

**Advanced master's programme  
in  
International Children's Rights**

**Leiden University**

Site visit 3 – 5 april 2018  
September 20<sup>th</sup> 2018

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## Administrative data

Institution:	Leiden University Leiden Law School Kamerlingh Onnes Building Steenschuur 25 2311 ES Leiden
Status of the institution:	publicly funded
Result institutional quality assurance assessment:	positive
Name of the programme:	Master Advanced Studies in International Children's Rights
CROHO number:	75121
Level of the programme:	advanced master
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	-
Location(s):	Leiden
Mode(s) of study:	Full-time and part-time
Language of instruction:	English

## Summary

The one-year master's programme in International Children's Rights is intended for students, who wish to pursue a career as a legal professional in (inter)nationally operating law firms, (inter)national courts and tribunals, international institutions, (inter)national governmental bodies (incl. e.g. foreign/diplomatic service), (inter)national non-governmental organisations, national human rights institutions and companies. The programme also aims to attract students who wish to pursue further academic (PhD or postgraduate) research. The programme comprises eight courses (varying from 5 EC to 10 EC), extracurricular monthly meetings, excursions and fieldtrips, and a thesis (10 EC).

### *Standard 1. Intended learning outcomes*

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

### *Standard 2. Teaching – learning environment*

The panel concludes that content and structure of the programme enable students to achieve the intended learning outcomes. Its coherent and mandatory structure ensures that all students gain an advanced level in their knowledge and understanding of international children's rights. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests in specific topics. During the site visit, the panel also studied materials and literature used in the programme. Based on this, the panel notes that the materials used are up to date, relevant and of (advanced) master level. The panel notes that the relation between the intended learning outcomes and the courses is indicated in the course descriptions.

In addition, the panel appreciates the gradual build-up of both a specialist and a more systemic understanding of international children's rights during the programme. The panel values the attention in the programme for children's rights within a broader social, political and legal context and from a comparative perspective. It provides students an insight into the different roles in international children's rights and challenges in implementing these rights at domestic level (from 'children's rights in the books' to 'children's rights in action').

The panel is impressed by the fact that the programme succeeds in realising a truly international and intercultural classroom. The international diversity of the student body, the international focus of the programme, the international experience of the lecturers and the teaching methods in which international and intercultural aspects of children's rights are addressed, all add to this conclusion. Students not only learn about different (cross-national) views on and practice in international

children's rights 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. Students value the international classroom and learning from each other experiences, the panel learned during the site-visit.

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

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

The professional orientation is prominent in all courses, by means of the many guest lecturers, the professional experience of lecturers from Leiden University and the professional experience students bring to the classes. In addition, in the monthly meetings (international) guest lecturers address actual topics in children's 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 fieldtrips, monthly meetings and the guest lectures in the courses reflect the extensive contacts of the programme with a broad network of professionals in the field of children's 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.

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 programme is also designed to accommodate students with a non-legal background, but with considerable working experience in the field of international children's rights.

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 adjusting the scheduling of examinations and on the other hand by organizing additional thesis workshops/coaching activities. 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 and the programme. The students and alumni the panel met are eloquent and highly involved in the programme. In addition, the panel noted that a number of students have published their work in various relevant (academic) journals or presented at conferences and expertmeetings. The alumni survey shows that alumni don't normally find it difficult to find a relevant job (or internship) in (inter) national organisations in the field of international children's rights.

### **General conclusion**

Based on its international experience (Belgium, Norway, Italy and Austria), the panel notes with great appreciation that the programme in International Children's Rights 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 20<sup>th</sup> 2018

A handwritten signature in black ink that reads "Friedl Wein". The letters are cursive and somewhat stylized.

**Prof. F. Weiss**  
Chair

A handwritten signature in blue ink that reads "Drs. T. Busing". The signature is very stylized and abstract, with a prominent horizontal stroke.

**Drs. T. Busing**  
Secretary

## Introduction

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

### *Cluster*

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

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

### *Leiden Law School*

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

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

### **The programme**

The 60 EC advanced master's programme in International Children's Rights trains lawyers who wish to specialise in the area of international children's rights and who already are, or want to become, legal professionals working within (inter)nationally operating law firms, (inter)national courts and tribunals, international institutions, (inter)national governmental bodies (incl. e.g. foreign/diplomatic service), (inter)national non-governmental organisations, national human rights institutions and companies. In



addition, the programme aims to prepare recent international graduates in law for advanced studies at a postgraduate level as well as to engage in a PhD.

The advanced master's programme in International Children's Rights (ICR) consists of eight courses (5 EC or 10 EC), a thesis (10 EC, fieldtrips and so-called extracurricular monthly meetings. The programme is offered in a full-time and part-time modus. Students following the part-time modus are offered the same courses and facilities as full-time students, spread over two academic years.

### **Panel and assessment**

The panel that assessed the advanced master's programme in International Children's Rights (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 9<sup>th</sup>.

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 3<sup>rd</sup>. The site visit took place on April 4<sup>th</sup> and 5<sup>th</sup> 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

According to the self-evaluation report, the complex, multi-layered and legal interdisciplinary nature of international children's rights requires specialist knowledge in order to be able to assess its meaning and implications for the position of children at the international and domestic level. The programme therefore aims to equip the students with the knowledge and the skills necessary to work or conduct research in the field of international children's rights, in a dynamic and ever-changing world, and to lay the basis for life-long learning in this field. The programme endeavours to make students experts on the characteristics and working of different children's rights protection mechanisms in their specific political, social and legal settings and in the various ways in which they may coexist, overlap and influence each other. In addition, it aims to enable students to reflect critically on the particular challenges of the implementation of children's rights at the domestic level in light of the special characteristics of children's human rights.

The programme addresses core areas of law pertaining to children, and students learn to analyse the relevant international instruments, as well as the relation between them. Graduates are expected to have a deep understanding of both procedural and substantive aspects pertaining to children's rights and develop well-founded and independent views on current and future challenges.

The programme aims to look at international children's rights from a comparative perspective, which includes comparisons between specific children's rights instruments at different levels, as well as comparisons between human rights instruments for children and other relevant instruments of public international law, international humanitarian law, international criminal law and international labour law. In addition, it compares the children's rights instruments with relevant instruments of private international law. The programme includes an exploration of the UN children's rights system as well as of the major regional systems (Europe, Africa, the Americas and Asia), including the role of the relevant institutions (e.g. treaty bodies and human rights courts). Also, it entails an exploration of the strong and weak aspects of human rights protection mechanisms in their political, social and legal setting.

In the programme, the impact of international children's rights on domestic jurisdictions, in particular in different relevant areas of law affecting children is studied. As well as the most significant challenges with regard to the implementation of international children's rights at the domestic level and challenges students to distinguish between 'children's rights in the books', from 'children's rights in action' (i.e. the application of children's rights in specific political, social and legal settings).

Graduates are expected to be able to analyse in depth the complex roles of the different addressees of international children's rights law, that is: states, parents/guardians and children, and their interrelation; it also addresses the position and role of non-state actors (e.g. civil society organisations and businesses) in the development and implementation of international children's rights. In addition, graduates are expected to critically reflect on international children's rights, their potential and limitations for the legal protection of children at the domestic level.

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 levels<sup>1</sup> 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.

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 ICR this implies knowledge of International Children's Rights 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 international children's rights. 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 and critically reflect 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 international children's rights. Moreover, the programme also prepares students for advanced studies at a postgraduate level as well as engaging in a PhD. The programme is closely tied in with the themes of the research

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<sup>1</sup> 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).

programmes 'Effective Protection of Fundamental Rights in a Pluralist World', 'Coherent Private Law' and 'Criminal Justice: legitimacy, accountability and effectivity' of Leiden Law School.

Graduates are prepared for work in various domains affecting children, including, but not limited to child protection, education, health care for children, child labour, children in armed conflict, children living on the street or children in the justice system. In a broader sense the programme complements careers in any human rights field, and can also support students who, upon completion, would like to branch out to engage with other human rights concerns (such as women, refugees, domestic labour, disability). 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 ICR programme consists of five representatives from professional practice and meets every year. The board was involved in the development of the programme and discusses the content and structure of the programme as well as the evaluations.

#### *International benchmark*

The programme's self-evaluation included an international benchmark with comparable programmes. The programme is unique in the Netherlands; there is no other programme in the Netherlands focusing exclusively on international children's rights. Leiden University offers a master's programme on Child Law. This is however a Dutch programme. Dutch universities of Groningen, Tilburg, Maastricht, Nijmegen and Utrecht offer regular master's programmes or tracks on human rights. Leiden University also offers an advanced master's programme in International Human Rights Law. This programme includes one course on children's rights. In a European perspective, two universities offer a comparable master's programme: University College Cork (master's programme in Child and Family Law) and the London Metropolitan University (master's programme in International Family and Child Law). The first programme has a strong focus on Irish law and family law, the latter on family law as opposed to matters pertaining exclusively to children. Other European universities (for example University of Geneva, King's College and Potsdam) offer multidisciplinary programmes on children's rights. These programmes target graduates and/or professionals from various areas of specialisation and are not specifically tailored for legal professionals. Also in Africa and North America programmes that focus solely on international children's rights are not offered. The Leiden ICR programme distinguishes itself in its exclusive focus on international children's rights, covering both private law and public law areas; its mandatory structure and the advanced level 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 ICR 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 and critically reflect on legal questions and to provide innovative solutions to challenges in international children's rights. 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 monthly meetings, the fieldtrips, the Enforcement and monitoring of children's rights course, the contribution by (guest) lecturers with ample experience in the professional practice, practice-based exercises, and the professional experience of the students themselves (see also standard 2).

The international character of the programme is explicitly part of the intended learning outcomes and the programme, in which for example students gain profound knowledge of and insight in the field of international children's rights. For example, developments at regional level (for example concerning the General Comments of the African Committee of Experts on the Rights and Welfare of the Child and the Guidelines on Child Friendly Justice for Children from Council of Europe) and international level (for example the 2030 Sustainable Development Goals in relation to children) are addressed in the programme. In addition, international children's rights issues 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 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 ICR programme is quite unique. There are no other programmes in the world that also focus exclusively on international children's rights.

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

## **Conclusion**

The panel assesses Standard 1 as Excellent.

## 2. Teaching – learning environment

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

### Findings

The programme (60 EC) consists of eight courses and a thesis (Appendix 5). In addition, extra curricular monthly meetings, conferences, field trips and the biannual Children's Rights Moot Court are organised. In the first semester, the programme offers one overarching core course on the interaction between children's rights and other legal systems. In the second semesters, there is another one intensive core course on the enforcement and monitoring of children's rights. The other six courses study highly relevant and global children's rights issues. Both core courses comprise 10 EC; the other courses comprise 5 EC each. 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 core course (Interaction between children's rights and other international legal systems) teaches students to scrutinize the main features of the UN and regional human rights systems, including the ways in which different human rights protection mechanisms co-exist, overlap and may influence each other. In addition students learn to assess the strengths and weaknesses of the various UN and regional protection mechanisms for children within their political, social and legal setting. The panel learned during the site-visit that in the first course students start with a group assignment, to start the process teamwork and to learn from each other. Students also present the situation of children's right in their own country of origin. Students also remarked that they value that the programme focuses on children's rights from the start.

In the remaining of the first semester, the courses address a children's rights perspective on the justice system, the private international law aspects of international child and family law in the context of International Child Abduction, Intercountry Adoption, Cross-border Surrogacy and Cross-border Relocation and the emerging jurisprudence on economic, social and cultural rights, specifically as they pertain to children.

The second core course, on Enforcement and monitoring of children's rights, provides students with knowledge and understanding of specific and topical children's rights issues as well as the ins and outs of relevant enforcement mechanisms, and the acquisition of professional skills to work in this particular area. The other second semester courses address topics such as in depth knowledge of the international children's rights framework with regard to protection of children against violence and exploitation, insight in the legal protection of migrant children in order to solve complex cases on different aspects of immigration law relating to children and a multi-disciplinary perspective on the impact of digital technologies on the lives of children.

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 develop their writing, argumentation and presentation skills by systematically researching relevant legal questions and defending statements. Students also learn to systematically, coherently and concisely discuss relevant legal issues, both in writing and orally; and to constructively discuss in writing the written work of their fellow students. 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. 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 all courses, the (extracurricular) monthly meetings and in the extracurricular excursions. In the monthly meetings, guest lecturers address relevant topics from their own practice. These meetings are quite broad and can be seen as a public discourse. As part of the Enforcement and monitoring of children's rights core course, students visit Geneva and attend the 'May session' of the UN Committee on the Rights of the Child. In addition, in other courses field trips to for example UNICEF, the Leiden Children's Rights Home, a police station, a youth detention facility, the Permanent Bureau of The Hague Conference on Private International Law and the International Criminal Court are organized. 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. Resulting from the previous (re)accreditation of the programme, a career week with career related workshops is now part of all advanced masters programmes. Besides, a dedicated career advisor is available for all students of Leiden Law School.

Students and the many (guest) lecturers involved in the programme also bring their own working experience to the classroom. Some students have ample work experience, which enhances the debates and discussions during the lectures. It also allows for comparison between children's 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 to solve cases, to write a case note, to present a case before a court or a relevant UN Committee).

#### *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 quite small and still growing, from eight in 2015 – 2016 to thirteen in 2017 – 2018. Students come from all over the world, representing ten countries (in 2017 – 2019) across Europe, North and South America, and Asia in particular (less often also from Africa).

In contradiction to the other advanced master's programmes of Leiden Law School, the requirement for enrolling is a full law degree or a degree at an equivalent level in another discipline (for example sociology, childhood studies or political studies, with a sufficient background in or understanding of 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. This because the requirement of a full law degree (or a degree at an equivalent level in another discipline) may vary between countries, which can lead to differences in student's entry level and content. It became clear that students with non-Law degrees are encouraged to take up legal summer schools in preparation of attending the programme, including e.g. the summer school on international children's rights offered by Leiden Law School. Also, students are very intensively supervised at the beginning of the first course in order to bring their knowledge of law up to standard immediately. This assures that all students have a solid base at the commencement of the programme. In addition, recommended literature is available and students are mixed for group assignments to enhance that

they also learn from each other. Students value this, the panel learned during the site-visit. 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 lectures, seminars, field trips, presentations by students, workshops on selected cases, case notes, moot courts and assignments.

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 children's rights. In each course, several guest lecturers from different international organisations and different disciplines are involved. These guest lecturers represent the professional practice of international children's rights and allow for interactive discussions with students about topical issues in international children's rights. The use of guest lecturers also provides students with the opportunity to visit their organisations or companies and to build upon their network. Guest lecturers are selected on their specialised knowledge; their knowledge of English and presentation skills are also taken into account. The panel learned that before giving the lecture, guest lecturers receive information about the composition of the classroom, in order to prepare themselves. Lecturers have been trained in interactive teaching methods and teaching in international classrooms.

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 (informal) meetings between students and staff (for example welcome lunch, monthly meetings and Christmas lunch/dinner), between students of the international children's rights and Dutch child law master's, and between students and the programme director (individual meetings two to three times a year).

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 ICR programme is quite young, the complete curriculum is evaluated on a regular basis, to receive feedback in terms of the content, structure, and strengths and weaknesses of the overall programme.

### **Considerations**

The panel concludes that content and structure of the programme enable students to achieve the intended learning outcomes. Its coherent and mandatory structure ensures that all students gain an advanced level in their knowledge and understanding of international children's rights. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests in specific topics. During the site visit, the panel studied materials and literature used in the programme. Based on this, the panel notes that the materials used are up to date, relevant and of academic master level. The panel also notes that the relation between the intended learning outcomes and the course is indicated in the course descriptions.

In addition, the panel appreciates the gradual build-up of both a specialist and a more systemic understanding of international children's rights during the programme. The panel values the attention in the programme for children's rights within a broader social, political and legal context and from a comparative perspective. It provides students an insight into the different roles in international children's right and challenges in implementing these rights at domestic level (from 'children's rights in the books' to 'children's rights in action').

The panel is impressed by the fact that the programme succeeds in realising a truly international and intercultural classroom. The international diversity of the student body, the international focus of the programme, the international experience of the lecturers and the teaching methods in which international and intercultural aspects of children's rights are addressed, all add to this conclusion. Students not only learn about different (cross-national) views on and practice in international children's rights 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. Students value the international classroom and learning from each other experiences, the panel learned during the site-visit.

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

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

The professional orientation is prominent in all courses, by means of the many guest lecturers, the professional experience of lecturers from Leiden University and the professional experience some students bring to the classes. In addition, in the monthly meetings (international) guest lecturers address actual topics in children's 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 fieldtrips, monthly meetings and the guest lectures in the courses reflect the extensive contacts of the programme with a broad network of professionals in the field of children's 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.

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. In this, the programme differs from the other advanced master's programme in that a full law degree is not required. 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 (international) 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 examinations has been adjusted, additional thesis workshops/coaching activities are organised and the Children in the Justice Systems course starts in the second term of the first semester.

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. All final written exams of the ICR programme are prepared by a team of lecturers and reviewed by the programme director or academic coordinator.

In all courses multiple assessment methods are used, for example written assignments, presentation, exam, take-home exam, written journals, moot court pleading, essay and a Pecha-Kucha presentation. 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 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 and guidance they receive and the discussions during the last lectures of each course about the examination.

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

### **Conclusion**

The panel assesses Standard 3 as Good.

## 4. Achieved learning outcomes

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

### Findings

The programme is finalised with a master's thesis (10 EC). The thesis must address and analyse an issue in the field of international children's rights and include a comparative perspective. Students write the draft thesis proposal in the first semester and their thesis in the second semester. A thesis trajectory starts in September and runs throughout the year and provides students with further incentives to work on their thesis and give both structure and coaching opportunities (in addition to supervision by the supervisor). The thesis trajectory includes a workshop where students receive peer review on their proposal from fellow students and feedback from the programme director and thesis coordinator. During the site-visit, lecturers confirmed that the workshop ensures 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 children's rights 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 as guest lectures, informing the programme about job possibilities and opportunities for internships, and serve as a point of contact for future students. The programme stays in contact with the alumni through social media (i.e. LinkedIn and Facebook) and direct email correspondence (newsletters, activities, job opportunities, internships etcetera).

The self-evaluation shows alumni find employment in a wide variety of fields ranging from internships or jobs in (international) civil society organisations (in- or outside their country of origin), the Permanent Bureau of The Hague Conference on Private International Law, academic institutions, including Leiden Law School, and domestic legal practice. The majority of graduates (75% of classes 2015/2016 and 2016/2017) have found a position that is (directly) related to the field of international children's rights.

### 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 programme has a very detailed and well-considered thesis trajectory.

The committee reviewed fifteen theses of the last two years of the programme. The panel realises that, even though all studied theses are of a good level, the degree of achievement in relation to the intended final qualifications and the grades for the thesis vary, as in any academic programme. This depends partly on the skills and background of the individual student. The theses studied also show this variation in grading. The committee concludes that the average quality of the studied theses of the master's programme in International Children's Rights 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 underlying theoretical framework. The topics are varied, up-to-date, original, and often contain comparative elements and domestic aspects. Students really use the theoretical frameworks to look at very specific issues that arise in practice and show critical reflection in doing so. The topics address relevant and sometimes urgent questions in international children's rights, students have the opportunity to focus on issues related to their own background (for example for non-law students), and other theses undertake a real comparative analysis. The theses also showed a very proficient use of research methodology. The theses stood out in their good use of theory and up-to-date discussions of the relevant literature. The panel agreed with the grades given and noted also that the assessments forms provided ample feedback.

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

### **Conclusion**

The panel assesses Standard 4 as Excellent.

# Appendices



## 1. Composition of the panel

<b>Name</b>	<b>Role</b>	<b>Brief job description of the panel members</b>
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

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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

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*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**

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*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, 1<sup>st</sup> year Student International Relations and Diplomacy  
 Mr. Praneet Khandal, 2<sup>nd</sup> 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 foundations of general International Children’s Rights 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 International Children’s Rights and, in particular the respective fields of specialisation, 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 of 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 International Children’s Rights, its 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 International Children’s Rights and, as appropriate, specialised fields, 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 International Children’s Rights, 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 International Children’s Rights at an advanced postgraduate level. More specifically: a. The graduate possesses the legal knowledge, insight and skills to deeply engage with “the state of the art” in International Children’s Rights, enabling him/her to pursue a career at an advanced level as a legal professional within international legal practice in law firms, the judiciary or policy advisory bodies on issues related to human rights or children, within national and international courts and tribunals, international institutions, (inter)national governmental bodies, national human rights institutes (e.g. ombudspersons), national, regional and international non-governmental organisations dealing with children’s rights; companies or the foreign/diplomatic service and within law firms specialising in human rights in general and children’s rights specifically, but also in related areas such as corporate social responsibility. 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 him/her 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 International Children's Rights

<b>Courses</b>	<b>Period</b>	<b>ECTS</b>
Interaction between children's rights and other international legal systems (core course)	Sep-Nov	10
Children in the justice system	Oct-Nov	5
Child and family in private international law	Nov-Jan	5
Economic, social and cultural rights of children	Nov-Jan	5
Child protection and children's rights	Feb-Mar	5
Migration and children's rights	Feb-Mar	5
Enforcement and monitoring of children's rights (core course)	Mar-May	10
Children's rights and digital technologies	Mar-April	5
Thesis International Children's Rights	Oct-July	10

## 5. Documents studied

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

Studied theses:

1741632	1741608	1728539	1885502	1848666
1757105	1746537	1762478	1858351	1908170
1729314	1757997	1891162	1925040	1896806