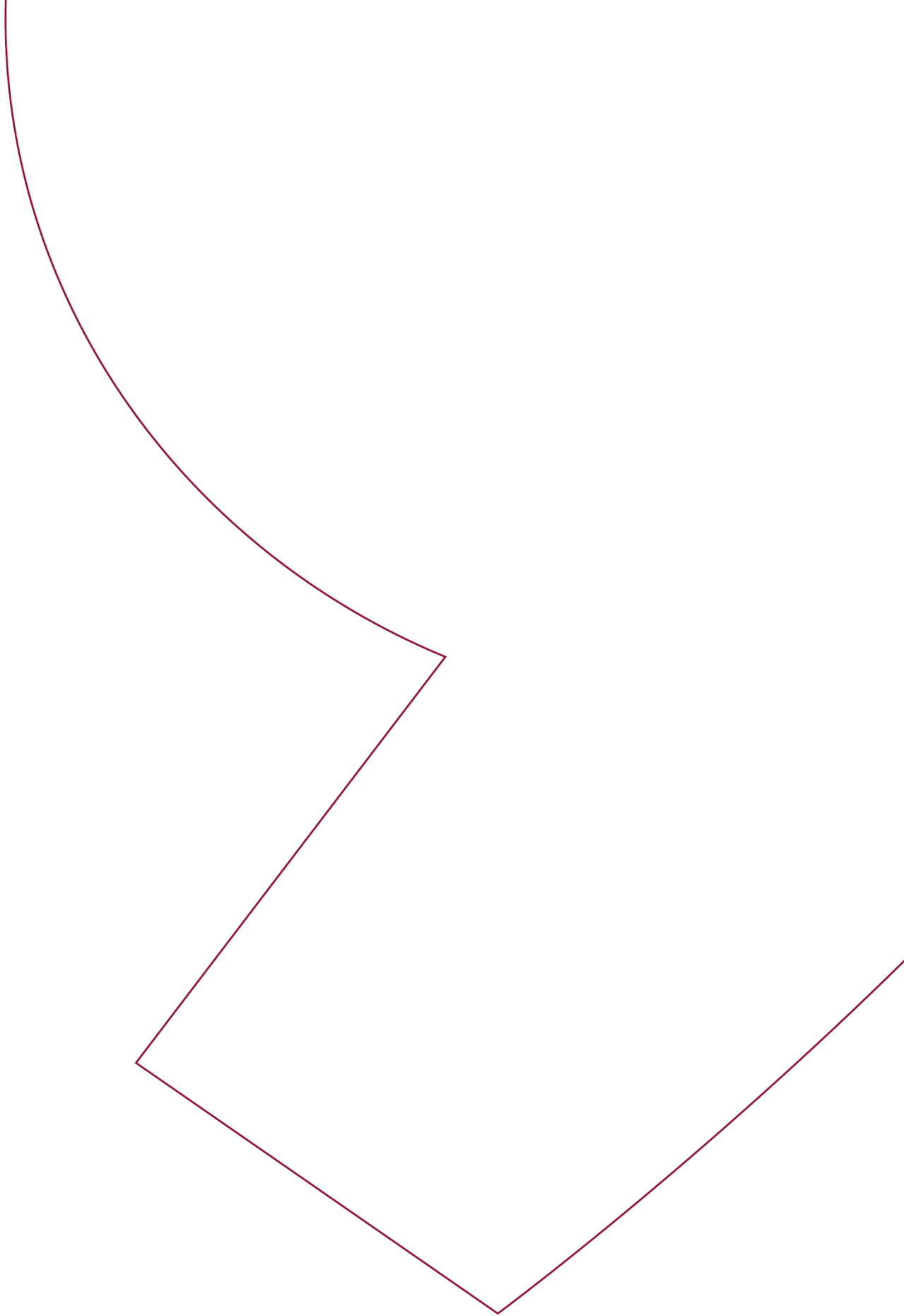


ASSESSMENT REPORT

Limited programme assessment

Master programme Law and Society
Full time

LEIDEN UNIVERSITY



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Full time

LEIDEN UNIVERSITY

Croho nr. 60770

Hobéon Certificering & Accreditatie

Dated:

24 September 2024

Audit Committee:

Prof. mr. A. Oskamp

Prof. dr. R. Wessel

Prof. mr. E. du Perron

Dr. mr. S. Jansen

Prof. mr. S. Struijk

Prof. mr. G. Meussen

Prof. mr. S. Roes

N. de Kruijf LLB

Secretary / co-ordinator:

Dr. M. van Bogaert

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1. GENERAL AND QUANTITATIVE DATA

Name Institution	Leiden University
Status	Funded
Outcomes of Institutional Quality Assessment	Positive
Name of programme in Central Register of Higher Professional Education (CROHO)	Law and Society: Governance and Global Development
ISAT-code CROHO	60770
Domain/sector croho	Law
Orientation	academic
Level	Master
Degree	MSc
Number of credits	60 EC
Specialisations	NA
Location	The Hague
Variant	Full-time
Joint programme	NA
Language(s)	English
Date site visit	10-12 June 2024

2. SUMMARY

The master's programme in Law & Society: Governance and Global Development (L&S) is a one-year master's programme at the Faculty of Law of Leiden University. The programme brings together students from law and social sciences to examine the dynamic relationship between legal norms and social reality. L&S has a global orientation, interdisciplinary approach and focuses on social justice.

Standard 1. Intended learning outcomes

The master's programme L&S explores the interaction between law and society, emphasizing an interdisciplinary approach. The programme equips students with tools to enhance the rule of law and social justice, addressing state, religious, and customary laws. L&S aims to bridge gaps between lawyers and social scientists, attracting a diverse student body. The intended learning outcomes fit the profile and align with the Dublin descriptors. Although recently started, the L&S programme has a strong connection to the professional field, with the Advisory Board also being involved in guiding students. The panel concludes that the L&S programme fulfils the requirements.

Based on these predominantly positive findings, the panel concludes that the master's programme in Law & Society realises the basic quality for standard 1 and thus 'meets the standard'.

Standard 2. Teaching-learning environment

The programme uses interdisciplinary and research-based learning, integrating law with sociology, political science, anthropology, philosophy, and humanities. Courses are co-taught, interactive, and use real-life cases to enhance problem-solving and critical thinking. The L&S programme is taught in English to attract an international student body, enriching the learning experience through diverse perspectives.

The curriculum starts with a foundational course and includes skills courses, and content courses, thesis preparatory courses and electives. The programme ends with the writing of the thesis, an independent research project. Students are trained in various research methodologies applicable to law and society. The L&S programme benefits from its small size, ensuring smooth coordination. Continuous reflection on course content ensures that the programme remains relevant and coherent. Attention is required to align with faculty-wide agreements and procedures.

L&S aims to attract students with strong interdisciplinary interests and sufficient English proficiency. While the student body is diverse, ensuring a common basis in both social sciences and law at the programme's start requires effort from lecturers. The programme's small size supports personalised guidance but maintaining consistency and handling varied backgrounds are ongoing challenges.

The programme's staff faces high workload demands, in particular due to the small-scale teaching and supporting of international students. Efforts to reduce workload include optimising assignments and structuring the thesis process with clear deadlines. Despite the effects of these measures, managing workload remains a priority to sustain small-scale education. The programme's teaching staff brings diverse expertise from law, sociology, political science, and other fields. Students value the expertise and appreciate approachability of lecturers and the integration of research and teaching.

Overall, the master's programme L&S meets the requirements of this standard through its structured curriculum, global orientation, and strong integration of interdisciplinary perspectives. The panel highlights the importance of aligning with faculty processes to enhance clarity and manage workload while maintaining the programme's distinctiveness and quality.

Based on these overall positive findings, the panel concludes that the master's programme in Law & Society realises the basic quality for standard 2 and thus 'meets the standard'.

Standard 3. Student assessment

The faculty applies four principles for the construction of assessment to promote reliable, insightful and independent testing, namely constructive alignment, rigorous testing, teacher and examiner development and solid quality assurance of assessment. In 2023-2024, the faculty reviewed its assessment policy, with guidelines for low-stakes testing, strategic use of assessments, and retesting policy. The panel is positive about the increased focus on assessment and assessment policy.

Assessment in the L&S programme is diverse, combining summative and formative evaluation. The theses are assessed by the supervisor and a second reader, using independent assessment forms. In case of high plagiarism scores, further investigation is carried out, but procedures are not always well documented.

The Examination Board carries out its statutory duties adequately, such as examining assessment quality through student course evaluations and random checks of course assessment files. The panel stresses the importance of a more proactive attitude on the part of the Examination Board, which should be properly positioned by the Faculty Board and programme management. The faculty has measures in place against fraud and plagiarism, with a special focus on AI developments, although this could be more proactive according to the panel.

Weighing all the findings and observations against one another, the panel concludes that the Law & Society programme realises the basic quality for standard 3 and thus 'meets the standard'.

Standard 4. Achieved learning outcomes

The panel reviewed 15 theses from recent graduates of the L&S programme, affirming the assessments by examiners. The theses, demonstrating academic master's level quality, had clear structure, well-written introductions, research questions, and methodologies. They effectively combined literature research, expert interviews, and other methods, often reflecting an international perspective. Despite being predominantly social science-focused, the theses incorporated law as a central theme. The panel praises the detailed feedback and assessments by examiners.

Students face challenges in visualising career paths due to the programme's interdisciplinary nature. This is to some extent also the case for alumni, despite all securing relevant jobs post-graduation. With more students graduating, the panel encourages alumni involvement to better inform students about career opportunities.

The panel is satisfied that master's students in Law and society are achieving the intended learning outcomes. The panel therefore concludes that Law and society 'meets the standard' for Standard 4.

The panel advises the NVAO to maintain the programme's accreditation. Upon agreement with the panel members the chair adopted this report on September 24th 2024.

3. INTRODUCTION

General information

The present assessment report is the outcome of the 'Limited Programme Assessment' of the two-master's programme Law & Society: Governance and Global Development (L&S) at Leiden University. This assessment was carried out on 10-12 June 2024 in Leiden by a panel of independent experts (see annexes II, III and IV for programme, working method, decision rules and panel composition).

Master's programme in Law & Society

The master's programme L&S is a one-year master's programme, bringing together students from law and social sciences to examine the dynamic relationship between legal norms and social reality. L&S has a global orientation, interdisciplinary approach and focus on social justice.

Organisation

The master's programme L&S is offered by the Faculty of Law. In total, the faculty offers four bachelor's programmes, seven regular master's programmes and nine Advanced Masters in the field of law and criminology. Each programme has a programme director who is responsible for quality and cohesion within the programme. Coordination between programmes takes place in the Education Board, which advises the Faculty Board on education-related issues.

The faculty is organised into five scientific institutes, each headed by a scientific director. Within the institutes, there are 23 departments dedicated to the study of a legal subfield or adjacent discipline. The Faculty Board manages the faculty and consults approximately nine times a year with the scientific directors of the five institutes. The Faculty Board's education portfolio holder is primarily responsible for the development of faculty education policy and for the implementation and organisation of education.

Recommendations previous assessment

In the self-evaluation report, the programme outlines the actions taken in response to the recommendations of the previous accreditation panel (2019). Some of the recommendations and their follow-up actions were discussed with the programme during the site visit, for example the way the diversity of the student body works out, the obligatory mandatory preparation and ensuring that the Board of Examiners can do its work adequately. The current panel concludes that overall, the recommendations have been seriously addressed and is generally satisfied with the improvement actions taken. Where relevant, this report will elaborate on this under the individual standards.

Recommendations Master Law & Society	Follow-up
Rephrase learning objective E4, to express more clearly that analysing legal texts should be interpreted in a social context	Done
Be quite clear about the aims of the programme (i.e. no 'civiel effect') in communication with prospective students	The programme takes care to be clear about this on its website and in other communications with prospective students.
Consider increasing students' access to readings from humanities (history, literature etc) in the programme	These are included in teaching materials when appropriate. For example, for The Challenges of Globalization students read 'A Man of Good Hope' (2016)
Keep track of how the diversity of the student body works out, e.g. in the research methods course.	This is closely monitored. After the corona period, the intake for the academic year 23/24 is the first truly internationally diverse one. Students with different backgrounds face different challenges and through the international classroom learn from each

	other. Within the methods course, differences in prior experience are monitored and accommodated.
Rephrase the information for students about the obligatory preparation so that it is in line with the formal regulations	Done
Consider ways to facilitate a student association in The Hague	A student association has been set up for the programme, embedded in the Law Faculty structure for study associations.
Monitor the workload of the teaching staff to avoid a possible overload.	This is monitored though it remains a point of concern
Add a justification of the choice of assessment methods and clarify how they connect.	This is part of the assessment plan.
Monitor the workload of the Board of Examiners, to ensure that they can do their work adequately	The examination board has been strengthened in terms of staffing but this remains a point of concern

Civil Effect

The Law and Society master's programme is a stand-alone international programme without civil effect.

4. FINDINGS AND JUDGEMENTS

4.1. 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.

Explanation: The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Findings

Profile

The master's programme Law & Society: Governance and Global Development (L&S) focuses on the different ways in which laws and legal institutions affect society and vice versa, how society influences the formation and functioning of law. The starting point for the L&S programme is the view that in order to understand and address social problems and their legal dimension, law as a discipline does not suffice but rather requires an interdisciplinary and multi-level perspective, in which qualitative and quantitative empirical findings are used to critically assess legal forms and processes while taking legal analysis into account. In the programme, law comprises normative orderings that are either formally or informally institutionalised. L&S students are being trained to be situationally aware, with much attention to the context and the problem behind the legal programme.

The L&S programme aims to enlighten lawyers about social reality and social scientists about law and make students aware of the interaction between law and society. It offers students the tools to employ and develop laws and legal institutions that strengthen the rule of law and promote social justice, both at the international, national, and sub-national level. The students not only focus on state law, but also consider the role of other normative orderings including religious and customary laws. These aims and ambitions require a diverse student body to realise disciplinary and cultural cross-fertilisation, with students from different disciplinary backgrounds and from different places across the Global North and the Global South.

According to the panel, the interdisciplinary L&S programme, aiming at enhancing the understanding between law and social science, has found a good balance between both disciplines. This results in an attractive programme for students both with a law background and with a social sciences background. The panel concludes that the Faculty of Law is a proper place to offer this programme, as law is object of study; how does a law come about, who can use it, who wins and who loses.

Learning outcomes

The L&S programme builds on the bachelor's level to provide more profound and advanced insight, knowledge, legal and academic skills. The graduate is able to make an independent contribution to the development of law and acquires the qualifications to conduct independent scientific research and participate in the scientific debate. Graduates are capable of forming an opinion on social issues in the field of their study on the basis of a scientifically sound and verifiable assessment.

The 17 intended learning outcomes (ILOs) are based on the Dublin descriptor format for academic master's programmes and pertain to acquiring substantive knowledge and

subsequent ability to work with that knowledge as well as skills for the future career of the graduate. The panel is of the opinion that the ILOs align very well with the ambition of the interdisciplinary programme and concludes that the ILOs are in line with the national Domain-Specific Reference Framework for Law (DSRK), reflect the internationally recognised Dublin descriptors, are laid down in the Education and Examination Regulations (TER) and lead to graduates at academic master level.

Connection with the professional field

The programme prepares students for a variety of career perspectives, including positions in government and semi-government institutions and in the private sector. The programme is geared, both in content and skills, towards qualifying students to function in internationally oriented settings, working with colleagues from different disciplinary and cultural backgrounds.

To ensure alignment of the orientation and level of the programme to recommendations and requirements from the professional field, the L&S programme has an Advisory Board. The Advisory Board provides input on various topics such as transferable soft and hard skills, transitioning from studying to work and how to make thesis topics relevant for the professional field. The Advisory Board members are also involved as guest speakers to give students insight into the dynamic of legal and policy frameworks on, for example migration and climate change and how they are experienced in practice.

The programme started in 2020-2021, which is fairly recently, and the number of alumni is still small. L&S is working on increasing the involvement of alumni to intensify the connection with the labour market. This is stimulated by the panel, in particular when considering the wide variety of positions students end up after graduating. Unlike for other master programmes (LLM) at the faculty, it is difficult for L&S students to estimate what the opportunities are after graduation and what kind of positions they may end up in. The uncertainty students mentioned in the interview is not unique to this programme but is more common in interdisciplinary programmes. The panel is therefore positive about the involvement of the Advisory Board, which not only engages with programme management but also informs students about the future professional field. The panel also stimulates the plans by L&S to involve alumni more strongly in informing students on career opportunities.

Considerations and Judgement

Meets the standard

The L&S programme looks at the interconnectedness of law and society and how they interact. By engaging with students from different disciplinary and geographical backgrounds, the larger picture becomes visible to the students in a comprehensive programme with law as the object of study. The intended learning outcomes are appropriate for an academic, interdisciplinary master's degree and adequately reflect the internationally recognised Dublin descriptors. The connection to the professional field is good.

4.2. 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.

Explanation: The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). If the programme is taught in a language other than Dutch, the programme must justify its choice. This also applies if the programme bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the programme concerned.

Findings

Organisation of education

The Faculty of Law in Leiden has traditionally been a decentralised faculty with a wide range of specialisations offering an enormous richness. At the same time, the Faculty Board, as well as the panel, observes a tension between decentralised management and the monitoring of coherence and joint procedures within and between the various programmes. The ambition of the Faculty Board is to increase centralisation, while decentralising the content of the programmes to departments as much as possible.

The L&S programme is small, which makes for smooth coordination and alignment within the programme. At the same time, the L&S programme has to relate to faculty agreements and procedures. In this respect the panel notes deviations, for example with regard to the thesis procedure. The panel believes that uniformity within the faculty is important for students and encourages the faculty to continue working towards mutual coordination and cooperation, regarding processes and structures in the coming years. Exceptions and deviations should remain possible but should be substantiated and have added value.

Didactical principles and teaching methods

The ILOs are converted into learning objectives for each course, gradually building towards the final levels of the ILOs. Teaching methods and assessment are aligned with the learning objectives and levels. L&S aims at integrating research and education, aligning with the Leiden University's and faculty's educational vision, which prioritises research-based learning.

L&S adopts an interdisciplinary approach, drawing knowledge and methodologies from various fields of study, such as law, sociology, political sciences, anthropology, philosophy and humanities, to understand the complex relationship between law and society. Legal issues are examined from multiple perspectives, in order to get a comprehensive understanding of the complexities and interdependencies of law and society. Courses are co-taught by lecturers from different disciplines, to ensure a multidimensional approach and diverse perspectives in the classroom.

Teaching methods are aimed at stimulating interaction in class. Theoretical courses combine lectures with small-group tutorials, assignments, group discussions and case studies. Methods courses also involve assignments with blended-learning elements. The size of the programme makes small-scale teaching possible, with plenty of room for personal guidance from and approachability of the lecturers. The student-centred approach is visible in the way students actively shape their own learning process. Many real-life cases are used in the courses to develop student's problem-solving skills and critical thinking abilities.

Students appreciate the interactive and participatory learning environment in class and the requirement for group work and presentations. This stimulates teamwork and active participation.

Language

The L&S programme is taught in English in order to attract the diverse international student body it wishes to engage with to implement the international classroom. This international perspective is in accordance with the characteristics of the labour market after graduation. Graduates may find employment in supranational organisations, international non-governmental organisations or global corporations. Also, those who enter the national job market, are likely to encounter contexts where English is the predominant language for both written and verbal communication, e.g. international departments within ministries and for-profit consultancies advocating for client-interests in the realm of EU regulations.

The panel is positive about the global orientation of L&S, allowing students from many places and with different backgrounds to join. In particular, the attention for the Global South is considered positive. Students mentioned that the attention to the Global South is adequate, and several courses explicitly include literature from the Global South. The panel follows the programme's vision on the international and intercultural approach and confirms the importance of an international, diverse and interdisciplinary perspective on law and society. The international classroom clearly has added value. This applies to students in the programme and afterwards, as many go on to work in international, intercultural organisations and companies.

Curriculum

The curriculum consists of 60 EC and is structured in two semesters. The curriculum comprises five theoretical core courses (see figure 1), starting with the introductory course *Foundations of Law and Society* (10 EC). In the second semester, students must choose two of four elective courses, which are specialised courses to enable students to dive deeper and focus on particular areas of the socio-legal field. Furthermore, two courses prepare students for writing their master thesis by offering a systemic overview of socio-legal methods and their application for empirical analysis of social and legal problems. The thesis (10EC) is the final project and functions as proof of academic competence. Students are overall positive about the curriculum and the courses, the main criticism were the somewhat disorganised elective courses.

The curriculum includes research methodology courses, providing students with skills and knowledge to conduct academic research and different research methodologies that are relevant for the field of law and society. This includes research-based assignments in coursework, enabling students to apply theoretical concepts to real-world scenarios. Students can participate in research projects conducted in the institute, encompassing a range of activities from empirical research, dissecting legal case studies and delving into specific legal and societal issues. The panel appreciates the strong relation between research and education that is clearly visible in the L&S programme.

The thesis is a self-directed research project in which students have the autonomy to choose a research topic based on their own interests and academic goals. It allows them to explore a research question in-depth and develop expertise in a specific area of law and society. Each student is appointed a supervisor who provides guidance and support, helps the student refine their research question, provides feedback on research design and methodology and assists in the interpretation of findings.

From the interview with the lecturers, the panel concludes that there is continuous reflection on the content of the courses, the coherence between the courses, the balance between law and social sciences, and how to give current topics a place in the courses, whether in electives or not. This approach is development-oriented and deserves a compliment.

Curriculum Master Law & Society					
Semester 1			Semester 2		
Foundations of Law & Society		The Rule of Man in the Rule of Law	Researching Law in Society	Mobilizing Rights and Social Justice*	
				The Challenges of Globalization, Migration, and Cross-Border Mobility*	
Legal Pluralism in the Global South and Global North	Lawmaking, Politics and Society	Thesis Proposal	Disputing Deconstructed	Regulation and Compliance*	Thesis
				Current Issues in Law & Society*	

Figure 1: curriculum overview master programme in Law & Society

Part of the student body has a bachelor's degree in law and part has a bachelor's degree in a social sciences discipline. These different backgrounds require attention - especially at the beginning of the programme - to get all students to a minimum level. The panel concludes that the programme sees law as the object of study. It does not aim to train legal professionals but aims for graduates to speak the language of both disciplines. In several interviews during the site visit, the panel discussed the way L&S deals with students from different disciplinary backgrounds enrolling in the same programme and their ability to study legal topics in depth.

The programme has thought carefully about how to bring students from different disciplinary backgrounds up to level in the different disciplines, in particular the discipline that they are not familiar with. The foundation course is an essential link in this process, but students are also stimulated to do obligatory preparations prior to starting the programme. Students told the panel in the interview that the amount of reading that had to be done prior to the start of the programme and in the first courses was intense. At the same time, students did learn to think and analyse from the perspective of law, and they noticed that all of them struggled with some topics but excelled in other topics. The panel concludes that this provides a sufficient solid basis of knowledge and skills to all students to successfully achieve the intended ILOs.

Alumni without a background in law informed the panel that they appreciate to have learned a lot about law though at a meta, contemplative level. Their knowledge on law remains general and does not include knowledge of the different areas of law and the differences between them. Students confirmed this and stated that the amount of reading led to some understanding of the law, but not with a focus on different aspects or areas. The panel recommends to the programme to make sure that in addition to getting familiar with legal aspects, students also get a feeling of what law is. This could be part of the foundational course, for example by a two-track start on certain topics. This might also help students with a background in law to deepen their knowledge and understanding of social sciences.

Admission, student intake

L&S aims at attracting ambitious students who are interested in law and society and, in general, in the interdisciplinary focus of the programme. Students should also have the broad outlook and communication skills required to participate in an international classroom and a community of students from a variety of backgrounds. In addition to having a relevant bachelor's degree (either law, social sciences or multidisciplinary programme including law and social sciences), students must proof their English language proficiency. The number of students enrolling fluctuates around 30 students per year. Approximately one third of students is Dutch, the others are international students (with fluctuating percentages of EEA (European Economic Area) students and non-EEA students).

In the interview with the panel, lecturers mentioned the benefits of the international classroom with ambitious students. Diversity in class is visible in different academic backgrounds and

geographic diversity, which has positive effects, for example each student brings a unique perspective to the programme, enriching the learning experience for their peers. On the other hand, students also come from different educational systems leading to differences in comfort level regarding active participation in class. Furthermore, some students may have more experience in interpreting legal texts, while others already possess practical skills in empirical research.

Students have different entry levels and backgrounds, which requires time and efforts from lecturers to get to a common basic point of departure. However, this is achieved and subsequently students stimulate and inspire each other. The programme deals with challenges in several ways. First, to accommodate diverse learning styles, a variety of teaching methods and assessment methods are employed, including group work in groups that are deliberately altered each time. L&S also includes materials in the syllabi from a range of geographical regions. A challenge that the programme is still dealing with is that, despite English language test requirements, some students exhibit inadequate proficiency in English. According to the panel, this issue will be more pronounced with Artificial Intelligence programmes like ChatGPT. The consideration to have interviews after the first selection round is stimulated by the panel. It might initially increase workload but could prevent enrolment of students who are unable to successfully complete the programme.

The panel is surprised by the university's requirement that programmes, including small and selective ones, must have two intake moments. The panel, however, notes more disadvantages rather than advantages of allowing a very small group of students to enter in February. It is difficult, perhaps even impossible, for these students to be included in the already formed community of September entrants. It is also not feasible to re-offer the curriculum for this small group, which means that the structure of the curriculum is not as optimally planned. Finally, the second intake moment increases the already very high workload of lecturers. The panel therefore advises Leiden University to reconsider whether the advantages of a second intake moment for all master's programmes sufficiently outweigh the disadvantages.

Study success and student guidance

Initially, the success rate for completing the programme in one year were low with 56% (and 81% in two years). The percentage of graduation in one year increased to 74% in 2021-2022. Study load is high, but overall doable. Most frequent causes of delay were students enrolling in multiple master programmes simultaneously and extensive research projects requiring longer periods of data collection.

In the first years the programme was offered, many students did not manage to finish their thesis in the given time, leading to delays and increased workload for staff. L&S is making continuous efforts to enhance the thesis-writing process. For example, special attention is given to providing guidance and clear deadlines in the process of thesis proposal and thesis writing, in order to timely collect empirical data and have sufficient time for the writing phase. Furthermore, the *Thesis proposal course* now comprises of lectures and videos covering essential topics. The *Researching Law in Society* course was also revised, students are now provided with more extensive training in methods that are commonly used in theses (e.g., interviewing). The panel is positive about the structured approach to the thesis that was introduced. This will help students to graduate within one year, which is particularly important for students from outside EEA. Students informed the panel that the programme is doable in one year, but it is intense to combine the preparing and writing of the thesis with course work.

International students require specific attention concerning mental health and wellbeing. The programme initiated a mentoring programme that offers international students a trusted initial point of contact for initiating discussions. According to the programme management, the contact with the mentor helps students in understanding how things work in the Netherlands and in the programme. In case the student has issues or questions that go beyond the

knowledge of the mentor, the faculty can offer support by a student advisor and/or student psychologist. The international students who met with the panel were very positive about the organisation leading-up to the start of the programme, in which sessions were held to inform students on how to prepare and to emphasise the importance of looking for housing.

Teaching staff

The Van Vollenhoven Institute (VVI) is the principal department responsible for the L&S programme and most lecturing staff is participating in VVI. By collaborations with partners (within the Faculty of Law and wider Leiden University) expertise is complemented. These collaborations strengthen the interdisciplinary structure of the curriculum. The lecturing staff consists of qualified professors, lecturers and researchers from diverse disciplinary backgrounds in law, sociology, political science, anthropology, and philosophy. Staff members actively participate in research in their areas of expertise and part of the lecturing staff brings practical experience into the classroom, having worked as legal practitioners, policymakers or experts in relevant fields. It was noticed by students that despite the interdisciplinary expertise, most staff members are female and Dutch.

All courses are evaluated, students report that lecturers take their feedback seriously, it often leads to improvements, e.g. clear assessment criteria available on Brightspace at the beginning of the course. Evaluations also make clear that students are very positive about the lecturing staff, for example visible in the high NSE scores. Students appreciate the opportunity to meet with lecturing staff outside the courses, for example in mentor meetings. Compared to other programmes in the faculty, L&S makes relatively heavy use of lecturers employed by other faculties. According to the panel, this makes it particularly important for the L&S programme to follow the rules and guidelines of the Faculty of Law. In practice, most courses are taught by a lecturer from the Faculty of Law and a lecturer from another faculty, so criteria, rules and guidelines should be familiar. Every six weeks, lecturers meet for a teaching meeting; lecturers from outside their own institute and the Faculty of Law are also invited.

The panel concludes both from the student chapter and the interview, that students are very positive about their lecturing staff. Lecturers are well informed, are experts in their fields and have practical experience on different continents. This makes for interesting, engaging and varied classes. Students are positive about the approachability of staff. They also mentioned that, in addition to the expertise of permanent lecturing staff, the classes by guest lecturers are extremely valuable and interesting. The faculty offers an extensive teacher professionalisation programme. Education is becoming increasingly important within the faculty; good educational performance, for instance, weighs more heavily in staff assessments. There is a Basic Teaching Qualification (BTQ) requirement for lecturers with an appointment of 0.5 fte or more; other lecturers may obtain a BTQ or follow the course 'Uitvoeren'. Experienced lecturers can obtain a Senior Teaching Qualification (STQ). As there is a significant gap between BTQ and STQ, the faculty is looking for an intermediate step, for example building up a medior qualification using different and smaller modules. The panel likes such a medior qualification and stimulates the faculty to proceed working on it. L&S is offered in English, teachers should therefore be proficient in English at C1 level, this is part of the BTQ. Additionally, most lecturers publish their research in English, so they are familiar with the terminology in the field.

Within the faculty, there is an increasing focus on educational aspects, which manifests itself in the recruitment of an education expert and faculty learning from each other (e.g. through the LTC lunch bytes). The faculty plans to expand the professionalisation offer for lecturers, partly because lecturer development is an important prerequisite for the successful implementation of educational innovations.

Workload for lecturing staff is high due to the small-scale and intensive programme with many international students requiring extra support and guidance. Lecturing staff and management of L&S informed the panel that workload indeed is high, although it is inspiring that the courses

in this programme are close to their own research topics. Students are also actively involved in lecturers' research, which promotes integration between teaching and research.

The L&S programme evaluated the optimal number of assignments per course for both students and lecturers, leading to a small reduction of assignments but with sufficient formative feedback moments. The more stringent deadlines for the thesis trajectory are also helping supervisors, it prevents supervision extending into the summer. The additional workload that came with the initial development phase and the complications of the Covid-19 pandemic are now in the past and the L&S programme is transitioning towards a more stable and streamlined phase. Despite the attention for workload and workload-reducing measures, the panel believes that workload should be and remain an ongoing concern, especially in the context of the desire to continue offering small-scale education.

Considerations and Judgement

Meets the standard

L&S teaching is small-scale, activating and interactive with major commitment from lecturers and students. The curriculum of the L&S programme is well structured, coherent and in line with the programme's profile and ambition. The panel is positive about the global orientation of L&S, in particular the inclusion of the Global South, allowing students from many places and with different backgrounds to join in. The panel agrees with the programme's vision and confirms the importance of an international, diverse and interdisciplinary perspective on law and society for which the international classroom has clear added value. By diversifying the teaching and classes in the foundational course, for example different classes for students coming from different disciplinary backgrounds, the panel believes that knowledge of - in particular - law and areas of law can be further deepened.

The L&S programme is an independent programme with a lot of alignment between lecturers. The panel finds it important that the programme evolves along with developments at faculty level, where increasingly standard processes and procedures apply with enough room for a programme's own interpretation. Besides providing clarity to students, this can also help curb the high workload for lecturers.

The programme is working on study success, in particular the measures around the thesis track seem to be having an effect. Because of student welfare, quality of education and lecturers' workload, the panel finds it desirable that small master's programmes, such as the L&S programme, (have to) offer only one intake moment.

The programme has a close-knit, enthusiastic and knowledgeable lecturing team that is appreciated by students. Using guest lecturers provides additional expertise, more connection with professional practice and offers some reduction in workload. Students appreciate the relationship established with professional practice in each course. The lecturing team listens to student feedback and works continuously to optimise the programme.

4.3. Student assessment

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

Explanation: The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

Findings

Principles of assessment

The Faculty of Law uses four principles for the construction of assessment. The first principle is constructive alignment, linked to the concept of backward design. The design of education and (accompanying) assessment starts from the question what students must know and be able to do at the end of the course. Education and assessment are then adapted to this. In recent years, improvements have been made, such as making the learning objectives of a course clear in the study guide. An assessment plan has been drawn up for each programme, indicating how the learning objectives of a course are linked to the ILOs of the programme. This provides guidance for teaching and makes it clear to lecturers which learning objectives need to be addressed within a course. An assessment matrix is drawn up for each course, indicating which learning objective is assessed with which questions and at which level.

The second principle is rigorous testing, in which assessments must meet the requirements of validity, transparency and reliability. The programme uses the four-eye principle as a quality check; prior to administering the assessment, another lecturer examines the test in the light of, among others, the learning objectives. The use of assessment matrices also reinforces the thoroughness of assessment. Principle three concerns lecturer and examiner development. The basis for this is laid by the obligation for lecturers to have a UTQ qualification. At the time of the site visit, plans were being developed with respect to lecturer development. The fourth and final principle is a solid quality assurance of assessment. The Examination Board safeguards the quality of assessment and checks whether the principles around assessment are observed.

In the academic year 2023-2024, a review of the faculty-wide assessment policy was initiated, with a working group drafting a guideline on low-stakes testing, the more strategic use of tests and considerations for the review of the re-examination policy. The panel is positive about the increased attention for assessment in the Faculty of Law.

System of assessment and assessment methods

The L&S programme makes use of a variety of assessment methods (written exams, essays, written assignments, oral presentations and reflection papers) to match the (application of) knowledge and skills taught in various courses. Each course has multiple assessment methods to ensure that the objectives of the course will be assessed adequately. Transferable skills are also assessed in a variety of ways, like engaging in group work which is also evaluated. Students offer (and receive) feedback from each other, teaming up with peers. The panel appreciates the variety in assessment methods (both summative and formative), which helps the diverse group of students in showing that they obtain the learning goals of a course in various ways.

Students are provided with information about the assessment methods in advance in course descriptions and course manuals. Lecturers also actively inform students during class about assessment criteria, method and preparation, encouraging them to start preparing with ample time. Previous exams and/or practice exams are published on the online learning platform. Students indicate in the student chapter to prefer having even more practice exams, in particular with questions that are representative of the upcoming exam. The programme utilises standardised rubrics for similar assignments, enabling feedback continuity for specific exercises beyond individual courses.

Thesis assessment

In the thesis project (10 EC) students choose a research topic based on their own interests and academic goals. They explore a research question in-depth and develop expertise in a specific area of law and society. The thesis supervisor and a second member of staff conduct an independent assessment of the thesis, and both complete an assessment form before jointly determining the final grade. Based on the last survey on the assessment of theses by the Examination Board, it was recommended to include the requirement for a substantiation in one's own words of the partial grades and final grade, in particular by the second assessor. The panel is positive about this adaptation of the thesis assessment form. The panel concludes that the assessment of theses is independent, and assessors coordinate sufficiently on the thesis assessments.

In a number of thesis assessments from the sample, the panel noticed extremely high plagiarism scores, sometimes as high as 98%, with no clear explanation by the assessors. Interviews revealed that adjustments to the grading system resulted in theses being checked for plagiarism a second time, resulting in high plagiarism scores. Lecturers the panel interviewed indicated that when scores are high, possible reasons are looked at in more detail, but not all lecturers put it neatly on the assessment form. The panel recommends indicating on the forms that a check has been made, to keep quality assurance transparent.

Examination Board

The faculty-wide Examination Board carries out its statutory duties with ten members and a secretary. Quality of assessment is assured in two ways; in student course evaluations and by means of a random check of examinations (including assessment matrix, answer model and examination quality requirements). The course coordinators are individually informed of the findings and a report is sent to the programme director and the education portfolio holder of the Faculty Board. In the Examination Quality Assurance Handbook, the Examination Board has included a list of criteria it uses to monitor assessment quality. In addition to the random check of courses, the Examination Board examines yearly for one programme whether all course objectives jointly cover the ILOs. Last year, this concerned the master's degree programme in Law. Periodically, the Examination Board also investigates the assessment of master's theses.

Based on the interviews during the site visit, the panel concludes that the Examination Board has a good picture of the quality of assessment in the programmes, including what goes well and with recommendations on what could be improved. However, the panel notes that the decentralised nature of the faculty makes a proactive functioning of the Examination Board difficult, and the panel gets the impression that recommendations from the Examination Board are not always followed. For example, there are discrepancies between the OER, Rules and Guidelines of the Examination Board and what is stated in the course manual. The panel considers it is essential and important that the Examination Board not only has a monitoring role, but on certain aspects also a regulatory role. This means that the panel encourages a proactive attitude of the Examination Board and it recommends to the Faculty Board to put the Examination Board into the position to take tighter control on the quality assurance, by using the (formal) instruments at its disposal. There seems to be a lot of freedom for each programme to adapt processes and procedures. The panel believes that more uniformity around assessment is needed for good quality assurance and recommends agreeing on common frameworks and standards that can only be deviated from with justification and consent. It is partly the responsibility of the Faculty Board and the programme management to ensure that the recommendations of the Examination Board are followed up and to strive for more uniformity within the faculty regarding processes and procedures on assessment.

Fraud (prevention)

The faculty pays attention to fraud and its prevention in various ways. Besides information on (the consequences of) examination fraud, students are informed about plagiarism at the start of their studies. All theses and most papers are checked using anti-plagiarism software programmes. In addition, the professionalism of lecturers is an important safeguard in tracing irregularities. One of the ways in which this is done is through active thesis supervision in which the process and realisation of the final product is transparent.

The Faculty Board and the Examination Board recognise that the risk of fraud is increasing with the developments of artificial intelligence (AI). The first steps on how to deal with this have been taken by the university with the drafting of guidelines. The implementation of the guidelines brings challenges, especially in the assessment of written skills. The panel feels that the way faculty and programmes deal with developments in AI could be more proactive; this is similar for multiple law faculties in the Netherlands. It is important to make clear arrangements on proper use and misuse of AI and, for example, the generation of (basic) texts. For detection of possible fraud by students, it is important that not only the final product, but also intermediate products are looked at and that in conversation with the student it is determined whether he/she understands and has mastered the material.

Considerations and Judgement

Meets the standard

With the revision of the assessment policy in 2023-2024, the faculty has made major progress in the validity, transparency and reliability of assessment. In practice, the panel sees a good variety in assessment methods in the L&S programme, with mostly writing assessments, both formative and summative. Students are generally satisfied with the assessment. The thesis process and assessment are structured, independent and transparent.

The Examination Board has a good overview of the quality of assessment within the programmes, including recommendations for improvement. The panel advises the Faculty Board and the programme management to put the Examination Board in a better position to ensure that recommendations are acted upon. The panel stresses the importance of centralising assessment policy and practice and of uniformity within the faculty regarding processes and procedures and agreeing on frameworks and standards to which all programmes and departments adhere.

The programme pays sufficient attention to fraud and plagiarism, although the panel would like to see a more proactive attitude towards AI developments.

4.4. Achieved learning outcomes

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

Explanation: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

Findings

Graduation level master's programme in Law & Society

The panel reviewed 15 theses of recent graduates (2022 and 2023) of the L&S programme. The sample of theses was drawn from a list of all graduates, taking into account a spread across both cohorts and assessments given. The panel fully endorses the assessments made by the examiners. In the panel's view, the students demonstrate through their thesis that they achieved the ILOs of the L&S programme and have the necessary knowledge, understanding and skills to start working in the professional field.

The panel finds that all theses demonstrate an academic master's level, are generally of good quality and are characterised by a clear structure, with an adequate introduction and research question. The methodology is sufficiently explained, in some cases including ethical aspects and positionality. The panel came across nice combinations of, among other things, literature research, expert interviews, discourse analysis and/or archival research. Most students explained the choices they made in their research in a comprehensible way. The international perspective appears in many theses, reflecting the international classroom. The panel noticed that although most of the theses were written from a non-legal but rather social science perspective, law was usually the object of the thesis. Although not always interdisciplinary, which is in general difficult to achieve in a thesis of 10 EC, the panel observed that theses incorporate society and law.

The panel is positive about the way the examiners complete the assessment forms. Feedback is clear and comprehensive. The assessments given are well-substantiated by the first as well as the second reader and the panel arrives at similar assessments. Both strengths and weaknesses are identified on the assessment forms. When a resit was assessed, it was clearly indicated on the form that the student had been given a targeted repair assignment, which led to the required improvements. The selection also included a thesis that, in the panel's view, is as good as publishable and was rightly graded with a 9.5.

Not all ILOs are covered in the thesis. The assessment plan indicates in which courses the remaining ILOs are assessed at final level. The panel establishes that all ILOs are assessed at final level but wonders to what extent lecturers and students are fully aware that they are assessed at final level in certain courses

Alumni

Labour market representatives are regularly involved in the courses, by way of guest lecturers giving their perspectives on the issues at hand. Also, student orientation is organised through a module set on making students themselves actively connect to the labour market by interviewing a person working in a socio-legal field. Career support is organised at faculty level, although many of the activities are less suitable for L&S students. Hence, the L&S programme tries to support students in various ways, like organising career lunches and offering access to its own network.

The L&S programme is relatively new and has few alumni based on which students can estimate what positions and organisations they can work in after graduation. Both alumni and students told the panel that it is difficult to see the possibilities, although all graduates have managed to

have found a job relevant to their education. Vacancies do not ask for a Law & Society graduate specifically, this makes it more difficult for students to get a picture. Students informed the panel that they do feel pressure and uncertainty regarding finding a job after graduation. Although such uncertainty is more common in interdisciplinary programmes, the panel recommends continuing to pay adequate attention to it.

Considerations and Judgement

Meets the standard

Based on the sample of theses, the panel concludes that students demonstrate academic master level upon graduation. Social sciences and law are both recognisably reflected in the theses and the panel is positive about the quality of the theses. The assessment form is completed legibly and comprehensively, the panel agrees with the final grade given in all cases.

After graduation, labour market opportunities are favourable, and alumni have found suitable positions at academic master level. However, students find it difficult to gain perspective on their opportunities after graduation, especially as this programme has only been in existence for a limited time. The L&S programme pays attention to this, offers information and allows professional practice to be featured in the courses. The panel encourages the programme to pay continued attention to students' future prospects and opportunities.

5. OVERALL CONCLUSION

The panel has an overall positive impression of the master's programme in Law and Society, with a clear interdisciplinary and international ambition and profile which are visible in the student body and curriculum. The small-scale teaching is activating and interactive and is provided by skilled and enthusiastic lecturers. The close relationship with the professional practice helps students creating a picture of their future perspectives, although students remain to have an incomplete picture, making them insecure about their future.

At its core, the L&S master's programme is a wonderful programme, with the panel noting a few areas for improvement, particularly concerning peripheral requirements, such as more uniformity with faculty processes and procedures, getting students from different disciplines on the same level and the positioning of the examination board.

The panel rates all standards of the Law & Society master's programme as satisfactory. According to the NVAO decision rules, this leads to the final assessment being positive for the programme.

6. RECOMMENDATIONS

Recommendation at L&S level

- The panel recommends paying explicit attention to the multidisciplinary nature and diversity in academic background of enrolling students. According to the panel, it is important to make sure that - in addition to getting familiar with legal aspects - students get a feeling of what law is. This could be part of the foundational course, for example by a two-track start on certain topics which might also help students with a background in law to deepen their knowledge and understanding of social sciences.
- It is difficult for graduates of this multidisciplinary and fairly young programme to estimate what positions and organisations they can work for. Although graduates find relevant positions, students feel pressure and uncertainty. The panel recommends giving adequate attention to possibilities after graduating.

Recommendation at faculty level

- Although the small size makes for smooth coordination and alignment within the programme, the L&S programme has to relate to faculty agreements and procedures. In this respect the panel notes deviations, for example with regard to the thesis procedure.
- The panel believes that uniformity on procedures within the faculty is needed for good quality assurance and important for students. It encourages the faculty to continue working towards mutual coordination and cooperation, regarding processes, common frameworks and standard structures in the coming years. Exceptions and deviations should remain possible but should be substantiated and have added value.
- It is also the responsibility of the Faculty Board and the programme management to ensure that the recommendations of the Examination Board are followed up and to strive for more uniformity within the faculty regarding processes and procedures on assessment.
- Despite the attention for workload and workload-reducing measures, the panel emphasizes the importance of continuing attention for workload, especially in the context of the desire to continue offering small-scale education.
- The panel is positive about the use of plagiarism tools. In some cases, the plagiarism score is extremely high, which is the result of changing the system used to check for plagiarism. The panel emphasizes the importance of indicating on the assessment form that a check has been done to keep quality assurance transparent.
- The panel feels that the Leiden faculty and educational programmes, similar to other law faculties in the Netherlands, can deal with AI developments in a more proactive manner. It is important to make clear arrangements on proper use and misuse of AI and, for example, the generation of (basic) texts. For detection of possible fraud by students, it is important that not only the final product, but also intermediate products are looked at and that in conversation with the student it is determined whether he/she understands and has mastered the material.

Recommendation at university level

- The panel recommends to the Executive Board of the University to reconsider the requirement for all master programmes to have two intake moments. For small programmes, like L&S, the disadvantages outweigh the advantages.

ANNEX I

Intended learning outcomes master L&S

Knowledge and understanding

1. Graduates have acquired a thorough knowledge and understanding of the key issues, theories and concepts in the study of law and society, specifically with regard to:
 - a. the divergence between the “law in books” and the “law in action” as well as its multiple consequences;
 - b. how (in)formal law and legal institutions affect social relations and the distribution of power within society;
 - c. how social relations and existing power differentials affect the emergence, preservation and change of (in)formal law and legal institutions.
2. Graduates have acquired a thorough knowledge and understanding of the working of legal systems in practice, with regard to:
 - a. the principles of law-making and legal diffusion;
 - b. the principles of street-level application and enforcement of laws;
 - c. the principles of dispute resolution.
3. Graduates have acquired a thorough and understanding of the layered national, subnational and supranational social reality in which law and regulations operate, specifically:
 - a. the multilayeredness of processes of law formation, implementation and disputing;
 - b. legal pluralism and its consequence for the legitimacy of State’s power.

Applying knowledge and understanding

4. Graduates have acquired the ability to apply the knowledge and understanding defined above in a scientific manner, in order to:
 - a. critically reflect on the complexities resulting from the interplay between the legal and the social;
 - b. analyze these complexities from a comparative perspective;
 - c. apply attained knowledge and understanding, and problem solving abilities, in new or unfamiliar environments within contexts related to the socio-legal field.

Judgement

5. Graduates have acquired the ability to think in a critical manner and to formulate an autonomous opinion, based on available and possibly incomplete data and facts, after conducting a responsible and verifiable scientific assessment.
6. Graduates have acquired awareness of the ethical issues in the field of Law & Society and the ability to reflect on them, as well as on political and societal issues regarding to Law & Society related problematics.
7. Graduates have acquired cultural sensitivity and a critical mindset that allows for self-reflection, and awareness of one’s own position and possible impact when engaging in the socio-legal field.
8. Graduates have acquired the ability to judge and assess the results of socio-legal research that others (academics and/or practitioners) conducted or that the student conducted themselves.

Communication

9. Graduates have acquired the ability to report both verbally and in writing in a clear and comprehensive manner, communicating conclusions drawn and their underpinning knowledge and rationale.
10. Graduates have acquired the ability to adapt the mode of communication to a specific audience, whether academics, practitioners, policy-makers or to a broader audience - including to audiences with limited knowledge about concrete topics in the area of Law & Society.

11. Graduates have acquired the ability to follow and take part in academic debates regarding Law & Society issues.

Learning skills

12. Graduates have acquired the ability to work with others from different disciplinary backgrounds and cultural frames of reference.
13. Graduates have acquired the ability to respond to and where applicable incorporate feedback on his/her own work, and to substantially and constructively offer feedback to others.
14. Graduates have acquired an inquisitive mindset with the ability to identify and evaluate areas and issues needing socio-legal thought and analysis, as well as the ability to formulate a response to socio-legal challenges facing society.
15. Graduates have acquired the ability to (critically) analyse legal texts. This learning skill refers to two distinct abilities. First, the basic ability to analyse a legal document, which is particularly of interest for students who do not have a legal background. Second, the ability to learn how to use an external perspective when reading and interpreting abstract terms in legal (and policy) documents (e.g., 'general interest'), by relating, and understanding these terms within their socio-historic-economic-political contexts.
16. Graduates have acquired knowledge and understanding of socio-legal methods of research, and the ability to identify when and how particular research methods and techniques apply.
17. Graduates have acquired the ability to independently set up, conduct, and report on scientific socio-legal research, including the identification of appropriate research methods and techniques, and the necessary data management and time management skills.

ANNEX II**Overview of judgements**

Overview of the panel's judgements Leiden University Master programme Law and Society fulltime	
Standard	Judgement
Standard 1. Intended learning outcomes	Meets the standard
Standard 2. Teaching-learning environment	Meets the standard
Standard 3. Student assessment	Meets the standard
Standard 4. Achieved learning outcomes	Meets the standard
Overall judgement	Positive

ANNEX III

Programme of site-visit

Programme for the bachelor's and master's programmes of Leiden Law School¹

10 June 2024		
09.00	10.15	Panel meeting
10.15	10.30	Presentation Innovative Master
10.30	11.30	Faculty Board
11.40	12.40	Programme directors Ba and Ma Law
12.40	13.40	Lunch
13.40	14.10	Students Ba Law
14.20	15.00	Lecturers Ba Law
15.00	15.45	Panel meeting
15.45	16.15	Students Ma Law
16.25	17.05	Lecturers Ma Law
17.05	17.50	Panel meeting
18.00	18.30	Guided tour Kamerlingh Onnes Gebouw
11 June 2024		
09.00	09.30	Panel meeting
09.30	10.30	Programme directors Ba/Ma Notarieel Recht, Ba/Ma Fiscaal Recht, Ma Jeugdrecht
10.40	11.20	Lecturers Ba/Ma Notarieel Recht
11.30	12.10	Students Ba/Ma Notarieel Recht
12.10	13.10	Lunch
13.10	13.50	Students Ba/Ma Fiscaal Recht
14.00	14.40	Lecturers Ba/Ma Fiscaal Recht
14.50	15.20	Panel meeting
15.20	15.50	Students Ma Jeugdrecht
16.00	16.40	Lecturers Ma Jeugdrecht
16.40	17.30	Panel meeting
17.30	18.10	Alumni of all programmes
12 June 2024		
09.00	09.30	Panel meeting
9.30	10.15	Programme director Ma Law & Society
10.25	10.55	Students Ma Law & Society
11.05	11.45	Lecturers Ma Law & Society
11.45	12.45	Lunch
12.45	13.45	Faculty examination board
13.45	15.15	Panel meeting
15.15	15.45	Pending issues (optional)
15.45	16.25	Final meeting with board and programme directors
16.25	17.25	Panel meeting
17.30	17.45	Plenary feedback session

¹ 'NB. For privacy reasons, the names are not included in this report. The names of auditees are known to the secretary of the audit panel.'

Methodology

From 10-12 June, 2024, the bachelor's and master's degree programmes in Law at Leiden University were assessed by an independent peer review panel as part of the visitation group Rechten, sub-cluster WO Rechten 2. This sub-cluster consisted of 20 programmes from Utrecht University, Tilburg University and Leiden University. The assessment of the programmes in question were based on the 'Assessment framework for accreditation system for higher education in the Netherlands' adopted by the NVAO in September 2018. This sets out the standards on which the assessment panel should focus in the limited programme assessment of a programme and the criteria on the basis of which the assessment panel should determine its assessment of the programme.

On behalf of the cluster WO Rechten 2, the quality assurance agency Hobéon supervised the assessment. Inge van der Hoorn and Meg van Bogaert acted as coordinator and secretary within the sub-cluster. Both were trained and registered as secretaries by the NVAO.

Prior to the visitation, the sub-cluster coordinators informed the visitation panel in detail about the assessment framework and procedure and the attitude expected of them before, during and after the visitation. The coordinators also ensured calibration of the visitation panel by discussing the interpretation of the standards, judgements and decision rules. During the assessment process, the secretary monitored the correct process, ensured that the panel's judgements were made in accordance with the NVAO framework and supported the process of forming judgements.

Based on the documentation provided by the university, the panel was able to form a picture of the primary and secondary processes of the programmes in question. Prior to the site visit, the panel members studied the documentation received and sent their findings to the secretary. The secretary collected the panel's questions and comments in a document and distributed it to the panel members. In addition, the programme sent a list of graduates covering the period 2021 - 2023 to the coordinators, who selected (at least) 15 final works per programme in consultation with the chairperson. In making the selection, they took into account the distribution of subprogrammes/tracks, final grades and assessors. Prior to the visit, the programmes made the selected theses with accompanying assessment forms available to the panel.

During a preliminary internal panel meeting, the panel discussed the information file and underlying documents and the preliminary findings of the different members. Moreover, the review panel's findings on the theses were also shared among the panel members during the preliminary consultation.

Site-visit

During the site-visit the panel focused on verifying the findings from the document analysis and obtaining additional information on the content of the programmes. This was done through discussions with representatives of the programmes, students and the professional field, which could be characterised as 'peer-to-peer discussions'. The verification by the review panel took place by discussing the same topic several times with different stakeholders and on the basis of additional documentation.

The panel reviewed the draft programme for the site-visit and provided feedback on it. After consultation with the relevant master's programmes, the panel determined the choice of interlocutors in compliance with the NVAO rules to this effect.

The review panel offered students, lecturers and others involved in the programmes who were not included in the programme of the site-visit the opportunity to draw attention to issues they considered important for the assessment. The review panel found that the university brought the opportunity to do so to their attention in a timely and proper manner and informed them on how to contact the secretary of the panel. The panel received no responses.

Coordination of subpanels within the cluster

The reviews within the cluster WO Rechten 2 (Utrecht University, Tilburg University, Leiden University) are all conducted under the supervision of Hobéon. The three universities in this cluster have agreed that the chair and two panel members form the core panel. They participate in all three reviews and they thus ensure an equal method of assessment. Coordination between all subpanels also took place through a joint instruction on the working method and on the assessment framework to all panel members involved in the visitations in the cluster WO Rechten 2.

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies.

Assessment rules

Limited framework

According to the NVAO assessment rules a standard meets, partially meets or does not meet the standard. Hobéon applied the decision rules, as listed in the "Assessment Framework for higher education accreditation system Netherlands, September 2018. In addition, the Guidelines NVAO assessment of research master's programmes (2015) and the *Nadere uitwerking aanvullende criteria onderzoeksmasters (30 May 2016)* were applied.

Final conclusion

Positive: The programme meets all the standards.

Conditionally positive: The programme meets standard 1 and partially meets a maximum of two standards, with the imposition of conditions being recommended by the panel (see Additional assessment rules regarding conditions).

Negative:

In the following situations:

- The programme fails to meet one or more standards;
- The programme partially meets standard 1;
- The programme partially meets one or two standards, without the imposition of conditions being recommended by the panel;
- The programme partially meets three or more standards.

ANNEX IV

List of documents examined

Master Law & Society

- Self-evaluation report Master Law & Society, Leiden University
- Course documentation: *Legal Pluralism in the Global South* (lectures, literature, syllabus, assessment, online study manual)
- Course documentation: *Disputing Deconstructed* (sheets, syllabus, assessment, online study manual)
- 'Balkenschema' Master Law & Society
- Annual report Master Law and Society 2022-2023
- Course and Examination Regulations (CER) 2023-2024
- Thesis Manual 2023-2024
- Assessment plan Master Law & Society

Faculty/general documents

- Domeinspecifiek Referentiekader WO Rechtsgeleerdheid
- Jaarverslag examencommissie 21/22 en 22/23
- Rapportage kwaliteitsborging beoordeling masterscripties 2020
- Regels- en richtlijnen masteropleidingen 23/24
- Jaarverslag Faculteit Rechtsgeleerdheid 22/23
- Ovezicht medewerkers
- Jaarverslag Opleidingscommissie FdR 22/23
- Rapportage Herinschrijvingsrendement
- Facultaire docenthandleidingen voor bachelor- en masterscripties 23/24
- Facultaire studenthandleidingen voor bachelor- en masterscripties 23/24
- Conceptrichtlijn Toetsing FdR

Following NVAO regulations prior to the site-visit the panel has studied 15 students' final Ma L&S theses, including assessment criteria, grading and feedback rendered. For privacy reasons, the names of these graduates and their student numbers are not included in this report. The names of the graduates, their student number, as well as the titles of the final projects, are known to the secretary of the audit panel.

ANNEX V

Composition of the audit panel

On January 31, 2024, the NVAO approved the composition of the review panel for the assessment of the B Rechtsgeleerdheid, M Rechtsgeleerdheid, B Fiscaal Recht, M Fiscaal Recht, B Notarieel Recht, M Notarieel Recht, M jeugdrecht and the M Law and Society of Leiden University, under the number PA-1486. These programmes belong to the visitation group below.

Name visitation group	WO Rechten 2
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Succinct resumes of participating panel members:

Naam	Korte functieomschrijving	Rol
Prof. mr. Anja Oskamp	Former rector magnificus of the Open Universiteit	Chair
Prof. dr. Ramses Wessel	Vice dean and professor of European Law at the University of Groningen.	Member
Prof. mr. Edgar du Perron	Counselor at the Supreme Court and professor of Private Law at the University of Amsterdam	Member
Dr. mr. S. Jansen	Associate professor of Public Law at Maastricht University	Member
Prof. mr. S. Struijk	Professor of Sanctions Law and associate professor of Criminal Law at Erasmus University Rotterdam	Member
Prof. mr. G. Meussen	Professor Tax Law at Radboud University Nijmegen	Member
Prof. mr. S. Roes	Professor at the Department of Notarial Law at Radboud University Nijmegen	Member
N. de Kruijf LLB	Ma Law student (Intellectual Property Law) at VU Amsterdam	Student member
Mr. dr. Th. Reijnen	University lecturer in notarial law at VU University Amsterdam, also working at FBN Lawyers in Amsterdam	Thesis reviewer
A. Galle PhD LLM	Associate professor of financial law & governance at Erasmus University Rotterdam	Thesis reviewer
Dr. N. Doornbos	Associate professor of sociology of law at the University of Amsterdam	Thesis reviewer
Prof. dr. Arnaud de Graaf	Professor of International Taxation at the University of Curaçao Dr Moises da Costa Gomez	Thesis reviewer
Dr. P. de Winter	University lecturer in Empirical Legal Research Department of State and Administrative Law at the University of Groningen	Thesis reviewer
Mr. G. Ruitenbergh	Associate professor at the Private Law Department of VU Amsterdam and programme leader of the research programme of the Amsterdam Centre for Family & Law (ACFL)	Thesis reviewer
Mr. dr. H. ter Haar	University lecturer in Notarial Law at the University of Groningen	Thesis reviewer
Prof. mr. H. Broeksteeg	Professor of constitutional law at Radboud University Nijmegen and, since 2019, guest lecturer in constitutional law at Nyenrode Business University	Thesis reviewer
Mr. dr. J. Huijjer	University lecturer at Molengraaf Institute for Private Law, Utrecht University	Thesis reviewer
Dr. M. van Bogaert	Independent consultant and NVAO registered secretary	Process coordinator / secretary
I. van der Hoorn MSc	Consultant at Hobéon and NVAO registered secretary	Logistic coordinator / secretary

The independence and confidentiality declarations signed by all panel members are in Hobéon's possession. In this declaration, the panel members declare not to have had, for at least five years prior to the audit, any business or personal connection with the institution concerned - other than that in the context of work as a member of the review panel of the quality assurance agency - that could influence, for better or worse, an independent judgement.



Sir Winston Churchilllaan 273
2288 EA Rijswijk
Postbus 70, 2280 AB Rijswijk
+31 (0)88 998 3140
www.hobeon.nl
info@hobeon.com