

**Advanced master's programme  
in  
Law and Digital Technologies**

**Leiden University**

Site visit 3 – 5 April 2018  
September 20<sup>th</sup> 2018

## Contents

Administrative data .....	3
Summary .....	4
Introduction .....	8
1. Intended learning outcomes .....	10
2. Teaching – learning environment.....	14
3. Student assessment .....	20
4. Achieved learning outcomes .....	22
Appendices.....	24
1. Composition of the panel.....	25
2. Programme of the site visit .....	26
3. Intended learning outcomes .....	30
4. Programme Law and Digital Technologies.....	31
5. Documents studied.....	32

## Administrative data

Institution:	Leiden University Leiden Law School Kamerlingh Onnes Building Steenschuur 25 2311 ES Leiden
Status of the institution:	publicly funded
Result institutional quality assurance assessment:	positive
Name of the programme:	Master Advanced Studies in Law and Digital Technologies
CROHO number:	75116
Level of the programme:	advanced master
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	-
Location(s):	Leiden
Mode(s) of study:	Full-time and part-time
Language of instruction:	English

## Summary

The one-year advanced master's programme in Law and Digital Technologies aims to deepen and widen students knowledge of law and governance of digital technologies in a European and international context. The programme attracts international students, from all over the world. The programme comprises ten courses (5 EC each and one of the courses is an elective), a thesis (10 EC) and extracurricular monthly research seminars, fieldtrips and additional workshops.

### *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 (courses). The panel concludes that the intended learning outcomes are appropriate for an advanced academic master's programme, systematically surpass by a considerable margin the generic quality standard and can be regarded as an international example. The level expected of students is high and is not only reflected in the intended learning outcomes but also in the entry requirements of the programme (a full degree in law or an equivalent) and the profile of the programme; to prepare students for a professional career as well as a career in research (PhD). 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 and the use of guest lecturers ensure close contact with the demands in the professional field. The intended learning outcomes also match with the universities and the Law School's vision on excellence as defined for the advanced master's programmes, the Law School's ambition to tie in research and education and the Law School'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 develop an advanced level in their knowledge and both a specialist and more systemic understanding of law and digital technologies. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests. 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 academic master level. The panel notes that the relation between the intended learning outcomes and the course is indicated in the course descriptions.

The panel values the interdisciplinary perspective on law and digital technologies by addressing relevant topics from philosophy of technology, developmental psychology, sociology, economics or communications science. This broader perspective is addressed in different courses such as the Digital Child Rights course, the Digital Government course, the Internet Privacy and EU Data Protection course and the Ethics of Digital Technologies course. In addition, the panel notes that the programme reflects topical issues such as licensing software in the cloud, the impact of digital technology on privacy, cyber security and cybercrime, predictive analytics, surveillance and block chain. The panel is of the opinion that the programme operates in the forefront of its 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 law and digital technologies are addressed, all add to this conclusion. The site-visit learned that cases from different regions in the world are used in the

programme. Students not only learn about different (cross-national) views on and practice in law and digital technologies but also to accept and respect cultural differences and to work with people from different international backgrounds.

The small scale of the programme and the use of the Socratic method of teaching allow for interactive and very intensive teaching. Students value this highly, the panel learned during the site visit. Alumni also noted the high workload of the programme, which helped them to prepare for their professional career. 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 (reflected in learning outcome 3, 4 and 5) is part of all courses, in the literature studied, the papers students have to write and ultimately the thesis. The way in which there is a gradual build-up and the fact that ample feedback is provided to students ensures that their academic skills are enhanced throughout the programme.

The professional orientation is prominent in all courses, by means of the many guest lecturers, the professional experience of lecturers from Leiden University and the professional experience students bring to the classes. Students learn practical skills such as drafting of ICT contracts and setting up privacy impact assessments. In addition, students learn about new technologies in so-called tech trend workshops. This contributes highly to the realisation of the intended learning outcome regarding application of knowledge and regarding developing a professional work ethic enabling them to work in an international and intercultural environment (intended learning outcomes 5 and 6). The fieldtrips and the guest lectures in the courses reflect the extensive contacts of the programme with a broad network of professionals in the field of law and digital technologies in a variety of (international) organisations. This is very valuable for the students as it aids them in building an international network and it prepares them for their professional career very effectively. The panel recognizes the programme's arguments for not offering a mandatory internship. The limited options, the various requirements of the organisations or firms and the limited space in the programme make this quite difficult. The panel strongly supports the development of the tech trend workshops and the eLaw in practice clinics.

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. The guest lecturers involved (from academia as well as professional practice) are also experts in their 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 an advanced level master's programme and that adequate facilities and a dedicated support structure are in place. The panel values the frequent individual meetings between students and programme board. The approachability and support of their coordinators and of the Office for International Education is valued by the students. The panel applauds the role of the Office for International Education. It offers students as well as lecturers ample support. And together with the Quality Assurance Standing Committee an effective structure for quality assurance for all advanced master's programmes is in place. The panel was also impressed by the dedication of the Programme Advisory Committee. This administrative structure strengthens the high level of each of the advanced master's programme.

The panel expressed satisfaction with the fact that the programme has clearly acted upon the advice of the previous (re)accreditation. On the one hand, by introducing tech trend workshops and on the other hand, by implementing a uniform thesis protocol and presentation checklist. In addition an exam commission and a programme committee have been installed.

### *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 an advanced 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 very detailed and transparent for students. The panel values the room for written feedback on the different assessment forms used. Furthermore, students appreciate the feedback they receive and the instructive discussions during the last lectures of each course about the examination.

The panel concludes that the Exam Commission 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 advanced character 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 regular 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. Besides, the theses studied show that the programme operates in the forefront of its field. 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 concept of advanced master programmes in law is rather unique. If comparable advance programmes are available, the quality of the Leiden programmes stands out as very strong both nationally and internationally. The panel also concludes that these programmes are, in comparison with regular 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 programmes, both in the design and implementation, can be used as an international example. The panel notes with great appreciation that the programme in Law and Digital Technologies 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 20<sup>th</sup> 2018**

A handwritten signature in blue ink that reads "Friedl Weiss". The signature is written in a cursive style.

**Prof. F. Weiss**  
Chair

A handwritten signature in blue ink that reads "T. Busing". The signature is written in a cursive style.

**Drs. T. Busing**  
Secretary

## Introduction

The advanced master's programme Law and Digital Technologies is part of Leiden Law School, of Leiden University. Leiden Law School is one of the largest faculties at Leiden University and offers four bachelor programmes, sixteen master's programmes and fourteen advanced master's programmes to approximately 5200 students.

### *Cluster*

The assessment of the advanced master's programme Law and Digital Technologies 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).

### *Leiden Law School*

The (non-government funded) advanced master's programmes of Leiden Law School share a joint management and support structure. The Quality Assurance Standing Committee of Leiden Law School, consisting of the directors of the programmes and the Dean, deals with admissions, programme structure, assessment and evaluation and any other related issues or problems that may arise (across all advanced programmes). The programmes and the Standing Committee are supported by the Office for International Education of Leiden Law School. The Academic Board of each individual programme is responsible for the day-to-day running of the respective programme, the development of the programme, student mentoring and advice and the correct and consistent grading of academic work within the programme. The Academic Board of each programme consists of the programme director, academic and programme coordinators and (if needed) lecturing staff. The academic coordinator is responsible for the coordination of the content of the programme and for academic support. The programme coordinator is responsible for overall logistical support to the programme. The academic and programme coordinators function as primary contact points for the students. They are available on a daily basis for student support and pastoral care, and are responsible for communicating with the lecturing staff or the administrators who work for a lecturer, should a student be unable to make contact. The Office for International Education employs the coordinators. For the advanced master's programme Air and Space Law, both functions are combined and performed by the same person.

Based on the recommendations of the last (re) accreditation, the programmes now have an Exam Commission and Programme Advisory Committee in place. In addition, the Office for International Education organises annual career advice activities for all advanced master's programmes.

### **The programme**

The 60 EC advanced master's programme in Law and Digital Technologies trains lawyers who wish to specialise in the area of Law and Digital Technologies and who already are, or desire to become, national or international legal practitioners in international legal practice in private law firms, companies or governmental bodies. In addition, the programme aims to prepare recent international graduates in law for advanced studies at a postgraduate level as well as to engage in a PhD.



The advanced master's programme in Law and Digital Technologies (LDT) consists of two core courses and eight additional courses (5 EC), a thesis (10 EC) and extracurricular monthly research seminars, fieldtrips and additional workshops. The programme is offered in a full-time and part-time modus. Students following the part-time modus are offered the same courses and facilities as full-time students, spread over two academic years.

### **Panel and assessment**

The panel that assessed the advanced master's programme in Law and Digital Technologies (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 January 9<sup>th</sup>.

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 3<sup>rd</sup>. The site visit took place on April 4<sup>th</sup> and 5<sup>th</sup> 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 Leiden Law School 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 aims, against the background of evolving legal and regulatory frameworks, to equip students with the legal knowledge and skills to deal with the requirements of the modern and complex world of digital technologies, and to lay the basis for life-long learning in this field. The programme primarily focuses on deepening and widening of the knowledge of law and governance of digital technologies in a European and international context. The programme addresses the legal, regulatory and ethical issues with respect to digital technologies, i.e. computerised data technologies, such as the internet, computers, mobile devices, persuasive technologies, internet of things, artificial intelligence, and algorithmic decision making.

The programme discusses areas of Law and Digital Technologies at various legal and regulatory levels. There are relevant rules of hard and soft law and relevant case law on the global international level, EU level and national and regional levels, and even at business level (e.g. self-regulation or techno-regulation). All these levels are intertwined and interacting, which implies Law and Digital Technologies theory demands a thorough knowledge of all levels in order to tackle domain-specific legal problems.

The programme challenges students to take an interdisciplinary perspective on the development of digital technologies. In doing so, students are for example confronted with ideas from the field of philosophy of technology, which allows them to understand the limits of the law in regulating these technologies, or with insights from developmental psychology and communications when discussing digital child rights. Moreover, technological expertise is embedded in the courses and is offered in additional workshops and field trips. This technological expertise gives students a better understanding of how technologies actually function, which enables them to work together with professionals with different backgrounds.

In the vision of Leiden University, excellence is the ability to think and act in an interdisciplinary context or solve disciplinary problems by thinking and dealing with issues at a high level, also in an international context. For the advanced master's programmes this implies that the excellent student is a) motivated enough to achieve the highest degree of accomplishment and, generally to make the most of their study, to deliver and excel; b) driven enough to wish to contribute to and participate in studies at a high academic level in order to enrich his / her learning experiences through working and learning in an academic community which demands the learning skills necessary to meet with rigorous and intensive studies; c) able to meet multiple coinciding deadlines, work under pressure and with determination to push themselves to extend their boundaries and d) capable of studying within a timeframe of one year.

Leiden University's system of levels<sup>1</sup> gives insight in the different levels of master's and advanced master's programmes. The advanced master's programmes teach at 500 and 600 level, which imply that the courses are highly specialized and require a master's level as a prerequisite and a master's degree as entry requirement. The 600 level is characterized by writing topical research papers, state-of-the-art academic thinking and oral presentation of an original contribution (thesis) dealing with a

---

<sup>1</sup> Within this system, each course/project is assigned one of six levels from 100 to 600. This range covers everything from introductory work (in bachelor's programmes) to original research (in advanced masters programmes).

yet unsolved problem. In the course descriptions, the level of the course is described as well as the learning goals and the intended learning outcomes that are addressed in the course.

#### *Intended learning outcomes*

The programme refers to the joint subject specific reference framework, for all Dutch law programmes. This framework was updated in 2015 by the Discipline Committee for Law, of the Association of Research Universities in the Netherlands.

In order to incorporate all programmes, the intended learning outcomes of the advanced master's programmes are described in a way that suits all programmes. The intended learning outcomes (see Appendix 3: Intended Learning Outcomes) are described in terms of knowledge, research abilities, presentation of knowledge, application of knowledge, working environment, contribution to academic and professional debate, ICT skills and keeping up knowledge. For each programme, specific knowledge and skills are added. For the advanced master's programme in LDT this implies knowledge of law and digital technologies including its sources, principles, and institutions and interrelation with specialised fields (such as privacy law, telecommunications law, media law, intellectual property law and criminal law).

Graduates of all advanced master's programmes are expected to hone a research-orientated, critical attitude, to be able to reflect on their own actions, and understand their own strengths and weaknesses and those of others. In addition, graduates can on this basis operate more effectively when dealing with others and understand the cultural differences that arise in organisations that operate in an international context, and can work effectively within this context. Graduates are also prepared in the long term to play a leading role in an international context and to make a significant contribution to science or society.

#### *Orientation: academic and professional.*

The programme has an explicit academic and professional orientation, focused on specialisation in law and digital technologies. Students learn to research legal and regulatory questions in relation to the development and convergence of digital technologies. In addition, an interdisciplinary perspective is provided with insights from philosophy of technology, developmental psychology, communications science and public administration. The programme draws on extensive research done in dedicated areas of law and digital technologies, such as privacy and data protection, digital identities and profiling, cybercrime, trust in an online environment, data science, and fundamental or children's rights in the digital world. The programme is closely tied in with the themes of the research programme of the Center for Law in the Information Society (eLaw) of Leiden Law School.

Students learn skills that enable them to formulate coherent and concise problem statements; to collect and analyse data; to analyse and interpret legal sources, academic literature, and complex cases relating to questions of law, regulation and digital technologies; to clearly present their findings both orally and in writing to legal specialists as well as to non-lawyers; to actively participate in academic debate; and to apply advanced academic knowledge in practice in the field of law and digital technologies. Moreover, the programme also prepares students for advanced studies at a postgraduate level as well as engaging in a PhD.

The programme prepares students for the international legal practice within in international legal practice in private law firms, companies or governmental bodies. In doing so, practical skills such as drafting of ICT contracts and setting up privacy impact assessments to help reduce business risks, claims and litigation are part of the programme. The meeting with alumni learned that they felt well prepared 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 advanced master's programmes. The representatives value the LDT programme's attention for technology, logical thinking and an interdisciplinary perspective. The programme's Board of Advice consists of five representatives from business, government and NGO stakeholders and meets twice per year. The board was involved in the design of the programme and discusses topics such as the content of the programme, the profile of the graduates and the demands of the professional field (related to the professional skills expected to operate in the interdisciplinary field of law and digital technologies). The Ethics of Digital Technologies course will be added from 2018-2019 onwards to the programme on advice of the board and students, as professionals that can address ethical questions regarding the development, implementation and use of digital technologies are needed in the professional field. The board is also involved in the yearly conference of the programme with workshops for students and professional field and in the fieldtrips.

#### *International benchmark*

The self-evaluation report included an international benchmark with comparable programmes. The programme is unique in the Netherlands; only Tilburg University offers a master's programme in Law and Technology. This programme however has a broad focus on technology, for example including biotechnologies. In addition, the Tilburg programme offers an array of optional courses; whereas the Leiden programme offers a fixed structure. On an international scale regular master's programmes on law and technology are available. Programmes of universities in London, Stockholm, Edinburgh and Leuven focus on a more traditional Internet law or IT law approach. Other programmes have a rather narrow focus, for example on intellectual property and the digital economy or legal informatics. The Leiden programme differs in that technological knowledge is addressed so students can critically reflect on the effects and regulation of these technologies and not to prepare students for innovating the work of legal professional with technologies. In addition, in its course Strategies for Regulation, the Leiden programme covers different modes of regulation (law, private regulation (soft law), social regulation and techno-regulation) to address the challenges posed by digital technologies and provides students with an interdisciplinary perspective on the field.

#### **Considerations**

Based on the studied documentation and the meetings during the site visit, the panel concludes that the intended learning outcomes reflect the advanced nature of the programme. The panel noted that terminology used differs from regular masters' programmes. In the advanced masters programmes terminology such as 'profound' and 'critical levels of research', 'insight', 'innovative' and 'analysis' are used. Even though the use of such words does not guarantee the advanced character of the programme, the panel notes that the level expected of the students is indeed very high. This is for example reflected in the entry requirements of the programme: a full law degree that offers entry to legal professions or an equivalent degree. In addition, the combined academic and professional orientation reflects the advanced level. Students are trained for professional practice and to pursue an academic career / obtain their PhD. The panel considers this to be a demanding and high-level combination.

The panel concludes that the intended learning outcomes of the advanced masters programme LDT are in line with the subject specific reference framework for Dutch law 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 for example reflected in learning outcome 3, where students are not only expected to formulate coherent and concise problem statements but also to formulate an independent opinion on legal questions and to provide innovative solutions to challenges in law and digital technologies. Students are also explicitly trained to pursue an academic

career and obtain their PhD (intended learning outcome 5). 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 develop a professional work ethic enabling them to work in an international and intercultural environment (intended learning outcome 6) and students can apply the learned knowledge, research and practical skills in a career at advanced level as a legal professional (intended learning outcome 5). In addition, the professional orientation of the programme is reflected in the practical skills students learn, for instance through moot Internet Governance Forum, moot courts, contract drafting courses, the monthly meetings, the contribution by (guest) lecturers with ample experience in the professional practice, and the professional experience of the students themselves (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 field of law and digital technologies from an international perspective. For example, international media law, international telecommunications law, international children's rights, relevant EU law and international cybercrime methods and ecosystems are addressed in the programme. Students also learn to work in an international and intercultural environment (learning outcome 6). This 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 LDT programme is quite unique. There are programmes in the world on law and technology, but with a different emphasis, without the interdisciplinary perspective and the mandatory structure of the programme.

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 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 and the use of guest lecturers ensure close contact with the demands in the professional field. The intended learning outcomes also match with the universities and the Law School's vision on excellence as defined for the advanced master's programmes, the Law School's ambition to tie in research and education and the Law School'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 programme (60 EC) consists of ten courses (5 EC each) and a thesis (10 EC) (Appendix 5). The first two courses are foundation courses: Strategies for Regulation and Regulation the Internet. Starting 2018 – 2019, the programme will add the Ethics of Digital Technologies course and student can opt for this course or the Digital Child Rights course, which is already part of the programme. All other courses are fixed and mandatory. The programme also offers extra curricular activities such as field trips, monthly research seminars (organised by the eLaw department), participating in conferences, internships and additional workshops.

For course assignments (presentations and papers), students can either choose from a list of topics provided by the programme or propose a topic of their own. Students can attend one course in any of the other advanced master programmes of the Law Faculty (without charge) to further broaden their horizon or deepen specific knowledge. 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. In addition, for each course the specific skills that are addressed are made explicit, as well as the relation with the requirements of the professional field and academic thinking (of the student).

As mentioned above, the first two courses form the core of the programme. The Strategies for Regulation course addresses a wide range of strategies governments and business have to their disposal to regulate human behaviour, focusing specifically on regulation by technology. The Regulating the Internet course provides students with an overview of the theoretical and practical aspects of Internet regulation and Internet governance. More specific the dynamic interaction of technical, business, legal and political aspects of Internet Governance is explored.

The other courses provide students with a deepening of the knowledge with respect to specialised topics in the field of law and digital technologies. The Media and Fundamental Rights course for example, discusses topics such as the freedom of speech and media freedom, public service media and competition, illegal publications and data protection and media exceptions. The course also includes a field trip, where students can discuss political and moral dilemmas with professionals. In the Internet Privacy and EU Data Protection course the theoretical framework of privacy and data protection and the practical implication of the application of this framework are studied. In addition, the influence of technological, social and economic developments on the right to privacy and the right to personal data protection are addressed. The course on Cybercrime and Cyber security discusses (amongst other things) the fundamental issues of legitimacy and transparency that arise when protecting cyber security and combating cybercrime. The consequences for fundamental rights and civil liberties as well as the trade-off between privacy and security are addressed.

In addition to the fixed courses, starting 2018 – 2019 students can opt for deepening their knowledge on digital child rights or ethics of digital technologies. The Digital Child rights course (which in 2017 – 2018 is a mandatory course) offers a multi-disciplinary perspective on the impact of digital technologies on the lives of children and how this impacts their fundamental rights. The Ethics of Digital Technologies course will addresses ethical issues that arise when working as a legal professional in this field, and strategies to balance the interest of different stakeholders (including society at large). The Programme Advisory Board advised upon adding this course.

The academic orientation of the programme is present in the academic and research skills that are an integral part of the courses. During the courses, students are expected to find relevant information

and to write and present papers. The programme trains academic skills and attitude integrated with relevant subject matter, through a variety of research assignments, increasing the independence of students through the course of the programme, and by active supervision, resulting in a final thesis. In addition, workshops on different aspects of research and academic writing skills (thesis workshops), plagiarism, making exams and the writing of papers are organised.

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 year which both become more extensive during the programme. During the site visit, students remarked that they receive ample feedback on their research papers and that there are review sessions during which questions and answers are discussed extensively. Lecturers and the academic coordinator are also available for consultation in this regard. Students also value the attention paid to emerging trends and topical issues in the programme, for example relating privacy and data protection.

The professional focus of the programme is apparent in the different courses and in the extracurricular fieldtrips. In different courses state-of-the art technological and legal developments are addressed. The programme also offers a series of tech trends workshops that provide students with the cutting-edge developments in the field. For example, throughout the programme data scientists demonstrate how to perform big data analysis, students participate in a hacker demo and get the opportunity to discuss legal issues with artificial intelligence experts working on IBMs Watson. The ICT Contracts course, gives students practical insight in drafting, negotiating and litigating ICT contracts. The (mandatory) excursion takes students to Brussels to visit the EU Parliament and to the Computers, Privacy and Data Protection conference. In addition, visits to different organisations such as Considerati, Leaseweb, Platform for the Information Society, T-Mobile, IBM etcetera are organized. The site-visit revealed that students can apply for participating in a legal clinic. The panel also learned during the site-visit that students appreciate the balance between theory and practice in the programme. Students find it very helpful that relevant and topical cases are discussed in the programme.

In addition, the programme is developing clinics focusing on eLaw skills in practice. Students can apply to participate and then carry out a pre-defined task regarding law and digital technologies commissioned by a law firm, company, legal practice, governmental organization, NGO or other partners. Even though the programme encourages internships, these are not a mandatory part of the programme. The panel learned this is because of the limited internship possibilities in international organisations and international operating firms. The latter firms in the Netherlands also require Dutch language abilities, which is a barrier for international students. Resulting from the previous (re)accreditation of the programme, a career week with career related workshops is now part of all advanced masters programmes. Besides, a dedicated career advisor is available for all students of Leiden Law School.

Students and the many (guest) lecturers involved in the programme also bring their own working experience to the classroom. Some students have ample work experience, which enhances the debates and discussions during the lectures. It also allows for comparison between legal systems. In the course descriptions the relation of the course with the requirements of the professional field is made explicit, as well as the specific legal skills that are addressed during the course.

### *Intake*

The programme aims to attract excellent students from (foreign) universities to create a stimulating high-quality international learning environment. The number of students varies, from six in 2014 – 2015 to twenty-four in 2016 – 2017 and eight in 2017 - 2018. The lower number of students in 2017 – 2018 was explained by ICT problems in the admissions procedure. Students generally come from all

over the world, in 2016 – 2017 representing nineteen countries across Europe, North and South America, and Asia in particular (less often also from Africa).

The main requirement for enrolling is a full law degree (or an equivalent in another discipline), with sufficient knowledge of international law. In addition, proven English language proficiency, a sufficiently high performance in a general law programme (validated by grades and accompanying grade criteria) and two letters of recommendation from current or previous professors and/or employers have to be submitted. All applications are checked by the Admissions Office, the Programme Board is responsible for the final selection.

During the site visit, the panel discussed the entry level of the students with students and lecturers. This because the requirement of a full law degree (or a degree at an equivalent level in another discipline) may vary between countries, which can lead to differences in student's entry level and content. It became clear that an extra workshop on EU law at the start of the programme is mandatory. The thesis workshops also provide 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.

Teaching is based on the Socratic method. Students are asked to investigate issues of substance and present their findings in a variety of ways including class presentations, papers, blogs, PechaKucha presentations, peer-review, and the making of a movie or game. In addition, a stakeholder debate and moot court sessions, participating in a mock frequency auction and drafting ICT contracts are part of the teaching methods. The teaching methods are also used to develop students' ability to work in teams and to improve their intercultural skills.

The programme aims for high-level course discussions between lecturers and students and peer learning amongst students, based on both a practical and theoretical approach to the subject area. All classes are mandatory. Classes take place in the form of seminars, normally held in two to three-hour sessions. Students are expected to prepare their classes thoroughly and be active during the classes. 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.

#### *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 guest lecturers. Most of the (guest) lecturers involved are professors, with a track record in research on law and digital technologies. In each course, several guest lecturers from different international organisations and different disciplines are involved. These guest lecturers represent the professional practice of law and digital technologies and allow for interactive discussions with students about real-time issues in the field. The use of guest lecturers also provides students with the opportunity to visit their organisations or companies and to build upon their legal network. Guest lecturers are selected on their specialised knowledge; their knowledge of English and presentation skills are also taken into account.



For each course a course coordinator is appointed. The course coordinator is part of the academic staff of the faculty and ensures the quality and level of the teaching. During the site visit it became clear that the course coordinators are very active in keeping up in touch with the (guest) lecturers and informing them about the themes discussed in previous classes. Lecturers meet on a regular basis and have attended workshops on interactive teaching and diversity in the classroom. Students appreciate the approachability, feedback and helpfulness of their lecturers.

#### *Facilities and organisation*

The programme is offered at the Leiden Law School, where students can enjoy the same facilities (lecture rooms, library etcetera) as all other students.

The Office for International Education (which employs the academic- and programme coordinators of all advanced master's programmes) arranges recruitment, selection and support for students and staff. On a daily basis, the academic coordinator and the programme coordinator support students and staff. Their lecturers monitor student's progress. Lecturers discuss concerns regarding student progress and performance with the academic or the programme coordinator. 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. The programme board meets with individual students three times per year, to discuss the well being of students and to receive feedback about the programme. These meetings offer the opportunity to react quickly to the feedback. To support in the social cohesion of the student body, the programme organises (social) events for students and staff members.

During the site visit, the panel also met with representatives from the Programme Advisory Committee. This committee represents all advanced masters programmes from Leiden Law School. The committee consists of an equal number of representatives of students and academic staff. The student members stay in close contact with the student representatives from each programme, by for example organising meetings with all student representatives prior to meetings of the Programme Advisory Committee, and through Facebook and Whatsapp. In the near future, student representatives will be able to attend the meetings of the committee as observers. 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 develop an advanced level in their knowledge and both a specialist and more systemic understanding of law and digital technologies. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests. 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 academic master level.

The panel notes that the relation between the intended learning outcomes and the course is indicated in the course descriptions. The course descriptions also explicitly name the skills that are addressed during the course and how these skills are addressed (for example research skills, legal skills and writing skills). Moreover, the relation with the requirements of the professional field and academic thinking (of the student) is described.

The panel values the interdisciplinary perspective in the programme on law and digital technology by addressing relevant topics from philosophy of technology, developmental psychology, sociology, economics or communications science. This broader perspective is addressed in different courses such as the Digital Child Rights course, the Digital Government course, the Internet Privacy and EU Data Protection course and the Ethics of Digital Technologies course. In addition, the panel notes that the

programme reflects topical issues such as licensing software in the cloud, the impact of digital technology on privacy, cyber security and cybercrime, predictive analytics, surveillance and block chain. The panel is of the opinion that the programme operates in the forefront of the field of law and digital technologies.

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 law and digital technologies are addressed, all add to this conclusion. The site-visit learned that cases from different regions in the world are used in the programme. Students not only learn about different (cross-national) views on and practice in law and digital technologies but also to accept and respect cultural differences and to work with people from different international backgrounds. This is also an explicit part of the intended learning outcomes (learning outcome 5), as mentioned in standard 1.

The small scale of the programme and the use of the Socratic method of teaching allow for interactive and very intensive teaching. Students value this highly, the panel learned during the site visit. Alumni also noted the high workload of the programme, which helped them to prepare for their professional career. 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 (reflected in learning outcome 3, 4 and 5) is part of all courses, in the literature studied, the papers students have to write and ultimately the thesis. The way in which there is a gradual build-up and the fact that ample feedback is provided to students ensures that their academic skills are enhanced throughout the programme.

The professional orientation is prominent in all courses, by means of the many guest lecturers, the professional experience of lecturers from Leiden University and the professional experience students bring to the classes. Students learn practical skills such as drafting of ICT contracts and setting up privacy impact assessments. In addition, students learn about new technologies in tech trend workshops. This contributes highly to the realisation of the intended learning outcome regarding application of knowledge and regarding developing a professional work ethic enabling them to work in an international and intercultural environment (intended learning outcomes 5 and 6). The fieldtrips and the guest lectures in the courses reflect the extensive contacts of the programme with a broad network of professionals in the field of law and digital technologies in a variety of (international) organisations. This is very valuable for the students as it aids them in building an international network and it prepares them for their professional career very effectively. The panel recognizes the programme's arguments for not offering a mandatory internship. The limited options, the various requirements of the organisations or firms and the limited space in the programme make this quite difficult. The panel strongly supports the development of the tech trend workshops and the eLaw in practice clinics.

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. The guest lecturers involved (from academia as well as professional practice) are also experts in their 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 an advanced level master's programme. In this, the programme differs from the other advanced master's programme in that a full law degree is not required. To make sure all students have a solid base at the

commencement of the programme, an extra workshop on EU Law is offered. In addition, extra support is 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. The panel values the three individual meetings per year that are held with each student; these are very helpful in creating an inclusive and inspirational learning environment for students. During the site visit the panel learned that students appreciate the approachability and support of their coordinators and of the Office for International Education. The panel values the role of the Office for International Education. It offers students as well as lecturers ample support, ranging from administrative issues including assistance for scholarship applications (for students) to filling out assessment matrices (for lecturers). With the Office for International Education and the before mentioned Quality Assurance Standing Committee, an effective structure for quality assurance for all advanced master's programmes is in place. The committee was especially impressed by the dedication of the Programme Advisory Committee. With the help of this administrative structure, the high level of each of the advanced master's programme can more effectively be strengthened and ensured. In addition, the panel noted that the programme has incorporated the recommendations made during the last (re)accreditation. For example, an Exam Committee and a Programme Advisory Committee have been installed, the tech trend workshops have been introduced, the thesis workshops have been expanded and the workshop on EU law has been introduced.

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 also 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

All advanced master's programmes use the same format for assessment and awarding grades. The criteria for assessing exams, papers and presentations (and the forms that are used) are similar for each programme. Furthermore, for all courses assessment matrices have been developed. With these matrices, the programmes want to ensure the (continuity) of the level and scope of the assessments. Lecturers have been trained in the use of course assessment matrices.

In all courses multiple assessment methods are used, for example written exam, (individual or group) assignment, stakeholder dialogue, oral exam, paper, essay, presentation, peer review, blog column and a policy advice. In courses with multiple assessment methods, the finale 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). Lecturers discuss the assessment methods at the beginning of the course and after the final exam students can review their exam. Students can also discuss their exam individually with their lecturer. Students appreciate the feedback they receive on their papers, as became clear during the site visit. They also value the possibilities of discussing the feedback on the exams with their lecturers and the extensive manner in which this is done.

#### *Exam Commission*

The Exam Commission for the advanced master programmes is an integral part of the institutional framework of Leiden Law School. The Exam Commission has a supervisory responsibility with regard to the final exam, examinations and tests (correctly applying examination regulations, mediation in appeals, quality assurance). The Exam Commission 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 Exam Commission randomly audits the assessments and the thesis. In this audit, the learning outcomes and the learning objectives of the course are taken into account, to ensure and check whether the assessment methods of the course meet the required level and objectives. At the beginning of the year, the Exam Commission checks the variety of the assessments used in the programme, based on an overview of all courses, assessments (including weighing) and the programming of the assessments throughout the year. Moreover, the Exam Commission checks a sample of course matrices and provides feedback if necessary.

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

During the site visit, the panel met several representatives of the Exam Commission. And it became clear that the Exam Commission put a lot effort in standardizing assessment forms, implementing the assessment matrices and evaluating the assessment procedures and the content of the assessments. Next on the agenda of the Exam Commission will be validation of all learning outcomes with use of the assessment matrices. 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 Exam Commissions. It became clear that the Exam Commission 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 Exam Commission 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 an advanced master's programme. In addition, the panel studied several exams and papers during the site visit and noted that these were of a very 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 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 Exam Commission 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 (10 EC). The thesis must address and analyse an issue in the field of law and digital technologies. The thesis can be comparative or restricted to a single paradigm. To stimulate students to start thinking about a potential thesis topic, lecturers of the second semester courses present (during the thesis workshops weeks) their courses in short introduction hours, focusing on relevant thesis topics and research questions. The site-visit revealed that students value this, as it helps them to start thinking about a thesis topic in December, in spite of not having followed all courses.

Besides, thesis workshops weeks are held in November and December. These workshops provide the students with further incentives to work on their thesis, formulating their research question and give both structure and coaching opportunities (in addition to supervision by the supervisor). During the site-visit, lecturers confirmed that the workshops ensure that the thesis proposals are of a significantly better quality than proposals from regular master's programmes. Throughout the writing of their thesis, 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 is expected to be analytical, well researched, use an adequate methodology and show the student's ability to synthesize the subject matter. The programme aims for theses to be of publishable quality.

Students conduct their research largely independently, with varying degrees of supervision from the staff. The thesis is written in quite a short period of time and is expected to present new and innovative findings in areas in law and digital technologies that have already been defined. The detailed thesis guidelines inform students about the thesis procedure, the grading and the deadlines. They also ensure a close follow-up by the course coordinators.

The same as for the grading of the assessments, the grading of the thesis is done on the basis of a common procedure applicable to all advanced master's programmes. The student's thesis supervisor grades the thesis by means of a standard form, which will then be submitted to the programme coordinator together with the written findings of the supervisor. Depending on the topic a second supervisor can be assigned, in which case the second supervisor also grades the thesis. The assessment of the theses is a matter for the supervisors. In addition, to ensure consistency in the grading and to provide a second reading all theses are read by a second reader.

Furthermore, theses (one outstanding, one good and one with passing grade) are subject to an audit by a legal expert from the Exam Commission who was not involved in the thesis supervision. So far, the findings of the audit have been in line with the assessment and notably the grades given.

The programme stays in contact with alumni on a personal level. Even though the programme is quite young, alumni are involved in the programme as a point of contact for future students (providing them with inside information on the programme and with tips for career steps after graduation). The self-evaluation report shows that alumni work in law firms (mostly internationally operating law firms); as corporate lawyers at Telecommunication Companies or Tech Companies; for national governments or semi-governmental institutions; for a University; as an in-house lawyer or consultant for online businesses. In addition, some pursue a PhD.

### Considerations

The panel notes that the advanced master's programmes have 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 Exam Commission randomly audits theses from each programme.

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 level, the degree of achievement in relation to the intended final qualifications and the grades for the thesis 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 LDT programme is very high and that graduates of the master's programme achieve the advanced level. The studied theses cover topics in the forefront of the field, were innovative, thoroughly researched and very well written. The topics are very relevant, challenging, sometimes even urgent, fit in very well with the most recent developments (for example the General Data Protection Regulation, block chain and artificial intelligence technology) and include comparative research or national case-studies. The theses also 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 is of the opinion that the theses reflect the advanced character of the programme and the high academic standard set by the programme. 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

<b>Name</b>	<b>Role</b>	<b>Brief job description of the panel members</b>
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, 1<sup>st</sup> year Student International Relations and Diplomacy  
 Mr. Praneet Khandal, 2<sup>nd</sup> 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. Basic and overarching knowledge:	The graduate has a profound knowledge of, and critical insight into, the foundation of Law and Digital Technologies, including its sources, principles, and institutions and interrelation with specialised fields.
2. Specialist knowledge:	The graduate has profound knowledge of, and critical insight into, specific specialised fields of Law and Digital Technologies and, in particular the respective field of specialisation, including the overlaps. Differences and interaction between these specialised fields. The graduate has a critical and profound understanding of the policy considerations underlying these bodies or law and their context (i.e., as appropriate, their comparative or international context).
3. Research abilities:	The graduate is capable of researching legal questions in the field of Law and Digital Technologies, its specialised fields, by formulating coherent and concise problem statements, collecting and analysing data, judging their validity and relevance as well as by in-depth analysis and interpretation of legal sources, literature, and complex cases. He/she is capable of posing critical questions, formulating an independent opinion on legal questions, and drawing well-founded conclusions. He/she is able to provide innovative solutions to challenges in the field of Law and Digital Technologies and, as appropriate, specialised fields, and to make and to make recommendations for further research.
4. Presentation of knowledge:	The graduate is capable of presenting his/her findings in a clear, readily understandable, methodical and logical manner, both orally and in writing, to both legal experts and non-lawyers alike. Students will further improve their existing writing, reading and research skills as well as their oral presentation skills. The language in all aspects of the programme is English. Therefore, English as a business and working language, using the specific vocabulary of Law and Digital Technologies, and its specialised fields is extensively developed.
5. Application of knowledge:	The graduate is capable of applying the acquired knowledge, research and practical skills in professions or functions that require application of Law and Digital Technologies at an advanced postgraduate level. More specifically: <ul style="list-style-type: none"> <li>a. The graduate possesses the legal knowledge, insight and skills to deeply engage with “the state of the art” in Law and Digital Technologies, enabling him/her to pursue a career at an advanced level as a legal professional within international legal practice in law firms, companies, national and international courts and tribunals, international institutions, and (inter)national governmental bodies or international orientated non-government organisations.</li> <li>b. The graduate possesses legal knowledge, insight and skills qualifying him/her to pursue an academic career by conducting further academic research, for example in a PhD programme.</li> </ul>
6. Working environment:	The graduate has developed a professional work ethic enabling them to work in an international and intercultural environment. The graduate is capable of working both independently and in a team, again notably within an international environment.
7. ICT skills:	The graduate is able to use new, or to enhance existing, ict skills in research and communication.
8. Keeping up knowledge:	The graduate has developed skills for lifelong learning, ensuring that they are able to identify and independently cover their own gaps in their knowledge.

#### 4. Programme Law and Digital Technologies

Timing	Courses	ECTS
Sept - Oct	Strategies for Regulation	5
Sept - Oct	Regulating the Internet	5
Oct - Nov	Media and Fundamental Right	5
Oct - Nov	Internet Privacy and EU Data Protection	5
Jan - Feb	Cybercrime and Cybersecurity	5
Jan - Feb	Electronic Communications Law	5
Mar - Apr	Digital Child Rights*	5
Mar - Apr	Ethics of Digital Technologies*	5
Mar - Apr	Copyright in the Digital Environment	5
Apr - Jun	ICT Contracts	5
Apr - Jun	Digital Government	5
Deadline Aug	Thesis	10

\* Digital Child Rights and Ethics of Digital Technologies are elective courses (2018-2019). Students are required to choose one of these courses.

## 5. Documents studied

1. 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
2. Assessment plan
3. Course assessment matrices
4. Assessments and literature used of several courses
5. Recent Reaccreditation findings – existing advanced studies programmes
6. Mid-Term Review Report for Advanced Master Programmes
7. Organogram of Advanced Studies Programmes Within Leiden Law School
8. Advanced Master Governance
9. Quality Assurance (QA) Monitoring Cycle
10. Examples of Minutes from QA Standing Committee
11. Student & Alumni Questionnaires /Exit Reports
12. Exam Commission Rules
13. Exam Commission Duties
14. Exam Commission Annual Report
15. Programme Advisory Committee Example Minutes of Meetings
16. Intake statistics
17. The Meaning of the Predicate 'Advanced '
18. Advanced Master Programmes Annual Reports 2015/2016
19. Advanced Master Programme Study Cards
20. Course and Examination Rules and Regulations
21. Exam Grading Instructions
22. Exam Commission Exam Review Template
23. Exam Rules and Regulations for Students
24. Rules of Citation for Papers and Thesis
25. Plagiarism Information
26. Thesis Guidelines for Students and Supervisors
27. Thesis and Paper Grading Criteria
28. Thesis Second Reader Statement
29. Thesis Course Description
30. Exam Commission Thesis Review Sheet
31. Presentation Checklist for Rubrics
32. Example of an Advanced Master Course Booklet for Students Pre-reading
33. Student Guide
34. Blue Book
35. Library Induction Materials

Studied theses:

1723464	1727540	0017450	1891286	1885928
1584731	1907875	1889621	1728512	1896148
1694553	1896156	1896334	1908103	1907824