

Report on the Master
Advanced Studies in International
Dispute Settlement and Arbitration
Leiden Law School



**Universiteit
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The Netherlands

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1. Summary

The panel finds that the Master Advanced Studies International Dispute Settlement and Arbitration (IDSA) is a truly unique programme. Located in Leiden, and within a university that possesses a campus in The Hague, the international city of peace and justice, it is embedded in the right environment to be attractive as an advanced studies programme in this particular domain. The programme focuses not just on vocational instruction but also looks at policy and theory.

Because of the relatively small group of students, close interaction between teaching staff and students is possible. As a result, students enjoy good content-specific guidance and ample attention for their mental wellbeing. Especially the latter issue is highly valued by the students.

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. An advanced programme in international dispute settlement and arbitration is useful and necessary to conform to the increased international attention given to international dispute settlement, and to respond to a growing demand of the field (both scholars and professionals). It also strengthens the position of Leiden University in this particular field of expertise, for which it has built a strong reputation.

Furthermore, the panel finds that there is a very 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 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 IDSA 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 IDSA 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.

After a somewhat difficult start, student numbers have been growing and this development bodes well for the future. The programme aims at an enrolment of max. 30 students each year, as the small scale is one of its great strengths. The students confirm that the relatively small group amplifies the 'community-feeling' for students.

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. Specifically with regards to IDSA, the panel mentions that it is highly specialized; students need to have previous knowledge of international law in order to be successful in the programme.

The IDSA programme has a good thesis trajectory. 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

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 IDSA, 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 and advanced position.

The panel finds that the programme makes great efforts to foster an IDSA (alumni) community and network and is helpful in assisting graduates to increase their chances of finding suitable employment.

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 Dispute Settlement and Arbitration (IDSA) of Leiden University. The Accreditation Organisation of the Netherlands and Flanders (NVAO) bases its accreditation decision on this report.

The Master Advanced Studies in International Dispute Settlement and Arbitration 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 International Dispute Settlement and Arbitration 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 IDSA 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	International Dispute Settlement and Arbitration
CROHO:	75140
Level and orientation:	Academic Advanced Master's studies
Credits:	60
Specialisations or tracks	N.a.
Location:	The Hague
Mode of study	Full time, Part time
Language of instruction	English

3.2. Organisation

The Master Advanced Studies in International Dispute Settlement and Arbitration (IDSA) 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

IDSA was initially accredited on 28 February 2018 by the Accreditation Organisation of the Netherlands and Flanders (NVAO); it was previously a sub-track of the master's programme Advanced Studies in Public International Law. In its Advisory Report during the accreditation process, the NVAO issued several recommendations for further improvement of the programme. In the self-evaluation report, the programme reflects on the recommendations and explains which measures were taken as a follow-up. The panel positively reviewed the improvements made by the programme.

4. Strong points

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

1. The panel finds that IDSA is a **unique programme**, focussing on international dispute settlement and arbitration. There are very few similar programmes taught elsewhere in the world. Located in Leiden, and within a university that possesses a campus in The Hague, the international city of peace and justice, this programme is **embedded in the right environment** to be attractive as an advanced studies programme in this particular field.
2. The **quality of the teaching staff** is a strong point of this programme. The teachers are all extremely qualified and experts in their respective fields.
3. The panel was very much impressed with the **in-depth nature of the content of the courses**, testifying once again to very qualified level of the teaching staff.
4. The **close interaction between teaching staff and students** is very much appreciated by the students. This relates not only to content specific guidance, but also to mental health issues of students. Especially the latter issue is highly valued by the students.
5. The panel appreciates that IDSA invests a lot in creating a valuable (post-graduate) **network**. The programme has made significant efforts to provide students with exceptional networking opportunities, peer-to-peer career guidance, and potential career advancement possibilities.

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 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. The panel suggests that IDSA and the Master Advanced Studies in Public International Law. could profit from **cooperation** with each other, as their offerings are interesting for students from both programmes.

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 International Dispute Settlement and Arbitration (IDSA) is a small-scale, English-taught programme. It builds on the reputation and expertise of Leiden Law School and the Grotius Centre. It is intended for excellent international and Dutch students, who already have obtained a master's degree in law or an equivalent thereof. Both students who have already had several years of experience in practice, as well as students who immediately wish to pursue a specialised master's programme in international dispute settlement are suitable for the programme.

IDSA aims to impart graduates with a comprehensive understanding of global dispute settlement, emphasizing legal mechanisms within contemporary international law. It aims to deepen students' knowledge of international dispute settlement's role in public international law while cultivating expertise in related fields like international commercial law. The programme also explores diplomatic and less formalized dispute settlement methods, such as mediation and negotiation, and addresses the complex roles of key players in the dispute settlement sector, including States, international organizations, private companies, judges, arbitrators, and non-governmental organizations (NGOs).

The area of international dispute settlement is complex because it is multi-layered, covering diplomatic dispute settlement mechanisms (negotiations, mediation, enquiry, fact-finding, conciliation) and legal mechanisms (arbitration and judicial settlement) and legally interdisciplinary dispute settlement mechanisms, i.e., those that cross different areas of law, as truly international dispute settlement mechanisms coexist with hybrid forms of

dispute settlement which combine elements of traditional public international law and principles and practices of international commercial dispute settlement. The multi-layered and legally interdisciplinary nature of this field requires specialist knowledge to be able to fully understand the law and practice of international dispute settlement.

IDSA aims to deepen students' understanding of international law governing common principles in dispute settlement mechanisms and provide comprehensive insights into the procedural rules of specific forms of dispute resolution. Additionally, the programme seeks to enhance students' confidence in handling legal materials, both orally and in writing, using the specialized language of international dispute settlement, fostering their ability to apply relevant case law and rules in professional contexts and laying the foundation for future academic research in this field. 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 and the research programme under which the Grotius Centre for International Legal Studies works, entitled 'Exploring the Frontiers of International Law'.

The panel concurs that IDSA is a truly unique programme, focussing on international dispute settlement and arbitration. As there are very little similar programmes taught worldwide, it is a one-of-a-kind opportunity for students enrolled. In addition, the programme is located at Leiden University that possesses a campus in The Hague, the international city of peace and justice. Therefore, this programme is embedded in the right environment to be attractive as an advanced studies programme in this particular domain.

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 IDSA 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 International Dispute Settlement and Arbitration.

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, 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. An advanced programme in international dispute settlement and arbitration is useful and necessary to conform to the increased international attention given to international dispute settlement, and to respond to a growing demand of the field (both scholars and professionals). It also strengthens the position of Leiden University in this particular field of expertise, for which it has built a strong reputation.

Furthermore, the panel finds that there is a very 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 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 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.

Since receiving initial accreditation in 2018, the programme has seen its student body increase from 12 students in 2018-2019 to 39 students in 2022-2023. The panel concludes that the programme has dealt with this growth well and understands that the ideal intake number for IDSA 25-30 students per year. The students informed the panel to be very content with the current class size, which fosters a

small-scale learning community and ample personal attention from lecturers.

The panel argues that the programme is highly specialised and is therefore particularly suitable for those students who have previous knowledge of international law. The student body is also very diverse, which is especially mentioned as a great asset to the programme. According to the Student Chapter, this fosters cultural awareness and collaboration with diverse backgrounds. The panel is satisfied that the programme has a 'starting course' that explicitly aims to level the playing field for all new students, i.e. Introduction to International Law.

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 IDSA 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 IDSA programme spans one full academic year, from September to June. The curriculum consists of eight courses (50 EC), and a thesis (10 EC). The programme is divided into 'core courses' and 'supplementary courses'. The core courses provide a theoretical, practical and primary law framework, whilst the supplementary courses are in their own specific manner supportive and additional towards the core courses.

The first semester covers general principles and theories, with core courses introducing international dispute settlement principles and mechanisms. The second semester delves into specialized topics, including inter-state arbitration and international commercial arbitration. The curriculum balances public international law methods of dispute settlement with connected fields. The programme emphasizes critical analysis and practical skills by linking theory to real-world cases and fostering a deep understanding of dispute resolution. This approach prepares students to address the

complexities of international dispute settlement effectively. The programme does not include a mandatory moot court competition, but students do have the option to participate in high level competitions. The panel appreciates that IDSA has a particular 'moot' feature in the course on 'Proceedings before International Courts and Tribunals in Practice'. In this course, students are divided into teams and given a case to work on. They take on the role of legal counsels of the Parties in the dispute and present their arguments before a panel of arbitrators.

The panel describes IDSA as a very solid and balanced programme, that explicitly connects theory to practice in its courses. Students mention valuing this 'holistic experience'. Examples are group exercises or visits to the International Court of Justice – which is a true advantage of the programme being taught in Leiden/The Hague – showing the application of what has been taught. The panel did mention that it expected the programme to be about commercial, i.e. private law and was surprised that it seemed to be concerned almost entirely with public international law. The panel suggests that the programme would do well to ensure that prospective students are sufficiently made aware of this perspective. Somewhat related to this issue is that IDSA is a fairly recent programme, born out of the Master Advanced Studies in Public International Law. The panel suggests that both programmes could profit from cooperation with each other, which currently does not seem to be the case.

Student findings show that the programme lives up to its advanced nature, with an increased workload and intensity. It is also mentioned that a wide range of subjects are covered in-depth. Therefore, the programme seems to be advanced giving the nature of the courses and curriculum.

The diversity is properly embedded in the curriculum and courses as well, for example students have to submit a paper on 'cultural differences and their impact on negotiations' in the course Negotiation and Mediation. Experienced students enrich classroom discussions with diverse real-life legal insights from different jurisdictions and cultures, enhancing the programme's value as indicated by feedback surveys. The panel concludes that students

value the opportunity to exchange opinions and experiences, fostering mutual 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 IDSA thesis is a critical component of the programme, where students apply their knowledge and research skills to investigate substantive issues in international dispute settlement. They select their own thesis topics, subject to approval, and aim to produce innovative findings of publishable quality. Students informed the panel that the (four) thesis workshops were helpful in, for instance, deciding on a topic, as professors were able to give ideas and reading materials.

Students submit their first substantive piece (introduction and first chapter) by March, a full first draft by the end of May, and the final thesis is due by the end of June. This research experience can serve as a foundation for further independent research, whether in future PhD studies, legal practice, or related disciplines.

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.

IDSA puts emphasis on the workings of the field of dispute settlement by using a combination of research and transfer of knowledge methodology and linking theoretical knowledge to concrete situations and legal cases derived from practice. Exploring dispute settlement in general or specific methods from a critical perspective is particularly suitable for identifying their specific strengths and weaknesses. The panel agrees linking research to practice is vitally important, particularly given the rapid developments in the field of international dispute settlement and its reactive nature to economic, political, and social events.

The teaching methods in IDSA are geared toward long-term and problem-based learning, creating an interactive classroom culture that fosters peer learning and individual progress. Students are encouraged to engage in critical reflection on legal matters, drawing from problem scenarios in legal practice, examining regulatory dilemmas and choices, and analyzing case law and jurisprudence from various courts and dispute settlement bodies, considering their interplay, distinctions, and interactions. The courses emphasize not only the acquisition of factual knowledge, concepts, and theoretical understanding of international law but also the application of this knowledge in practical contexts, helping students identify the most suitable methods for addressing real-world issues. Students undertake quite some group work, as success in the international legal profession necessitates managerial expertise, teamwork capabilities, and the capacity to learn from colleagues. The programme consciously equips students with these essential skills through various approaches.

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.

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 IDSA consists mainly of Leiden University Staff and is complemented with guest lecturers from the practice of International Dispute Settlement and Arbitration.

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 panel was informed that IDSA makes use of the services of three guest lecturers (externals) that have been involved with the programme for many years. These are each overseen by an 'internal' member of staff who makes sure that their teaching is in line with accepted practice and standards at Leiden, while in turn being available to them as a point of reference and support.

The panel finds that the quality of the teaching staff is a strong point of IDSA. The teachers are all extremely qualified and experts in their respective fields. Because of the relatively small group of

students, the close interaction between teaching staff and students is not only possible, but moreover very much appreciated by the students. This relates not only to content specific guidance, but also to mental health issues of students. Especially the latter issue is highly valued by the students.

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.

Over the past years, IDSA has worked on decolonizing the curriculum to inspire both inclusivity and critical thinking in the students. To this end, all course coordinators were encouraged to critically assess the content of their courses, rethink the narratives, case studies, and examples used in teaching, as well as reexamine the historical and cultural contexts presented in the curriculum. As a result, many courses have seen a diversification of their reading lists with a broader range of authors and perspectives from various cultures, backgrounds, and regions being included. The panel appreciates the conscious efforts the programme makes to keep developing the curriculum, considering the fast-changing field and the dynamic societies that graduates will serve.

Conclusion

Meets the standard

The curriculum of the Master Advanced Studies in IDSA reflects the ILOs of the programme. The programme uses several innovative, interactive and inspiring teaching methods. Students are provided with good support and guidance.

The panel finds that the IDSA 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 reading materials, is (too)

high. The panel recommends that the programme explores ways to reduce the (experienced) workload. After a somewhat difficult start, student numbers have been growing and this development bodes well for the future. The programme aims at an enrolment of max. 30 students each year, as the small scale is one of its great strengths. The students confirm that the relatively small group amplifies the 'community-feeling' for students.

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. Specifically with

regards to IDSA, the panel mentions that it is highly specialized; students need to have previous knowledge of international law in order to be successful in the programme.

The IDSA programme has a good thesis trajectory. 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 the assessment methods are well balanced between paper, presentations, written exams in situ, and take-home written exams. All of them contribute in their own manner to the better preparation of the student for the job market afterwards. The exam questions reflect the content of the course very well. Students mention how they are required to use their knowledge in different ways through the assessments.

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 and 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 IDSA. 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 topics addressed in the thesis are convincingly and logically addressed. Theses are marked according to standards comparable to the panel members' own institutions.

Alumni

IDSA has a total of 104 alumni from the last five years. Following their graduation, a minimum of one outstanding student from each academic year has been honored with the International Court of Justice and/or Permanent Court of Arbitration fellowships, resulting in a total of seven IDSA graduates to date who have had the privilege to undertake these

prestigious fellowships, which the panel considers a testament of high quality.

Recent career analysis of graduates via IDSA's Alumni LinkedIn group reveals that 80% are currently employed in law firms specializing in international dispute settlement, such as DeBrauw, Conway and Associates, Cleary Gottlieb, Wolf Theiss, and WilmerHale. Additionally, 5% are working for international organizations or courts, 5% as in-house counsel, 5% have pursued a Ph.D., and 5% hold positions as government officials, serving in roles like adviser to the Prime Minister or legal consultant at the Ministry of Foreign Affairs. Overall, the panel concludes, IDSA seems to prepare students for both an academic- and professional career very well.

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 Grotius Centre for International Legal Studies has instituted a PhD position exclusively designated for IDSA (and PIL) graduates.

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.

However, access to full employment in the professional field of choice (e.g., international

arbitration institutions or law firms with an international arbitration department) is not always instant or easy. In some cases, it is necessary for graduates to gain further professional experience domestically (i.e. in arbitration or litigation) or by undertaking unpaid internships, before making the transition to an international career. The IDSA degree is therefore a bridge, but not an automatic gateway towards full-time employment in public international law. The programme management is addressing this by offering, aside from assisting with network building (see below) with various meetings with professionals who are invited during the year. In the end graduates do find appropriate jobs, albeit not necessarily in the Netherlands but in other jurisdictions.

Network

The panel is appreciative of the manner in which IDSA invests a lot in creating a valuable (post-graduate) network. The programme has made significant efforts to provide students with exceptional networking opportunities, peer-to-peer career guidance, and potential career advancement possibilities.

It organizes a yearly study trip to Paris, where the students have the opportunity to visit law firms and discuss with partners and associates working in the field of international dispute settlement both substantive questions, as well as career advice. During the Paris trip, students are invited to a group

dinner, as well as a drinks reception with the partners/associates met at the law firms. In addition, the programme organizes several social events throughout the year: such as the opening of the year lunch, New Year's dinner, inaugural lecture for the Grotius Centre LL.M. programmes followed by a networking reception, thesis submission celebratory drinks, and celebratory graduation reception for graduates, staff, and graduates' families. Students themselves particularly highlighted the career opportunities IDSA provides, such as the option to apply for fellowships at the International Court of Justice (ICJ) and the Permanent Court of Arbitration (PCA). This emphasises to the panel that IDSA is appropriately located at Leiden University.

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 and advanced position.](#)

The panel finds that the programme makes great efforts to foster an IDSA (alumni) community and network and is helpful in assisting graduates to increase their chances of finding suitable employment.

7. Appendices

Appendix 1 Intended Learning Outcomes

1	<i>Basic and overarching knowledge:</i>
	The graduate has profound knowledge of, and insight into, the principles of international dispute settlement, and the specific procedures of the specific dispute settlement mechanisms.
2	<i>Specialist knowledge:</i>
	The graduate has profound knowledge of, and insight into, specific areas of law relating to international dispute settlement. The graduate is able to independently assess the strengths and weaknesses of the current mechanisms and the system as a whole, from both a legal standpoint. Further, the graduate is able to understand the relation between national and international dispute settlement mechanisms. The graduate also has in-depth knowledge of, and insight into, the roles and functions of the various actors (States, international organisations, foreign investors, companies, NGOs, judges, arbitrators) in international dispute settlement.
3	<i>Research abilities:</i>
	The graduate is capable of researching legal questions in the field of international dispute settlement 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 in the area of international dispute settlement. The graduate is able to critically read and analyse relevant international sources and case law. (S)he is able to pose critical questions, formulate an independent opinion, draw founded conclusions, provide innovative solutions to challenges in the area of international dispute settlement, and to make recommendations and suggestions for further research.
4	<i>Presentation of knowledge:</i>
	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 professional and working language, using the specific vocabulary of the area of international dispute settlement, 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 expertise in the area of international dispute settlement at an advanced master's level. More specifically: <ul style="list-style-type: none"> - The graduate possesses the legal knowledge, insight and skills enabling them to pursue a career at an advanced level as a legal professional within international legal practice in law firms, international organisations, courts and tribunals, State agencies, and Academia; - The graduate possesses legal knowledge, insight and skills qualifying them to pursue an academic career by conducting further academic research, e.g. in a research master.
6	<i>Working environment:</i>
	The graduate is capable of working both independently and in a team, notably within an international, multicultural and multidisciplinary 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: <ul style="list-style-type: none"> - general legal research databases such as Westlaw, LEXIS NEXIS and SSRN; - websites such as the website of the International Court of Justice, the ICSID, the WTO, ITLOS, ...
8	<i>Keeping up knowledge:</i>
	The graduate is capable of keeping up his or her knowledge and abilities in the area of international dispute settlement 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 Qualifications per Course</i>	<i>Final</i>
Sep-Nov	Principles of International Law and International Dispute Settlement	10	500	48	1,3,4,5,6,7	
Sep-Nov	International Litigation and Arbitration	10	500	40	1,3,4,5,6,7	
Sep – Nov	Negotiation and Mediation	5	500	24	1,2,4,5,6,7	
Nov-Dec	International Investment Law and Arbitration	5	600	24	1,2,3,4,5,7,8	
Jan-Feb	International Trade Law	5	600	24	1,2,3,4,5,7,8	
Feb-Mar	International Arbitration in Public International Law	5	600	24	1,2,3,5,7,8	
Mar-Apr	Proceedings before International Courts and Tribunals in Practice	5	500	24	1,3,4,5,6,7,8	
Mar-Apr	International Commercial Arbitration	5	600	33	1,2,3,4,5,7,8	
Sep - June	Thesis	10	600	20	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:
 - International Trade Law
 - International Litigation and Arbitration Proceedings
 - Principles of International Law and International Dispute Settlement

- 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