

**Advanced master's programme
in
International Civil and Commercial Law
Leiden University**

Site visit 3 – 5 april 2018
September 20th 2018

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Administrative data

Institution:	Leiden University Leiden Law School Kamerlingh Onnes Building Steenschuur 25 2311 ES Leiden
Status of the institution:	publicly funded
Result institutional quality assurance assessment:	positive
Name of the programme:	Master Advanced Studies in International Civil and Commercial Law
CROHO number:	75113
Level of the programme:	advanced master
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	-
Location(s):	Leiden
Mode(s) of study:	Full-time and part-time
Language of instruction:	English

Summary

The one-year master's programme in International Civil and Commercial Law aims to equip lawyers who wish to specialise in the area of international civil and commercial law and already are, or wish to become, international legal practitioners in private law firms, companies or governmental bodies. The programme also aims to prepare students for engaging a PhD. The programme attracts international students, from all over the world. The programme comprises eight courses (varying from 5 EC to 10 EC), an international excursion, fieldtrips and a thesis (10 EC). All components of the programme are mandatory.

Standard 1. Intended learning outcomes

The programme has, in the opinion of the panel, a distinctive profile. The high academic standard (academic orientation) and the specific professional orientation define this profile. The panel applauds that this is made explicit in the intended learning outcomes as well as in the programme (courses). The panel concludes that the intended learning outcomes are appropriate for an advanced academic master's programme, systematically surpass by a considerable margin the generic quality standard and can be regarded as an international example. The level expected of students is high and is not only reflected in the intended learning outcomes but also in the entry requirements of the programme (a full degree in law) and the profile of the programme; to prepare students for a professional career as well as a career in research (PhD). The intended learning outcomes reflect the very high academic standard (i.e. academic orientation) and the explicit professional orientation of the programme as well as the international focus of the programme. In addition, the intended learning outcomes seamlessly match the subject specific reference framework and the expectations of the (international) professional field. The professional orientation of the programme and the use of guest lecturers ensure close contact with the demands in the professional field. The intended learning outcomes also match with the universities and the Law School's vision on excellence as defined for the advanced master's programmes, the Law School's ambition to tie in research and education and the Law School's international focus.

Standard 2. Teaching – learning environment

The panel concludes that content and structure of the programme enable students to achieve the intended learning outcomes. Its coherent and mandatory structure ensures that all students gain an advanced level in their knowledge and understanding of international civil and commercial law. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests. The panel notes that the relation between the intended learning outcomes and the courses is indicated in the course descriptions. The programme offers in-depth insight in different specialised aspects of international civil and commercial law, such as insolvency law and international insolvency, state jurisdiction and arbitration, contracts, tort etcetera. The extra curricular workshop on contract law offers a practical focus. During the site visit, the panel also studied materials and literature used in the programme. Based on this, the panel notes that the materials used are up to date, relevant and of (advanced) master level. The panel supports the intention to explore the feasibility of a Summer school for addressing even extra and specialist topics.

In addition, the panel appreciates the gradual build-up of in-depth systematic and comparative understanding in International civil and commercial law during the programme. The panel values the attention in the programme for ethical aspects. This is part of the Legal Profession and Ethics course, where topics such as international and national standards of the legal profession, the distinguishing marks of the constitutional state, fair dealing, fair competition, anti-bribery, corporate social responsibility, stakeholder interests are discussed. The panel learned that economical aspects of competition law are also elaborated on in the programme.

The panel is impressed by the fact that the programme succeeds in realising a truly international and intercultural classroom. The international diversity of the student body, the international focus of the programme, the international experience of the lecturers and the teaching methods in which international aspects of civil and commercial law are addressed, all add to this conclusion. Students not only learn about different (cross-national) views on and practice in civil and commercial law but also to accept and respect cultural differences and to work with people from different international backgrounds.

The small scale of the programme and the use of the Socratic method of teaching allow for interactive and very intensive teaching. Students value this highly, the panel learned during the site visit. Alumni also noted the high workload of the programme, which helped them to prepare for their professional career. The panel concludes that the programme is quite demanding, all classes have to be prepared, active participation during classes is expected and all courses have multiple forms of assessment.

The panel is equally impressed by the integration of the academic and professional orientation in the programme. The way in which there is a gradual build-up and the fact that ample feedback is provided to students ensures that their academic skills are enhanced throughout the programme. The fact that publications result from the theses on a regular basis and that alumni also publish articles, attests to this finding.

The professional orientation is prominent in all courses, by means of the many guest lecturers, the professional experience of lecturers from Leiden University and the professional experience students bring to the classes. In addition, the courses address actual topics in civil and commercial law practice. The non-compulsory contract drafting seminars which are well-attended, provide students with extra practical skills. Teamwork in class work and assignments allows for students to learn working in multicultural teams. This contributes highly to the realisation of the intended learning outcome regarding application of knowledge and developing a professional work ethic enabling them to work in an international and intercultural environment (intended learning outcomes 5 and 6). The excursions, fieldtrips and the guest lectures in the courses reflect the extensive contacts of the programme with a broad network of professionals in the field of international civil and commercial law in a variety of (international) organisations. This is very valuable for the students as it aids them in building an international network and it prepares them for their professional career very effectively.

Based on the CV's and the discussions during the site visit, the panel concludes that the staff is very specialized, of high quality, very involved in the programme and closely interacting with students. The panel regards the teaching staff as leading scholars in the field. The guest lecturers involved (from academia as well as professional practice) are also experts in their field. The panel appreciates the attention paid to teaching in an international classroom. In addition, students highly appreciate the approachability of their lecturers as well as the quality of the lectures and lecturers.

The panel concludes that the entry requirements of the programme are fitting for an advanced level master's programme and that adequate facilities and a dedicated support structure are in place. The approachability and support of their coordinators and of the Office for International Education is valued by the students. The panel applauds the role of the Office for International Education. It offers students as well as lecturers ample support. And together with the Quality Assurance Standing Committee an effective structure for quality assurance for all advanced master's programmes is in place. The committee was also impressed by the dedication of the Programme Advisory Committee. This administrative structure strengthens the high level of each of the advanced master's programme.

The panel expressed satisfaction with the fact that the programme has clearly acted upon the advice of the previous accreditation panel. On the one hand, by renaming courses, by making funding available for students participating in the moot court competition and by incorporating guest lectures

on the working of EU and EU law. In addition an exam commission and a programme committee have been installed.

Standard 3. Student assessment

The panel is impressed by the assessment system in place. The use of multiple assessment methods and assessment matrices ensures the validity and reliability of the assessments while ensuring that a weighted balance will normally benefit all students so that some of the assessment methods will operate to their strengths while others might not. The panel concludes that the different assessment methods tie in with the intended learning outcomes and the learning goals of each course and are suitable for an advanced master's programme. In addition, the panel studied several exams and papers during the site visit and noted that these were of an impressively high quality. The exams studied require critical thinking and extensive and in-depth answers from the students. The panel also noted that the instructions regarding assignments and the information about the exams is very detailed and transparent for students. The panel values the room for written feedback on the different assessment forms used. Furthermore, students appreciate the feedback they receive and the instructive discussions during the last lectures of each course about the examination.

The panel concludes that the Exam Commission is actively involved in assuring the quality of the assessments and the overall level of the programme.

Standard 4. Achieved learning outcomes

The panel concludes that the theses reflect the advanced character of the programme and the high academic standard set by the programme. The panel is of the opinion that the graduates well surpass the generic quality standard for a regular master's programme. The panel also regards the level of the programme as an international example. This is reflected in the very proficient use of research methods and skills and the good use of theory and up-to-date discussions of the relevant literature. The meeting with students and alumni during the site visit confirmed the high level of the thesis / the programme. The students and alumni the panel met are eloquent and highly involved in the programme. In addition, the panel noted that since the last re-accreditation, three students have published their thesis and several alumni published articles in various relevant (academic) journals or at conferences. The alumni survey shows that alumni don't normally find it difficult to find a relevant job (or internship) in (inter) national organisations in the field of international civil and commercial law.

General conclusion

Based on its international experience (Belgium, Norway, Italy, Netherlands and Austria), the panel concludes that the concept of advanced master programmes in law is rather unique. If comparable advance programmes are available, the quality of the Leiden programmes stands out as very strong both nationally and internationally. The panel also concludes that these programmes are, in comparison with regular master programmes, clearly of a higher level in terms of ambition, the level of teaching, assessment, and outcome as well as the selection of students and the involvement of students in the program. The interdisciplinary approach, the international classroom and the universities' and faculties' support system add to this. The programmes, both in the design and implementation, can be used as an international example. The panel notes with great appreciation that the programme in International Civil and Commercial Law is comparatively better structured and operated at a higher level than elsewhere. The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Standard 1: Intended learning outcomes	excellent
Standard 2: Teaching-learning environment	excellent
Standard 3: Assessment	good
Standard 4: Achieved learning outcomes	excellent

General conclusion

excellent

The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: September 20th 2018



Prof. F. Weiss
Chair



Drs. T. Busing
Secretary

Introduction

The advanced master's programme International Civil and Commercial Law is part of Leiden Law School, of Leiden University. Leiden Law School is one of the largest faculties at Leiden University and offers four bachelor programmes, sixteen master's programmes and fourteen advanced master's programmes to approximately 5200 students.

Cluster

The assessment of the advanced master's programme International Civil and Commercial Law was part of a cluster containing seven advanced master's programmes of Leiden Law School and one master's programme from the Faculty of Governance and Global Affairs of Leiden University:

- Advanced Studies in European and International Business Law;
- Advanced Studies in Air and Space Law;
- Advanced Studies in Public International Law;
- Advanced Studies in European and International Human Rights Law;
- Advanced Studies in International Civil and Commercial Law;
- Advanced Studies in Law and Digital Technologies;
- Advanced Studies in Children's Rights;
- MSc in International Relations and Diplomacy (Faculty of Governance and Global Affairs).

Leiden Law School

The (non-government funded) advanced master's programmes of Leiden Law School share a joint management and support structure. The Quality Assurance Standing Committee of Leiden Law School, consisting of the directors of the programmes and the Dean, deals with admissions, programme structure, assessment and evaluation and any other related issues or problems that may arise (across all advanced programmes). The programmes and the Standing Committee are supported by the Office for International Education of Leiden Law School. The Academic Board of each individual programme is responsible for the day-to-day running of the respective programme, the development of the programme, student mentoring and advice and the correct and consistent grading of academic work within the programme. The Academic Board of each programme consists of the programme director, academic and programme coordinators and (if needed) lecturing staff. The academic coordinator is responsible for the coordination of the content of the programme and for academic support. The programme coordinator is responsible for overall logistical support to the programme. The academic and programme coordinators function as primary contact points for the students. They are available on a daily basis for student support and pastoral care, and are responsible for communicating with the lecturing staff or the administrators who work for a lecturer, should a student be unable to make contact. The Office for International Education employs the coordinators. For the advanced master's programme Air and Space Law, both functions are combined and performed by the same person.

Based on the recommendations of the last (re) accreditation, the programmes now have an Exam Commission and Programme Advisory Committee in place. In addition, the Office for International Education organises annual career advice activities for all advanced master's programmes.

The programme

The 60 EC advanced master's programme in International Civil and Commercial Law aims to train lawyers in the area of Civil and Commercial Law and who already are, or desire to become, international legal practitioners at private law firms, companies or governmental bodies. In addition, the programme aims to prepare recent international graduates in law for advanced studies at a postgraduate level as well as to engage in a PhD.

The advanced master's programme in International Civil and Commercial Law (ICCL) consists of eight courses (5 EC or 10 EC) and a thesis (10 EC). In addition, field trips are organised as well as a non-compulsory workshop. The programme is offered in a full-time and part-time modus. Students following the part-time modus are offered the same courses and facilities as full-time students, spread over two academic years.

Panel and assessment

The panel that assessed the advanced master's programme in International Civil and Commercial Law (Appendix 1) consisted of:

- Professor Friedl Weiss (chair), Emeritus Professor of European Law, European and International Economic Law, Institute of European, International and Comparative Law, University of Vienna, Austria;
- Professor Anna Masutti (member), Professor of Air Law and European Transport Law, University of Bologna, Bologna, Italy;
- Professor Arild Saether (member), Emeritus Professor and former Chair School of Management, Faculty of Economics and Social Sciences, University of Agder, Kristiansand, Norway;
- Professor Eva Lievens (member), Assistant Professor of Law & Technology at the Faculty of Law and Criminology of Ghent University, Ghent, Belgium;
- Professor Marcel Brus (member), Professor of Public International Law, University of Groningen, Groningen, the Netherlands;
- Ms. Alena Kurilova (student member), Student of LL.M. in Commercial and Company Law, at the Erasmus University, Rotterdam, the Netherlands.

Drs. Titia Buising, who acted as secretary, supported the panel. The NVAO has approved the composition of the panel on January 9th.

The panel based its assessment and report thereon on the standards and criteria described in the NVAO Limited Accreditation Framework (2016). Based on the information provided, the panel members formulated questions and themes to be discussed during the site visit. The panel convened for a preparatory meeting on April 3rd. The site visit took place on April 4th and 5th at Leiden University (Appendix 2: Schedule of the site visit). Since the programmes overlap in both composition and content, the site visits of the eight programmes were combined.

The panel formulated its preliminary assessments per theme and standard immediately following the close of the site visit. These were based on the assessment of the programme documents and on the findings of the site visit. At the conclusion of the assessment, the results were presented to representatives of the programme. The draft version of this report was sent to the programme representatives; their reactions have led to this final version of the report. The development dialogue was held after the site visit. The report of this dialogue will be published by Leiden Law School on its website.

1. Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

The programme aims to provide students with in-depth knowledge on all aspects of International Civil and Commercial Law as related to the operation of international commerce in a global environment. Students also gain thorough insight of the multi-layered structure of International Civil and Commercial Law on the global level, EU level, national level and regional level. The programme addresses transnational sources of hard law (treaties, regulations and directives) and soft law (model laws, legislative guides, principles), as well as relevant case law. In addition, the comparative side of international civil and commercial law is explored, by looking at the differences between civil law and commercial law and between certain national legal systems.

The programme also aims to develop students' knowledge and understanding of complex legal issues related to International Civil and Commercial Law to support them in their professional life (at law firms, courts, government bodies, international institutions and in the business sector). Besides, students confidence in the handling and presentation of complex and difficult legal materials is developed; orally and in writing, using the specific vocabulary of International Civil and Commercial Law, e.g. within International Property Law and International Tort Law, by providing the tools to enable students to deal with this effectively later in their professional life. The programme intends to lay the foundations for further academic research in the area of International Civil and Commercial Law.

Since the field of International Civil and Commercial Law is extremely dynamic, the programme also wants students to become quickly familiar with new topics and recent developments in the fields of (specialised) International Civil and Commercial Law. Therefore, students are trained in self-education and finding the most appropriate gateways towards up-to-date legal knowledge.

In the vision of Leiden University, excellence is the ability to think and act in an interdisciplinary context or solve disciplinary problems by thinking and dealing with issues at a high level, also in an international context. For the advanced master's programmes this implies that the excellent student is a) motivated enough to achieve the highest degree of accomplishment and, generally to make the most of their study, to deliver and excel; b) driven enough to wish to contribute to and participate in studies at a high academic level in order to enrich his / her learning experiences through working and learning in an academic community which demands the learning skills necessary to meet with rigorous and intensive studies; c) able to meet multiple coinciding deadlines, work under pressure and with determination to push themselves to extend their boundaries and d) capable of studying within a timeframe of one year.

Leiden University's system of levels¹ gives insight in the different levels of master's and advanced master's programmes. The advanced master's programmes teach at 500 and 600 level, which imply that the courses are highly specialized and require a master's level as a prerequisite and a master's degree as entry requirement. The 600 level is characterized by writing topical research papers, state-of-the-art academic thinking and oral presentation of an original contribution (thesis) dealing with a

¹ Within this system, each course/project is assigned one of six levels from 100 to 600. This range covers everything from introductory work (in bachelor's programmes) to original research (in advanced masters programmes).

yet unsolved problem. In the course descriptions, the level of the course is described as well as the learning goals and the intended learning outcomes that are addressed in the course.

Intended learning outcomes

The programme refers to the joint subject specific reference framework, for all Dutch law programmes. This framework was updated in 2015 by the Discipline Committee for Law, of the Association of Research Universities in the Netherlands.

In order to incorporate all programmes, the intended learning outcomes of the advanced master's programmes are described in a way that suits all programmes. The intended learning outcomes (see Appendix 3: Intended Learning Outcomes) are described in terms of knowledge, research abilities, presentation of knowledge, application of knowledge, working environment, contribution to academic and professional debate, ICT skills and keeping up knowledge. For each programme, specific knowledge and skills are added. For the advanced master's programme in ICCL this implies knowledge of International Civil and Commercial Law including its sources, principles, and institutions and interrelation with specialised fields, such as International Contract Law, International Property Law, International Tort Law and International Insolvency Law, International Corporate Law, Private International Law and International Commercial Arbitration and Litigation.

Graduates of all advanced master's programmes are expected to hone a research-orientated, critical attitude, to be able to reflect on their own actions, and understand their own strengths and weaknesses and those of others. In addition, graduates can on this basis operate more effectively when dealing with others and understand the cultural differences that arise in organisations that operate in an international context, and can work effectively within this context. Graduates are also prepared in the long term to play a leading role in an international context and to make a significant contribution to science or society.

Orientation: academic and professional.

The programme has an explicit academic and professional orientation, focused on specialisation in international civil and commercial law. Students learn skills that enable them to research legal questions in International Civil and Commercial Law, to formulate coherent and concise problem statements and to collect and analysing data. Students also learn to judge the validity and relevance of the data and interpret legal sources, literature, and complex cases relating to questions of International Civil and Commercial Law. In addition the ability to critically read and analyse domain specific case law and the decision-making practices of institutions as well as of legislation is an important part of the academic orientation. Students learn to pose critical questions, formulate an independent opinion, draw founded conclusions and to provide innovative solutions to challenges in the field. Moreover, the programme also prepares students for advanced studies at a postgraduate level as well as engaging in a PhD. The programme is closely tied in with the research programme "Interaction between Legal Systems" and more specifically, the sub project "Coherent Private Law". This programme focuses on how national legislatures grapple with assimilating rules and principles into a coherent and balanced framework for businesses, consumers and families to support and facilitate their economic and private interactions.

Students are prepared for the international legal practice within law firms, companies, national and international courts, international institutions, and (inter)national governmental bodies. The meeting with alumni learned that they felt well prepared for their professional or academic career.

During the site visit, the panel met with representatives from the professional field. In general, the representatives are very satisfied with the achievement level of the graduates from the advanced master's programmes. The Programme Advisory Board of the ICCL programme consists of nine representatives from professional practice and meets at a regular interval. The board was involved in

the development of the programme and is involved in the preparation of students for the moot court competition. The results of the programme evaluations are discussed in the board, as well as developments in the field of international civil and commercial law.

International benchmark

The critical reflection included an international benchmark with comparable programmes. The programme is unique in the Netherlands; in the Netherlands some regular LL.M. programmes (or tracks) offer (international) civil and commercial law, for example the universities of Rotterdam, Utrecht, Tilburg, Amsterdam and Groningen. The International Commercial Law programme of Groningen University is closest in comparison, even though it has a more specific focus on contracts and subjects of contracts and the solving of cross-border (commercial) disputes. Besides the difference in level, the programmes of the other universities have a much broader less focussed curriculum or a very specialised curriculum in an entirely different field of (international) civil and commercial law than the Leiden programme. On an international scale regular master's programmes on law and business are available, but these however differ from the Leiden programme in the comparative focus, the specific focus on civil and commercial law and the mandatory structure of the programme.

Considerations

Based on the studied documentation and the meetings during the site visit, the panel concludes that the intended learning outcomes reflect the advanced nature of the programme. The panel noted that terminology used differs from regular masters' programmes. In the advanced masters programmes terminology such as 'profound' and 'critical levels of research', 'insight', 'innovative' and 'analysis' are used. Even though the use of such words does not guarantee the advanced character of the programme, the panel notes that the level expected of the students is indeed very high. This is for example reflected in the entry requirements of the programme: a full law degree that offers entry to legal professions. In addition, the combined academic and professional orientation reflects the advanced level. Students are trained for professional practice and to pursue an academic career / obtain their PhD. The panel considers this to be a demanding and high-level combination.

The panel concludes that the intended learning outcomes of the advanced masters programme ICCL are in line with the subject specific reference framework for Dutch law programmes. In addition, it concludes that the Dublin descriptors are reflected in the intended learning outcomes.

The panel applauds that the programme's distinct academic orientation is visible in the intended learning outcomes. The high academic standards set are for example reflected in learning outcome 3, where students are not only expected to formulate coherent and concise problem statements but also to formulate an independent opinion on legal questions and to provide innovative solutions to challenges in International Civil and Commercial law. Students are also explicitly trained to pursue an academic career and obtain their PhD (intended learning outcome 5). The panel concludes that these academic standards are of a higher level than those in regular master's programmes. In addition, during the programme students get ample practice to improve their research skills in the writing of many papers and the thesis.

The panel notes and highly appreciates that the intended learning outcomes also reflect the professional orientation of the programme; during the programme students develop a professional work ethic enabling them to work in an international and intercultural environment (intended learning outcome 6) and students can apply the learned knowledge, research and practical skills in a career at advanced level as a legal professional (intended learning outcome 5). In addition, the professional orientation of the programme is reflected in courses (for example the Legal Profession and Ethics course), the excursion, the many fieldtrips, contributions by (guest) lecturers with ample experience in the professional practice, and the professional experience of the students themselves (see also standard 2).

The international character of the programme is explicitly part of the intended learning outcomes and the programme, in which for example students gain profound knowledge of and insight in the field of International Civil and Commercial Law. The programme addresses transnational, international and comparative aspects of law. Students also learn to work in an international and intercultural environment (learning outcome 6). This is also noticeably reflected in the international classroom, with international students and international lecturers, the programme has realised (see also standard 2).

The panel notes that from an international perspective, the ICCL programme is quite unique. There are programmes in the world that also focus on aspects of international civil and commercial law, but without the comparative perspective, the specialised focus on international civil and commercial law, the mandatory structure and the advanced level of the programme.

In summary the panel concludes that the intended learning outcomes systematically surpass by a considerable margin the generic quality standard and can be regarded as an international example. The intended learning outcomes reflect the very high academic standard (i.e. academic orientation) and the explicit professional orientation of the programme as well as the international focus of the programme. In addition, the intended learning outcomes seamlessly match the subject specific reference framework and the expectations of the (international) professional field. The professional orientation of the programme and the use of guest lecturers ensure close contact with the demands in the professional field. The intended learning outcomes also match with the universities and the Law School's vision on excellence as defined for the advanced master's programmes, the Law School's ambition to tie in research and education and the Law School's international focus.

Conclusion

The panel assesses Standard 1 as Excellent.

2. Teaching – learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

The programme (60 EC) consists of eight courses, and a thesis (Appendix 5). The first four courses are foundation courses and aim at providing a theoretical, practical and primary law framework: International Contract Law (10 EC), International Property Law (10 EC), International Tort Law (5 EC) and International Corporate Law (5 EC). The four additional courses are supportive and supplementary to the core courses: International Insolvency Law (5 EC), Private International Law (5 EC), International Commercial Arbitration and Litigation (5 EC) and Legal Profession and Ethics (5 EC). The programme is fixed and offers a coherent structure of mandatory components. For course assignments (presentations and papers), students can either choose from a list of topics provided by the programme or propose a topic of their own. Students can attend one course in any of the other advanced master programmes of the Law Faculty (without charge) to further broaden their horizon or deepen specific knowledge. The programme translated the intended learning outcomes into learning goals per course. Besides, the relation between the intended learning outcomes and (learning goals of) the courses is made explicit in a matrix.

The first foundational course provides students with a thorough knowledge of and deep insight into contract law problems and solutions in an international perspective. The course addresses the general rules of contract law as well as specific contract law. The second course, on international property law, provides students with an in-depth comparative overview and analysis of the law of property, including security rights, intellectual property rights and finance transactions. The third foundational course, on international tort law, aims to give students a thorough understanding of the central themes of tort law from a comparative perspective. In the course English, German and French tort law and unification initiatives such as the DCFR and the PETL are emphasised. The foundational International Corporate Law course focuses on doing business in a global world, including the establishment and mobility of companies in Europe and international views on the rights and obligations of the key organs and stakeholders of companies.

In the second semester, students gain insight in the theory and practice of insolvency law in a transnational and comparative context. In addition, the Private International Law regimes developed by the European Union institutions (in the form of conventions, regulations and case law, and other institutions such as the Hague Conference on Private International Law) are addressed. Students gain insight into the instruments that regulate jurisdiction, recognition and enforcement in international court cases. They also obtain a thorough knowledge and understanding of the process of arbitration. The International Commercial Arbitration and Litigation course covers state jurisdiction as well as arbitration. The final course on legal profession and ethics combines what students have learned about corporate social responsibility and a new topic: the qualities of a good lawyer and the instruments for dealing with ethical issues related to transparency, integrity and access to justice (level playing field).

The academic orientation of the programme is present in the academic and research skills that are an integral part of the courses. During the courses, students are expected to find relevant information and to write and present papers. The courses require students to continuously analyse complex and unknown issues and cases, and to deliver their conclusions in writing and/or orally in a comprehensible, methodical and logical manner to both experts and non-experts. In addition, workshops on different aspects of research and writing skills (thesis workshops), plagiarism, making exams and the writing of papers are organised.

During the site visit, students remarked that they receive ample feedback on their research papers, which can be used in the preparation of the subsequent assignments and which is also useful for their further professional careers. Lecturers and the academic coordinator are also available for consultation in this regard. The panel also learned that students value the integration of common law techniques with civil law, for example regarding (academic) writing and critical thinking.

The professional focus of the programme is apparent most courses, the extracurricular fieldtrips and the extracurricular workshops on contract law. In the Legal Profession and Ethics course, for example, the ethical aspects of the work of a corporate lawyer and attorneys when dealing with stakeholder issues or professional dilemmas are addressed. The site-visit learned that this is discussed by using the students' backgrounds and experiences in professional practice. In other courses case law is discussed and students have to solve practical problems. The extracurricular workshops on contract law and drafting contracts have a practical character.

A (mandatory) study trip to Brussels is organised, where students visit the European Commission, the Permanent Mission of the Kingdom of the Netherlands and a top law firm. In addition, fieldtrips take students to The Netherlands' Cadastre, Land Registry and Mapping Agency (Kadaster), the Port of Rotterdam, the European Commission in Brussels and to several law firms (De Brauw Blackstone Westbroek, Nauta Dutilh, Baker McKenzie, Houthoff, Van Traa). Students can also choose to participate in the Willem C. Vis Moot competition, which consists of a mock international arbitration court where students compete with university teams from all over the world. Resulting from the previous (re)accreditation of the programme, a career week with career related workshops is now part of all advanced masters programmes. Besides, a dedicated career advisor is available for all students of Leiden Law School.

Students and the many (guest) lecturers involved in the programme also bring their own working experience to the classroom. Some students have ample work experience, which enhances the debates and discussions during the lectures. It also allows for comparison between law systems. For each course a seminar booklet provides students with detailed information about the content of the seminars, the learning goals, the literature to be studied for each seminar and the assessment methods. The panel learned that students value the interaction between theory and practice in the programme as well as the practical experience fellow students bring to the classroom.

Intake

The programme aims to attract excellent international students to create a stimulating high-quality international learning environment. The number of students is still growing, from 26 in 2014 – 2015 to 36 in 2017 – 2018. Students come from all over the world, usually representing more than sixteen countries across Europe, North and South America, Middle East and Asia in particular (less often also from Africa).

The main requirement for enrolling is a full law degree (defined as providing access to legal professions), with sufficient knowledge of international law. In addition, proven English language proficiency, a sufficiently high performance in a general law programme (validated by grades and accompanying grade criteria) and two letters of recommendation from current or previous professors and/or employers have to be submitted. All applications are checked by the Admissions Office, the Programme Board is responsible for the final selection.

During the site visit, the panel discussed the entry level of the students with students and lecturers. This because the requirement of a full law degree may vary between countries, which can lead to differences in student's entry level and content. It became clear that this is addressed during the lectures and that students with more experience in the field can opt for the before mentioned moot court competition. The thesis workshops also provide extra support in conducting research and

writing. In addition, extra training and guidance from the programme are available on an individual basis.

Didactics

At Leiden University, teaching is explicitly connected to research. The university aims to provide graduate students with academic education at the frontiers of academic development and thorough academic research training. In the programme, the perspective of teaching is both international and academically rigorous. All courses have a cross-national approach and involve international academic literature.

Teaching is based on the Socratic method. During the courses several intensive and interactive teaching methods are used, such as interactive lectures, buzz group work, preparation and stimulation of critical reflection through papers and presentations. Class work and assignments are also used to stimulate teamwork in a multicultural context. To stimulate students to actively participate, lecturers invite students to bring their own experience on the different subject matters and the legal system of their own country.

The programme aims for high-level course discussions between lecturers and students and peer learning amongst students, based on both a practical and theoretical approach to the subject area. All classes are mandatory. Classes take place in the form of seminars, normally held in two to three-hour sessions. Students are expected to prepare their classes thoroughly and be active during the classes. The international composition of the student body allows for the cross-national approach and adds to the discussions in the classes. During the site visit, students and alumni confirmed this. They value the interactive and intensive teaching and the small scale of the programme.

Staff

The professional orientation and high academic standards of the programme are also reflected in the qualifications of all staff involved. The teaching staff consists of Leiden University staff and guest lecturers. Most of the (guest) lecturers involved are professors, with a track record in research on international civil and commercial law. In each course, several guest lecturers from different international organisations and different disciplines are involved. These guest lecturers represent the professional practice of international civil and commercial law and allow for interactive discussions with students about real-time issues. The use of guest lecturers also provides students with the opportunity to visit their organisations or companies and to build upon their legal network. Guest lecturers are selected on their specialised knowledge; their knowledge of English and presentation skills are also taken into account. During the site-visit, the panel learned that at the start of the programme, lecturers were trained in teaching in an international classroom. Lecturers of Leiden University are part of the same department and meet each other on a more formal basis every six weeks.

For each course a course coordinator is appointed. The course coordinator is part of the academic staff of the faculty and ensures the quality and level of the teaching. During the site visit it became clear that the course coordinators are very active in keeping up in touch with the (guest) lecturers and informing them about the themes discussed in previous classes. At the beginning of each year, the programme director meets with the course coordinators to discuss the course and the assessment methods. At the end of each year, the results of the evaluations are discussed with the course coordinators. Students and alumni appreciate the approachability and helpfulness of their lecturers.

Facilities and organisation

The programme is offered at the Leiden Law School, where students can enjoy the same facilities (lecture rooms, library etcetera) as all other students.

The Office for International Education (which employs the academic- and programme coordinators of all advanced master's programmes) arranges recruitment, selection and support for students and staff. On a daily basis, the academic coordinator and the programme coordinator support students and staff. Their lecturers monitor student's progress. Lecturers discuss concerns regarding student progress and performance with the academic or the programme coordinator. Additional support for students, for example one-to-one sessions, additional readings or student counselling, is always available and tailored to the student's need. The programme also organises (social) activities for students, to create a community and a close knitted student group.

During the site visit, the panel also met with representatives from the Programme Advisory Committee. This committee represents all advanced masters programmes from Leiden Law School. The committee consists of an equal number of representatives of students and academic staff. The student members stay in close contact with the student representatives from each programme, by for example organising meetings with all student representatives prior to meetings of the Programme Advisory Committee, and through Facebook and Whatsapp. In the near future, student representatives will be able to attend the meetings of the committee as observers. Each year, all courses are evaluated. A random sample of the results of these evaluations is discussed in the Programme Advisory Committee.

Considerations

The panel concludes that content and structure of the programme enable students to achieve the intended learning outcomes. Its coherent and mandatory structure ensures that all students gain an advanced level in their knowledge and understanding of international civil and commercial law. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests. The panel notes that the relation between the intended learning outcomes and the course is indicated in the course descriptions. The programme offers in-depth insight in different specialised aspects of international civil and commercial law, such as insolvency law and international insolvency, state jurisdiction and arbitration, contracts, tort etcetera. The extra curricular workshop on contract law offers a practical focus. During the site visit, the panel also studied materials and literature used in the programme. Based on this, the panel notes that the materials used are up to date, relevant and of academic master level. The panel supports the intention to explore the feasibility of a Summer school for addressing even extra and specialist topics.

In addition, the panel appreciates the gradual build-up of in-depth systematic and comparative understanding in International civil and commercial law during the programme. The panel values the attention in the programme for ethical aspects. This is part of the Legal Profession and Ethics course, where topics such as international and national standards of the legal profession, the distinguishing marks of the constitutional state, fair dealing, fair competition, anti-bribery, corporate social responsibility, stakeholder interests are discussed. The panel learned that economical aspects of competition law are also elaborated on in the programme.

The panel is impressed by the fact that the programme succeeds in realising a truly international and intercultural classroom. The international diversity of the student body, the international focus of the programme, the international experience of the lecturers and the teaching methods in which international and aspects of civil and commercial law are addressed, all add to this conclusion. Students not only learn about different (cross-national) views on and practice in civil and commercial law but also to accept and respect cultural differences and to work with people from different international backgrounds. This is also an explicit part of the intended learning outcomes (learning outcome 5), as mentioned in standard 1.

The small scale of the programme and the use of the Socratic method of teaching allow for interactive and very intensive teaching. Students value this highly, the panel learned during the site visit. Alumni

also noted the high workload of the programme, which helped them to prepare for their professional career. The panel concludes that the programme is quite demanding, all classes have to be prepared, active participation during classes is expected and all courses have multiple forms of assessment.

The panel is equally impressed by the integration of the academic and professional orientation in the programme. The high academic standard (reflected in learning outcome 3, 4 and 5) is part of all courses, in the literature studied, the papers students have to write and ultimately the thesis. The way in which there is a gradual build-up and the fact that ample feedback is provided to students ensures that their academic skills are enhanced throughout the programme. The fact that publications result from the theses on a regular basis attests to this finding.

The professional orientation is prominent in all courses, by means of the many guest lecturers, the professional experience of lecturers from Leiden University and the professional experience students bring to the classes. In addition, the courses address actual topics in civil and commercial law practice, for example the Legal Profession and Ethics course. Teamwork in class work and assignments allows for students to learn working in multicultural teams. This contributes highly to the realisation of the intended learning outcome regarding application of knowledge and regarding developing a professional work ethic enabling them to work in an international and intercultural environment (intended learning outcomes 5 and 6). The excursion, fieldtrips and the guest lectures in the courses reflect the extensive contacts of the programme with a broad network of professionals in the field of international civil and commercial law in a variety of (international) organisations. This is very valuable for the students as it aids them in building an international network and it prepares them for their professional career very effectively.

Based on the CV's and the discussions during the site visit, the panel concludes that the staff is very specialized, of high quality, very involved in the programme and closely interacting with students. The panel regards the teaching staff as leading scholars in the field. The guest lecturers involved (from academia as well as professional practice) are also experts in their field. The panel appreciates the attention paid to teaching in an international classroom. In addition, students highly appreciate the approachability of their lecturers as well as the quality of the lectures and lecturers.

The panel concludes that the entry requirements of the programme are fitting for an advanced level master's programme. The first lectures assure that all students have a solid base at the commencement of the programme. In addition, students with more experience in the field can opt for the moot court competition. Besides, extra support is available on an individual basis. Based on the documents and the site visit, the panel notes that students are quite successful in obtaining scholarships for attending the programme.

The programme has adequate facilities and a dedicated support structure in place. During the site visit the panel learned that students appreciate the approachability and support of their coordinators and of the Office for International Education. The panel values the role of the Office for International Education. It offers students as well as lecturers ample support, ranging from administrative issues including assistance for scholarship applications (for students) to filling out assessment matrices (for lecturers). With the Office for International Education and the before mentioned Quality Assurance Standing Committee, an effective structure for quality assurance for all advanced master's programmes is in place. The committee was especially impressed by the dedication of the Programme Advisory Committee. With the help of this administrative structure, the high level of each of the advanced master's programme can more effectively be strengthened and ensured. In addition, the panel noted that the programme has incorporated the recommendations made during the last (re)accreditation. For example, an Exam Committee and a Programme Advisory Committee have been installed. In addition, over the past few years some courses have been renamed, funding has been made available for students participating in the moot court competition and guest lectures on the working

of EU and EU law have been incorporated.

In summary, the panel concludes that the quality of the teaching – learning environment systematically surpasses the generic quality standard and can be regarded as an outstanding international example. The panel is very much impressed by the intensive and interactive teaching method and the international and intercultural classroom that is being realized. The programme takes into account the diversity of the students admitted and uses this diversity to enhance the interaction during the classes. The intended learning outcomes have been translated very coherently in learning goals of the different parts of the programme. In addition, the academic and professional orientations have been translated in a consistent manner in the programme and in the teaching staff. The teaching-learning environment vastly encourages students to play an active role in the design of their own learning process.

Conclusion

The panel assesses Standard 2 as Excellent.

3. Student assessment

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

Findings

All advanced master's programmes use the same format for assessment and awarding grades. The criteria for assessing exams, papers and presentations (and the forms that are used) are similar for each programme. Furthermore, for all courses assessment matrices have been developed. With these matrices, the programmes want to ensure the (continuity) of the level and scope of the assessments. Lecturers have been trained in the use of course assessment matrices.

In all courses multiple assessment methods are used, for example oral presentations, written exams, papers, a video presentation, case study and (individual or group) assignments. The programme also uses periodical assignments, to ensure students are well prepared for the final examination of the course. In courses with multiple assessment methods, the finale grade is a composite grade based on weighted percentages for each assessment method. Students are informed about this (and the assessment criteria / forms) in advance, by their lecturers and the course descriptions (which are available online). Lecturers discuss the assessment methods at the beginning of the course and after the final exam students can review their exam. Students can also discuss their exam individually with their lecturer. Students appreciate the feedback they receive on their papers, as became clear during the site visit. They also value the possibilities of discussing the feedback with their lecturers.

Exam Commission

The Exam Commission for the advanced master programmes is an integral part of the institutional framework of Leiden Law School. The Exam Commission has a supervisory responsibility with regard to the final exam, examinations and tests (correctly applying examination regulations, mediation in appeals, quality assurance). The Exam Commission enforces regulations (guidelines for examiners, regulations regarding fraud, assessment of exams, and compensation rules). It grants exemptions from the rules in individual cases (course exemptions, additional opportunities for examination, granting lenience). The Exam Commission randomly audits the assessments and the thesis. In this audit, the learning outcomes and the learning objectives of the course are taken into account, to ensure and check whether the assessment methods of the course meet the required level and objectives. At the beginning of the year, the Exam Commission checks the variety of the assessments used in the programme, based on an overview of all courses, assessments (including weighing) and the programming of the assessments throughout the year. Moreover, the Exam Commission checks a sample of course matrices and provides feedback if necessary.

The Exam Commission consists of members of the academic staff and an external member. The Dean appoints all members. The Exam Commission collectively sets up rules and policy. The Exam Commission meets at least three times per year. Additional meetings may be held if needed. Each member has his or her own specific specialisations. The secretary supports the Exam Commission.

During the site visit, the panel met several representatives of the Exam Commission. And it became clear that the Exam Commission put a lot effort in standardizing assessment forms, implementing the assessment matrices and evaluating the assessment procedures and the content of the assessments. Next on the agenda of the Exam Commission will be validation of all learning outcomes with use of the assessment matrices. The handling of complaints is rare, as only very few students ever file a complaint.

The panel also discussed the disadvantages and advantages of take home exams with the representatives of the Exam Commissions. It became clear that the Exam Commission is well aware of these (dis)advantages and that a take home exam is always used in combination with other assessment

methods. The programme director is responsible for the balance in assessment methods used in the programme; the Exam Commission checks this balance and the variation of assessments methods used.

Considerations

The panel is impressed by the assessment system in place. The use of multiple assessment methods and assessment matrices ensures the validity and reliability of the assessments while ensuring that a weighted balance will normally benefit all students in that some of the assessment methods will operate to their strengths while others might not. The panel concludes that the different assessment methods tie in with the intended learning outcomes and the learning goals of each course, and are suitable for an advanced master's programme. In addition, the panel studied several exams and papers during the site visit and noted that these were of a very high level. The exams studied require critical thinking and extensive and in-depth answers from the students. The panel also noted that the instructions regarding assignments and the information about the exams is very detailed and transparent for students. The panel values the room for written feedback on the different assessment forms used. Furthermore, students appreciate the feedback and guidance they receive and the discussions during the last lectures of each course about the examination.

The panel concludes that the Exam Commission is actively involved in assuring the quality of the assessments and the overall level of the programme.

Conclusion

The panel assesses Standard 3 as Good.

4. Achieved learning outcomes

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

Findings

The programme is finalised with a master's thesis (10 EC). The thesis must address and analyse an issue in the field of International Civil and Commercial law and include a comparative perspective. Students are encouraged to think about a potential thesis topic, including potential supervisors, in the first semester. Besides, thesis workshops run from January to May. These workshops provide the students with further incentives to work on their thesis and give both structure and coaching opportunities (in addition to supervision by the supervisor). During the site-visit, lecturers confirmed that the workshops ensure that the thesis proposals are of a significantly better quality than proposals from regular Master's programmes. Throughout the writing of their thesis, students are monitored by their supervisor (a professor or senior lecturer in the programme with a PhD or equivalent qualifications), both in terms of methodology and substance.

The thesis is expected to be analytical, well researched, use an adequate methodology and show the student's ability to synthesize the subject matter. The programme aims for theses to be of publishable quality.

Students conduct their research largely independently, with varying degrees of supervision from the staff. The thesis is written in quite a short period of time and is expected to present new and innovative findings in areas in international civil and commercial law that have already been defined. The detailed thesis guidelines inform students about the thesis procedure, the grading and the deadlines. During the site-visit, the panel learned that students value the feedback from their supervisors in various stages of the thesis and the approachability of their supervisors.

The same as for the grading of the assessments, the grading of the thesis is done on the basis of a common procedure applicable to all advanced master's programmes. The student's thesis supervisor grades the thesis by means of a standard form, which will then be submitted to the programme coordinator together with the written findings of the supervisor. Depending on the topic a second supervisor can be assigned, in which case the second supervisor also grades the thesis. The assessment of the theses is a matter for the supervisors. In addition, to ensure consistency in the grading and to provide a second reading all theses are read by a second reader.

Furthermore, theses (one outstanding, one good and one with passing grade) are subject to an audit by a legal expert from the Exam Commission who was not involved in the thesis supervision. So far, the findings of the audit have been in line with the assessment and notably the grades given.

The programme stays in contact with alumni on a personal level. The site-visit learned that alumni are part of alumni the Programme Advisory Board, are involved with the excursion to Brussels, offer support for students participating in the moot court and are available for feedback on content questions (for example comparison between legal systems). The critical reflection shows that alumni find employment in their home country in law firms, government services, multinationals and international organizations. The 'Zuid-As' in Amsterdam is very attractive for alumni, as it hosts quite a lot of international law firms. In addition, alumni are pursuing a PhD at Leiden Law School and at other universities, work as lecturer in their home countries and in the Netherlands. The programme keeps alumni up to date about the programme through a dedicated LinkedIn group. New students and alumni also use this to share information, publications, interesting vacancies or internship possibilities and ideas.

Considerations

The committee notes that the advanced master's programmes have a thorough thesis procedure, with detailed and transparent information available for students, clear assessment criteria and second reading of all theses. As mentioned in the previous chapter, the Exam Commission randomly audits theses from each programme.

The committee reviewed fifteen theses of the last two years of the programme. The panel realises that, even though all studied theses are of a good level, the degree of achievement in relation to the intended final qualifications and the grades for the thesis vary, as in any academic programme. This depends partly on the skills and background of the individual student. The theses studied also show this variation in grading. The committee concludes that the average quality of the studied theses of the master's programme in International Civil and Commercial Law is very high and that graduates of the master's programme achieve the advanced level. The studied theses cover a remarkably broad range of topics, were thoroughly researched and very well written. In addition, the studied theses in general reflect the comparative nature of the programme. The topics covered deal with legal issues of contemporary relevance, a factor that too enhances the ability of students subsequently to find matching and suitably specialised employment. In given cases of prior work- or professional experience of a student they evidently also reflected how such experience can be successfully applied so as to validate and underlying theoretical framework. The topics address relevant and sometimes urgent questions in international civil and commercial law, students have the opportunity to focus on the situation in their country of origin, and other theses undertake a real comparative analysis. The theses also showed a very proficient use of research methodology. The theses stood out in their good use of theory and up-to-date discussions of the relevant literature. The panel agreed with the grades given and noted also that the assessments forms provided ample feedback. During the site-visit, the panel learned that when students discuss the law system of their country of origin in the thesis this is always in comparison (and confrontation) with another national legal system.

In summary, the panel is of the opinion that the theses reflect the advanced character of the programme and the high academic standard set by the programme. The panel concludes that the graduates well surpass the generic quality standard for a regular master's programme. The panel also regards the level of the programme as an international example. This is, as mentioned above, reflected in the very proficient use of research methods and skills and the good use of theory and up-to-date discussions of the relevant literature. The meeting with students and alumni during the site visit confirmed the high level of the thesis / the programme. The students and alumni the panel met are eloquent and highly involved in the programme. In addition, the panel noted that since the last re-accreditation, three students have published their thesis and several alumni published articles in various relevant (academic) journals or at conferences. The alumni survey shows that alumni find a relevant job (or internship) in (inter) national organisations in the field of international civil and commercial law.

Conclusion

The panel assesses Standard 4 as Excellent.

Appendices

1. Composition of the panel

Name	Role	Brief job description of the panel members
Professor Friedl Weiss	Chair	Emeritus Professor of European Law, European and International Economic Law, Institute of European, International and Comparative Law, University of Vienna, Austria
Professor Anna Masutti	Member	Professor of Air Law and European Transport Law, University of Bologna
Professor Arild Saether	Member	Emeritus Professor and former Chair School of Management, Faculty of Economics and Social Sciences, University of Agder
Professor Eva Lievens	Member	Assistant Professor of Law & Technology at the Faculty of Law and Technology, Ghent University
Professor Marcel Brus	Member	Professor of Public International Law, University of Groningen
Ms. Alena Kurilova	Student member	Student of LL.M. in Commercial and Company Law, at the Erasmus University, Rotterdam

2. Programme of the site visit

Tuesday, 3 April 2018

19:00 Evening dinner (location: *Restaurant of the Golden Tulip Hotel*); Panel members introduction, preparation and discussion of key points and questions

Wednesday, 4 April 2018

Location: "Grachtenkamer", Leiden University Faculty Club, Academy Building, Rapenburg 73, Leiden

09.00 - 09.30 **Meeting with members of:
Leiden Law School**

Prof. Joanne van der Leun, Dean of Leiden Law School,
Ms. Anette van Sandwijk, Head of the Office for International Education, Leiden Law School,
Ms. Sheena Bruce, Head Advanced Master Coordinator, Leiden Law School
Faculty of Governance and Global Affairs
Drs. Jolanda D. Riel QC, Director of Operational Management
Dr. Julia Caussin, Head of Education Cluster and Senior Policy Officer

09.30 - 10.30 **First meeting with the Programme Management of the eight programmes**

Prof. Christa Tobler, EIBL
Prof. Titia Loenen, EIHRL
Prof. Simone van der Hof, L&DT
Prof. Madeleine Hosli, IRD
Prof. Pablo Mendes De Leon, A&S Law
Prof. Ton Liefwaard, ICR
Prof. Carsten Stahn, PIL
Prof. Willem van Boom, ICCL
Ms. Sheena Bruce

10.45 – 11.30 **Meeting with Exam Commission and Programme Advisory Committee for:
Leiden Law School**

Prof. Rick Lawson, Chair, Law School Exam Commission for Advanced Programmes
Ms. Sylvia Vink, External Exam Commission Member, Law School
Dr. Stephanie Rap & Mr. Amir Ali Abadi, Staff Members, Programme Advisory/Education Committee, Law School
Ms. Emiliya Bratanova (EIHRL) and Ms. Susana Dittrich (EIBL) Student Members, Programme Advisory/Education Committee, Law School

Faculty of Governance and Global Affairs

Prof. Jan Melissen, Senior Research Fellow at the Clingendael Institute, Chair of the IRD Board of Examiners
Mr. Berry A. P. Frieling, LLB, Secretary of the Board of Examiners, Institute of Security and Global Affairs
Dr. Sinisa Vukovic, Assistant Professor, Chair of the IRD Education Committee (**tbc**)

Ms. Francesca Ghiretti, Student Member of the IRD Education Committee

11.45 – 12.30 Meeting with lecturers from two programmes A and B

Dr. Pavlos Masouros, European and International Business Law
Asst. Prof. Armin Cuyver, European and International Business Law
Prof. Tom Ottervanger, European and International Business Law
Prof. Freya Baetens, European and International Business Law
Prof. Alex Geert Castermans, International Civil and Commercial Law
Dr. Jeroen van der Weide, International Civil and Commercial Law
Mr. Max van Leyenhorst, International Civil and Commercial Law
Mr. Thijmen Nuninga, International Civil and Commercial Law

12.30 – 13.30 Lunch and open consultation

13.30 – 14.15 Meeting with students and alumni from two programmes A and B

Ms. Valérie Bayard, Student European and International Business Law
Mr. Sebastiano Battaglino, Student European and International Business Law
Ms. Smrithi Punnoose, Student European and International Business Law
Dr. Narin Idriz, Alumna European and International Business Law
Mr. Oscar Suarez Bohorquez, Student International Civil and Commercial Law
Ms. Sushma Philip, Student International Civil and Commercial Law
Mr. Matthew Brown, Alumna International Civil and Commercial Law
Ms. Hosna Sheikhattar, Alumna International Civil and Commercial Law

14.15 – 15.15 Closed meeting panel, study time materials

15.15 – 16.30 Tour/walk

16.30 – 17.30 Meeting with representatives from the professional field

Deepika Jeyakodi, Contracts and Bid Manager, Airbus Defense & Space
Prof. Dr. Martin Kuijer, Senior Legal Adviser, Dutch Ministry of Justice and Security /
European Commission for Democracy Through Law (Venice commission).
Drs. Sasja Bökkering, Director of Advocacy & Programs, UNICEF The Netherlands
Mr. Dániel Dózsa, Senior Associate, Dechert LLP, London
Mr. Samuel Delcominette, Associate at Lydian Law Firm
Mr. Ton Wagemans, C.E.O of Considerati
Mr. Egbert Myjer, former judge of the European Court of Human Rights
Mrs. Susan Margaret Ortega Olortegui, MSc., The Embassy of Peru to the Netherlands

17.30 - 19.00 Free time

19.00 Dinner and Closed Panel Meeting
Prentenkabinet, Klooststeeg 25, 2311 SK Leiden

Thursday, 5 April 2018

*Location: "Grachtenkamer", Leiden University Faculty Club, Academy Building,
Rapenburg 73, Leiden*

- 8.30 – 9.15 **Meeting with lecturers from two programmes C And D**
 Prof. Adriaan Bedner, European and International Human Rights Law
 Dr. Jan-Peter Loof, European and International Human Rights Law (*t.b.c.*)
 Dr. Eduardo Arenas Catalán, European and International Human Rights Law
 Prof. Peter Rodrigues, European and International Human Rights Law and International Children's Rights
 Dr. Katrien Klep, International Children's Rights
 Dr. Machteld Vonk, International Children's Rights
 Prof. Marielle Bruining, International Children's Rights
- 9.15 – 10.00 **Meeting with students and alumni from two programmes C and D**
 Ms. Gargi Sharma, Student European and International Human Rights Law
 Ms. Emiliya Bratano van Harten, Student European and International Human Rights Law
 Ms. Clara Serra Baiget, Alumna European and International Human Rights Law
 Ms. Simona Demkova, Alumna European and International Human Rights Law
 Ms. Hei-Yu Wong, Student International Children's Rights
 Ms. Melissa Mohd Akhir, Student International Children's Rights
 Ms. Capucine Page, Alumna International Children's Rights
 Mr. Henk Hulsof, Alumna International Children's Rights
- 10.15 – 11.00 **Meeting with lecturers from two programmes E and F**
 Prof. Niels Blokker, Public International Law
 Prof. Larissa van den Herik, Public International Law
 Dr. Daniëlla Dam-de Jong, Public International Law
 Dr. Joe Powderly, Public International Law
 Dr. Jaroslaw J. Kantorowicz, Assistant Professor. International Relations and Diplomacy
 Dr. Marinko Bobic, International Relations and Diplomacy
 Dr. Maaïke Okano-Heijmans, International Relations and Diplomacy
- 11.15 – 12.00 **Meeting with students and alumni from two programmes E and F**
 Mr. Anderson Dirocie, Student Public International Law
 Ms. Magdalena Legris, Student Public International Law
 Mr. Cale Davis, Alumna Public International Law
 Ms. Kritika Sharma, Alumna Public International Law
 Mr. Nicholas Welsh, Alumna International Relations and Diplomacy
 Ms. Emma Hesselink, Alumna International Relations and Diplomacy
 Mr. Omar Haggag, 1st year Student International Relations and Diplomacy
 Mr. Praneet Khandal, 2nd year Student International Relations and Diplomacy
- 12.00 – 13.00 **Lunch and closed meeting panel**
- 13.00 – 13.45 **Meeting with lecturers from two programmes G and H**
 Dr. Tycho de Graaf, Law and Digital Technologies
 Dr. Bart Schermer, Law and Digital Technologies
 Prof. Gera van Duijvenvoorde, Law and Digital Technologies
 Prof. Wouter Hins, Law and Digital Technologies
 Asst. Prof. Tanja Masson Zwaan, Air and Space Law
 Prof. Peter Haanappel, Air and Space Law

Mr. Guido de Vos, Air and Space Law

13.45 – 14.30 Meeting with students and alumni from two programmes G and H

Mr. Atanas Yordanov, Alumna Law and Digital Technologies

Mr. Alan Sears, Alumna Law and Digital Technologies

Mr. Aleksandre Zardiashvili, Student Law and Digital Technologies

Ms. Astrid Voorwinden, Student Law and Digital Technologies

Mr. Pietro Benintendi, Student Air and Space Law

Ms. Vicky Jeong, Student Air and Space Law

Ms. Valentina Vecchio, Alumna Air and Space Law

14.30 – 15.30 Closed meeting panel

15.30 – 16.15 Second meeting with Programme Management

Prof. Christa Tobler, EIBL

Prof. Titia Loenen, EIHRL

Prof. Simone van der Hof, L&DT

Prof. Madeleine Hosli, IRD

Prof. Pablo Mendes De Leon, A&S Law

Prof. Ton Liefwaard, ICR

Prof. Carsten Stahn, PIL

Prof. Willem van Boom, ICCL

Ms. Sheena Bruce

16.15 – 17.00 / 17.30 Closed meeting panel

17.00 / 17.30 Summary and feedback

Programmes

A = European and International Business Law (EIBL)

B = International Civil and Commercial Law (ICCL)

C = European and International Human Rights Law (EIHRL)

D = International Children's Rights (ICR)

E = Public International Law (PIL)

F = International Relations and Diplomacy (IRD)

G = Law and Digital Technologies (L&DT)

H = Air and Space Law (A&SL)

3. Intended learning outcomes

1. Basic and overarching knowledge:	The graduate has a profound knowledge of, and insight into, the complex legal elements and the fundamentals of the nature and structure of all aspects of International Civil and Commercial Law.
2. Specialist knowledge:	The graduate has profound knowledge of, and insight into, special fields of International Civil and Commercial Law such as International Contract Law, International Property Law, International Tort Law and International Insolvency Law, International Corporate Law, Private International Law and International Commercial Arbitration and Litigation.
3. Research abilities:	The graduate is capable of researching legal questions in International Civil and Commercial Law by formulating coherent and concise problem statements, collecting and analysing data, judging their validity and relevance as well as by thorough analysis and interpretation of legal sources, literature, and complex cases relating to questions of International Civil and Commercial Law. He/she is able to critically read and analyse domain specific case law and the decision-making practices of institutions as well as of legislation. He/she is able to pose critical questions, formulate an independent opinion, draw founded conclusions, provide innovative solutions to challenges in the field of International Civil and Commercial Law, and to make recommendations and suggestions for further research.
4. Presentation of knowledge:	The graduate is capable of presenting his/her findings in a clear, readily understandable, methodical and logical manner, both orally and in writing, to both legal experts and non- lawyers alike. Students will develop and work upon their existing writing, reading and research skills as well as their oral presentation skills. The language in all aspects of study is English. Therefore, English as a business and working language, using the specific vocabulary of International Civil and Commercial Law, is extensively developed.
5. Application of knowledge:	The graduate is capable of applying the acquired knowledge, research and practical skills in professions or functions that require application of International Civil and Commercial Law at an advanced master's level. More specifically: a. The graduate possesses the legal knowledge, insight and skills enabling him/her to pursue a career at an advanced level as a legal professional within international legal practice in law firms, companies, national and international courts, international institutions, and (inter)national governmental bodies. b. The graduate possesses legal knowledge, insight and skills qualifying the master to pursue an academic career by conducting further academic research, e.g. in a PhD programme.
6. Working environment:	The graduate is capable of working both independently and in a team, notably within an international environment.
7. ICT skills:	The graduate is able to use new, or to enhance existing, ict skills in research and communication and knows how to use domain-specific databases such as the CISG (Convention on the International Sale of Goods) database of Pace Law School.
8. Keeping up knowledge:	The graduate is capable of keeping up his or her knowledge and abilities in International Civil and Commercial Law by properly using and updating the research skills and sources taught in the programme.

4. Programme International Civil and Commercial Law

Course	Period	EC
International Contract Law	Sept. - Nov.	10
International Property Law	Oct. - Dec.	10
International Tort Law	Jan. - Feb.	5
International Corporate Law	Feb. - Mar.	5
International Insolvency Law	Nov. - Dec.	5
Private International Law	Sept. – Oct.	5
International Commercial Arbitration and Litigation	Mar. - Apr.	5
Legal Profession and Ethics	May - Jun.	5
Thesis	May - Jun.	10

5. Documents studied

1. Self-evaluation report including:
 - Subject Specific Reference Framework
 - Intended Final Qualifications
 - 2011 NVAO Recommendation and Actions
 - Course Descriptions and Assessments (Academic Year 2017/2018) and Course Levels
 - Course Schedule Overview
 - Thesis Guidelines
 - Rules and Regulations (Academic Year 2017/2018)
 - Student Statistics and Enrolment
 - Enrolment and Graduation Rates 2011 -2017
 - Overview of Teaching Staff – (Academic Year 2017/2018) including staff C.V.s
 - Student Chapter
 - Benchmarking Report for like Programmes National and International
 - Year-on-Year Changes to Programme
2. Assessment plan
3. Course assessment matrices
4. Assessments and literature used of several courses
5. Recent Reaccreditation findings – existing advanced studies programmes
6. Mid-Term Review Report for Advanced Master Programmes
7. Organogram of Advanced Studies Programmes Within Leiden Law School
8. Advanced Master Governance
9. Quality Assurance (QA) Monitoring Cycle
10. Examples of Minutes from QA Standing Committee
11. Student & Alumni Questionnaires /Exit Reports
12. Exam Commission Rules
13. Exam Commission Duties
14. Exam Commission Annual Report
15. Programme Advisory Committee Example Minutes of Meetings
16. Intake statistics
17. The Meaning of the Predicate 'Advanced '
18. Advanced Master Programmes Annual Reports 2015/2016
19. Advanced Master Programme Study Cards
20. Course and Examination Rules and Regulations
21. Exam Grading Instructions
22. Exam Commission Exam Review Template
23. Exam Rules and Regulations for Students
24. Rules of Citation for Papers and Thesis
25. Plagiarism Information
26. Thesis Guidelines for Students and Supervisors
27. Thesis and Paper Grading Criteria
28. Thesis Second Reader Statement
29. Thesis Course Description
30. Exam Commission Thesis Review Sheet
31. Presentation Checklist for Rubrics
32. Example of an Advanced Master Course Booklet for Students Pre-reading
33. Student Guide
34. Blue Book
35. Library Induction Materials

Studied theses:

1723286	1663755	1727508	1723731	1886304
1729209	1690329	1688375	1882562	1885847
1378589	1701606	1852701	1741659	1825283