

**Advanced master programme
in
European and International Business Law

Leiden University**

Site visit 3 – 5 april 2018
September 20th 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 European and International Business Law
CROHO number:	75025
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

Against the background of the European experience, the one-year advanced master's programme in European and International Business Law aims to equip the students with the knowledge and the skills to deal with the requirements of the modern and complex world of business law, and to lay the basis for life-long learning in this field. The programme attracts international students, from all over the world. The programme consists of eight courses (4, 6 or 8 EC), a thesis (10 EC) and extracurricular activities such as the European Law Moot Court competition, participation in conferences and workshops and field trips. All components of the programme are mandatory.

Standard 1. Intended learning outcomes

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

Standard 2. Teaching – learning environment

The panel concludes that 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 European and international business law. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests. The panel notes that the relation between the intended learning outcomes and the course is labelled in the course descriptions. The course descriptions also explicitly name the skills that are addressed during the course and how these skills are addressed (for example research skills, legal skills and writing skills). Moreover, the relation with the requirements of the professional field and academic thinking (of the student) is described. During the site visit, the panel also studied materials and literature used in the programme. Based on this, the panel concludes that the materials used are up to date, relevant and of academic master level.

In addition, the panel appreciates the gradual build-up of in-depth systematic and comparative understanding in European and international business law during the programme. The panel appreciates the (international) legal focus of the programme and the fact that economic issues are also addressed (related to and in coherence with legal issues). This is for example part of the European and International Competition Law course.

The panel is impressed by the fact that the programme succeeds in realising a truly international and intercultural classroom. The international diversity of the student body, the European and international focus of the programme, the international experience of the lecturers and the teaching

methods in which international and intercultural aspects of human rights law are addressed, all add to this conclusion. Students not only learn about different (cross-national) views on and practice in European and international business law but also to accept and respect cultural differences and to work with people from different international backgrounds. This is also an explicit part of the intended learning outcomes (learning outcome 6), as mentioned in standard 1. Students also value the international classroom, as became clear during the site-visit.

The small scale of the programme and the use of the Socratic method allow for interactive and very intensive teaching. Students value this highly, the panel learned during the site visit. Alumni also noted 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 2, 3 and 4) is part of all courses, in the literature studied, the papers students have to write and ultimately the thesis. The training of written and oral skills is incorporated in almost all courses, ensuring that throughout the programme students can improve their skills. Starting with the preparation of the thesis outline in the first semester supports this. 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 have resulted from the theses 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 moot court competition and the excursions add to this. 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). This is very valuable for the students as it aids them in building an international network and it prepares them for their professional career very effectively. The site visit made clear that students value the interaction between theory and practice in the programme.

Based on the CV's and the discussions during the site visit, the panel concludes that the staff is very specialized, of high quality and very involved in the programme. The panel regards the teaching staff as leading scholars in the field. The guest lecturers involved (from academia as well as professional practice) are also experts in their field. In addition, students highly appreciate the approachability of their lecturers as well as the quality of the lectures and lecturers.

The panel concludes that the entry requirements of the programme are fitting for an advanced level master's programme and that adequate facilities and a dedicated support structure are in place. The approachability and support of their coordinators and of the Office for International Education is valued by the students. The panel applauds the role of the Office for International Education. It offers students as well as lecturers ample support. And together with the Quality Assurance Standing Committee an effective structure for quality assurance for all advanced master's programmes is in place. The committee was also impressed by the dedication of the Programme Advisory Committee. This administrative structure strengthens the high level of each of the advanced master's programme.

The panel expressed satisfaction in view of the fact that the programme had clearly acted upon the advice of the previous accreditation panel. On the one hand, by involving the professional field more in the programme and adding the topic of financial and securities law and on the other hand, by implementing a uniform thesis protocol and presentation checklist. In addition, an exam commission and a programme committee have been installed.

Standard 3. Student assessment

The panel is impressed by the assessment system in place. The use of multiple assessment methods and assessment matrices ensures the validity and reliability of the assessments while ensuring that a weighted balance will normally benefit all students in that some of the assessment methods will operate to their strengths while others might not. The panel concludes that the different assessment methods tie in with the intended learning outcomes and the learning goals of each course, and are suitable for an advanced master's programme. In addition, the panel studied several exams and papers during the site visit and noted that these were of a very high level. The exams studied require critical thinking and extensive and in-depth answers from the students. The panel also noted that the instructions regarding assignments and the information about the exams is very detailed and transparent for students. The panel values the room for written feedback on the different assessment forms used. Furthermore, students appreciate the feedback they receive and the discussions during the last lectures of each course about the examination.

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

Standard 4. Achieved learning outcomes

The panel concludes that the theses reflect the advanced character of the programme and the high academic standard set by the programme. The panel is of the opinion that the graduates well surpass the generic quality standard for a regular master's programme. The fact that publications have resulted from the theses attests to this finding. The panel also regards the level of the programme as an international example. This is reflected in the very proficient use of research methods and skills and the good use of theory and up-to-date discussions of the relevant literature. The meeting with students and alumni during the site visit confirmed the high level of the thesis / the programme. The students and alumni the panel met are eloquent and highly involved in the programme. The alumni survey shows that alumni find a relevant job (or internship) in (inter) national organisations in the field of human rights law.

General conclusion

Based on its international experience (Belgium, Norway, Italy, Netherlands and Austria), the panel concludes that the concept of advanced master programmes in law is rather unique. If comparable advance programmes are available, the quality of the Leiden programmes stands out as very strong both nationally and internationally. The panel also concludes that these programmes are, in comparison with regular master programmes, clearly of a higher level in terms of ambition, the level of teaching, assessment, and outcome as well as the selection of students and the involvement of students in the program. The interdisciplinary approach, the international classroom and the universities' and faculties' support system add to this. The programmes, both in the design and implementation, can be used as an international example. The panel notes with great appreciation that the programme in European and International Business Law is comparatively better structured and operated at a higher level than elsewhere. The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

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

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

Date: September 20th 2018

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

Prof. F. Weiss
Chair

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

Drs. T. Busing
Secretary

Introduction

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

Cluster

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

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

Leiden Law School

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

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

The programme

The 60 EC advanced master's programme in European and International Business Law is intended for law graduates, who already are, or desire to become, legal practitioners in internationally operating

law firms, companies or organisations, research institutions or in governments, or who wish to pursue further (post) academic research.

The advanced master's programme in European and International Business Law (EIBL) consists of eight courses (4, 6 or 8 EC), a thesis (10 EC) and extracurricular activities such as the European Law Moot Court competition, participation in conferences and workshops and field trips. The programme is offered in a full-time and part-time modus. Students following the part-time modus are offered the same courses and facilities as full-time students, spread over two academic years.

Panel and assessment

The panel that assessed the advanced master's programme in European and International Business Law (Appendix 1) consisted of:

- Professor Friedl Weiss (chair), Emeritus Professor of European Law, European and International Economic Law, Institute of European, International and Comparative Law, University of Vienna, Austria;
- Professor Anna Masutti (member), Professor of Air Law and European Transport Law, University of Bologna, Bologna, Italy;
- Professor Arild Saether (member), Emeritus Professor and former Chair School of Management, Faculty of Economics and Social Sciences, University of Agder, Kristiansand, Norway;
- Professor Eva Lievens (member), Assistant Professor of Law & Technology at the Faculty of Law and Criminology of Ghent University, Ghent, Belgium;
- Professor Marcel Brus (member), Professor of Public International Law, University of Groningen, Groningen, the Netherlands;
- Ms. Alena Kurilova (student member), Student of LL.M. in Commercial and Company Law, at the Erasmus University, Rotterdam, the Netherlands.

Drs. Titia Busing, who acted as secretary, supported the panel. The NVAO has approved the composition of the panel on January 9th.

The panel based its assessment and report thereon on the standards and criteria described in the NVAO Limited Accreditation Framework (2016). Based on the information provided, the panel members formulated questions and themes to be discussed during the site visit. The panel convened for a preparatory meeting on April 3rd. The site visit took place on April 4th and 5th at Leiden University (Appendix 2: Schedule of the site visit). Since the programmes overlap in both composition and content, the site visits of the eight programmes were combined.

The panel formulated its preliminary assessments per theme and standard immediately following the close of the site visit. These were based on the assessment of the programme documents and on the findings of the site visit. At the conclusion of the assessment, the results were presented to representatives of the programme. The draft version of this report was sent to the programme representatives; their reactions have led to this final version of the report. The development dialogue was held after the site visit. The report of this dialogue will be published by Leiden Law School on its website.

1. Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

The advanced master's programme in EIBL aims to provide students with the knowledge and the skills to deal with the requirements of the modern and complex world of business law, and to lay the basis for life-long learning in this field. This is offered within the context of the European experience. The programme focuses on the impact of the law of the EU on government and enterprises in a global economy, and its repercussions on, and interaction with, other international organisations, in particular the WTO. Although EU law nowadays touches on virtually all aspects of international commerce and its legal rules, some areas are more affected by its influence than others. The programme aims to comprise those areas where the impact of the EU is the strongest.

The programme addresses the practical effects of the co-existence of business laws at different levels, global, regional and national, in particular the interrelation of the regional economic law of the European Union (EU) with the global or near-global trade law of the World Trade Organization (WTO). The interactions between international, European and national business law in multi-level jurisdictions are examined. In addition to basic European law, the interaction of European law with international competition law, international corporate and financial law, international intellectual property law and international investment law as well as international arbitration law are explored. Also topical issues such as the political and legal issues regarding the Brexit are discussed. In this regard, the programme aims to be at the pulse of political and economic developments that shape the international business environment and to take into account the ever-changing nature of the legal environment of present-day business.

The programme also addresses awareness of the theoretical foundations of European and international law, knowledge about the theory and practice of international business and about key historical and current developments in the field. In the competitive field of European and international business law, graduates from the programme distinguish themselves with their advanced and solid academic education (knowledge, transferable skills and critical approach), and their ability to build bridges to the practice of European and International Business Law.

Graduates have a profound knowledge and understanding of areas of business law that are most affected by the transfer of powers from national legal orders to the European Union, as related and intertwined with international law. In addition, they can substantiate and analyse the interrelatedness between the different levels of law (national, European and global) pertaining to business transactions, and demonstrate thorough legal understanding on the resolution of disputes that may arise in the context of the substantive rules discussed. Graduates have gained a critical understanding of the policy considerations underlying these bodies of law, as well as (appropriate) contexts of international relations and comparative contexts.

In the vision of Leiden University, excellence is the ability to think and act in an interdisciplinary context or solve disciplinary problems by thinking and dealing with issues at a high level, also in an international context. For the advanced master's programmes this implies that the excellent student is a) motivated enough to achieve the highest degree of accomplishment and, generally to make the most of their study, to deliver and excel; b) driven enough to wish to contribute to and participate in studies at a high academic level in order to enrich his / her learning experiences through working and learning in an academic community which demands the learning skills necessary to meet with rigorous and intensive studies; c) able to meet multiple coinciding deadlines, work under pressure and with

determination to push themselves to extend their boundaries and d) capable of studying within a timeframe of one year.

Leiden University's system of levels¹ gives insight in the different levels of master's and advanced master's programmes. The advanced master's programmes teach at 500 and 600 level, which imply that the courses are highly specialized and require a master's level as a prerequisite and a master's degree as entry requirement. The 600 level is characterized by writing topical research papers, state-of-the-art academic thinking and oral presentation of an original contribution (thesis) dealing with a yet unsolved problem. In the course descriptions, the level of the course is described as well as the learning goals and the intended learning outcomes that are addressed in the course.

Intended learning outcomes

The programme refers to the joint subject specific reference framework, for all Dutch law programmes. This framework was updated in 2015 by the Discipline Committee for Law, of the Association of Research Universities in the Netherlands.

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 EIBL this implies knowledge of European and International Business Law including its sources, principles, and institutions and interrelation with specialised fields.

Graduates of all advanced master's programmes are expected to hone a research-orientated, critical attitude, to be able to reflect on their own actions, and understand their own strengths and weaknesses and those of others. In addition, graduates can on this basis operate more effectively when dealing with others and understand the cultural differences that arise in organisations that operate in an international context, and can work effectively within this context. Graduates are also prepared in the long term to play a leading role in an international context and to make a significant contribution to science or society.

Orientation: academic and professional.

The programme has an explicit academic and professional orientation, focused on specialisation in European business law. The programme is closely tied in with the research programme 'Interaction of Legal Systems' of Leiden Law School. And more specifically with the sub-project 'The Progression of EU Law: Accommodating change and upholding values'. The programme aims to focus on the challenges presented by a world of multi-level jurisdiction and the dynamics of modern law.

In terms of research skills and methodology, students learn to research legal questions in the field of 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 academic knowledge and skills obtained in the programme, including the capacity to apply adequate legal scientific research methods and tools, and the ability to present academic results, also prepare students for continued academic education as well as engaging in a PhD.

¹ Within this system, each course/project is assigned one of six levels from 100 to 600. This range covers everything from introductory work (in bachelor's programmes) to original research (in advanced masters programmes).

Students are also prepared for the 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. 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 EIBL programme consists of five representatives from professional practice and meets twice per year. In addition, the Curatorium of the Europa Institute serves as an Advisory Board for programme-specific issues. It consists of high-level representatives from professional practice.

International benchmark

The critical reflection included an (inter)national benchmark with comparable programmes. The programme is unique in the Netherlands; in the Netherlands some regular LL.M. programmes on international law, international business law and on law and economics are offered. The University of Amsterdam for example offers a programme on international and European law. Besides the difference in level and the mandatory structure, the Leiden programme has a strong focus on European law. Based on European Union Law, in particular EU Competition law, European Corporate Law, and the Economic and Monetary Union (EMU), more specific subject matters within EU law and in the broader field of international business law are explored. The programme is also unique from an international perspective. Programmes in Europe covering the same topics are usually regular master's programmes taught in the countries home language and without the compulsory structure of the Leiden programme EIBL.

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 EIBL are in line with the subject specific reference framework for Dutch law programmes. In addition, it concludes that the Dublin descriptors are reflected in the intended learning outcomes.

The panel applauds that the programme's distinct academic orientation is visible in the intended learning outcomes. The high academic standards set are for example reflected in learning outcome 3, where students are not only expected to formulate coherent and concise problem statements but also to formulate an independent opinion on legal questions and to provide innovative solutions to challenges in the field of European and international business law. Students are also explicitly trained to pursue an academic career and obtain their PhD (intended learning outcome 5). The panel concludes that these academic standards are of a higher level than those in regular master's programmes. In addition, during the programme students get ample practice to improve their research skills in the writing of many papers and the thesis.

The panel notes and highly appreciates that the intended learning outcomes also reflect the professional orientation of the programme; during the programme students develop a professional work ethic enabling them to work in an international and intercultural environment (intended learning outcome 6) and students can apply the learned knowledge, research and practical skills in a career at advanced level as a legal professional (intended learning outcome 5). In addition, the professional orientation of the programme is reflected in the moot court competition, the contribution by (guest) lecturers with ample experience in professional practice, and the professional experience of the students themselves (see also standard 2).

The international character of the programme is explicitly part of the intended learning outcomes and the programme, in which for example students gain profound knowledge of and insight in the field of European and international business law and specialised fields. Students also learn to work in an international and intercultural environment (learning outcome 6). This is also noticeable reflected in the international classroom, with international students and international lecturers, the programme has realised (see also standard 2).

The panel notes that from an international perspective, the EIBL programme is quite unique. There are programmes in the world that also focus on international and European law, but without the comparative perspective, the advanced level and the mandatory structure of the programme.

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

Conclusion

The panel assesses Standard 1 as Excellent.

2. Teaching – learning environment

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

Findings

The programme (60 EC) consists of eight courses and a thesis (Appendix 5). The programme is fixed and offers a coherent structure of mandatory components. In addition, extracurricular activities such as the European Law Moot Court competition, additional courses (non EC), workshops, field trips to the European Commission and the Court of Justice of the European Union, conferences and internships are offered. Students are encouraged to participate in these extracurricular activities. 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 two ‘foundation’ courses provide students with knowledge of European Union (EU) law. In the Legal Foundations of the European Union course students learn about the constitutional, institutional and administrative law of the EU and the relationship of this law with the national law of the EU member states. Topics such as the development of the EU in its present form, the nature of EU law and its core constitutional principles and the EU institutions are discussed. The second course, on The Internal Market and Regulation, covers the substantive economic law of the European Union as relevant for international business. Related to this, the main focus of the course is on provisions in the Treaty on the Functioning of the European Union on the internal market (the four freedoms: free movement of goods, persons, services and capital). The course also addresses the integration on the EU level of national laws through secondary measures.

The European Law Moot Court competition is integrated in both courses mentioned above. All students deal with selected aspects of this moot court. In addition, students can choose to fully enter the competition. The moot court competition is organised as a *Privatissimum*, with intensive teaching, research and written and oral submissions by students.

In the second semester, different aspects of business law, such as competition law, corporate and financial law and intellectual property law are discussed from a European and an international perspective. These three courses also have a comparative and contextual perspective. In addition, the second semester comprises the Regulating EU External Trade course, the WTO and International Investment Law course and the International Arbitration course. In these courses respectively the European Union’s external agreements with third countries, the business and social issues that create a case or controversy under international trade or investment law and the role and functioning of international arbitration are discussed.

The programme offers two extra curricular (non-compulsory) workshops, on mergers and acquisitions and international capital markets. These workshops are also used to test the viability of integrating new topics in the programme. And part of these topics are integrated in the course on European and International Corporate Law.

The academic orientation of the programme is present in the academic and research skills that are an integral part of the courses. In each course, students are expected research issues of substance and to

present their findings by means of class presentations and papers. During the programme, the character of these assignments progresses, from more obvious cases to complex cases with incomplete or limited information and multi-level jurisdictional aspects. The methodological research training of the programme is based on the Charts methodology, specifically devised for EU law. In addition workshops on different aspects of research and writing skills (thesis workshops), plagiarism, making exams and the writing of papers are organised.

The professional focus of the programme is apparent in the European Law Moot Court competition, the input of (guest) lecturers and in the extracurricular excursions. During the moot court competition, students simulate a case before the Court of Justice of the European Union. For all students, part of this moot court is mandatory in the first course of the programme. Students can also fully engage in the moot court competition and if so, are fully supported in this by the programme (also financially). The field trip takes students to the European Commission and the Court of Justice of the European Union. In addition, other excursions are organized and participation in seminars and activities that take place both within and outside the Faculty is encouraged. In addition, legal skills are addressed in several courses, where students are expected to prepare case law, to analyse and apply EU financial markets and services regulation, to revise contractual documents and to negotiate these based on the client's strategies and to interpret treaty language. Even though the programme encourages internships; these are not a mandatory part of the programme. The panel learned this is because of the limited internship possibilities in international organisations and international operating firms. The latter firms in the Netherlands also require Dutch language abilities, which is a barrier for international students. 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 legal 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. The site visit made clear that students value the case-based approach of the programme, as well as the moot court, the international perspective of the programme and the international classroom and the interaction between theory and practice in the programme.

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 stable, varying from still growing, from forty in 2011 – 2012 to 33 in 2016 – 2017. Students come from all over the world, usually representing more than fourteen countries across Europe, North and South America, and Asia in particular (less often also from Africa).

The main requirement for enrolling is a full law degree (defined as providing access to legal professions), with sufficient knowledge of international law. In addition, proven English language proficiency, a sufficiently high performance in a general law programme (validated by grades and accompanying grade criteria) and two letters of recommendation from current or previous professors and/or employers have to be submitted. 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 may vary between countries, which can lead to differences in student's entry level and content. It became clear that the first course, on the legal foundations of the European Union, assures that all students have the same starting point and context

for the rest of the programme. In addition, MOOCs on European law are available and students receive additional reading material. The thesis workshops also provide extra support in conducting 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 interactive lectures, student panels that help spurring class discussions, mini-moot courts, discussing readings and cases to be prepared for class; individual and group assignments, presentations, class discussions, a mock arbitration hearing at the Peace Palace in The Hague and study visits to law firms/companies/ national competition authority.

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 and international orientation as well as the 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 European and international business law. In each course, several guest lecturers from different international organisations and different disciplines are involved. These guest lecturers represent the professional practice of European and international business law and allow for interactive discussions with students about real-time issues in this field of law. The use of guest lecturers also provides students with the opportunity to visit their organisations or companies and to build upon their legal network. Guest lecturers are selected on their specialised knowledge; their knowledge of English and presentation skills are also taken into account.

For each course a course coordinator is appointed. The course coordinator is part of the academic staff of the faculty and ensures the quality and level of the teaching. During the site visit it became clear that the course coordinators are very active in keeping up in touch with the (guest) lecturers and informing them about the themes discussed in previous classes. Students appreciate the approachability and helpfulness of their lecturers and coordinators.

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 offers 'Winter and Summer Schools', which gives students the opportunity to further explore specialized topics of their interest.

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.

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 European and international business law. The panel concludes that the assignments during the courses and the thesis offer ample room for focussing on student's individual interests. The panel notes that the relation between the intended learning outcomes and the course is labelled in the course descriptions. The course descriptions also explicitly name the skills that are addressed during the course and how these skills are addressed (for example research skills, legal skills and writing skills). Moreover, the relation with the requirements of the professional field and academic thinking (of the student) is described. During the site visit, the panel also studied materials and literature used in the programme. Based on this, the panel concludes that the materials used are up to date, relevant and of academic master level.

In addition, the panel appreciates the gradual build-up of in-depth systematic and comparative understanding in European and international business law during the programme. The panel appreciates the (international) legal focus of the programme and the fact that economic issues are also addressed (related to and consistent with legal issues). This is for example part of the European and International Competition Law course.

The panel is impressed by the fact that the programme succeeds in realising a truly international and intercultural classroom. The international diversity of the student body, the European and international focus of the programme, the international experience of the lecturers and the teaching methods in which international and intercultural aspects of human rights law are addressed, all add to this conclusion. Students not only learn about different (cross-national) views on and practice in European and international business law but also to accept and respect cultural differences and to work with people from different international backgrounds. This is also an explicit part of the intended learning outcomes (learning outcome 6), as mentioned in standard 1. Students also value the international classroom, as became clear during the site-visit.

The small scale of the programme and the use of the Socratic method allow for interactive and very intensive teaching. Students value this highly, the panel learned during the site visit. Alumni also noted 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 2, 3 and 4) is part of all

courses, in the literature studied; the papers and research assignments students have to write and ultimately the thesis. The training of written and oral skills is incorporated in almost all courses, ensuring that throughout the programme students can improve their skills. Starting with the preparation of the thesis outline in the first semester supports this. 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 committee notes that the Charts methodology used by the programme is very structured and visual and of added value for students. The fact that publications have resulted from the theses 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 moot court competition and the excursions add to this. 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). This is very valuable for the students as it aids them in building an international network and it prepares them for their professional career very effectively. The site visit made clear that students as well as the representatives from the professional field value the interaction between theory and practice in the programme. The committee recognizes the programme's arguments for not offering a mandatory internship. The limited options, the various requirements of the organisations or firms and the limited space in the programme make this quite difficult.

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. To make sure all students have a solid base at the commencement of the programme, the programme starts with the foundational course on the legal foundations of the European Union. 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 prestigious 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 professional field is more involved in the programme and the topic of financial and securities law has been added to the programme.

In summary, the panel concludes that the quality of the teaching – learning environment systematically surpasses the generic quality standard and can be regarded as an outstanding international example.

The panel is very much impressed by the intensive and interactive teaching method and the international and intercultural classroom that is being realized. The programme takes into account the diversity of the students admitted and uses this diversity to enhance the interaction during the classes. The intended learning outcomes have been translated very coherently in learning goals of the different parts of the programme. In addition, the professional and academic orientations have also been translated in a consistent manner in the programme and in the teaching staff. The teaching-learning environment vastly encourages students to play an active role in the design of their own learning process.

Conclusion

The panel assesses Standard 2 as Excellent.

3. Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

Findings

All advanced master's programmes use the same format for assessment and awarding grades. The criteria for assessing exams, papers and presentations (and the forms that are used) are similar for each programme. Furthermore, for all courses assessment matrices have been developed. With these matrices, the programmes want to ensure the (continuity) of the level and scope of the assessments. Lecturers have been trained in the use of course assessment matrices.

In most courses multiple assessment methods are used, for example written exams, assignments, (individual or group) paper, (individual or group) presentation, take home exam or a client's memorandum (paper). Some courses also offer mid-term assessments. In courses with multiple assessment methods, the finale grade is a composite grade based on weighted percentages for each assessment method. Students are informed about this (and the assessment criteria / forms) in advance, by their lecturers and the course descriptions (which are available online). Lecturers discuss the assessment methods at the beginning of the course and after the final exam students can review their exam. Students can also discuss their exam individually with their lecturer. Students appreciate the feedback they receive on their papers, as became clear during the site visit. They also value the possibilities of discussing the feedback with their lecturers.

Exam Commission

The Exam Commission for the advanced master programmes is an integral part of the institutional framework of Leiden Law School. The Exam Commission has a supervisory responsibility with regard to the final exam, examinations and tests (correctly applying examination regulations, mediation in appeals, quality assurance). The Exam Commission enforces regulations (guidelines for examiners, regulations regarding fraud, assessment of exams, and compensation rules). It grants exemptions from the rules in individual cases (course exemptions, additional opportunities for examination, granting lenience). The Exam Commission randomly audits the assessments and the thesis. In this audit, the learning outcomes and the learning objectives of the course are taken into account, to ensure and check whether the assessment methods of the course meet the required level and objectives. At the beginning of the year, the Exam Commission checks the variety of the assessments used in the programme, based on an overview of all courses, assessments (including weighing) and the programming of the assessments throughout the year. Moreover, the Exam Commission checks a sample of course matrices and provides feedback if necessary.

The Exam Commission consists of members of the academic staff and an external member. The Dean appoints all members. The Exam Commission collectively sets up rules and policy. The Exam Commission meets at least three times per year. Additional meetings may be held if needed. Each member has his or her own specific specialisations. The secretary supports the Exam Commission.

During the site visit, the panel met several representatives of the Exam Commission. And it became clear that the Exam Commission put a lot effort in standardizing assessment forms, implementing the assessment matrices and evaluating the assessment procedures and the content of the assessments. Next on the agenda of the Exam Commission will be validation of all learning outcomes with use of the assessment matrices. The handling of complaints is rare, as only very few students ever file a complaint.

The panel also discussed the disadvantages and advantages of take home exams with the representatives of the Exam Commissions. It became clear that the Exam Commission is well aware of these (dis)advantages and that a take home exam is always used in combination with other assessment

methods. The programme director is responsible for the balance in assessment methods used in the programme; the Exam Commission checks this balance and the variation of assessments methods used.

Considerations

The panel is impressed by the assessment system in place. The use of multiple assessment methods and assessment matrices ensures the validity and reliability of the assessments while ensuring that a weighted balance will normally benefit all students in that some of the assessment methods will operate to their strengths while others might not. The panel concludes that the different assessment methods tie in with the intended learning outcomes and the learning goals of each course, and are suitable for an advanced master's programme. In addition, the panel studied several exams and papers during the site visit and noted that these were of a very high level. The exams studied require critical thinking and extensive and in-depth answers from the students. The panel also noted that the instructions regarding assignments and the information about the exams is very detailed and transparent for students. The panel values the room for written feedback on the different assessment forms used. Furthermore, students appreciate the feedback 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 a substantive issue in the field of European and international business law and include a comparative perspective. Students are encouraged to start thinking about a potential thesis topic and researching in the middle of the first semester. Thesis workshops run from January to May. These workshops provide the students with further incentives to work on their thesis and give both structure and coaching opportunities (in addition to supervision by the supervisor). 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 European and international business law that have already been defined. The detailed thesis guidelines inform students about the thesis procedure, the grading and the deadlines.

The same as for the grading of the assessments, the grading of the thesis is done on the basis of a common procedure applicable to all advanced master's programmes. The student's thesis supervisor grades the thesis by means of a standard form, which will then be submitted to the programme coordinator together with the written findings of the supervisor. Depending on the topic a second supervisor can be assigned, in which case the second supervisor also grades the thesis. The assessment of the theses is a matter for the supervisors. In addition, to ensure consistency in the grading and to provide a second reading all theses are read by a second reader.

Furthermore, theses (one outstanding, one good and one with passing grade) are subject to an audit by a legal expert from the Exam Commission who was not involved in the thesis supervision. So far, the findings of the audit have been in line with the assessment and notably the grades given.

The programme stays in contact with alumni on a personal level. Alumni serve as editors of law journals, as research assistants, and as guest lectures. Alumni support the programme with job possibilities, opportunities for internships, represent the programme at education events in their countries, and act as a point of contact for future students. The critical reflection shows that the majority of the graduates enter or continue their careers in international departments of law firms, international businesses and international bureaus of government service, or international organisations. The annual alumni survey shows that graduates work in law firms (mostly internationally operating law firms); as corporate lawyers; for national governments; in international and European institutions (the latter including in particular the European Union but also other European organisations such as the European Energy Community); at national and international courts (including, for example, the Court of Justice of the European Union and the International Criminal Court). In addition, graduates also work at universities; or pursue further studies (in particular PhD research); as diplomats; and in diverse capacities, such as journalism, self-employed consultant, NGO's, Chambers of Commerce, or as a legal language editor.

Considerations

The committee notes that the advanced master's programmes have a thorough thesis procedure, with detailed and transparent information available for students, clear assessment criteria and second reading of all theses. As mentioned in the previous chapter, the Exam Commission randomly audits theses from each programme.

The committee reviewed fifteen theses of the last two years of the programme. The panel realises that, even though all studied theses are of a good level, the degree of achievement in relation to the intended final qualifications and the grades for the thesis vary, as in any academic programme. This depends partly on the skills and background of the individual student. The theses studied also show this variation in grading. The committee concludes that the average quality of the studied theses of the master's programme in European and International Business Law is however very high and that graduates of the master's programme achieve the advanced level. The studied theses showed an interesting variety of topics of current interest (for example new European policies or new developments in corporate law), all of which were thoroughly researched, convincingly structured and very well written indeed. 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 also noted that the assessments forms provided ample feedback.

In summary, the panel is of the opinion that the theses reflect the advanced character of the programme and the high academic standard set by the programme. The panel 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 panel concludes that the graduates well surpass the generic quality standard for a regular master's programme. The fact that publications have resulted from the theses attests to this finding. 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. The alumni survey shows that alumni find a relevant job (or internship) in (inter) national organisations in the field of European and international business law.

Conclusion

The panel assesses Standard 4 as Excellent.

Appendices

1. Composition of the panel

Name	Role	Brief job description of the panel members
Professor Friedl Weiss	Chair	Emeritus Professor of European Law, European and International Economic Law, Institute of European, International and Comparative Law, University of Vienna, Austria
Professor Anna Masutti	Member	Professor of Air Law and European Transport Law, University of Bologna
Professor Arild Saether	Member	Emeritus Professor and former Chair School of Management, Faculty of Economics and Social Sciences, University of Agder
Professor Eva Lievens	Member	Assistant Professor of Law & Technology at the Faculty of Law and Technology, Ghent University
Professor Marcel Brus	Member	Professor of Public International Law, University of Groningen
Ms. Alena Kurilova	Student member	Student of LL.M. in Commercial and Company Law, at the Erasmus University, Rotterdam

2. Programme of the site visit

Tuesday, 3 April 2018

19:00 Evening dinner (location: *Restaurant of the Golden Tulip Hotel*); Panel members introduction, preparation and discussion of key points and questions

Wednesday, 4 April 2018

Location: "Grachtenkamer", Leiden University Faculty Club, Academy Building, Rapenburg 73, Leiden

09.00 - 09.30 **Meeting with members of:
Leiden Law School**

Prof. Joanne van der Leun, Dean of Leiden Law School,
Ms. Anette van Sandwijk, Head of the Office for International Education, Leiden Law School,
Ms. Sheena Bruce, Head Advanced Master Coordinator, Leiden Law School
Faculty of Governance and Global Affairs
Drs. Jolanda D. Riel QC, Director of Operational Management
Dr. Julia Caussin, Head of Education Cluster and Senior Policy Officer

09.30 - 10.30 **First meeting with the Programme Management of the eight programmes**

Prof. Christa Tobler, EIBL
Prof. Titia Loenen, EIHRL
Prof. Simone van der Hof, L&DT
Prof. Madeleine Hosli, IRD
Prof. Pablo Mendes De Leon, A&S Law
Prof. Ton Liefwaard, ICR
Prof. Carsten Stahn, PIL
Prof. Willem van Boom, ICCL
Ms. Sheena Bruce

10.45 – 11.30 **Meeting with Exam Commission and Programme Advisory Committee for:
Leiden Law School**

Prof. Rick Lawson, Chair, Law School Exam Commission for Advanced Programmes
Ms. Sylvia Vink, External Exam Commission Member, Law School
Dr. Stephanie Rap & Mr. Amir Ali Abadi, Staff Members, Programme Advisory/Education Committee, Law School
Ms. Emiliya Bratanova (EIHRL) and Ms. Susana Dittrich (EIBL) Student Members, Programme Advisory/Education Committee, Law School

Faculty of Governance and Global Affairs

Prof. Jan Melissen, Senior Research Fellow at the Clingendael Institute, Chair of the IRD Board of Examiners
Mr. Berry A. P. Frieling, LLB, Secretary of the Board of Examiners, Institute of Security and Global Affairs
Dr. Sinisa Vukovic, Assistant Professor, Chair of the IRD Education Committee (**tbc**)

Ms. Francesca Ghiretti, Student Member of the IRD Education Committee

11.45 – 12.30 Meeting with lecturers from two programmes A and B

Dr. Pavlos Masouros, European and International Business Law
Asst. Prof. Armin Cuyver, European and International Business Law
Prof. Tom Ottervanger, European and International Business Law
Prof. Freya Baetens, European and International Business Law
Prof. Alex Geert Castermans, International Civil and Commercial Law
Dr. Jeroen van der Weide, International Civil and Commercial Law
Mr. Max van Leyenhorst, International Civil and Commercial Law
Mr. Thijmen Nuninga, International Civil and Commercial Law

12.30 – 13.30 Lunch and open consultation

13.30 – 14.15 Meeting with students and alumni from two programmes A and B

Ms. Valérie Bayard, Student European and International Business Law
Mr. Sebastiano Battaglino, Student European and International Business Law
Ms. Smrithi Punnoose, Student European and International Business Law
Dr. Narin Idriz, Alumna European and International Business Law
Mr. Oscar Suarez Bohorquez, Student International Civil and Commercial Law
Ms. Sushma Philip, Student International Civil and Commercial Law
Mr. Matthew Brown, Alumna International Civil and Commercial Law
Ms. Hosna Sheikhattar, Alumna International Civil and Commercial Law

14.15 – 15.15 Closed meeting panel, study time materials

15.15 – 16.30 Tour/walk

16.30 – 17.30 Meeting with representatives from the professional field

Deepika Jeyakodi, Contracts and Bid Manager, Airbus Defense & Space
Prof. Dr. Martin Kuijer, Senior Legal Adviser, Dutch Ministry of Justice and Security /
European Commission for Democracy Through Law (Venice commission).
Drs. Sasja Bökkering, Director of Advocacy & Programs, UNICEF The Netherlands
Mr. Dániel Dózsa, Senior Associate, Dechert LLP, London
Mr. Samuel Delcominette, Associate at Lydian Law Firm
Mr. Ton Wagemans, C.E.O of Considerati
Mr. Egbert Myjer, former judge of the European Court of Human Rights
Mrs. Susan Margaret Ortega Olortegui, MSc., The Embassy of Peru to the Netherlands

17.30 - 19.00 Free time

19.00 Dinner and Closed Panel Meeting

Prentenkabinet, Klooststeeg 25, 2311 SK Leiden

Thursday, 5 April 2018

*Location: "Grachtenkamer", Leiden University Faculty Club, Academy Building,
Rapenburg 73, Leiden*

- 8.30 – 9.15 **Meeting with lecturers from two programmes C And D**
 Prof. Adriaan Bedner, European and International Human Rights Law
 Dr. Jan-Peter Loof, European and International Human Rights Law (*t.b.c.*)
 Dr. Eduardo Arenas Catalán, European and International Human Rights Law
 Prof. Peter Rodrigues, European and International Human Rights Law and International Children's Rights
 Dr. Katrien Klep, International Children's Rights
 Dr. Machteld Vonk, International Children's Rights
 Prof. Marielle Bruining, International Children's Rights
- 9.15 – 10.00 **Meeting with students and alumni from two programmes C and D**
 Ms. Gargi Sharma, Student European and International Human Rights Law
 Ms. Emiliya Bratano van Harten, Student European and International Human Rights Law
 Ms. Clara Serra Baiget, Alumna European and International Human Rights Law
 Ms. Simona Demkova, Alumna European and International Human Rights Law
 Ms. Hei-Yu Wong, Student International Children's Rights
 Ms. Melissa Mohd Akhir, Student International Children's Rights
 Ms. Capucine Page, Alumna International Children's Rights
 Mr. Henk Hulsof, Alumna International Children's Rights
- 10.15 – 11.00 **Meeting with lecturers from two programmes E and F**
 Prof. Niels Blokker, Public International Law
 Prof. Larissa van den Herik, Public International Law
 Dr. Daniëlla Dam-de Jong, Public International Law
 Dr. Joe Powderly, Public International Law
 Dr. Jaroslaw J. Kantorowicz, Assistant Professor. International Relations and Diplomacy
 Dr. Marinko Bobic, International Relations and Diplomacy
 Dr. Maaïke Okano-Heijmans, International Relations and Diplomacy
- 11.15 – 12.00 **Meeting with students and alumni from two programmes E and F**
 Mr. Anderson Dirocie, Student Public International Law
 Ms. Magdalena Legris, Student Public International Law
 Mr. Cale Davis, Alumna Public International Law
 Ms. Kritika Sharma, Alumna Public International Law
 Mr. Nicholas Welsh, Alumna International Relations and Diplomacy
 Ms. Emma Hesselink, Alumna International Relations and Diplomacy
 Mr. Omar Haggag, 1st year Student International Relations and Diplomacy
 Mr. Praneet Khandal, 2nd year Student International Relations and Diplomacy
- 12.00 – 13.00 **Lunch and closed meeting panel**
- 13.00 – 13.45 **Meeting with lecturers from two programmes G and H**
 Dr. Tycho de Graaf, Law and Digital Technologies
 Dr. Bart Schermer, Law and Digital Technologies
 Prof. Gera van Duijvenvoorde, Law and Digital Technologies
 Prof. Wouter Hins, Law and Digital Technologies
 Asst. Prof. Tanja Masson Zwaan, Air and Space Law
 Prof. Peter Haanappel, Air and Space Law

Mr. Guido de Vos, Air and Space Law

13.45 – 14.30 Meeting with students and alumni from two programmes G and H

Mr. Atanas Yordanov, Alumna Law and Digital Technologies

Mr. Alan Sears, Alumna Law and Digital Technologies

Mr. Aleksandre Zardiashvili, Student Law and Digital Technologies

Ms. Astrid Voorwinden, Student Law and Digital Technologies

Mr. Pietro Benintendi, Student Air and Space Law

Ms. Vicky Jeong, Student Air and Space Law

Ms. Valentina Vecchio, Alumna Air and Space Law

14.30 – 15.30 Closed meeting panel

15.30 – 16.15 Second meeting with Programme Management

Prof. Christa Tobler, EIBL

Prof. Titia Loenen, EIHRL

Prof. Simone van der Hof, L&DT

Prof. Madeleine Hosli, IRD

Prof. Pablo Mendes De Leon, A&S Law

Prof. Ton Liefwaard, ICR

Prof. Carsten Stahn, PIL

Prof. Willem van Boom, ICCL

Ms. Sheena Bruce

16.15 – 17.00 / 17.30 Closed meeting panel

17.00 / 17.30 Summary and feedback

Programmes

A = European and International Business Law (EIBL)

B = International Civil and Commercial Law (ICCL)

C = European and International Human Rights Law (EIHRL)

D = International Children's Rights (ICR)

E = Public International Law (PIL)

F = International Relations and Diplomacy (IRD)

G = Law and Digital Technologies (L&DT)

H = Air and Space Law (A&SL)

3. Intended learning outcomes

1. Basic and overarching knowledge:	The graduate has a profound knowledge of, and critical insight into, the foundation of general European and International 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 or law and their context (i.e., as appropriate, their comparative or international context).
3. Research abilities:	The graduate is capable of researching legal questions in general European and International 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. He/she is capable of posing critical questions, formulating an independent opinion on legal questions, and drawing well-founded conclusions. He/she is able to provide innovative solutions to challenges in the field of European and International Business Law and, as appropriate, specialised fields, and to make and to make recommendations for further research.
4. Presentation of knowledge:	The graduate is capable of presenting his/her findings in a clear, readily understandable, methodical and logical manner, both orally and in writing, to both legal experts and non-lawyers alike. Students will further improve their existing writing, reading and research skills as well as their oral presentation skills. The language in all aspects of the programme is English. Therefore, English as a business and working language, using the specific vocabulary of European and International Business Law, and its specialised fields is extensively developed.
5. Application of knowledge:	The graduate is capable of applying the acquired knowledge, research and practical skills in professions or functions that require application of European and International Business Law at an advanced postgraduate level. More specifically: <ul style="list-style-type: none"> a. The graduate possesses the legal knowledge, insight and skills to deeply engage with “the state of the art” in European and International Business Law, enabling him/her 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 him/her to pursue an academic career by conducting further academic research, for example in a PhD programme.
6. Working environment:	The graduate has developed a professional work ethic enabling them to work in an international and intercultural environment. The graduate is capable of working both independently and in a team, again notably within an international environment.
7. ICT skills:	The graduate is able to use new, or to enhance existing, ICT skills in research and communication.
8. Keeping up knowledge:	The graduate has developed skills for lifelong learning, ensuring that they are able to identify and independently cover their own gaps in their knowledge.

4. Programme European and International Business Law

Courses	Period	ECTS
The Legal Foundations of the European Union	Sep-Oct	6
The Internal Market and Regulation	Oct-Dec	8
European and International Corporate and Financial Law	Nov-Dec	8
European and International Intellectual Property Law	Jan-Mar	4
European and International Competition Law	Jan-May	8
WTO and International Investment Law	Feb-Mar	8
Regulating EU External Trade	Mar-May	4
International Arbitration	May-Jun	4
Thesis	Deadline Aug	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:

1538381	1539868	1539736	1886339	1889737
1539396	1420526	1547488	1885901	1885529
1489186	1547534	1886320	1919776	1884743