

Report on the Master Advanced
Studies in European and International
Business Law

Leiden Law School



**Universiteit
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The Netherlands

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1. Summary

The panel finds that the Master Advanced Studies European and International Business Law (EIBL) is a very good programme. EIBL has been in place for a long time and has evolved over the years with several changes being made.

Standard 1

EIBL is a specialised programme aimed at law graduates aspiring to become legal practitioners or researchers in the field of European and International law. The programme's ambition is to equip students with the necessary knowledge and skills to navigate the complexities of modern business law, emphasizing a combination of EU and global economic law. The EIBL programme addresses the practical impacts of business laws across global, regional, and national levels, offering a unique curriculum compared to other programmes focused solely on EU law. The panel agrees with the programme's ambition but suggests enhancing interdisciplinary approaches and reconsidering the programme's name for better alignment with its content.

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.

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

Standard 2

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

The programme's approach to teaching combines theoretical and practical methods, using the Socratic method to foster high-level discussions. While the intensive workload is noted, the panel encouraged a balance between study intensity and reflection time.

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.

EIBL annually attracts a diverse range of students from over twenty countries. The panel, during its site visit, noted the admissions process accommodates a variety of educational backgrounds but suggests improvements in handling competitive admissions and ensuring all students are prepared for the programme's advanced nature. The panel finds that the current admissions procedure needs an elaboration, as the criteria are not that clear-cut and students with a range of backgrounds are admissible. A particular issue that needs attention is managing the expectations of applicants/students concerning the level of legal research skills that they need to possess upon admission to the programme.

The EIBL programme, available full-time or part-time, emphasizes business aspects of EU law, with a curriculum that starts with foundational courses followed by specialized 'impact' courses. The programme's structure supports students in progressing from basic to complex topics, ensuring a comprehensive understanding of business law in various legal contexts. Students appreciate the challenging yet informative foundational courses. Despite the coherency of the fixed curriculum, the panel suggested adding elective courses to address gaps in subjects like IP Law or Tax Law.

Thesis writing is an integral part of the EIBL programme, with students required to perform independent research in their second semester. Despite a common thesis protocol, the panel found inconsistencies in supervision and suggests earlier

familiarization with potential thesis topics and supervisors.

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 programme's dynamic learning environment, facilitated by qualified lecturers and guest speakers, is a key strength. The EIBL programme maintains a high standard of student support and engagement, promoting a collaborative and motivated study culture. Despite the demanding nature of the programme, students' welfare is prioritized, with measures like social activities and career workshops.

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

Standard 3

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

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

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

Standard 4

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

After graduation, students find international and relevant jobs at an advanced position. EIBL graduates successfully secure employment in various sectors, including international law firms, businesses, government services, and organizations, demonstrating the programme's ability to produce specialized professionals. The panel commends the broad range of services where alumni work and notes that continued alumni involvement with the programme provides valuable networking opportunities for current students.

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 European and International Business Law (EIBL) of Leiden University. The Accreditation Organisation of the Netherlands and Flanders (NVAO) bases its accreditation decision on this report.

The Master Advanced Studies in EIBL 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 EIBL consists of independent experts, including one student member. The NVAO has approved the composition of the panel on 20 October 2023:

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

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

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

2.3. Approach

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

2.4. Working Method

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

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

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

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

These discussions also provided the panel with the opportunity to raise (remaining) questions regarding

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

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

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

3. Characteristics of the programme

3.1. Administrative data

Programme name:	<i>Advanced Studies in European and International Business Law</i>
CROHO:	75025
Level and orientation:	Academic Advanced Master's studies
Degree:	LLM
Credits:	60
Specialisations or tracks	N/A
Location:	Leiden
Modes of study	Full time, part time
Language of instruction	English

3.2. Organisation

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

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

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

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

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

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

3.3. Recommendations previous assessment

The previous assessment panel did not have any specific recommendations with respect to the EIBL programme.

Between 2018-2022, a number of changes were made in the EIBL curriculum, based on student and alumni feedback and suggestions of the professional field. Some of these changes were in courses, not effecting the learning objectives, predominantly topics related to the implications of Brexit. Other changes made mostly concern extra-curricular activities, often related to the Covid-19 pandemic.

4. Strong points

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

1. According to the panel EIBL has a **strong and coherent curriculum** that is in line with its **clear and focused ambition**.
2. The programme management is reflective and sees where the programme's areas for improvement are. The panel notes that EIBL has made a number of good improvements over the review period. This shows its **adaptivity**, resulting in a good curriculum.
3. The **variety of relevant assessment methods** and numerous intermediate assessments help in lowering the pressure on students. It also enables them to demonstrate their knowledge and expertise in different ways, which fits the diverse group of students.
4. After finishing the EIBL programme, graduates manage to find **good and relevant positions** at the advanced level in their fields.

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 tightening the alignment between the name of the programme, European and International Business Law and its ambition in order to properly reflect the position and significance of business within the programme.
3. 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.
4. Although the EIBL programme offers thesis workshops early on in the programme, students feel insufficiently prepared to choose a thesis topic. The panel recommends to help students in their choice for a thesis topic by having a seminar early on in the programme.
5. With regards to **thesis assessment**, the panel recommends that the second assessor always performs a comprehensive and independent assessment of the thesis and does not merely conduct a marginal check of the first assessor's findings.
6. 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.
7. There are no clear criteria set based on which the admission committee chooses successful candidates. The **admission procedure needs an elaboration**, for instance on rules applied to the situation when there is a competition between applicants. A particular issue that needs attention is managing the expectations of applicants/ students concerning the level of legal research skills that they need to possess upon admission to the programme.

6. Assessment

Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings and considerations

Ambition of the programme

The Master of Laws programme in Advanced Studies in European and International Business Law (EIBL) is an advanced specialised level postgraduate programme in the field of European and International Business Law. It is designed for law graduates who are, or desire to become, legal practitioners in internationally operating law firms, companies or organisations, research institutions or in governments, or aim at pursuing further academic research.

The ambition of the EIBL programme is, against the background of the European experience, to equip students with the knowledge and skills to deal with the requirements of the modern and complex world of business law. According to the self-evaluation report, EIBL offers a unique combination of subjects, in a case method approach and offers the combined research and transfer of knowledge approach. Another Leiden orientation is the combination of EU Law with global economic law.

EIBL addresses the practical effects of the co-existence of business laws at different levels: global, regional and national, in particular the interrelation of the regional economic law of the European Union with the global or near-global trade law of the World Trade Organisation (WTO). Similar programmes in the Netherlands focus exclusively on EU law, while EIBL has chosen to also focus on the interaction between regional and international economic law. This approach aligns with the Leiden Law School research programme "Interaction of Legal Systems".

EIBL is a niche advanced master LLM with a clear structure and no overlap with other advanced LLM programmes at Leiden Law School. The closest programme within Leiden Law School is ICCL

(International Civil and Commercial Law). Whereas EIBL focuses on public law, ICCL does so on private law. This makes the distinction between the programmes clear, although the panel also sees opportunities to look at possible crossovers.

The panel agrees with the ambition of the programme, which fits well with students' aspirations in developing their further careers. It also fits perfectly into the educational philosophy of the advanced LLM programmes at Leiden Law School. The panel observes a strong EU Law core with, additionally, an international arbitration component. It remains unclear to the panel to what extent strongly related issues are addressed in an overarching manner, for example environmental issues, SDGs etc. The panel sees an opportunity to further strengthen the programme by applying an interdisciplinary approach to overlapping topics.

Another point of attention is the fact that the panel thinks that the name of the programme, EIBL, may not optimally reflect the content of the programme. It is an European and International Law in Business programme with a clear focus on EU and international public law and regulation relevant for businesses. The panel therefore recommends tightening the alignment between name and ambition – for example, by adopting the name 'European and International Business Regulation'.

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 EIBL 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 Business 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).

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

Conclusion

Meets the standard

The panel concludes that the general direction and ambition of the programme correspond to labour market needs and equips graduates to pursue a further career in academia, should they wish to do so. Furthermore, the panel finds that there is a very clear tie-in between the ILOs and the programme level and orientation.

There are opportunities for applying an interdisciplinary approach to overlapping topics. The panel recommends tightening the alignment between name and ambition, to properly reflect the

position and significance of business within the programme.

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.

If an application is admissible, the EIBL programme coordinator makes a first shift after which the programme management decides on admission. In case of doubts about the suitability of a candidate, an (online) meeting can be organised. Part of the students enrolling in EIBL have obtained scholarships based on their academic merit, or receive funding from their employers to participate in the programme. The selection of students of relatively high credentials, facilitates high level discussions in class and stimulates a high-quality learning environment.

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.

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 fulltime EIBL programme of 60 EC spans one full academic year, from September until the end of August. The core curriculum comprises eight courses and a final thesis, see appendix 2 for the schedule. In addition, students are actively encouraged to participate in extracurricular activities that are organised, such as workshops. Part-time EIBL students are 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 EIBL curriculum puts a focus on business related aspects of European Union Law in a regional *and* global perspective. This is reflected in the type and sequence of the courses. An introduction into the constitutional and economic law aspects of the EU Treaties is acquired through foundation courses on *The Legal Foundation of the European Union* and *The Internal Market and Regulation*, both offered in the first semester. A solid basis is then obtained for a number of 'impact' courses, on specific business-related subject areas.

The objective is that, when graduating from the EIBL programme, students are able to substantiate and analyse the interrelatedness between the different levels of law (national, European and global) pertaining to business transactions, and demonstrate thorough legal understanding on the resolution of disputes that may arise in the context of the substantive rules discussed. Compared to similar programmes world-wide, EIBL stands out for its coherent and fixed format, covering all important topics of business law. This European focus in Leiden

might be attractive to non-EU students who would like more insight into EU Business law.

The curriculum is setup in a linear way with fixed course format ensuring a structured buildup. The first semester starts with two foundational courses on EU law, followed by courses of impact and complementary courses. Students start searching for a thesis topic in the middle of the first semester in order to finalise the thesis at the end of the year. All courses are compulsory and take students through a structured path of developing their knowledge and skills in the field. Furthermore, students can opt to participate in an internship, although this is an extracurricular and not a mandatory part of the programme.

According to the panel, the combination of compulsory courses ensures a coherent curriculum with a clear and systematic buildup. The panel is impressed by the course lay-outs and content that ensure an in-depth understanding of the topics as well as the application of this knowledge and understanding. It is difficult for the panel to assess if the courses stated to be at the 600 level are really at this level. During the site visit, however, the programme management and lecturers informed the panel that they are aware of the required level and are fully confident that the 600 level is achieved. Students also mentioned that - despite already knowing about EU Law - the foundational courses were sufficiently challenging and provided new information and insights.

Although the panel appreciates the coherency of the EIBL curriculum, it suggests introducing room for an elective course. Students mentioned that, for example, *Tax Law* in combination with Public International law was missing. Students can participate in courses from other programmes, but in addition to their own course, often making it too intensive.

Thesis

In the second semester students perform largely independent research and deliver a thesis. All students finalise the writing of the master thesis at the end of their programme. The thesis must address and analyse a substantive issue of European and International Business Law and can be either

comparative or restricted to a single paradigm. It is supposed to investigate and present new and innovative findings in areas which have already been defined, and should not be merely descriptive. In the writing of the thesis, students integrate knowledge obtained with the acquired methodological skills and gradually developed capacity to engage in own, independent and analytical research.

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. For example, EIBL students informed the panel that at the time of the proposal deadline, January, they have not yet taken all the courses. As a result, they are not yet familiar with all lecturers and their expertise. Furthermore, at this moment, it is also not yet known who their supervisor will be, making it difficult(er) for many students to choose and frame a research topic. Although the EIBL programme offers thesis workshops early on in the programme, students indicated that they would like to have a broader overview of all possible topics at an earlier stage, for example in a seminar.

Approach to teaching and learning

The Advanced Studies LLM programmes are aimed at acquiring knowledge and understanding of positive law and the systematic foundations of law, acquiring an academic attitude when studying legal issues, and obtaining professional legal skills. Teaching is based on the Socratic method (i.e. high-level course discussions between the professor and the students, rather than traditional lectures, and peer learning amongst students), as well as both a practical and theoretical approach to the subject area. Structured self-study is an integral and essential part of all courses, in order to enable informed discussions in class. Class attendance is mandatory. The programme is demanding, and

students experience a high workload. Students report that the workload, especially readings/study material, is intense but manageable. The current set-up of the programme (block structure) in combination with the number of materials that need to be studied makes that students can experience overburdening. The panel therefore encourages the programme to consider how to find a balance between intensity and time for reflection.

The sequence of courses and assignments (including assessment) reflect the gradual acquisition of the ability to apply knowledge and understanding at an advanced level. Students are asked to research issues of substance and present their findings in a variety of ways including class presentations and papers. During and over the courses, preparatory work deliberately progresses from more obvious to complex cases with incomplete or limited information and multi-level jurisdictional aspects.

Application skills are developed through preparation for and active participation in the *European Law Moot Court competition* for which certain aspects are compulsory in the first semester. In addition, interactive class discussions with permanent staff and guest lecturers (particularly in the second semester), and discussions at the European Commission and at the Court of Justice of the European Union during the field trip, constitute further ways in which the application of knowledge and understanding are enhanced. Students are encouraged to actively participate in all activities provided by the programme in order for them to truly develop their own style and approach to the various skills they acquire through these activities.

The panel thinks that the dynamic learning environment is a core strength of the programme. The interaction with lecturers and their approachability (both in class and outside) is strongly valued by the students, both concerning knowledge and didactic skills. The advantageous student staff ratio, the relatively high number of contact hours and various course related activities, allow for intensive teaching. Unfortunately, the success of EIBL results in somewhat larger classes than the ideal maximum of forty students. Although the programme is aware of this, the panel stresses the

importance of small groups to properly deliver the intensive teaching and supervise students.

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. The panel appreciates that EIBL invites an alumna who is a coach and expert by experience in the field of burnout, to talk to the students about recognising signs of stress and how to deal with them.

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.

According to the panel, as EIBL is aimed at an international audience and aims at training lawyers operating internationally, the choice of English as teaching language is appropriate, even inescapable. In line with this, the panel thinks the English-language name of the programme is appropriate. The programme was able to convincingly demonstrate the added value of a diverse classroom in which students from different backgrounds learn from and with each other. Programmes like EIBL offer strong international components taught by international experts.

Staff

Teaching staff of EIBL consists mainly of Leiden University Staff and is complemented with guest lecturers from the practice of European and International Business Law.

Leiden University has heavily invested in the University Teaching Qualification (UTQ), attributing structural attention to the teacher professionalisation process. All lecturers at Leiden University are required to obtain a UTQ.

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

Guest lectures are specialised and often international professionals on a specific area of law. By using guest lectures the programme has the advantage of incorporating real and current legal experience and discussions in courses, which enhances the learning environment for students. Furthermore, students visit law firms, international legal organisations and businesses at the invitation of the guest lecturers, allowing them to build their legal network. Guest lecturers are always partnered

with a course coordinator who is a member of the academic staff, to ensure the quality and level of teaching.

According to the panel, the lecturers are extremely qualified experts in their respective fields. This is reflected in the quality and content of the courses and syllabi. The requirement of a UTQ, including fluency in English, is important to ensure didactic qualities. The success of this EIBL is evidenced by, among other things, students' positive comments about their teachers. Not only are teachers knowledgeable and experts in their field, they are also well able to transfer knowledge and skills to this group of ambitious and inquisitive 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. The programme constantly fine-tunes its individual courses based on recommendations received either by students, the professional field and/or its advisory board.

Conclusion

Meets the standard

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

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.

The panel finds that the EIBL 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.

EIBL offers a coherent curriculum that allows students to acquire the ILOs at the advanced master level. The fixed format of the curriculum offers structure and a systematic build-up, although some room for electives would be appreciated by students. The programme has an adequate thesis trajectory. The panel recommends to provide more structure in the thesis-writing-phase.

The dynamic learning environment, with a lot of interaction between students and lecturers, is a core strength of EIBL. The courses are taught by extremely qualified experts in the respective fields. EIBL is international and academically rigorous with a cross-national approach and an active international classroom. Workload for students is high but doable for the motivated students, who's welfare is taken into consideration by the programme.

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

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

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

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

Standard 3: Student assessment

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

Findings and considerations

Assessment policy

The Advanced Studies LLM programmes refer to the Rules and Guidelines of the Exam Commission and the Course and Exam Regulations (in Dutch: OER) for policies and rules concerning assessments. The programmes have adopted a format for assessment and for awarding grades, consisting of criteria for assessment of exams, papers and presentations and forms that need to be completed for each piece of assessed work. To ensure continuity and alignment at both programme and course level, matrices are used as a safeguard and quality assurance tool. The panel concludes that the programmes have a sound governance framework regarding assessments.

Course assessment

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

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

EIBL deliberately chooses to provide students with a variety of assessment methods. This is partly related to the different backgrounds of students and the different ways of assessment in their previous education system. Because of the variation in assessment methods, no system is pre-empted and all students can show whether they have mastered the material. EIBL started to move towards online

exams in case a written exam is indicated. A closed environment is ensured accessing only the exam and any materials uploaded into the system by the lecturer.

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

A general 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 or not. 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 and sufficient knowledge of the existing rules and regulations by all members including the Chair, which it considers pivotal in ensuring and upholding quality standards.

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

Conclusion

Meets the standard

The variety of assessment methods helps the diverse group of students show that they mastered the

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

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

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings and considerations

Final level

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

According to the programme, the advanced level is not only reflected in the high quality of the thesis, but also in the fact that the thesis is written in quite a short period of time and must be an original contribution to the legal science. It should deal with a topic that was not already exhaustively discussed in one or more publications.

According to the panel the good success rate indicates that the ILOs are being achieved. In very few occasions, students had to re-enrol in the following year to earn missing EC's and very rarely a student drops out.

Thesis

Based on a sample of 15 theses, the panel was able to form a picture of the graduation level of EIBL. The topics of the theses are interesting although the panel did notice theses for which the topic was on the border of EIBL's focus. The panel concluded that all the final theses it reviewed did meet the ILOs, are of academic quality at master's level, that is, of sufficient academic and legal rigour and a sufficiently high level of written English; the better theses made original contributions to the scholarship relating to their topics.

The theses that were awarded high grades definitely deserved the high grade. In some cases, the panel found the final grade generous, also taking into consideration the feedback provided. The feedback on the assessment form by the first assessor is insightful, including thorough input and critical points. The second assessor is usually very brief. The interview with lecturers revealed that the process and progress of the student may be reason for the difference in final assessment (see also standard 3).

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.

EIBL students are able to find employment that demands good working knowledge and of the field of European and international business. The majority of graduates enter or continue their careers in international departments of law firms, international businesses and international bureaus of government service, or international organisations.

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.

The panel thinks that it is remarkable that alumni work in a broad range of services (government, law,

business, NGO's, universities etc.), showing that the programme is well able to train specialised professionals for multiple types of employers. The fact that many alumni are still involved in the master in one way or another, indicate networking opportunities for current students and pleased alumni.

Conclusion

Meets the standard

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

7. Appendices

Appendix 1: Intended Learning Outcomes EIBL

- ILO1: Basic and overarching knowledge: The graduate has profound knowledge of, and insight into, the complex legal elements in European and International Business Law, and the fundamentals of EU Law and international law.
- ILO2: Specialist knowledge: The graduate has profound knowledge of, and insight into, specialised fields of European and International Business Law and selected fields of International Trade Law.
- ILO3: Research abilities: The graduate is capable of researching legal questions in European and International Business Law by formulating coherent and concise problem statements, collecting and analysing data, judging their validity and relevance as well as by thorough analysis and interpretation of legal sources, literature, and complex cases relating to questions of European and International Business Law. He/she is able to critically read and analyse the case law of the European Court of Justice and the decision-making practices of EU institutions as well as of EU legislation. He/she is able to pose critical questions, formulate an independent opinion, draw founded conclusions, provide innovative solutions to challenges in the field of European and International Business Law, and to make recommendations for further research.
- ILO4: Presentation of knowledge: The graduate is capable of presenting his/her findings in a clear, readily understandable, methodical and logical manner, both orally and in writing, to both legal experts and non-lawyers alike. Students will further improve their existing writing, reading and research skills as well as their oral presentation skills. The language in all aspects of the programme is English. Therefore, English as a business and working language, using the specific vocabulary of European and International Business Law, is extensively developed.
- ILO5: Application of knowledge: The graduate is capable of applying the acquired knowledge, research and practical skills in professions or roles that require application of European and International Business Law at an advanced postgraduate level. More specifically:
- ILO5a: The graduate possesses the legal knowledge, insight and skills enabling him/her to pursue a career at an advanced level as a legal professional within international legal practice in law firms, companies, national and international courts, international institutions, and (inter)national governmental bodies.
- ILO5b: The graduate possesses legal knowledge, insight and skills qualifying him/her to pursue an academic career by conducting further academic research, for example in a PhD programme.
- ILO6: Working environment: The graduate is capable of working both independently and in a team, notably within an international environment
- ILO7: ICT Skills: The graduate is able to use new, or to enhance existing, ICT skills in research and communication.
- ILO8: Keeping up knowledge: The graduate is capable of keeping up his or her knowledge and abilities in European and International Business Law by properly using and adapting the research skills and sources obtained from the programme.

Appendix 2: Schematic overview of the curriculum

<i>Timing</i>	<i>Courses</i>	<i>ECTS</i>	<i>Level</i>	<i>Contact Hours</i>	<i>Focal Final Qualifications per Course</i>
Sep-Oct	The Legal Foundations of the European Union	6	500	33	1,3,4,5,6,7,8
Oct-Dec	The Internal Market and Regulation	8	600	40	1,3,4,5,6,7,8
Oct-Dec	European and International Intellectual Property Law	4	600	24	2,4,5,6,8
Apr-May	European and International Competition Law	8	600	40	2,4,5,6,8
Jan-Mar	WTO and International Investment Law	8	600	40	2,4,5,6,8
Mar-Apr	Regulating EU External Trade	4	600	24	2,4,5,6,8
Feb-Mar	International Arbitration	4	600	26	2,4,5,6,8
May-Jun	European and International Corporate and Financial Law	8	600	40	2,4,5,6,8
DeadlineAug	Thesis	10	600	18	3,4,5,6,7
Final total		60		298	

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

Appendix 4: Site visit schedule

February 27

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

March 4

17.00 – 19.00 Kick-off meeting panel

March 5

Humanities programmes

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

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

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

12.15 – 13.15 Lunch

International Relations

13.15 – 14.00 Meeting with the programme management MIRd programme

14.15 – 15.00 Meeting with students and alumni MIRd programme

15.15 – 16.00 Meeting with lecturers MIRd programme

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

March 6

Business programmes

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

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

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

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

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

Multidisciplinary programmes

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

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

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

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

March 7

09.00 – 09.30 Panel meeting

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

10.45 – 11.30 Panel meeting: preparation final meeting with management

11.30 – 12.15 Meeting with management

12.15 – 13.00 Lunch

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

16.30 – 17.00 Feedback panel on preliminary findings

17.00 End of site visit