

Programme file LLM Public International Law,
Health and Technology Law track

2025/26

This programme file provides you with the argumentation regarding the relation between the learning outcomes of the track International Human Rights Law within the LLM Public International Law and the programme, including assessment. To this extent, you will find the following information in succession:

- the learning outcomes of the programme as they are stated in the Teaching and Examination Regulations for the LLM programmes 2025/26;
- a narrative summary per learning outcome as to how this learning outcome is covered within the programme;
- an overview to indicate which courses add to which learning outcome(s);
- a detailed overview of the connection between the courses and the learning outcomes;
- an overview holding the links to the assessment archive of the Faculty of Law of the courses concerned.

In the detailed overview of courses, the following information is available:

- in which block within an academic year a course is scheduled (block);
- the number of ECTS that is awarded to a course (ECTS);
- the educational format used for each course and the number of hours scheduled per week;
- the assessment form (assessment);
- which (part of a) learning outcome is covered by the course (learning outcome);
- the learning outcome description of the courses as it is registered in the electronic study guide Ocasys 2025/26.

The learning outcome mentioned per course in the course description, the educational format and the assessment form is taken into consideration when linking the course to a learning outcome of the programme. Such a link has been made if a course substantially contributes to a programme learning outcome. This does not necessarily mean that the full programme learning outcome is covered by this specific course.

Teaching and Examination Regulations for English-taught Master's degree programmes of the Faculty of Law in the academic year 2025/26

Appendix 1 Aim and learning outcomes of the Faculty's Master's degree programmes

Section 5 The Public International Law programme and its tracks Health and Technology Law and International Human Rights Law

A. Learning outcomes knowledge and insight.

The learning outcomes of the LLM programme Public International Law in the field of knowledge and insight of the graduate are:

- A1. Enhanced knowledge of and enhanced insight in the systemic and doctrinal aspects of public international law-building on the knowledge and understanding gained during the Bachelor's degree programme;
for the track International Human Rights Law in particular in the field of international human rights law;
for the track Health and Technology Law in particular in the fields of health law and technology law.
- A2. Specialised knowledge of and insight in positive public international law and its application in practice in selected areas of public international law, knowledge of and insight in the processes and procedures for further legal development and the role of law-making bodies, international organizations, and courts and tribunals therein;
for the track International Human Rights Law in particular in the field of international human rights law;
for the track Health and Technology Law in particular in the fields of health law and technology law.
- A3. Awareness of the broader context in which international law functions and of the various perspectives on the role of public international law and international law specialists in international society;
for the track International Human Rights Law in particular in the field of international human rights law;
for the track Health and Technology Law in particular in the fields of health law and technology law.
- A4. For the track International Human Rights Law: specialised knowledge and insight from other disciplines to better understand the importance of human rights.

B. Learning outcomes application of knowledge and insight, formulating judgements and communication.

The learning outcomes of the LLM programme Public International Law in the field of application of knowledge and insight, formulating judgements and communication of the graduate are:

- B1. The ability to independently collect, assess and apply relevant facts, law, cases and literature in order to solve complex issues in the field of public international law.
- B2. To develop the academic skills to be able to independently undertake legal research aimed at contributing to the further development of international law, applying the relevant academic and professional standards of responsible research, and to enhancing its role in society, taking into account the relevant extra-legal dimensions.
- B3. The ability to independently participate in the public international law discourse among (national and/or international) colleagues.
- B4. The ability to comprehensively convey to an international and diverse group of colleagues and the public a complex argumentation in the field of public international law both orally and in written form, in English.

- B5. For the track International Human Rights Law: the ability to critically reflect upon and apply insights from other disciplines to legal concepts and the understanding of human rights;
for the track Health and Technology Law the ability to critically reflect upon and apply insights from other disciplines to legal concepts and the understanding of health law and technology law.

C. Learning outcomes learning skills.

The learning outcomes of the LLM programme Public International Law in the field of learning skills of the graduate are:

- C1. Knowledge and understanding of career options;
C2. Understanding the need to engage in continuous study and critical reflection to keep up with the permanent and rapid development of public international law;
for the track International Human Rights Law in particular the development in international human rights law;
for the track Health and Technology Law in particular the development in health law and technology law.

Narrative summary connection programme to learning outcomes

The table below provides a short explanation with regard to the learning outcomes and how they are covered in the programme.

	Argumentation
A1.	Many courses contribute to achieving this learning outcome of the programme in Health and Technology Law. The master programme as a whole entails a deepening of the knowledge and insights gained from courses in the field of international law and/or European law, specifically relating to health and technology law, during a bachelor studies, and which provided a basic introduction to international human rights law. Various topics that formed the subject of (a) lecture(s) in the bachelor have become the background material for several courses in the master (e.g., International Human Rights Law, International Health Law). International Human Rights Law provides students with the basic systemic and doctrinal aspects of International Human Rights Law. The Seminar Health and Technology Law in the 21st Century combines the theoretical, doctrinal and practical perspectives relevant to this master programme. The course International Health Law focuses on specific health and health care related issues that have an impact on the right to health, providing specialised in-depth knowledge in a particular aspect of human rights. In addition, courses such as Health Law in Context, Data Driven Innovation and The Law of Sustainable Technology and the Lab: Regulating Digital Health, provide further focus on particular topics of law that are highly connected to health and technology law. Finally, for the Master's Thesis and the Law in Practice module students delve deeper into the fields of health law and technology law, respectively during their research on a topic of their own choice or during a practical assignment within the sphere of health and technology law.
A2.	Almost all courses contribute to achieving this learning outcome of the programme Health and Technology Law. The Seminar Health and Technology Law in the 21st Century, Health Law in Context, International Human Rights Law, International Health Law, Master's Thesis, Law in Practice help students to acquire specialised knowledge of and insight in health law, while Data Driven Innovation and The Law of Sustainable Technology contributes to students' specialised knowledge of and insight in technology law. The Master's Thesis and Law in Practice module allow further deepening of this learning outcome.
A3.	The courses Seminar Health and Technology Law, Health Law in Context, International Human Rights Law, International Health law, as well as the Master's thesis and Law in Practice contribute to the awareness of the broader context in which international law functions and of the various perspectives on the role of public international law and international law specialists in international society, specifically in the field of health law and/or technology law.
A4.	The transboundary nature of the track Health and Technology Law presupposes a multidisciplinary component. The Seminar Health and Technology Law in the 21st Century, International Health Law, LLM in Practice, Lab: Regulating Digital Health and The Law of Sustainable Technology contribute to this learning objective by providing specialised knowledge and insights from other disciplines, including health and technology, to better understand the importance of law in relation to health and technology.
B1.	Various courses, namely International Human Rights Law, International Health Law, Law in Practice, Data Driven Innovation, Lab: Regulating Digital Health and The Law of Sustainable Technology, and in particular the Seminar Health and Technology Law in the 21st Century, and the thesis contribute to achieving this learning outcome of the track Health and Technology Law. As to the courses concerned, these require the participating students to accomplish certain assignments or write a paper as part of the exam; the seminar and thesis ordinarily zoom in on (a) particular (societal) problem(s) and requires a student to investigate both facts and law.
B2.	Various courses, including International Health Law, LLM in Practice, Data Driven Innovation and The Law of Sustainable Technology, Lab: Regulating Digital Health and in particular also the Seminar Health and Technology Law in the 21st Century and thesis, require a student to engage independently in legal research. As such, a graduate is able to critically assess arguments and positions taken by both peers and laymen, and explain and support any solutions suggested by reference to a solid theoretical foundation and sound legal arguments.

B3.	Almost all courses, and the Master's thesis, contribute to achieving this learning outcome. Various substantive courses, and the Seminar Health Law in the 21st Century and thesis, train the necessary skills by requiring students to present findings, in English, in written or oral form. The Seminar Health and Technology Law in the 21st Century, for example requires students to write individual and group assignments and give oral presentations of their research findings and discuss them with fellow students in class.
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Learning outcomes versus courses of the LLM Public International Law, Health and Technology Law track

Learning outcomes: A. knowledge and insight B. application, formulation judgements and communication C. learning skills Health and Technology Law		A					B				C	
		The systemic and doctrinal aspects of PIL, especially HTL	Positive PIL/HTL and its application in practice; the processes and procedures for further development and the role of law-making bodies, io's and courts and tribunals	Awareness of the broader context in which international law functions and of the various perspectives on the role of PIL/HTL and international law specialists in international society	Specialised knowledge and insight from other disciplines to better understand the field of health law and/or technology law	Independently collect, assess and apply relevant facts, law, cases and literature	Independently undertake legal research aimed at contributing to the further development of international law; to enhancing its role in society, taking into account the relevant extra-legal	Independently participate in PIL discourse among (national and/or international) colleagues	Comprehensively convey to an international and diverse group of colleagues and the public	Critically reflect upon and apply insights from other disciplines to legal concepts and the understanding of human rights	Knowledge and understanding of career options	Continuous study and critical reflection
ECTS	Course name	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2
6	Seminar Health and Technology Law in the 21st Century	x	x	x			x	x	x	x		x
6	Health Law in Context	x	x	x	x	x						x
6	International Human Rights Law	x	x	x		x		x	x		x	x
6	International Health Law	x	x	x		x	x	x			x	x
6	Lab: Regulating Digital Health	x			x	x	x					
12	Master's thesis*	x	x	x		x	x	x	x		x	x
6	Law in Practice (LLM)**	x	x	x	x	x	x	x	x	x	x	x
6	Data Driven Innovation				x	x	x	x	x		x	x
6	The Law of Sustainable Technology		x	x		x	x	x	x	x		x

* Whether or not students fulfil A1-A3 when writing their Master's thesis depends on the topic chosen.

** Whether or not students fulfil A1-B5 in their LiP module depends on the form chosen.

The learning outcomes for the LLM Public International Law, Health and Technology Law track

Course name	Block	EC TS	Format	Assessment	Learning outcome	Learning outcome course (Ocasys description 2025/2026)
Seminar Health and Technology Law in the 21st Century	1+2	6	Seminar Seven 2-hour seminars for which attendance is compulsory. In addition to these compulsory lectures, students have the possibility to visit walk in hours in the remaining weeks to discuss individual research progress.	Active participation Paper, Presentation	A1, A2, A3, B2, B3, B4, B5 C2	- To develop the academic skills to be able to independently undertake legal research aimed at contributing to the further development of health and technology law, applying the relevant academic and professional standards of responsible research, and to enhancing its role in society, taking into account the relevant extra-legal dimensions; - The ability to independently participate in the health law and technology law discourses among (national and/or international) colleagues; - The ability to comprehensively convey to an international and diverse group of colleagues and the public a complex argumentation in the fields of health law and technology law both orally and especially in written form, in English; - Specialised knowledge and insight from other disciplines to better understand the importance of health law as well as technology law and the ability to critically reflect upon, apply and incorporate insights and information from other disciplines to legal concepts, fostering the understanding of health law and technology law; - Identifying legal issues in the rapidly evolving fields of health and technology in the 21st century and understanding the need to engage in continuous study and critical reflection to keep up with the permanent and rapid development in health law and technology law
Health Law in Context	1	6	Lecture 14 2-hour lectures. Attendance compulsory.	Exam, Digital, Essay questions	A1, A2, A3, A4 B1 C2	After this course, students will be able to: - recognize and explain the main foundations and principles underpinning both health law and technology law - discuss the role of health facts and science in the interpretation of health and technology law; - identify the main concerns on the interface between health and technology - reflect on the interaction between health law and technology law - specifically, reflect on the main human rights concerns that play a role at this interface.

Course name	Block	EC TS	Format	Assessment	Learning outcome	Learning outcome course (Ocasys description 2025/2026)
International Human Rights Law	1	6	Lecture 14 2-hour lectures	Exam, Digital, Essay questions	A1, A2, A3 B1, B3, B4 C1, C2	Students will be able to 1) distinguish between the different types of international legal obligations under human rights treaties; 2) differentiate between and compare the various international and regional human rights protection systems, and become familiar with their varying approaches towards human rights; 3) assess and value the various procedures through which groups and individuals can submit complaints before international and regional human rights monitoring bodies in order to obtain redress for human rights abuses; 4) evaluate the various ways and circumstances in which governments can limit human rights; 5) be able to recognise, analyse, and formulate the various challenges and continuous developments facing the protection of human rights and how these are dealt with by international and regional human rights systems and bodies; 6) discuss and appraise the career perspectives in human rights law.
International Health Law	2	6	Lecture 14 2-hour lectures	Exam, Digital, Essay questions	A1, A2, A3 B1, B2, B3 C1, C2	After this course, students will be able to: - recognize and explain the nature and scope of the various standards under international health law, as well as their relationship, their complementarity and their contradiction; - apply these standards to a range of global health issues; - discuss the role of health facts and science in the interpretation of international law; - critically reflect, evaluate and discuss the shortcomings of international law with regard to the protection of global health; - discuss the tension between the standards under international health law with a range of trade-related standards; - discuss the interplay between international law and domestic legislation in the field of health (eg. with regard to essential medicines); - critically reflect and evaluate, both orally (in a presentation) and on paper (in a thesis), one specific selected health-related concern in light of international law.
Lab: Regulating Digital Health	2	6	Tutorial, Lecture 7 2-hour lectures and 7 2-hour working group	Take home exam Assessment Paper + Reflective Note	A1, A4 B1, B2	

Course name	Block	EC TS	Format	Assessment	Learning outcome	Learning outcome course (Ocasys description 2025/2026)
Master's thesis	3+4	12			A1, A2, A3 B1, B2, B3, B4 C1, C2	The Master's thesis constitutes the final test in order to show the possession of legal and academic research skills. Upon successful completion of the Master's thesis, the student will have demonstrated the legal and academic research skills and, using and building on the knowledge and insights gained during the programme, the ability: 1) to identify a (societal) problem and, based on this, formulate an academic, legal research question relevant to the field of the chosen master's degree programme, and formulate relevant sub-questions; 2) to set up research relevant to answering the research question, choosing and justifying an appropriate research method; 3) to identify the sources and data relevant to the research, critically evaluate these and relate them to the research question; 4) to reflect upon legal concepts pertinent to the topic under discussion, and to address issues of interpretation and application of the law relevant to this topic; 5) to conduct an independent legal, academically substantiated research, within a set time frame; 6) to produce a clear, linguistically correct, concise and well-structured written piece of work, based on the research conducted, containing a reasoned answer to the research question, substantiated by a sufficient number of academic sources; 7) to consistently refer to the sources and data used for the research in accordance with applicable legal and academic standards; 8) to process feedback from the thesis supervisor, and to defend the written work orally to the supervisor.
Law in Practice (LLM)	3+4	6	Practical	Variable		At the end of the Law in Practice component, a student has: 1. Knowledge and understanding of the (national and international) career perspective related to the field of law of the Master's degree programme. 2. Understanding of the requirements that are needed, also in professional settings, for self-study to stay updated in the field of law of their Master's degree programme. 3. Understanding of the continuing and rapid development of law. 4. The ability to apply knowledge and understanding of the field of law gained in their Master's degree programme in a professional setting. 5. The ability to participate independently in the debate in the field of law of their Master's degree programme with colleagues, in a national and international context. 6. The ability to convey a complex argumentation in the field of law of their Master's degree programme in a comprehensive manner.

Course name	Block	EC TS	Format	Assessment	Learning outcome	Learning outcome course (Ocasys description 2025/2026)
Data Driven Innovation	3	6	Lecture 14 2-hours lectures	Presentation Paper	A4 B1, B2, B3, B4 C1, C2	Upon completion of the course, the students would have achieved: • An enhanced knowledge and understanding of the specific European law legal areas that are relevant for data driven innovation; • An understanding of the role of the European Union for addressing global challenges; • An enhanced knowledge and understanding of the specific legal areas that are relevant for data driven innovation; • The understanding of the intersection between different fields of law; • The ability to assess situations and apply the relevant EU legal rules and jurisprudence; • The ability to assess situations and apply the relevant legal rules and jurisprudence; • The capability ability of critical thinking and active group participation; • The ability to conduct independent legal research; • The ability to present ideas and findings in oral as well as in written format.
The Law of Sustainable Technology	4	6	Lecture	Paper Presentation	A2, A4 B1, B2, B3, B4, B5 C2	After successful completion of this course, the student will be able to: Analyze the European and International legal framework, created by the interaction between national, European Union and international law, that applies to a given technology or technological innovation to identify how the sustainability of that technology is or is not regulated. Evaluate the effectiveness of current European, international, and national regulations in supporting—or inadequately addressing—the sustainability aspects of the technology, with attention to interactions between these frameworks. Reflect on this regulation or lack of and will be able to design policies, including specific amendments to the relevant national, European Union and international laws, to improve the sustainability of that technology on a global scale Convey and explain that design, both in writing and orally to an audience of legal scholars as well as an audience with a background in technology. Being able to reflect and design presupposes thorough knowledge as well as the ability to apply that knowledge. Incorporate European and international legal principles and best practices to develop feasible policies for sustainable technology deployment, while understanding potential intersections with national laws.

Narrative summary of the assessment and feedback for the LLM Public International Law, Health and Technology Law track

As described in the Faculty's didactic concept, assessment in higher years usually takes the form of essay exams with more complex cases that assess students' knowledge and understanding as well as their ability to apply these. Assessment thus takes place at a high cognitive level, and the idea is to make assessment situations increasingly resemble actual legal practice in the course of the degree programme. This also implies increasing numbers of open-book examinations towards the end of the degree programme. Furthermore, this involves the assessment of the student independently being able to analyse and apply knowledge in the area of health and technology law with a critical point of view; mastering specialised knowledge; and assessing complex cases. Skills-wise the assessment mainly revolves around independent legal academic reporting, both orally and in written form.

In the courses which predominantly aim at knowledge and insight acquisition, the assessment is mainly done through written examinations, combining essay and problem questions cases, designed to test students' knowledge, insight, ability to use case-law and legislation as appropriate, and understanding of the academic literature in the field. Examples of courses that adopt such examination methods in the present track include Health Law in Context and International Human Rights Law. This allows for assessment at a high cognitive level which aims at a setting which is very similar to a work situation for a lawyer/legal expert. The Faculty allows open book examinations at master level which places emphasis on understanding instead of on rote learning. In the near future, the Faculty expects to be able to take this even a bit further in allowing students digital access to multiple legal sources during the examination which will then be conducted digitally. This will allow for assessment in a way which resembles the expectations of employers when hiring a lawyer/legal expert: to be able to apply the concepts dealt with to a case while using legal sources. Legal texts, mostly case law, treaties and legislation, can be checked during the examination. The content of the examination will then be one in which all doctrines examined are linked to one another in the cases asked, as the aim is for the student to demonstrate that s/he is able to apply the correct doctrines to the case. This can only be assessed after all materials have been studied. In the master's degree programme students will usually have one or two examinations in the examination period of each block.

Beyond written exams, students are also examined via larger written assignments, as well as oral presentation skills, for instance for the courses International Health Law, Data Driven Innovation, Lab: Regulating Digital Health and The Law of Sustainable Technology. As also for the Master's thesis and the Seminar Health and Technology Law in the 21st Century employ formative assessment and are spread over two blocks. The seminar is a practical course in which students have to write papers/assignments, present and discuss while being supervised by an expert in the field. Students will have to perform independent legal research in this seminar, and present their findings in papers and an oral presentation, both to peers and the instructor. Due to the interactive format of seminars, the maximum group size normally is 16 students. If the group of students is too big, a second (parallel) group will be scheduled. The seminar includes the following activities:

- Working out a research question with regard to health and/or technology law and jurisprudence;

- Independently selecting and studying relevant academic literature, legal instruments and pertinent documents, and case law;
- Written and oral presentations of the findings and a defence thereof in a discussion about the findings;
- Commenting on the findings and defence thereof of peers and discussion of these findings.

Seminars teach students the skills they will need later on in the professional field. They also allow students to develop their own opinions based on research and to defend their opinions. Seminars are thus a good preparation for the writing of the Master's thesis. Attendance at the seminar sessions is compulsory. The lecturer assesses the contributions of the students by reviewing each student's written paper, and taking account of its oral presentation and the student's contributions to in-class discussions of the papers presented by other students in the seminar group.

Activities completed as part of *Law in Practice* (e.g., taking up an internship, participating in a Law Clinic, participating in a Moot Court competition, carrying out a research assignment, etc.) are a way to put acquired knowledge and skills to practice and receive feedback on the task performed (from e.g., employer, clients and supervisor at the Law Clinic, Moot Court organisation, research assignment supervisor, etc.). Other courses also employ certain means of formative assessment. These may include quizzes with discussion in class followed by feedback from the lecturer, interaction with professionals from relevant related fields and in different relevant (legal) positions, class discussions concerning current developments, in class law drafting exercises, and think-pair-present activities.

Assessment and feedback for the LLM Public International Law, track Health and Technology Law

Course name	ECTS	Assessment	Learning outcome	Assessment description
Seminar Health and Technology Law in the 21st Century	6	Active participation Paper, Presentation	A1, A2, A3, B2, B3, B4, B5 C2	Combination of a group paper, and an individual paper with a presentation and peer review assignment.
Health Law in Context	6	Exam, Digital, Essay questions	A1, A2, A3, A4 B1 C2	
International Human Rights Law	6	Exam, Digital, Essay questions	A1, A2, A3 B1, B3, B4 C1, C2	Besides the regular exam, formative assessment takes place through in-session discussion of human rights in movies, with think, pair, and present approaches, mock exams, the use of the online discussion board, a pop-quiz type of in-class assignment, and Q&A session, during which the topics of the course are discussed together with old exams and answers (if time allows). Attendance may be made mandatory in case of a guest lecture.
International Health Law	6	Exam, Digital, Essay questions	A1, A2, A3 B1, B2, B3 C1, C2	Midterm assessment: short essay (800 words) that counts for 15%
Lab: Regulating Digital Health	6	Take home exam	A1, A4 B1, B2	Assessment Paper + Reflective Note
Law in Practice (LLM)	6	variable	A1, A2, A3 B1, B2, B3, B4 C1, C2	
Master's thesis	12			

Course name	ECTS	Assessment	Learning outcome	Assessment description
Data Driven Innovation	6	Paper Presentation	A4 B1, B2, B3, B4 C1, C2	The students will be active recipients of knowledge. They will discuss the legal implications of the use of different types of data, such as: personal data, big data, open data and synthetic data. The students will gain the necessary understanding and expertise through focusing on specific fields of interest that provide an intersection for various fields of law, as for example in AI; the Health sector; Predictive Policing and Risk Assessment. This will allow them to contrast the legal challenges which arise with the benefits deriving from the use of data. At the end of the course, the students will bring all of the knowledge together in a student driven workshop. 10% active participation, 40% presentations and 50% individual papers
The Law of Sustainable Technology	6	Paper Presentation	A2, A4 B1, B2, B3, B4, B5 C2	The course takes its shape in the form of a series of lectures and seminars. The lectures will be used to convey knowledge and to involve the student in the critical reflection on that knowledge. Accompanying the lectures, there will be seminars. Students will apply that knowledge during the seminar and, using team-based learning, develop their reflection and design skills when they first identify a number of digital technologies, identify the regulatory framework relevant to those technologies and then reflect on that regulatory framework to identify possible points for improvement. These findings will be done in small groups and then presented to and be discussed with the other groups. The final grade will be based on the in-class participation (20%), a group paper (40%) and an individual paper (40%; of which 50% is for the presentation and discussion)

Courses master Public International Law, track Health and Technology Law

Block	Course name	Assessment	All assessment	Evaluation
1+2	Seminar Health and Technology Law in the 21st Century	Practical Presentation Paper		
1	Health Law in Context			
1	International Human Rights Law	Digital, Essay questions, Exam	All assessment	All evaluation
2	International Health Law	Digital, Essay questions, Exam Presentation	All assessment	All evaluation
2	Lab: Regulating Digital Health	Assessment Paper + Reflective Note		
3+4	Law in Practice	variable		
3+4	Master's thesis			
3	Data Driven Innovation	Paper Presentation		
4	The Law of Sustainable Technology	Paper Presentation		