendael. Most of the lecturers involved are professors, with a track record in research on international relations and diplomacy. In addition, guest lecturers from different international organisations and different disciplines are involved. Guest lecturers are selected on their specialised knowledge; their knowledge of English and presentation skills are also considered.

For each course a coordinator is appointed. The course coordinator is part of the academic staff of the faculty and ensures the quality and level of the teaching. Lecturers actively discuss the contents of their courses with each other. Students appreciate the approachability and feedback their lecturers.

Facilities and organisation

The programme is offered at the Faculty of Governance and Global Affairs at the campus in The Hague, where students can enjoy the same facilities (lecture rooms, library etcetera) as all other students.

On a daily basis, the programme coordinator and the research and education assistant support students and staff. Their lecturers monitor student's progress. Lecturers discuss concerns regarding student progress and performance with the programme coordinator and the research and education assistant. Additional support for students, for example one-to-one sessions, additional readings or student counselling, is always available and tailored to the student's need. Yearly exit surveys with students are held in order to review the programme. Each course is evaluated as well as the entire programme. The results of these evaluations are discussed in the Programme Advisory Committee. To support the social and learning environment, the programme organises (social) events for students.

During the site-visit, the panel also met with representatives from the Programme Advisory Committee. The committee consists of an equal number of representatives of students and academic staff. The student members stay in close contact with their fellow students through personal contact, meetings and evaluation forms. Each year, all courses are evaluated. A random sample of the results of these evaluations is discussed in the Programme Advisory Committee.

Considerations

The panel concludes that content and structure of the programme enable students to achieve the intended learning outcomes. Its coherent and mandatory structure ensures that all students gradually develop both a specialist and a more systemic understanding of international relations and diplomacy. This understanding is further refined during the programme, also in its practical implications, by research methodologies offered throughout the programme and in each course through a number of

assignments. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests. The duration of the programme offers ample room for an internship and the thesis. The panel concludes that the programme succeeds in its ambition to provide students with a quite intensive first year.

The panel notes that the relation between the intended learning outcomes and the course is indicated in the course descriptions. During the site-visit, the panel also studied materials and literature used in the programme. Based on this, the panel concludes that the materials used are up to date, relevant and of master level. The panel values electives in the programme. This gives students the change to deepen their knowledge and understanding in the chosen field.

The panel is impressed by the fact that the programme succeeds in realising a truly international and intercultural classroom. The international diversity of the student body, the international focus of the programme, the international experience of the lecturers and the teaching methods in which international and intercultural aspects of public international law are addressed, all add to this conclusion. The courses have a cross-national approach and international literature and experiences are discussed throughout the programme. Students not only learn about different (cross-national) views on and practice in the field but also to accept and respect cultural differences and to work with people from different international backgrounds.

The teaching methods are interactive and intensive. The panel concludes that the programme is quite demanding, all classes have to be prepared, active participation during classes is expected and all courses have multiple forms of assessment.

The panel is equally impressed by the integration of the academic and professional orientation in the programme. The high academic standard is an explicit part of both years, in which qualitative as well as quantitative research methods are addressed and there is a gradual build up in research methodology in which students are prepared for the thesis. The gradual build-up in the writing of papers and the fact that ample feedback is provided to students also ensures that their academic skills are enhanced throughout the programme.

The professional orientation is prominent in the courses, by means of the professional experience of lecturers from Leiden University, the collaboration with Clingendael and the internship. Students for example learn how to write short opinion articles, to negotiate and to work in groups. The involvement of Clingendael, the internship, the extracurricular fieldtrip and other visits to international organizations (for example the International Criminal Court in the Hague, the Peace Palace) offer opportunities for students to meet practitioners from international organizations and the diplomatic corps and provide students with future job opportunities. The panel values the internship, as it prepares students for a professional setting.

Based on the CV's and the discussions during the site visit, the panel concludes that the staff is very specialized, of high quality, very involved in the programme and closely interacting with students. The panel regards the teaching staff as leading scholars in the field. In addition, students highly appreciate the approachability of their lecturers as well as the quality of the lectures and lecturers.

The panel concludes that the entry requirements of the programme are fitting for a master's programme. The International Relations: Theory and Approaches course ensures that all students have a solid base at the commencement of the programme. In addition, extra reading material and support are available on an individual basis. Based on the documents and the site visit, the panel notes that students are quite successful in obtaining scholarships for attending the programme.

The programme has adequate facilities and a dedicated support structure in place. During the site visit the panel learned that students appreciate the approachability and support of their coordinators. The committee was especially impressed by the dedication of the Programme Advisory Committee. The panel noted that the Programme Advisory Committee is independent and informed about the follow-up on their feedback and advice. In addition, the panel noted that the programme has incorporated the recommendations made during the last (re)accreditation: a systematic programme evaluation and an alumni registry have been introduced. In addition, a programme coordinator and an assistant programme coordinator have been installed and some courses have been rearranged to evenly spread the workload for students. The panel notes that feedback provided by the students and the professional field has been incorporated into the programme.

In summary, the panel concludes that the quality of the teaching – learning environment systematically surpasses the generic quality standard and can be regarded as an outstanding international example. The panel is very much impressed by the intensive and interactive teaching method and the international and intercultural classroom that is being realized. The programme takes into account the diversity of the students admitted and uses this diversity to enhance the interaction during the classes. The intended learning outcomes have been translated very coherently in learning goals of the different parts of the programme. In addition, the professional and academic orientations have been translated in a consistent manner in the programme and in the teaching staff. The teaching-learning environment vastly encourages students to play an active role in the design of their own learning process.

Conclusion

The panel assesses Standard 2 as Excellent.

3. Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

Findings

For all courses assessment matrices have been developed. With these matrices, the programme wants to ensure the continuity of the level and scope of the assessments. Lecturers have been trained in the use of course assessment matrices. All courses use multiple assessment methods, for example written submission on a case study, essay, paper, debate, opinion article, one-line test in class, take home exam or presentation. The final grade is a composite grade based on weighted percentages for each assessment method. Students are informed about this (and the assessment criteria / forms) in advance, by their lecturers and the course descriptions (which are available online). As mentioned earlier, class participation is part of the grading of most courses and usually accounts for 10% of the final grade.

The internship is finalised with an assessment form filled out by the internship supervisor and a written internship report. Both are assessed on the bases of pass or fail. Students are also expected to write an internship research paper. In this paper, students reflect on and evaluate recent developments related to the internship organisation. This paper is preceded by an internship research proposal. Both are assessed in the Internship Research Paper course.

Students appreciate the feedback they receive on their papers, as became clear during the site-visit. Students also value the possibility of discussing their exam individually with their lecturer.

Board of Examiners

The Board of Examiners is an integral part of the institutional framework of the Faculty of Governance and Global Affairs. The board has a supervisory responsibility with regard to the final exam, examinations and tests (correctly applying examination regulations, mediation in appeals, quality assurance). The board enforces regulations (guidelines for examiners, regulations regarding fraud, assessment of exams, and compensation rules). It grants exemptions from the rules in individual cases (course exemptions, additional opportunities for examination, granting lenience). The board randomly audits coursework and its assessments and the thesis.

The Board of Examiners consists of members of the academic staff and an external member. The Dean appoints all members. The Board of Examiners collectively sets up rules and policy. The Board of Examiners meets four to five times per year. Additional meetings may be held if needed. Each member has his or her own specific specialisations. The secretary supports the Board of Examiners.

During the site-visit, the panel met several representatives of the Board of Examiners. And it became clear that the Board of Examiners also gathers good practices in course assessments and monitors the diversity in supervisors involved in grading the thesis. The handling of complaints is rare, as only very few students ever file a complaint.

The panel also discussed the disadvantages and advantages of take home exams with the representatives of the Board of Examiners. It became clear that the Board of Examiners is well aware of these (dis)advantages and that a take home exam is always used in combination with other assessment methods. The programme director is responsible for the balance in assessment methods used in the programme; the Board of Examiners checks this balance and the variation of assessments methods used.

Considerations

The panel is impressed by the assessment system in place. The use of multiple assessment methods and assessment matrices ensures the validity and reliability of the assessments while ensuring that a weighted balance will normally benefit all students in that some of the assessment methods will operate to their strengths while others might not. The panel concludes that the different assessment methods tie in with the intended learning outcomes and the learning goals of each course and are suitable for a master's programme. In addition, the panel studied several exams and papers during the site visit and noted that these were of a high level. The exams studied require critical thinking and extensive and in-depth answers from the students. The panel also noted that the instructions regarding assignments and the information about the exams is very detailed and transparent for students. The panel values the room for written feedback on the different assessment forms used. Furthermore, students highly appreciate the feedback and guidance they receive and the discussions during the last lectures of each course about the examination.

The panel concludes that the Board of Examiners is actively involved in assuring the quality of the assessments and the overall level of the programme.

Conclusion

The panel assesses Standard 3 as Good.

4. Achieved learning outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

Findings

The programme is finalised with a master's thesis (15 EC). Students write their thesis proposal as part of the Thesis Lab in the third block of the second year. In this course, students learn to write a thesis proposal and review each other's proposal. Students prepare two essays, one on the research question, literature review, theory and hypotheses and the other on the research design, data collection and method of analysis. These papers are the bases for the thesis proposal. Two lecturers provide the Thesis Lab. The students the panel met during the site-visit value the Thesis Lab; working on their research question and methodology with very approachable lecturers makes them feel well prepared for their thesis.

In the thesis, students are expected to demonstrate their ability to apply the learned knowledge and skills to a topic in the field of international relations and diplomacy in a largely independent manner. Throughout the writing of their theses students are monitored by their supervisor (a professor or senior lecturer in the programme with a PhD or equivalent qualifications), both in terms of methodology and substance. The thesis guidelines inform students about the thesis procedure, the grading and the deadlines. The student's thesis supervisor and a second reader (preferably each from a different institute) grade the thesis by means of a standard form.

The programme stays in contact with alumni on a personal level. Alumni offer internship opportunities for students. The self-evaluation report shows that alumni have acquired positions in a variety of organizations, including the Dutch Ministry of Foreign Affairs, the Dutch Ministry of Economic Affairs, UNDP, the European Commission, the European Parliament and various Ministries of Foreign Affairs internationally (including in Indonesia, Cambodia and Romania). In addition, some pursue a PhD.

Considerations

The panel notes that the master's programme has a thorough thesis procedure, with detailed and transparent information available for students, clear assessment criteria and second reading of all theses. As mentioned in the previous chapter, the Board of Examiners randomly audits theses.

The panel reviewed fifteen theses of the last two years of the programme. The panel realises that, even though all studied theses are of a good quality, the degree of achievement in relation to the intended final qualifications and the grades for the theses vary, as in any academic programme. This depends partly on the skills and background of the individual student. The theses studied also show this variation in grading. The panel concludes that the average quality of the studied theses of the MIRD programme is very high and that graduates of the master's programme achieve the required level. The theses showed a very proficient use of research methodology. The theses stood out in their good use of theory and up-to-date discussions of the relevant literature. The panel agreed with the grades given and noted also that the assessments forms provided ample feedback.

In summary, the panel concludes that the graduates well surpass the generic quality standard for a regular master's programme. The panel also regards the level of the programme as an international example. This is, as mentioned above, reflected in the very proficient use of research methods and skills and the good use of theory and up-to-date discussions of the relevant literature. The meeting with students and alumni during the site visit confirmed the high level of the thesis / the programme. The students and alumni the panel met are eloquent and highly involved in the programme. The alumni survey shows that alumni find a relevant job (or internship) in (inter)national organisations in their field.

Conclusion

The panel assesses Standard 4 as Excellent.

Appendices

1. Composition of the panel

Name	Role	Brief job description of the panel members
Professor Friedl Weiss	Chair	Emeritus Professor of European Law, European and International Economic Law, Institute of European, International and Comparative Law, University of Vienna, Austria
Professor Anna Masutti	Member	Professor of Air Law and European Transport Law, University of Bologna
Professor Arild Saether	Member	Emeritus Professor and former Chair School of Management, Faculty of Economics and Social Sciences, University of Agder
Professor Eva Lievens	Member	Assistant Professor of Law & Technology at the Faculty of Law and Technology, Ghent University
Professor Marcel Brus	Member	Professor of Public International Law, University of Groningen
Ms. Alena Kurilova	Student member	Student of LL.M. in Commercial and Company Law, at the Erasmus University, Rotterdam

2. Programme of the site visit

Tuesday, 3 April 2018

19:00 Evening dinner (location: *Restaurant of the Golden Tulip Hotel*); Panel members introduction, preparation and discussion of key points and questions

Wednesday, 4 April 2018

Location: "Grachtenkamer", Leiden University Faculty Club, Academy Building, Rapenburg 73, Leiden

09.00 - 09.30 **Meeting with members of:
Leiden Law School**

Prof. Joanne van der Leun, Dean of Leiden Law School,
Ms. Anette van Sandwijk, Head of the Office for International Education, Leiden Law School,
Ms. Sheena Bruce, Head Advanced Master Coordinator, Leiden Law School
Faculty of Governance and Global Affairs
Drs. Jolanda D. Riel QC, Director of Operational Management
Dr. Julia Caussin, Head of Education Cluster and Senior Policy Officer

09.30 - 10.30 **First meeting with the Programme Management of the eight programmes**

Prof. Christa Tobler, EIBL
Prof. Titia Loenen, EIHRL
Prof. Simone van der Hof, L&DT
Prof. Madeleine Hosli, IRD
Prof. Pablo Mendes De Leon, A&S Law
Prof. Ton Liefwaard, ICR
Prof. Carsten Stahn, PIL
Prof. Willem van Boom, ICCL
Ms. Sheena Bruce

10.45 – 11.30 **Meeting with Exam Commission and Programme Advisory Committee for:
Leiden Law School**

Prof. Rick Lawson, Chair, Law School Exam Commission for Advanced Programmes
Ms. Sylvia Vink, External Exam Commission Member, Law School
Dr. Stephanie Rap & Mr. Amir Ali Abadi, Staff Members, Programme Advisory/Education Committee, Law School
Ms. Emiliya Bratanova (EIHRL) and Ms. Susana Dittrich (EIBL) Student Members, Programme Advisory/Education Committee, Law School

Faculty of Governance and Global Affairs

Prof. Jan Melissen, Senior Research Fellow at the Clingendael Institute, Chair of the IRD Board of Examiners
Mr. Berry A. P. Frieling, LLB, Secretary of the Board of Examiners, Institute of Security and Global Affairs
Dr. Sinisa Vukovic, Assistant Professor, Chair of the IRD Education Committee (**tbc**)

Ms. Francesca Ghiretti, Student Member of the IRD Education Committee

11.45 – 12.30 Meeting with lecturers from two programmes A and B

Dr. Pavlos Masouros, European and International Business Law
Asst. Prof. Armin Cuyver, European and International Business Law
Prof. Tom Ottervanger, European and International Business Law
Prof. Freya Baetens, European and International Business Law
Prof. Alex Geert Castermans, International Civil and Commercial Law
Dr. Jeroen van der Weide, International Civil and Commercial Law
Mr. Max van Leyenhorst, International Civil and Commercial Law
Mr. Thijmen Nuninga, International Civil and Commercial Law

12.30 – 13.30 Lunch and open consultation

13.30 – 14.15 Meeting with students and alumni from two programmes A and B

Ms. Valérie Bayard, Student European and International Business Law
Mr. Sebastiano Battaglino, Student European and International Business Law
Ms. Smrithi Punnoose, Student European and International Business Law
Dr. Narin Idriz, Alumna European and International Business Law
Mr. Oscar Suarez Bohorquez, Student International Civil and Commercial Law
Ms. Sushma Philip, Student International Civil and Commercial Law
Mr. Matthew Brown, Alumna International Civil and Commercial Law
Ms. Hosna Sheikhattar, Alumna International Civil and Commercial Law

14.15 – 15.15 Closed meeting panel, study time materials

15.15 – 16.30 Tour/walk

16.30 – 17.30 Meeting with representatives from the professional field

Deepika Jeyakodi, Contracts and Bid Manager, Airbus Defense & Space
Prof. Dr. Martin Kuijer, Senior Legal Adviser, Dutch Ministry of Justice and Security /
European Commission for Democracy Through Law (Venice commission).
Drs. Sasja Bökkering, Director of Advocacy & Programs, UNICEF The Netherlands
Mr. Dániel Dózsa, Senior Associate, Dechert LLP, London
Mr. Samuel Delcominette, Associate at Lydian Law Firm
Mr. Ton Wagemans, C.E.O of Considerati
Mr. Egbert Myjer, former judge of the European Court of Human Rights
Mrs. Susan Margaret Ortega Olortegui, MSc., The Embassy of Peru to the Netherlands

17.30 - 19.00 Free time

19.00 Dinner and Closed Panel Meeting

Prentenkabinet, Klooststeeg 25, 2311 SK Leiden

Thursday, 5 April 2018

*Location: "Grachtenkamer", Leiden University Faculty Club, Academy Building,
Rapenburg 73, Leiden*

- 8.30 – 9.15 **Meeting with lecturers from two programmes C And D**
 Prof. Adriaan Bedner, European and International Human Rights Law
 Dr. Jan-Peter Loof, European and International Human Rights Law (*t.b.c.*)
 Dr. Eduardo Arenas Catalán, European and International Human Rights Law
 Prof. Peter Rodrigues, European and International Human Rights Law and International Children's Rights
 Dr. Katrien Klep, International Children's Rights
 Dr. Machteld Vonk, International Children's Rights
 Prof. Marielle Bruining, International Children's Rights
- 9.15 – 10.00 **Meeting with students and alumni from two programmes C and D**
 Ms. Gargi Sharma, Student European and International Human Rights Law
 Ms. Emiliya Bratano van Harten, Student European and International Human Rights Law
 Ms. Clara Serra Baiget, Alumna European and International Human Rights Law
 Ms. Simona Demkova, Alumna European and International Human Rights Law
 Ms. Hei-Yu Wong, Student International Children's Rights
 Ms. Melissa Mohd Akhir, Student International Children's Rights
 Ms. Capucine Page, Alumna International Children's Rights
 Mr. Henk Hulsof, Alumna International Children's Rights
- 10.15 – 11.00 **Meeting with lecturers from two programmes E and F**
 Prof. Niels Blokker, Public International Law
 Prof. Larissa van den Herik, Public International Law
 Dr. Daniëlla Dam-de Jong, Public International Law
 Dr. Joe Powderly, Public International Law
 Dr. Jaroslaw J. Kantorowicz, Assistant Professor. International Relations and Diplomacy
 Dr. Marinko Bobic, International Relations and Diplomacy
 Dr. Maaïke Okano-Heijmans, International Relations and Diplomacy
- 11.15 – 12.00 **Meeting with students and alumni from two programmes E and F**
 Mr. Anderson Dirocie, Student Public International Law
 Ms. Magdalena Legris, Student Public International Law
 Mr. Cale Davis, Alumna Public International Law
 Ms. Kritika Sharma, Alumna Public International Law
 Mr. Nicholas Welsh, Alumna International Relations and Diplomacy
 Ms. Emma Hesselink, Alumna International Relations and Diplomacy
 Mr. Omar Haggag, 1st year Student International Relations and Diplomacy
 Mr. Praneet Khandal, 2nd year Student International Relations and Diplomacy
- 12.00 – 13.00 **Lunch and closed meeting panel**
- 13.00 – 13.45 **Meeting with lecturers from two programmes G and H**
 Dr. Tycho de Graaf, Law and Digital Technologies
 Dr. Bart Schermer, Law and Digital Technologies
 Prof. Gera van Duijvenvoorde, Law and Digital Technologies
 Prof. Wouter Hins, Law and Digital Technologies
 Asst. Prof. Tanja Masson Zwaan, Air and Space Law
 Prof. Peter Haanappel, Air and Space Law

Mr. Guido de Vos, Air and Space Law

13.45 – 14.30 Meeting with students and alumni from two programmes G and H

Mr. Atanas Yordanov, Alumna Law and Digital Technologies

Mr. Alan Sears, Alumna Law and Digital Technologies

Mr. Aleksandre Zardiashvili, Student Law and Digital Technologies

Ms. Astrid Voorwinden, Student Law and Digital Technologies

Mr. Pietro Benintendi, Student Air and Space Law

Ms. Vicky Jeong, Student Air and Space Law

Ms. Valentina Vecchio, Alumna Air and Space Law

14.30 – 15.30 Closed meeting panel

15.30 – 16.15 Second meeting with Programme Management

Prof. Christa Tobler, EIBL

Prof. Titia Loenen, EIHRL

Prof. Simone van der Hof, L&DT

Prof. Madeleine Hosli, IRD

Prof. Pablo Mendes De Leon, A&S Law

Prof. Ton Liefwaard, ICR

Prof. Carsten Stahn, PIL

Prof. Willem van Boom, ICCL

Ms. Sheena Bruce

16.15 – 17.00 / 17.30 Closed meeting panel

17.00 / 17.30 Summary and feedback

Programmes

A = European and International Business Law (EIBL)

B = International Civil and Commercial Law (ICCL)

C = European and International Human Rights Law (EIHRL)

D = International Children's Rights (ICR)

E = Public International Law (PIL)

F = International Relations and Diplomacy (IRD)

G = Law and Digital Technologies (L&DT)

H = Air and Space Law (A&SL)

3. Intended learning outcomes

1. Knowledge and understanding:

- a) knowledge about the current 'state of the art' and the theoretical foundations of international relations, conflict resolution and diplomacy;
- b) knowledge about the theory and practice of international organization;
- c) insight into specific challenges in international relations, international organization and diplomacy, including threats to international peace and security;
- d) understanding of key historical developments in international relations and diplomacy;
- e) recognition of the complexity of global challenges;
- f) recognition of the often interdisciplinary nature of international challenges;
- g) understanding of the value of insights generated by related disciplines (e.g., economics, psychology, international law and history) to the analysis of international relations
- h) knowledge about appropriate research methodologies to analyze topics in the broader area of international relations, including recent developments in international organization, conflict resolution, international negotiations, and diplomacy;
- i) insight into possible academic responses and means to contribute to the solution of salient, and partially complex, problems on a national, regional or global level.

2. Applying knowledge and understanding:

- a) capacity to develop and apply academic insights to the analysis of international relations, international organization, and diplomacy;
- b) ability to develop own academic thinking and to apply it to specific challenges in the broader field of international relations;
- c) acquisition of methodological skills in order to conduct graduate-level research in international relations;
- d) capacity to contribute to ongoing academic research with respect to developments in international relations;
- e) acquisition of the capacity to integrate obtained knowledge about international relations, international organization and diplomacy into own research;
- f) application of knowledge and understanding of international politics in an effort to find solutions to current challenges to peace and security;
- g) acquisition of problem-solving abilities in view of new challenges and unfamiliar circumstances on the global or regional level.

3. Ability to formulate judgments:

- a) formulation of judgments on, and sound academic evaluations of, current challenges in international politics and international organization;
- b) ability to evaluate challenges to global cooperation and international organization on the basis of partially incomplete information;
- c) application, and engagement in, research on international relations and diplomacy, including international security and human rights, based on a sense of ethical and social responsibility.

4. Communication:

- a) ability to make own contributions to the analysis of international relations, and to communicate these insights to an audience (including fellow students);
- b) ability to make well-structured and clear presentations on academic insights, including outcomes of own research, using up-to-date technologies and presentation software;
- c) ability to communicate research findings on issues in international relations, international organization, conflict resolution or diplomacy, in written or oral ways, in an academically well-informed, clear and transparent manner.

5. Learning skills:

- a) ability to conduct continued academic research, or research in a professional setting, that requires sound methodological training and elaborate insights into the broader field of international relations;
- b) acquisition of the capacity to continue analyzing issues in international relations and diplomacy in an independent, and largely self-directed manner.

4. Programme International Relations and Diplomacy

First year

Timing	Courses	ECTS
Block 1	International Relations: Theories and Approaches	10
	European Integration (Excursion EU Institutions Brussels)	5
Block 2	Diplomacy: Theory and Practice	5
	Qualitative Research Methods	5
	Negotiations and Conflict Resolution	5
Block 3	International Negotiation	5
	Quantitative Research Methods	5
	Globalization and Governance (Elective)	5
	Diplomacy: Communication, Tech and Misinformation (Elective)	5
Block 4	MIRD Internship	10
	Internship Research Paper	5
Total		60

Second year

Timing	Courses	ECTS
Block 1	International Law	10
	Public Choice (Elective)	5
	Non-Western Diplomacy: The Case of East Asia (Elective)	5
Block 2	International Political Economy	10
	Research Design	5
Block 3	Conflict, Civil War and Mediation	10
	Thesis Lab	5
Block 4	MIRD Master Thesis	15
Total		60

5. Documents studied

- Self-evaluation report including:
 - Subject Specific Reference Framework
 - Intended Final Qualifications
 - 2011 NVAO Recommendation and Actions
 - Course Descriptions and Assessments (Academic Year 2017/2018) and Course Levels
 - Course Schedule Overview
 - Thesis Guidelines
 - Rules and Regulations (Academic Year 2017/2018)
 - Student Statistics and Enrolment
 - Enrolment and Graduation Rates 2011 -2017
 - Overview of Teaching Staff – (Academic Year 2017/2018) including staff C.V.s
 - Student Chapter
 - Benchmarking Report for like Programmes National and International
 - Year-on-Year Changes to Programme
- Assessment plan
- Course assessment matrices
- Assessments and literature used of several courses
- Recent Reaccreditation findings – existing advanced studies programmes
- Mid-Term Review Report for Advanced Master Programmes
- Organogram of Advanced Studies Programmes Within Leiden Law School
- Advanced Master Governance
- Quality Assurance (QA) Monitoring Cycle
- Examples of Minutes from QA Standing Committee
- Student & Alumni Questionnaires /Exit Reports
- Exam Commission Rules
- Exam Commission Duties
- Exam Commission Annual Report
- Programme Advisory Committee Example Minutes of Meetings
- Intake statistics
- The Meaning of the Predicate 'Advanced '
- Advanced Master Programmes Annual Reports 2015/2016
- Advanced Master Programme Study Cards
- Course and Examination Rules and Regulations
- Exam Grading Instructions
- Exam Commission Exam Review Template
- Exam Rules and Regulations for Students
- Rules of Citation for Papers and Thesis
- Plagiarism Information
- Thesis Guidelines for Students and Supervisors
- Thesis and Paper Grading Criteria
- Thesis Second Reader Statement
- Thesis Course Description
- Exam Commission Thesis Review Sheet
- Presentation Checklist for Rubrics
- Example of an Advanced Master Course Booklet for Students Pre-reading
- Student Guide
- Blue Book
- Library Induction Materials

Studied theses:

1581341	1576054	581643	1291750	1762486
1581376	1386026	1690388	1723650	1741535
1550829	1581554	1723537	1735780	1727605