

Report on the Master
Advanced Studies in
International Civil and Commercial Law
Leiden Law School



**Universiteit
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1. Summary

The panel finds the Master Advanced Studies International Civil and Commercial Law (ICCL) to be a specialised programme that is well suited to the international intake and professional field. The panel encountered the grammar of contract law throughout the programme as well as a lot of comparative law.

Standard 1

The panel concludes that the general direction and ambition of the programme correspond to labour market needs and equips graduates to pursue a further career in academia, should they wish to do so. ICCL is a specialized programme designed for students aiming for careers in international legal practice or academic research. The programme provides deep knowledge of international civil and commercial law, along with transferable skills like research, writing, and presentation. It bridges the gap between academia and international legal practice by teaching students to handle complex legal materials and resolve key issues considering both legal and commercial implications.

The Intended Learning Outcomes (ILOs) emphasize deepened and specialized knowledge. The panel notes that ICCL's advanced status attracts a diverse and international student body with relevant experience, enriching the learning environment.

A general recommendation for all Advanced Studies LLM programmes is to formulate a clear definition of what the 'advanced' label at Leiden Law School entails. Leiden Law School is recommended to make certain that it becomes a shared definition to make it a strong(er) label, to ensure consistent messaging towards all stakeholders, and to be able to manage the expectations of prospective students accordingly.

Standard 2

The curriculum of the Advanced Studies LLM programme ICCL reflects the ILOs of the programme. The programme uses several activating and inspiring teaching methods. Students are provided with good support and guidance.

The panel finds that the ICCL programme is a strong programme in a dynamic field, that manages to keep up to date with new developments. The programme is feasible, but students report that the workload, especially with regards to some reading materials, is (too) high. The panel recommends that the programme explores ways to reduce the (experienced) workload.

The ICCL programme attracts a diverse student body. The panel finds that the current admissions procedure needs an elaboration, as the criteria are not that clear-cut and students with a range of backgrounds are admissible. A particular issue that needs attention is managing the expectations of applicants/students concerning the level of legal research skills that they need to possess upon admission to the programme.

The ICCL programme is available both full-time and part-time, with a curriculum covering core courses, specialized subjects, and a final thesis. While the programme content is praised for its depth, the panel suggests incorporating more practical assignments and addressing the heavy workload by possibly offering elective clusters.

The panel clearly sees the benefits of having many jurisdictions in one classroom and students are overall happy with the international contract and insolvency law courses, although they also would appreciate some elective options.

The thesis component of the Advanced Studies LLM programmes follows a common protocol with workshops and structured supervision, though the panel notes inconsistencies in supervision quality. Students engage in research throughout the second semester, culminating in a thesis that integrates their coursework and methodological skills. However, the timing of the thesis proposal deadline poses challenges, as students may not yet be familiar with all topics or potential supervisors. The panel recommends earlier introduction to possible thesis topics and more structured procedures across all programmes to ensure consistency and support. A

general recommendation for all Advanced Studies LLM programmes is to create synergies between them and exchange best practices to come to more structured thesis procedures for all programmes.

The ICCL programme, taught in English, emphasizes an international perspective and rigorous academic standards. The diverse student body and international teaching staff enhance the learning environment. The teaching staff is well-qualified, both in terms of academic expertise and teaching qualifications.

The panel finds that the programme deploys a good set of committees and initiatives to look after the quality and coherence of the programme. The programme is open to feedback and is willing to take measures to improve itself.

Standard 3

The variety of assessment methods helps the diverse group of students show that they mastered the material. The level of the assessment reflects the content of the courses. Although in practice the

independence of first and second assessor of the thesis seems to be well organised, this is not sufficiently transparent in the documentation. The panel recommends to properly and insightfully document the process as well as separating the assessment of the product (the thesis) from the process of the student.

The EC performs its legal duties but takes a rather reactive stance. Going forward, the panel expects a more pro-active stance of the EC, which it considers pivotal in ensuring and upholding quality standards.

Standard 4

The final theses are of academic quality and fits within the expectations for an LLM degree in the Netherlands.

After graduation, students find international and relevant jobs at an advanced position. Graduates seem to be well prepared for the job market and the panel appreciates the career advice given by the ICCL programme, organising meetings with alumni who share experiences.

Standard:	Full time	Part time
1. Intended learning outcomes	Meets the standard	Meets the standard
2. Teaching-learning environment	Meets the standard	Meets the standard
3. Student assessment	Meets the standard	Meets the standard
4. Achieved learning outcomes	Meets the standard	Meets the standard
Final conclusion	positive	positive

2. Introduction

2.1. Assessment framework

This advisory report contains findings, considerations and judgements about the Master Advanced Studies in International Civil and Commercial Law (ICCL) of Leiden University. The Accreditation Organisation of the Netherlands and Flanders (NVAO) bases its accreditation decision on this report.

The Master Advanced Studies in ICCL is part of a cluster of ten advanced master's programmes at Leiden University that are assessed as a cluster by one panel. Nine programmes are offered by Faculty of Law (Leiden Law School) and one by the Faculty of Governance and Global Affairs (FGGA).

2.2. Panel

The panel that performed the assessment of the master's programme in ICCL consists of independent experts, including one student member. The NVAO has approved the composition of the panel on 20 October 2023:

- Prof. Ramses Wessel (chair), Vice-Dean of the Faculty of Law, University of Groningen, professor and Head of the Programme European and Economic Law;
- Prof. Erik Franckx, Professor, former Director of the department/section on International and European Law, Faculty of Law and Criminology, Vrije Universiteit Brussel, Belgium;
- Prof. Anna Konert, Dean of the Faculty of Law and Administration, Lazarski University in Warsaw, Poland;
- Dr. Stefan Lorenzmeier, Academic staff member in charge of the International Relations of the University of Augsburg's Faculty of Law, Germany;
- Prof. Kirsten Sandberg, Professor of Law, Department of Public and International Law, University of Oslo, Norway;
- Prof. Thomas Krebs, Associate professor in Commercial Law, University of Oxford, UK;
- Dr. Adam Chalmers, Senior Lecturer of European Union Politics, Politics and International Relations, University of Edinburgh, UK

- Prof. Burkhard Schafer, Professor for Computational Legal Theory, University of Edinburgh, UK;
- Ms. Liv Bennink LL.B (student member), Master student in Law, Utrecht University.

The panel was supported by drs. Linda te Marvelde and dr. Meg van Bogaert, who acted as independent secretaries.

2.3. Approach

The university, programmes, panel and secretaries agreed on a 'development-oriented' approach to the assessment. This makes use of the opportunity offered by the assessment framework to place less emphasis on accountability and more on improvement and development. This methodology is based on trust and responds to the autonomy and ownership of the study programme as emphasised in the framework. Transparency, openness, and co-creation are key in this approach. Characteristic of the development-oriented approach is that the panel makes a preliminary statement about the generic quality of the programme on the basis of existing documentation. The subsequent site visit is – in part – dedicated to discussing the programme's own themes that are of importance to its development. This step-by-step approach aims to reduce the pressure traditionally placed on site visits. The programme knows in advance where it stands and thus experiences the opportunity to openly submit development themes to the panel. This promotes an equal dialogue between peers.

2.4. Working Method

Approximately ten weeks before the site visit (20 December 2023), the panel received the documentation, including a self-assessment report and a selection of fifteen recent master's theses including their evaluation forms (see appendix 3). These documents formed the basis for the assessment of the generic quality achieved. The panel studied the documents and organised an online panel meeting two weeks prior to the site visit (23 February 2024). In this meeting, the panel discussed its initial findings and provisional

conclusions regarding the quality achieved on the four standards of the assessment framework. Part of the meeting was a (online) consultation opportunity for students and lecturers who wanted to engage in conversation with the panel. No one took advantage of the opportunity to speak with the panel about the International Civil and Commercial Law programme.

On 26 February 2024, (representatives of) the panel had an initial online meeting with the Faculty Boards of Leiden Law School and FGGA to discuss some of the panel's initial impressions and questions.

The site visit took place on 4-7 March 2024 in Leiden (see appendix 4). During the site visit, the panel spoke with delegations of students and teaching staff, examinations board, alumni, professional field and the management team of the programme. Part of the site visit was dedicated to development themes that the programmes themselves identified.

These discussions also provided the panel with the opportunity to raise (remaining) questions regarding the generic quality of the programme with those

involved. At the end of the visit, the panel drew up findings and recommendations. The panel's chair presented these orally to stakeholders of the programme.

After the visit, the secretaries drew up the advisory reports of all ten programme under review. The report presented here contains the assessment of the ICCL programme's generic quality on the four standards of the framework. After processing the panel's feedback, the secretary sent this advisory report to the programme for the purpose of fact-checking the text. The secretary has corrected factual inaccuracies identified by the programme in the final version. The executive board of Leiden University received the final report on 26 September 2024.

Due to overlap in programme structure and support in this cluster, some repetition in the assessment reports is inevitable. These overlapping parts have a different colour (blue) from the programme-specific parts.

3. Characteristics of the programme

3.1. Administrative data

Programme name:	<i>Advanced Studies in International Civil and Commercial Law</i>
CROHO:	75113
Level and orientation:	Academic Advanced Master's studies
Degree:	LLM
Credits:	60
Specialisations or tracks	N/A
Location:	Leiden
Modes of study	Full time, part time
Language of instruction	English

3.2. Organisation

The Master Advanced Studies in International Civil and Commercial Law (ICCL) is part of a cluster of nine Advanced Studies LLM programmes of Leiden Law School. The nine advanced LLM programmes have a joint management and support structure and are all non-government funded. In 2022 a total of 230 students enrolled in an Advanced Studies LLM programme at Leiden Law School.

Leiden Law School is governed by a Faculty Board, consisting of the Dean, research portfolio holder (vice-dean), the education portfolio holder (vice-dean), the director of operations and the student member (assessor). The education portfolio holder is primarily responsible for the development of faculty education policy and for the implementation and organisation of education.

The Academic Board of each individual programme consists of a Programme Director, an Academic coordinator and a Programme coordinator. This Board is responsible for the day-to-day running of the programme, the development of the programme, for student mentoring and advice and for the assessment of academic work.

The Programme Directors of the nine Advanced Studies LLM programmes form the Quality Assurance Standing Committee at Leiden Law School, discussing a range of issues pertaining to the quality of education. This committee is supported by

two staff members of the Office for International Education: a dedicated Quality Assurance Manager and the Head of the Office. The LLM programmes have a Programme Advisory Committee (in Dutch: opleidingscommissie) in which lecturers and students are represented. In addition, the programmes make use of the services of an Advisory Board, whose members work in different sectors of practice.

Leiden University is a public organisation, funded by the Dutch government. However, the Advanced Studies LLM programmes are non-funded. This means that no government funding is received and therefore the tuition fees cover the full programmes costs.

3.3. Recommendations previous assessment

The previous assessment panel (2018) did not have any specific recommendations with respect to the ICCL programme.

The current panel appreciates the meticulous reporting of all developments in the programme in the period 2018-2023 in the self-evaluation report. This gives good insight in the changes made since the previous assessment and the ambition of the programme to continuously improve and its willingness to receive and act on feedback.

4. Strong points

The panel identified numerous strengths with the key strengths listed below.

1. The ICCL programme is very international in nature, which is reflected in the composition of student body and lecturing team, resulting in an international classroom that includes many different jurisdictions.
2. ICCL combines fundamental subjects of civil and commercial law, both in a broad- and in-depth manner. The curriculum is up-to-date and responsive to developments in the field and is very student oriented.
3. The structured curriculum and block-approach are clear and provide students with a steep learning curve in knowledge and skills in a short period of time. The programme is coherent, and each course is building on the previous courses.
4. Lecturers make use of diverse teaching methods, emphasising interaction with and between students; students are encouraged to gain different perspectives on a problem through class-discussions.

5. Recommendations

The panel makes several recommendations to aid with the further development of the programme. These do not detract from the positive assessment of the generic quality of the programme.

1. A general recommendation for all Advanced Studies LLM programmes is to formulate a clear definition of what the 'advanced' label entails. It is recommended to adopt such a shared definition across all programmes, to ensure consistent messaging towards all stakeholders, and to be able to manage the expectations of prospective students accordingly. This is important also to differentiate the level of the course (and the output by students) from regular LLM programmes
2. The combination of courses not only involves pure law but includes a broader scope. Many fundamental subjects are covered, both in a broad and in-depth manner. However, ICCL might want to cover too much, which occasionally goes at the expense of depth.
3. With regards to **thesis assessment**, the panel recommends that the second assessor always performs a comprehensive and independent assessment of the thesis and does not merely conduct a marginal check of the first assessor's findings
4. The panel recommends that the Advanced Studies LLM programmes increase transparency of the **thesis process**. Part of this process is an agreement between all programmes on thesis supervision guidelines; Furthermore, the panel recommends that the thesis process (and any personal learning gain) is assessed separately from the final level attained.
5. There are no clear criteria set based on which the admission committee chooses successful candidates. The **admission procedure needs an elaboration**, for instance on rules applied to the situation when there is a competition between applicants. A particular issue that needs attention is managing the expectations of applicants/ students concerning the level of legal research skills that they need to possess upon admission to the programme.

6. Assessment

Standard 1: Intended learning outcomes

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 and considerations

Ambition of the programme

The Master of Laws programme in Advanced Studies in International Civil and Commercial Law (ICCL) is an advanced specialised level postgraduate programme in the field of international civil and commercial law. It is designed for students who wish to pursue a career in international legal practice in firms, companies or governmental bodies or for students aiming at pursuing further academic research.

At the end of the programme students will have acquired a broad and deep knowledge of international civil and commercial law relating to the operation of international commerce in a global environment. They will also have a set of transferable skills, e.g., research skills, writing skills and presentation skills, and the ability to handle complex and lengthy legal materials, including extracting key issues that require resolution. Graduates will be able to give advice on how to resolve these issues, taking into account both the legal and commercial implications of the advice given. ICCL also teaches students a critical approach to the study, laying the foundations for further academic research or to support them in their professional life. The ICCL programme builds a bridge between the academy and the international legal practice by demonstrating that legal practice and the academic study of law are vitally interconnected.

ICCL is a niche master programme in Advanced Studies in LLM, making it difficult to find a comparator. ICCL is distinctive in its small size, high number of mandatory courses and requirement to write a thesis. Many competitor programmes offer a menu of courses, and no mandatory thesis. In the self-evaluation report it is mentioned that ICCL is truly international in its character, offering a fixed

and coherent structure of eight mandatory components and a thesis. The fixed structure is an important aspect in the in-depth and specialised nature of the master's in advanced studies.

The programme covers both general concepts of civil and commercial law, as well as specialised rules. This allows for students to obtain in-depth knowledge on a wide variety of topics within their subject of interest. Overall, the panel is positive about the aims of the programme, predominantly providing insight in contract law with comparative elements. This fits in well with the ambitions and aspirations of students in the further development of their careers and also matches with the educational philosophy of the advanced LLM programmes at Leiden Law School.

Intended learning outcomes

[For all law degree programmes in the Netherlands, a Subject Specific Reference Framework has been drawn up, which was most recently updated in 2020. The programme objectives of ICCL have been set in line with the orientation described in the framework, both in context of the subject matter and the methodology, as well as in drawing upon the diverse cultural and legal resources available within the student body.](#)

[The aims and ambitions are translated into eight Intended Learning Outcomes \(ILOs\), see appendix 1. These ILOs are elaborated in detail and related to the internationally recognised Dublin descriptors at master's level, for example by deepened and specialised knowledge in the specific disciplines. The ILOs are identical for the full time and the part time mode of the programme. The programme goals have been set based on the academic and professional judgement of the programme staff, the professional field and the programme advisory committee.](#)

[According to the panel, programme goals and the ILOs are appropriate and fitting for an academic master's programme in the field of Commercial and Civil Law, covering both general concepts and more specialised rules.](#)

Advanced nature

The self-evaluation reports of the ten Advanced Studies programmes under review address the differences between the Advanced Studies LLM programmes and regular LLM programmes. Most notably, the advanced master's programmes are geared towards achieving a higher level than regular master's programmes. This is evidenced by the terminology that is used; an advanced level asks for profound and critical levels of research, insight and analysis. Advanced master's courses are mostly offered at level 600, whereas regular master's programmes offer level 500 courses. In terms of methodology and focus, the advanced programmes should be substantially more in-depth and demanding. In addition, students in advanced level programmes have to process more (complex) materials in the same amount of time as regular master students. The advanced level is also reflected in the expectation of a high academic level in the advanced master thesis which is expected to be more extensive or generally based on more complex materials than a thesis produced in a regular master's programme. Ideally, students in the advanced programmes have relevant working experience, which should enrich the students' learning experiences and enhance the learning community of students and staff.

The panel discussed extensively what the label 'Advanced Studies' of the LLMs entails exactly with various stakeholders of the programmes, including the students. Throughout the site visit a range of different interpretations of an advanced programme were given. The panel was informed by some interviewees that it starts with the selection process that targets prospective students who are motivated, have relevant work experience and/or already successfully graduated from a master's programme. Others highlighted the curricula themselves in which students encounter a higher course level, a higher workload, (possible) higher learning gain and overall greater intensity than in a regular master's programme. The diverse and international peer groups were also mentioned as a key characteristic of an advanced programme. Overall, based on the variety of interpretations, the panel concludes that there is not yet a shared definition of the advanced nature of the programmes. The panel therefore

recommends Leiden Law School, in close collaboration with the MIRD programme - to clearly define an Advanced Studies LLM, in order to make it a strong(er) label, to ensure consistent messaging towards all stakeholders, to better clarify the distinction between the advanced and regular LLM courses, and to be able to manage the expectations of prospective students accordingly (see Standard 2).

In the formulation of ILOs by ICCL, the advanced level is reflected in the use of terms like *profound*, *specialised fields*, *advanced postgraduate level*. The panel concludes that ICCL stands out in its character and focus compared to other master programmes offered in Europe. The advanced level makes the programme interesting for students worldwide with background knowledge and relevant working experience. The international, diverse and ambitious group of students both benefits from and adds to the advanced character of the programme. Students appreciate the advanced nature of the programme as well as the combination of a professional orientation and an academic approach.

Conclusion

Meets the standard

The panel concludes that the general direction and ambition of the programme correspond to labour market needs and equips graduates to pursue a further career in academia, should they wish to do so. ICCL is a niche master programme with aims and ambition that fit well with that of the students in furthering their careers. Furthermore, the panel finds that there is a very clear tie-in between the ILOs and the programme level and orientation.

A general recommendation for all Advanced Studies LLM programmes is to formulate a clear definition of what the 'advanced' label at Leiden Law School entails. Leiden Law School is recommended to make certain that it becomes a shared definition to make it a strong(er) label, to ensure consistent messaging towards all stakeholders, to clearly distinguish the level of the courses and the output of students in relation to the regular LLM programmes, and to be able to manage the expectations of prospective students accordingly.

Standard 2: Teaching-learning environment

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

Findings and considerations

Student intake

All Advanced Studies LLM programmes aim to attract students from a wide range of countries and educational backgrounds. In the past few years, Leiden Law School has welcomed students from more than fifty countries across Europe, North and South America, and Asia in particular (less often also from Africa), reflecting a great variety in nationalities and legal cultures. Recruitment, selection, student and programme support are arranged through the Office for International Education, in close consultation with each of the programmes. A procedure for admissions and quality assurance is supported by the management team of each programme.

The panel has discussed the admissions/selection procedure extensively during the site visit, mainly to understand how the admissions procedure relates to the advanced nature of the programmes and their status as so-called 'post-initial master's programmes'. The panel learned that the Leiden Law School admissions process is relatively similar for all programmes in terms of application procedures and minimum requirements (e.g. academic background and English language proficiency). In principle all programmes require students to have a law degree that already grants them access to the profession in their particular jurisdiction. However, this requirement can be mitigated by having an equivalent of any other master's degree combined with sufficient background in law, for instance obtained by professional experience. Each programme selects its own students, taking the aforementioned criteria into consideration.

Based on the current admissions criteria and the discussions with the programme, the panel finds that the current admissions procedure gives the programmes options to admit students with a great

variety of educational backgrounds, based on an estimation of the student's future study success, but without necessarily taking the desired intended advanced level and orientation into consideration. In practice, this means that some admitted students are confronted with a learning curve that could be rather challenging, for instance for those who have had no or limited experience with academic research in their initial degree programme, which is not uncommon for students with a non-European initial degree. In addition, the panel finds that the admission procedure would benefit from an elaboration on rules applied to situations when there is a competition between applicants. The panel therefore suggests that the programmes reconsider the admissions procedure, taking into consideration the issues above.

In line with discussions on the advanced nature of the programmes and the admissions procedure, 'management of expectations' was a recurring theme during the site visit. The panel noticed in discussions with the programmes and with students, that there is no shared definition of what an 'advanced programme' is (see Standard 1). Some students, therefore, expressed their disappointment in the programmes ranging from issues on group sizes (large versus small), the definition of 'international' (eurocentrism versus globalism), student support (amount of individual guidance/feedback) etc. In line with its findings in Standard 1 on the advanced nature of the Advanced Studies LLM programmes, the panel recommends that the programmes guarantee clear communications with potential students to ensure that they know what to expect from the programmes.

ICCL is proud of its diverse student body, which has expanded as the programme has developed. Classes are lively with students from more than forty countries across Europe, the Middel-East, North and South America and Asia. The panel agrees that having many different jurisdictions in one classroom is a major benefit.

Curriculum

The programme is offered full-time (one academic year) and part-time (two academic years), both with daytime classes. Students who study part-time are offered the same facilities and courses as the full-time students.

Part-time ICCL students are very limited in number. For these students, a tailor-made programme is designed allowing them to follow a coherent programme which builds up towards the writing of the thesis. The panel thinks that this is a good approach, considering the small number of part-time students and the personal guidance.

The fulltime ICCL programme of 60 EC spans one full academic year, from September until the end of August. The core curriculum comprises two core courses in the first semester, six specialist subjects' courses and a final thesis, see appendix 2 for the schedule. In addition, students are actively encouraged to participate in extracurricular activities that are organised, such as workshops. The two core courses taught in the first semester are *International Contract Law* and *International Property Law*. The ICCL programme covers a broad range of subjects and a foundation for international legal practice or for further research. During the programme, field trips are organised to national and international organisations and businesses, e.g., The Netherlands Cadastre, the European Commission in Brussels and several law firms. This allows students to interact with a variety of people in different legal positions about their roles and practice. In addition, students are encouraged to participate in extracurricular activities that are organised, such as workshops. In the interview with students, it was suggested that an even more practical application of assignments and assessments would be appreciated; they would like to learn from the perspective of working at a law firm. Although the panel emphasises the importance of a solid academic basis, it suggests to the programme to look into this request.

According to ICCL, the broad range of topics and subjects reflects the likely work experience of a successful international civil or commercial lawyer. They require a broad base of knowledge in order to deal with the range of materials they will encounter.

They also require having the ability to dig deeper in case that is required to resolve particular issues they are asked to advise upon.

The panel is impressed by the course lay-outs and content that ensure an in-depth understanding of the topics as well as the application of this knowledge and understanding. It is difficult for the panel to assess if all courses, in particular the foundational courses, are at the 600 level. During the site visit, however, the programme management and lecturers informed the panel that they are aware of the required level and are fully confident that the 600 level is achieved.

The panel thinks that the curriculum is coherent, with compulsory courses ensuring a clear and systematic buildup and allowing for in depth treatment of specific topics. The panel is positive about the combination of courses, that clearly not only involve pure law, but include a broader scope. ICCL combines fundamental subjects of civil and commercial law, both in a broad- and in-depth matter. The panel did notice that - looking at the overall curriculum - there is a slight disbalance between civil and commercial law issues that should be looked into.

The courses clearly build on another, allowing for more in-depth treatment of specific topics and/or covering more topics. Courses are demanding, with a lot of ground being covered in the short period of a course. Based on the information in the self-evaluation report, the interviews during the site visit and the courses reviewed, the panel is of the opinion that ICCL is rather a specialised master than an advanced master.

Despite the coherency in the curriculum, the panel has the impression that ICCL might be trying to cover too many topics, sometimes at the expense of in-depth treatment of topics. The intensity of courses is tremendous, requiring students to cover a lot of ground in a relatively short period of time. This helps students to achieve a specialisation level in the topics taught. However, according to the panel, in the case of the comparative law courses, it requires more time than the available one course-block to achieve an advanced level of analysis. The panel is of the opinion that students achieve the master's level, but

not at an advanced level in which they build on pre-knowledge from a previous master. The panel recommends to ICCL to look into possibilities to deal with the overload of high intensity courses and allowing for time to work on comparative law analysis. This can be achieved, for example, by offering clusters of electives rather than all subjects to all students.

Thesis

There is a common thesis protocol in place for students of all Advanced Studies LLM programmes, which includes common grading procedures and second reader forms. Thesis workshops are part of the programmes in order to prepare all students for writing a thesis, including those who have not written a thesis before. However, the panel has found disparities between thesis (supervision) trajectories and it therefore recommends that the Advanced Studies programmes take more advantage of the synergies between them and exchange best practices to come to more structured procedures for all programmes.

In addition to research covered in the topics covered in different courses, students are required to complete and submit a thesis in topic of their choice. In the second semester students perform, next to attending courses, research and deliver a thesis. The thesis has to address a substantive issue in international civil and commercial law. In the writing of the thesis, students integrate knowledge obtained with the acquired methodological skills and gradually developed capacity to engage in their own, independent and analytical research.

Students prepare by building on methodological research training in the first courses, where the scope and level of research skills and training are increased through a number of research assignments. In the first semester, students work out a draft thesis proposal that leads to the writing and concluding the thesis in the second semester. The thesis work is performed under primary supervision of a member of faculty.

At the time of the proposal deadline, January, students have not yet taken all the courses and got to know all the tutors and their expertise. They also do not yet know who the supervisor will be. This

makes it (more) difficult for many students to choose and frame a topic. Students indicate that they would like to have a broad overview of all possible topics at an earlier stage, for example in a seminar. This is done in other Advanced LLM programmes. Once a supervisor is assigned, students are positive about the frequency of contact and supervision.

Approach to teaching and learning

The Advanced Studies LLM programmes are aimed at acquiring knowledge and understanding of positive law and the systematic foundations of law, acquiring an academic attitude when studying legal issues, and obtaining professional legal skills. Teaching is based on the Socratic method (i.e. high-level course discussions between the professor and the students, rather than traditional lectures, and peer learning amongst students), as well as both a practical and theoretical approach to the subject area. Structured self-study is an integral and essential part of all courses, in order to enable informed discussions in class. Class attendance is mandatory. The programme is demanding, and students experience a high workload. Students report that the workload, especially readings/study material, is intense but manageable. The current set-up of the programme (block structure) in combination with the number of materials that need to be studied makes that students can experience overburdening. The panel therefore encourages the programme to consider how to find a balance between intensity and time for reflection. The ICCL programme management agrees that, in particular the first months, the intensity is very high. Students have four exams by Christmas, and it is important to be on top of the material very quickly. Students mentioned that lecturers are flexible and understanding, e.g. in case of a deadline. The panel nevertheless encourages the programme to look for a balance between intensity and time for reflection.

Similar to the other Advanced Studies LLM programmes, ICCL is challenged with the diverse knowledge and skills backgrounds of the students. The expected higher course level does not necessarily correspond with the profile of the incoming student. ICCL aims at solving this by selecting talented and highly motivated students who have demonstrated their ability to cope with the level in prior education and/or through work

experience. It does mean a huge workload to get students to the required level in the many subjects that are being offered. As indicated earlier in this chapter, the panel believes that more time is needed for analysis and comparative law to truly achieve the advanced level in that area.

Student support

The programme strives for an ambitious study culture in which involvement and commitment of students and lecturers are the norm. This implies inspiring and challenging education, active student participation and a solid structure and organisation of the curriculum. ICCL is experimenting with small tutorial groups to stimulate active participation by all students and by explicitly stimulating students to participate. To promote study success, measures are taken to enhance student motivation and the quality of learning, for example via annual curriculum revisions, an introduction week, career workshops, optimising timetabling and professionalising student counselling.

Staff are available to students to respond to questions and problems. Furthermore, social activities are organised which are deemed crucial for a positive social and learning environment. The programme also pays attention to news items, job and internship opportunities, via social media pages.

The Advanced Studies LLM programmes at Leiden Law School have a dedicated support structure, arranged through the Office for International Education. This office offers career-oriented workshops, spread throughout the academic year. Furthermore, a Brightspace page is set up for students to find information, useful links on jobs, housing, Dutch language courses etc.

Student progress is monitored by the course lecturers who discuss concerns on student progress and performance with the Programme Coordinator and Academic Coordinator. Often, potential problems are identified early in the course and additional support may be offered if a student is struggling with specific course components.

Student welfare is important, in particular international students. The programme coordinator is the first point of contact for students and Leiden

Law School has a Well-Being Officer as well as a dedicated careers advisor. Leiden Law School recently opened a Student Living Room, intended as a space for relaxation and connection. Peer support students are present every day and are committed to the well-being of their fellow students. The panel values the efforts by the programme in undertaking social activities and creating a student- community. This is particularly important for the international students with a limited network when arriving in Leiden.

Language of instruction

The English-taught non-government funded Advanced Studies LLM programmes were originally designed with the idea of attracting high level international students to the Netherlands. Leiden law School chose to offer these programmes in English to internationalise the departments and the teaching and research of certain fields which are of transboundary and international relevance. Having students from other cultures and other legal backgrounds was seen as an asset to the university. It also allowed for highly specialized programmes and expertise in a particular field to be recognized. In order to do this the English language was the choice made to allow for, as much as possible, a diverse group of people to participate.

English opens up possibilities for the materials used in studying and learning. Moreover, English is among the few original languages of the documents used. Skills such as critical reading and reflection, research expertise and writing are developing in a different way in another language. The possibilities to bring in lecturers and people from the professional field from other nationalities to provide their experiences to students are seen as a major benefit in allowing for open and diverse discussion and debate. Reinforcing the idea of building, connecting, sharing ideas and communicating with the world is important for all professions. Studying in English provides tools that will add value to the student and the lecturing staff. Communicating in English adds value to graduates in their careers and opens up more doors and possibilities for a career path than in one's home country alone. This is particularly so for Advanced Studies LLM programmes and the MSc in International Relations and Diplomacy as these are specialized programmes which seek to offer

expertise in a particular field of international relevance. Considering the goals of the advanced master's studies programmes, the panel concludes that the choice for English as the language of instruction is logical and of added value.

The perspective of teaching in ICCL is both international and academically rigorous. All courses are offered in English, have a clear cross-national approach and involve consideration of international academic literature. ICCL is proud of its diversity in student body, which has expanded as the programme has developed. Classes are lively with students from more than forty countries across Europe, the Middel-East, North and South America and Asia. The panel agrees that having many different jurisdictions in one classroom is a major benefit. According to the panel, the ICCL programme is very international in nature, which is reflected in the composition of the lecturing team as well as the student intake and the subjects in the courses. The specialised nature and international setting of the programme is positively received by students.

Staff

Teaching staff of ICCL consists mainly of Leiden University Staff and is complemented with guest lecturers from the practice of International Civil and Commercial Law. Leiden University has heavily invested in the University Teaching Qualification (UTQ), attributing structural attention to the teacher professionalisation process. All lecturers at Leiden University are required to obtain a UTQ.

Leiden University adheres to The Guidelines on Language Policy which set out agreements on the level of language competence of lecturers, staff and students, the language of instruction, the dual language of communications and the language used within the University administration. A Language Policy for University Lecturers is in place for those who teach in English. The required level of English proficiency is C1. Most faculty members publish mainly in English and frequently present and lecture abroad.

Guest lectures are specialised and often international professionals on a specific area of law. By using guest lectures the programme has the advantage of incorporating real and current legal

experience and discussions in courses, which enhances the learning environment for students. Furthermore, students visit law firms, international legal organisations and businesses at the invitation of the guest lecturers, allowing them to build their legal network. Guest lecturers are always partnered with a course coordinator who is a member of the academic staff, to ensure the quality and level of teaching.

According to the panel, the lecturing team is of top-notch quality which is reflected in the quality and content of the courses. The international focus of ICCL is enhanced by the lecturers, with extensive international expertise. In addition to academics with international experiences from both the civil and the common law, a vital contribution is provided by practitioners who participate in the teaching of individual courses, contribute occasional lectures and offer students visits to the offices of international law firms.

Quality

In addition to each course being evaluated, students are invited to express their views about the courses to the lecturer, programme coordinator and/or academic coordinator. Annual course evaluations are also used to make improvements. Common issues raised in the evaluations are discussed in the Quality Assurance Standing Committee (QAS), in which all Advanced Studies LLM programmes participate. The programme constantly fine-tunes its individual courses based on recommendations received either by students, the professional field and/or its advisory board. The student representative acts as the voice for all students and contacts the academic coordinator in case of issues.

Conclusion

Meets the requirements

The ICCL curriculum is coherent with a clear and systematic buildup, allowing for in depth treatment of specific topics and for students acquiring the ILOs at the master level. Each course covers a lot of ground, sometimes at the cost of in-depth treatment of subject matter or limited time to work on comparative law. The learning environment is impressive, with diverse teaching methods,

extremely qualified lecturers and a group of motivated students from many different jurisdictions, leading to an active international classroom.

The programme is feasible, but students report that the workload, especially with regards to reading materials, is (too) high. The panel recommends that the programme explores ways to reduce the (experienced) workload. Student welfare is taken into consideration by the programme.

ICCL has an adequate thesis trajectory, though more structure could be provided in the startup phase, for example including more information on topics that have not yet been presented in courses.

The panel finds that the current admissions procedure needs an elaboration, as the criteria are

not that clear-cut and students with a range of backgrounds are admissible. A particular issue that needs attention is managing the expectations of applicants/students concerning the level of legal research skills that they need to possess upon admission to the programme.

A general recommendation for all Advanced Studies LLM programmes is to create synergies between them and exchange best practices to come to more structured thesis procedures for all programmes.

The teaching staff is well-qualified, both in terms of academic expertise and teaching qualifications.

The panel finds that the programme deploys a good set of committees and initiatives to look after the quality and coherence of the programme. The programme is open to feedback and is willing to take measures to improve itself.

Standard 3: Student assessment

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

Findings and considerations

Assessment policy

The Advanced Studies LLM programmes refer to the Rules and Guidelines of the Exam Commission and the Course and Exam Regulations (in Dutch: OER) for policies and rules concerning assessments.

The programmes have adopted a format for assessment and for awarding grades, consisting of criteria for assessment of exams, papers and presentations and forms that need to be completed for each piece of assessed work. To ensure continuity and alignment at both programme and course level, matrices are used as a safeguard and quality assurance tool. The panel concludes that the programmes have a sound governance framework regarding assessments.

Course assessment

At the start of the academic year, an overview of contents of each course, including assessment methods, weighting and scheduling is shared with the students. This provides insight into the diversity of assessment methods.

In principle, lecturers are free to decide which assessment methods they want to use but must inform students in advance via the course descriptions, which include a cross-reference to the ILOs. At the start of each course, assessments and grading are always discussed with the students as well. Lecturers provide written feedback on assessment forms to evidence why a grade was awarded, and review sessions are organised to provide further feedback and/or discuss grading.

ICCL deliberately chooses to provide students with a variety of assessment methods. This is partly related to the different backgrounds of students and the different ways of assessment in their previous education system. Because of the variation in assessment methods, no system is pre-empted, and

all students can show whether they have mastered the material.

The panel learned during the site visit that students are assessed summatively right from the start of the programme. For part of the students the methods of assessment are very different from their prior education. This leads to additional (perceived) workload and stress among students. Other programmes let students practise for one assessment, giving feedback but no grade. As a result, students know better what is expected of them. The panel recommends ICCL to introduce a similar approach.

The panel values the different forms of assessments that are used. Students are in particular happy with the fact that there are multiple and different assessments for each course, reducing the pressure on the final exam. This enhances their ability to focus on their learning process rather than an 'exam-oriented' approach. Based on a selection of courses, the panel also finds that the assessment questions reflect the content of the courses well. Based on a sample of assessments, the panel concludes that the questions reflect the content of the course very well.

A point of concern for the panel is possible 'over-assessment'. It seems that students are continually faced with deadlines, adding to the intensity and high workload that students report (see Standard 2). This leaves limited time for reflection. In addition, it seems that assessments are mostly summative and hardly formative. The panel suggests that the programmes explore whether it would be possible to lower the assessment load for both students and staff.

Thesis assessment

Thesis grading is based on a common procedure for all of the Advanced Studies LLM programmes. Each thesis is assessed by two examiners. The first examiner is the thesis supervisor; the second examiner is – often, but not always – the Programme Director or the Academic Coordinator to ensure consistency in the grading. In some instances,

students will have two supervisors (depending on the topic), in which case they will also grade the thesis.

During the site visit, the panel discussed at length the role and task of the second assessor with the various programmes. The programmes use a similar, but often slightly different working method. This is not a problem, according to the panel, as long as there are some basic agreements. These include that the second assessor always performs a comprehensive and independent assessment of the thesis and not merely a marginal check of the first assessor's findings.

Another topic that the panel discussed during the various interviews was if and to what extent the amount of guidance given during the thesis process should influence the final grade. As there are currently no set guidelines on the number of meetings between student and supervisor, there is quite some variety in the amount of feedback given to individual students. The panel argues that the amount of guidance and feedback given should be reflected separately in the assessment. In addition, supervisors should be alert to students who do not ask for any guidance at all, as this could be indicative of plagiarism or improper use of AI.

A closely related topic that was discussed at length during the various interviews was to what extent programmes include 'learning gain' in the assessment of theses. The panel argues that student development is indeed important, especially given differences in prior education and backgrounds. However, the panel stresses that the assessment of a student's progress and development should be assessed separately from the quality of the thesis and final level attained. This would improve the transparency and fairness of the thesis assessment process.

The panel's overall impression from the interviews during the site visit is that the programmes generally deal well with the independent and comprehensive assessment by the second assessor, the degree of thesis guidance given and issues concerning possible cases of plagiarism or use of AI. However, this was not sufficiently transparent in the documentation the panel had access to. The panel therefore recommends that the Advanced Studies LLM

programmes increase transparency of the thesis process. Part of this process would be an agreement of all programmes on thesis supervision guidelines; these should include, for example, an elaboration on the thesis supervision process and (the number of) meetings between students and their supervisors and the manner in which this affects the assessment. Furthermore, the manner in which personal learning gain plays a role in thesis assessment should be explicitly addressed. The panel recommends that the thesis process (and any personal learning gain) is assessed separately from the final level attained.

Quality assurance

The nine Advanced Studies LLM master's programmes have their own dedicated Exam Commission (EC). The EC consists of academic staff members of Leiden Law School and an external member. The EC collectively sets up rules and policy, meets regularly and is supported by a secretary.

At the start of the academic year, the EC is provided with the overview of course contents, including forms of assessment, and weighting thereof. The EC also requests sample course matrices in order to verify and provide feedback where necessary. It also cross-checks the course objectives with the ILOs of the programme to ensure that they are in line.

The EC has a policy to determine how many exams and theses are selected for auditing purposes. The number of exams and theses depends on the size of the programme, the point of departure being that a sample of approximately 10% of the work will be a sufficient basis for a reliable auditing exercise. Should the auditing exercise raise questions, additional work will be selected. Theses (one outstanding, one good and one with passing grade) are subject to an audit by a legal expert from the EC who was not involved in the thesis supervision, as part of the quality assurance system. So far, the findings of the audit have been in line with the assessment and notably the grades given. The panel stresses the importance of regular calibration between assessors, within and between programmes.

As discussed in Standard 2, there is potential to unlock synergies between the programmes with regards to the theses. The programmes do speak to

each other via the QAS, but this has not yet led to a shared approach, for instance on the grading of theses.

In conversation with the EC, the panel found that the EC takes a reactive stance in its approach. The panel refers to i.e. appointing examiners, setting up rules concerning the use of generative AI tools, and the manner in which thesis assessment forms are used by examiners. Going forward, the panel expects a more pro-active stance of the EC, and sufficient knowledge of the existing rules and regulations by all members including the Chair, which it considers pivotal in ensuring and upholding quality standards.

In addition, the panel stresses the importance of regular calibration between assessors, within and between programmes. As discussed in Standard 2, there is potential to unlock synergies between the programmes with regards to the theses. The programmes do speak to each other via the QAS, but this has not yet led to a shared approach, for instance on the grading of theses.

Conclusion

Meets the standard

The variety of assessment methods helps the diverse group of students show that they mastered the material. The level of the assessment reflects the content of the courses. Although in practice the independence of first and second assessor of the thesis seems to be well organised by the programme, this is not sufficiently transparent in the documentation. The panel recommends to properly and insightfully document the process as well as separating the assessment of the product (the thesis) from the process of the student.

The EC performs its legal duties but takes a rather reactive stance. Going forward, the panel expects a more pro-active stance of the EC regarding the existing rules and regulations, which it considers pivotal in ensuring and upholding quality standards.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings and considerations

Final level

Students must undertake analytical legal research which builds on the knowledge gained throughout the programme. Research is conducted largely independently but with some supervision. In the thesis, students demonstrate their capabilities in conducting academically sound research, present findings of this research in writing, and investigating and presenting relatively new and innovative findings. In addition to the knowledge acquired through the courses, this ensures that the graduates possess the (legal) knowledge, insight and skills enabling them to pursue a career at an advanced level in their chosen area.

According to the programme, the advanced level is not only reflected in the high quality of the thesis, but also in the fact that the thesis is written in quite a short period of time and must be an original contribution to the legal science. It should deal with a topic that was not already exhaustively discussed in one or more publications. According to the panel the good success rate indicates that the ILOs are being achieved. In very few occasions, students had to re-enrol in the following year to earn missing EC's and very rarely a student drops out.

Thesis

Based on a sample of 15 theses, the panel was able to form a picture of the graduation level of ICCL. Several of the topics of the theses were highly original and interesting. The panel concluded that all but one of the final theses it reviewed did meet the ILOs, are of academic quality at master's level, that is, of sufficient academic and legal rigour and a sufficiently high level of written English; the better theses made original contributions to the scholarship relating to their topics.

Overall, theses that were awarded with high grades were of good quality. In some cases, the panel finds the grading generous, also taken into consideration the feedback provided by the assessors. One thesis, which was rewarded with a 6, would not have passed according to the panel although it would have been a borderline decision. The structure of this thesis leaves much to be desired, and it does not become clear why the two main elements in the thesis are connected. Yet, the academic quality of this thesis does not represent the overall academic quality of the 15 theses sample.

The feedback on the assessment forms by the first assessor is mostly insightful, including thorough input and critical points. The second assessor is usually very brief. The interview with lecturers revealed that the process and progress of the student may be reason for the difference in final assessment (see also standard 3). The panel concludes that all but one of the final theses from the sample did meet the ILOs, are of academic quality and fit within the expectations of the panel for an advanced LLM master's degree. This leads to the conclusion that the ILOs are achieved.

After graduation

Many students already have some or considerable working experience when starting the programme. The successful completion of the programme allows them to return to their previous line of work in a more senior post, or offers an opportunity for their careers to take a different direction.

Building on prior qualifications and experience, some students continue performing independent research, e.g. in the framework of subsequent PhD studies. Professional positions achieved after graduations, publications and a number of students continuing with a PhD programme, testify to the achieved level of the programme.

The Advanced Studies LLM programmes keep in contact with alumni, which allows them to record what the alumni are doing after graduation. Feedback by graduates indicates that they feel well prepared for the competition for interesting

positions in Europe and elsewhere, both academically and professionally.

Based on the information from the self-evaluation report, the panel concludes that the graduates seem to be well prepared for the job market. The panel furthermore appreciates the career advice given by the ICCL programme, organising meetings with alumni who share experiences.

Conclusion

Meets the standard

The final thesis is of academic quality and fits within the expectations for a LLM master's degree in the Netherlands. Feedback by the first assessor is often insightful and in line with the grade, although grading on occasion is rather generous. After graduation, students find international and relevant jobs at an advanced position.

7. Appendices

Appendix 1: Intended Learning Outcomes ICCL

- ILO1: Basic and overarching knowledge: The graduate has a profound knowledge of, and insight into, the complex legal elements and the fundamentals of the nature and structure of all aspects of International Civil and Commercial Law.
- ILO2: Specialist knowledge: The graduate has profound knowledge of, and insight into, special fields of International Civil and Commercial Law such as International Contract Law, International Property Law, International Tort Law and International Commercial Dispute Resolution.
- ILO3: Research abilities: The graduate is capable of researching legal questions in International Civil and Commercial Law by formulating coherent and concise problem statements, collecting and analysing data, judging their validity and relevance as well as by thorough analysis and interpretation of legal sources, literature, and complex cases relating to questions of International Civil and Commercial Law. The graduate is able to critically read and analyse domain specific case law and the decision-making practices of institutions as well as of legislation. He/she is able to pose critical questions, formulate an independent opinion, draw founded conclusions, provide innovative solutions to challenges in the field of International Civil and Commercial Law, and to make recommendations and suggestions for further research.
- ILO4: 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 develop and work upon their existing writing, reading and research skills as well as their oral presentation skills. The language in all aspects of study is English. Therefore, English as a business and working language, using the specific vocabulary of International Civil and Commercial Law, is extensively developed.
- ILO5: A. Application of knowledge: The graduate is capable of applying the acquired knowledge, research and practical skills in professions or functions that require application of International Civil and Commercial Law at an advanced master's level. More specifically: a. The graduate possesses the legal knowledge, insight and skills 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, international institutions, and (inter)national governmental bodies.
B. The graduate is capable of applying the acquired knowledge, research and practical skills in professions or functions that require application of International Civil and Commercial Law at an advanced master's level. More specifically: b. The graduate possesses legal knowledge, insight and skills qualifying the master to pursue an academic career by conducting further academic research, e.g. in a PhD programme.
- ILO6: Working environment: The graduate is capable of working both independently and in a team, notably within an international environment.
- ILO7: ICT Skills: The graduate is able to use new, or to enhance existing, ICT skills in research and communication and knows how to use domain-specific databases such as the CISG (Convention on the International Sale of Goods) database of Pace Law School.
- ILO8: Keeping up knowledge: The graduate is capable of keeping up his or her knowledge and abilities in International Civil and Commercial Law by properly using and updating the research skills and sources taught in the programme.

Appendix 2: Schematic overview of the curriculum

<i>Timing</i>	<i>Courses</i>	<i>ECTS</i>	<i>Level</i>	<i>Contact Hours</i>	<i>Focal Final Qualifications per Course</i>
Sep-Oct	Private International Law	5	600	24	1,2,4,5,6,8
Sept-Nov	International Contract Law	10	600	48	2,4,5,6,8
Oct-Dec	International Property Law	10	600	48	2,3,4,5,6,7,8
Nov-Dec	International Insolvency Law	5	600	24	2,3,4,5,6,7,8
Jan-Feb	International Commercial Law (Adv)	5	600	24	2,3,4,5,6,7,8
Feb-Mar	International Corporate Law	5	600	24	1,2,3,4,5,6,7,8
Mar-Apr	International Commercial Arbitration	5	600	24	1,2,3,4,5,6,7,8
May	Legal Profession and Ethics	5	500	24	1,3,4,5,6,7,8
Deadline Jul	Thesis	10	600	15	2,3,4,5,6,7,8
Final total		60			

Appendix 3: Documents studied

The panel studied a wide selection of documents relating to the programme's profile and intended learning outcomes, its teaching-learning environment, assessment and end level.

These included:

- Self-assessment report (including a student chapter)
- Course files of:
 - ICCL Insolvency Law
 - ICCL International Contract Law
 - ICCL Legal Profession & Ethics
- Master's theses of fifteen graduates

- NVAO recommendations 2018 and changes
- Course Descriptions and Assessments (Academic Year 2023/2024)
- Course Schedule Overview
- Student Statistics and Enrolment 2018 -2023 including Enrolment versus Graduation Rates 2018 -2023
- Overview of Teaching Staff – (Academic Year 2023/2024) including staff C.V.'s
- Benchmarking report for like programmes national and international
- Programme Vision and Development
- Subject Specific Reference Framework and Learning Outcomes of the Programme Course Levels
- Thesis Guidelines
- Rules and Regulations (Academic Year 2023/2024)
- Mid Term Review Report
- Mid Term Plan of Action
- Exam Commission Annual Report 2022- 2023
- PAC Reports 2022 - 2023

Appendix 4: Site visit schedule

February 27

14.00 – 16.00 Online meeting panel with Faculty Boards and Management of Leiden Law School and Faculty of Governance and Global Affairs

March 4

17.00 – 19.00 Kick-off meeting panel

March 5

Humanities programmes

09.00 – 10.00 Meeting with the programme management Humanities programmes (EIHRL, ICR, PIL)

10.05 – 11.05 Meetings with students and alumni Humanities programmes (EIHRL, ICR, PIL)

11.15 – 12.15 Meeting with lecturers Humanities programmes (EIHRL, ICR, PIL)

12.15 – 13.15 Lunch

International Relations

13.15 – 14.00 Meeting with the programme management MIRD programme

14.15 – 15.00 Meeting with students and alumni MIRD programme

15.15 – 16.00 Meeting with lecturers MIRD programme

16.00 – 17.00 Panel meeting on preliminary findings Humanities (EIHRL, ICR, PIL) and MIRD programmes

March 6

Business programmes

08.45 – 09.45 Meeting with the programme management Business programmes (EIBL, ICCL L&F)

10.00 – 11.00 Meetings with students and alumni Business programmes (EIBL, ICCL L&F)

11.15 – 12.15 Meeting with lecturers Business programmes (EIBL, ICCL L&F)

12.15 – 13.00 Panel meeting on preliminary findings Business programmes (EIBL, ICCL L&F)

13.00 – 14.30 Development dialogue including lunch (two sessions with two questions per session)

Multidisciplinary programmes

15.00 – 16.00 Meeting with the programme management multidisciplinary programmes (A&SL, IDSA, L&DT)

16.15 – 17.15 Meeting with students and alumni multidisciplinary programmes (A&SL, IDSA, L&DT)

17.15 – 18.15 Meeting with lecturers multidisciplinary programmes (A&SL, IDSA, L&DT)

18.15 – 18.45 Panel meeting on preliminary findings multidisciplinary programmes (A&SL, IDSA, L&DT)

March 7

09.00 – 09.30 Panel meeting

09.30 – 10.45 Meeting with Exam Commission and Programme Advisory Committee (LLS/FGGA)

10.45 – 11.30 Panel meeting: preparation final meeting with management

11.30 – 12.15 Meeting with management

12.15 – 13.00 Lunch

13.00 – 16.30 Panel meeting: preliminary findings /judgments all programmes

16.30 – 17.00 Feedback panel on preliminary findings

17.00 End of site visit