

**Results for Certified Evaluation and Accreditation
for Professional Graduate School of Global Legal Studies**

**Keio University Law School
Master of Laws (LL.M.) in Global Legal Practice**



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2021	
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Certified Evaluation and Accreditation Results for Keio University Law School Master of Laws (LL.M.) in Global Legal Practice

The Keio University Law School Master of Laws (LL.M.) in Global Legal Practice was founded in 2017 with the aim of nurturing individuals who can succeed globally as legal professionals and serve as legal staff for global corporations and international organizations. The LL.M. Program provides education primarily intended for lawyers and graduates from other law schools hoping to improve their practical legal English skills, international students who are interested in Japan and Asia, and college graduates aspiring to work at international organizations. Forming part of the Keio University Law School, the LL.M. Program was the first professional graduate school in Japan to be established alongside a legal professional training program (law school). The program offers all classes in English and awards a Master of Laws (LL.M.) degree that can, in principle, be earned in one year.

Previously, global legal human resources could only be trained at foreign graduate schools. However, the LL.M. Program allows such training to be conducted in Japan, making it a highly significant program. The program's objective of training global legal professionals (continuing legal education: CLE), legal staff for entities such as global corporations and international organizations, and foreign legal professionals in an integrated fashion is a distinctive feature. In the area of education, the LL.M. Program has a program in which students can apply for membership with the Chartered Institute of Arbitrators (CIArb), offering subjects for the program such as Arbitration, Mediation, and Negotiation, as well as case study subjects in intellectual property, for example. These classes adopt highly practical educational methods, such as groupwork sessions involving mock arbitration by students, which is commendable. Furthermore, the LL.M. Program awards professional certifications in five fields. These professional certifications are expected to gain social recognition and acceptability as the program's value is enhanced going forward. Another distinctive feature of the LL.M. Program is that in order to help students prepare a research paper necessary to apply for CIArb membership, it offers an extensive collection of foreign books in the Media Center (library) and allows students to use an English writing proofreading tool, utilizing the resources of the University and Law School.

As described above, the LL.M. Program's educational endeavors are significant in the context of legal professional education in Japan, and the program's initiatives for

enhancing international acceptability and promoting practical education are remarkable. However, broadly speaking, the following four issues were identified.

First, initiatives to ensure educational quality by systematically verifying education and making improvements are lacking. Specifically, as the program's efforts to gather opinions from students and identify/analyze the situation of graduates are insufficient, efforts should be made to identify/analyze learning outcomes in an appropriate manner. Additionally, the relationship between the program's advisory board and the Collaboration Council for Educational Program formed by the Law School is unclear, and it is necessary to gather opinions from the business community and other circles from the perspective of training global legal human resources. The JUAA hopes LL.M. Program makes improvements to its curriculum and in other areas on the basis of opinions from students, graduates, and external parties.

Second, in relation to the first issue, the LL.M. Program needs to ensure the appropriateness and objectivity of assessment of academic achievement. Regarding the assessment of academic achievement in individual subjects, the assessment method is clearly presented in the syllabus, and a rough grade breakdown is provided in percentage terms. In cases where percentages exceeding those of the breakdown are used, the reason is supposed to be clearly presented in written form. However, in practice, there are cases where documents stating the reason are not prepared or where no clear reason is presented. Therefore, the program should perform assessment of academic achievement in a rigorous manner in accordance with its own rules. Moreover, the program should create a system for students to make inquiries about the assessment of academic achievement as such a system does not currently exist.

Third, there are issues in the area of providing an environment suitable for training global legal professionals. The program accepts Japanese and international students toward achieving the objective mentioned above. Due in part to the fact that all classes are held in English, the program has garnered the interest of many students from Asia and Europe, and over half of the students currently enrolled are from abroad. As the program has set the desired ratio between Japanese and international students, it should create more publicity among Japanese students, corporations, and government agencies to develop an appropriate environment.

Fourth, the LL.M. Program's systems and organizations are based on those of a law school due to the fact that the program was established as a department of the Law School that was previously established as an independent law school, but the program needs to clarify its own organizational structure. Important issues pertaining to the program are discussed by the Law School Committee that serves as the deliberative

body of the Law School, while the regularly held LL.M. Staff Meeting considers and discusses daily matters, thus playing an important role. However, as no organizational rules have been established for the meeting, the program should stipulate the composition and purview of the meeting. In addition, the LL.M. Program sets a limit on the number of credits students can register for in a year in accordance with the law school standards. However, since the program sets a standard completion period of one year and is designed as a professional graduate school program that students can complete by earning 30 credits, the program should review the system to ensure that students can create a balanced course schedule in line with the required number of credits for completion. As it is important to develop a functioning system that provides guidance for taking courses to ensure a balanced course schedule, improvements should be made in this area too.

The JUAA hopes the LL.M. Program recognizes the issues from the results of this Certified Evaluation and Accreditation for Professional Graduate School and the self-study results and makes improvements accordingly. As noted earlier, the program plays a significant social role, conducting educational and research activities that contribute to the development of globally competent legal professionals. Therefore, the JUAA hopes the LL.M. Program accurately identifies and analyzes the achievements in human resources development and other areas and publicly disseminates this information, thereby developing a greater significance and role in society in line with its goals.