

Report on the Master  
Advanced Studies in European and  
International Human Rights Law  
Leiden Law School



**Universiteit  
Leiden**  
The Netherlands

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# 1. Summary

The panel finds that the Master Advanced Studies in European and International Human Rights Law excels in offering an intensive, high-level training that equips students for diverse professional settings worldwide. Its success is demonstrated by steady growth in student enrolment and the ability to attract highly qualified students globally. The programme's alignment with international expectations, comprehensive coverage of European and international human rights law, and the practical application of knowledge through a blend of theoretical and hands-on learning approaches are significant strengths. The programme's robust thesis component and the successful placement of graduates in professional roles suggest a strong alignment with advanced learning outcomes. The structure and support systems in place are solid, promoting a rigorous academic environment. The programme is able to live up to its advanced nature and creates value for excellent and experienced students. This is achieved through in-depth courses, focusing on fundamentals of human rights law, as well as advanced courses.

## 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. Furthermore, the panel finds that there is a clear tie-in between the ILOs and the programme level and orientation. Given the often-conflicting expectations of commercial legal practice nationally and internationally, academia and careers outside either, this is a considerable achievement.

Also, the panel appreciates that the programme makes conscientious and active efforts to stay ahead of the curve and keep the programme up to date.

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 more 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

The curriculum of the Advanced Studies LLM programme EIHRL reflects the ILOs of the programme. The student-centred approach and diverse student body of the programme is helpful in facilitating interaction between the students' experiences and the curriculum.

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. EIHRL students particularly express a desire for more time to reflect on a digest the difficult topics that are naturally addressed when studying human rights law.

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 programme 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

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 organized by EIHL, 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 and a clear awareness of the existing rules and regulations, 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.

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
<b>Final conclusion</b>	<b>Positive</b>	<b>Positive</b>

## 2. Introduction

### 2.1. Assessment framework

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

The Master Advanced Studies in European and International Human Rights Law 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 European and International Human Rights Law 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 Centre for International 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, programme, panel and secretary have 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 EIHL 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, and the management team of the programme. The discussions were partly organised around the development themes that the programme itself 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 report. This report (presented here) contains the assessment of the programme's generic quality on the four standards of the framework. On the basis of this report, the NVAO makes an accreditation decision. After processing the panel's feedback, the secretary sent the 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	European and International Human Rights Law
CROHO:	75114
Level and orientation:	Academic Advanced Master's Studies
Credits:	60
Specialisations or tracks	N.a.
Location:	Leiden
Mode of study	Full time, Part time
Language of instruction	English

### 3.2. Organisation

The Master Advanced Studies in European and International Human Rights Law (EIHRL) 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, 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 EIHRL programme.

The current assessment 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 panel finds that the EIHRL programme offers **intensive, high-level training** that equips students for diverse professional settings worldwide. Its success is demonstrated by steady growth in student enrollment and the ability to attract highly qualified students globally. The programme's alignment with international expectations, comprehensive coverage of European and international human rights law, and the practical application of knowledge through a blend of theoretical and hands-on learning approaches are significant strengths.
2. The programme's robust thesis component and the successful placement of graduates in professional roles suggest a **strong alignment with advanced learning outcomes**. The structure and support systems in place appear to be solid, promoting a rigorous academic environment.
3. The programme excels in its **student-centred approach**. Several initiatives especially lead to community bonding and peer-to-peer learning. An example is 'Student Stories'; a weekly event where students speak about developments in their field, often with a more personal angle. It enhances community bonding within the programme, but also provides students opportunity to learn from each other, obtain (professional) skills and leave their mark on the programme as well.
4. The overall **quality of the teaching staff** is excellent. The teaching staff is well qualified to lecture on the topics covered in the curriculum (both in research/publication and theoretical knowledge and also offering insights from cases).

## 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. 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. This is important also to differentiate the level of the course (and the output by students) from regular LLM programmes.
2. The panel recommends that the programmes explore ways to **reduce the (experienced) workload and assessment load** for both students and staff. In line with this recommendation, the programmes could consider introducing more formative feedback and more time for students to reflect.
3. With regards to **thesis assessment**, the panel recommends that the second assessor always performs a comprehensive and independent assessment of the thesis and not merely conducts 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

#### Programme aims and ambitions

The Master Advanced Studies in European and International Human Rights Law (EIHRL) is a small-scale programme that aims to attract highly qualified students from all corners of the world. The aim is not to make students the ultimate specialist in any single human rights law system by studying its ins and outs in all its details. Rather the programme endeavours to explore the multi-layered nature of European and international human rights law as a whole. Within that setting, the European Convention on Human Rights is examined in somewhat greater detail, so as to study substantive human rights law (the main characteristics of a number of core rights) as well as the interpretation methods that are employed by the Strasbourg Court, as these resonate in the practice of several other supervisory bodies.

Participants study the overall characteristics and workings of the various mechanisms that were set up to protect and promote human rights in their specific political, social and legal settings. They become familiar with the ways in which these mechanisms may coexist, overlap and influence each other. Students are not only made to engage with the legal instruments and their potential, but also – and as importantly – with their limits, and with their interplay with non-legal human rights promotion strategies. The programme is about both ‘the law in the books’ and ‘the law in action’.

The philosophy of the programme is based on the conviction that in this way students gain the in-depth knowledge and understanding of human rights law they will need to work in the field of human rights anywhere in the world. Alumni typically work for international organisations (Council of Europe, UNHCR, OHCHR) or NGOs; some pursue an academic career or work in private legal practice; yet

others work for public authorities in their home countries. An increasing number of alumni are active in the field of corporate social responsibility.

EIHRL aims to deepen students' understanding of European and international human rights law and provide comprehensive insights into the mechanisms and procedures that exist for the promotion and protection of human rights in widely different contexts. In terms of skills, the programme seeks to enhance students' confidence in handling legal materials, both orally and in writing, using the specialized framework of analysis and indeed the language of European and international human rights law, fostering their ability to process and apply relevant case law and rules in professional contexts. In doing so, the foundation for future academic research in this field is provided too. The objectives of the programme can be realised by the fact that it is closely tied in with the themes of the research programme of the Leiden Law School, notably the research programme “Effective Protection of Fundamental Rights in a pluralist world”.

The panel finds that the EIHRL programme excels in offering an intensive, high-level training that equips students for diverse professional settings worldwide. The programme's alignment with international expectations, comprehensive coverage of European and international human rights law, and the practical application of knowledge through a blend of theoretical and hands-on learning approaches are significant strengths.

#### 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 EIHRL 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 European and International Human Rights Law.

### 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).

### 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. Furthermore, the panel finds that there is a clear tie-in between the ILOs and the programme level and orientation. Given the often-conflicting expectations of commercial legal practice nationally and internationally, academia and careers outside either, this is a considerable achievement.

Also, the panel appreciates that the programme makes conscientious and active efforts to stay ahead of the curve and keep the programme up to date.

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 more 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.

The panel remarks that EIHR's success is demonstrated by a steady growth in student enrollment and the ability to attract highly qualified students globally. Since its start in 2014, the programme has seen its student body increase from less than 10 students in its first year to 37 students in 2023-2024. As the number of applications increases, this allows the programme to be more selective. The ability to therefore apply a 'stricter'

selection approach has led to a higher overall level of the students enrolling in the programme. This, the panel concurs, has a positive effect on the learning experiences of all students.

### 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.

The EIHL programme spans one full academic year. The programme is divided into two 'foundational courses' (10 EC each), six 'supplementary courses' (5 EC each) and a thesis (10 EC). The programme spans over two semesters, from a 'Meet and Greet' session on the first Monday in September to the deadline for submission of the thesis in the beginning of July. The first semester consists of two foundational courses and the *Privatissimum* which features intensive group assignments. The second semester introduces a socio-legal approach, as well as courses that delve into specific topics, always combining European and international standards and practices.

Part-time EIHL 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 panel finds that the programme lives up to its advanced nature and creates value for excellent and experienced students. This is achieved through in-depth courses, focusing on fundamentals of human rights law, as well as advanced courses such as 'Making Human Rights Work'.

There is no fixed internship component to the EIHL, and students are encouraged to focus primarily on their academic performance and studies during the programme. Yet students are free to take up an internship during the academic year, as long as they can combine it with their studies. In some cases, the programme does facilitate students who want to work as a volunteer for, for instance an organisation supporting refugees in the Netherlands. The panel

finds that, given the range of career paths EIHL graduates pursue, the programme could benefit from integrating more practical, hands-on experience within the curriculum. This could include structured internships, but also active engagement with international legal institutions to enhance employability across various sectors.

In addition, the programme could make more systematic use of The Hague's dense concentration of legal institutions to provide students with real-world exposure and networking opportunities, which could be particularly beneficial given that human rights law is not typically seen as commercially lucrative.

Students informed the panel that they appreciate the diverse student body, bringing together individuals from all kinds of backgrounds. The course *Privatissimum* is mentioned by the lecturers as providing tailor-made opportunities to bring together students with different mindset. Besides this course, the panel finds that the programme is acutely aware of the 'diversity challenges' it faces due to the composition of the student body in relation to the cultural sensitivities surrounding human rights (law). The panel finds that the programme deals with this well (see below: approach to teaching and learning).

### 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.

The aim of the EIHL thesis is to conduct sound research and to arrive at innovative findings which are presented in a text of publishable quality. Students select their own thesis topics and develop their research question and methodology in

consultation with the academic coordinator. To this end a series of workshops are organized, and students receive individual feedback on their initial drafts. This results in a research proposal that is submitted for approval to the programme director. Students are free to approach specialized staff members to supervise their thesis – often the supervisors teach in the programme, but every year several supervisors come from other parts of the Law School, or from other Faculties (notably Humanities, Social Science). This allows the programme to benefit from the wide area of expertise available throughout Leiden University. The panel concludes that the thesis trajectory of EIHL functions well and provides students with satisfactory structure and feedback.

### 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. Students of the EIHL programme in particular highlighted to the panel that – due to the nature of the discipline – important yet crucial issues are discussed in the programme, that students need time to digest and reflect on.

The panel finds that EIHL creates an engaging and inclusive teaching-learning environment that

successfully combines a rigorous curriculum with a comprehensive range of teaching methods, including interactive classes, moot courts, and a mandatory thesis, to achieve its intended learning outcomes.

The faculty's expertise and the student-centred approach, alongside the small-scale, intensive format of the programme, ensure a high level of individual attention and support for students from diverse backgrounds, enhancing their academic and professional development. In fact, the panel finds that the programme seems to excel in its student-centred approach. Several initiatives especially lead to community bonding and peer-to-peer learning. A great example is 'Student Stories'; a weekly event where students speak about developments in their field, often with a more personal angle. This not only enhances the community bonding within the programme, but also provides students an opportunity to learn from each other, obtain (professional) skills and leave their mark on the programme.

The programme reflects extensively on the challenges of teaching human rights law as the role of human rights in society and the degree to which they are complied with, varies from time to time and from place to place. For a programme like EIHL, that aims to reflect on the interaction between law and practice, these differences present a challenge; one needs to offer courses that are meaningful to all. The panel remarks that therefore there is a need to continually adapt the curriculum to ensure it is meaningful and accessible to all students, regardless of their background or country of origin. This could involve more tailored support for students to bridge educational or experiential gaps and further integration of diverse perspectives into coursework and discussions.

### 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.

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. The panel also notes that while the EIHRL programme identifies students who struggle with the demands early on, there is room for enhancing support mechanisms. Tailored strategies, such as additional tutoring, workshops on critical analysis, and creative writing, could be implemented more systematically to help these students meet the programme's rigorous standards.

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.

### Staff

Teaching staff of EIHRL consists mainly of Leiden University Staff and is complemented with guest

lecturers from the practice of European and International Human Rights 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. The courses that make up the EIHL curriculum are complemented by weekly guest lectures, offered by speakers who hail from a great variety of backgrounds in the field of European and international human rights law (judges, human rights defenders, diplomats, academics). Students are also encouraged to suggest guest speakers.

The overall quality of the teaching staff is excellent, according to the panel. The teaching staff is well qualified to lecture on the topics covered in the curriculum (both in research/publication and theoretical knowledge and also offering insights from cases).

## 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.

## Conclusion

### *Meets the standard*

The curriculum of the Advanced Studies LLM programme EIHL reflects the ILOs of the programme. The student-centred approach and diverse student body of the programme is helpful in facilitating interaction between the students' experiences and the curriculum.

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. EIHL students particularly express a desire for more time to reflect on a digest the difficult topics that are naturally addressed when studying human rights law.

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

The panel finds that EIHRL employs a comprehensive and transparent system for student assessment, ensuring validity, reliability, and independence. The diversity of assessment methods, including written and oral exams, case-notes, research papers, and group assignments, effectively supports the students' learning processes and mirrors the programme's advanced academic standards. The variety of assessment methods is well appreciated by students, providing them opportunities to demonstrate their gained knowledge in several settings.

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.

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.

#### Thesis

Based on a sample of 15 theses, the panel was able to form a picture of the graduation level of EIHRL. The panel concluded that all the final theses it reviewed did meet the ILOs, are of sufficient academic quality at a master's level.

The panel finds that the theses overall show a high quality of research. The topics were timely and important and the authors did manage to say something meaningful and important about their topics. The commitment demonstrated in the theses was good. The panel found the use of an 'originality statement' a best practice. As a point for future consideration, the panel made a remark to pay attention to proper building up a legal argument and using the legal framework to analyze the factual situation. In conclusion, the panel found that the

completion of a demanding thesis that requires independent research and the production of new, innovative findings demonstrates the programme's success in enabling students to achieve the intended learning outcomes.

#### 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.

Human rights law is not among the most commercially attractive branches of the law and there is not one single job profile that students would aim at. Many students come to Leiden University with the hope that the proximity of The Hague will allow them to interact with the various courts, tribunals and international organizations that are based there. This is also true for the students in the EIHRL programme, but perhaps to a somewhat lesser extent: for many of them Strasbourg and Geneva are the main points of reference – which is an important reason to organize the annual study trip to these cities – or perhaps cities like London, New York and Vienna where many international organizations and NGOs are based. Current students prize the programme's additional activities, such as the aforementioned study trips or hosting conferences with notable individuals in the human rights field. This not only facilitates networking opportunities, but also proves to be "real-world insights" in possible career paths.

Students are provided with information on job openings, PhD competitions and internships via the general Brightspace page of the programme throughout the year. In the framework of the Weekly Guest Lecture series students also have the opportunity to interact with the professionals who are invited to give the lectures. Together with the other Advanced Studies programmes, alumni career events are organized. In addition, informal (online or face-to-face) sessions with alumni are organized at

regular intervals: the alumni tell the students about their careers so far and give them tips for their applications. The panel finds that the programme provides ample opportunities to students to give insight into post-graduate options and network building.

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 graduations.

Feedback by graduates indicates that they feel well prepared for the competition for interesting positions in Europe and elsewhere, both academically and professionally. EIHRL alumni are very positive; emphasizing the master's impact on their professional career.

## Conclusion

*Meets the standard*

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.

## 7. Appendices

## Appendix 1: Intended Learning Outcomes

1 <i>Basic and overarching knowledge:</i>	The graduate has profound knowledge of, and insight into, the characteristic features of the main human rights law systems at the regional and international level and the multi-layered nature of human rights law.
2 <i>Specialist knowledge:</i>	The graduate has profound knowledge of, and insight into the working of different human rights law systems in their specific political, social and legal settings, including the ways in which the various legal mechanisms of human rights protection co-exist, overlap and may influence each other; their strengths and weaknesses; their possibilities and limitations in promoting the realization of human rights; and their implications for some central human rights issues in contemporary pluriform and globalizing societies
3 <i>Research abilities:</i>	The graduate is capable of researching legal questions in European and international human rights 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, academic literature, and complex cases relating to questions of European and international human rights law. The graduate is able to critically read and analyse human rights case law and other output by human rights bodies. The graduate is able to pose critical questions, formulate an independent opinion, draw founded conclusions, provide innovative solutions to challenges in the field of European and international human rights law, and to make recommendations and suggestions for further research.
4 <i>Presentation of knowledge:</i>	The graduate is capable of presenting their 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 professional and working language, using the specific vocabulary of European and international human rights law, is extensively developed.
5 <i>Application of knowledge:</i>	The graduate is capable of applying the acquired knowledge, research and practical skills in professions or functions that require application of European and international human rights 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 national governments and public administration (both national and European), within the judiciary or policy advisory bodies on the rule of law and human rights issues; within national, regional and international non-governmental organizations dealing with human rights; within national human rights institutes and equality bodies; within <i>Ombudsman</i> institutions; and within law firms specializing in human rights cases. b. The graduate possesses legal knowledge, insight and skills qualifying him/her to pursue an academic career by conducting further academic research, e.g. in a PhD programme in the area of human rights law.
6 <i>Working environment:</i>	The graduate is capable of working both independently and in a team, notably within an international and intercultural environment.
7 <i>ICT skills:</i>	The graduate is able to use new, or to enhance existing, ICT skills in research and communication and knows how to use: - general legal research databases such as Westlaw and LEXIS NEXIS; - domain-specific databases such as Hudoc, EurLex, the Inter-American human rights data base, the African human rights law document database, Interights database and - websites such as the website of the UN High Commissioner on Human Rights, the European Court of Human Rights, the Inter-American Court and Commission of Human Rights and the African Commission on Human and People's Rights.
8 <i>Keeping up knowledge:</i>	The graduate is capable of keeping up his or her knowledge and abilities in European and international human rights law by properly using and updating the research skills and sources taught in the programme.

## Appendix 2: Schematic overview of the curriculum

<b>Timing</b>	<b>Courses</b>	<b>ECTS</b>	<b>Level</b>	<b>Contact Hours</b>	<b>Focal Final Qualifications per Course</b>
Sep. - Nov.	International Human Rights Law	10	600	40	1,2,4,5,6
Sep. - Nov.	European Human Rights Law	10	600	60	1,2,3,4,5,6,7
Nov. - Dec.	<u>Privatissimum</u>	5	600	12	1,2,3,4,5,6,7,8
Jan.-Feb.	Making Human Rights Work	5	600	20	1,3,4,5,6
Jan.-Feb.	Securing the Rule of Law	5	600	20	1,2,3,4,5
March	Discrimination Law	5	600	20	2,4,5,6,7,8
March	Human Rights in a Digital Age	5	600	20	1,2,4,5
Apr.-May	<u>Capita Selecta</u>	5	600	20	1,2,4,5,7
Deadline	Thesis	10	600	n/a	2,3,5,7,8
<b>Final total</b>		<b>60</b>			

### 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:
  - European Human Rights Law
  - International Human Rights Law
  - Privativissimum Children's Rights from a Comparative Perspective
  
- 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, 2024

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, 2024

17.00 – 19.00 Kick-off meeting panel

### March 5, 2024

#### 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, 2024

#### 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, 2024

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