

**Advanced master's programme
in
Air and Space Law

Leiden University**

Site visit 3 – 5 april 2018
September 20th 2018

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Administrative data

Name of the institution:	Leiden University
Status of the institution:	publicly funded
Result institutional quality assurance assessment:	positive
Name of the programme:	Master Advanced Studies in Air and Space Law
CROHO number:	75024
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 Air and Space Law is intended for students and young practitioners with professional careers as international legal practitioners in civil aviation authorities, telecommunication authorities, international and regional organizations and in internationally operating law firms seeking to specialise in the area of air and space law. The programme attracts international students, from all over the world. The programme comprises five courses (varying from 3 EC to 12 EC), a moot court (3 EC), an internship (4 EC) 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 air and space law. 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 professional practice, for example passenger safety, accident investigation, environmental protection, the use of drones, sustainability of space activities and militarisation of outer space. The panel also highly appreciates that the programme addresses the complex topic of aircraft financing.

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 focus of the programme, the international moot court, the international experience of the lecturers and the teaching methods in which international and intercultural aspects of air and space law are addressed, all add to this conclusion. Students not only learn about different (cross-national) views on and practice in air and space 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.

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. 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 orientation and professional orientation in the programme. The gradual build-up and ample feedback that is provided to students ensures that their academic skills are enhanced throughout the programme. The fact that publications result from the theses on a regular basis attests to this finding.

The professional orientation is prominent in all courses, by means of the many guest lecturers, the professional experience of lecturers from Leiden University and the professional experience some students bring to the classes. In addition, the internship and moot court are valuable assets of the programme. These central elements of the programme ensure that students gain professional skills that are essential in future practice. The programme prepares students for their professional career very effectively and aids students in building an international air and space law network.

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 at all times 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 programmes.

The panel expressed satisfaction in view of the fact that the programme had clearly acted upon the advice of the previous accreditation panel. On the one hand, by adding topics on telecommunication and insurance to the courses on Space Law & Policy and Private Air Law course 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 established.

Standard 3. Student assessment

The programme has an effective 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 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.

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 their good use of theory and up-to-date discussions of the relevant literature. In addition, the topics selected by the students were of great interest and high quality; several of the student's theses are on the cutting edge of their chosen fields. The meeting with students and alumni during the site visit confirmed the high level of the thesis / the programme. In addition, the panel established that a great many students (graduates) publish in academic journals and contribute to conferences based on their thesis research. The alumni survey shows that alumni quite quickly find a relevant job in (inter) national organisations in the field of air and space 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 Air and Space Law is comparatively better structured and operated at a higher level than elsewhere. The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

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

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

Date: September 20th 2018



Prof. F. Weiss
Chair



Drs. T. Buising
Secretary

Introduction

The advanced master's programme Air and Space 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 Air and Space 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 Air and Space Law prepares students and young practitioners for professional careers as international legal practitioners in civil aviation authorities, telecommunication authorities, international and regional organizations and in internationally operating law firms seeking to specialise in the area of air and space law. 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 research towards a PhD degree.

The advanced master's programme in Air and Space Law consists of five courses (varying from 3 EC to 12 EC), a moot court (3 EC), an internship (4 EC) and a thesis (10 EC).

The advanced master's programme Air and Space Law is offered in full-time, part-time and blended modus. Students following the part-time modus are offered the same courses and facilities as full-time students, spread over two academic years. The blended version is a combination of distance learning and face-to-face learning. Students work from their homes or offices and communicate with the teaching staff through Blackboard or via email. Students send in their assignments and papers and attend classes at Leiden University three times for a period of two weeks. These classes are scheduled together with the regular classes.

Panel and assessment

The panel that assessed the advanced master's programme in Air and Space 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 March 8th, 2018.

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 overall aim of the programme is to provide students, who already have a full law degree that offers entry to legal professions, with an advanced and thorough knowledge of air and space law, including aircraft financing and EU aviation law, as embedded and related to fields of law such as public international law, private international law, EU Law and competition law. Air and space law is a distinct field of legal specialisation, where the law as a whole is applied to activities in, or related to, aviation and outer space. Students learn not only the specifics of international air and space law in the narrow sense of the word, but also the multi-fold relationships with general law at the supranational, international, regional, in particular EU, and domestic levels, and other branches of law, including but not limited to trade and environmental law, liability and labour regulations. These complex interrelationships require proficiency in many (legal) skills, including legislative and case analysis and comparative methodology.

The programme aims at providing students with skills that enable them to thoroughly analyse and interpret legal sources, literature, and complex cases; to research and formulate an independent opinion on international legal questions; 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 the professional application of advanced academic knowledge in the field of air and space law.

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.

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.

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).

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 Air and Space Law this implies knowledge of Air and Space Law and of related fields such as public international law, trade law, EU law and telecommunications. This includes the sources, principles and system, mutual coherence and complementarity of the different 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 air and space law. The programme aims at providing students with skills that enable them to thoroughly analyse and interpret legal sources, literature, and complex cases; to research and formulate an independent opinion on international legal questions; 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 the professional application of advanced academic knowledge in the field of Air and Space Law. Moreover, the programme also prepares students for advanced studies at a postgraduate level as well as engaging in a PhD.

Students are also prepared for the international legal practice in civil aviation authorities, telecommunication authorities, international and regional organizations and international operating law firms. The vicinity of relevant organisations in Brussels (EU Commission; Eurocontrol, the European organisation for air traffic management), in Paris (ESA, the European Space Agency) and in Cologne (EASA, the European Aviation Safety Agency) where worldwide policy making in this field is concentrated today, gives ample opportunities for involving guest lectures, internships and to follow the work of these institutions closely. In addition, there are a number of Aerospace Agencies close to Leiden such as the European Space Research and Technology Center (ESTEC), the headquarters of KLM Royal Dutch Airlines, Schiphol (the third largest airport in Europe), the commercial space enterprise SES New Skies (The Hague), Airbus Defense & Space (Leiden) and the Faculty of Aerospace Engineering of Delft University of Technology. Leiden University is home to the International Institute of Air and Space Law (IIASL).

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. In the case of the advanced master programme Air and Space Law, the combination of theory and practice and the internship are highly appreciated. In the meeting with alumni the panel learned that they felt to have been well prepared for their (professional) career.

International benchmark

The critical reflection included an international benchmark with comparable programmes. The programme is unique in the Netherlands; on an international level two other programmes are offered: at McGill University (Canada) and at the University of Mississippi. All three programmes focus on

(public and private) international air law and space law. The Leiden University programme however, differs from the other two programmes in its European perspective, its academic orientation (which is reflected in the intended learning outcomes and the attention for research skills in the programme) and its professional orientation (which is also explicitly reflected in the intended learning outcomes and in the programme in the moot court and the mandatory internship).

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 (for instance through the mandatory internship) 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 master's programme Air and Space Law are in line with the subject specific reference framework for Dutch law programmes. In addition, it also 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 2 and 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 air and / or space law. Students are also explicitly trained to pursue an academic career and obtain their PhD (intended learning outcome 4). 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 5) and students can apply the learned knowledge, research and practical skills in a career at advanced level as a legal professional (intended learning outcome 4). In addition, the professional orientation of the programme is reflected in the mandatory internship, the moot court, the contributions by (guest) lecturers with ample experience in the professional practice, and the professional experience of the students themselves (see also standard 2). During the site visit, students and alumni recognized and confirmed the distinct professional orientation of the programme.

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 public international law, Air and Space Law and EU law. In addition, international legal issues / questions in Air and Space Law are researched. Students also learn to work in an international and intercultural environment (learning outcome 5). This is also noticeable 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 advanced master's programme in Air and Space Law is quite unique. There are only two other programmes in the world that also focus on air

and space law, but without the European perspective on air and space law and the distinct academic and professional orientation.

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 advanced master's programme in Air and Space Law (60 EC) consists of five courses, a moot court, an internship and a thesis (Appendix 5). Three of these five courses are foundation courses: Public Air Law (10 EC), Private Air Law (12 EC) and Space Law and Policy (12 EC). The first semester primarily focuses on air law; in the second semester space law is also addressed. The second semester thesis (10 EC), internship (4 EC) and moot court (3 EC) give students opportunity for specialisation in either air law or space law. In addition, for course assignments (presentations and papers), students can either choose from a list of topics provided by the programme or propose a topic of their own. Students can attend one course in any of the other advanced master programmes of the Law Faculty (without charge) to further broaden their horizon or deepen specific knowledge. The programme translated the intended learning outcomes into learning goals per course. Besides, the relation between the intended learning outcomes and (learning goals of) the courses is made explicit in a matrix.

The first foundational course, Public Air Law, provides students with profound knowledge of topics such as the Chicago Convention, the International Civil Aviation Organization, bilateral service agreements, deregulation and liberalization of air transport services, aviation security law and airport charges. In addition, European Air Law is addressed. In the second foundational course, Private Air Law, topics such as the Montreal Convention and Warsaw regime of liability, third party liability, EU passenger protection, ATC liability, and aviation product liability are discussed. In addition, aircraft financing (including aircraft protocol, financial transactions pertaining to aircraft and part of aircraft, aircraft leasing and aircraft repossession) is part of this course. The lectures on aircraft financing also include a moot negotiations session in cooperation with a law firm, an airline and an aircraft-financing firm. The third foundational course on Space Law and Policy, focuses on the myriad legal and policy issues involved in space activities, including a review of the UN treaties, principles and regulations, and private international and national space laws and policies. This includes topics such as remote sensing, telecommunications and launching activities, the legal status of space objects and astronauts, military uses, use of nuclear power sources, international/regional cooperation in space, space stations, responsibility and liability, dispute settlement, private commercial use of space etcetera.

In the Air Transport Competition Law and Policy Course, topics such as EU competition and US antitrust law and policy, Competition Law regimes in other parts of the world alliance and joint-ventures, mergers and foreign investment, as well as State aid to airlines and airports are discussed. The Space Law and Policy: Case Studies course each year addresses two specific topics. These topics are studied in depth and from various angles (legal, political, but also economic and technological), with the goal of providing an in-depth understanding of complex topics.

The academic orientation of the programme is present in the academic and research skills that are an integral part of the courses. Students are expected to write papers and follow workshops on different aspects of research and writing skills. During the site visit it became clear that there is a gradual build up in the writing of papers, which become more extensive during the programme. In the final thesis students are expected to demonstrate their analytical, research and methodological skills and knowledge. During the site visit, students remarked that they receive ample feedback on their research papers, which can be used in the preparation of the following paper. Lecturers and the academic coordinator are also available for consultation in this regard.

The professional focus of the programme is apparent in the internship, moot court and in the Space Law and Policy – Case Studies course, all programmed in the second semester. In the Space Law and

Policy – Case Studies course students study specific areas of Space Law and Policy and become acquainted with Space Law in practice, also through guest lectures from various disciplines (for instance, engineering). In the context of the Moot Court Competition, students can choose for either an air law moot court or a space law moot court. In addition, students can apply for the International Air Law Moot Court or the Manfred Lachs Space Law Moot Court. One of the moot courts takes place abroad. During the site visit, students remarked that the moot court was valuable for their understanding of in gaps of air and space law.

During the 6 to 8 week internship, students apply the acquired knowledge and skills and contribute to the implementation of regulations and policies in practice, in an air or space law institution. The internship takes place after all the lectures have been delivered. Students are free to find an internship in an organisation of their choice as long as it deals with air law or space law and enables them to apply the acquired knowledge. During the site visit, the panel learned that students write an internship plan that has to be approved by the programme coordinator. The final internship report has to be approved by the student's internship supervisor. Lecturers remarked during the site visit that it is not unusual for students to continue to work at the internship company after completion of the programme. Students value the internship and the other professional / practical aspects of the programme, as became clear during the site visit. In addition, due to these practical components of the programme the alumni felt well prepared for their career.

In addition, mandatory (extracurricular) excursions to and lectures at air and space related organisations are organized, for example to KLM, Airbus Defense and Space and Esa-Estec. Students attend conferences, for which the programme negotiates fees. Also, excursions to Luxembourg and Brussels to visit the European Commission are organised. Resulting from the previous (re)accreditation of the programme, a career week with career related workshops is now part of all advanced master's programmes. Besides, a dedicated career advisor is available for all students of Leiden Law School.

Students and the many (guest) lecturers involved in the programme also bring their own working experience to the classroom. Some students have ample work experience, which enhances the debates and discussions during the lectures. It also allows for comparison between legal systems. During the site visit students mentioned that the presentations of fellow students allow them to gain insight in a lot of different topics in air and space law and in each other's national legal system.

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 fifteen in 2012 – 2013 to thirty-one in 2017 – 2018. The programme wishes to maintain a base level in the number of students, to avoid splitting the group in two. Students come from all over the world, usually representing more than twenty countries.

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. The Admissions Office checks all applications, 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. The requirement of a full law degree may vary between countries, which can lead to differences in student's entry level. It became clear that an extracurricular (mandatory) seminar on European Law is organised for students from outside Europe. For students without experience in presenting, extra

training and guidance from the programme coordinator is available. In addition, extra reading material is made available.

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. 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. During the site visit, students and alumni particularly valued the interactive and intensive teaching. 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.

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 air and space law. In each course, several guest lecturers from different international organisations and different disciplines are involved. These guest lecturers represent the professional practice of air and space law and allow for interactive discussions with students about real-time issues in air and space 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. The guest lecturers represent European organisations such as the European Aviation Safety Agency (EASA) and the European organisation for air traffic management Eurocontrol, leading law firms, (European) government agencies and prominent airlines. Guest lecturers are selected on their specialised knowledge; their knowledge of English and presentation skills are also taken into account.

During the site visit, it became clear that the programme design also includes inviting guest lecturers (engineers) on technical aspects. This allows student to get an understanding of relevant technical aspects. Students value this highly. This is however not part of the student's assessment. In addition, lecturers remarked that actual developments in the field of Air and Space Law, for example regarding aircraft financing and the crash of the Chinese space station, are incorporated in the programme. Ultimately, relevant developments can lead to a new module.

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. The student staff ratio is on average 1:22. Students appreciate the approachability and helpfulness of their lecturers. In addition, they value the guest lecturers and the flexibility of the programme to add guest lectures on topics students are interested in.

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.

During the site visit, the panel also met with representatives from the Programme Advisory Committee. This committee represents all advanced master's 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 Whats app. In the near future, student representatives will be able to attend the meetings of the committee as observers. Each year, all courses are evaluated. A random sample of the results of these evaluations is discussed in the Programme Advisory Committee.

Considerations

The panel concludes that content and structure of the programme enable students to achieve the intended learning outcomes. Its coherent and mandatory structure ensures that all students gain an advanced level in their knowledge and understanding of air and space law. The panel concludes that the internship, the thesis, the moot court and the assignments during the courses, offer ample room for focussing on student's individual interests.

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 focus of the programme, the international moot court, the international experience of the lecturers and the teaching methods in which international and intercultural aspects of air and space law are addressed, all add to this conclusion. Students not only learn about different (cross-national) views on and practice in air and space law but also to accept and respect cultural differences and to work with people from different international backgrounds. This is also an explicit part of the intended learning outcomes (learning outcome 5), as mentioned in standard 1.

The small scale of the programme and the use of the Socratic method allow for interactive and very intensive teaching. Students value this highly, the panel learned during the site visit. 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 the essential issues in professional practice, for example passenger safety, accident investigation, environmental protection, the use of drones, sustainability of space activities and militarisation of outer space. The panel also highly appreciates that the programme addresses the complex topic of aircraft financing.

The panel is equally impressed by the integration of the academic orientation and professional orientation in the programme. The high academic standard (reflected in learning outcome 2, 3 and 6) is part of all courses, in the literature studied, the papers students have to write and ultimately the thesis. The way in which there is a gradual build-up and the fact that ample feedback is provided to students ensures that their academic skills are enhanced throughout the programme. The fact that publications result from the theses on a regular basis attests to this finding.

The professional orientation is prominent in all courses, by means of the many guest lecturers, the professional experience of lecturers from Leiden University and the professional experience some students bring to the classes. In addition, the internship and moot court are valuable assets of the programme. These central elements of the programme ensure that students gain professional skills that are essential in future practice. And contribute highly to the realisation of the intended learning outcomes regarding application of knowledge and regarding developing a professional work ethic enabling them to work in an international and intercultural environment (intended learning outcomes 4 and 5). The programme prepares students for their professional career very effectively and aids students in building an international air and space law network.

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 at all times 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, a mandatory seminar on European Law is organised and, on an individual basis, extra training and readings are made available. 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 and topics on telecommunication and insurance have been implemented on a structural basis into the schedule of the courses Space Law & Policy & Private Air Law.

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.

The foundation courses in the programme use multiple assessment methods. These consist of a presentation, the writing of a paper and an exam. The other two courses are assessed with one assessment method (a paper for the Air Transport Competition Law and Policy course and a group assignment for the Space Law and Policy: Case Studies course). The internship is assessed by means of a report, the moot court competition by means of written brief and oral pleadings.

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.

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 are 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 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 writing of the thesis usually takes place in June, July and August. The research process begins earlier; students are encouraged to give thought to their thesis topics and to begin their research around the end of the first semester. 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 some supervision from the staff to the extent requested and needed. The thesis is written in quite a short period of time and is expected to be an original contribution to legal science in the field of air and space law. The thesis should deal with a topic that has not already been exhaustively discussed in one or more publications. Students are prepared for writing their thesis in so-called thesis writing workshops. The detailed thesis guidelines inform students about the thesis procedure, the grading and the deadlines. Students of the blended version of the programme have to write a slightly longer thesis (13 EC). This compensates for not participating in the moot court competition.

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. Since the start of the programme fifteen years ago, an extensive pool of alumni has been created. This pool is used for internships, guest lecturers, job opportunities and point of contact for future students. The critical reflection shows that of the alumni that graduated since 2011, 32% work in law firms, 18% as corporate lawyers for airlines and airports, 15% for 15% for national governments and institutions; 13% at universities; 9% at aviation and aerospace related companies; 6% in aircraft financing, 2% at international organisations, including the EU, and 5% in diverse, other capacities. Alumni work for different organisations in air and space law in several countries, for examples airlines like KLM, Qatar Airways, Air Berlin, Air Namibia, Ryanair and Gulfair or airports in Athens, Lisbon, and Moscow. In addition, they work at aviation law departments of law firms, aircraft financing firms and aircraft manufacturers. Besides alumni work for other organisations such as the European Aviation Safety Agency, the International Air Transport Association (IATA), the national CAAs of for example Kenya and Tanzania, ESTEC, UN OOSA, ICAO and the European Commission. Alumni also find their workplace in more space related organisations such as Airbus Defence & Space, Innovative Solutions in Space (ISIS), Spaceport America. And last but not least, alumni work at universities in for example China, Luxembourg and Italy.

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 Air and Space Law is very high and that graduates of the master's programme achieve the advanced level. The studied theses were very well written and thorough. The topics selected by the students were of great interest and high quality; several of the student's theses are on the cutting edge of their chosen fields. 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. They further excelled in evidently and fruitfully combining theoretical aspects with practical experience obtained from internships, relevant work placements and similar infusion of "practice" outside the classroom. The panel agreed with the grades given and also noted that the assessments 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 their 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 theses / the programme. The students and alumni the panel met are eloquent and highly involved in the programme. In addition, the panel noted that since the last re-accreditation, 34 students have published their work in various relevant (academic) journals or at conferences (21 in the field of air law and 13 in the field of space law). The alumni survey shows that alumni quite quickly find a relevant job in (inter) national organisations in the field of air and space 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, Air and Space Law and, as appropriate, in related fields, including its sources, principles and system, mutual coherence and complementarity of other specialised fields such as public international law, trade law, EU law and telecommunications, including their overlaps and differences. The graduate has a critical understanding of the policy considerations underlying these bodies of law and, as appropriate, contexts of international relations and comparative contexts.
2. Research abilities:	The graduate is capable of researching international legal questions in general Air and Space Law, its specialised fields, by formulating coherent and concise problem statements, collecting and analysing data, and judging their validity and relevance by in-depth analysis and interpretation of legal sources, literature, and complex cases relating to questions of Air and Space Law. He or she is able to pose critical questions, formulate an independent opinion on legal questions, draw well-founded conclusions and provide innovative solutions to challenges in Air and/or Space Law, and to make recommendations and suggestions for further research.
3. 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 Air and Space Law and its specialised fields, is extensively developed.
4. Application of knowledge:	<p>The graduate is capable of applying the acquired knowledge, research and practical skills in professions or functions that require application of Air and/or Space Law at an advanced master’s level. More specifically:</p> <ul style="list-style-type: none"> - The graduate possesses the legal knowledge, insight and skills to deeply engage with the “state of the art” in Air and Space Law, enabling him/her to pursue a career at an advanced level as a legal professional within international legal practice (advocacy before international courts and tribunals; law firm practice; other similar institutions), European institutions, the (inter)national civil services, internationally oriented non-governmental organisations and government bodies. - The graduate possesses legal knowledge, insight and skills qualifying the graduate to pursue an academic career by conducting further academic research, e.g. in a PhD programme.
5. 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.
6. Contribution to academic and professional debate:	The graduate is capable of actively participating in, and contributing to, an academic and professional debate in Air and Space Law and, as appropriate, in related fields.
7. ICT skills:	The graduate is able to use advanced ICT skills for research and communications. This is particularly true in the blended learning variant.
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 Air and Space Law

Period	Course	EC	Contact hours	Focal learning outcome per course
Sep.-Dec.	Public Air Law	10	90	1, 2, 3, 4, 6
Sep.-Dec.	Private Air Law, incl. Aircraft Financing	12	90	1, 2, 3, 4, 6
Feb.-March	Air Transport Competition Law and Policy	6	32	1, 2, 3, 4, 6
Feb.- April	Space Law and Policy	12	72	1, 2, 3, 4, 6
1 st half May	Space Law and Policy – Case Studies	3	16	5, 6, 7, 8
<i>Min. 6 weeks between mid- May-August</i>	Internship	4		4, 5, 6, 7, 8
May-August	Thesis	10	18	1, 2, 3, 4, 6, 7, 8
<i>Variable, depending on Moot Court</i>	Moot Court Competition	3	>16 <i>variable</i>	2, 3, 4, 5, 6, 7

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:

1695045	1683969	1729225	1852728	1885936
1690183	1690256	1779222	1922998	1882570
1699954	1695002	1779591	1883089	1625748