

**Advanced master's programme
in
European and International Human Rights Law
Leiden University**

Site visit 3 – 5 april 2018
September 20th 2018

Contents

Administrative data	3
Summary	4
Introduction	8
1. Intended learning outcomes	10
2. Teaching – learning environment.....	14
3. Student assessment	20
4. Achieved learning outcomes	22
Appendices.....	24
1. Composition of the panel.....	25
2. Programme of the site visit	26
3. Intended learning outcomes	30
4. Programme European and International Human Rights Law.....	32
5. Documents studied.....	33

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 European and International Human Rights Law
CROHO number:	75114
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 European and International Human Rights Law aims to equip students with the high-level knowledge and skills they need to work in the field of human rights law in a wide variety of social, political and cultural settings. The programme attracts international students, from all over the world. The programme comprises eight courses (varying from 5 EC to 10 EC), extracurricular weekly lectures and international excursions, 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 the quality of the teaching – learning environment systematically surpasses the generic quality standard and can be regarded as an outstanding international example. The mandatory and coherent structure ensures that all students gain an advanced level in their knowledge and understanding of human rights law. The panel notes that the relation between the intended learning outcomes and the course is labelled in the course descriptions, as well as the skills that are addressed during the course and how these skills are addressed. Moreover, the relation with the requirements of the professional field and academic thinking (of the student) is described.

The materials used are up to date, relevant and of academic master level. In addition, the panel notes that the programme reflects the essential issues in the field of European and international human rights law, such as equality and non-discrimination; fair adjudication of justice; children's rights; migration and refugee law; and social and economic rights.

In addition, the panel appreciates the gradual build-up of in-depth systematic and comparative understanding in European and international human rights law during the programme. The panel values the attention in the programme for reflection on human rights in a broader context, in for example the Human Rights Conceptions in a Pluralist World course and the Making Human Rights work: Legal and Non-Legal Strategies course. The first course allows for the discussion of more contemporary topics in human rights, the latter for broadening students' view from a legal perspective to a broader (non-legal) perspective on what makes human rights work.

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 European and international focus of the programme, the international experience of the lecturers and the teaching methods in which international and intercultural aspects of human rights law are addressed, all add to this conclusion. Students not only learn about different (cross-national) views on and practice in human rights 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. In addition, the panel is of the opinion that, since the human rights discourse is still contested in many parts of the world and human rights problems may vary greatly, the opportunity for students to share and exchange different experiences and perspectives on human rights in the class room is very valuable.

The small scale of the programme and the use of the Socratic method allow for interactive and very intensive teaching. Students value this highly, the panel learned during the site visit. Alumni also noted that the high workload of the programme 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. 'Law in the books' as well as 'law in action' are addressed 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 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, in the weekly lectures (international) guest lecturers address actual topics in human rights practice. 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. The weekly lectures and the guest lectures in the courses also reflect the extensive contacts of the programme with a broad network of professionals in the field of human rights 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. The panel strongly supports the intention to develop a law clinic for the programme.

Based on the CV's and the discussions during the site visit, the panel concludes that the staff is very specialized, of high quality and very involved in the programme. 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. 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 adding contemporary topics to the

programme (for example migration and refugee law) and on the other hand, by implementing a uniform thesis protocol and presentation checklist. 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. One of the students won the Thoolen NJCM-Dissertation Prize 2017 and the thesis was published as a monograph. 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 human rights 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 European and International Human Rights 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

Handwritten signature of Prof. F. Weiss in black ink.

Prof. F. Weiss
Chair

Handwritten signature of Drs. T. Busing in blue ink.

Drs. T. Busing
Secretary

Introduction

The advanced master's programme European and International Human Rights 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 European and International Human Rights 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 European and International Human Rights Law trains lawyers who wish to specialise in the area of European and international human rights law and who already are, or want to become, legal professionals working within governmental bodies and public administration (both national and European); national, regional and international non-governmental organizations dealing with human rights; national human rights institutes and equality bodies; the judiciary or Ombudsman institutions or within law firms and companies involved with human rights.

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 European and International Human Rights Law (EIHRL) consists of eight courses (5 EC or 10 EC), a thesis (10 EC) and so called extracurricular weekly lectures. 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 European and International Human Rights 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 Busing, 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 goal of the advanced master's programme in EIHL is to equip students with the high-level knowledge and skills they need to work in the field of human rights law in a wide variety of social, political and cultural settings. As current European and international human rights law is characterized by being increasingly multi-layered and complex, to achieve its objective the programme is focused on the deepening and widening of the students' knowledge and understanding of this complexity. It aims to make students' expert in the overall characteristics and workings of different human rights law protection mechanisms in their specific political, social and legal settings and on the various ways in which they may coexist, overlap and influence each other. For this, human rights are studied from a comparative perspective and from the perspective of 'the law in action'. According to the programme, this ensures that students will gain the in-depth knowledge and understanding of human rights law they need to work in the field of human rights anywhere in the world. The comparative perspective of the programme includes both comparisons within and between human rights law systems and entails exploration of the strong and weak aspects of different human rights protection mechanisms in their political, social and legal setting.

The programme provides students with profound knowledge and understanding of the main features and working of the UN, the regional human rights law systems and with in-depth insight into the multi-layered structure of human rights law at the international, regional and – to a limited extent – national level. For genuine understanding of the potential - and limitations - of the various legal mechanisms for human rights protection their strengths and weaknesses in different settings are engaged. In addition, thematic courses ensure that that topical human rights issues are studied in more detail.

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 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.

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).

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 EIHRL this implies knowledge of European and International Human Rights Law including its sources, principles, and institutions and interrelation with specialised fields.

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 human rights law. The programme aims at providing students with skills in the handling and presentation of complex legal issues related to European and international human rights law, orally and in writing, in an academically sound way. The programme is closely tied in with the multidisciplinary research programme 'Effective Protection of Fundamental Rights in a Pluralist World' of Leiden Law School.

Students learn skills that enable them to thoroughly analyse and interpret legal sources, literature, and complex cases; to research international legal questions and to formulate independent opinions thereon; to clearly present their findings both orally and in writing to legal specialists as well as to non-lawyers; to actively participate in academic debate; and to apply advanced academic knowledge in practice in the field of human rights law. Moreover, the programme also prepares students for advanced studies at a postgraduate level as well as engaging in a PhD.

Students are prepared for the international legal practice within governmental bodies and public administration (both national and European); national, regional and international non-governmental organizations dealing with human rights; national human rights institutes and equality bodies; the judiciary or Ombudsman institutions or within law firms and companies involved with human rights. The meeting with alumni learned that they felt well prepared for their (professional) 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 EIHRL programme consists of five representatives from professional practice and meets twice per year. The board was involved in the development of the programme and is involved in the weekly lectures. The results of the programme evaluations are discussed in the board, as well as developments in the field of human rights. The board appreciates the comparative aspect of the programme, the focus on regional systems of human rights and on human rights in practice.

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 offer tracks on human rights, for example the track on Human Rights and Migration with the master's programme International European Law of Radboud University and the track Human Rights in the master's programme Globalization in Law of Maastricht University. Both Groningen University and Tilburg University offer regular master's programmes on human rights: International Human Rights Law and International Law and Human Rights. Besides the difference in level, these programmes have a much broader international focus than the Leiden programme and they do not cover European human rights law. On an international scale regular master's programmes on human rights are available, but these however differ from the Leiden programme in the comparative focus, the focus on both international and European human rights 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 EIHR 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 European and international human rights 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 the Privatissimum course, the weekly lectures, the contribution 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 European and International Human Rights Law. For example, the American, African and European human rights conventions and different regional human rights systems are addressed in the

programme. In addition, international legal issues / questions in European and International Human Rights Law are researched and looked upon from a comparative perspective. 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 EIHL programme is quite unique. There are programmes in the world that also focus on human rights law, but without the comparative perspective, the focus on international and European human rights and the mandatory structure 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, so-called weekly lectures, and a thesis (Appendix 5). The first three of these eight courses are foundation courses: International Human Rights Law (10 EC), European Human Rights Law (12 EC) and Privatissimum: European and International Human Rights Law in Comparative perspective (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. In addition, for each course the specific skills that are addressed are made explicit, as well as the relation with the requirements of the professional field and academic thinking (of the student).

The first three courses provide students with the fundamental knowledge of and insight into the working of the major human rights law systems at the global and regional levels in a comparative and contextual perspective. In the Privatissimum course, a skills-oriented course, students work on practical assignments likely to be encountered in their future professional work. During this course, students have to get acquainted (under clear time constraints) with a specific human rights issue and how it is dealt with under different human rights mechanisms, look for relevant materials on the topic and write and present short papers on their findings.

In the second semester, exploring specific human rights issues on a global scale deepens the knowledge and insights learned in the first semester. These courses also have a comparative and contextual perspective. Topics that are addressed include transnational perspectives on discrimination law, adjudication of justice, children's rights and legal and non-legal strategies. The course covering the latter aims at students learning to understand the difference between looking at human rights from an internal-legal perspective and from an external, socio-legal perspective, how these two relate to one another, and to assess concrete cases from both perspectives.

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 before mentioned Privatissimum course also addresses students' research skills, as they learn to conduct comparative research on different human right systems and to write a clear, informative and well-structured, well-written paper covering their research findings. Moreover, the course also aims to prepare for the type of research that is expected in the final thesis. 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 it became clear that there is a gradual build up in the writing of papers and also a gradual build-up in the amount of reading required throughout the year which both become more extensive during the programme. Students also remarked that attention for institutional and substantive human rights is quite balanced in the programme and in the different courses. 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. Lecturers and the academic coordinator are also available for consultation in this regard.

The professional focus of the programme is apparent in the *Privatissimum* course, the weekly lectures and in the extracurricular excursions. The (mandatory) weekly lectures give students the opportunity to share and know the work of scholars and human rights practitioners. The (mandatory) excursion takes students to Strasbourg and Geneva, to visit the Council of Europe and a number of UN institutions. In addition, excursions to different Dutch organisations are organized, to learn about human rights from a different angle. Also, students receive information on seminars and activities that take place both within and outside the Faculty. 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.

During the site-visit, alumni and students were very enthusiastic about these trips because it allows them to see the action in practice, to get into contact with stakeholders.

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 human rights systems. In the course descriptions the relation of the course with the requirements of the professional field is made explicit, as well as the specific legal skills that are addressed during the course (for example legal analysis of case law on different aspects of human rights, using strategic litigation or analysing judgements). The site visit made clear that students value the weekly lectures and the different perspectives on human rights that are presented during these lectures by (international) professionals from the field of human rights (for example by lawyers, judges, journalists, activists and representatives from NGOs). The weekly lectures and the guest lectures also address cases where human rights do not work (from a broad perspective), as well as ‘what makes human rights’ work.

Intake

The programme aims to attract excellent students from (foreign) universities to create a stimulating high-quality international learning environment. The number of students is still growing, from eight in 2014 – 2015 to fifteen in 2017 – 2018. Students come from all over the world, usually representing more than sixteen countries across Europe, North and South America, 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 reading literature on human rights before the start of the programme is mandatory. The thesis workshops also provide extra support in conduction research and writing. In addition, extra training and guidance from the programme coordinator 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 methods are used, such as discussing assignments to be prepared for class; moot court type of debates with assigned positions; free style debates; and discussion in small groups.

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 and European human rights law. In each course, several guest lecturers from different international organisations and different disciplines are involved. These guest lecturers represent the professional practice of human rights law and allow for interactive discussions with students about real-time issues in human rights law. 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.

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. Students 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. Since the EIHL programme is quite young, the complete curriculum is evaluated on a yearly basis, to receive feedback in terms of the content, structure, and strengths and weaknesses of the overall programme. These yearly evaluations have led to adjustments in the programme, in particular regarding the scheduling of the courses, the increase of bi-weekly lectures to weekly lectures and the organisation of additional thesis workshops/coaching activities.

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 human rights law. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests. Human rights issues are studied within a broader social and political context. It provides students an insight into practical problems that arise in the human rights dimension and it enables students to recognise other possible values at stake.

In addition, the panel appreciates the gradual build-up of in-depth systematic and comparative understanding in European and international human rights law during the programme. The panel values the attention in the programme for reflection on human rights in a broader context, for example the Human Rights Conceptions in a Pluralist World course and the Making Human Rights work: Legal and Non-Legal Strategies course. The first course allows for the discussion of more contemporary topics in human rights, the latter for broadening students view from a legal perspective to a broader (non-legal) perspective on what makes human rights work.

The panel notes that the relation between the intended learning outcomes and the course is indicated in the course descriptions. The course descriptions also explicitly name the skills that are addressed during the course and how these skills are addressed (for example research skills, legal skills and writing skills). Moreover, the relation with the requirements of the professional field and academic thinking (of the student) is described.

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 European and international focus of the programme, the international experience of the lecturers and the teaching methods in which international and intercultural aspects of human rights law are addressed, all add to this conclusion. Students not only learn about different (cross-national) views on and practice in human rights 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. In addition, the panel is of the opinion that, since the human rights discourse is still contested in many parts of the world and human rights problems may vary greatly, the opportunity for students to share and exchange different experiences and perspectives on human rights in the class room is very valuable.

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.

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. In addition, the panel notes that the programme reflects topical human rights issues such as equality and non-discrimination; fair adjudication of justice; children's rights; migration and refugee law; and social and economic rights.

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 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, in the weekly lectures (international) guest lecturers address actual topics in human rights practice. 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 weekly lectures and the guest lectures in the courses reflect the extensive contacts of the programme with a broad network of professionals in the field of human rights 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. The panel strongly supports the intention to develop a law clinic for the programme and the participation in moot courts.

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. 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. To make sure all students have a solid base at the commencement of the programme, all students are expected to read additional material before the start of the programme. In addition, 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, the scheduling of the courses has been adjusted, the bi-weekly lectures have increased to weekly lectures, additional thesis workshops/coaching activities are organised and the topic of migration and refugee law has been included.

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 professional and academic orientations have also 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 assignments, essay, (individual or group) presentation, (individual or group) paper, exam, take home exam or a blog post. 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 European and international human rights law and include a comparative perspective. To stimulate students to start thinking about a potential thesis topic, including potential supervisors, a list of topics and supervisors is distributed in November. 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 human rights law that have already been defined. The detailed thesis guidelines inform students about the thesis procedure, the grading and the deadlines.

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. Even though the programme is quite young, alumni are involved in the programme of the study trip and as a point of contact for future students (providing them with inside information on the programme and with tips for career steps after graduation). Alumni are also invited to the yearly conference of the programme. The alumni, as a network of (young) professionals, also support each other. The critical reflection shows that quite some alumni start in prestigious internships right after their graduation, such as with the European Court of Human Rights, the Office of the High Commissioner of Human Rights, the European Court of Justice, the European Commission, the Human Rights Center of New York University, the Representation of their country at the UN or elsewhere, and the International Bar Association's Human Rights Institute. Also, alumni work in (inter) national organisations such as the UN Special Rapporteur of Extreme Poverty; the ICRC; UNHCR; the ICC; local or international NGO's; domestic law firms and judicial institutions; or governmental agencies. Others are pursuing a PhD or are engaged as teaching or research assistants.

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 European and International Human Rights 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 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 underpin the theoretical framework. The topics address relevant and sometimes urgent questions in human rights 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 assessment forms provided ample feedback.

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. One of the students won the Thoolen NJCM-Dissertation Prize 2017 and the thesis was published as a monograph. The alumni survey shows that alumni find a relevant job (or internship) in (inter) national organisations in the field of human rights 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 critical insight into, the foundation of general European and International Human Rights Law including its sources, principles, and institutions and interrelation with specialised fields.
2. Specialist knowledge:	The graduate has profound knowledge of, and critical insight into, specific specialised fields of European and International Human Rights Law, including the overlaps, differences and interaction between these specialised fields. The graduate has a critical and profound understanding of the policy considerations underlying these bodies or law and their context (i.e., as appropriate, their comparative or international context).
3. Research abilities:	The graduate is capable of researching legal questions in general European and International Human Rights Law and specialised fields, by formulating coherent and concise problem statements, collecting and analysing data, judging their validity and relevance as well as by in- depth analysis and interpretation of legal sources, literature, and complex cases. He/she is capable of posing critical questions, formulating an independent opinion on legal questions, and drawing well-founded conclusions. He/she is able to provide innovative solutions to challenges in the field of European and International Human Rights Law and, as appropriate, specialised fields, and to make and to make recommendations 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 further improve their existing writing, reading and research skills as well as their oral presentation skills. The language in all aspects of the programme is English. Therefore, English as a business and working language, using the specific vocabulary of European and International Human Rights Law, and its specialised fields 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 European and International Human Rights Law at an advanced postgraduate level. More specifically: <ul style="list-style-type: none"> a. The graduate possesses the legal knowledge, insight and skills to deeply engage with “the state of the art” in European and International Human Rights Law, enabling him/her to pursue a career at an advanced level as a legal professional within national governments and public administration (both national and European), within the judiciary or policy advisory bodies on the rule of law and human rights issues; within national, regional and international non- governmental organizations dealing with human rights; within national human rights institutes and equality bodies; within Ombudsman institutions; and within law firms specializing in human rights cases. b. The graduate possesses legal knowledge, insight and skills qualifying him/her to pursue an academic career by conducting further academic research, for example in a PhD programme.
6. Working environment:	The graduate has developed a professional work ethic enabling them to work in an international and intercultural environment. The graduate is capable of working both independently and in a team, again 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.
8. Keeping up knowledge:	The graduate has developed skills for lifelong learning, ensuring that they are able to identify and independently cover their own gaps in their knowledge.

4. Programme European and International Human Rights Law

Courses	Semester	ECTS
International Human Rights Law	1	10
European Human Rights Law	1	10
Privatissimum: European and International Human Rights Law in Comparative Perspective	1	5
Discrimination Law: Transnational Perspectives	2	5
Human Rights, Security and Fair Adjudication of Justice	2	5
Making Human Rights Work: Legal and Non-Legal Strategies	2	5
Children's Rights from an International Comparative Perspective	2	5
Human Rights Conceptions in a Pluralist World	2	5
Master Thesis	1 / 2	10
PM: weekly lectures	1 / 2	n.a.

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:

1757989	1741578	1889842	1891456	1889850
1573780	1729233	1882546	1740830	1891030
1695371	1896814	1821997	1889869	1879278