



NVAO • NETHERLANDS

WO-MA LAW AND SOCIETY: GOVERNANCE
AND GLOBAL DEVELOPMENT

Leiden University

LIMITED INITIAL ACCREDITATION PANEL REPORT

26 AUGUST 2019



Contents

1	Executive Summary	3
2	Introduction.....	5
3	Programme.....	6
3.1	General	6
3.2	Profile of the institution.....	6
3.3	Profile of the programme	6
4	Assessment.....	7
4.1	Standard 1: Intended learning outcomes	7
4.2	Standard 2: Teaching-learning environment	9
4.3	Standard 3: Assessment.....	12
4.4	Conclusion	14
4.5	Qualification and field of study (CROHO)	14
4.6	Recommendations.....	14
5	Overview of the Assessments.....	15
	Appendix 1 – Panel.....	16
	Appendix 2 – Site visit	17
	Appendix 3 – Documents	18
	Appendix 4 – Abbreviations	19

1 Executive Summary

The Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure regarding a proposed wo-master Law and Society: Governance and Global Development at Leiden University. NVAO convened an expert panel, which studied the information available and discussed the proposed programme with representatives of the institution and the programme during a site visit.

The following considerations have played an important role in the panel's assessment.

Standard 1

The aim of the programme is that students, upon graduation, are able to describe, understand and explain the relations between law and society, in order to improve processes of law-making, law-implementation and dispute-resolution and thus to promote rule of law and social justice. The panel recognises a coherent and truly interdisciplinary view on the domain, not only combining law and social sciences, but also the humanities, particularly by discussing historical contexts in the courses. The disciplinary and geographical diversity of the students' backgrounds will be employed in the execution of the curriculum, each student contributing to the learning experience of the other students. Because of the international composition of the student body, the language of instruction of the programme will be English. The interdisciplinarity of the programme ties in well with the requirements of the professional field and with the interest of students, as was expressed persuasively in their meetings with the panel. The panel is reassured that for Dutch students who wish to obtain the civil effect, there are possibilities to top up their programme with elements of an LLM programme. The intended learning outcomes are a good description of the programme's aims. They are formulated at the master's level and provide a comprehensive overview of the required knowledge and skills.

The panel confirms that 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.

Standard 2

The master's programme in Law and Society is a one-year (60 EC) programme. The panel considers the curriculum to be well-structured. The course materials studied by the panel are of an appropriate level and in line with the aims of the programme. Students acquire the academic skills to independently investigate and assess systems and realities they will encounter in their future professional careers. The panel appreciates that the research line includes a labour market orientation, because the thesis is seen as a preparation for the students' professional future. In collaboration with network partners such as ministries, international companies and/or NGOs, students have the possibility to do their thesis research as part of an internship. The panel recognises that the master's programme follows a student-centred approach and students actively work together in an international classroom. Teaching methods, as mentioned in the course descriptions, take different forms and are designed to stimulate interaction in class.

The programme aims to attract academically strong and ambitious students who are (demonstrably) interested in law and society and in the interdisciplinary focus of the programme. The panel agrees that these are necessary requirements for the programme. The maximum capacity is 60 students. The diverse composition of the student body will be an essential part of the teaching and learning environment. It is positive that the programme includes obligatory preparations to acquaint students with the disciplinary background they are not yet familiar with. This ensures a certain shared basis of understanding.

The panel is impressed by the quality and enthusiasm of the teaching staff and the programme director. They are experienced and well-qualified. The teaching programme is strongly linked with their research. Although the lecturers themselves do not seem to be worried about the workload that goes with lecturing, guiding, mentoring and giving feedback on the many assignments, the panel recommends monitoring this to avoid an overload.

The material facilities are extensive and offer the students a good working environment. The mentoring system will give students a direct point of contact to discuss their progress. The social programme is also a good initiative but may not be enough for international students. The panel recommends facilitating a student association in The Hague.

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

Standard 3

The assessment system of the programme complies with the assessment policy of Leiden University and the Leiden Law School. The panel considers that this assessment policy and the role of the Board of Examiners provide adequate assurance about the quality of assessment. The guidelines are well-considered and are based on current practice in other programmes. The Board of Examiners plays an active role and systematically investigates the quality of course assessments and theses. The panel appreciates the wide range of assessment methods, as presented in the information dossier. The panel agrees that this helps to test both the theoretical and practical learning objectives of the programme. The panel recommends adding a justification of the choice of assessment methods and clarify how they connect. The panel is positive about the clear rubrics that are available for all types of assessment. Based on the samples provided during the site visit, the panel concludes that the grading guidelines are used diligently and clearly.

The panel confirms that the programme has an adequate system of student assessment in place.

The panel concludes that the programme meets all assessments standards. Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the proposed programme wo-master Law and Society: Governance and Global Development at Leiden University.

The Hague, 26 August 2019

On behalf of the assessment panel convened for the initial limited accreditation assessment of the wo-master Law and Society: Governance and Global Development at Leiden University,

Prof. dr. Elaine Mak
(Chair)

Dr. Marianne van der Weiden
(Secretary)

2 Introduction

NVAO received a request for an initial accreditation procedure including programme documents regarding a proposed wo-master Law and Society: Governance and Global Development. The request was received on 12 February 2019 from Leiden University.

An initial accreditation procedure is required when a recognised institution wants to award a recognised bachelor's or master's degree after the successful completion of a study programme. The procedure for initial accreditation is slightly different as compared to the approach for programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. The programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

To assess the programme, the NVAO convened an international panel of experts (see also Annex 1: Composition of the panel). The panel consisted of:

Chair

- Prof. dr. Elaine Mak, Vice Dean for Education and Professor of Jurisprudence, Faculty of Law, Economics and Governance, Utrecht University;

Panel members

- Prof. mr. Edgar du Perron LL.M., Professor of Private Law, Amsterdam Law School, University of Amsterdam; Justice of the civil division of the Supreme Court, The Hague;

- Prof. dr. Ambreena Manji, Professor of Land Law and Development, School of Law and Politics, Cardiff University; president, African Studies Association UK;

Student member

- Sebastiaan van Leunen BA, Law student at Groningen University.

On behalf of the NVAO, Michèle Wera MA was responsible for the process-coordination. Dr. Marianne van der Weiden acted as the panel's secretary and drafted the experts' report.

This composition reflects the expertise deemed necessary by NVAO. (Annex 1: Composition of the panel). All panel members and the secretary signed a statement of independence and confidentiality.

The panel has based its assessment on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458).

The panel members prepared the assessment by analysing the documents provided by the institution (Annex 3: Documents reviewed). The panel organised a preparatory meeting on 2 July 2019, i.e. the day before the site visit. During this meeting, the panel members shared their first impressions and formulated questions for the site visit. During this meeting, the panel received a short presentation of the new programme and was given a tour of the buildings and facilities.

The site visit took place on 3 July 2019 at Campus The Hague of Leiden University. During this visit, the panel was able to discuss the formulated questions and to gather additional information during several sessions (Annex 2: Schedule of the site visit). Afterwards, the panel discussed the findings and considerations and pronounced its preliminary assessments per standard. At the end of the site visit, the initial findings were presented to the institution.

Based on the findings, considerations and conclusions the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On 10 July 2019 the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on 26 August 2019. The two suggested corrections were adopted. Subsequently the final report was endorsed by the panel chair. The panel composed its advice fully independently and offered it to NVAO on 27 August 2019.

3 Programme

3.1 General

Institution	Leiden University
Programme	Law and Society: Governance and Global Development
Level	master
Orientation	academic
Degree	Master of Science
Location	The Hague
Study Load (EC)	60 EC
Field of Study	Cross-sectoral (as confirmed by the panel)

3.2 Profile of the institution

Leiden University is a research university, founded in 1575, offering 52 academic bachelor's and 75 academic master's programmes to 29,520 students. The university employs over 6,700 staff members and is organised in seven faculties in the arts, humanities and sciences, located in Leiden and The Hague.

3.3 Profile of the programme

The master Law and Society takes an empirical approach to law and focuses on the interaction between 'law in the books' and 'law in action'. It combines knowledge and methods of sociology, anthropology, political sciences and administrative sciences in studying legal rules, policies, institutions and processes. The programme has a broad regional focus on the Global North and Global South whilst also seeking to complicate these designations. It adopts a combination of a top-down and bottom-up approach to law and legal process: taking the perspective of both state institutions and other authorities who enact, implement and enforce law, and common citizens who have to deal with the law to which they are subjected. Students will learn about the effects of formal and informal legal rules in reality, in different national contexts, and how these rules are influenced by social, economic, historical and political factors.

The master Law and Society is a fulltime one-year programme, offered in English. A maximum of 60 students will be accepted each year.

Semester 1	Semester 2
Foundations of Law and Society (10 EC)	Disputing Deconstructed (5 EC)
Lawmaking, Politics and Society (5 EC)	Thesis Proposal (5 EC)
Legal Pluralism (5 EC)	Elective 1 (5 EC)
The Rule of Man in the Rule of Law (5 EC)	Elective 2 (5 EC)
Researching Law in Society (5 EC)	Thesis (10 EC)

4 Assessment

This chapter presents the evaluation of the standards by the assessment panel. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief outline of its findings based on the programme documents and on documents provided by the institution and the site visit, (2) the considerations the panel has taken into account and (3) the panel's conclusion. The panel presents a conclusion for each of the standards, as well as a final conclusion.

The assessment is based on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458). Fundamental to the assessment is a discussion with peers regarding the content and quality of the new programme.

Regarding each of the standards, the assessment panel gives a substantiated judgement on a three-point scale: meets, does not meet or partially meets the standard. The panel subsequently gives a substantiated final conclusion regarding the quality of the programme, also on a three-point scale: positive, conditionally positive or negative

4.1 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

The aim of the programme is that students, upon graduation, are able to describe, understand and explain the relations between law and society, in order to improve processes of law-making, law-implementation and dispute-resolution and thus to promote rule of law and social justice. The programme adopts a socio-legal approach: the focus is not on legal scholarship or doctrinal law, but on law as an object, seen from an external perspective. The programme makes students aware of the interaction between law and society: students with a law background learn about the social reality in which law functions, while those with a social science background learn about law. Besides state law, other normative orderings including religious and customary laws and institutions are taken into account. Graduates will have the tools to employ and develop laws and legal institutions that strengthen the rule of law and promote social justice, at the international, national, sub-national and local level, in different parts of the world. This objective is expressed by the words 'Global Development' in the programmes' subtitle. The word 'Governance' in the subtitle of the programme conveys that, besides law, knowledge of legal institutions is included, and also communicates to students how a critical perspective of terms such as 'good governance' might be developed.

The programme is interdisciplinary, combining knowledge and methods of sociology, anthropology, political sciences and administrative sciences, and also incorporates expertise from the humanities, especially history. The master Law and Society is formally positioned at The Van Vollenhoven Institute for Law, Governance & Society (VVI) of the Leiden Law School. This reflects the central position of law in the curriculum. Collaborations have been set up with the Department of Criminology, the Faculty of Governance and Global Affairs, the Faculty of Humanities and the International Institute of Social Studies of the Erasmus University Rotterdam, located in The Hague. The aim is to admit students with a diverse disciplinary and geographical background who are interested in how law-making, the application and enforcement of law and dispute settlement are impacted by social and political dynamics and vice versa. A maximum number of 60 students will be admitted each year. The programme aims to attract a balanced share of students from EER and non-EER countries. The diversity of the students' backgrounds will be employed in the execution of the curriculum, each student contributing to the learning experience of the other students. Because of the international composition of the student body, the programme will be taught in English.

The programme is designed to equip students to enter the professional field with knowledge and understanding of the key issues, theories and concepts of Law and Society, and with the skills to operate critically and autonomously and to apply their knowledge in new or unfamiliar contexts. The programme has formulated this in a list of intended learning outcomes, following the format of the Dublin

descriptors. In addition to the substantive knowledge and understanding of law and society and the ability to apply this in a scientific manner, the intended learning outcomes include ethical awareness and cultural sensitivity, communication skills and learning skills. The staff explained during the site visit that learning objective E4 ('the ability to analyse legal texts') not only refers to a basic ability to analyse a legal text (especially relevant for students who are non-lawyers); students will also learn to use an external perspective to interpret abstract terms in legal and other texts (e.g. 'general interest'), by relating them to politics, history etc. The panel considers this last-mentioned objective in conformity with the master level of the programme. The information dossier contains tables that show the relation between the intended learning outcomes and the courses in the programme.

The degree to be awarded upon graduation is a Master of Science, not an LLM. This ties in with the socio-legal approach, taking law as an object rather than as a subject. The programme expects applications from students with a bachelor's degree in law or one of the social sciences and from students from university colleges. The programme will not provide the civil effect that is needed if a graduate wishes to pursue a career as a judge, prosecutor or attorney in the Netherlands. To obtain this civil effect, a student should among other things complete a minimum number of courses at master's level on one or more of the key areas of law, including assessment across more than one key area, which the programme will not provide. The programme staff explained that students who are interested in this possibility, can top up their coursework with additional courses as required and combine this master with a second Master of Laws (LLM) programme. The programme management and the Board of Leiden Law school will further examine possibilities for students to obtain the civil effect by completing a limited number of additional courses from the LLM-programmes. The meeting with (prospective) students indicated that the interdisciplinary nature of the programme is what they are interested in, and that this is well expressed by an MSc degree, rather than an LLM. The representatives from the professional field confirmed in their meeting with the panel that there is a growing interest in these interdisciplinary MSc graduates in Law and Society who will be able to take up positions in internationally oriented settings. For specific law-making positions in their organisations, they will attract LLM graduates, but for many other positions the proposed MSc programme in Law and Society is much more relevant. Multiple practitioners in the professional field were consulted in the design of the programme. A Board of Advisors has been set up for further discussions on the programme.

Considerations

The panel considers that the programme presents its aims convincingly and specifies clearly that its objective is the external perspective on the way law works in society. The programme title, as explained by the programme management, expresses the intentions well and is up to date with recent theoretical and practical developments. The panel recognises a coherent and truly interdisciplinary view on the domain, not only combining law and social sciences, but also the humanities, particularly by discussing historical contexts in the courses. The panel thinks that the use of fictional literature can be an additional powerful tool: it provides a visceral understanding of the impact of certain issues on society, such as corruption or colonialism.

The panel's initial concern that prospective students would not be aware of the difference with more doctrinal law programmes, was put to rest during the site visit. The interdisciplinarity of the programme ties in very well with the requirements of the professional field and with the interest of students, as was expressed persuasively in their meetings with the panel. The panel is reassured that for Dutch students who wish to obtain the civil effect, there are possibilities to top up their programme or to combine two master programmes. It remains, however, important to be quite clear about the aims of the programme in communication with prospective students.

The panel assesses the intended learning outcomes as a good description of the programme's aims. They are formulated at the master's level and provide a comprehensive overview of the required breadth and depth of this interdisciplinary programme. The panel recommends rephrasing learning objective E4, to express more clearly that analysing legal texts should be interpreted in a social context.

The ambition to admit 60 students each year seems realistic. The panel agrees that their diversity is a central aspect of the programme. For all students to contribute in a worthwhile way, it is important to ensure an equal level as a starting point as much as possible.

Conclusion

The programme meets standard 1.

4.2 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

Curriculum structure and content

The master's programme in Law and Society is a one-year (60 EC) programme. It comprises two semesters of three blocks each. A block means five weeks of classes. Half of the programme (30 EC) consists of five core courses (see paragraph 3.3), lined up in a logical order. One third of the programme (20 EC) is dedicated to the development of academic skills, including the ability to conduct academic research and culminating in an individual master's thesis project. The final 10 EC allows students to specialise in two specific sub-themes by choosing two out of four electives. Some courses are part of other programmes, e.g. the elective Mobilizing Rights and Social Justice offered by the Institute of Social Studies. In that case, the student groups will be combined. The information dossier contains full descriptions of the courses, including learning outcomes, teaching methods, assessment methods, assessment criteria, overviews per week and prescribed literature. During the site visit the panel studied a sample of detailed course materials.

Students acquire the academic skills to independently investigate and assess systems and realities they will encounter in their future professional careers. They learn to think in a critical manner and to formulate autonomous and substantiated opinions, while being culturally sensitive and aware of relevant ethical, political, societal issues. They must be able to communicate verbally and in writing to different kinds of audience, and to partake in academic debates regarding Law and Society issues.

The research line consists of a course on research methods, a thesis proposal and a thesis project. The course on research methods offers an introduction to qualitative and quantitative methods of socio-legal research. Students with different backgrounds (law and social science, quantitative and qualitative) will be paired to learn from each other and see how perspectives complement each other. Writing the research proposal is organised as a separate course to help students to have a realistic topic and research question by a certain date. For some students, writing a proposal can be so daunting that it takes too much time of the thesis writing period. Students are guided to tailor the thesis topic to their specific need and to use an appropriate research method. This support is especially important for students who have a scholarship for one year only and must finish the programme on time.

The research proposal course includes a labour market orientation. The programme staff explained that the thesis is not just seen as a research exercise, but also as a preparation for the students' professional future. The thesis proposal is an important moment in the programme, when students become aware that they need to think about their next step after graduation. In collaboration with network partners such as ministries, international companies and/or NGOs, students have the possibility to do their thesis research as part of an internship.

Teaching approach

The master's programme follows a student-centred approach: students actively shape their learning process and develop an inquisitive mind-set and learning attitude that will continue beyond the conclusion of the master. Students work together in an international classroom, where students from different cultural, disciplinary and geographical backgrounds come together. Their experience in speaking in public, reading legal texts, academic writing and empirical research as well as their exposure to intercultural settings will differ. The programme is set up in such a way that students will learn from each other as well as from the teaching staff. There will be multiple exercises in which students team up in small groups. The teachers are aware that students with similar backgrounds tend to group together and will, therefore, make sure that subgroups in a course, working together on assignments, have a

mixed composition. The process of collaboration is monitored, and students are asked to reflect on their individual contributions and the working of the group as a whole.

Teaching methods, as mentioned in the course descriptions, take different forms and are designed to stimulate interaction in class: (interactive) lectures, seminars, workshops, peer-reviewed one-minute papers, buzz-group exercises, break-out sessions, tutorials, student presentations, pop-quizzes, in-class assignments, case studies and field trips.

The cumulative structure of the programme can be seen in the requirement that students transmit the feedback they receive in course A into the next assignment in course B. When submitting the second assignment, they also submit the feedback they received on their previous essay, combined with a short reflection on how they incorporated this feedback in the current submission. Students learn the skill of writing by working on various types of text: essays, reflections on readings, reflections on a fieldtrip, a talking points memo, a case study analysis, data reports and, finally, the master's thesis. These different formats are designed to make students comfortable with different modes of written communication.

Selection and intake

The diverse composition of the student body is considered an essential part of the teaching and learning environment of the master's programme. The programme aims to attract academically strong and ambitious students who are (demonstrably) interested in law and society and, in general, in the interdisciplinary focus of the programme. They should have the broad outlook and communication skills required to participate in an international classroom with students from a variety of backgrounds. The maximum capacity is 60 students.

The admission requirements are a bachelor's degree from a research university in law or social sciences or in a multidisciplinary programme which includes courses in both law and social sciences subjects (such as programmes in Liberal Arts and Sciences) and proven English language proficiency.

Selection criteria will be a good academic record, a demonstrable interest in Law and Society, and a broad, international outlook and good communication skills. The Board of Admissions will assess each candidate's suitability based on the bachelor programme's transcript, a cv, a motivation letter and an essay in English on a subject concerning Law and Society. In case of many applications, the bachelor's results and cv will be evaluated in a first stage. In the final stage, those with the highest scores for academic record and cv will be ranked based on their motivation letter and the essay. A personal interview could be part of the selection process.

The diversity of disciplinary backgrounds is intended to contribute to the learning experience, but a certain shared basis of understanding is necessary to make this effective. Therefore, a minimum orientation into the disciplinary formats of law and the social sciences is required. All incoming students must prepare selected chapters from a book introducing the field of law and to follow a MOOC (Massive Online Open Course) in the field of social sciences. At the start of the programme, students take a mandatory intake assessment of their legal and sociological knowledge. Subsequently, four lectures are provided: two on law and two on social sciences. These lectures are recommended for all students and obligatory for those students who scored insufficiently on the intake test. The latter group of students must conclude each lecture with the assignment to summarise the main points of the lecture on one page. According to the description in the information dossier, students who fail both the test and one or more of the lecture assignments will not be able to partake in the exam of the course Foundations of Law and Society. This is not part of the Teaching and Examination Regulations. During the site visit, the programme management explained that the text in the information dossier is not entirely correct: the intention is to stimulate students to take their preparation seriously and to identify problematic or unmotivated students in as early a stage as possible. Insufficient results will be a reason to discuss with the student if he/she made the right decision in choosing this programme.

Staff

A detailed overview of the teaching staff is provided in the information dossier, giving information on their academic background and their teaching credentials in the form of formal qualifications, teaching experience and proficiency in the English language. A large part of the teaching staff has extensive

experience with teaching in international classrooms and at disciplinary crossroads. All of them are well-equipped to teach in English, as can be seen in the relevant appendix.

Three full professors and four assistant professors of VVI are committed to the programme and are the principal coordinators of at least one of the courses in the curriculum. The team has been closely involved in the overall development of the programme and creation of the individual courses. Collaboration with partners (see standard 1) supplements expertise on topics less central in the VVI competencies and adds alternative angles on topics. This collaboration offers students connections to the collaborating disciplines of humanities, public administration and development studies and to the parallel legal field of criminology. Guest lectures will be involved, e.g. to illustrate the link with the professional field.

To monitor the teaching quality, especially during the first year of implementation, the legally prescribed programme committee (opleidingscommissie) will have at least two formal meetings per academic year. Informal exchanges or additional meetings will be organised when expedient. In addition, peer-to-peer teaching staff reviews will be held on individual courses and on the overall curriculum. In each course, a colleague from the core teaching staff will attend a lecture or seminar and offer peer review on the teaching. The core teaching team will meet after each block and at the end of the programme to discuss both content and format of concluded courses. The combined results from these meetings will inform the revision of the curriculum for the next year. Student-to-teaching staff reviews will be organised as well, in the form of a student café every two or three weeks where one or two staff members are present, and students can join without appointment or prior notice.

The programme is intensive, for both teachers and students. During the blocks, students work on a range of assessments which implies that feedback must be given frequently. The panel asked about the workload in its meeting with the teaching staff. They recognised the potential issue but replied that they are familiar with this teaching method in Leiden University College. The insights from students in their assignments are sometimes so novel and surprising, that they bring in new perspectives to staff's personal research. Such 'gems' compensate in some regards for the extra workload.

Facilities

The students of the master's programme will have access to all facilities at the campus The Hague, such as library and study centre locations, classrooms, computers etc. The panel had a tour through the building during the site visit. The facilities offered by Leiden University and the Law School further include study advisors, career coaches, the Admissions Office and the International Office and the Student Administration. From September 2020 the digital learning environment BrightSpace will be in use. The Leiden Law School Pre-PhD programme is offered to talented master's students with a strong affinity with research. The programme has a programme coordinator who operates as first contact point for all external and internal programme related queries, and course coordinators for each course.

A social programme will help students, especially those from abroad, to get settled. As a first point of contact a mentor will be provided. The four assistant professors of the VVI committed to the master's programme will each mentor 15 students. They will invite incoming students for an individual introductory meeting and an individual meeting halfway through the programme, to discuss the student's trajectory. The mentors will supervise their mentees in the labour market orientation module. The students informed the panel that this mentor system, with set meetings at regular times, is important for them.

In addition, three events will be organised to build a community of peers: the formal opening of the year followed by a pizza party, the closing event consisting of a graduation ceremony and a celebration, and a non-ceremonial social event just before the Christmas break. The students suggested to the panel that the three meetings are a helpful addition to the general introduction programme for international students at Leiden University, but still not really sufficient to make them feel part of a community. They mentioned the initiative to start a student association in The Hague and think that this could work out, perhaps with the addition of a subbranch for Law and Society students.

Considerations

The panel considers the curriculum to be well-structured. The lecturers have well clarified the ideas behind the programme and how courses connect, integrating legal and social sciences. The programme is the outcome of serious discussions over several years. The reading materials studied by the panel are of an appropriate level and in line with the aims of the programme. The thesis proposal course is a good way to organise the thesis process and will help students to get started on time. The argumentation to use English as the working language in the programme is obvious and convincing.

The programme staff is aware that the diversity of students is an important point in the programme's success. The selection procedure is adequate, and the teachers have ample experience in working with diverse groups in class. They know how to achieve a good balance in the international classroom and take different nationalities and cultural backgrounds into account. The panel recommends monitoring closely how this works out in the new programme. The differences in knowledge between groups will probably especially show in the research methods course, with a head start for students with a social science background. The panel heard that the teachers are aware of this and remain working on the best way to organise this course, to avoid that it is not interesting for some and too difficult for others.

It is positive that the programme organises obligatory preparations to acquaint students with the disciplinary background they are not yet familiar with. The panel agrees that an introduction in doctrinal law is not needed for this programme. The chapters in the book on law and the MOOC on social sciences are an adequate preparation. The explanation of the procedure clarified that participation in the first block exam is not at stake for students who fail part of this introductory programme. The procedure is fitting and in line with the regulations. The panel recommends that the information is reformulated for students so that it is in line with the formal regulations.

The panel is impressed by the quality and enthusiasm of the teaching staff and the programme director. They are experienced and well-qualified and it was clear from the meetings that a lot of thought has gone into the design of the programme. The teaching programme is strongly linked with the research interests and projects of the lecturers. Although the lecturers themselves do not seem to be worried about the workload that goes with lecturing, guiding, mentoring and giving feedback on the many assignments, the panel recommends monitoring this over the medium term to avoid an overload.

The material facilities are extensive and offer the students a good working environment. The mentoring system will give students a direct point of contact to discuss their progress. The social programme is also a good initiative but may not be enough for international students. The panel recommends thinking about ways to facilitate a student association in The Hague.

Conclusion

The programme meets standard 2.

4.3 Standard 3: Assessment

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

Findings

Assessment policy

The assessment system of the programme complies with the assessment policy of Leiden University and the Leiden Law School. These include an assessment plan to ensure that all learning objectives are assessed, and quality criteria to ensure validity and reliability of tests and assessments: the four eyes principle in drafting tests, course assessment matrices (toetsmatrijzen), the use of model answers and model grading sheets with assessment criteria, and thesis evaluations by two independent examiners. Students receive feedback after each test or assignment. Measures are taken to prevent and detect fraud and plagiarism. During the site visit, the assessment policy plan and drafts of the assessment plan and the course assessment matrices were available. The panel was also provided with the Examination Rules and Regulations of the Leiden Law School master's programme 2018-2019. Students can resit

exams and assignments they have failed during the academic year (except for the thesis for which an extension is available to remedy defects).

Assessment methods

The programme intends to use a variety of assessment methods to match the knowledge and skills taught in the various courses. All courses will have more than one assessment method. Written assignments, in progressing level of difficulty, will prepare students for the master's thesis. A table in the information dossier presents an overview of the various methods: written exams, essays, written assignments (reflection papers, blogs) and oral presentations (group presentations, individual talking points exercise, essay pitches, presentations of an article or case study). On a number of occasions, students will be required to work in groups and in a number of courses students will give and receive peer feedback on their essays or written assignments. The individual contribution to group work will be assessed, as well as the way students give the peer feedback.

Students will receive information about the assessment methods through the course descriptions and manuals and from the lecturers. The assessment criteria and practice or example exams will be discussed in class. The programme works with standardised rubrics for similar assignments, allowing for the continuance of feedback on certain exercises beyond the frames of individual courses. As mentioned above (standard 2), in some courses, students show their progress by attaching the assessment of their previous essay when submitting their next essay. During the site visit, the panel was provided with examples of grading rubrics. The panel also studied an example of exams and model answers for the course Law making, Politics and Society. On request, the panel was given a sample of actual student work (blogs and essays) and their grading and feedback, from courses that are similar to the prospective courses in the master's programme Law and Society.

The thesis can be seen as the overall final examination. Thesis supervision is undertaken by all VVI senior staff and possibly also collaborating partners. Procedures of supervision and assessment are laid down in detail and follows the consolidated practices and grading rubric of the Leiden Law School. A draft version of the thesis manual for students was available during the site visit.

Board of Examiners

The Leiden Law School has a joint Board of Examiners for all its teaching programmes. The Board consists of eight members, including an external member. The Board of Examiners deals with individual objections and appeals, appoints examiners and carries out yearly quality assurance investigations of exams and theses. These investigations are carried out by subcommittees. One subcommittee checks courses based on the average exam grade, pass/fail ratio and the results of the student surveys. Course exams with a score out of the ordinary on these points, plus a random selection of course exams are more thoroughly investigated. The subcommittee discusses the outcomes with the course coordinator and makes recommendations. If necessary, there is a follow-up investigation in the next academic year. Two other subcommittees are responsible for the investigations of the quality of the bachelor's and master's theses. The Board of Examiners appoints all full, associate and assistant professors as examiners by virtue of their function. Junior staff members can be appointed on an individual basis, taking into account their expertise in the subject matter and assessment methods.

Considerations

The panel considers that the assessment policy and the role of the Board of Examiners provide adequate assurance about the quality of assessment. The guidelines are well-considered and are based on current practice in other programmes. The Board of Examiners plays an active role and is involved in the discussion about the best way to assess individual contributions in group work, e.g. by logbooks. The panel recommends that the workload of the Board of Examiners, being responsible for a wide range of bachelor's and master's programmes, be monitored, to ensure that they can do their work adequately.

The panel appreciates the wide range of assessment methods, as presented in the information dossier. The panel agrees that this helps to test both the theoretical and practical learning objectives of the programme. The panel recommends adding a justification of the choice of assessment methods and clarify how they connect. The panel is positive about the clear rubrics that are available for all types of

assessment. Based on the samples provided during the site visit, the panel concludes that the grading guidelines are used diligently and clearly.

Conclusion

The programme meets standard 3.

4.4 Conclusion

The panel concludes that the master's programme Law and Society represents a coherent and truly interdisciplinary view on the domain, shown in the intended learning outcomes and in the way the curriculum has been set up. The input of the professional field has been used. The diversity of students will be an important part of the teaching-learning environment. The lecturers are well-equipped for teaching in this programme. The system of student assessment is adequate. All in all, the panel assesses the quality of the programme as positive.

4.5 Qualification and field of study (CROHO)

The panel advises to award the degree Master of Science to the proposed wo-master Law and Society. The panel supports the programme's preference for the CROHO field of study 'Cross-sectoral'.

4.6 Recommendations

For further improvement of the programme, the panel has formulated the following recommendations:

1. Consider increasing students' access to readings from humanities (history, literature etc) in the programme.
2. Rephrase learning objective E4 to better express that it includes analysing legal and other texts in a social context, not only the reading of legal texts as such.
3. Keep track of how the diversity of the student body works out, e.g. in the research methods course.
4. Rephrase the information for students about the obligatory preparation so that it is in line with the formal regulations.
5. Monitor the workload of the teaching staff to avoid a possible overload.
6. Consider ways to facilitate a student association in The Hague.
7. Monitor the workload of the Board of Examiners, to ensure that they can do their work adequately.
8. Add to the assessment plan a justification of the choice of assessment methods explaining briefly why each has been selected and clarify how they interconnect.

5 Overview of the Assessments

Standard	Assessment
Intended Learning outcomes <i>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</i>	Meets the standard
Teaching-learning environment <i>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.</i>	Meets the standard
Student assessment <i>Standard 3: The programme has an adequate system of student assessment in place.</i>	Meets the standard
Conclusion	Positive

Appendix 1 – Panel

Chair

Prof. dr. Elaine Mak, Vice Dean for Education and Professor of Jurisprudence, Faculty of Law, Economics and Governance, Utrecht University

Member

Prof. mr. Edgar du Perron LL.M., Professor of Private Law, Amsterdam Law School, University of Amsterdam; Justice of the civil division of the Supreme Court, The Hague

Member

Prof. dr. Ambreena Manji, Professor of Land Law and Development, School of Law and Politics, Cardiff University; president, African Studies Association UK

Student member

Sebastiaan van Leunen BA, Law student at Groningen University

Assisting staff

Secretary

Dr. Marianne van der Weiden, external secretary

Process coordinator

Michèle Wera MA, policy advisor NVAO

Appendix 2 – Site visit

The panel visited Campus The Hague of Leiden University on 2-3 July 2019 as part of the external assessment procedure regarding the wo-master Law and Society: Governance and Global Development.

Tuesday 2 July 2019

- 16:00 – 17:00 Preparatory meeting panel (closed meeting)
- 17:00 – 17:15 Short presentation new programme
- 17:15 – 17:45 Tour through the building and facilities
- 17:45 – 19:00 Preparatory meeting panel (closed meeting)

Wednesday 3 July 2019

- 09:00 – 10:00 Programme management and designers curriculum
- 10:15 – 11:15 Staff including Programme Committee
- 11:30 – 12:00 (prospective) students (who have completed courses which will be part of the prospective programme or courses at bachelor level by VVI staff on Law and Society topics)
- 12:00 – 12:30 Representatives of the Board of Examiners
- 12:45 – 13:15 Representatives of the professional field
- 13:15 – 14:30 Lunch and meeting panel (closed meeting)
- 14:30 – 14:45 Feedback session

Appendix 3 – Documents

Programme documents presented by the institution

- Information dossier
- Appendices to the information dossier:
 - o Intended Learning Outcomes and their Relation with Dublin Descriptors
 - o Table: Relation Intended Learning Outcomes and Courses
 - o Tables: Relation Intended Learning Outcomes and Courses
 - o Course and Examination Regulations (draft version)
 - o Overview Course Descriptions
 - o Course Descriptions
 - o Table Teaching Staff
 - o CVs of Teaching Staff
 - o Overview Mentoring and Social Programme
 - o CDHO Decision
 - o List of Consulted Representatives of the Professional Field
- Documents made available during the site visit
 - o Book: Hage, J., Waltermann, A. & Akkermans, B (eds.) (2017). Introduction to Law. Springer (+ overview of selected chapters for obligatory preparation)
 - o Transcripts of MOOC 'Classical Sociological Theory. An introduction to the most important classical sociological readings between the 18th and 20th century'. By dr. Bart van Heerikhuizen (obligatory preparations)
 - o Proposal for Quality Control during the first year
 - o Example Grading Rubrics
 - o Curricula Vitae Teaching Staff (course coordinators)
 - o Course assessment matrices (work in progress)
 - o Examples of Exams + Model Answers (Course Law making, Politics and Society)
 - o Thesis Manual for the master's thesis Law and Society
 - o Course materials Law making, Politics and Society
 - o Course materials Legal Mobilization: Mobilizing Rights and Social Justice
 - o Course materials Making Human Rights Work: Legal and Non-Legal Strategies
 - o Rules & Regulations Master's Programmes – Board of Examiners
 - o Assessment Plan (work in progress) Master's Programme Law and Society
 - o Assessment Policy Plan Master's Programme Law and Society (draft version)
 - o Sample of graded student assignments from three comparable courses (Law, Politics and Society; Handhavingsstrategieën; Making Human Rights Work)

Appendix 4 – Abbreviations

- BA	bachelor's degree
- CDHO	Commissie Doelmatigheid Hoger Onderwijs
- EC	European credit point
- hbo	professional higher education
- MA	master's degree
- MOOC	Massive Online Open Course
- NVAO	Accreditation Organisation of the Netherlands and Flanders
- VVI	The Van Vollenhoven Institute for Law, Governance & Society
- wo	academic orientation

The panel report was written at the request of NVAO and is the outcome of the peer review of the new MSc programme Law and Society: Governance and Global Development of Leiden University

Application no.: 007950



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