

Report on the Master  
Advanced Studies in Public  
International Law  
Leiden Law School



**Universiteit  
Leiden**  
The Netherlands

Site visit: 4-7 March 2024

Date final report: 23 September 2024

# Content

<b>1. Summary</b>	<b>4</b>
<b>2. Introduction</b>	<b>6</b>
2.1. <i>Assessment framework</i>	6
2.2. <i>Panel</i>	6
2.3. <i>Approach</i>	6
2.4. <i>Working Method</i>	6
<b>3. Characteristics of the programme</b>	<b>8</b>
3.1. <i>Administrative data</i>	8
3.2. <i>Organisation</i>	8
3.3. <i>Recommendations previous assessment</i>	8
<b>4. Strong points</b>	<b>10</b>
<b>5. Recommendations</b>	<b>11</b>
<b>6. Assessment</b>	<b>12</b>
<b>Standard 1: Intended learning outcomes</b>	<b>13</b>
<i>Findings and considerations</i>	13
<i>Conclusion</i>	15
<b>Standard 2: Teaching-learning environment</b>	<b>16</b>
<i>Findings and considerations</i>	16
<i>Conclusion</i>	20
<b>Standard 3: Student assessment</b>	<b>21</b>
<i>Findings and considerations</i>	21
<i>Conclusion</i>	23
<b>Standard 4: Achieved learning outcomes</b>	<b>24</b>
<i>Findings and considerations</i>	24
<i>Conclusion</i>	25
<b>7. Appendices</b>	<b>26</b>
<i>Appendix 1: Intended Learning Outcomes</i>	27
<i>Appendix 2: Schematic overview of the curriculum</i>	28
<i>Appendix 3: Documents studied</i>	29
<i>Appendix 4: Site visit schedule</i>	30

# 1. Summary

The panel describes the Master Advances Studies in Public International Law as a well-balanced programme. Its success is substantiated by the large number of students that apply, year after year, to enrol in the programme. Being embedded in a university with a strong international law tradition and possessing campuses in Leiden and The Hague, this certainly contributes to the success of the PIL programme. The programme is designed to provide an advanced and solid academic education, which is needed in the contemporary and competitive labour market.

## Standard 1

The panel concludes that the general direction and ambition of the programme correspond to labour market needs and equips graduates to pursue a further career in academia, should they wish to do so. Also, the panel appreciates that the programme makes conscientious and active efforts to stay ahead of the curve and keep the programme up to date.

A general recommendation for all Advanced Studies LLM programmes is to formulate a clear definition of what the 'advanced' label at Leiden Law School entails. Leiden Law School is recommended to make certain that it becomes a shared definition to make it a strong(er) label, to ensure consistent messaging towards all stakeholders, to clearly distinguish the level of the courses and the output of students in relation to the regular LLM programmes, and to be able to manage the expectations of prospective students accordingly.

## Standard 2

The curriculum of the Advanced Studies LLM programme PIL reflects the ILOs of the programme. The PIL programme is appreciated by students for its distinctive and advanced character. Study materials are relevant and excellent, and teachers are acknowledged for their expertise.

The programme is feasible, but students report that the workload, especially with regards to some reading materials, is (too) high. The panel recommends that the programme explores ways to reduce the (experienced) workload.

The panel finds that the current admissions procedure needs an elaboration, as the criteria are not that clear-cut and students with a range of backgrounds are admissible. A particular issue that needs attention is managing the expectations of applicants/students concerning the level of legal research skills that they need to possess upon admission to the programme.

A general recommendation for all Advanced Studies LLM programmes is to create synergies between them and exchange best practices to come to more structured thesis procedures for all programmes.

The teaching staff is well-qualified, both in terms of academic expertise and teaching qualifications. However, the panel did find that there are notable differences in didactic skills, feedback mechanisms and teaching styles between lecturers and thesis supervisors. The panel recommends that the programme management explores these findings and ensures to take any measures necessary to establish a baseline that all lecturers and supervisors adhere to. This is deemed especially important with regards to thesis supervision.

The panel finds that the programme deploys a good set of committees and initiatives to look after the quality and coherence of the programme. The programme is open to feedback and is willing to take measures to improve itself.

## Standard 3

The variety of assessment methods helps the diverse group of students show that they mastered the material. The level of the assessment reflects the content of the courses. Although in practice the independence of first and second assessor of the thesis seems to be well organised, this is not sufficiently transparent in the documentation. The panel recommends to properly and insightfully document the process as well as separating the assessment of the product (the thesis) from the process of the student.

The EC performs its legal duties but takes a rather reactive stance. Going forward, the panel expects a

more pro-active stance of the EC and an awareness of the existing rules and regulations, which it considers pivotal in ensuring and upholding quality standards.

#### Standard 4

The final theses are of academic quality and fits within the expectations for an LLM degree in the Netherlands.

After graduation, students find international and relevant jobs at an advanced position.

Standard	Full time	Part time
1. Intended learning outcomes	Meets the standard	Meets the standard
2. Teaching-learning environment	Meets the standard	Meets the standard
3. Student assessment	Meets the standard	Meets the standard
4. Achieved learning outcomes	Meets the standard	Meets the standard
<b>Final conclusion</b>	<b>Positive</b>	<b>Positive</b>

## 2. Introduction

### 2.1. Assessment framework

This advisory report contains findings, considerations and judgements about the Master Advanced Studies in Public International Law (PIL) of Leiden University. The Accreditation Organisation of the Netherlands and Flanders (NVAO) bases its accreditation decision on this report.

The Master Advanced Studies in Public International Law is part of a cluster of ten advanced master's programmes at Leiden University that are assessed as a cluster by one panel. Nine programmes are offered by Faculty of Law (Leiden Law School) and one by the Faculty of Governance and Global Affairs (FGGA).

### 2.2. Panel

The panel that performed the assessment of the master's programme in Public International Law consists of independent experts, including one student member. The NVAO has approved the composition of the panel on 20 October 2023:

- Prof. Ramses Wessel (chair), Vice-Dean of the Faculty of Law, University of Groningen, professor and Head of the Programme European and Economic Law;
- Prof. Erik Franckx, Professor, former Director of the department/section on International and European Law, Faculty of Law and Criminology, Vrije Universiteit Brussel, Belgium;
- Prof. Anna Konert, Dean of the Faculty of Law and Administration, Lazarski University in Warsaw, Poland;
- Dr. Stefan Lorenzmeier, Academic staff member in charge of the International Relations of the University of Augsburg's Faculty of Law, Germany;
- Prof. Kirsten Sandberg, Professor of Law, Department of Public and International Law, University of Oslo, Norway;
- Prof. Thomas Krebs, Associate professor in Commercial Law, University of Oxford, UK;
- Dr. Adam Chalmers, Senior Lecturer of European Union Politics, Politics and International Relations, University of Edinburgh, UK;

- Prof. Burkhard Schafer, Professor for Computational Legal Theory, University of Edinburgh, UK;
- Ms. Liv Bennink, LL.B (student member), Master student in Law, Utrecht University.

The panel was supported by drs. Linda te Marvelde and dr. Meg van Bogaert, who acted as independent secretaries.

### 2.3. Approach

The university, programme, panel and secretary have agreed on a 'development-oriented' approach to the assessment. This makes use of the opportunity offered by the assessment framework to place less emphasis on accountability and more on improvement and development. This methodology is based on trust and responds to the autonomy and ownership of the study programme as emphasised in the framework. Transparency, openness, and co-creation are key in this approach. Characteristic of the development-oriented approach is that the panel makes a preliminary statement about the generic quality of the programme on the basis of existing documentation. The subsequent site visit is – in part – dedicated to discussing the programme's own themes that are of importance to its development. This step-by-step approach aims to reduce the pressure traditionally placed on site visits. The programme knows in advance where it stands and thus experiences the opportunity to openly submit development themes to the panel. This promotes an equal dialogue between peers.

### 2.4. Working Method

Approximately ten weeks before the site visit (20 December 2023), the panel received the documentation, including a self-assessment report and a selection of fifteen recent master's theses including their evaluation forms (see appendix 3). These documents formed the basis for the assessment of the generic quality achieved. The panel studied the documents and organised an online panel meeting two weeks prior to the site visit (23 February 2024). In this meeting, the panel discussed its initial findings and provisional

conclusions regarding the quality achieved on the four standards of the assessment framework. Part of the meeting was a (online) consultation opportunity for students and lecturers who wanted to engage in conversation with the panel. No one took advantage of the opportunity to speak with the panel about the PIL programme.

On 26 February 2024, (representatives of) the panel had an initial online meeting with the Faculty Boards of Leiden Law School and FGGA to discuss some of the panel's initial impressions and questions.

The site visit took place on 4-7 March 2024 in Leiden (see appendix 4). During the site visit, the panel spoke with delegations of students and teaching staff, examinations board, alumni, and the management team of the programme. The discussions were partly organised around the development themes that the programme itself identified.

These discussions also provided the panel with the opportunity to raise (remaining) questions regarding

the generic quality of the programme with those involved. At the end of the visit, the panel drew up findings and recommendations. The panel's chair presented these orally to stakeholders of the programme.

After the visit, the secretaries drew up the advisory report. This report (presented here) contains the assessment of the programme's generic quality on the four standards of the framework. On the basis of this report, the NVAO makes an accreditation decision. After processing the panel's feedback, the secretary sent the advisory report to the programme for the purpose of fact-checking the text. The secretary has corrected factual inaccuracies identified by the programme in the final version. The executive board of Leiden University received the final report on 26 September 2024.

Due to overlap in programme structure and support in this cluster, some repetition in the assessment reports is inevitable. These overlapping parts have a different colour (blue) from the programme-specific parts.

## 3. Characteristics of the programme

### 3.1. Administrative data

Programme name:	Public International Law
CROHO:	75027
Level and orientation:	Academic Advanced Master's Studies
Degree	LLM
Credits:	60
Specialisations or tracks	1. International Criminal Law (ICL) 2. Peace, Justice and Development (PJD)
Locations:	Leiden, The Hague
Mode of study	Full time, Part time
Language of instruction	English

### 3.2. Organisation

The Master Advanced Studies in Public International Law (PIL) is part of a cluster of nine Advanced Studies LLM programmes of Leiden Law School. The nine advanced LLM programmes have a joint management and support structure and are all non-government funded. In 2022 a total of 230 students enrolled in an Advanced Studies LLM programme at Leiden Law School.

Leiden Law School is governed by a Faculty Board, consisting of the Dean, research portfolio holder (vice-dean), the education portfolio holder (vice-dean), the director of operations and the student member (assessor). The education portfolio holder is primarily responsible for the development of faculty education policy and for the implementation and organisation of education.

The Academic Board of each individual programme consists of a Programme Director, an Academic coordinator and a Programme coordinator. This Board is responsible for the day-to-day running of the programme, the development of the programme, for student mentoring and advice and for the assessment of academic work.

The Programme Directors of the nine Advanced Studies LLM programmes form the *Quality Assurance Standing Committee* at Leiden Law School, discussing a range of issues pertaining to the quality of

education. This committee is supported by two staff members of the Office for International Education: a dedicated Quality Assurance Manager and the Head of the Office. The LLM programmes have a Programme Advisory Committee (in Dutch: opleidingscommissie) in which lecturers and students are represented. In addition, the programmes make use of the services of an Advisory Board, whose members work in different sectors of practice.

Leiden University is a public organisation, funded by the Dutch government. However, the Advanced Studies LLM programmes are non-funded. This means that no government funding is received and therefore the tuition fees cover the full programmes costs.

### 3.3. Recommendations previous assessment

The previous assessment panel (2018) did not have any specific recommendations with respect to the PIL programme.

Since the last site visit in 2018, the most notable change made to the PIL programme was the discontinuation of the track Advanced International Dispute Settlement, as part of the specialisation Peace, Justice and Development. This track was developed to become the Master Advanced Studies



International Dispute Settlement and Arbitration (IDSA) which started in 2018-2019 and is part of the current cluster of programmes under review.

As a result of the discontinuation of the track, a re-ordering of courses and credits in the first term of

the PIL programme took place. This formed a basis for the two current specializations International Criminal Law (ICL) and Peace, Justice and Development (PJD) in the second semester of the one-year programme.

## 4. Strong points

The panel identified numerous strengths with the key strengths listed below.

1. The panel considers PIL a well-balanced and established programme. It is designed to **provide advanced and solid academic education** and helps to easily get into legal practice. Moreover, the programme is oriented into two fields: International Criminal Law and Peace, Justice and Development. The programme is needed in the contemporary and competitive labour market.
2. Being **embedded** in a university with a strong international law tradition and possessing campuses in Leiden and The Hague, this

certainly contributes to the success of the programme despite the wide offer of similar programmes in the Netherlands, its neighbouring countries, and beyond.

3. The **excellent quality of the teaching staff (expertise)** is a strong point of this programme.
4. The panel strongly supports the possibility provided by PIL for its students to apply for an **internship with the ICJ or PCA** and views this as a non-negligible point of attraction of the PIL.

## 5. Recommendations

The panel makes several recommendations to aid with the further development of the programme. These do not detract from the positive assessment of the generic quality of the programme.

The panel makes several recommendations to aid with the further development of the programme. These do not detract from the positive assessment of the generic quality of the programme.

1. A general recommendation for all Advanced Studies LLM programmes is to formulate a clear definition of what the **'advanced' label** entails. It is recommended to adopt such a shared definition across all programmes, to ensure consistent messaging towards all stakeholders, and to be able to manage the expectations of prospective students accordingly. This is important also to differentiate the level of the course (and the output by students) from regular LLM programmes.
2. The panel recommends that the programmes explore ways to **reduce the (experienced) workload and assessment load** for both students and staff. In line with this recommendation, the programmes could consider introducing more formative feedback and more time for students to reflect.
3. With regards to **thesis assessment**, the panel recommends that the second assessor always performs a comprehensive and independent assessment of the thesis and does not merely conduct a marginal check of the first assessor's findings
4. The panel recommends that the Advanced Studies LLM programmes increase transparency of the **thesis process**. Part of this process is an agreement between all programmes on thesis supervision guidelines; Furthermore, the panel recommends that the thesis process (and any personal learning gain) is assessed separately from the final level attained.
5. There are no clear criteria set based on which the admission committee chooses successful candidates. The **admission procedure needs an elaboration**, for instance on rules applied to the situation when there is a competition between applicants. A particular issue that needs attention is managing the expectations of applicants/ students concerning the level of legal research skills that they need to possess upon admission to the programme.
6. The panel noted that there is a diversity in the quality of supervision and feedback that PIL students receive during the thesis process; there are significant differences between supervisors. This is an undesirable situation that the panel recommends the programme management addresses, as all students are entitled **to receive the same (high) quality of thesis supervision and feedback**.
7. The panel finds that there are significant **differences in didactic skills between lecturers**, which leads to inconsistencies. The panel therefore recommends that the programme explores this finding and, if necessary, implements measures to ensure that at least the amount and quality of feedback given to students (course work and assessments) is subject to an agreed-upon minimum standard.
8. The panel suggests that PIL and the Master Advanced Studies in International Dispute Settlement and Arbitration could profit from **cooperation** with each other, as their course offerings are interesting for students from both programmes.

## 6. Assessment

## Standard 1: Intended learning outcomes

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

### Findings and considerations

#### Programme aims and ambitions

The Master Advanced Studies Public International Law (PIL) combines training in the theoretical aspects of Public International Law and its specialised fields with practical professional skills. It is designed for students who wish to pursue a career in international organisations, governmental institutions, internationally operating law firms, non-governmental organisations, or within an academic setting.

PIL addresses the growing diversification and impact of public international law on regulation, adjudication and dispute settlement in a decentralised global legal order. In this way, it is related to the Leiden Law School's research programme "Securing the Rule of Law in a World of Multi-level Jurisdiction", as well as the research theme on "Interaction of Legal Systems".

The programme combines in-depth coverage of general international law (*Capita Selecta*) and its specialised fields (e.g., International Institutional Law, International Dispute Settlement, International Human Rights, International Humanitarian Law) with specialised knowledge in two areas of specialisation which have seen rapid growth and transformation in the past decades: International Criminal Law (ICL) and Peace, Justice and Development (PJD).

The ICL specialisation places particular emphasis on the law and procedure of international criminal courts and tribunals (e.g., International Criminal Court, ad hoc tribunals for the Former Yugoslavia and Rwanda, hybrid courts) and legal skills required to practice in this field (e.g., advocacy and litigation). The PJD specialisation focuses on international peace and security, and its nexus to global justice, rule of

law and sustainable development. Both specialisations are preceded by some common core courses and integrated by a final course on United Nations (UN) Peacekeeping which applies the knowledge acquired in the context of collective security and UN peace operations.

The market for positions in this field (e.g. as legal advisor, judicial clerk, policy officer or lecturer) is highly competitive. The programme is designed to provide an advanced and solid academic education (knowledge, transferable skills and critical approach), and to build bridges to legal practice. The programme aims to attract highly talented (international) students and to demonstrate excellence in terms of admission requirements, programme content, students' academic skills and end qualifications, in order to facilitate a successful transition to the professional arena. It provides unique access to, and direct insights from legal practice, through its location in The Hague, the "City of Peace and Justice", and its proximity to the expertise, practice and infrastructure of relevant international institutions, such as the International Court of Justice (ICJ), the Permanent Court of Arbitration (PCA), the International Criminal Court (ICC), the International Criminal Tribunal for the Former Yugoslavia (ICTY) and Rwanda (ICTR), the Organization for the Prohibition of Chemical Weapons (OPCW), other organisations active in the field of Peace, Security and Justice (e.g., OSCE, non-governmental organisations (NGOs)), and member institutions of the Hague Academic Coalition.

The panel remarks that PIL offers a very geared programme, with two (mandatory) specialisations. The benchmarking exercise that the programme undertook indicates this is exceptional in the broad offer of post-graduate programmes that exist in English in the Netherlands, the neighbouring countries and beyond. The distinct quality of the Leiden programme clearly displaces this lack of flexibility. The panel finds that the general direction and ambition of the programme meets the needs of the relevant industry and scientific trends. PIL gives

students quite an extensive range of professional activities in international law.

### Intended learning outcomes

For all law degree programmes in the Netherlands, a Subject Specific Reference Framework has been drawn up, which was most recently updated in 2020. The programme objectives of PIL have been set in line with the orientation described in the framework, both in context of the subject matter and the methodology, as well as in drawing upon the diverse cultural and legal resources available within the student body.

The aims and ambitions are translated into eight Intended Learning Outcomes (ILOs), see appendix 1. These ILOs are elaborated in detail and related to the internationally recognised Dublin descriptors at master's level, for example by deepened and specialised knowledge in the specific disciplines. The ILOs are identical for the full time and the part time mode of the programme. The programme goals have been set based on the academic and professional judgement of the programme staff, the professional field and the programme advisory committee.

According to the panel, programme goals and the ILOs are appropriate and fitting for an academic master's programme in the field of Public International Law.

The panel appreciates that the programme makes concerted efforts to develop and improve itself on the basis of recommendations and feedback received from students, guest lecturers, and practitioners interacting with the programme. The programme explores a number of options to ensure a system of comprehensive student feedback. In addition to student feedback. The input from the field of practice will be of value in the years ahead as PIL seeks to further solidify the programme's direct link with active practitioners.

### Advanced nature

The self-evaluation reports of the ten Advanced Studies programmes under review address the differences between the Advanced Studies LLM programmes and regular LLM programmes. Most notably, the advanced master's programmes are geared towards achieving a higher level than regular

master's programmes. This is evidenced by the terminology that is used; an advanced level asks for profound and critical levels of research, insight and analysis. Advanced master's courses are mostly offered at level 600, whereas regular master's programmes offer level 500 courses. In terms of methodology and focus, the advanced programmes should be substantially more in-depth and demanding. In addition, students in advanced level programmes have to process more (complex) materials in the same amount of time as regular master students. The advanced level is also reflected in the expectation of a high academic level in the advanced master thesis which is expected to be more extensive or generally based on more complex materials than a thesis produced in a regular master's programme. Ideally, students in the advanced programmes have relevant working experience, which should enrich the students' learning experiences and enhance the learning community of students and staff.

The panel discussed extensively what the label 'Advanced Studies' of the LLMs entails exactly with various stakeholders of the programmes, including the students. Throughout the site visit a range of different interpretations of an advanced programme were given. The panel was informed by some interviewees that it starts with the selection process that targets prospective students who are motivated, have relevant work experience and/or already successfully graduated from a master's programme. Others highlighted the curricula themselves in which students encounter a higher course level, a higher workload, (possible) higher learning gain and overall greater intensity than in a regular master's programme. The diverse and international peer groups were also mentioned as a key characteristic of an advanced programme. Overall, based on the variety of interpretations, the panel concludes that there is not yet a shared definition of the advanced nature of the programmes. The panel therefore recommends Leiden Law School, in close collaboration with the MIRD programme - to clearly define an Advanced Studies LLM, in order to make it a strong(er) label, to ensure consistent messaging towards all stakeholders, to better clarify the distinction between the advanced and regular LLM courses, and to be able to manage the expectations of prospective students accordingly (see Standard 2).

## Conclusion

### *Meets the standard*

The panel concludes that the general direction and ambition of the programme correspond to labour market needs and equips graduates to pursue a further career in academia, should they wish to do so. Also, the panel appreciates that the programme makes conscientious and active efforts to stay ahead of the curve and keep the programme up to date.

A general recommendation for all Advanced Studies LLM programmes is to formulate a clear definition of what the 'advanced' label at Leiden Law School entails. Leiden Law School is recommended to make certain that it becomes a shared definition to make it a strong(er) label, to ensure consistent messaging towards all stakeholders, to clearly distinguish the level of the courses and the output of students in relation to the regular LLM programmes, and to be able to manage the expectations of prospective students accordingly.

## Standard 2: Teaching-learning environment

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

### Findings and considerations

#### Student Intake

All Advanced Studies LLM programmes aim to attract students from a wide range of countries and educational backgrounds. In the past few years, Leiden Law School has welcomed students from more than fifty countries across Europe, North and South America, and Asia in particular (less often also from Africa), reflecting a great variety in nationalities and legal cultures. Recruitment, selection, student and programme support are arranged through the Office for International Education, in close consultation with each of the programmes. A procedure for admissions and quality assurance is supported by the management team of each programme.

The panel has discussed the admissions/selection procedure extensively during the site visit, mainly to understand how the admissions procedure relates to the advanced nature of the programmes and their status as so-called 'post-initial master's programmes'. The panel learned that the Leiden Law School admissions process is relatively similar for all programmes in terms of application procedures and minimum requirements (e.g. academic background and English language proficiency). In principle all programmes require students to have a law degree that already grants them access to the profession in their particular jurisdiction. However, this requirement can be mitigated by having an equivalent of any other master's degree combined with sufficient background in law, for instance obtained by professional experience. Each programme selects its own students, taking the aforementioned criteria into consideration.

Based on the current admissions criteria and the discussions with the programme, the panel finds that the current admissions procedure gives the programmes options to admit students with a great

variety of educational backgrounds, based on an estimation of the student's future study success, but without necessarily taking the desired intended advanced level and orientation into consideration. In practice, this means that some admitted students are confronted with a learning curve that could be rather challenging, for instance for those who have had no or limited experience with academic research in their initial degree programme, which is not uncommon for students with a non-European initial degree. In addition, the panel finds that the admission procedure would benefit from an elaboration on rules applied to situations when there is a competition between applicants. The panel therefore suggests that the programmes reconsider the admissions procedure, taking into consideration the issues above.

In line with discussions on the advanced nature of the programmes and the admissions procedure, 'management of expectations' was a recurring theme during the site visit. The panel noticed in discussions with the programmes and with students, that there is no shared definition of what an 'advanced programme' is (see Standard 1). Some students, therefore, expressed their disappointment in the programmes ranging from issues on group sizes (large versus small), the definition of 'international' (eurocentrism versus globalism), student support (amount of individual guidance/feedback) etc. In line with its findings in Standard 1 on the advanced nature of the Advanced Studies LLM programmes, the panel recommends that the programmes guarantee clear communications with potential students to ensure that they know what to expect from the programmes.

The PIL programme attracts a large number of applicants every year from all over the world. The programme aims to enrol approx. 40 students per year. This enables the programme to split the students in two groups of 20 and ensure a small-scale approach. Over the past years, the student body has regularly included employees of international organisations, international courts and tribunals (e.g., ICC, ICTR, ICTY or Special Tribunal for



Lebanon), diplomats, members of domestic ministries or judiciaries (e.g. Foreign Affairs, Justice) or employees of NGOs. The high level of the students, as the panel states, is conducive to a high level of studies. The international classroom is deemed a great advantage for students, who themselves emphasize it to foster and benefit cultural awareness and diverse interactions. The panel learned that PIL would like to attract more students from the African continent in the future and suggests that the programme could look into setting up a scholarship, specifically for this group.

## Curriculum

The programme is offered full-time (one academic year) and part-time (two academic years), both with daytime classes. Students who study part-time are offered the same facilities and courses as the full-time students.

The PIL programme spans one full academic year, from September to June. It offers two specialisations: Peace, Justice and Development (PJD) and International Criminal Law (ICL). Each specialisation comprises seven compulsory courses (40 EC), two specialization courses (10 EC), and a thesis (10 EC).

The first semester covers general principles and theories, with core courses introducing public international law, international institutional law, human rights law and international criminal law. The panel appreciates that the programme starts with the course *Capita Selecta 1*, which is specifically designed to deepen knowledge and level the playing field between students, considering the diversity of intake. By providing group assignments and formative assessments, students have the opportunity to learn from each other. The second semester delves into international humanitarian law, peace building and transitional law, and then focuses on specialized topics of international criminal law and topics relating to peace, justice and development.

Part-time PIL students are very limited in number. For these students, a tailor-made programme is designed allowing them to follow a coherent programme which builds up towards the writing of the thesis. The panel thinks that this is a good approach, considering the small number of part time students and the personal guidance.

The panel finds that the programme has a well-balanced and focused curriculum, which provides a combination of theory-related and practice-oriented learning. In terms of content, the programme strikes a balance between general knowledge and theory in Public International Law, including its sources, subjects and principles, and its application in specialised fields. The programme covers synergies, differences and interaction between distinct bodies of law, the theory, practice and methods of key international institutions, and their broader normative or systemic context. Students obtain the capacity to thoroughly analyse and interpret legal sources, literature and complex cases; to carry out independent research and formulate an independent opinion on international legal questions, and to develop and formulate appropriate solutions to complex legal problems, based on the norms, practices and methods of the respective field. The panel notes that the courses are closely related to the subject of studies and offer high specialization.

The panel concludes that the academic knowledge and skills obtained, including the capacity to apply adequate legal scientific research methods and tools, and the ability to present results (individually or as a group), prepare students well for further academic research and continued learning in the framework of advanced professional settings.

The Master Advanced Studies in Public International Law and the Master Advanced Studies in International Dispute Settlement and Arbitration have historic ties. The panel suggests that both programmes could profit from cooperation at course level (e.g. sharing courses) with each other, which currently does not seem to be the case.

## Thesis

There is a common thesis protocol in place for students of all Advanced Studies LLM programmes, which includes common grading procedures and second reader forms. Thesis workshops are part of the programmes in order to prepare all students for writing a thesis, including those who have not written a thesis before. However, the panel has found disparities between thesis (supervision) trajectories and it therefore recommends that the Advanced Studies programmes take more advantage of the synergies between them and exchange best

practices to come to more structured procedures for all programmes.

PIL students write a thesis on a topic of their choice, agreed with the thesis coordinator, the thesis supervisor, and the programme director. The thesis must address a substantive issue of international law. It should investigate and present new and innovative findings, and ideally, be of publishable quality.

Students informed the panel that the thesis process is quite structured and has two set deadlines at the beginning and end of the thesis process. A point of concern that was raised during the site visit is the great diversity in quality of supervision and feedback that PIL students receive during the thesis process; there are significant differences between supervisors. Some students indicated that it was difficult to get commitment from some supervisors, they even struggle to get in contact with them. This is an undesirable situation that the panel recommends the programme management addresses. All students are entitled to receive the same (high) quality of supervision and feedback.

### Approach to teaching and learning

The Advanced Studies LLM programmes are aimed at acquiring knowledge and understanding of positive law and the systematic foundations of law, acquiring an academic attitude when studying legal issues, and obtaining professional legal skills.

Teaching is based on the Socratic method (i.e. high-level course discussions between the professor and the students, rather than traditional lectures, and peer learning amongst students), as well as both a practical and theoretical approach to the subject area. Structured self-study is an integral and essential part of all courses, in order to enable informed discussions in class. Class attendance is mandatory. The programme is demanding, and students experience a high workload. Students report that the workload, especially readings/study material, is intense but manageable. The current set-up of the programme (block structure) in combination with the number of materials that need to be studied makes that students can experience overburdening. The panel therefore encourages the programme to consider how to find a balance between intensity and time for reflection.

The teaching methods in PIL are geared toward long-term and problem-based learning, creating an interactive classroom culture that fosters peer learning and individual progress. Students are encouraged to engage in critical reflection on legal matters, drawing from problem scenarios in legal practice, examining regulatory dilemmas and choices, and analyzing case law and jurisprudence from various courts and dispute settlement bodies, considering their interplay, distinctions, and interactions. The courses emphasize not only the acquisition of factual knowledge, concepts, and theoretical understanding of international law but also the application of this knowledge in practical contexts, helping students identify the most suitable methods for addressing real-world issues.

Students undertake quite some group work, as success in the international legal profession necessitates managerial expertise, teamwork capabilities, and the capacity to learn from colleagues. The programme consciously equips students with these essential skills through various approaches.

The panel indicates that the study materials are excellent and relevant; the readings are updated to reflect relevant real-world problems. However, students informed the panel that they would prefer to have more information in advance on the work and reading that needs to be done, as this would enable them to plan their work better. The panel agrees with the students' feedback. As classes ask for much preparation, courses run concurrently, and deadlines follow up quickly, students need to be able to plan their work in advance. Another issue the students raised is that classes are sometimes scheduled in The Hague and Leiden on the same day. This proves to be a burden on both time and expenses of students. The panel argues that this is something the programme management should actively seek to avoid.

### Student support

The programme strives for an ambitious study culture in which involvement and commitment of students and lecturers are the norm. This implies inspiring and challenging education, active student participation and a solid structure and organisation of the curriculum.

To promote study success, measures are taken to enhance student motivation and the quality of learning, for example via annual curriculum revisions, an introduction week, career workshops, optimising timetabling and professionalising student counselling.

Staff are available to students to respond to questions and problems. Furthermore, social activities are organised which are deemed crucial for a positive social and learning environment. The programme also pays attention to news items, job and internship opportunities, via social media pages.

The Advanced Studies LLM programmes at Leiden Law School have a dedicated support structure, arranged through the Office for International Education. This office offers career-oriented workshops, spread throughout the academic year. Furthermore, a Brightspace page is set up for students to find information, useful links on jobs, housing, Dutch language courses etc.

Student progress is monitored by the course lecturers who discuss concerns on student progress and performance with the Programme Coordinator and Academic Coordinator. Often, potential problems are identified early in the course and additional support may be offered if a student is struggling with specific course components.

Student welfare, in particular for international students, is important. The programme coordinator is the first point of contact for students and Leiden Law School has a Well-Being Officer as well as a dedicated careers advisor. Leiden Law School recently opened a Student Living Room, intended as a space for relaxation and connection. Peer support students are present every day and are committed to the well-being of their fellow students. The panel values the efforts in undertaking social activities and creating a student- community. This is particularly important for the international students with a limited network when arriving in Leiden.

### Language of instruction

The English-taught non-government funded Advanced Studies LLM programmes were originally designed with the idea of attracting high level international students to the Netherlands. Leiden

Law School chose to offer these programmes in English to internationalise the departments and the teaching and research of certain fields which are of transboundary and international relevance. Having students from other cultures and other legal backgrounds was seen as an asset to the university. It also allowed for highly specialized programmes and expertise in a particular field to be recognized. In order to do this the English language was the choice made to allow for, as much as possible, a diverse group of people to participate.

English opens up possibilities for the materials used in studying and learning. Moreover, English is among the few original languages of the documents used. Skills such as critical reading and reflection, research expertise and writing are developing in a different way in another language. The possibilities to bring in lecturers and people from the professional field from other nationalities to provide their experiences to students are seen as a major benefit in allowing for open and diverse discussion and debate. Reinforcing the idea of building, connecting, sharing ideas and communicating with the world is important for all professions. Studying in English provides tools that will add value to the student and the lecturing staff. Communicating in English adds value to graduates in their careers and opens up more doors and possibilities for a career path than in one's home country alone. This is particularly so for Advanced Studies LLM programmes and the MSc in International Relations and Diplomacy as these are specialized programmes which seek to offer expertise in a particular field of international relevance. Considering the goals of the advanced master's studies programmes, the panel concludes that the choice for English as the language of instruction is logical and of added value.

### Staff

Teaching staff of PIL consists mainly of Leiden University Staff and is complemented with guest lecturers from the practice of Public International Law. Leiden University has heavily invested in the University Teaching Qualification (UTQ), attributing structural attention to the teacher professionalisation process. All lecturers at Leiden University are required to obtain a UTQ.

Leiden University adheres to The Guidelines on Language Policy which set out agreements on the

level of language competence of lecturers, staff and students, the language of instruction, the dual language of communications and the language used within the University administration. A Language Policy for University Lecturers is in place for those who teach in English. The required level of English proficiency is C1. Most faculty members publish mainly in English and frequently present and lecture abroad.

Guest lectures are specialised and often international professionals on a specific area of law. By using guest lectures the programme has the advantage of incorporating real and current legal experience and discussions in courses, which enhances the learning environment for students. Furthermore, students visit law firms, international legal organisations and businesses at the invitation of the guest lecturers, allowing them to build their legal network. Guest lecturers are always partnered with a course coordinator who is a member of the academic staff, to ensure the quality and level of teaching.

The overall quality of the teaching staff is excellent, according to the panel. The teaching staff is well qualified to lecture on the topics covered in the curriculum (both in research/publication and theoretical knowledge and also offering insights from cases). A recurring theme that the PIL students addressed is the differences between lecturers with regards to didactic skills, teaching style and feedback mechanisms. Although each lecturer is reportedly consistent in their own approach, the differences between lecturers are noticeable for students. The panel finds that it would be worthwhile for the programme management to explore these student findings and to address any issues that subsequently may be identified. The panel notes that – at a minimum - the amount and quality of feedback given to students should be subject to an agreed-upon minimum standard.

## Quality

In addition to each course being evaluated, students are invited to express their views about the courses to the lecturer, programme coordinator and/or academic coordinator. Annual course evaluations are also used to make improvements. Common issues raised in the evaluations are discussed in the Quality

Assurance Standing Committee (QAS), in which all Advanced Studies LLM programmes participate.

## Conclusion

### *Meets the standard*

The curriculum of the Advanced Studies LLM programme PIL reflects the ILOs of the programme. The PIL programme is appreciated by students for its distinctive and advanced character. Study materials are relevant and excellent, and teachers are acknowledged for their expertise. The programme is feasible, but students report that the workload, especially with regards to reading materials, is (too) high. The panel recommends that the programme explores ways to reduce the (experienced) workload.

The panel finds that the current admissions procedure needs an elaboration, as the criteria are not that clear-cut and students with a range of backgrounds are admissible. A particular issue that needs attention is managing the expectations of applicants/students concerning the level of legal research skills that they need to possess upon admission to the programme.

A general recommendation for all Advanced Studies LLM programmes is to create synergies between them and exchange best practices to come to more structured thesis procedures for all programmes.

The teaching staff is well-qualified, both in terms of academic expertise and teaching qualifications. However, the panel did find that there are notable differences in didactic skills, feedback mechanisms and teaching styles between lecturers and thesis supervisors. The panel recommends that the programme management explores these findings and ensures to take any measures necessary to establish a baseline that all lecturers and supervisors adhere to. This is deemed especially important with regards to thesis supervision.

The panel finds that the programme deploys a good set of committees and initiatives to look after the quality and coherence of the programme. The programme is open to feedback and is willing to take measures to improve itself.

## Standard 3: Student assessment

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

### Findings and considerations

#### Assessment Policy

The Advanced Studies LLM programmes refer to the Rules and Guidelines of the Exam Commission and the Course and Exam Regulations (in Dutch: OER) for policies and rules concerning assessments.

The programmes have adopted a format for assessment and for awarding grades, consisting of criteria for assessment of exams, papers and presentations and forms that need to be completed for each piece of assessed work. To ensure continuity and alignment at both programme and course level, matrices are used as a safeguard and quality assurance tool. The panel concludes that the programmes have a sound governance framework regarding assessments.

#### Course assessment

The panel appreciates that PIL uses a broad range of different assessments. The assessment method for each course is agreed in advance and clearly indicated in the syllabi, and examination and assessment methods are discussed with students at the beginning of each course. Students especially praise assessment through papers, considering it more suitable to facilitate “in-depth learning” and “better practice of legal skills”. The panel notes, however, that during the one year of the programme, students are required to write papers in the framework of 10 out of the 12 courses. The number of pages to be produced is impressive. Despite the students not finding this problematic, it nevertheless remains a point that needs to be carefully monitored as to the future on a regular basis, both with regards to the feasibility of the programme as well as the emergence of generative AI tools.

At the start of the academic year, an overview of contents of each course, including assessment methods, weighting and scheduling is shared with

the students. This provides insight into the diversity of assessment methods.

In principle, lecturers are free to decide which assessment methods they want to use but must inform students in advance via the course descriptions, which include a cross-reference to the ILOs. At the start of each course, assessments and grading are always discussed with the students as well. Lecturers provide written feedback on assessment forms to evidence why a grade was awarded, and review sessions are organised to provide further feedback and/or discuss grading.

A point of concern for the panel is possible ‘over-assessment’. It seems that students are continually faced with deadlines, adding to the intensity and high workload that students report (see Standard 2). This leaves limited time for reflection. In addition, it seems that assessments are mostly summative and hardly formative. The panel suggests that the programmes explore whether it would be possible to lower the assessment load for both students and staff.

#### Thesis assessment

Thesis grading is based on a common procedure for all of the Advanced Studies LLM programmes. Each thesis is assessed by two examiners. The first examiner is the thesis supervisor; the second examiner is – often, but not always - the Programme Director or the Academic Coordinator to ensure consistency in the grading. In some instances, students will have two supervisors (depending on the topic), in which case they will also grade the thesis.

During the site visit, the panel discussed at length the role and task of the second assessor with the various programmes. The programmes use a similar, but often slightly different working method. This is not a problem, according to the panel, as long as there are some basic agreements. These include that the second assessor always performs a comprehensive and independent assessment of the thesis and not merely a marginal check of the first assessor’s findings.



Another topic that the panel discussed during the various interviews was if and to what extent the amount of guidance given during the thesis process should influence the final grade. As there are currently no set guidelines on the number of meetings between student and supervisor, there is quite some variety in the amount of feedback given to individual students. The panel argues that the amount of guidance and feedback given should be reflected separately in the assessment. In addition, supervisors should be alert to students who do not ask for any guidance at all, as this could be indicative of plagiarism or improper use of AI.

A closely related topic that was discussed at length during the various interviews was to what extent programmes include 'learning gain' in the assessment of theses. The panel argues that student development is indeed important, especially given differences in prior education and backgrounds. However, the panel stresses that the assessment of a student's progress and development should be assessed separately from the quality of the thesis and final level attained. This would improve the transparency and fairness of the thesis assessment process.

The panel's overall impression from the interviews during the site visit is that the programmes generally deal well with the independent and comprehensive assessment by the second assessor, the degree of thesis guidance given and issues concerning possible cases of plagiarism or use of AI. However, this was not sufficiently transparent in the documentation the panel had access to. The panel therefore recommends that the Advanced Studies LLM programmes increase transparency of the thesis process. Part of this process would be an agreement of all programmes on thesis supervision guidelines; these should include, for example, an elaboration on the thesis supervision process and (the number of) meetings between students and their supervisors and the manner in which this affects the assessment. Furthermore, the manner in which personal learning gain plays a role in thesis assessment should be explicitly addressed. The panel recommends that the thesis process (and any personal learning gain) is assessed separately from the final level attained.

## Quality assurance

The nine Advanced Studies LLM master's programmes have their own dedicated Exam Commission (EC). The EC consists of academic staff members of Leiden Law School and an external member. The EC collectively sets up rules and policy, meets regularly and is supported by a secretary.

At the start of the academic year, the EC is provided with the overview of course contents, including forms of assessment, and weighting thereof. The EC also requests sample course matrices in order to verify and provide feedback where necessary. It also cross-checks the course objectives with the ILOs of the programme to ensure that they are in line.

The EC has a policy to determine how many exams and theses are selected for auditing purposes. The number of exams and theses depends on the size of the programme, the point of departure being that a sample of approximately 10% of the work will be a sufficient basis for a reliable auditing exercise. Should the auditing exercise raise questions, additional work will be selected. Theses (one outstanding, one good and one with passing grade) are subject to an audit by a legal expert from the EC who was not involved in the thesis supervision, as part of the quality assurance system. So far, the findings of the audit have been in line with the assessment and notably the grades given. The panel stresses the importance of regular calibration between assessors, within and between programmes.

As discussed in Standard 2, there is potential to unlock synergies between the programmes with regards to the theses. The programmes do speak to each other via the QAS, but this has not yet led to a shared approach, for instance on the grading of theses.

In conversation with the EC, the panel found that the EC takes a reactive stance in its approach. The panel refers to i.e. appointing examiners, setting up rules concerning the use of generative AI tools, and the manner in which thesis assessment forms are used by examiners. Going forward, the panel expects a more pro-active stance of the EC, and sufficient knowledge of the existing rules and regulations by all

members including the Chair, which it considers pivotal in ensuring and upholding quality standards.

In addition, the panel stresses the importance of regular calibration between assessors, within and between programmes. As discussed in Standard 2, there is potential to unlock synergies between the programmes with regards to the theses. The programmes do speak to each other via the QAS, but this has not yet led to a shared approach, for instance on the grading of theses.

## Conclusion

*Meets the standard*

The variety of assessment methods helps the diverse group of students show that they mastered the

material. The level of the assessment reflects the content of the courses. Although in practice the independence of first and second assessor of the thesis seems to be well organised by the programme, this is not sufficiently transparent in the documentation. The panel recommends to properly and insightfully document the process as well as separating the assessment of the product (the thesis) from the process of the student.

The EC performs its legal duties but takes a rather reactive stance. Going forward, the panel expects a more pro-active stance of the EC regarding the existing rules and regulations, which it considers pivotal in ensuring and upholding quality standards.

## Standard 4: Achieved learning outcomes

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

### Findings and considerations

#### Final level

Students must undertake analytical legal research which builds on the knowledge gained throughout the programme. Research is conducted largely independently but with some supervision. In the thesis, students demonstrate their capabilities in conducting academically sound research, present findings of this research in writing, and investigating and presenting relatively new and innovative findings. In addition to the knowledge acquired through the courses, this ensures that the graduates possess the (legal) knowledge, insight and skills enabling them to pursue a career at an advanced level in their chosen area.

According to the programme, the advanced level is not only reflected in the high quality of the thesis, but also in the fact that the thesis is written in quite a short period of time and must be an original contribution to the legal science. It should deal with a topic that was not already exhaustively discussed in one or more publications.

#### Thesis

Based on a sample of 15 theses, the panel was able to form a picture of the graduation level of PIL. The panel concluded that all the final theses it reviewed did meet the ILOs, are of sufficient academic quality at a master's level.

The panel finds that the theses overall show a high quality of research. The main goals are communicative, leaving no doubt about what the authors want to achieve. The theses fulfill the objectives that have been set out and important contributions to the doctrine of international public law are made.

The panel made a few remarks for the programme's consideration, mainly concerning the variety in the use of footnotes and the structure of the theses. Regarding the latter, the panel encountered such

differences that the question came up whether a fixed format would be desirable.

#### After graduation

Many students already have some or considerable working experience when starting the programme. The successful completion of the programme allows them to return to their previous line of work in a more senior post, or offers an opportunity for their careers to take a different direction.

Graduates have entered or continued careers in international organisations, international courts and tribunals, government service, law firms or non-governmental organisations. A large number of students have obtained internships with international institutions, with the assistance of the PIL programme. Following their graduation, one outstanding PIL (or IDSA) student from each academic year has been honoured with the esteemed ICJ and/or PCA fellowships.

The market for positions in the PIL field (e.g. as legal advisor, judicial clerk, policy officer or lecturer) is highly competitive. The programme is designed to build bridges to legal practice. It provides access to, and direct insights from legal practice, through its partial delivery in The Hague, the "City of Peace and Justice", and its proximity to the expertise, practice and infrastructure of relevant international institutions. Nevertheless, a transition to the professional field is not always easy or quick. In reality, non-EU students may have less opportunities than EU students. The panel has noted that the programme offers appropriate preparation for a professional career in the field of PIL. For instance, the study trip to Geneva offers students the chance to learn how to effectively present themselves when applying for roles in international organizations and institutions. During the trip, they gain insights into the prerequisites for these positions and the key skills to emphasize in their CVs and motivation letters, thanks to interactions with academics and practitioners in these institutions. Yet, students might benefit from explicit and timely expectation management regarding job prospects on the Dutch labour market in the field of Public International Law.



Building on prior qualifications and experience, some students continue performing independent research, e.g. in the framework of subsequent PhD studies. Professional positions achieved after graduations, publications and a number of students continuing with a PhD programme, testify to the achieved level of the programme. The Grotius Centre for International Legal Studies has instituted an annual PhD position exclusively designated for PIL (and IDSA) graduates.

The Advanced Studies LLM programmes keep in contact with alumni, which allows them to record what the alumni are doing after graduations.

Feedback by graduates indicates that they feel well prepared for the competition for interesting positions in Europe and elsewhere, both academically and professionally.

## Conclusion

### *Meets the standard*

The final theses are of academic quality and fits within the expectations for an LLM degree in the Netherlands. After graduation, students find international and relevant jobs at an advanced position.

## 7. Appendices

## Appendix 1: Intended Learning Outcomes

1	Basic and overarching knowledge:
	The graduate has a profound knowledge of, and critical insight into, the foundation of general European and International Business Law including its sources, principles, and institutions and interrelation with specialised fields.
2	Specialist knowledge:
	The graduate has profound knowledge of, and critical insight into, specific specialised fields of European and International Business Law and, in particular the respective field 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	<i>Research abilities:</i>
	The graduate is capable of researching legal questions in general European and International Business Law, 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. The graduate is capable of posing critical questions, formulating an independent opinion on legal questions, and drawing well-founded conclusions. The graduate is able to provide innovative solutions to challenges in the field of European and International Business Law and, as appropriate, specialised fields, and to make and to make recommendations for further research.
4	<i>Presentation of knowledge:</i>
	The graduate is capable of presenting his/her findings in a clear, readily understandable, methodical and logical manner, both orally and in writing, to both legal experts and non-lawyers alike. Students will further improve their existing writing, reading and research skills as well as their oral presentation skills. The language in all aspects of the programme is English. Therefore, English as a business and working language, using the specific vocabulary of European and International Business Law, and its specialised fields is extensively developed.
5	<i>Application of knowledge:</i>
	The graduate is capable of applying the acquired knowledge, research and practical skills in professions or functions that require application of European and International Business Law 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 European and International Business Law, enabling them to pursue a career at an advanced level as a legal professional within international legal practice in law firms, companies, national and international courts and tribunals, international institutions, and (inter)national governmental bodies, international orientated non-government organisations or the foreign/diplomatic service. b. The graduate possesses legal knowledge, insight and skills qualifying them to pursue an academic career by conducting further academic research, for example in a PhD programme.
6	<i>Working environment:</i>
	The graduate has developed a professional work ethic enabling them to work in an international and intercultural environment. The graduate is capable of working both independently and in a team, again notably within an international environment.
7	<i>ICT skills:</i>
	The graduate is able to use new, or to enhance existing, ict skills in research and communication.
8	<i>Keeping up knowledge:</i>
	The graduate has developed skills for lifelong learning, ensuring that they are able to identify and independently cover their own gaps in their knowledge.

## Appendix 2: Schematic overview of the curriculum

<i>Timing</i>	<i>Courses</i>	<i>ECTS</i>	<i>Level</i>	<i>Contact Hours</i>	<i>Focal Final Qualifications per Course</i>
Sep-Dec	Public International Law: Capita Selecta I	10	500	54	1, 3, 4, 5, 6, 7, 8
Nov-Dec	Public International Law: Capita Selecta II	5	600	29	1, 3, 4, 5, 6, 7, 8
Oct-Dec	International Institutional Law	5	600	24	1, 2, 3, 4, 5, 6, 7, 8
Sep-Oct	International Protection of Human Rights	5	600	27	1, 3, 4, 5, 6, 7, 8
Nov-Dec	International Criminal Law	5	600	26	1, 2, 3, 4, 5, 6, 7, 8
Jan-Feb	International Humanitarian Law	5	600	24	1, 2, 3, 4, 5, 6, 7, 8
Jan-Feb	Peacebuilding and Transitional Justice	5	600	29	1, 2, 3, 4, 5, 6, 7, 8
	<u>Peace, Justice and Development specialisation</u>				
March-May	United Nations Peacekeeping	5	600	24	1, 2, 3, 4, 5, 6, 7, 8
March-May	Sustainable Development in International Law	5	600	24	1, 2, 3, 4, 5, 6, 7, 8
	<u>International Criminal Law</u>		600		
March- May	Advanced International Criminal Law and Procedure	5	600	30	1, 2, 3, 4, 5, 6, 7, 8
March-May	International Criminal Litigation	5	600	27	1, 2, 3, 4, 5, 6, 7, 8
Deadline June	Thesis (on topic related to Peace, Justice and Development, or International Criminal Law)	10	600	10	1, 2, 3, 4, 5, 6, 7, 8
<b>Final total</b>		<b>60</b>		<b>328</b>	

### Appendix 3: Documents studied

The panel studied a wide selection of documents relating to the programme's profile and intended learning outcomes, its teaching-learning environment, assessment and end level.

These included:

- Self-assessment report (including a student chapter)
- Course files of:
  - Capita Selecta 1
  - International Criminal Law and Procedure
  - International Economic Law and Sustainable Development
  
- Master's theses of fifteen graduates
  
- NVAO recommendations 2018 and changes
- Course Descriptions and Assessments (Academic Year 2023/2024)
  
- Course Schedule Overview
- Student Statistics and Enrolment 2018 -2023 including Enrolment versus Graduation Rates 2018 -2023
- Overview of Teaching Staff – (Academic Year 2023/2024) including staff C.V.'s
- Benchmarking report for like programmes national and international
- Programme Vision and Development
- Subject Specific Reference Framework and Learning Outcomes of the Programme Course Levels
- Thesis Guidelines
- Rules and Regulations (Academic Year 2023/2024)
- Mid Term Review Report
- Mid Term Plan of Action
- Exam Commission Annual Report 2022- 2023
- PAC Reports 2022 – 2023

## Appendix 4: Site visit schedule

### February 27, 2024

14.00 – 16.00 Online meeting panel with Faculty Boards and Management of Leiden Law School and Faculty of Governance and Global Affairs

### March 4, 2024

17.00 – 19.00 Kick-off meeting panel

### March 5, 2024

#### Humanities programmes

09.00 – 10.00 Meeting with the programme management Humanities programmes (EIHRL, ICR, PIL)

10.05 – 11.05 Meetings with students and alumni Humanities programmes (EIHRL, ICR, PIL)

11.15 – 12.15 Meeting with lecturers Humanities programmes (EIHRL, ICR, PIL)

12.15 – 13.15 Lunch

#### International Relations

13.15 – 14.00 Meeting with the programme management MIRD programme

14.15 – 15.00 Meeting with students and alumni MIRD programme

15.15 – 16.00 Meeting with lecturers MIRD programme

16.00 – 17.00 Panel meeting on preliminary findings Humanities (EIHRL, ICR, PIL) and MIRD programmes

### March 6, 2024

#### Business programmes

08.45 – 09.45 Meeting with the programme management Business programmes (EIBL, ICCL L&F)

10.00 – 11.00 Meetings with students and alumni Business programmes (EIBL, ICCL L&F)

11.15 – 12.15 Meeting with lecturers Business programmes (EIBL, ICCL L&F)

12.15 – 13.00 Panel meeting on preliminary findings Business programmes (EIBL, ICCL L&F)

13.00 – 14.30 Development dialogue including lunch (two sessions with two questions per session)

#### Multidisciplinary programmes

15.00 – 16.00 Meeting with the programme management multidisciplinary programmes (A&SL, IDSA, L&DT)

16.15 – 17.15 Meeting with students and alumni multidisciplinary programmes (A&SL, IDSA, L&DT)

17.15 – 18.15 Meeting with lecturers multidisciplinary programmes (A&SL, IDSA, L&DT)

18.15 – 18.45 Panel meeting on preliminary findings multidisciplinary programmes (A&SL, IDSA, L&DT)

### March 7, 2024

09.00 – 09.30 Panel meeting

09.30 – 10.45 Meeting with Exam Commission and Programme Advisory Committee (LLS/FGGA)

10.45 – 11.30 Panel meeting: preparation final meeting with management

11.30 – 12.15 Meeting with management

12.15 – 13.00 Lunch

13.00 – 16.30 Panel meeting: preliminary findings /judgments all programmes

16.30 – 17.00 Feedback panel on preliminary findings

17.00 End of site visit