Politieacademie

Master of Science in Policing

Full Study Programme Assessment

Summary

In January 2019 the academic programme Master of Science in Policing offered by the Politieacademie (Police Academy of The Netherlands) and Canterbury Christ Church University, was visited by an audit panel of NQA. It is a joint-degree parttime programme of 90 EC offered in Apeldoorn, The Netherlands, and in Canterbury, United Kingdom. The audit panel assesses the quality of the Programme as **satisfactory**.

Standard 1: Intended Learning Outcomes
The panel assesses standard 1 as **satisfactory**.

The MSc in Policing has e clear and comprehensive set of intended learning outcomes as laid down in its Qualification Profile. The intended learning outcomes fit the professional orientation and occupational profile of the Programme. Furthermore, they correspond to the level of an academic master, since they relate to the Dublin's 2nd Cycle Descriptors and to the European Quality Framework (EQF) level 7, which in its turn aligns with the Dutch Quality Framework (NLQF) level 7 and with HE Level 7 of the Framework for Higher Education in England, Wales and Northern Ireland (FHEQ). The occupational profile of the Programme suits the developments in present policing. The focus of the profile is on specialist and academic professional roles, rather than managerial roles. This focus should be made more explicit, according to the panel. The strongly policing oriented profile of the Programme should be broadened to a wider academic perspective, according to the panel. This means far more cooperation with academic universities other than CCCU. In that way the academic level of the Programme would be further enhanced. The panel is also of the opinion that the international orientation of the Programme should be expanded. The last two recommendations, academic broadening and expanding the international orientation should then also be translated into the intended learning outcomes (competencies).

Standard 2: Orientation of the Curriculum
The panel assesses standard 2 as **satisfactory**.

The curriculum guarantees the development of the relevant scientific and professional skills at an academic master's level. The integrated approach of the development of these skills and linking this to the work of the students motivate students and help them to internalize the competencies more easily. As to the research skills, the panel recommends a further intensification of the training and guidance of students in this field. In line with the panel's recommendation in relation to the previous standard to broaden the academic scope of the Programme, it recommends to expand the training of research skills to more general academic assignments.

Standard 3: Contents of the Curriculum
The panel assesses standard 3 as **satisfactory**.

The curriculum of the MSc in Policing suits the intended learning outcomes. The panel is of the opinion that the contents of the modules offer students sufficient opportunities to obtain the relevant knowledge and insights. The modules focus on relevant themes in (inter)national policing. Together, the modules cover a large variety of subjects, which also include recent developments in policing. As to the international aspects of policing, more comparison of

international policing models is to be recommended. Since the subjects of the modules are indicative, there is room to incorporate the latest relevant developments in the modules and also topics the students themselves come up with. The literature which is used, is generally up to date. As to the subject matter of the modules in general, the panel, in line with its recommendation of broadening the academic scope of the Programme (see Standard 1), strongly suggests further broadening of subject matter, for example in the field of law and digitalization.

Standard 4: Structure of the Curriculum
The panel assesses standard 4 as **satisfactory**.

The structure of the curriculum and the didactical approach encourage study sufficiently and enable students to achieve the intended learning outcomes. According to the panel, the curriculum has a clear structure, which fits also the professional duties of part-time students. The structure of the Programme facilitates flexibility in study progress. The curriculum has a clear sequential order of contents in order to help students build on acquired knowledge and skills. In terms of flexibility deviations from the desired sequential order are possible as a result of an agreed individual study plan. The panel and students are of the opinion that the learning and teaching strategies of the Programme, with a large variety of teaching methods, help to realize active learning and motivate students to successfully finish their studies. The panel recommends a rethink of the schedules of the residential weeks, since students generally experience them as over-crowded.

Standard 5: Incoming Students
The panel assesses standard 5 as **satisfactory**.

The curriculum ties in with the qualifications of the incoming students, as students have confirmed. The Programme applies appropriate requirements and a clear intake procedure. If necessary, prospective students can follow a pre-master course on research methodology. The procedure for the recognition of prior learning is clear and solid. The Programme is aiming at attracting more students. The panel supports this aim and would like to encourage the Police Academy to stress the importance of appointing more specialists within the police with an MSc degree in policing. According to the panel, the Programme could also be interesting for a wider range of police, security and defence professionals.

Standard 6: Quality of Staff
The panel assesses standard 6 as **good**.

The Programme can be proud of a highly qualified staff, both academically and didactically. The lecturers are very committed and dedicated to the Programme and the students. Students and alumni are very positive about the staff. The expertise of the staff fully covers the contents of the curriculum. The Programme also employs occasionally external lecturers and researchers who are not connected to the police. This is valuable for bringing in other perspectives. The size of the staff is also sufficient for the realization of the curriculum. The staff of CCCU and of the Police Academy have ongoing individual contacts in addition to joint meetings twice a year.

Standard 7: Services and Facilities
The panel assesses standard 7 as **good**.

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The Police Academy and CCCU have adequate facilities which contribute to an attractive learning environment for students and staff. On both locations there are sufficient classrooms, all provided with modern digital facilities. There are enough work stations, for both individual and group work. Students and teachers have good access to computers, software, internet and the libraries of both institutions. The library of the Police Academy is the national expertise centre for the police profession. Both CCCU and the Police Academy use Blackboard as their virtual learning environment. Students assess the quality and quantity of the facilities positively.

Standard 8: Tutoring
The panel assesses standard 8 as **satisfactory**.

The tutoring is appropriate for the type of students the Programme aims at. The tutoring is aimed self-directed and independent learning with emphasis on the student's own initiative. Students are content with the tutoring and the many informal contacts they have with their tutors, which is also an element of the small scale of the Programme. The study progress of the students is closely monitored and regularly addressed by the tutors and the Programme Directors. The provision of information is satisfactory, according to students and the panel. The module descriptions, however, could be more detailed. The Programme should introduce a detailed study guide including comprhensive module descriptions.

Standard 9: Quality Assurance
The panel assesses standard 9 as **good**.

The quality assurance system of the Programme has a clear structure with a clear division of tasks and responsibilities. The quality assurance system is working properly in practice. Students are actively involved in quality assurance. Also the involvement of External Examiners and other external partners in the quality assurance system is very valuable. The PDCA-cycle works systematically and effectively, also given the examples of clear improvements on the basis of the 'C' in this cycle. Students are properly informed about the outcomes of evaluations and the related follow-up.

Standard 10: Assessment
The panel assesses standard 10 as **satisfactory**.

The Programme has adopted an adequate assessment policy, with a holistic way of assessment as a focal point. The panel is positive about this approach, since it fits the assessment of the particular, rather complex, learning outcomes of the modules. The Programme uses a good set of assessment methods, mostly written assessment like case studies and essays, geared to the learning outcomes of the modules, the didactical approach of the Programme and the particular learning context of parttime academic master students. The panel finds the overall quality of the assessments satisfactory. As to the assessment forms the panel strongly recommends further improvement in order to trigger consistent and proper substantiation of the marks by the assessors. The students' judgments about the assessments are generally positive. They especially highly appreciate the extensive feedback for written assessments. However, the feedback for oral assessments could be more extensive, in their opinion. The provision of the information on assessments could be further improved, see also Standard 8. The assurance of the assessment quality is adequate, with intersubjective marking, the involvement of external examiners and a competent and effective Joint Board of Examiners.

Standard 11: Achieved Learning Outcomes
The panel assesses standard 11 as **satisfactory**.

The Programme clearly demonstrates with the curriculum, the results of the graduates, and the design of the graduation phase, that students achieve the intended learning outcomes. The master theses in general meet the requirements of the academic master level and show that the intended learning outcomes have been achieved. The subjects are definitely relevant for the field of policing. In line with its recommendations in Standard 1, the panel recommends to broaden the subjects of the master theses. The theses could also contain more reflection on the choice of subject and the relevance of it for the domain of police science. The methodological level is satisfactory, but can be further improved. This also holds for referencing and the understanding of ethical considerations. Alumni clearly prove to benefit from their master's degree in policing and their academic skills are acknowledged and regarded as an asset in the police force.

Contents

Introduction

This is the assessment report of the academic programme Master of Science in Policing offered by the Politieacademie (Police Academy of The Netherlands) and Canterbury Christ Church University, Canterbury, United Kingdom. The assessment was conducted by an audit panel composed by NQA and commissioned by the Politieacademie. Prior to the assessment process the audit panel had been approved by NVAO.

In this report Netherlands Quality Agency (NQA) gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment frameworks for the higher education system* of NVAO (2016) and the *NQA Protocol 2018 for extensive programme assessment.*

The site visit took place on 31 January 2019.
The audit panel consisted of:
Prof. dr. S.M. (Sofie) De Kimpe (chair, domain expert)
Prof. dr. V.C. (Vanessa) Salzmann MA (domain expert)
Prof. mr. dr. E.R. (Erwin) Muller (domain expert)
Drs. M.R. (Max) Daniel MPM (domain expert)
L.J. (Rens) van der Laan (student member)
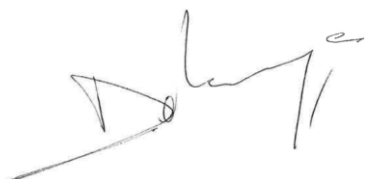
Drs. M. (Mark) Fokkema, NQA-auditor, acted as secretary of the panel.

The Programme offered a critical reflection; form and content according to the requirements of the appropriate NVAO assessment framework and according to the requirements of the *NQA Protocol 2018*. The audit panel studied the critical reflection and visited the Programme. The critical reflection and all other (oral and written) information have enabled the panel to reach a deliberate judgement.

The panel declares the assessment of the Programme was carried out independently.

Utrecht, 17 April 2019

Panel chair   Panel secretary

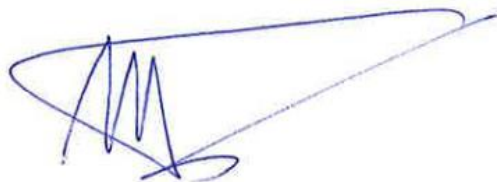Prof. dr. S.M. (Sofie) De Kimpe   Drs. M. (Mark) Fokkema

Short Outline of the Programme

The Master of Science in Policing (MSc in Policing) is an academic joint-degree programme offered by the Politieacademie (Police Academy of The Netherlands – Police Academy) in Apeldoorn and Canterbury Christ Church University (CCCU), Canterbury, United Kingdom. It is a parttime programme of 90 EC geared to completion in 1½ years, but with a nominal duration of three years. It started in 2005 and has been designed to provide police officers with a deep academic understanding of issues relating to strategic police jobs in a network-driven context, nationally and internationally. The Programme allows students – nearly all of whom work as police officers or work with the police – to exchange operational experiences with research findings and provides them with an international and comparative view on policing. For the cooperation in this joint degree, the Police Academy's choice for CCCU had to do with CCCU's prominent position in the UK in the field of policing. Since the beginning, the Programme has had 11 cohorts of students and 68 graduates. The last cohort started in January 2019 with 10 students. Courses are given in Apeldoorn and Canterbury, with CCCU's staff contributing for 20% to the Programme.

The curriculum consists of five elements:
- Module 1: Policing Models (20 EC)
- Module 2: Police and Diverstity (10 EC)
- Module 3: Police Legitimacy (10 EC)
- Module 4: International Policing (20 EC)
- Master Thesis (30 EC)

The Programme also awards partial certificates for two modules (module 1 + module 2 or 3) or a partial certificate for the four modules, excluding the master thesis.

Several external bodies are closely involved with the Programme, of which the Dutch Police Education Council and CCCU's External Examiners play a prominent role. The Dutch Police Education Council is a legal advisory body of the Ministry of Justice and Security, which advises the Minister of Justice and Security on matters of police education. This Council has played an important role in establishing the intended learning outcomes of the Qualification Profile of the Programme, see also Standard 1. CCCU's External Examiners are independent of CCCU and usually employed by other universities in the UK. They monitor and report on the threshold academic standards of the University and thus also of the Programme, the assessments processes and the academic standards and achievements of the students. At least one External Examiner is member of the Joint Board of Examiners of the Programme.

The following recent developments have affected the delivery of the Programme. The transition to the National Police management structure had a bearing on the recruitment of police offers for all programmes of the Police Academy, including the MSc programme, which did not have any cohorts in 2015, 2017 and 2018. The Job Classification System of the Dutch Police has now also linked the MSc Pprogramme to operational positions in the police force. Since 2018 the Programme is part of the Sector Knowledge & Research of the Police Academy. Its Team Research is responsible for delivering the Programme. The positioning of the Programme in the Sector Knowledge & Research of the Police Academy underlines the academic focus of the Programme. Before 2018 the Programme was part of the Sector Basic Police Education. On both

sides, Police Academy and CCCU, the Programme Directors are in charge of the day-to-day management. The Programme Director of CCCU reports to the Head of School of Law, Criminal Justice & Computing of CCCU.

One of the ambitions of the Programme for the near future is to increase the number of students. Another aim is to expand the cooperation with the German Police University in Münster.

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Intended Learning Outcomes

Standard 1   Intended Learning Outcomes

The intended learning outcomes of the Programme have been made concrete with regard to content, level and orientation. They meet international requirements.

Conclusion

The panel assesses standard 1 as **satisfactory**.

The MSc in Policing has e clear and comprehensive set of intended learning outcomes as laid down in its Qualification Profile. The intended learning outcomes fit the professional orientation and occupational profile of the Programme. Furthermore, they correspond to the level of an academic master, since they relate to the Dublin's 2nd Cycle Descriptors and to the European Quality Framework (EQF) level 7, which in its turn aligns with the Dutch Quality Framework (NLQF) level 7 and with HE Level 7 of the Framework for Higher Education in England, Wales and Northern Ireland (FHEQ). The occupational profile of the Programme suits the developments in present policing. The focus of the profile is on specialist and academic professional roles, rather than managerial roles. This focus should be made more explicit, according to the panel. The strongly policing oriented profile of the Programme should be broadened to a wider academic perspective, according to the panel. This means far more cooperation with academic universities other than CCCU. In that way the academic level of the Programme would be further enhanced. The panel is also of the opinion that the international orientation of the Programme should be expanded. The last two recommendations, academic broadening and expanding the international orientation should then also be translated into the intended learning outcomes (competencies).

Substantiation

Professional orientation

The Programme aims at building upon the future-oriented strategic objectives of police authorities and their partners in order to ensure that their expectations are met in terms of network-interwoven policing, based on a multidisciplinary approach. The Programme has an academic-professional orientation, a curriculum that is relevant for (inter)national policing strategies by enabling students to carry out independent comparative research for the benefit of police practice. MSc in Policing graduates have an academic understanding of issues relating to strategic police jobs. They also have the ability to transform academic findings into operational recommendations and tactical scenarios. They are reflective practitioners. As such they are likely to be recruited for the coordination of operational tactics or strategies or for supportive tasks at a strategic level of policing or law enforcement in general. They can also play a role in (inter)national police cooperation. Graduates are familiar with the impact of the technological and digital revolution on the day-to-day practice of policing. They are T-shaped professionals.

The Programme is geared to the highest echelons of the police force. Graduates are not necessarily leaders, but can also be specialists in operational functions. Moreover, according to the Programme, at the strategic level of the police specialists play a prominent role, rather than

managers. This is also why the Programme regards its master course as an academic master and not as an executive master.

The Police Academy uses the following occupational profile for the Master of Science in Policing: "The Master of Science in Policing is able to engage in academic research in support of strategies, tactics and operational policies for daily and special police work, criminal investigation and international cooperation in this field. Vice versa s/he is able to deduce long-term police perspectives or concepts from thorough evaluations of common and incidental policing operations, leading to efficient improvements of a future approach to law enforcement in case of large-scale events, the control of unpredictable or dangerous situations and the way of organising criminal investigation. S/he is able to deploy intelligence methods for the purpose of predicting trends in crime and to match the findings with the intelligence produced by analysts, with information from community policing and with analyses of relevant societal developments. Due to his/her academic way of thinking the Master of Science in Policing is able to produce policy reports for the Public Prosecutor or Police Authorities and to contribute to the development of police science. If s/he disposes of police powers, s/he will also be able to fulfil an eminent generic or specialist operational role." This profile was laid down by the Dutch Police Education Council in 2011 and established by the responsible Minister.

The panel acknowledges the value of the occupational profile of the Programme. According to the panel it suits the developments in present-day policing. The focus of the profile is on specialist and academic professional roles, rather than managerial roles, although the MSc in Policing can be beneficial for performing management roles in the police force. This focus was at first not completely clear to the panel, and should therefore be made more explicit. The profile is obviously strongly police oriented. If it were broadened to a wider scientific perspective, the academic level of the Programme would be further enhanced, according to the panel. More cooperation with academic universities is therefore very important . The panel is also of the opinion that, although the profile has an international orientation as well, this should be further expanded and be made more explicit.

Final qualifications
Graduates of the Programme should be able to demonstrate the following 16 competencies as laid down in the Intended Learning Outcomes of the Qualification Profile of the MSc in Policing. The Intended Learning Outcomes are divided into four categories of competencies: professional, contextual, social and individual. This means that the focus is on the profession and on the context that affects its functioning in terms of interactions and personal input. The same categories are used by CEPOL (Collège européen de police – the European College for Law Enforcement Training) to describe policing competencies.

Professional
1. function in a complex, multidisciplinary or unpredictable (inter)national environment of policing and governance
2. conduct sound, independent academic research that is relevant for (inter)national aspects of policing and societal security
3. use or produce 'intelligence' in terms of unfolding the likelihood of crimes or public order disturbances

4. transform (comparative) academic research of a qualitative or quantitative nature into (alternative) strategies or scenarios of policing

Contextual
5. switch between different legal and policing approaches of authorities or partners
6. asses and match the outcomes of different sources of 'intelligence'
7. discern relevant variables in the interaction between the police and the societal environment
8. analyse the influence of technological developments or (inter)national structures and regulations on policing strategies

Social
9. assess the strategic performance of colleagues and the legitimacy of their recommendations for policing purposes
10. share academic policing knowledge and 'intelligence' with internal and external partners of different disciplines
11. substantiate strategic advice to authorities, colleagues or partners – in word or writing – also in a foreign language
12. deal with cross-cultural differences if it comes to networking in policing matters

Individual
13. conceptualise practical results of policing and related empirical findings from a multi-perspective point of view
14. critically analyse sources of information and convert them into original recommendations for a strategic approach in policing
15. assess the utility and feasibility of academic research for policing strategies
16. contribute to the scientific development of policing.

The Qualification Profile is aligned with the Dublin's 2nd Cycle Descriptors and with the European Quality Framework (EQF) level 7, which in its turn aligns with the Dutch Quality Framework (NLQF) level 7 and with HE Level 7 of the Framework for Higher Education in England, Wales and Northern Ireland (FHEQ). This means that the Qualification Profile is at an internationally recognised academic master's level.

The Intended Learning Outcomes form a comprehensive and compact set of competencies, according to the panel. They fit the professional orientation of the Programme and correspond to the level of an academic master. In accordance with the panel's recommendations concerning the occupational profile of the Programme, the panel suggests to add a broader academic component to the existing competencies and to give them a stronger international focus.

Curriculum

Standard 2   Orientation of the Curriculum

The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

Conclusion
The panel assesses standard 2 as **satisfactory**.

The curriculum guarantees the development of the relevant scientific and professional skills at an academic master's level. The integrated approach of the development of these skills and linking this to the work of the students motivate students and help them to internalize the competencies more easily. As to the research skills, the panel recommends a further intensification of the training and guidance of students in this field. In line with the panel's recommendation in relation to the previous standard to broaden the academic scope of the Programme, it recommends to expand the training of research skills to more general academic assignments.

Substantiation

Research skills
Throughout the study students receive a research training which is aimed at a timely and adequate preparation for the research assignments of the modules and for the master thesis. This training involves refreshing elementary research methods of previous courses and teaching more advanced techniques and methodological approaches. Subjects of this training include, epistemology, philosophy of science, research design, data analysis in social sciences, quantitative and qualitative research methods, the use of statistical software packages, causation and correlation and hypothesis testing. Students should not only understand the theoretical aspects of methodology, but should also develop the ability to apply them in a critical informed manner as to address a range of research scenarios and to make choices during several stages of the research process. Special attention is paid to the requirements of ethical research, including the protection and confidentiality of personal and police data, and to the relevant (inter)national codes of conduct. For prospective students who lack the required level in research skills, the Programme offers a special pre-Master programme on research skills.

Research skills are embedded in the modules and are generally linked to assignments the students derive from the strategic priorities of their organisations. In this way the professional input is guaranteed, but the priorities are also addressed from an academic perspective. Assessments of the learning outcomes of a module in terms of a literature exam, literature review, essay, case study, research report and master thesis will take into account the application and justification of the methodology that has been used.

According to the panel, the curriculum sufficiently enables the students to develop the relevant scientific and professional skills at the level of an academic master's degree. This was also confirmed by the students and alumni with whom the panel spoke during the audit visit. The fact that the Programme provides an integrated competency development and links this to the work of

the students, like research skills linked to assignments of the organisations where the students work, is valued positively by the panel, because it motivates students, helps them to internalize the competencies more easily and it is beneficial for the organization where the students work. As to the research skills, the panel recommends a stronger intensification of the training and guidance of students. This recommendation is based on the findings of the panel with respect to the methodological quality of the master theses it has studied, see also Standard 11. In line with the panel's recommendation in relation to Standard 1 to broaden the academic scope of the Programme, it recommends to expand the training of research skills to more general academic assignments. This would also give students a more solid basis for the development of other competencies of the Qualification Profile, for example the individual competency 13: "conceptualise practical results of policing and related empirical findings from a multi-perspective point of view".

Standard 3   Contents of the Curriculum

> *The contents of the curriculum enable students to achieve the intended learning outcomes*

Conclusion
The panel assesses standard 3 as **satisfactory**.

The curriculum of the MSc in Policing suits the intended learning outcomes. The panel is of the opinion that the contents of the modules offer students sufficient opportunities to obtain the relevant knowledge and insights. The modules focus on relevant themes in (inter)national policing. Together, the modules cover a large variety of subjects, which also include recent developments in policing. As to the international aspects of policing, more comparison of international policing models is to be recommended. Since the subjects of the modules are indicative, there is room to incorporate the latest relevant developments in the modules and also topics the students themselves come up with. The literature which is used, is generally up to date. As to the subject matter of the modules in general, the panel, in line with its recommendation of broadening the academic scope of the Programme (see Standard 1), strongly suggests further broadening of subject matter, for example in the field of law and digitalization.

Substantiation

Relation curriculum with the intended learning outcomes
To enable students to achieve the Intended Learning Outcomes, the content of the curriculum is structured in four modules with a limited amount of attainable learning outcomes and the master thesis. Each module consists of attainable level 7 learning outcomes, only three or four, the amount of which is in line with the number of credits. The same holds for the master thesis that has the highest number of credits, thus leading to six learning outcomes. All 16 academic-professional competencies of the Qualification Profile are covered by the learning outcomes of the four modules and the master thesis. The professional competency 1 ("function in a complex, multidisciplinary or unpredictable (inter)national environment of policing and governance") is for example related to one of the learning outcomes of Module 3 – Policy Legitimacy: "critically analyse relevant and clear-cut actors in the interaction between the police and their environment". The professional competency 2 ("conduct sound, independent academic research that is relevant for (inter)national aspects of policing and societal security) is related to the second learning outcome of Module 4 – International Policing: "critically analyse and assess the complexity of international policing approaches or interventions".

Content
The content of each module is transparent: the smaller modules focus on one theme (Police & Diversity or Police Legitimacy); the extended modules encompass a range of themes (Policing Models or International Policing). Each module calls for the attainment of distinct learning targets, which are described in terms of particular aims and corresponding learning outcomes, supplemented by an outline of indicative subjects, an appropriate assessment mode and a list of recommended bibliography. The curriculum content is in line with the Strategic Police Research Agenda, which refers to three recurrent questions for the police:

   a) What brings about effective police interventions?

b) How and to what degree should the police adapt its own organisation and performance to keep up with the information revolution?
c) What is the identity of the police in a fragmented and globalised society?

For a brief description of the aims, subject matter and learning outcomes of the four modules, see below. The subject matter is indicative in order to incorporate recent developments in the modules and to accommodate students' own learning aims. The aims and learning outcomes of the master thesis are described in Standard 11.

Module 1 Policing Models (20 EC)
The aim of this extended module is to provide students with recent international academic insights in a wide range of policing models, of which the intelligence-led approach is not only limited to processing information but also extended to the rationalisation of crime and disorder control strategies. Alternative scenarios of policing are discussed in relation to the influence of digital and other technological developments, problems of public order and emergency management. At the end of this course students should be able to compare and evaluate distinct policing models or the historical development of a particular policing model. They should be able to critically assess a multidisciplinary approach related to intelligence-led policing or other policing concepts and critically review related literature and be able to evaluate the utility of criminality strategies and law enforcement strategies. This module includes subjects like The History of the Dutch Police, Liberal & Democratic Models of Policing, Strategies of Policing, Criminal Investigation Strategies, Intelligence-Led Policing, Public Order Management Strategies, Dealing with Collective Violence, Crisis & Emergency Management Strategies, Risk Management, Crowd Psychology and Criminal Law.

Module 2 Police & Diversity (10 EC)
The aim of this module is to explore what a pluralistic society demands of the police in terms of their personal or organisational composition, their engagement with partners or the public and their strategies or interventions. It requires students to reflect on how to operate in a complex world of (un)justified allegations of discrimination, of (un)biased profiling or (mis)perceptions, influenced by (dis)information by (social) media. By the end of this module students should be able to critically analyse the (ir)relevancy of a diversified police service or law enforcement agency in their interactions with citizens or institutions; demonstrate a critical understanding of the challenges and opportunities associated with the pluralisation of policing in a diversified society and substantiate opinions and recommendations with regard to the way the police handled or should handle a particular case or implemented a particular strategy. Examples of subjects of this module are: Diversity Issues within the Criminal Justice Context, Polarisation and Ethnic Profiling, Interdisciplinary Nature of Policing, Forensic Psychology, Rape Investigation, Victimisation of Vulnerable Groups and Local Public Safety Governance.

Module 3 Police Legitimacy (10 EC)
This module focuses on the role, ethics or responsibility of the police in a changing society of government bodies, institutional and private agencies, multidisciplinary bonds and citizens with different interests. This module deals with matters of police performance in terms of gaining consent, whilst considering mutual expectations and balancing democracy and authority, (societal) acceptance and efficiency/effectiveness, legality and legitimacy, or accountability and discretion. By the end of module students should be able to critically analyse relevant and clear-

cut actors in the interaction between the police and their environment; critically assess minor or major threats to society and the legitimacy of police response and design or evaluate a quality assurance project or a policing strategy that considers the scope and limits of a legitimate policing approach. Examples of subjects of this module are: Police Legitimacy & Accountability, Trends in Dutch Society and in Crime and Disorder, Police Corruption, Perceptions of the Police, Forms of Cooperation with Citizens and Partner Organisations, and Peacekeeping and Order Maintenance.

Module 4 International Policing (20 EC)
This extended module focuses on the consequences that divergent cross-border law enforcement strategies and European and/or international criminal justice systems might have on the opportunities for strategic police cooperation. Serious organised crime, which require an international approach of policing will be subject to scrutiny. Different International policing scenarios will be discussed. Students should be able to compare and apply distinct cross-border law enforcement strategies or criminal justice systems to cases of European (or international) police cooperation; critically analyse and assess the complexity of international policing approaches or interventions and identify and critically evaluate the opportunities and impediments of international cooperation between law enforcement agencies, appropriate stakeholders or other authorities. They should also be able to persuade a relevant audience of a convergent scenario or a feasible design for European law enforcement cooperation with recommendations capable of being adopted. Examples of subjects of this module are: Comparing Strategies for Counterterrorism, Extremism and Radicalisation (CTER), Terrorism and its Containment, Digital Cyber Safety, Computer Forensic Investigation, Transnational Cooperation in Public Order Policing, Trans-national Criminal Investigation, Judicial Cooperation and Foreign Police Missions, Comparing Dutch, British, French, German & American Police Systems and Impact of Brexit on Security/Police Cooperation.

The panel is of the opinion that the modules and the master thesis cover the 16 competencies of the Qualification Profile sufficiently. The modules focus on relevant themes in (inter)national policing. According to the panel, the curriculum matches the Strategic Police Research Agenda, for example the consequences of the information revolution on policing are dealt with in Module 1 and problems of fragmentation are addressed in Module 3. Together the modules cover a large variety of subjects, which also sufficiently capture recent developments, like the impact of Brexit on security and police cooperation in Module 4. Also according to students, more attention should be paid to the comparison of international policing models. As the subjects of the modules are indicative, there is room to incorporate the latest relevant developments in the modules. Students and alumni the panel spoke with, confirmed that this often happens and that they appreciate this. They also appreciate the fact that they can introduce topics form their own work in the modules. The prescribed and recommended literature for the modules is generally up to date, according to the panel, although some of the literature on police legitimacy is somewhat dated. As to the subject matter of the modules in general, the panel, in line with its recommendation of widening the academic scope of the Programme, strongly recommends a further broadening of content, for example in the field of law and digitalization.

Standard 4   Learning Environment

> *The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes*

Conclusion

The panel assesses standard 4 as **satisfactory**.

The structure of the curriculum and the didactical approach encourage study sufficiently and enable students to achieve the intended learning outcomes. According to the panel, the curriculum has a clear structure, which fits also the professional duties of part-time students. The structure of the Programme facilitates flexibility in study progress. The curriculum has a clear sequential order of contents in order to help students build on acquired knowledge and skills. In terms of flexibility deviations from the desired sequential order are possible as a result of an agreed individual study plan. The panel and students are of the opinion that the learning and teaching strategies of the Programme, with a large variety of teaching methods, help to realize active learning and motivate students to successfully finish their studies. The panel recommends a rethink of the schedules of the residential weeks, since students generally experience them as over-crowded.

Substantiation

Educational vision

Bridging the gap between theory and practice is the essence of the Police Academy's educational vision. It is based on three pillars: competence-oriented education, context-bound courses and a complementary training system. This means that competencies are dealt with as an integrated application of academic and professional knowledge and skills; the modules reflect core tasks of policing at a strategic level and learning assignments are derived form police practice needs. Research findings and recommendations are brought back to the organization the students work for. The education is based on student-centred learning. The educational vision of the Police Academy matches the underlying principles of CCCU's Learning & Teaching Strategy, such as to develop an integrated approach to graduate employability, building learning communities, students as partners in learning, educating the whole person and promoting internationalization.

Structure of the curriculum

The MSc in Policing is a 90-ECTS course geared to completion in 1½ years, but with a nominal duration of three years. The curriculum is designed for part-time attendance with self-study intervals of 5 to 6 weeks alternated by full-time residential weeks, during which students stay at the Police Academy or at CCCU and the specific topics of the module in question are taught. This design is used to fit the planning of the police organization. In the course of their studies students have to accomplish six assignments, five course works plus the master thesis. In the study plan agreed upon between the particular student and the Programme Director, the submission periods are laid down, for example the submission of an assignment every six months over three years. This study plan can be customized to facilitate possible acceleration or deceleration of the study. In principle the Programme must be completed in a set order to help the student to build upon acquired knowledge and skills. This means for example that students have to complete the literature exam of the first module on Policing Models before they can proceed with the literature review of this module. Likewise the completion of the residential weeks of the first module on

research methodology is a prerequisite for the delivery of essays and case studies in the following modules. Deviations from the desired sequential order are possible as a result of an agreed individual study plan.

Didactics

The learning and teaching strategies of the Programme are directed at involving students as active participants in the learning process. Students have opportunities to study both collectively, through debate, discussion and group work, and to study individually. The Programme wants to encourage an open interchange of ideas, experiences and opinions, a critical approach to policing practices and to encourage students to reflect on their own practice and development as academics and professionals (reflective practitioner). This is done in different ways: blended learning, lectures, web-seminars, online videos, MOOC's, guided study, seminars, debates, workshops and tutorials. Tutors are expected to manage the learning process to encourage autonomous learning. By organizing seminars based on experiences and expertise of prominent speakers, by promoting lectures based on case studies or exchanges of experience between students, the Programme wants to stimulate the motivation of students and encourage them to engage actively throughout their studies.

The panel is of the opinion that the curriculum has a clear structure. The alternation of fulltime residential weeks with self-study intervals of 5 to 6 weeks, fits the parttime basis of the Programme and in general suits the professional duties of the students. The system of submission of assignments facilitates flexibility in study progress, which suits the type of student the MSc is aimed at. Students appreciate the adjustment of the design of the curriculum to their occupational needs and the flexibility in study progress. They think, however, that the schedules of the residential weeks are generally over-crowded. As to the contents of the curriculum, the Programme has opted for a clear sequential order to help students build on acquired knowledge and skills. Individual deviations from this sequential order are possible. The panel and students are of the opinion that the learning and teaching strategies the Programme applies, create a diverse learning environment with a large variety of didactical methods, which help to realize active learning and motivate students to successfully finish their studies.

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Standard 5   Incoming students

> *The curriculum ties in with the qualifications of the incoming students.*

Conclusion
The panel assesses standard 5 as **satisfactory**.

The curriculum ties in with the qualifications of the incoming students, as students have confirmed. The Programme applies appropriate requirements and a clear intake procedure. If necessary, prospective students can follow a pre-master course on research methodology. The procedure for the recognition of prior learning is clear and solid. The Programme is aiming at attracting more students. The panel supports this aim and would like to encourage the Police Academy to stress the importance of appointing more specialists within the police with an MSc degree in policing. According to the panel, the Programme could also be interesting for a wider range of police, security and defence professionals.

Substantiation

Admission Requirements
Applicants for the programme should possess one of the following degrees or equivalent:
- a Dutch Bachelor of Policing Diploma or former equivalent at qualification level EQF6
- an award of any Dutch academic university or University of Applied Sciences, where the award demonstrates the ability to apply basic research methods
- a UK bachelor's degree with Honours
- an equivalent (foreign) award, including research methods, or equivalent experience.

The admission process includes an interview to establish whether applicants possess the required skills for completing the Programme. If students do not meet the criteria in the field of research methods, they are admitted to a supportive pre-master course on research methodology. Some applicants need their methodological knowledge to be reinvigorated. In this case, methodological knowledge is offered by means of literature, exercises and discussions. Students should have a good grasp of English in order to communicate orally and in writing in English. For some it might be helpful to join the academic writing sessions that are offered by the Police Academy.

Recognition of Prior Learning (RPL)
There are two types of recognised prior learning, called 'Erkenning van Verworven Competenties' in Dutch (EVC): Recognition of Prior Learning (RCPL) and Recognition of Prior Experiential Learning (RPEL). In line with CCCU's guidelines on recognition of prior learning (RCPL or RPEL), credit exemptions for the MSc in Policing Programme are possible. Students can make use of these forms of prior learning up to a maximum of 50% of the credits contributing to the award. The RPL credits must have been obtained in the preceding five years. The Police Academy determines whether these credits can be submitted for approval to the joint Board of Examiners.

The aim of the Programme is to increase the number of students in the near future. To that extent the Programme will step up its efforts within the police to promote the Programme and to inform especially HRM representatives of the requirements of the Programme.

The curriculum ties in with the qualifications of the incoming students, as students have confirmed. According to the panel, the Programme applies appropriate requirements and a clear intake procedure, including an interview. It is helpful that, if necessary, prospective students can follow a pre-master course on research methodology. The procedure for the recognition of prior learning is clear and solid. The panel fully supports the initiatives to increase the number of students and would like to encourage the Police Academy to stress the importance of appointing more specialists within the police with an MSc degree in policing. Furthermore, the panel is of the opinion that this Programme could also be interesting for a wider range of police, security and defence professionals.

Staff

Standard 6   Quality of Staff

The staff are qualified and the size of the staff is sufficient for the realisation of the curriculum in terms of content, educational expertise and organisation.

Conclusion

The panel assesses standard 6 as **good**.

The Programme can be proud of a highly qualified staff, both academically and didactically. The lecturers are very committed and dedicated to the Programme and the students. Students and alumni are very positive about the staff. The expertise of the staff fully covers the contents of the curriculum. The Programme also employs occasionally external lecturers and researchers who are not connected to the police. This is valuable for bringing in other perspectives. The size of the staff is also sufficient for the realization of the curriculum. The staff of CCCU and the Police Academy have ongoing individual contacts in addition to joint meetings twice a year.

Substantiation

The Police Academy's staff policy is based on the following four principles:
- Teachers must have a higher educational level than the ones they teach (which should be a PhD or equivalent for the MSc Policing);
- They have to be qualified in terms of pedagogics and didactics (which means disposing of a Pedagogic-Didactics Certificate or equivalent experience);
- They must be an expert in a particular discipline;
- Police practitioners who contribute to the programme must have at least the same level as the ones they teach.

At the Programme 15 lecturers of the Police Academy are employed (8.8 fte), five of whom are also professors at a Dutch academic university. CCCU staff contribute for 20% to the Programme, involving 10 lecturers (8,2 fte), of whom one academic professor. At least five CCCU lecturers are permanently involved in the Programme. In addition, visiting professors and lecturers of universities in The Netherlands, Belgium or Germany take part in the Programme. Overall the size of the staff, permanent and occasional, is about 30 lecturers in total, of whom 10 also lecture at other institutions of higher education. The academic responsibility for the coherence of the programme is vested in the position of the Academic Dean and the daily organisational responsibility is in the hands of the two Programme Directors. The staff of CCCU and the Police Academy have ongoing individual contacts with regard to guiding students and assessing their course work. In addition, there are joint meetings twice a year, alternately in Canterbury and in Apeldoorn, with regard to exchanging research findings and educational issues.

The students and alumni the panel spoke with, assess the academic and didactical performance of the lecturers very positively. This is also supported by the outcomes the student evaluations of lecturers over the period from 2012 to 2017 with average scores of 4.0 or more on a scale from 1

(poor) to 5 (excellent). Students also appreciate the involvement of lecturers and researchers who are not connected to the police, because they "can often look at the police from other angles", as one student stated in the Evaluation by Students in the Self-Evaluation Report.

On the basis of the CVs and further information of the staff and having spoken with some lecturers, both from CCCU and the Police Academy, the panel is impressed by the academic qualities of the lecturers. Based on the students' evaluations of the staff, this also holds for the didactic qualities of the lecturers. The expertise of the staff is diverse and relevant for covering the contents of the Programme. It has not become completely clear what the contribution of CCCU staff to the Programme exactly entails. Lately, the involvement of CCCU staff in assessments was rather minimal. The staff meet the requirements the Police Academy's staff policy. The lecturers the panel met, showed a strong commitment and dedication to the Programme and the students. This was also confirmed by the students in their meeting with the panel. The panel agrees with the students that the involvement of lecturers and researchers from outside the police context is very valuable to broaden the academic perspective of the Programme and in line with the recommendation of the panel to that extent in Standard 1. More such involvement is strongly advised by the panel. According to the panel, the size of the combined staff is sufficient for the realization of the curriculum. In this respect the panel would like to advise the Programme to continuously assess its reliance on the employment of occasional lecturers. Too high a reliance on external, occasional lecturers could put the continuity of the Programme at risk.

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Services and Facilities

Standard 7   Services and Facilities

The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

Conclusion
The panel assesses standard 7 as **good**.

The Police Academy and CCCU have adequate facilities which contribute to an attractive learning environment for students and staff. On both locations there are sufficient classrooms, all provided with modern digital facilities. There are enough work stations, for both individual and group work. Students and teachers have good access to computers, software, internet and the libraries of both institutions. The library of the Police Academy is the national expertise centre for the police profession. Both CCCU and the Police Academy use Blackboard as their virtual learning environment. Students assess the quality and quantity of the facilities positively.

Substantiation

Accommodation and Infrastructure
The Programme runs mainly in The Netherlands at the venue of the Police Academy in Apeldoorn, as the overwhelming majority of students are Dutch. At least one residential week is conducted at the main campus of Canterbury Christ Church University. Additional weeks in Canterbury can be agreed upon. The premises of both partners have up-to-date facilities in terms of classrooms, computer rooms and a library as well as intranet and internet facilities to ensure an adequate realisation of the curriculum. Each classroom contains a digital projector, digital blackboard, intranet and internet access. There are enough work stations with computer connections and facilities for group work. Both institutions are accessible to students with mobility problems and have necessary provisions in place if it comes to other functional disabilities, for example for visual impairments. The campus at Canterbury disposes of a new, modern library. The location in Apeldoorn received a prestigious architectural award for the renovation of its building. Each location has a good restaurant offering a variety of meals. When students or teachers have to stay overnight, nearby hotel accommodation is available.

Facilities provided by the Police Academy of the Netherlands
The library of the Police Academy is the national expertise centre for the police profession in support of its knowledge, research and education function. The library offers a work space in an Open Learning Centre (OLC). The OLC acts as an information agency for educational police matters. It has a voluminous amount of journals that are relevant for policing matters. Out of more than 250 journals more than 40 are American, English, German, French or Belgian. Students and staff have digital access to a large variety of national and international sources, also of other institutions. The Police Academy uses the Virtual Learning Environment (VLE) Blackboard. In addition to the learning and teaching environment, the Knowledge Hub Department of the Police Academy offers the opportunity to consult police experts or to engage in discussions on policing

matters through national and international networks.

Facilities provided by CCCU
Students of the MSc in Policing have access to the library's physical and online catalogue. This includes access to a variety of leading journals in policing, criminology and law. In most cases they have digital access to journals. A variety of books in electronic format has also been made available by the library at CCCU. CCCU also provides students with an electronic Student Portal through which they can access the University's provision of for example email and library accounts, Blackboard and information on student support and dedicated facilities.

Standard 8   Tutoring

Tutoring and student information provision bolster students' progress and tie in with the needs of students.

Conclusion

The panel assesses standard 8 as **satisfactory**.

The tutoring is appropriate for the type of students the Programme aims at. The tutoring is aimed self-directed and independent learning with emphasis on the student's own initiative. Students are content with the tutoring and the many informal contacts they have with their tutors, which is also an element of the small scale of the Programme. The study progress of the students is closely monitored and regularly addressed by the tutors and the Programme Directors. The provision of information is satisfactory, according to students and the panel. The module descriptions, however, could be more detailed. The Programme should introduce a detailed study guide including comprrhensive module descriptions.

Substantiation

Tutoring

Self-directed and independent learning, the initiative of the students, informal contacts and adequate provision of information (see below) are important aspects of tutoring in the Programme. Students are expected to be well prepared for tutorials and have studied pre-readings. Tutorials are used to provide one-to-one feedback and advice to students. Assignments will be tutored in advance. Tutors will advise students on the choice of suitable topics within policing or crime and will give guidance on the nature of the work and the expected standard. They will discuss the progress of the work, assess drafts and give constructive feedback on drafts. It is mainly the student's responsibility to establish the kind of tutoring, stick to the agreed schedules and familiarise himself/herself with the relevant guidelines and regulations. The police organisation where the student works has to appoint a route supervisor who monitors the contacts between the student and the Police Academy. Students are also encouraged to find an academically skilled mentor in the work field who is capable of providing strategic support as to strengthen mutual engagement. The Programme Directors play an important role in monitoring the study progress of the students and to discuss that with them regularly.

Provision of information

The guidance and support offered to students is described in the MSc in Policing's Handbook, in an additional Blackboard link and in the Education & Examination Regulations (Dutch:'OER') as part of the Students' Statute (Dutch:'studentenstatuut').The Handbook, which is issued to every student, contains information about the organisation and content of the programme, such as the mission of the Police Academy, educational principles, the guidance system, the qualification profile of the MSc in Policing, a curriculum outline, module descriptions (with aims, learning outcomes, content, assessment modes), assessment and marking procedures, and data on staff. This information as well as particular learning assignments are also disseminated through Blackboard. New cohorts will have an induction week in Canterbury, when enrolment procedures, referencing requirements, issues of plagiarism and an outline of CCCU's contribution to the programme are addressed. The Police Academy also runs an induction session at the start of the

Programme, covering items such as room and seminar group allocations, as well as information about the procedures and contents of the Programme, especially with regard to the co-operation with CCCU and matters such as diploma equivalence and the deployment of prior learning acquirements.

Ongoing information support is provided by both Programme Directors, the administration offices, academic supervisors and tutors. The library staff of both institutions do not only guide students through the processes of electronic searches related to text, journals, newspapers and data in the policing field of study, but also provide students with a course in information skills and assistance in analysing learning assignments. The point of departure for library support is to link up with the (increasing) autonomous learning capacities of the students and the responsibility of the student for progress in learning processes and achievements. Therefore, the Library of the Police Academy has been set up as an Open Learning Centre (OLC).

Students value the provision of information in general positively. According to them, the staff are in this respect very helpful. The panel thinks that the provision of information satisfactory. It strongly recommends to make the module descriptions more detailed, in order to improve the preparation and guidance of students. This might help their study progress. The module descriptions, should contain more detailed descriptions of the subject matter, a clear motivation why the particular subjects are included in the particular module and the didactical approach of the module. Also the information about the assessments (for example assessment modes, assessment criteria, marking procedures, deadlines, resits) could be more specific. To this end, the panel recommends the Programme to extend the Handbook into a detailed study guide.

Quality Assurance

Standard 9   Quality Assurance

The Programme is evaluated on a regular basis, partly on the basis of assessable targets.

Conclusion

The panel assesses standard 9 as **good**.

The quality assurance system of the Programme has a clear structure with a clear division of tasks and responsibilities. The quality assurance system is working properly in practice. Students are actively involved in quality assurance. Also the involvement of External Examiners and other external partners in the quality assurance system is very valuable. The PDCA-cycle works systematically and effectively, also given the examples of clear improvements on the basis of the 'C' in this cycle. Students are properly informed about the outcomes of evaluations and the related follow-up.

Substantiation

External Quality Assurance

The MSc in Policing Programme is subject to external requirements of the Dutch Flemish Accreditation Organisation (NVAO) and UK's Quality Assurance Agency for Higher Education (QAA) as 'an oversight body' to CCCU. As full members of the European Association for Quality Assurance in Higher Education (ENQA), their evaluations of internal quality assurance procedures are based on similar principles. The Dutch national Police Education Council (POR) has an advisory role, by submitting proposals to the Dutch Ministry of Justice and Security regarding the translation of (updated) occupational profiles into training courses and the dovetailing of police training with the qualification structures in The Netherlands.

Internal Quality Assurance

For CCCU, academic responsibilities for quality control and quality assurance are held by the Quality and Standards Office (QSO) and the Academic Board. All programmes at CCCU undergo an annual review (Annual Programme Monitoring Review - (APMR), in addition to the Annual Review meeting of the MSc in Policing and a Joint Board of Examiners' meeting. The APMR includes the participation of collaborative partners, programme directors, teaching staff and a QSO representative. For each programme an annual evaluation report is produced, that includes information about the overall student experience on each module and the master thesis . It also includes comments on performance indicators (such as examination results, cohort progression, retention and withdrawals) staff research and action taken in response to External Examiners' reports. Furthermore, it contains an action plan for programme development prior to the submission of the evaluation report. CCCU's Head of School is required to collate the evaluation reports from all programmes within the School and produce an Annual Departmental Programme Review and an Action Plan, which is submitted to the Pro-Vice Chancellor/Dean and the Faculty Director of Quality.

In 2017, the Police Academy established a systematic quality assurance system for the whole organisation in a Quality Dossier (Dutch: 'Kwaliteitsdossier Politieacademie 2017'). In this system the first responsibility for quality assurance, including the processing of feedback and evaluations, is put on a team that runs a Programme to increase the sense of ownership and the degree of commitment. For the MSc in Policing this is the Team Research which reports to the Sector Head Knowledge & Research.

Another feature of the systematic quality assurance system is the presence and role of the curriculum committee (Dutch: 'opleidingscommissie'), which recently merged with the existing Programme Management Committee (PMC) in terms of changing its composition by adding students, teaching staff and police stakeholders, and putting both Programme directors in a position to answer to. In the PMC meetings information and feedback from any stakeholder on content, strategies or development of the Programme will be discussed and conveyed to the Annual Review or Joint Exam Board fora (where relevant). CCCU's Head of School of Law, Criminal Justice & Computing and the Police Academy's Sector Head of Knowledge & Research as well as its Chief Higher Education will be informed of outcomes, focused on developments or items that might have a bearing on the multi-annual educational or organisational planning of CCCU and/or the Police Academy.

The Programme Directors are responsible for the day-to-day management of the Programme, which involves: monitoring the Programme, ensuring adequate monitoring of student progress, facilitating and responding to feedback from students, External Examiners, the police organisation and other relevant external agencies and preparing an annual programme monitoring report in accordance with QSO procedures.

For the evaluation of the Programme a range of methods is employed: consulting police experts, exit interviews of alumni held by the Programme Director, disseminating questionnaires to students, consulting External Examiners, peer reviews and individual counselling. The opinions of the teaching staff on the Programme are permanently monitored by the Programme Director during and in between the residential weeks. The Programme Director also participates in two-day conferences of the Lectorates for briefing and debriefing purposes. All information provided is analysed and acted upon wherever possible. In addition to questionnaires for students, the Programme Director approaches MSc students or is approached by them during and in between the residential weeks, which allows for short-term improvements of the Programme or conditions of implementing them.

Students feel vey much involved in the quality assurance of the Programme, through participation in the Programme Management Committee, questionnaires and informal contact with the Programme director. They have indicated that improvements have been made as a result of their remarks and the outcomes of evaluations. For example, the submission for assignments has become individually based and the information provision about assessments has improved. This also holds for the connection between the theme of a residential week and the following assignment. Students have told the panel that they are clearly informed about the follow-up of evaluations and quality assurance reviews.

According to the panel, the quality assurance system of the Programme has a clear structure with a clear division of tasks and responsibilities. The quality assurance system is working properly in

practice. Students are actively involved in quality assurance. The inclusion of students in the Programme Management Committee is a positive development, according to the panel. The involvement of External Examiners and other external partners is also very valuable. The PDCA-cycle works systematically and effectively, also given the examples of clear improvements on the basis of the 'C' in this cycle.

Assessment

Standard 10   Assessment System

> *The Programme has an adequate assessment system in place and demonstrates that the.*
> *intended learning outcomes are achieved.*

Conclusion

The panel assesses standard 10 as **satisfactory**.

The Programme has adopted an adequate assessment policy, with a holistic way of assessment as a focal point. The panel is positive about this approach, since it fits the assessment of the particular, rather complex, learning outcomes of the modules. The Programme uses a good set of assessment methods, mostly written assessment like case studies and essays, geared to the learning outcomes of the modules, the didactical approach of the Programme and the particular learning context of parttime academic master students. The panel finds the overall quality of the assessments satisfactory. As to the assessment forms the panel strongly recommends further improvement in order to trigger consistent and proper substantiation of the marks by the assessors. The students' judgments about the assessments are generally positive. They especially highly appreciate the extensive feedback for written assessments. However, the feedback for oral assessments could be more extensive, in their opinion. The provision of the information on assessments could be further improved, see also Standard 8. The assurance of the assessment quality is adequate, with intersubjective marking, the involvement of external examiners and a competent and effective Joint Board of Examiners.

Substantiation

Assessment system

The assessment system is laid down in the Handbook Master of science in Policing 2019-2022 and in the Education & Examination Regulations (Dutch:'OER'). For each module it is made clear how the particular learning outcomes are addressed and what the assessment criteria are. Each assessment as well as the master thesis will be based on the student's capacity to blend an independent academic approach within the ability to demonstrate professional competencies. Assessments have both a summative and formative role.

The Programme applies a holistic way of assessment. For this purpose it has introduced an Assessment Grid as a holistic instrument for judging learning outcomes as a whole. Unlike analytical ways of assessment that are directed at separate items, holistic assessments are more appropriate if complex learning outcomes are at stake, the complexity of which can be judged against a scale of standards, also called assessment rubrics. The grid can be used to assess a complex product, process or approach at an academic master's level for which more than one solution is possible, or when contexts of application differ. The nature of a holistic assessment approach calls for a more flexible grading system instead of a device that awards alleged 'precise' marks. There are five rubrics, ranging from bad (mark 0-39), fail (mark 40-49), pass (mark 50-59), merit (mark 60-69) and distinction (mark 70-100). Each rubric consists of eight

performance indicators, which are written in a similar way to allow examiners to assess the critical differences between each performance level more easily and to provide appropriate and clear feedback to the students. At the same time the consistent structure of the rubrics makes it more transparent for students on which performance levels their course work will be judged. The eight performance criteria are:

1. Selection and presentation of literature or other data
2. Analysis of subject
3. Application and articulation of the relationship between theory and practice
4. Organisation of study
5. Referencing
6. Wording of and reflection on key questions
7. Argumentation
8. Lines of thought.

This Assessment Grid is used for all assessments, including the master thesis. For the presentation and oral defence of the master thesis, a separate assessment grid is used with the following three criteria: Presentation/defence, Use of material and Academic content. Both assessment grids are adopted from CCCU. The Programme has developed a standard Mark Sheet Template, which is related to the criteria of the Assessment Grid and which is used for every written assessment.

Modes of assessment
The Programme applies the following modes of assessments:

Module 1: Policing Models	Oral Literature Exam & Literature Review
Module 2: Police & Diversity	Case Study or Essay
Module 3: Police Legitimacy	Case Study or Essay
Module 4: International Policing	Research Report & Presentation
Master Thesis	Including Oral Defence

The variation in assessment modes refers to the academic-professional nature of the Master of Science in Policing: an academic programme relevant for police practice and complies with CCCU's Regulations for Taught Awards and Marking Procedures Guidance. Students' progress will be evaluated through a variety of assessments. Assessments serve both a summative and a formative role. An example of this combination is setting up the first assessment as an oral literature assessment, which requires students to acquire sufficient academic knowledge for the written course work and oral assessments to follow. Students are provided with individual mark sheets, on which markers make comments on the work assessed, such as highlighting areas where the work could have been improved or where it exceeds the required standards.

Assessment Modes Module 1
The assessment is a combination of an oral exam and a literature review. The oral exam is based on a prescribed academic book, presently chapters of *The Oxford Handbook of Police and Policing*. The oral exam, about one hour, addresses the student's ability to critically review literature on policing models. The oral exam will contribute 50% to the final mark for this module. The literature review is a written report, comprising of a comprehensive survey and appraisal of several publications in a specific field of study or related to a particular line of research. The literature review refers to all learning outcomes of this module. The volume is approximately 4000 words and contributes 50% to the final mark for this module.

Assessment Modes Modules 2 & 3

The assessment takes the form of either a case study or an essay. Students have to use both assessment forms, but can decide which form they use for which module. A case study is a detailed investigation of one particular case (situation, subject or group) for the purpose of gaining depth of understanding into the issues being explored. An essay is a written piece that includes a critical discussion of a topic from an author's point of view. In both cases prescribed titles and criteria may be given. The assessment covers all learning outcomes of the particular module. The volume of each type of assessment is approximately 4000 words.

Assessment Modes Module 4

The assessment will be done on the basis of a research report and a presentation of this assignment. A research report is an academic piece based on qualitative or quantitative methodology. Prescribed titles and criteria may be given. The research report covers all learning outcomes of this module. The volume is approximately 6000 words and contributes 75% to the final mark. The individual presentation of about one hour covers the learning outcomes 1 – 4 and contributes 25% to the final mark.

The formula for the number of words pertaining to a certain amount of credits is derived from CCCU's regulations. In contrast with the Dutch marking system a mark of 50% or above is a pass. Coursework will be assessed by two academic markers. The intention is to have tutors from both institutions marking one piece of work. For the assessment and marking of the master thesis, see Standard 11.

Students evaluate the assessment system positively. They appreciate the assessment methods and they are positive about the extensive feedback they are given on the basis of the written assessments. The feedback for the oral assessments, however, could be improved.

The panel has studied a selection of written assessments and related assessment forms. It is of the opinion that they meet the standards of academic master's assessments. The assessment methods suit the, more complex, learning outcomes of the modules and the didactical approach of the Programme. Therefore, the panel also appreciates the holistic approach of the assessments which the Programme applies. The methods also fit in well with the particular learning context of parttime students of an academic master, because most assessments are written assignments, which students can make over a longer stretch of time. The assessments the panel studied cover the learning outcomes of the particular modules. The marks were imitable and the feedback generally sufficient and informative. As to the assessment forms, the panel strongly recommends further improvement in order to trigger consistent and proper substantiation of the marks by the assessors. The provision of information about assessments could also be further improved, as can also be concluded form students' remarks in this respect, see also Standard 8.

Assurance
The Programme has several methods in place for the assurance of the assessment quality. These include the intersubjective marking system, the Assessment Grid for the written assessments, sustained by an explanation of the gradation differences of the same assessment dimensions and the related standard Mark Sheet Template. The inter-subjectivity of an assessment is enhanced as both examiners have to adhere to the scope of the Learning

Outcomes as well as to the rubrics of the Assessment Grid. Moreover, they also have to reach a common verdict after each of them has reviewed the work independently.

The Programme has a Joint Board of Examiners because this is a collaborative programme, aiming at a Joint Degree/Joint Award. The Board of Examiners plays a vital part in terms of Quality Assurance. This Board derives its authority from, and is responsible to, the Academic Board. The Joint Board of Examiners is an independent body in two respects. The meetings are chaired by a representative of another faculty than the one which is running the programme and there is always an academic External Examiner of another university involved.Members of the Joint Board of Examiners are:

- Head of School of Law, Criminal Justice & Computing of CCCU
- Programme Directors from both CCCU and Police Academy
- CCCU's academic Registrar or his/her nominee
- External Examiners:
    - At least one external examiner selected by CCCU (usually an academic of another university or a professional with recognised experience in the area of study)
    - the Police Academy may also select an external examiner (possibly an academic-professional from the Dutch Police)
- Staff of both institutions teaching in the programme and marking work, contributing to the award.

The responsibilities of the Joint Board of Examiners are:

- to review and approve marks;
- to approve conditions for re-assessment of failed candidates;
- to recommend awards, and in particular to provide a written note of justification in all cases where the recommendation to be made is not in strict accordance with the marks awarded, or a concessions case has been made;
- to ensure that students are examined within the regulations and conventions approved for the Programme;
- to advise the Programme Management Committee of any recommendations to change the scheme and methods of assessment;
- to report to the Academic Board and the Dean of the MSc Policing on proposed changes to the validation document or on any matters which may seem appropriate.

The External Examiners report annually on the content of the programme, students' work, the assessment methods, the consistency and fairness of marking, the quantity and quality of feedback given to students and the effectiveness of the assessment of practice and/or work based learning.

According to the panel, the assurance of the assessment quality is solid. The roles and responsibilities of the parties involved are clear. The intersubjective marking and use of clear assessment grids and a standard marking template are beneficial for good quality assurance of assessments. The panel would like to recommend more calibration of assessments between lecturers. Judging from the reports of the Joint Board Examiners, this Board takes up its responsibilities and tasks conscientiously and effectively. The involvement of External Examiners in this Joint Board is valued highly by the panel.

Achieved Learning Outcomes

11. Achieved Learning Outcomes

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

Conclusion

The panel assesses standard 11 as **satisfactory**.

The Programme clearly demonstrates with the curriculum, the results of the graduates, and the design of the graduation phase, that students achieve the intended learning outcomes. The master theses in general meet the requirements of the academic master level and show that the intended learning outcomes have been achieved. The subjects are definitely relevant for the field of policing. In line with its recommendations in Standard 1, the panel recommends to broaden the subjects of the master theses. The theses could also contain more reflection on the choice of subject and the relevance of it for the domain of police science. The methodological level is satisfactory, but can be further improved. This also holds for referencing and the understanding of ethical considerations. Alumni clearly prove to benefit from their master's degree in policing and their academic skills are acknowledged and regarded as an asset in the police force.

Substantiation

The Master Thesis

The master thesis provides the opportunity for students to undertake an extended period of self-study in an area chosen by them within prescribed limits. The aim of the master thesis is to develop and assess students' academic capacity to research, analyse and design long-term (inter)national policing strategies related to societal demands, and construct a well-reasoned argument – orally and in writing – based on his or her findings. The result is the production of an individual (assessable) academic master thesis that will contribute to the scientific development of the police profession (potentially publishable) and that will be relevant for (inter)national law enforcement strategies, possibly in the form of an advice or a policy report.

The learning outcomes are as following. By the end of the successful completion of the master thesis, the student should be able to:
1. demonstrate the ability to select an appropriate subject for independent – deductive or inductive – research with due regard to matters of confidentiality and ethics;
2. identify issues, questions and problems related to the chosen subject, as agreed upon by his/her police service or related employer;
3. critically review the academic literature and other sources of information relating to the chosen object;
4. formulate appropriate methods of enquiry which provide the structure for research and establish principles for the analysis, interpretation and/or evaluation of evidence;

5. critically review work in relation to the objectives of the study and assess the implications for (inter)national policing strategies within the societal context
6. demonstrate the ability to critically undertake and present a synthesis of knowledge.

The master thesis will focus on subject matter within the broad field of policing, but should also be of importance and meaning to the work of the (police) organisation in question. The subject matter may relate to topics of the courses of the Programme, but need not be restricted to this.

The preparation is supported by an academic supervisor, who considers an initial research proposal that should include a title and set out the study's nature and scope together with key questions and reference to other research, methodology and sources, including an outline of bibliography. The proposal should also indicate the relevance of the topic to the student's organisation. An explanation of the process of granting permission to conduct the research should also be given, together with an indication that account has been taken in a preliminary way of political or ethical factors that might arise. The title of the master thesis will be agreed between the student, the academic supervisor and – where appropriate – a line manager or nominee of the police service. The student is responsible for making arrangements for the guidance for writing the master thesis.

The module consists of a written and an oral defence, both to be assessed by the academic supervisor of the thesis and another (possibly external) academic examiner. The oral defence takes one hour. An academic-professional from the (police) organisation may be invited by the particular student. S/he will have an advisory position. In some circumstances video, audio or other media (traditional and/or digital) may also be included, but will not contribute to the total word equivalence of the master thesis, although they might have an influence on the quality of the presentation. The master thesis should contain about 18,000 words and should contain an abstract of maximally 300 words, outlining the content of the work and summary conclusions. The master thesis as well as the oral defence shall address all six learning outcomes. The final mark, only to be shown on the mark sheet, will be the outcome of the joint judgement of both examiners. The mark for the master thesis is based upon the written work. However, the oral defence of the thesis can be used to improve the mark by up to a maximum of 10% of the original mark awarded for the written work.

According to the panel, the Programme has designed a proper process for the master thesis, with clear prerequisites and learning outcomes. The panel finds it very valuable that the subject matter of the master thesis should not only relate to the broad field of policing, but should also be of importance to the work of the (police) organisation in question. The guidance of the master thesis and marking procedure are adequate.

Quality of master theses
Since the last accreditation in 2012 17 students have graduated from the MSc in Policing. The average mark of their master theses is 65, which is a merit in the marking system of the UK and equals a mark of 7.2 in the Dutch marking system. The subjects of these master theses also relate to the intended learning outcomes of the modules: five of them to Policing Models, two to Police & Diversity, five to Police Legitimacy and five to International Policing. The External Examiners are of the opinion that the threshold standards for the academic award of the Programme have certainly been met. The External Examiners confirm that the level of

achievement is good. According to them students show a sound knowledge and understanding of most of the major concepts. In general they find the academic writing, critical analysis and reflection of most student of a high standard. The use of literature is satisfactory. Aspects of further improvement the External Examiners have mentioned involve inconsistencies in referencing, following the procedures of ethical considerations of research undertaken and understanding of methodology and its place in academic work.

The panel has also studied the above-mentioned 17 master theses. The panel is of the opinion that in general the master theses of the Programme certainly meet the requirements of the academic master level and show that the intended learning outcomes have been achieved. Fifteen of these master theses were assessed by the panel as satisfactory or good; two of them were judged as borderline cases, but still satisfactory. The subjects are definitely relevant for the field of policing. In line of the recommendations in Standard 1, the panel recommends to broaden the subjects. The theses could also contain more reflection on the choice of subject and the relevance of it for the domain of police science. The methodological level can be further improved. This also holds for referencing and the understanding of ethical considerations. The panel has also seen some good examples of qualitative research with a clear explanation of the research design and the theoretical framework.

Alumni
According to a recent survey among alumni, the MSc in Policing is valued highly by the alumni for contributing to acquiring an academic outlook, a critical approach of policing strategies, in-depth knowledge of the (inter)national policing context, a multi-perspective view on the role of the police in safety and security issues, a strategic, conceptual and methodical way of thinking and the improvement of research skills. Alumni have been accepted in leadership and expertise positons in the police force, but usually not at strategic level, as intended by the Programme. According to the alumni, this is because of unfamiliarity within the police force with the Programme and because the deployment of highly qualified police officers is still an issue. Some alumni have suggested that they themselves should also take the lead in terms of negotiating an adequate strategic positon in the force. To that purpose the Programme offers a training in personal effectiveness, an initiative which is highly appreciated by the students.

The alumni the panel spoke with, confirmed the above-mentioned views. In their present work they benefit from the academic skills they developed in the Programme, the different perspectives they obtained and a more reflective attitude they got. They stress the importance of the academic point of view in the decision making within the police force. According to these alumni, the training for doing academic research was adequate. As to international policing, they propose more attention to be given to comparison of different policing models. Regarding the issue of leadership focus and specialist focus, the alumni stress the importance of a focus on specialist competencies in order not to reduce the academic basis of the Programme. Broadening the academic scope of the Programme is recommended by the alumni, although police matters should stay important.

Representatives of the work field the panel met, are positive about the the Programme and the academic level of the alumni. The academic background of the alumni enrich the organization they work in, according to the work field. Given the increasing complexity of the issues the police is dealing with, academic specialists are of great importance in the police force. The alumni bring

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in a wider range of views. An MSc in Policing degree improves career opportunities. As to the issue of broadening the scope of the Programme versus the focus on policing, the work field holds the same views as the alumni: broadening the academic scope whilst not reducing the attention for police matters. A clear recommendation from the work field is for the Programme to try to attract more international students. This will help students to get more insight in international policing, broaden their networks and in the end help international cooperation in policing.

General conclusion of Programme

Assessments of the standards

The panel assesses the standards as following:

Standard	Assessment
Standard 1 Intended Learning Outcomes	Satisfactory
Standard 2 Orientation of the Curriculum	Satisfactory
Standard 3 Contents of the Curriculum	Satisfactory
Standard 4 Structure of the Curriculum	Satisfactory
Standard 5 Incoming Students	Satisfactory
Standard 6 Quality of Staff	Good
Standard 7 Services and Facilities	Good
Standard 8 Tutoring	Satisfactory
Standard 9 Quality Assurance	Good
Standard 10 Assessment System	Satisfactory
Standard 11 Achieved Learning Outcomes	Satisfactory

The audit panel assesses the quality of the academic Master of Science in Policing, which is a joint degree of the Police Academy of the Netherlands (Politieacademie) and Canterbury Christ Church University, as **satisfactory**.

Recommendations

The audit panel has the following recommendations for the Programme:

General
- Open up more to the outside world, in content, in collaboration with more universities and in attracting students from outside the police force.

Standard 1
- Broaden the academic scope and go more beyond the borders of policing, to give students broader perspectives and thus enhance their academic level.
- Expand the international orientation of the Programme.
- Make the profile of the Programme more explicit.

Standard 2
- Intensify the training and guidance in research skills.

Standard 3
- Broaden the content of the curriculum, in line with the recommendation to broaden the academic scope of the Programme.

Standard 4
- Increase more awareness within the police force of the advantages of employing more MSc in Policing graduates.
- Step up the promotion within and outside the police force to attract more students.

Standard 6
- Make clearer the involvement of CCCU staff and expand their involvement in assessments.

Standard 8
- Make the module descriptions more detailed.

Standard 10
- Improve the provision of information about assessments.

Standard 11
- Intensify the guidance as tot he methodological aspects of the master thesis.

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Appendices

Appendix 1: Programme of the site visit

Time	Activity	Attendants
08.30 – 09.00	Arrival of panel	Panel Management
09.00 – 09.15	Welcome	Panel Board
09.15 – 09.45	Presentation of the Programme	Panel Management
09.45 – 11.00	Preparation time	Panel
11.00 – 11.30	Conversation with management	Panel Management
11.30 – 11.45	Reflection	Panel
11.45 – 12.30	Conversation with students	Panel Students
12.30 – 13.15	Lunch	Panel
13.15 – 14.00	Conversation with lecturers	Panel Lecturers
14.00 – 14.15	Reflection	Panel
14.15 – 15.00	Conversation with alumni	Panel Alumni
15.00 – 15.15	Reflection	Panel
15.15 – 16.00	Conversation with professional field	Panel Professional Field
16.00 – 16.30	Reflection & break with snacks	Panel
16.30– 17.00	Final conversation with management	Panel Management
17.00 – 17.45	Final reflection	Panel
17.45 – 18.00	Final feedback	Panel Interested parties
18.00 – 18.15	Short break with snacks	Panel
18.15 – 18.45	Development interview	Panel Management
18.45 – 19.30	Informal drink	Panel Interested parties

Appendix 2: Documents examined

Documents regarding Police Academy & CCCU
NVAO Protocol for a Joint Degree 2011 (included in Vol III Self Evaluation)
Police Academy CCCU Agreement (included in Vol III Self Evaluation)
Police Academy DHPol Agreement (included in Vol III Self Evaluation)
Example of a Joint Award (Degree)
EXTERNAL EXAMINER ANNUAL REPORTS 2016
EXTERNAL EXAMINER ANNUAL REPORTS 2017
Minutes of Joint Exam Board
Annual Reviews 2015 – 2018
Handbook 2019 – 2022
Curriculum Vitae of Staff (including publications)

Police Academy Documents
Professionaliteitseisen docenten
HRM strategie (Politie document dd 15.12.2017)
Infographic HRM-strategie (Politie document 04.12.2017)
Infographic – de politie van overmorgen (politie document dd 11.07.2018 – versie 5)
Strategie Politie: op koers naar de politie van overmorgen dd. Januari 2018
Strategische agenda Politieacademie (oktober 2018)
Missie-visie-strategie overzicht Politieacademie 2018
Strategisch Kompas (Politie 2018)
Strategische onderzoeksagenda 2015 – 2018
Jaarplan Politieacademie 2019
Kwaliteitsdossier Politieacademie – 2017

CCCU Documents (included in VOL III of Self Evaluation)
External Examiners Handbook 2018 – 2019
Procedures fort the Operation of Board of Examiners
Quality Manual 2017 – 2018
Regulations for a Taught Award

MSc Policing Programme Documents
Verslag opleidingscommissie MSc in Policing – Politieacademie dd. 07.11.2018
Recommended Reading (included in Handbook)
Studiematerialen studenten (included in Handbook)
Publicaties van PA lectoren en CCCU lecturers
Publicaties van studenten (o.a. Tijdschrift voor de politie)
All master theses (dissertations) +assessment sheets since 2014
Exams + assessment sheets of students as from 2016: literature exams / literature reviews/ case studies / essays / research reports
Posters MSc in Policing: mind map – evaluation alumni – horizon – qualification profile

Publications on Police Education of the Police Academy of the Netherlands
Jan Heinen & Harry Peeters (2018) Higher Police Education in the Netherlands, in: Colin Rogers, Bernhard Frevel, *Higher Education and Police, an International View,* Palgrave, MacMillan.
H. Peeters (2014), Constructing Comparative Competency Profiles, The Netherlands Experience, in: Perry Stanislas (Ed*.) International Perspectives on Police Education and Training,* Routledge, London and New York.
H. Peeters (2010) Ten ways to blend Academic Learning within Professional Police Training, in: *Policing, a Journal of Policy and Practice*, Volume 4, number 1, Oxford University Press.
Monica den Boer & Harry Peeters (2007) A View Across the Border: Higher Police Education in the Netherlands, in: Bernhard Frevel & Karlhans Liebl (Hrsg), *Empirische Polizeiforschung IX: Stand und Perspektiven der Polizeiausbildung,* Verlag für Polizeiwissenschaft.

J.G.Stam, A. Grotendorst, B.A. Prins, M.H.A. Peeters (2007) Police Training: the New Look., in: Peter C. Kratcsoski & Dilip K. Das (eds.), *Police Education and Training in a Global Society*, **Lexington Books.**

Other publications on Policing Matters

Stephen Tong, Robin P. Bryant et al (2009) *Understanding Criminal Investigation,* **Wiley-Blackwell**

Bryn Caless and Steve Tong (2015) *Leading Policing in Europe, an empirical study of strategic police leadership,* **Policy Press, Bristol**

Erwin Muller (2014) *Politie, studies over haar werking en organisatie*, **Deventer-Kluwer**

E.R. Muller, O. Adang et. Al (2010) *Ordeverstoringen en groepsgeweld bij evenementen en grootschalige gebeurtenissen*, **COT, Bureau Beke, Politieacademie**

Sofie de Kimpe, Jaap Noorda, Henk Ferwerda (2015) *Jongeren en politie,* **MAKLU uitgevers**

Nicolien Kop, Ronald van der Wal, Gerard Snel (2011) *Opsporing belicht*, **Politieacademie**

Otto Adang (2006) *Het beste politiekorps van de hele wereld: met alle geweld leren*, **Politieacademie**

Menno van Duin, Pieter Tops, Vina Wijkhuijs, Otto Adang, Nicolien Kop (2012) *Lessen in crisisbeheersing*, **Boom Lemma**

Otto Adang, Hani Quint, Ronald van der Wal (2010) *Zijn wij anders? Waarom Nederland geen grootschalige etnische rellen heeft.* **Stapel & de Koning**

Sjiera de Vries, Ronald van der Wal, Laura Keijzer, Nicolien Kop (2011) *Allochtonen naar de top?!* **Politieacademie**

Peter Klerks, Nicolien Kop (2008) *Societal Trends and Crime-Relevant Factors.* **Politieacademie**

Henk Sollie, Nicolien Kop (2012) *Joint Investigation Teams,* **Boom Lemma**

Edward J. van der Torre (2011), *Politiewerk aan de basis*, **Politieacademie**

Edward J. van der Torre (2011) *Blauw relaas, verhalen over vakmanschap van politiebazen.* **Politieacademie.**

Nicolien Kop (2012) *Van opsporing naar criminaliteitsbeheersing.* **Politieacademie.**

Lectoraten Politieacademie (2016) Community Policing in Europe. Politieacademie.

E.J. van der Torre, P.J. Gieling et al (2011) *Veilig Politiewerk.* Boom Lemma

P.W. Tops (2007), *Kennis van de frontlijn.* Politieacademie.

Otto Adang en Edward van der Torre (red.)(2007) Hoezo rustig?! *Een onderzoek naar het verloop van jaarwisselingen in Nederland.* Politieacademie

Otto Adang /red (2009) *Van oud naar nieuw. Blijvend leren van jaarwisselingen*, Politieacademie

Otto Adang, Jaap Timmer (2005) *Beheersing van gevaar.* Reed Business

Gabriël van den Brink (2010) *Empathy & Enforcement.* Politieacademie.

Monica den Boer (2004) *Out of the Blue. Police Perspectives on Europe, Governance and Accountability.* Politieacademie.

Pieter Tops (2007) *Regimeverandering in Rotterdam.* Uitgeverij Atlas – Amsterdam/Antwerpen.

Gabriël van den Brink (2007) *Prachtwijken?!. De mogelijkheden en beperkingen van Nederlandse probleemwijken.* Uitgeverij Bert Bakker

Peter Klerks, Nicolien Kop (2009) *Intelligencegestuurd politiewerk.* Politieacademie.

Ludo Block (2011) *From Politics to Policing. The Rationality Gap in EU Council Policy-Making.* Eleven International Publishing

Cyrille Fijnaut (2007), *De geschiedenis van de Nederlandse politie*. Boom-Amsterdam

Peter van Koppen (2011) *Overtuigend bewijs. Indammen van rechterlijke dwalingen.* Nieuw Amsterdam Uitgevers.