Master of Science in Policing

Police Academy, Apeldoorn

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Panel report extensive programme assessment
Date: 29 January 2013

Table of contents

1 Executive summary

This report presents the findings and considerations of the panel that assessed the Master of Science in Policing of the Police Academy. The panel studied the extensive information available as a pre-read and the additional information available during the site visit to the Police Academy. During the module of the site visit the panel discussed the programme with representatives of the institution at great length. The panel weighed their positive comments and the points for improvement, and concluded that the programme meets the current generic quality standards and shows an acceptable level across its entire spectrum. Therefore, the panel assesses the Master of Science in Policing as **satisfactory**. The following considerations have played an important role in the panel's assessment.

The cooperation between the Police Academy and Canterbury Christ Church University in the United Kingdom resulted in the development of the Master of Science in Policing in 2005. The programme was designed to provide police officers with a deep academic understanding of issues relating to strategic police functions in an international context, whilst allowing students the flexibility to research specific and comparative policing concerns, within appropriate professional and academic boundaries.

Intended learning outcomes
According to the panel, the Master of Science in Policing is an impressive and challenging programme. It is a unique programme within European academic institutions and the panel believes it makes an interesting contribution in a rapidly changing field. The chosen focus fits with what the Police Academy and the Canterbury Christ Church University are able to offer. A set of sixteen intended learning outcomes is constructed, in line with the occupational profile and the qualification profile. The panel is of the opinion that these intended learning outcomes meet the requirements which generally apply to a programme in this field of studies. The intended learning outcomes are very well-articulated and clearly specified. The level and/or orientation of the learning outcomes fit within the (inter)national qualification frameworks. According to the panel, the intended learning outcomes are given a specific interpretation based on the programme's explicit views. The panel assesses standard 1 on the intended learning outcomes as good.

Learning environment
The 60 EC curriculum consisted from 2007 until 2011 of five optional modules and the master thesis. Within the modules, the students could choose a theme matching one of the three specialisations: the major in crime policing, the major in European policing or the major in high risk policing. In 2011-2012, the amount of EC of the curriculum was

raised to 90 EC. The curriculum consisted of five optional modules and the master thesis. The three specialisations stayed the same and were called 'pathways'. In December 2012, a cohort of students will start with a revised curriculum. This curriculum has no specialisations. It consists of three modules and the master thesis.

A cohort of students is offered nine residential weeks of education within a period of one year, during each of which a specific theme of the module in question will be lectured. In addition, they work on their master thesis. In a week of education, the students are present fulltime at the Police Academy. At least two weeks are dedicated to research. One of the study weeks is conducted at the Canterbury Christ Church University. Until now, most of the cohorts of students completely exists of Dutch students.

According to the panel, the programme offers the students the possibility to obtain thorough knowledge, insight and skills in the field of policing, and -in the former curricula- to major in one of three specialisations. The panel is positive about the organisation of the master classes, lectures and workshops. They provide for a rich 'academic-professional' learning environment. The clustering of the education in nine residential weeks works sufficiently, according to the panel. However, the panel has concerns on the coherence and structure of the programme. Firstly, the panel is convinced that the lack of deadlines causes students to not be stimulated and encouraged to engage more actively throughout their study programme. In addition, by making it possible to hand in assignments for different modules together, it is not possible to build upon acquired knowledge of the students in classes. Secondly, in the former and current curriculum there is content overlap between the core modules and optional modules. Thirdly, the panel is dissatisfied with the frequent teaching in Dutch by Dutch lecturers. The panel is convinced that the programme management shares our concerns with the current overlap and will provide a better structured programme in 2013.

Because of the above mentioned concerns, the panel assesses standard 4 on the structure of the curriculum as unsatisfactory. The panel assesses the other standards concerning the learning environment as satisfactory.

Staff
The programme is delivered by staff from Canterbury Christ Church University, from the Police Academy and from external institutions with academic, practitioner and consultancy/research backgrounds, like external universities and the police forces. Overall the size of the staff, permanent and occasional, is in total approximately forty lecturers. According to the panel, the staff are qualified to provide the programme. The panel feels that the programme is well framed around the competencies of the staff. The teaching staff is involved in actual research. The panel appreciates the effort of qualified

guest lecturers. The panel believes that the amount of lecturers, with backgrounds in academic environments as well as the professional field, is more than sufficient for the realisation of the curriculum. Therefore, the panel assesses the standards concerning the staff policy and the quality of the staff as satisfactory, and the standard concerning the quantity of the staff as good.

Facilities

The programme runs mainly in the Netherlands at the venue of the Police Academy in Apeldoorn. The panel thinks the facilities are more than adequate for realising the programme. The panel is impressed by the infrastructure provided in terms of information and access to information. The environment provides an atmosphere of calm and learning. According to the panel, students are well informed about the programme right from the beginning. The student information ties in with the needs of students. However, the panel thinks that the programme management does not take enough effort to ensure that all students are adequately supported during the programme. There is no proactive tutoring in place. In addition, the panel believes that the regional forces lack time, academic expertise and strategic support to deliver a sound coaching support to the students.

The panel assesses the standard concerning the facilities as good and the standard concerning the tutoring as unsatisfactory.

Quality assurance

Quality assurance procedures are based on principles from both partners, whilst avoiding interference or parallel procedures. The panel is of the opinion that an adequate evaluation of the programme is in place, on the basis of assessable targets. The formal and informal evaluations from both Canterbury Christ Church University and the Police Academy take place on a regular base. The outcomes of evaluations constitute the basis for demonstrable measures for improvement. The panel discovered that the programme management is using evaluations to improve their programme. The curriculum is revised thoroughly and poor evaluated teaching staff are removed from the programme, for example. However, the panel believes that students are not sufficiently formally involved in the programme's internal quality assurance. For example, no representative from the students is represented in a formal board like the Programme Management Committee. The panel assesses the standards concerning the quality assurance as satisfactory.

Assessment and achievement of intended learning outcomes

Students' progress in the programme is evaluated through a variety of assessments. These include written assessments, such as essays, literature reviews, case studies, a research report and oral assessments. According to the panel, the students are assessed in

an adequate way to determine whether they have achieved the intended learning outcomes of the programme or parts thereof. However, currently, it is not always clear how the student is assessed on the specific learning outcomes.

A Joint Board of Examiners meets to discuss the programme. The Joint Board of Examiners comprises representatives from Canterbury Christ Church University's and the Police Academy as well as externals from another university and the professional field. The panel concludes that the Board of Examiners performs most of its legal tasks. The panel is impressed by the accurate and elaborate way the members of the Board from both Canterbury Christ Church University and the Police Academy do carry out these tasks. However, the Board does not yet pro-actively control the quality of the exams, the assessment procedures and graduation theses.

The final assessment of the intended learning outcomes comprises a dissertation (thesis) and an oral assessment. With respect to the thesis, the second marker will be, whenever possible, an external academic or another independent academic colleague. A third marker – usually an academic-professional from the (police) organisation – may be invited by the student for an advisory position. The panel concludes that on average, the theses are of sufficient quality. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. According to the panel, the majority of the theses address relevant topics, both in practical and scientific terms. The theses are well structured and concepts are well elaborated.

Therefore, the panel assesses the standard on assessment as satisfactory.

Apeldoorn, 29 January 2013

On behalf of the panel convened to assess the Master of Science in Policing at the Police Academy,

dr. Francis Pakes
(chair)

drs. Linda van der Grijspaarde
(secretary)

2 Introduction

2.1 Procedure

The panel consisted of:

- Dr. F.J. (Francis) Pakes, Principal Lecturer and Reader in Comparative Criminology, University of Portsmouth, United Kingdom;
- Prof. dr. T. (Tom) Vander Beken, Professor Criminal Law & Criminology, Ghent University Belgium;
- Dr. D.F. (Frank) Gallagher, O.N.M., Former European Strategic Adviser to Kent Police and Consultant on Trans-Frontier Cooperation, United Kingdom;
- F.J. (Frans) Heeres MPSM, Chief Constable Central & West Brabant and envisaged as Police Chief Brabant-East;
- M. (Michelle) Zonneveld MSc, recently graduated from VU University Amsterdam in Public Administration, track Governance of Security.

The panel was supported by drs. L. (Linda) van der Grijspaarde, who acted as secretary.

Annex 5 contains the curricula vitae of the members of the panel. All the panel members signed a statement of independence and confidentiality (annex 8).

The panel has based its assessment on the standards and criteria described in the NVAO Initial Accreditation Framework (Stcrt. 2010, nr 21523).

The following procedure was undertaken. For the purpose of the assessment by the assessment panel, the programme presented a critical reflection of the programme. The critical reflection follows the standards outlined for the extended programme assessment framework and described the programme's strengths and weaknesses. The panel members studied the critical reflection and annexes regarding the proposed programme. In addition, the panel took note of two letters: one from a member of the professional field concerned with the programme and one from a director of Canterbury Christ Church University, who were not able to attend the site visit.

The panel sent their first reflections and questions to the secretary, in order to outline these remarks within the accreditation framework and detect the items to be clarified during the site visit.

The panel organised a preparatory meeting the evening before the site visit to become acquainted with each other and to prepare for the site visit. The site visit took place on 29 and 30 November 2012 at the Police Academy (Annex 6: Schedule of the site visit). The panel interviewed students, teaching staff, alumni, programme management, representatives of the professional sector and members of the Board of Examiners. All interviews and discussions were carried out in English. An open office hour was scheduled and announced (but not made use of).

During the site visit, the panel studied additional material made available by the programme management. Annex 7 gives a complete overview of all documents available during the site visit.

The secretary of the panel selected fifteen theses randomly and stratified out of a list of all graduates (annex 7). The programme sent the theses - including the assessment by the examiners - and the secretary divided them among the panel members. Each panel member therefore assessed three theses before the site visit and sent their findings in advance to the secretary.

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These are based on the findings of the site visit, and building on the assessment of the programme documents. The chair of the panel presented the findings of the panel to the representatives of the programme at the end of the site visit.

The draft version of this panel report was finalised taking into account the available information and relevant findings of the assessment. Where necessary, the panel corrected and amended the report. In addition, a second NVAO registered secretary reviewed the report for completeness. After approval of the draft report by the panel, it was sent to the Police Academy for a check on facts. The comments resulted in some changes in the report. The panel finalised the report on 29 January 2013.

2.2 Panel report

The first chapter of this report is the executive summary of the report, while the current chapter is the introduction.

The third chapter gives a description of the programme including its position within the Police Academy and within the higher education system of the Netherlands.

The panel presents its assessments in the fourth chapter. The programme is assessed by assessing the themes and standards in the Initial Accreditation Framework. For each standard the panel presents an outline of its findings, considerations and a conclusion. The outline of the findings are the facts as found by the panel in the programme documents, in the additional documents and during the site visit. The panel's considerations are the panel's evaluations regarding these findings and the importance of each. The considerations presented by the panel logically lead to a concluding assessment.

The panel focussed on assessing the current curricula (2007-2011 and 2011-2012). The assessments of the standards refer to the considerations of the panel about these curricula. In addition, the panel took note of the improvements that will be realised with the revised curriculum that will start in December 2012. In the report, the panel reflects on these planned improvements.

The panel concludes the report with a table containing an overview of its assessments per standard.

Annexes on the Master of Science in Policing and annexes on the site visit and panel are added to the report.

3   Description of the programme

3.1   Overview

Programme
CROHO number	60367
Programme	Master of Science in Policing
Level	master
Orientation	academic (wo)
Degree	MSc
Location(s)	Police Academy (Apeldoorn) and CCCU's Canterbury Campus
Mode of study	Part-time
Expiration of accreditation	26 February 2014

Institutions
Name of the institution	Police Academy ('Politieacademie')
Status of the institution	University of Applied Sciences (aangewezen hogeschool)
Institutional quality assurance assessment	-
Name of the institution	Canterbury Christ Church University
Status of the institution	University (Privy Council consent)

3.2   Profile of the institutions

The Police Academy is the recruitment & selection, training and knowledge & research centre for the Dutch police. The Police Academy is a recognised college for professional education and it offers a range of valuable professional training, from intermediate vocational education and higher professional education to a specialised Masters and leadership programme at academic and post-academic level.

Canterbury Christ Church University is a university in Canterbury, Kent, England. Founded as a Church of England college for teaching training, it has grown to full university status and has celebrated its 50th anniversary in 2012. The focus of its work is in the education of people going into public service. The university has five campuses across Kent, located in Canterbury, Medway, Broadstairs, Tunbridge Wells and Folkestone.

3.3   Profile of the programme

Since 2004, a working relationship has evolved between the Police Academy and Canterbury Christ Church University. The cooperation resulted in the development of the Master of Science in Policing. This programme was designed to provide police officers with a deep academic understanding of issues relating to strategic police functions in an international context, whilst allowing students the flexibility to research specific and comparative policing concerns, within appropriate professional and academic boundaries.

Canterbury Christ Church University as well as the Police Academy are involved in coordinating the aims and learning outcomes of the programme, the assessment procedures, quality assurance, contributions of teaching staff and operational facilities. The programme is the responsibility of the Police Academy's School of Advanced Policing. The programme is directed by a Programme Director from the Police Academy. Because of the involvement of diverse institutions or departments, the academic responsibility for the coherence of the programme will be vested in the position of an Academic Dean (appointed from July 2012).

The programme started with the first cohort of students in 2005. Since then, in total eight cohorts of students attended the programme. The cohorts comprised 4 to 24 students. Students are registered at both institutions. The programme aims to recruit internationally. However, until now, most of the students are Dutch. The majority of students study part-time, whilst in employment in one of the police forces in the Netherlands.

From 2005 until 2011, the programme comprised 60 EC. Students could choose for a generic programme or for one out of three specialisations: crime policing, European policing and high-risk policing. In 2011, the amount of EC was raised to 90 EC. In December 2012, a cohort of students will start with a revised programme, in which no specialisations are offered any more. This new programme consists of three modules and a master thesis.

A cohort of students is offered nine weeks of education within a period of one year. In addition, they work on their assignments and their master thesis. In a week of education, the students are present fulltime at the Police Academy. They receive lectures from one or two modules. Some weeks are dedicated to research and research methodology. For most of the cohorts, one of the study weeks is conducted at the Canterbury Christ Church University.

4 Assessment per standard

This chapter presents the evaluation of the sixteen standards by the assessment panel. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief *outline of its findings* based on the programme documents, on documents provided by the institution and the site visit and on the meetings with representatives of the programme, (2) the *considerations* the panel has taken into account and (3) the conclusion of the panel. The panel presents a conclusion for each of the sixteen standards. In addition, this chapter presents the general conclusion of the panel.

4.1 Standard 1

> *The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.*

Outline of findings
For this standard, the goals of the programme and the domain specific requirements are described. In addition, the intended learning outcomes of the programme are given.

Goals of the programme
The Master of Science in Policing was designed to provide police officers with a deep academic understanding of issues relating to strategic police functions in an international context, whilst allowing students the flexibility to research specific and comparative policing concerns, within appropriate professional and academic boundaries.

According to the critical reflection, the added value of the Master of Science in Policing is twofold:
- it allows police officers to develop strategies and exchange research findings in an international language on the basis of their commitment to the police profession;
- it allows police support staff and law enforcement partners to act, research and advise on security policies in an international language from a police perspective.

Domain specific requirements
At the Police Academy, curricula and related issues are constructed in line with the occupational profiles and the qualification profile (annex 1).

Every ten years, the current and future requirements for the police profession are subject to scrutiny by the Dutch Police Education Council (POR, 'Politieonderwijsraad',

advisory body for the Minister of Security & Justice). Since the inception of the revised Dutch police training system in 2002, a second review was conducted in 2010 and approved of by the Minister for Home Affairs in 2011[1]. The theme of this POR-review was the impact of major societal and political developments on police responsibilities and tasks for the years to come. The result is formulated in terms of occupational profiles. As to the occupational profile for a Master of Science in Policing, the POR-report describes a set of responsibilities and tasks.

The challenges described in the occupational profile for a Master of Science in Policing have been transformed into competencies as visualised in the updated qualification profile of the Master of Science in Policing[2]. The qualification profile refers to a generic framework for Programme Learning Outcomes. The Programme Learning Outcomes of the qualification profile take into consideration the level descriptors of the European Qualifications Framework for Lifelong Learning (EQF) as well as CEPOL's (European Police College) device for describing competencies, i.e. making a distinction between professional, contextual, social and individual competencies. Master programmes are situated at EQF Level 7, and so is the Master of Science in Policing.

The relevant paragraphs of the occupational profiles and the qualification profile for the Master of Science in Policing are presented in annex 2.

Intended learning outcomes of the programme
For the purpose of the Master of Science in Policing, the EQF-7-descriptors were translated into a set of sixteen intended learning outcomes that match CEPOL's typology of competencies.

The intended learning outcomes of the programme are presented in annex 3.

Considerations
According to the panel, the Master of Science in Policing is an impressive and challenging programme. The programme is timely, relevant and serves a niche. It is a unique programme within European academic institutions and the panel believes it makes an interesting contribution in a rapidly changing field. The chosen focus fits with what the Police Academy and the Canterbury Christ Church University are able to offer.

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[1] Wim Nijhof, Jos Geerligs, Annick Kicken, Harry Peeters, Robina van de Pol, Rob van Wijngaarden (2010), *Switching between Responsibilities, Recalibrating the Police Profession (Schakelen in Verantwoordelijkheid, beroepen van de politie herijkt)*, Police Education Council (POR), the Hague.
[2] Police Academy of the Netherlands (2012), *Collection of Qualification Files* (Bundel Kwalificatiedossiers), Police Academy, Apeldoorn

The panel is of the opinion that the sixteen intended learning outcomes which have been formulated meet the requirements which generally apply to a programme in this field of studies. The intended learning outcomes are very well-articulated and clearly specified. The level and/or orientation of the learning outcomes fit within the (inter)national qualification frameworks. According to the panel, the intended learning outcomes are given a specific interpretation based on the programme's explicit views.

Conclusion

The panel assesses standard 1 as good.

4.2   Standard 2

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

Outline of findings

According to the critical reflection, all intended learning outcomes are being addressed within the context of the modules. The underlying 'body of knowledge', related to scientific research, draws upon insights from a variety of disciplines, including Research Methodology, European Law, Sociology, Political Science, Criminology, Governance and Police Science.

According to the time schedules of the last cohorts, three of the nine weeks of education were addressed to conducting research on an academic level. Requested by the students, an extra week on advanced statistics was added to the programme. The lectures on research are supporting for the modules, they are not part of the modules offered.

Students and alumni told the panel that they are positive about the possibility to acquire academic skills and the scientific level that they reach.

In terms of independent academic research, the substantial input of researchers from Canterbury Christ Church University, from the Police Academy and from external universities should guarantee the academic quality of the programme as well. The Department of Law and Criminal Justice Studies at Canterbury Christ Church University established a Criminal Justice Practice to develop the production of high quality research projects. The Police Academy installed twelve Chairs (called 'Lectorates'): a Chair of Community Policing, Police Leadership, Public Order Management, Crisis Management, Criminal Investigation, Forensic Investigation, Intelligence, Financial Investigation,

Environment Policing, The Learning Police Organisation, History of the Police and Ethics and Authority. Three Chair holders have a professorship at a university as well; two Chair holders are also senior lecturers at a university.

The majority of Chair holders of the Police Academy are involved in the Master of Science in Policing. As holders of a PhD, they have an academic responsibility for the content they are delivering. They lecture on several subjects of the curriculum and are involved in supervising and assessing dissertations. Moreover, the Academic Dean (appointed from July 2012) has an overall academic responsibility in terms of coordinating the academic input of the Lectorates of the Police Academy and other staff.

To reinforce the international dimension of the Master of Science in Policing, guest lecturers from different institutions, such as the Free University of Brussels, are invited to teach in the programme.

Considerations

The panel believes that students have enough opportunities in the master's programme to learn about and conduct research. According to the panel, the programme provides enough content to gain knowledge and experience in the programme for students to be able to carry out their own graduation work at an academic level. Students gain this knowledge and experience through the constant mix of operational elements (in the field) and theoretical (academic) elements, through interactive sessions in the taught delivery and through thesis research under supervision of an experienced member of staff.

The panel holds the view that the staff and especially the members of the Lectorates are capable of bringing current developments into the programme, wherever this is possible. The set-up of the programme leaves enough room for this.

According to the panel, the programme is highly focussed on what the students need to know for their jobs. Since students all are employed in police forces, the development of skills in the field of professional practice is assured by their input from their work environment.

The panel studied the literature that is being used in the modules. In general, the level of literature is sufficient. However, the panel discovered that some handbooks are very basic on methodology. Access to more advanced methodological literature would be beneficial to students. In addition, the panel found that the bulk of the literature for research purposes made available during the site visit, for review by the panel, was of Dutch origin. The effect of this approach was also evident from time to time in the recorded literature listed in the sample theses. The programme management assured the

panel that in the revised programme, extra attention will be given to the use of international literature. In relation to this finding, the panel recommends that effective measures are taken to ensure that both current and future students work with and provide evidence of, the greater use of an encompassing quantity of international literature.

Conclusion
The panel assesses standard 2 as satisfactory.

4.3 Standard 3

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

Outline of findings
Annex 3 provides an overview of the former and current curricula (2007-2011 and 2011-2012) and of the revised curriculum (2013).

The 60 EC curriculum consisted from 2007 until 2011 of:
- two core modules *A Strategic Approach to Interagency Policing*, 15 EC, and *Police & Society: Perceptions & Strategies*, 10 EC;
- an optional module (five modules to choose from, 15 EC);
- the master thesis (20 EC).

Within the modules, the students could choose a theme matching one of the three specialisations: the major in crime policing, the major in European policing or the major in high risk policing.

In 2011-2012, the amount of EC of the curriculum was raised to 90 EC. The curriculum consisted of three core modules (10 EC, 20 EC and 20 EC), an optional module (five modules to choose from, 10 EC) and the master thesis (20 EC). The three specialisations stayed the same and were called 'pathways'. The core modules are: *Proactive Policing, Interagency Policing* and *Police & Society.*

In December 2012, a cohort of students will start with a revised curriculum. This curriculum has no specialisations. It consists of three modules of 20 EC and the master theses (30 EC). The three modules are: 1) *Policing Models*, 2a) *Police & Society: Diversity Issues*, 2b) *Police & Society: Legitimacy Issues* and 3) *International Policing.*

The optional modules will be abolished in the revised curriculum for two reasons. One reason is that their content was not clearly distinguishable in terms of learning outcomes. Another reason is that three of these electives lead to specialisations that were hardly chosen by students or were interfering with other master programmes of the Police Academy, viz. the Master of Criminal Investigation and the Master of Crisis & Public Order Management. Moreover, it seemed more feasible for students to utilize assignments for a specialisation in particular topics of interest than a choice within the constraint of a prescribed major as existed in the previous programme.

Upon formal admission to the Police Academy, every cohort of students is issued with a Programme Handbook. The Programme Handbook contains detailed information on the organisation and content of the programme, including module descriptions with the aim, learning outcomes, content and assessment of these modules.

Considerations

The panel examined the contents of the modules of the current and the revised programme and considers these to be sufficient. According to the panel, the programme offers the students the possibility to obtain thorough knowledge, insight and skills in the field of policing, and -in the former curricula- to major in one of three specialisations.

The panel studied the correspondence between the intended learning outcomes and the curriculum and feels that there is a clear connection between the aims and objectives of the programme and the objectives in the modules, which are offered. In the handbooks, clear learning outcomes are described in relation to every module. However, the panel is of the opinion that an overview of the connection between the intended learning outcomes and the specific learning objectives per module is missing.

Conclusion

The panel assesses standard 3 as satisfactory.

4.4 Standard 4

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

Outline of findings
For this standard, the structure of the curriculum and the didactic concept are described.

Structure of the curriculum

A cohort of students is offered nine residential weeks of education within a period of one year, during each of which a specific theme of the module in question will be lectured. In addition, they work on their assignments and their master thesis. In a week of education, the students are present fulltime at the Police Academy. Some of the weeks are dedicated to research. For most of the cohorts, one of the study weeks is conducted at the Canterbury Christ Church University.

Until now, most of the cohorts of students completely exists of Dutch students. In only one cohort of students there was a group of eight students from the United Kingdom. The panel discussed the lack of foreign students with the programme management. They explained to the panel that despite of several efforts to attract English and other foreign students to the programme, they do not enrol in the programme. The duality of the programme is attractive, students do have easy access to data and sources in police forces. Unfortunately, English students will not have this connection. They have no deep connection with the Dutch police force and no in-depth insight into the United Kingdom police forces. In addition, an attempt was made to interest Belgian aspirant students in the programme. Unfortunately it did not work out, presently they are focussing on developments in their own country.

There are no deadlines attached to the accomplishment of the modules. Students are free to choose the moment that they hand in their assessment work of the modules. Students told the panel that this means that some of them hand in their work all together at the end of the programme. The panel discovered from the meeting with students, that the lack of deadlines sometimes has the consequence that students are not stimulated to understand the lecturing at the time the content is offered. The students told the panel that sometimes they start to get a grip on the content much later, when they start working on their assignments.

As discussed before, the structure of the curriculum will be thoroughly changed from December 2012. According to the critical reflection, this is mainly because of the content overlap between the former core modules and optional modules. In the meetings with the panel, the students and alumni confirmed the overlap in the curriculum. The students remarked that overlap occurred between modules taught at the Police Academy, and not so much between modules taught at Canterbury Christ Church University and the Police Academy.

Didactic concept

According to the critical reflection, the learning and teaching strategies will be aligned with the intended learning outcomes, by introducing (external) master classes based on experiences or expertise of prominent speakers, by lectures based on case studies or exchanges of experience between police students and by workshops and 'academic-professional' exercises during the lectures.

Learning and teaching strategies will seek to:
- involve students as active participants in the learning process;
- provide opportunities for students to study both collectively (through debate, discussion and group work) and individually;
- encourage an open interchange of ideas, experiences and opinions;
- develop a critical and comparative approach to contemporary and historical explanations of crime and policing;
- develop a critical and comparative approach to contemporary and historical practices with law enforcement systems.

Learning and teaching strategies will include lectures, seminars, video, the use of internet, guided study and tutorials. The teaching staff will be expected to manage the learning process to encourage autonomous learning.

It is policy that teaching is in English. The panel discovered from the meetings with the students and teaching staff that in practice, this is frequently not the case when seminars are taught by Dutch lecturers before a fully Dutch audience. Because of teaching staff and students both being Dutch, some of the teaching staff are tempted to speak Dutch.

Considerations

The panel is positive about the organisation of the master classes, lectures and workshops. They provide for a rich 'academic-professional' learning environment. The clustering of the education in nine residential weeks works sufficiently, according to the

panel. However, the panel has concerns on the coherence and structure of the programme.

Firstly, the panel is convinced that the lack of deadlines causes students to not be stimulated and encouraged to engage more actively throughout their study programme. In addition, by making it possible to hand in assignments for different modules together, it is not possible to build upon acquired knowledge of the students in classes.

Secondly, in the former and current curriculum there is content overlap between the core modules and optional modules.

Thirdly, the panel is unsatisfied with the teaching in Dutch. The panel strongly advises to have all the teaching in English, even the discussion parts of the workshops. Adding foreign students to the group of Dutch students will make it more logical for the teaching staff and students to speak English all the time. This is one of the arguments for the panel to strongly recommend to try to attract foreign students, not only from Britain but also from other countries.

The panel is convinced that the programme management shares our concerns with the current overlap and will provide a better structured programme from December 2012. Adjustments that are expected to have a positive effect on this, is the removing of specialisations and elective modules, and the intention to introduce deadlines. In addition, the panel believes that with the appointment of an Academic Dean for the programme from July 2012, there will be sufficient attention to the coherence of the programme. However, at this moment, because of the aforementioned concerns, the panel assesses this standard unsatisfactory.

Conclusion
The panel assesses standard 4 as unsatisfactory.

4.5   Standard 5

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

Outline of findings
The admission requirements remain mostly unchanged since the start of the programme, as they are officially prescribed in the Netherlands and/or the United Kingdom.

Applicants for the programme should possess one of the following first or second class degrees or equivalent:

- a Dutch Bachelor of Policing Diploma or former equivalent (e.g. 'Inspecteurs-diploma') at qualification level EQF6;
- an award of any Dutch university or University of Applied Sciences, where the award demonstrates the ability to apply basic research methods;
- a United Kingdom bachelor's degree with Honours;
- an equivalent (foreign) award, including research methods;
- equivalent experience, including the application of research methods.

The panel asked for extra information on the background of the students at the beginning of the site visit. Because of the possibility of entering the programme without a Policing Diploma, the panel wondered if this occurred in practice. The panel discovered that during their studies, all students work in the police force. Some of the students do not have a bachelor in Policing, but for example a bachelor or master in Psychology.

According to the critical reflection, students should have 'a good grasp of English' in order to communicate orally and in writing in English. As the programme aims to recruit internationally, it is expected that students' command of English will be varied. In order to provide students with adequate support throughout the programme, a diagnosis will be made of each student's proficiency in English at the beginning of the enrolment period; this diagnosis will be used by an English teacher to tutor the students with regard to writing module work in this language.

According to the critical reflection, it was noticed that the methodological knowledge of some admissible students needed to be reinvigorated. Hence, methodological knowledge will be tested by means of literature, exercises and discussions before students are admitted to the programme and it will possibly entail an assessment of whether candidate students need to complete a module in research methods in advance.

Considerations

The panel examined the admission requirements for the programme and concludes that the qualifications of the incoming students are in line with the structure and contents of the intended curriculum. However, the panel expresses some concerns about the admission requirements.

Firstly, the panel has some concerns on the general admission requirements of the programme. The admission of students with no policing background would not be realistic, according to the panel. The panel discovered that in practice, all students do

have a policing background, because they all have a working environment in a police force. The panel is convinced that the programme will provide for the right students to enter the programme.

Secondly, the panel recommends to be more specific about the admission requirements for the command of the English language. For example, the panel suggest to describe a required score on the IELTS for at least 6.5.

The panel is encouraged by the help that is provided to bring students to the sufficient level of English and with regards to their methodology skills. It was explained to the panel that this will be made even more formal with the start of the revised curriculum.

Conclusion
The panel assesses standard 5 as satisfactory.

4.6 Standard 6

> *The curriculum is feasible.*

Outline of findings
As explained before, the programme changed the amount of credits from 60 EC to 90 EC in 2011. This is in accordance with both the 'Bologna' requirements (the minimum being 60 ECTS) and similar prescriptions of the QAA (UK's Quality Assurance Agency), i.e. 180 UK credits equal 90 EC.

According to the critical reflection, the transition from 60 EC to 90 EC is required in order to enable students to carry out the research for the substantial dissertation (master thesis), viz. one third of the credits. A duration of two years for a part-time study is common practice and in conformance with the minimum period of registration under the Postgraduate Academic Framework of Canterbury Christ Church University, which allows for a maximum of six years of study from initial registration.

According to the critical reflection, most of the students are able to finish the programme in two to three years. Some students have gone through the programme faster, for some students it took much longer (up to four to five years).

The panel discussed the feasibility of the programme with the students and alumni. For most of these students, the duration of their study is or was between two and three years. The students and alumni explained to the panel that they experience(d) a substantial, but feasible workload. According to them, it is doable for a police officer to attend the programme. One of the conditions for a successful study is a committed home police force. One of the students that the panel spoke with graduated within one year, with good guidance of the police force she works in.

The students and alumni that the panel spoke with, were positive about the freedom to extend studying up to six years; this provides them with the possibility to gain the necessary depth together with their responsibilities within the police force.

The panel studied the dropout rate from the programme. In general, this was about 10% of the students. For one of the cohorts this was substantially higher (75%). This was a cohort of young professionals, who were employed to fulfil a three years contract with a police force for a particular project. At first, the attendance of the programme was mandatory for them. As the obligation to complete the programme was abolished later on, the majority of the students immediately quitted the programme.

Considerations
The panel assessed whether the curriculum can be successfully completed within the time nominally set. A dropout rate of 10% and an average duration of about two and a half year indicates that the curriculum is feasible, according to the panel.

However, the panel believes that the curriculum might be 'too feasible' for the students, because of the lack of deadlines in the programme. With deadlines for assessments students might be stimulated and encouraged to go through the programme faster. This aspect is assessed in the paragraph on standard 4, the structure of the programme.

Conclusion
The panel assesses standard 6 as satisfactory.

4.7 Standard 7

> *The programme meets statutory requirements regarding the scope and duration of the curriculum.*

Outline of findings

From 2005 till 2011, the curriculum of the Master of Science in Policing comprised 60 EC. Since 2011, the curriculum of the programme comprises 90 ECTS. The programme complies with the formal requirements with respect to the size of the curriculum.

Considerations

The panel has reviewed the intended curriculum and concluded that the programme meets this requirement.

Conclusion

The panel assesses standard 7 as satisfactory.

4.8 Standard 8

> *The programme has an effective staff policy in place.*

Outline of findings

The Police Academy has a general staff policy in place that holds for all their educational programmes. The policy of the Police Academy on personnel shows how the level and spread of expertise is guaranteed by means of staff planning and allocation of both research and education duties, recruitment and appointment and professional development. The staff policy of the Police Academy is mainly directed to the MBO (vocational) level.

For the Directorate of Research, Knowledge & Development the staff policy is that Chair Holders – as a rule – should have a PhD.

The Professional Development Programme of the Academy's School of Advanced Policing that also delivers a Bachelor of Policing Programme, aims at a staff composition by 2015 from which 70% has a master's degree and 10% a PhD.

In terms of didactics, staff of the School are required to have a so called Pedagogic-Didactics Certificate. Several professional development days are being and will be conducted.

Canterbury Christ Church University's staff policy is based upon the United Kingdom Professional Standards Framework, which is written from the perspective of the practitioner and outlines a national Framework for comprehensively recognising and benchmarking teaching and learning support roles with Higher Education.

Considerations
The panel is of the opinion that the programme has an effective staff policy in place. The panel recommends to make the staff policy for the master's programmes more specific by specifying it to the master's level.

The panel appreciates that teaching staff in the school of Advanced Policing are offered to do their PhD. The panel believes this is a way to bring the lecturers in a higher required level.

According to the panel, the staff should be offered English support. They need an explicit staff policy that helps them to turn this into a fully internationally programme, tailored to the requirements of this particular master's level programme.

Conclusion
The panel assesses standard 8 as satisfactory.

4.9   Standard 9

> *The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.*

Outline of findings
The programme is delivered by staff from Canterbury Christ Church University, from the Police Academy and from external institutions with academic, practitioner and consultancy/research backgrounds, like external universities and the police forces.

Canterbury Christ Church University does one fifth of the lecturing, coaching and assessing module work. At least five lecturers from Canterbury Christ Church University are involved, including the Head of the Department, and the Head of Criminal Justice Practice. Canterbury Christ Church University also offers students support through its Student Support Services and the Student's Union.

From the part of the Police Academy, the teaching is not only conducted by teaching staff belonging to the School of Advanced Policing, but, as discussed before, also mainly by lecturers belonging to the Directorate of Research, Knowledge & Development from the Police Academy, who are holding a Chair (called 'Lectorate'). Moreover, some visiting professors or lecturers of Dutch universities are also involved in teaching. Except for one colleague with an academic degree, all of them have a PhD.

Three professors from external universities contribute regularly to the programme (two of them from Belgium).

The staff of the School of Advanced Policing consists of thirty lecturers for the Bachelor Programme, a course on community policing as well as the Master Programme. Besides, there are seven trainers for policing skills. From these thirty lecturers, twenty have a university degree. One of them has a PhD and two of them are in the process writing a PhD. The remaining nineteen lecturers have a degree from a University of Applied Sciences. Two of them are pursuing a master's degree. The teaching staff in the school of Advanced Policing are offered to do their PhD.

According to the critical reflection, the diversified supply of disciplines ensures that 'timeless' and 'burning' issues of policing strategies and corresponding academic approaches are being addressed at the required EQF-level 7 of knowledge, skills and competencies.

In the critical reflection, reference is made to several evaluations. The evaluations show that students on average are positive about the academic and didactic performance of the lecturers. During the site visit, this was confirmed by the students. Students also reported to the panel that staff members use their own research as a source for lectures and discuss their own research. In addition, it is quite easy to contact lecturers. Appointments can easily be made and lecturers react adequate on questions of students. Students did have some comments on the awareness of the teaching staff of the contents of the teaching of other staff members. This results sometimes in overlap between lectures, according to the students. Also, students reported to the panel that it sometimes takes too long before lecturers provide feedback and marks on assessments. There is not a strict policy for that.

Considerations

The curriculum vitae show the panel that the staff from the Policy Academy, of the Canterbury Christ Church University and of external institutions are qualified to provide the programme. The panel feels that the programme is well framed around the competencies of the staff. The teaching staff is involved in actual research. The staff are enthusiastic and supportive of their students. The panel appreciates the effort of qualified guest lecturers. The panel would like to recommend that teaching staff are brought in from more different countries other than just Belgium and the United Kingdom.

Conclusion

The panel assesses standard 9 as satisfactory.

4.10   Standard 10

> *The size of the staff is sufficient for the realisation of the curriculum.*

Outline of findings

Overall the size of the staff, permanent and occasional, is in total approximately forty lecturers. According to the critical reflection, this teaching staff can cope adequately with the subjects of the curriculum. Because of the involvement of diverse institutions or departments, the academic responsibility for the coherence of the programme is vested in the position of an Academic Dean.

The staff-student ratio varies from 1 : 16 to 1 : 24. In terms of a fulltime-equivalent, this amounts to 0.8 members of staff per cohort.

Considerations

The panel thinks that the number of lecturers which is calculated for the programme (forty) is very high. The panel believes that this amount of lecturers, with backgrounds in academic environments as well as the professional field, is more than sufficient for the realisation of the curriculum. A disadvantage of the large amount of different teaching staff, is the risk that students cannot cling to a certain staff member. The programme management assured the panel that they look for a good balance between the input of permanent staff and the input of guest speakers.

Conclusion

The panel assesses standard 10 as good.

4.11   Standard 11

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

Outline of findings

In principle, the programme can run at the premises of both partners. Because so far the overwhelming majority of students are Dutch, the programme runs mainly in the Netherlands at the venue of the Police Academy in Apeldoorn. One week of education is conducted in Canterbury at the main campus of Canterbury Christ Church University.

According to the critical reflection, both institutions provide up to date accommodation (in terms of class rooms, computer rooms and a library) and facilities (such as intranet and internet) to ensure an adequate realisation of the curriculum. The campus at Canterbury provides all the necessary equipment and a brand new, modern library. Each classroom contains a digital projector, digital blackboard, intranet and internet access. The quality of the building of the Police Academy and its equipment has been checked by Canterbury Christ Church University.

The Open Learning Centre acts as an information agency for educational police matters. It possesses 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 publications. Topicality and relevance are guaranteed because the collection is generated through a cooperation of lecturers and librarians. The catalogue contains materials available at the Media Library in Apeldoorn and in Amsterdam. In addition to its own catalogue, students can consult external resources like the International Security & Counter-Terrorism Reference Centre, Psychoinfo and Libraries of several universities. One member of the professional library staff specifically acts as subject librarian for Policing. He works closely with the Programme Director and those responsible for individual modules concerning the selection of books and the reservation of inter-library loans. All members of academic staff contributing to the programme are full members of the National Police Library based at Bramshill in Hampshire (which includes full borrowing rights).

The panel were given a circular tour through the building of the Police Academy in Apeldoorn. They were led around to the lecture rooms, the staff work environment, the media centre and canteens.

If it comes to tutoring students with functional disabilities the necessary provisions are in place, e.g. for visual impairments. With regard to assessments the Education & Examination Regulations (OER) take account of dyslectic problems and incidental physical injuries. The refurbished building of the Police Academy's venue in Apeldoorn is very well accessible for students with mobility problems, also in terms of elevators, toilets and classrooms.

Considerations
The panel thinks the facilities are more than adequate for realising the programme. The panel is impressed by the infrastructure provided in terms of information and access to information (such as the Bramshill library in the United Kingdom). The panel discovered that the environment provides an atmosphere of calm and learning. The special architectonics with its design and special open layout provides students (and staff alike) with ample and comfortable resource opportunities in which the challenges of work and study can be met. The panel is satisfied with the electronic learning environment Blackboard. However, Blackboard could be used more to support student to work together outside of the Police Academy.

Conclusion
The panel assesses standard 11 as good.

4.12 Standard 12

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

Outline of findings
At the start of the Master of Science in Policing, the Programme Director informs the students about the procedures and contents of the programme, especially with regard to the co-operation with Canterbury Christ Church University and matters as diploma equivalence and APL or APEL procedures (respectively Accreditation of Prior Learning and Accreditation of Prior Experiential Learning).

Upon formal admission to the Police Academy, students are issued with a handbook of the Master of Science in Policing, a time table and the Education & Examination Regulations (OER). The Handbook contains detailed information on the organisation and the content of the programme, such as: the mission of the Police Academy, educational

principles, the guidance system, the qualification profile of the Master of Science in Policing, a curriculum overview, module descriptions (aims, learning outcomes, content, assessment modes), assessment and marking procedures and data of staff.

On-going support is provided by the administration office, the Programme Director and academic supervisors from both Canterbury Christ Church University and the Police Academy.

Students who are also employee of one of the Dutch police forces, receive additional support from their employer:
- the arrangement of a learning place in the force, facilitating the learning assignments provided by the Police Academy;
- the provision of a supervisor monitoring the quality of the facilities, the progress of on-the-job training during the module and the contacts between student and Police Academy.

The panel discussed the amount of tutoring with students and alumni. They explained to the panel that, in case of study delay and/or personal problems, they need to find help themselves within the police force of within the Police Academy. The programme does not provide proactive support. One of the students mentioned that she is coaching a co-student on her own initiative, because this co-student is struggling on finding subjects for the assessments. The Programme Director told the panel that indeed no proactive tutoring is in place, but that he will get in contact with a student when he or she is not attending classes for a couple of months. Because of the small amount of students, the support is arranged on an informal level. The students confirmed to the panel that they know who to go to when they have questions of problems. They refer to the Programme Director.

The management told the panel that with regard to the revised programme, students have to submit a study plan, which will be monitored by the Programme Director and the Academic Dean. Students will also be tutored during and in between the residential weeks and with regard to the discussion groups for students, also with the purpose of consolidating law enforcement networks.

Considerations
According to the panel, students are well informed about the programme right from the beginning. The student information ties in with the needs of students. However, the panel thinks that the programme management does not take enough effort to ensure that all students are adequately supported during the programme. There is no proactive monitoring in place. In addition, the panel believes that the regional forces lack time, academic expertise and strategic support to deliver a sound coaching support to the

students. The panel strongly advises to develop a monitoring system with respect to the triangle: student, working environment (home police force) and Police Academy. There is a need for a combined effort of tutoring from the working environment and of the Police Academy to bring the master's students forward. In addition, the panel suggests that every student gets a 'buddy' or 'peer mentor' from their own student cohort as well. The panel assesses this standards as unsatisfactory at the moment, but is pleased to hear that the tutoring will be improved for the cohort that starts with the revised programme. The panel regards this a positive development.

Conclusion
The panel assesses standard 12 as unsatisfactory.

4.13 Standard 13

> *The programme is evaluated on a regular basis, partly on the basis of assessable targets.*

Outline of findings
According to the critical reflection, quality assurance procedures are based on principles from both partners, whilst avoiding interference or parallel procedures.

For Canterbury Christ Church University, academic responsibilities (including quality control and quality assurance) are held by the Quality and Standards Committee and the Academic Board. The Quality assurance procedures at Canterbury Christ Church University aligns with the expectations of QAA's UK Quality Code for Higher Education.

All programmes at Canterbury Christ Church University undergo an annual review, which includes the participation of collaborative partners, Programme Directors and teaching staff, as well as a representative of the Quality and Standards Office. As a result, an annual evaluation report is produced for each programme.

Feedback from students, alumni and teaching staff on the programme as well as commentaries from the professional field are to be addressed in terms of improving the content and conditions of the programme. The teaching staff will monitor the concerns of students and log this information for discussion to the Programme Director who will bring this up in Programme Management Committee meetings. In addition to this

formative process, summative evaluation questionnaires will be distributed at the conclusion of individual modules and at the completion of the dissertation.

The Programme Director has started to conduct exit meetings with students who are still awaiting the presentation of the award, but who already finished the programme, as to receive up-to-date feedback on the programme and the staff.

The Programme Management Committee meets twice every academic year and receives reports from individual modules and effects curriculum monitoring with regard to content, learning and teaching strategies, programme development, attendance, assignment patterns, resources available and module evaluations.

An inspection committee of the Inspectorate for Public Order & Safety (IOOV) of the Dutch Home Office periodical takes a look at the programme improvements made and change management in general.

Considerations
The panel is of the opinion that an adequate evaluation of the programme is in place, on the basis of assessable targets. The formal and informal evaluations from both Canterbury Christ Church University and the Police Academy take place on a regular base. The panel studied the programme evaluations and the evaluations held with alumni. The panel feels that the programme management gets a sufficient view on the quality of the programme.

Conclusion
The panel assesses standard 13 as satisfactory.

4.14 Standard 14

> *The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.*

Outline of findings
According to the critical reflection, the outcomes of the formal and informal evaluations constitute the basis for improvement. For example, in 2010 the overlap between taught subjects was criticised with a 1.9 on a five point scale. In 2012 the same item scored a 2.8. Nevertheless, the programme committee was not satisfied with the better score, nor

with other scores related to the clarity of assessment requirements and the proper connection between themes of a residential week and a particular assignment. These interconnected scores were reason to revise the curriculum again in addition to the review of the occupational profile.

In terms of the organisation of the programme, evaluations showed that students are increasingly happy with the time-table rhythm of distinct residential weeks interrupted by several weeks of independent study for delivering module work.

Considerations
The panel discussed the results of evaluation and the taken measures with the programme management. According to the panel, the outcomes of evaluations constitute the basis for demonstrable measures for improvement. The panel discovered that the programme management is using evaluations to improve their programme. The curriculum is revised thoroughly and poor evaluated teaching staff are removed from the programme, for example.

Conclusion
The panel assesses standard 14 as satisfactory.

4.15 Standard 15

> *Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.*

Outline of findings
Students are involved in Quality Assurance in terms of responding to questionnaires and participation in discussions with staff.

The opinions of the teaching staff and tutors on the programme are permanently monitored by the Programme Director during and in between the residential weeks. He also participates in two-day conferences of the Lectorates for briefing and debriefing purposes.

A quality officer of the Police Academy is involved in the organisation and processing of the questionnaires that have been described previously.

A survey amongst alumni in 2009 showed that alumni value the programme. The alumni also indicated that the level of operational deployment in the Police Forces following graduation is often too low, Police Forces have difficulty in appreciating intelligent young people and Police Forces tend to assume that the future for MSc Policing graduates is a career in police leadership. There were suggestions that graduates should take the lead in negotiations on a more appropriate level of police work. In order to sustain graduates in acquiring an adequate position in the Forces – a position that corresponds with their level of expertise – a training in Personal Effectiveness is offered alongside the residential period.

The professional field is represented in the regular meetings of the Police Education Council (POR) and the KSP committee that prepares and discusses items for the POR-agenda in detail. The academy is in the process of setting up a Work Field Advisory Committee for the MSc Policing Programme.

According to the critical reflection, influence of the police forces on the programme has been secured by their contribution to the development of the programme and will be secured by presence in the Police Education Council (POR), its Preparatory Committee (called KSP) and the installing of a Work Field Advisory Commission.

The spectrum of monitoring instruments covers the areas that are subject to CCCU's evaluation procedures, such as achievement of the stated aims and objectives, the students' own contribution to learning, learning and teaching strategies, assessment and resources. The result of these evaluations will be submitted at the Programme Annual Review, conducted at CCCU to act as an additional formal forum in which programme tutors' evaluations may take place.

The procedure also includes reports from External Examiners on the overall running of the programme. The areas subject to evaluation will include achievement of the stated aims and objectives, the students' own contribution to learning, learning and teaching strategies, assessment and resources.

Considerations
The panel is of the opinion that the programme actively involves staff, students, alumni and the relevant professional field in the internal quality assurance system. The students, alumni, staff and members of the relevant professional field that the panel spoke to were very committed to all aspects of the programme. Canterbury Christ Church University as well as Police Academy's procedures for the maintenance of quality include evaluation by students, alumni, teaching staff, employees and external collaborators (such as examiners, and police experts). According to the panel, a wide variety of methods is

used, in line with the nature and demands of the programme. These methods include questionnaires and participant meetings as well as meetings and conferences. Even though students are involved in the process of quality assurance, the panel recommends formalising this involvement. However, the panel believes that students are not sufficiently formally involved in the programme's internal quality assurance. For example, no representative from the students is represented in a formal board like the Programme Management Committee. The panel strongly recommends to give students more influence.

Conclusion
The panel assesses standard 15 'Assessment' as satisfactory.

4.16 Standard 16

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

Outline of findings
For this standard, the assessment methods, the Board of Examiners and the achievement of the intended learning outcomes are discussed.

Assessment methods
Students' progress in the programme is evaluated through a variety of assessments. These include written assessments, such as essays, literature reviews, case studies, a research report and oral assessments. At the start of the academic year students receive the programme handbook. The programme handbook provides an overview of the requirements for the different modes of assessment

According to the critical reflection, the variation in assessment modes refer to the 'academic-professional' nature of the Master of Science in Policing: an academic programme relevant for police practice. Consequently each report as well as the dissertation (master thesis) should be based on blending independent academic approach within the ability to demonstrate professional competencies.

Assessment for this programme serves both a summative and a formative role, in which students will be marked on the pieces submitted and also receive detailed feedback on their work. An example of this strategy for the revised programme (starting in December

2012), is in setting up the first assessment as an oral literature exam, which will require students to acquire sufficient academic knowledge for the written module work and oral assessments to follow.

A standard assessment form is provided for the feedback and the marking. The students receive suggestions on content and methodology for their next pieces of work. Students reported to the panel that they consider the comments on written work as supportive and constructive.

According to the critical reflection, the validity and reliability of the assessments are guaranteed by:
- the Joint Board of Examiners;
- an objective marking system;
- a universal academic Assessment Grid for the written reports and the dissertation (master thesis).

The programme uses a formula for the number of words pertaining to a certain amount of credits. As the number of credits increases, also the number of words in an essay increase. The criteria for assessing the presentation and oral assessment are also made explicit – again balancing the academic and professional content. Both assessment grids are adopted from Canterbury Christ Church University.

Module work will be assessed by two academic markers. As a rule, the academic tutor will be the first marker and s/he will invite another academic colleague of Canterbury Christ Church University or the Police Academy to do the second marking. The final mark is the result of consensus between the two markers. Only the final mark will appear on the mark sheet. In contrast with the Dutch marking system a mark of 50 or above is a pass.

It is not possible to subscribe to a re-sit, if the previous mark was a pass, with exception of the provisions for concessions established at Canterbury Christ Church University. In case of a re-sit, the last mark will be limited to a pass (hence 50%) as a consequence of the procedure that only parts of the written report can be improved.

Regarding the assessment of the modules, students reported to the panel that sometimes there is vagueness about the intention of the assessments. It is not always clear to students what is expected.

Board of Examiners

Because this is a collaborative programme, a Joint Board of Examiners meets to discuss the programme. The Joint Board of Examiners comprises representatives from Canterbury Christ Church University's Department of Law & Criminal Justice Studies and the Police Academy's School of Advanced Policing as well as externals from another university or the professional field. The Board of Examiners plays an important part in terms of quality assurance. The Boards of Examiners derive their authority from, and are responsible to, the Academic Board. They are responsible for ensuring that students work is at the appropriate level and that students graduating and progressing with their studies do so in the adequate circumstances. The Board of Examiners also considers students' work that fails to meet required standards, requests for interruptions and withdrawals from the programme.

External examiners, who are independent from the Canterbury Christ Church University and Police Academy, are invited to the Board of Examiners and asked to produce an annual report on the content of the programme, as well as students' work and the quality and relevance of materials produced by the staff.

Achieved learning outcomes

The final assessment of the intended learning outcomes comprises a dissertation (thesis) and an oral assessment. With respect to the thesis, the second marker will be, whenever possible, an external academic or another independent academic colleague. A third marker – usually an academic-professional from the (police) organisation – may be invited by the student for an advisory position. The final mark will be the outcome of their joint judgement. The oral assessment may add a maximum of 5% to the mark for the master thesis (dissertation).

Support to those students undertaking the thesis is provided by means of methodological advice and content support by academic staff from both institutions. Students' progress and achievements, which culminates in writing the dissertation is not only dependent on the efforts of the academic staff but also on their own engagement.

The Academic Dean will ensure that the supervisor has sufficient knowledge or understanding of the subject area of the student's proposed work and of the research techniques the student intends to use.

The supervisor's responsibilities are to give guidance on the nature of the work and the standard expected, to advise the student on the choice of a suitable topic within Policing or crime and to arrange regular meetings with the student and set aside adequate time to discuss the progress of the dissertation within the time allocated to supervision.

The panel discussed the value of the graduated students of the Master of Science in Policing for the police forces with alumni and representatives of the professional field. Students reported to the panel that they learned to critically look at scientific papers and studies and learned to look over borders. Some of the students would not have holding their current position without graduating from the programme.

Considerations

The panel examined the learning assessment procedure and looked into a selection of assessments. The panel concludes that assessments are adequately related to the programme. The students are assessed, by means of different assessment forms, in an adequate way to determine whether they have achieved the intended learning outcomes of the programme or parts thereof. However, the panel has some recommendations about assessing in a consistent and transparent way.

In the Programme Handbook, the assessment forms and the assessment criteria are described, but this could be made more specific, according to the panel. The assessment criteria could be elaborated more and could be linked more clearly to the learning outcomes. In addition, to create more transparency and overview on the assessment, the panel suggests creating a grid in which the assessment of all modules is sorted out.

The panel looked into the marking sheets of different modules and concludes that two markers provide independently written feedback on the students' work. The panel is positive about the marking of all the written work by two markers. However, the panel is of the opinion that the feedback and the marking could be linked more closely to the learning outcomes of the modules. Currently, it is not always clear how the student is assessed on the specific learning outcomes. The panel suggests that for every module a specific assessment form should be in use, with assessment criteria linked to the learning outcomes and with space for clarification. This will improve the transparency of the assessment, ensuring that all students are objectively assessed according to the same criteria. In addition, the panel would like to advise the programme to address and overcome the differences between the provision of feedback between Dutch and British markers. Because of the British academic culture, the British are more coaching in their feedback, while Dutch markers are more concise. The panel believes that a more prescriptive assessment form will help in overcoming the differences. The panel perceived that the programme management is aware of the difference in marking and is confident they will handle this.

The panel met the Board of Examiners during the site visit and discussed the activities the Board carries out in regard to the quality assurance of the exams. The panel concludes that the Board of Examiners performs most of its legal tasks. The panel is

impressed by the accurate and elaborate way the members of the Board from both Canterbury Christ Church University and the Police Academy do carry out these tasks. However, the Board does not yet pro-actively control the quality of the exams, the assessment procedures and graduation theses. The panel recommends the Board to strengthen their role, and move from a reacting to a proactive board, as intended by the current law on Higher Education ('wet versterking bestuur hoger onderwijs'). For instance, the Board should take a role in setting the assessment questions and needs to approve the assessment before send to the students.

The panel assessed fifteen recent master theses of the Master of Science in Policing and established that the theses met the requirements for graduation. Some of the theses were assessed as questionable by one of the panel members, so a reassessment was done by another panel member. The panel concluded that one of the theses is unsatisfactory in their view. This thesis lacks depth and a reflection on definitions. In addition, there is no link to the international setting. The relationship between the theoretical and practical circumstances could have been articulated more clearly. This thesis was discussed with the Board of Examiners.

The panel concludes that on average, the theses are of sufficient quality. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. According to the panel, the majority of the theses address relevant topics, both in practical and scientific terms. These theses are well structured and concepts are well elaborated.

However, some of the – lower graded – theses lack focus. In addition, the panel believes that in general, the theses could be more internationally focussed. In some theses, the literature referred to is primarily Dutch. The level of English of the theses is sufficient, but varies greatly, according to the panel. The panel discussed with the programme management about how they conceptualise the international dimension. The programme management recognized the remarks of the panel and assured the panel that they will be much more alert on these aspects in the future.

For assessing the thesis, the supervisors use an assessment form. To assist the grading, an assessment grid for written reports and the theses provides information on the meaning of the several grades. The panel is positive about the assessment grid. This grid gives a clear description of the grades, connected to the aspects of the written work. However, the assessment form used for the assessment of the theses could be elaborated, according to the panel. The assessment form need specified criteria, with space for clarification. In addition, a separate evaluation of the oral defence is needed. The panel recommends to develop an extended form on which every member of the assessment committee makes

his or her remarks independently. In addition, it needs to be made clear how the comments on every aspect of the assessment come together in the final grade.

Two of the theses assessed by the panel were co-authored by two students. The panel discovered from the supervisors that it was very clear to them what the contribution of both students was. They discussed this thoroughly. However, from the assessment form, this was not clear for the panel. Therefore, the panel strongly recommends to complete separate assessment forms for both students, making clear how the input of both students is assessed differently.

The panel is convinced that graduating from this programme is helpful to students in their future development and career. According to the panel, the programme could be made more known within the police forces, in the Netherlands and abroad. It is regrettable that graduates are not always appreciated for the (future) value they can bring to the organisation.

As stated above, the panel has some remarks about the assessment system of the programme. However, since the panel concludes that in general, students are assessed in an adequate way and students do achieve the intended learning outcomes of the programme, the panel assesses standard 16 as satisfactory.

Conclusion
The panel assesses standard 16 as satisfactory.

4.17 General conclusion

The panel assesses the Master of Science in Policing as satisfactory. The programme satisfies the current generic quality standards and shows an acceptable level across its entire spectrum.

The vision on the goals of the programme are adequately translated in sixteen intended learning outcomes of the programme. These have been made specific with regard to content, level and orientation and they meet international requirements.

According to the panel, the Master of Science in Policing is an impressive and challenging programme. The programme is impressive due to the fact that it is delivered across two institutions in two countries, involves a large number of Academic staff and is explicitly cutting edge and interdisciplinary. That evidences a good deal of ambition. It is also challenging, for programme managers, teaching staff and students alike. The

teaching is interactive and stimulating for the students who are required to master complex and abstract materials and write in what usually is not their first language, in order to meet stringent academic standards.

However, the panel considers the programme too loosely organised. There is a lack of deadlines and progression of students is not monitored systematically. Support for all students could be more proactive and comprehensive.

Overall, the panel concludes that the programme has an adequate assessment system in place and demonstrate sufficiently that the intended learning outcomes are achieved. Attention is needed for the linkage of assessment criteria to the intended learning outcomes.

5 Overview of the assessments

Standard	Assessment
1. The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements	Good
2. The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.	Satisfactory
3. The contents of the curriculum enable students to achieve the intended learning outcomes.	Satisfactory
4. The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.	Unsatisfactory
5. The curriculum ties in with the qualifications of the incoming students	Satisfactory
6. The curriculum is feasible.	Satisfactory
7. The programme meets statutory requirements regarding the scope and duration of the curriculum.	Satisfactory
8. The programme has an effective staff policy in place.	Satisfactory
9. The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.	Satisfactory
10. The size of the staff is sufficient for the realisation of the curriculum.	Good
11. The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.	Good
12. Tutoring and student information provision bolster students' progress and tie in with the needs of students.	Unsatisfactory
13. The programme is evaluated on a regular basis, partly on the basis of assessable targets.	Satisfactory
14. The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.	Satisfactory
15. Programme panels, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.	Satisfactory
16. The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.	Satisfactory
Conclusion	Satisfactory

Annexes on the Master of Science in Policing

Annex 1: Domain-specific framework of reference

From:

SCHAKELEN IN VERANTWOORDELIJKHEID; Beroepen van de politie herijkt, PROJECTGROEP HERIJKEN BEROEPSPROFIELEN, Eindrapportage november 2010, paragraaf 9.4

9.4 • EQF 7 – Politiekundige Master

Leerresultaten EQF niveau 7 i.c. wo-master

- → Bijzonder gespecialiseerde kennis, die ten dele zeer geavanceerd is op een werk- of studiegebied, als basis voor originele ideeën en/of onderzoek.
- → Kritisch bewustzijn van kennisproblemen op een vakgebied en op het raakvlak tussen verschillende vakgebieden.
- Gespecialiseerde vaardigheden in probleemoplossing, die op het gebied van onderzoek en/of innovatie vereist is om nieuwe kennis en procedures te ontwikkelen en kennis uit verschillende vakgebieden te integreren.
- → Managen en transformeren van complexe en onvoorspelbare werk- of studiecontexten
die nieuwe strategische benaderingen vereisen.
- → De verantwoordelijkheid op zich nemen om bij te dragen tot professionele kennis en
manieren van werken en/of om strategische prestaties van teams kritisch te bekijken.

Verantwoordelijkheden en taken

De politiekundige master kan wetenschappelijk onderzoek ten goede laten komen aan strategieën, tactieken en operationele benaderingswijzen voor het dagelijkse en bijzondere politiewerk, de recherche en de internationale samenwerking daarin. Omgekeerd kan hij/zij uit grondige evaluaties van gangbare of incidentele politiële werkwijzen meerjarige beleidsperspectieven of concepten distilleren die leiden tot efficiënte verbeteringen voor een toekomstige aanpak van ordehandhaving bij grootschalige gebeurtenissen, de beheersing van onvoorspelbare of gevaarlijke situaties en de wijze of organisatie van het rechercheren. Hij/zij kan 'intelligence' methodieken inzetten voor het voorspellen van criminele trends en de uitkomsten matchen met de 'intelligence' van analisten, informatie uit het gebiedsgebonden werk en een analyse van relevante maatschappelijke ontwikkelingen.

Vanwege de academische achtergrond kan de politiekundige master in relatie tot OM of korpsbeheerders bestuurlijke rapportages maken en in wetenschappelijk opzicht een bijdrage leveren aan de ontwikkeling van het politiekundige vakgebied. In het geval hij/zij over executieve bevoegdheden beschikt, kan hij/zij in alle gevallen ook een hoogwaardige, algemene of specialistische operationele rol vervullen.

Competenties

De nummers *achter* de competentie verwijzen respectievelijk naar nieuwe competenties (1), een concretisering van de huidige competenties (2) of onveranderde competenties (3).

Vakmatige competenties

- Kan in onbekende of onvoorspelbare (overleg)situaties beheerst, evenwichtig en met overtuiging handelen en oplossingen genereren (2)
- Kan een visie ontwikkelen ten aanzien van politierelevante, maatschappelijke trends, deze empirisch onderzoeken en omzetten in strategische aanbevelingen (2), in het bijzonder:
  - o patronen in delicten of misdrijven matchen met (andere) 'intelligence (1)
  - o achter incidenten processen en trends identificeren en dan handhavingsstrategieën ontwerpen, uitvoeren en evalueren (1)
- Kan de effectiviteit van politiële interventiestrategieën beoordelen of inschatten (3), in het bijzonder:
  - o in de samenwerking met handhavingspartners de ruimte van ieders processen en bevoegdheden benutten (1)
  - o in (inter)nationale multidisciplinaire rechercheteams de ruimte van ieders capaciteiten en bevoegdheden benutten (1)
  - o voor het opsporen van terroristische plannen 'intelligence' zowel afschermen als internationaal delen (1)
- Kan de meerjarige beleidsrelevantie van onderzoeksresultaten inschatten (2), in het bijzonder:
  - o de werking van handhavingsverbanden empirisch onderzoeken en de bevindingen benutten voor verbeteringen (1)
  - o de effecten van de samenwerking met opsporingsdiensten empirisch onderzoeken en benutten voor verbeteringen (1)
- Kan strategisch beleid ontwerpen, uitvoeren en evalueren op de verschillende politiële vakgebieden (2), in het bijzonder:
  - o informatie uit de media en de sociale internetmedia analyseren en benutten voor strategieën in de handhaving en voor recherchestrategieën (1)

- o alternatieve recherchescenario's ontwerpen, uitvoeren en – met inbegrip van tegenspraak – de effecten evalueren (1)
- o in de opsporing van (inter)nationale georganiseerde, zware criminaliteit voor de link tussen lokale en nodale 'intelligence' recherchestrategieën ontwerpen, uitvoeren en evalueren (1)
- • Kan analytisch en conceptueel denken (3), in het bijzonder:
  - o de toenemende overflow aan informatie op relevantie onderzoeken en hanteren (1)
  - o 'intelligence' benutten voor het voorspellen van waarschijnlijke misdaadtrends (1)
  - o bij het rechercheren de toepassing van (inter)nationale rechtsbeginselen en rechtsmiddelen afwegen (1)
  - o uit gebiedsgebonden werk of van burgers, partners of particuliere beveiligers verkregen informatie analyseren en matchen met de 'intelligence' van analisten (1)
  - o hoogwaardige forensische en tactische 'intelligence' integreren (1)
  - o bij (inter)nationale georganiseerde, zware criminaliteit de afstemming van lokaal en nodaal politiewerk analyseren en daarop een tactisch plan van aanpak maken (1)
  - o schakelen tussen informatie van IGP en de meldkamer (1)
- • Kan adequaat rapporteren over zijn visie en bevindingen (3), in het bijzonder:
  - o een rapport in een vreemde taal juridisch juist en zonder taalfouten opmaken (1)
  - o ook in een vreemde taal, van verhoren die opgenomen worden, al dan niet in het bijzijn van een advocaat, een adequaat verslag maken (1)
- • Kan brede, actuele kennis van wet- en regelgeving paraat aanwenden (1)
- • Kan omgaan met geavanceerde ICT-middelen in relatie tot de politiële bevoegdheden (1)
- • Kan integrale beroepsvaardigheden toepassen (3), in het bijzonder:
  - o in eerste en laatste instantie als 'troubleshooter' optreden (1)
  - o in groepsverband optreden (1)

Contextuele competenties
- • Kan de politiële functie in een maatschappelijke en internationale context plaatsen (2), in het bijzonder:
  - o empirisch onderzoek doen naar het verwachtingspatroon van politie-partners-burgers ten aanzien van ieders bijdrage aan veiligheid en op grond daarvan aanbevelingen formuleren (1)
- • Kan integraal denken en handelen (3), in het bijzonder:

- o schakelen tussen handhaving en opsporing, uitvoeren en doorverwijzen naar een specialist of ketenpartner (1)
- o in de opsporing schakelen tussen uitvoeren en doorverwijzen naar een specialist of ketenpartner (1)
- Kan bedrijfsvoerings- en werkprocessen analyseren en beschrijven (3)
- Kan politieke en bestuurlijke processen in hun context plaatsen en van daaruit handelen (3), in het bijzonder:
  - o samenwerking met handhavingspartners op politiek-bestuurlijk niveau vormgeven (1)
  - o samenwerking met opsporingspartners op politiek-bestuurlijk niveau vormgeven (1)
  - o bij interventies anticiperen op wat in de relatie politie-partners-burgers van ieders bijdrage aan veiligheid wordt verwacht (1)
- Kan bestuurlijk handelen, onderhandelen en actoren committeren (3), in het bijzonder:
  - o bestuurlijk onderhandelen over een proactieve, strategische aanpak van risico-evenementen (1)
  - o een bestuurlijke handhavingsrapportage of opsporingsrapportage opstellen (1)
- Kan de effecten van alcohol en drugs op gedrag inschatten (1)
- Kan de weg vinden in (de werking van) internationale, met name Europese, systemen, structuren en instanties (1)

Sociale competenties

- Kan in professioneel en wetenschappelijk opzicht interdisciplinair samenwerken (2), in het bijzonder:
  - o met buitenlandse collega's toezicht houden in kritische en onvoorspelbare situaties (1)
- Kan een eigen standpunt innemen en verdedigen (3), in het bijzonder:
  - o tegenspel bieden aan het OM, de advocatuur, het bestuur, bedrijven, bank- en verzekeringswezen en bijzondere opsporingsinstanties (1)
- Kan omgaan met diversiteit (3), in het bijzonder:
  - o bij culturele geschillen en verschillen een indifferente toepassing van de wet onderscheiden van relevant inlevingsvermogen (1)
  - o met nieuwkomers communiceren over regels die in Nederland gelden (1)
- Kan fair, integer, met respect en met lef naar mensen handelen (2), in het bijzonder:
  - o burgers in minimaal één vreemde taal te woord staan of politieel tegemoet treden (1)

- o fysiek, mentaal en verbaal schakelen en weerstand bieden aan agressie in de samenleving, ook tegen gezagsdragers en hulpverleners (1)
- o in het optreden mentaal en verbaal bestand zijn tegen assertieve burgers (1)
- Kan formele en informele netwerken opbouwen en onderhouden (2), in het bijzonder
  - o politiek-bestuurlijk netwerken in handhavings- en opsporingsvraagstukken (2)
  - o in contacten met hoger opgeleide burgers en ketenpartners op een gelijksoortig niveau opereren (1)
  - o met partners of instanties in minimaal één vreemde taal schriftelijk en mondeling communiceren (1)
  - o de 'intelligence' van de politie delen: intern, met bijzondere opsporingsinstanties en vice versa (1)
- Kan binnen de bevoegdheden autonoom en verantwoordelijk strategisch handelen (2)
- Kan extern schakelen: tussen partner/klant, slachtoffer/crimineel, tegengestelde belangen (1)

Individuele competenties
- Kan valide evaluaties uitvoeren en omzetten in strategische adviezen voor verbetering (2)
- Kan creatief, vernieuwend, flexibel en grensverleggend denken en handelen (2), in het bijzonder:
  - o een hoge mate van standaardisatie in werkwijzen navenant in balans brengen met situationele of actie-intelligentie (1)
  - o protocollair werken in de opsporing koppelen aan inventiviteit en creativiteit (1)
- Kan nieuwe kennis genereren voor de politiefunctie (3), in het bijzonder:
  - o bijdragen aan de wetenschappelijke ontwikkeling van het vakgebied (3)
- Kan professionele en wetenschappelijk kritiek geven en incasseren (2)

From:

BUNDEL KWALIFICATIEDOSSIERS Politieonderwijs 2012; BIJLAGEN KWALIFICATIEPROFIELEN & DEELKWALIFICATIEPROFIELEN; ANNEX POWER POINT SHEETS; Van herijking politieberoepen naar herziene kwalificatiestructuur, Apeldoorn, VERSIE 1 maart 2012, page 47-51 (in Dutch)

Kwalificatiedossier Master of Science in Policing[3]

Navolgbaarheid **Verantwoorden van de beroepsbehoeften** Navolgbaarheid op basis van Rapport Herijking Beroepsprofielen (ontwikkelingen, verantwoordelijkheden, taken) en draagvlak relevante gremia	De politiekundige master is opgebouwd rond drie cruciale politiële activiteiten op een geavanceerd niveau, zoals omschreven in het Rapport Herijking Beroepsprofielen: 'intelligence' benutten voor het voorspellen van waarschijnlijke criminaliteitspatronen - internationale politiesamenwerking voorzien van context, structuren en instrumenten - politiestrategieën en -concepten onderbouwen met of afleiden uit wetenschappelijk onderzoek Drie afstudeerrichtingen maken een verdergaande specialisatie mogelijk, d.w.z. in Crime Policing, European Policing en High-Risk Policing. In alle werkstukken en de masterthesis staat centraal dat wetenschappelijk onderzoek ten goede moet komen aan de politiepraktijk. Bij de lijvige masterthesis worden beide aspecten gewaarborgd doordat een lijnchef mee moet tekenen voor de relevantie, terwijl de academische begeleiders garant moeten staan voor een onafhankelijke en methodologisch verantwoorde onderbouwing. Vervolgens wordt deze balans tussen degelijke wetenschap en praktijkrelevantie nogmaals bekeken door de Exam Board van Canterbury Christ Church University (CCCU), waarin behalve CCCU de Police Academy zitting heeft naast een externe hoogleraar en een korpschef. Op dit moment is dat een Nederlandse, academisch geschoolde ex-korpschef.

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[3] Om een aantal redenen is gekozen voor de Engelstalige benaming van "Politiekundige Master". De 'postgraduate' opleiding wordt in het Engels geëxamineerd, het is de naam die op het diploma verschijnt (uitgegeven door Canterbury Christ Church University met het logo van NVAO en Police Academy) en het dient ter onderscheiding van de Nederlandse benaming die op de intekenlijst wordt gebruikt voor degenen die zich niet separaat voor de master inschrijven, maar met inbegrip van de Politiekundige Bachelor.

	Uiteraard gaat aan de examens onderwijs vooraf dat de tandem tussen academici en professionals weerspiegelt, niet alleen qua inhoud, maar ook qua samenstelling: het betreft 8 lectoren van de Police Academy, 8 interne en externe hoogleraren en ongeveer even zovele gepromoveerde interne en externe docenten en politiespecialisten. Intussen kunnen we vaststellen dat vele in mastertheses aanbevolen werkwijzen of aanbevelingen daadwerkelijk hebben geleid tot korpsimplementaties.
Onderbouwing **EQF-match van opleidingscompetenties versus beroepscompetenties** Competentiegerichte eindtermen (van **kwalificatie/-** opleidings*profiel*) in de zin van hoofdkenmerken (van de doelgroep) van het opleidingstraject, met inbegrip van 'body of knowledge', internationalisering, diploma-equivalentie en inclusief eventueel wettelijk vereiste functie-eisen	Het kwalificatieprofiel van de Master of Science in Policing *(zie bijlage 7)* is gebaseerd op drie componenten: het competentieprofiel uit het Rapport Herijking Beroepsprofielen, de EQF-7-'learning outcomes' en een generalisatie van de 'learning outcomes' van de 6 modules en masterthesis van de MSc-opleiding *(zie bijgevoegde structuur van de Master of Science in Policing)*: • Het competentieprofiel is gecomprimeerd tot een set van 16 competenties conform de CEPOL-indeling • Wat EQF-niveau 7 betreft indiceren de 'learning outcomes': > geavanceerde specialistische *kennis*, de kritische omgang daarmee en multidisciplinariteit > gespecialiseerde en innovatieve *vaardigheden* in wetenschappelijk onderzoek en de toepassing daarvan > strategische *competenties* in onvoorspelbare situaties en voor het beoordelen van strategische teamprestaties • De concrete 'learning outcomes' van de modules en de masterthesis zijn omgezet in veralgemeniseerde competenties voor het curriculum. Deze vereisten passen bij de beoogde *doelgroep*, d.w.z. zowel executieve als niet-executieve politieambtenaren. Executieven kunnen het geleerde toepassen in een specialistische operationele rol, niet-executieven in een beleidsmatige functie vanuit een strategisch

	politieperspectief.
	De MSC in Policing staat – althans wat het hoogste echelon van politiewerk en (politie)onderwijs betreft – in vele opzichten symbool voor de vereiste *internationalisering* van het politiewerk. Niet alleen vanwege het samenwerkingsverband met Canterbury Christ Church University (die voor 20% participeert in onderwijs en nog meer in examinering), maar ook vanwege de input van andere buitenlandse hoogleraren en professionals, de internationale aard van de modules, de comparatieve eisen die aan de 'assessments' worden gesteld en de 'fluency' in de Engelse taal die zowel mondeling als schriftelijk in 'assessments' gedemonstreerd moet worden. In de competenties zijn als 'body of knowledge' inbegrepen: elementaire en geavanceerde methoden en technieken van empirisch onderzoek en capita selecta van Europees rechtssociologie, politicologie, criminologie, bestuurskunde en politiewetenschappen. Voor de beheersing van de Nederlandse taal geldt Referentieniveau 4F (vwo/hbo), voor de beheersing van het Engels Niveau B1 uit het Gemeenschappelijk Europees Referentiekader Moderne Vreemde Talen. Vanwege de diploma-equivalentie met het regulier onderwijs ligt de wettelijke basis van de Master of Science in Policing in het CROHO (Centraal Register Opleidingen Hoger Onderwijs) als resultaat van een wo-accreditatie door de NVAO. Bovendien vergroot de Engelse 'validation' via CCCU en een andere Engelse universiteit de internationale waarde van het diploma, waarbij de dubbele accreditatie herkenbaar is aan de logo's van CCCU, de NVAO en de Police Academy. Met betrekking tot het LFNP (Landelijk Functiegebouw Nederlandse Politie) past de Master of Science in Policing bij de *start*competenties voor de functie van 'operationeel specialist A' of 'bedrijfsvoering specialist A'.

Samenhang **Instroom-, uitstroom-, doorstroomeisen** Voorwaarden ten aanzien van toelating en/of vrijstellingen	De Master of Science in Policing maakt deel uit van het samenhangend stelsel van politieonderwijs. De in-, uit-, en doorstroom staat beschreven in het RIC (Relevante Initiële Competenties). Voor de *instroom* gelden dezelfde diploma's als in het regulier onderwijs, d.w.z. minimaal een wo-bachelordiploma of een daarmee vergelijkbaar voormalig of nieuw (politie)diploma, waarvan in alle gevallen methoden en technieken van onderzoek deel moeten uitmaken. Daarnaast is een 'good grasp of English' vereist, zoals aangeduid in het gezamenlijke Modified Validated Programme Document van CCCU en de Police Academy. Met de *uitstroom* kunnen zowel executieve als niet-executieve politiefuncties op strategisch niveau bediend worden. Ook kunnen MSc in Policing afgestudeerden in beginsel een PhD traject aanvangen. De Master of Science in Policing leent zich voor *doorstroom* naar de SLL-post-master (Executive Master of Police Management), waarvoor overigens additionele toelatingseisen gelden, gebaseerd op LMD-beleid. Op individuele basis kunnen met uitzondering van de masterthesis *vrijstellingen* voor modules worden verleend door een lid van de examencommissie.

Onderbouwing **Onderwijs- en Examineringsprincipes** Uitgangspunten van de OER toegepast op betreffende opleidingstraject	Vanwege het researchkarakter van de Master of Science in Policing hebben alle 'assessments' de vorm van een rapportage, d.w.z. de zes modules moeten een 'essay' van ± 4000 woorden opleveren met een betoog, conclusies, aanbevelingen en een literatuurlijst., terwijl de masterthesis (die 1/3 van de credits beslaat) behalve ± 18.000 woorden en een academische onderbouwing ook mondeling verdedigd moet worden (in een zogenaamde 'viva'). De strekking van vier van de zes essays moet zich toespitsen op een 'case study', een 'literature review' of een '(professional) research report'. De essays worden beoordeeld door een wetenschappelijk

	geschoolde eerste lezer en tweede lezer (eventueel mag één professional tweede lezer zijn). In de beoordeling van de masterthesis kan naast de twee academische examinatoren, waarvan er één de begeleider kan zijn, ook een korpsafgevaardigde betrokken worden, zij het zonder stemrecht. Overeenkomstig de OER geldt voor werkstukken in de Master of Science in Policing slechts één herkansing, waarbij het verbeterde cijfer alleen een 'pass' kan opleveren (50% in de Engelse systematiek). De cijfers kunnen tussen 0% en 100% liggen, waarbij een 'cum laude' ('with distinction") mogelijk is vanaf 70% per werkstuk en 'verdienstelijk' ('merit') vanaf 60% per werkstuk. Nadat alle vereiste examens zijn afgelegd, is er nog een bijeenkomst van de eerder genoemde Exam Board om op basis van de ingeleverde mastertheses en een steekproef van de werkstukken het niveau en de consistentie van de cijfergeving van commentaar te voorzien.
Onderbouwing **Duur en studielast van opleidingstraject** Duur in termen van jaren, weken of dagen; studielast in termen van ECTS credits	Vanaf de start van de Master of Science in Policing in 2005 (d.w.z. het laatste jaar van de zogenaamde politiekundige master) wordt de opleiding zowel voor voltijders als deeltijders aangeboden – in een curriculum met een deeltijdrooster – terwijl de opleiding in Canterbury nu alleen als deeltijd wordt aangemerkt. Het voornemen is bij de komende her-accreditatie door de NVAO in 2012 ook alleen de deeltijdoptie te melden, d.w.z. op grond van een 'joint validation' met CCCU, waartoe de NVAO overigens bereid is. In de afgelopen jaren is gebleken dat de gekozen deeltijdvorm (8 volle weken verspreid over één academisch jaar) het beste past bij het arbeidsritme en het type werk van zowel voltijders als deeltijders. Gebleken is ook dat zelfs de voltijders het niet redden om de MSc opleiding in één jaar af te ronden. In een rapportage aan de IOOV (begin 2009) laten de eerste rendementcijfers zien dat zij gemiddeld 1 jaar en een kwart nodig hebben, waarbij uitschieters naar boven er twee jaar over doen en sommige, zoals later bleek, nog langer. Bovendien is dat gemiddelde geflatteerd, omdat het percentage overgekwalificeerde MSc-studenten (die daarom in aanmerking kwamen voor een vrijstelling), relatief hoog

Annex 2: Intended learning outcomes

**QUALIFICATION PROFILE Master of Science in Policing
i.e. Framework of *Generic* Programme Learning Outcomes**

On successful completion of the Programme, the student should be able to:

Professional Competencies
1. function in a complex, multidisciplinary, international or unpredictable environment of policing and governance
2. conduct sound academic research that is relevant for (inter)national aspects of policing and societal safety
3. produce 'intelligence' in terms of unfolding the likelihood of crime and disorder patterns
4. bring separate practical results and empirical findings of policing issues under a general conceptual heading or transform (comparative) academic research of a qualitative or quantitative nature into (alternative) strategies and scenarios of policing

Contextual Competencies
5. confer with a variety of relevant authorities and switch between different legal and policing approaches
6. match and assess the outcomes of different sources of 'intelligence' (e.g. from analysts or community police officers with respect to forensic or tactical information)
7. analyse the influence of European structures and regulations on policing strategies
8. discern relevant variables in the interaction between the police and the societal environment (such as the influence of traditional and social media or expectations of citizens towards the police)

Social Competencies

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 (inter)national cultural differences if it comes to networking in police matters

Individual Competencies

13. exhibit autonomy in the undertaking of academic writing (e.g. with regard to recommendations to the police or a law enforcement organisation)
14. critically analyse new sources of information and convert them into original proposals for a strategic approach in policing
15. assess the utility and feasibility of the academic research for police strategies
16. contribute to the scientific development of policing

Annex 3: Overview of the curriculum

Overview of Former Curriculum   2007 – 2011

Note: From 2005 until 2007 this overview applies too with the exception of the three optional modules that could led to a particular major.
A student can choose for the Generic Programme or for one out of three specialisations – a Major– at the start of the study or later on.
The highlighted sections indicate the routes that are leading to a particular Major within the Generic Programme. The numbers refer to the amount of credits in terms of European Credits (ECTS): 60 in total and a substantial number of credits in case of a particular Major.

EC	GENERIC PROGRAMME		ASSESSMENT	MAJORS		
15	CORE MODULE 1 A Strategic Approach to Interagency Policing (612)	THEME (5) Preventive Crime Analysis (5) Historical & International Comparisons (5) Interdisciplinary, Multicultural & Network Interactions	ASSESSMENT ◆ Research Report ◆ Case Study ◆ Literature review	THEME (5) Preventive Crime Analysis (5) Hist. & Intern. Comparisons (5) Interdiscipl., Multicultural & Network Interactions	THEME (5) Preventive Crime Analysis (5) Hist. & Intern. Comparisons (5) Interdiscipl., Multicultural & Network Interactions	THEME (5) Preventive Crime Analysis (5) Hist. & Intern. Comparisons (5) Interdiscipl., Multicultural & Network Interactions
10	CORE MODULE 2 Police & Society: Perceptions & Strategies (633)	THEME (5) International aspects: □ *either* re Europe □ *or* re Public Order Management (5) Legitimacy issues	ASSESSMENT ◆ Essay □ *either* "Europe" □ *or* "Public Order" ◆ Essay	THEME (5) International aspects :*either/or* □ re Europe □ re Public Order Managem. (5) Legitimacy issues	THEME (5) International aspects: □ re Europe (5) Legitimacy issues	THEME (5) International aspects: □ re Public Order Management (5) Legitimacy issues
15	(15) OPTIONAL MODULE *(either a or b)*: a) Evaluation of the Quality of Police Performance (631) b) Policy Development for the Reduction in Violence (621)		ASSESSMENT ◆ Research Report & Presentation	(15) OPTIONAL MODULE (612a) Investigative Science & Criminality Strategies	(15) OPTIONAL MODULE (633a) Strategic Policing Models & Police Cooperation in Europe	(15) OPTIONAL MODULE (633b) Disorder & Danger Management Strategies
20	(20) MASTER THESIS (610) (Dissertation)		ASSESSMENT ◆ Research report & Viva	(20) MASTER THESIS (Dissertation) Re Criminal Investigation	(20) MASTER THESIS (Dissertation) Re Comparative European Policing	(20) MASTER THESIS (Dissertation) Re Emergencies & Threats
60	(60) Master of Science in Policing			(60) Master of Science in Policing Major in Crime Policing	(60) Master of Science in Policing Major in European Policing	(60) Master of Science in Policing Major in High-Risk Policing

Overview of Curriculum 2011 - 2012

A student can choose for the Generic Programme or for one out of three specialisations – a Pathway – at the start of the study or later on.

The highlighted sections indicate the routes that are leading to a particular Pathway within the Generic Programme. The numbers refer to the amount of credits in terms of European Credits (ECTS): 90 in total and a substantial number of credits in case of a particular Pathway.

ECTS	GENERIC PROGRAMME		ASSESSMENT	PATHWAYS		
10	CORE MODULE 1 Proactive Policing	THEME ◆ Crime Analysis	ASSESSMENT ◆ Research Report	THEME (10) Crime Analysis	THEME (10) Crime Analysis	THEME (10) Crime Analysis
20	CORE MODULE 2 Interagency Policing	◆ Community Policing ◆ Interactions	◆ Case Study ◆ Literature review	(10) Community Policing (10) Interactions	(10) Community Policing (10) Interactions	(10) Community Policing (10) Interactions
20	CORE MODULE 3 Police & Society:	THEME ◆ International aspects: ▫ *either* re Europe Issues ▫ *or* re Public Order Management ◆ Legitimacy issues	ASSESSMENT ◆ Essay ▫ *either* "Europe" ▫ *or* "Public Order" ◆ Essay	THEME (10) International aspects ▫ either re "Europe" ▫ or "Public Order" (10) Legitimacy issues	THEME (10) International aspects: ▫ re European Issues (10) Legitimacy issues	THEME (10) International aspects: ▫ re Public Order Management (10) Legitimacy issues
10	(15) OPTIONAL MODULE *(either a or b)*: a) Evaluation of the Quality of Police Performance b) Policy Development for the Reduction in Violence		ASSESSMENT ◆ Research Report	(10) OPTIONAL MODULE Investigative Science & Criminality Strategies	(10) OPTIONAL MODULE Strategic Policing Models & Police Cooperation in Europe	(10) OPTIONAL MODULE Disorder & Danger Management Strategies
30	(20) MASTER THESIS (Dissertation)		ASSESSMENT ◆ Research report & Viva	(30) MASTER THESIS (Dissertation) Re Criminal Investigation	(30) MASTER THESIS (Dissertation) Re Comparative European Policing	(30) MASTER THESIS (Dissertation) Re Emergencies & Threats
90	(90) MSc in Policing			(90) MSc in (Crime) Policing	(90) MSc in (European) Policing	(90) MSc in (High-Risk) Policing

Overview of Revised Curriculum

EC	UK credits	INDICATIVE CONTENT subdivided into THEMES		ASSESSMENT	WORDS & TIME
20	40	**MODULE 1** Policing Models	◇ *Criminality Strategies* Profiling, Intelligence-Led Policing, Digital Policing (Cyber-Crime, High-Tech Crime) Problem-Oriented Policing, Hot Spot Policing, Geographical Profiling, History of Policing, Nodal Policing, Reassurance Policing ◇ *Law Enforcement Strategies* Public Order Management Strategies, Crisis & Emergency Management Strategies, Proactive Policing, Community Policing, Interagency Policing (Multilateral Policing, Extended Policing Families)	◆ Oral Literature Exam ◆ Literature Review	◆ ± 15 Sources [2] (50%) ◆ ± 4000 words (50%)
10	20	**MODULE 2**[1] Police & Society: *Diversity Issues*	◆ *Diversity Issues* Crime and the City, Societal Context, Multicultural issues, Multicultural Skills, Interdisciplinary Interactions, Networking, Pro's and Con's of Social Cohesion, Issues of Participation, Integration, Alleged Culture Gap between Immigrants and Locals, Youth & Crime, Elderly & Crime	◆ Case Study or Essay	◆ ± 4000 words (100%)
10	20	**MODULE 3**[1] Police & Society: *Legitimacy Issues*	◆ *Legitimacy Issues* Human Rights Policing, Ethics, Police Corruption, Accountability, Transparency, Governance of Policing (Police Oversight, Democratic Control, Judicial Control, Civil Control), Police Performance Evaluations and Audits, Privatisation of Policing, Public-Private Cooperation, Feelings of Insecurity vs. Facts	◆ Case Study or Essay	◆ ± 4000 words (100%)
20	40	**MODULE 4** International Policing	◇ *Theoretical, Strategic & Legal Models of International Policing & Security in an international Context* Globalization of Security and Policing;2) Governing Trans-national Policing Networks; 3) The Evolution of European Policing; 4) Legal Frameworks and instruments of international policing; 5) Extraterritorial policing and Police Reform ◇ *Trans-national Control of Terrorism and Organized Crime* Bilateral and Multilateral Police Co-operation: Legal Frameworks; 2) Bilateral and Multilateral Forms of Police Cooperation: 3) Liaison Officers, Joint Investigation Teams; Joint Hit Teams; Police and Customs Cooperation Centres; 4) Surveillance and biometrics in international policing; 5) Following the Money: Investigating Trans-national Financial Crime	◆ Research Report Plus Presentation	◆ ± 6000 words (75%) 1 hr (25%)
30	60	**MASTER THESIS (Dissertation)**	Any Policing Topic	◆ Thesis, including Oral Assessment	◆ ± 18000 words (90%) 1hr. (10%)
90	180	**MSc in Policing Degree**			

Member: Dr. Frank Gallagher

Frank Gallagher is consultant in trans-frontier cooperation and collaboration and Honorary Research Fellow at the University of Kent.

March 2009 – Present (3 years 4 months)

Adviser in both the operational and political requirements for effective trans-frontier development, cooperation and collaboration. Currently working on two projects - firstly, one to do with the spread of rapid contagious disease across European frontiers and secondly, one to do with heritage crime, the protection of heritage and education(nationally and internationally). Has recently been granted the status of Honorary Research Fellow, attached to Classical and Archaeological Studies within the School of European Culture and Languages at the University of Kent.

1967 – 2009 (42 years)

Operational police officer until 1997 (1982-1997 involved entirely in trans-frontier police cooperation). Latterly as European Strategic Adviser (1997-2009) to Kent Police engaged in the development, sustainability and improvement of international trans-frontier law enforcement cooperation. Prior to such work, was a member of the Channel Tunnel Planning Team and then headed operational (European)liaison unit as part of his career with Kent Police (1967-1997).Between 1997-2009, was the permanent Secretary to the Cross Channel Intelligence Conference. In 2005 appointed 'Chevalier de L'Ordre National du Merite' *(O.N.M.)* by the president of France.

Member:Frans Heeres MPSM

Frans Heeres is the Police chief of East-Brabant, part of the Dutch National Police. After his study at de Police Academy of the Netherlands he started his career in Rotterdam. He had many positions, for example at the Emergency-unit, Crime squad, Aliens police, Traffic police and as commander of the riot-squads. He was also hostage-negotiator for many years. From 1996 until 1999 het worked at the municipality of Capelle aan de IIssel. He returned to the police in 1999 in Haaglanden. From 2001 to 2013 he was appointed as Deputy Chief of Police in Midden en West-Brabant. In 2003 he was appointed as Chief of Police in Midden and West Brabant. On a national level, he executed responsibilities concerning for example robberies, thefts, vice and child pornography. His Master-degree was on Public Security Management (University of Twente/University of Maryland).

Student member: Drs. Michelle Zonneveld

Michelle Zonneveld studied public administration, track Governance of Security at VU University Amsterdam (graduated in April 2012). During her study she spent one semester in Finland (University of Turku), following modules within the programme of European Studies. She worked as a student assistant at the Department of Governance Studies and has been member of the Education Evaluation Committee for the public administration educational program at VU University Amsterdam. She was as trainee for the Advisory Group Security of PwC involved in a project evaluating the Dutch counter-terrorism policy in the first decade of the 21st century. She also worked as trainee at OCMC European Affairs, a consultancy firm specialised in European security and safety issues, located in Brussels. She wrote her master thesis about the influence of the Dutch parliament on EU decision-making in the area of judicial and police cooperation.

Secretary: Drs. Linda van der Grijspaarde

Annex 6: Schedule of the site visit

The panel undertook a site visit on 29 and 30 November as part of the assessment procedure regarding the Master of Science in Policing at the Police Academy.

Thursday 29th of November 2012

Time	Action	People involved
08.30 – 12.00	Preparation of visit and studying documents	Panel
12.00 - 13.00	Interviewing Students 'Delegation	• Bert Jan Kreulen (Regional Police Force) • Gerard Snel EMTP (Police Academy) • Chris van der Weijden - Tieleman (Regional Police Force) • Fetze Guiking (Regional Police Force) • Peter Houweling (VtsPN - Advisory Staff Police) • Nazir Mohamed (Regional Police Force)
13.00 - 13.45	Lunch/ Open Office	Panel
13.45 - 14.45	Interviewing Programme Management Delegation	• Prof dr Monica den Boer (as Academic Dean of Master of Science in Policing) • Drs Fiona Engbers (Educational Adviser) • Drs Erica de Heus (Director of Education) • Drs Karel Marttin (Programme Director, Police Academy) • Drs Jennie Pierik (Head of School of Advanced Policing)

14.45 - 15.30	Interviewing Professional Delegation	• Henk Boekhout BHRM (HRM Advisor for Dutch Police) • Drs Max Daniel (Dep. Chief Constable Police Force Fryslan) • Em. Prof Dr Wim Nijhof (former Vice-Chair of POR) (Project Leader of Reviewed Police Occupational Profiles) • Bob Underwood (former Police Officer, UK) • Drs Linda de Wals (HRM Advisor for Dutch Police)
15.30 - 15.45	Break	Panel
15.45 - 16.30	Interviewing Board of Examiners Delegation	• Dr René Bakker (lecturer-researcher Police Academy) • Sofia Graça MPhil (CCCU, Programme Director) • Sir Ian Johnston (former Chief Constable and external examiner) • Drs Harry Peeters (former Programme Director, Police Academy)
16.30 - 17.15	Interviewing Lecturers' Delegation	• Peter van Os (Head of Research, Knowledge & Development) • Drs Bas Mali (Lecturer for MSc at Police Academy) • Dr Jaap Timmer (Senior Lecturer VU University Amsterdam) • Dr Steve Tong (Senior Lecturer CCCU) • Dr Dominic Wood (Head of Department for Law & Criminal Justice Studies CCCU)

| 17.15 - 18.00 | Interviewing Alumni Delegation | • Marieke van der Ark MA (KLPD Dutch National Police Agency)
• Sanne Beukers Msc (Regional Police Force)
• Imke Jacobs Msc (Regional Police Force)
• Lia Polderman Msc (KLPD Dutch National Police Agency) |
| 19.00 | Dinner at the hotel | Panel |

Friday 30th of November 2012

Time	*Action*	*People involved*
08.30 - 09.30	Guided tour through the building	Panel accompanied by Karel Marttin
09.30 - 10.30	Preparation for final meeting with Programme Management	Panel
10.30 - 11.15	Final meeting with Programme Management	• Prof dr Monica den Boer • Drs Fiona Engbers • Drs Karel Marttin • Drs Harry Peeters • Drs Jennie Pierik
11.15 - 13.00	Lunch. Considering preliminary findings	Panel
13.00 - 13.15	Oral presentation of preliminary findings/ informal meeting and drinks	

Annex 7: Theses and documents reviewed

Theses

Prior to the site visit, the panel studied the theses of the students with the following student numbers:

305746
182357
182344
182356
182341
182342
138895& 127859 (duo thesis)
191139
200762
200757
190598
200254 & 200253(duo thesis)
201134
115814
207556

Programme documents presented by the institution

- Master of Science in Policing, Critical Reflection, Volume I
- Master of Science in Policing, Critical Reflection, Volume II, appendices 7-12
- Master of Science in Policing, Critical Reflection, Volume III, appendices 13-14
- Analyses of Master of Science in Policing by Marc Snels, Hoofdcommissaris, Korpschef van de Politie Noorderkempen
- Submission to the NVAO by Dr Robin Bryant, director of Criminal Justice Practice

Documents made available during the site visit

- Login E-campus domein
- Bundel kwalificatiedossiers
- Background students & graduates
- Result of parallel MSc Policing Revalidation in Cantebury, 26 November 2012

Policing:
- Grondplaat politieonderwijs
- Wergevers visie politie
- Politie in ontwikkeling

Educational materials (handbooks)

Evaluations:
- Students annual feedback
- Alumni feedback 2009
- Report for IOOV & IOOV conclusions
- QAA audit

Committees:
- Minutes joint exam board
- Reports external examiners
- Minutes annual review and programme meetings

Assessments and work of students:
- Review of marks per cohort
- Dissertations (master theses)
- Assessed module work (two dossiers with assessed module work, i.e.: essays, case studies, research reports, literature reviews; per student two assignments)
- OER

Research:
- Research material undertaken bij Police Academy and undertaken by CCCU

Annex 8: Declarations of independence

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DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Dr Francis Pakes

HOME ADDRESS:

14 Ogorum Gardens, Fareham, UK. PO16 7NB

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

MSc in Policing

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Politieacademie, Apeldoorn

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE,

HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS,

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT

PLACE: _Apeldoorn_ DATE: _25 - 11 - 2012_

SIGNATURE:

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DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Tom VANDER BEKEN

HOME ADDRESS:

Reuzenhovestraat 23 9032 WONDELGEM
(BELGIE)

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

MSc in Policing

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Politieacademie, Apeldoorn

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HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: _Apeldoorn_ DATE: _29/11/2012_

SIGNATURE:

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DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: *F J Klaasen*

HOME ADDRESS: *Bieranven 4, 4823 HN Breda*

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

MSc in Policing

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Politieacademie, Apeldoorn

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

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PLACE: *Apeldoorn*   DATE: *29-11-2012*

SIGNATURE

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DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: *Michelle Zonneveld*

HOME ADDRESS: *Koningin Wilhelminaplein 510 1062 KS Amsterdam*

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

MSc in Policing

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Politieacademie, Apeldoorn

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HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Apeldoorn*   DATE: *29-11-2012*

SIGNATURE

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DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: *DR FRANK GALLAGHER*

HOME ADDRESS: *52, NURSERY ROAD, RAINHAM, KENT, UK ME8 0BL*

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

MSc in Policing

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Politieacademie, Apeldoorn

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HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *APELDOORN*   DATE: *29 Nov. 2012*

SIGNATURE

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DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: *Linda van der Grijspaarde*

HOME ADDRESS: *Opwierderweg 150 Appingedam*

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

MSc in Policing

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Politieacademie, Apeldoorn

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

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HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Apeldoorn*   DATE: *29 november 2012*

SIGNATURE