

# **Criminal Law and Criminology**

**Faculty of Law,  
the University of Groningen**

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# CONTENTS

<b>Report on the master's programme Criminal Law and Criminology of the University of Groningen .....</b>	<b>5</b>
Administrative data regarding the programme .....	5
Administrative data regarding the institution.....	5
Quantitative data regarding the programme .....	5
Composition of the assessment panel.....	5
Working method of the assessment panel.....	6
Summary judgement .....	9
Description of the standards from the Assessment framework for limited programme assessments .....	13
<b>Appendices .....</b>	<b>29</b>
Appendix 1: Curricula Vitae of the members of the assessment panel.....	31
Appendix 2: Domain-specific framework of reference.....	33
Appendix 3: Intended learning outcomes .....	41
Appendix 4: Overview of the curriculum.....	43
Appendix 5: Quantitative data regarding the programme.....	47
Appendix 6: Programme of the site visit .....	49
Appendix 7: Theses and documents studied by the panel.....	51
Appendix 8: Declarations of independence .....	53

This report was finalized on 12 December 2013.



# Report on the master's programme Criminal Law and Criminology of the University of Groningen

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point.

## Administrative data regarding the programme

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### Master's programme Criminal Law and Criminology

Name of the programme:	Criminal Law and Criminology
CROHO number:	60669
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	N/A
Location(s):	Groningen
Mode(s) of study:	full time
Expiration of accreditation:	January 18 <sup>th</sup> , 2015

The visit of the assessment panel Criminal Law and Criminology to the Faculty of Law of the University of Groningen took place on October 2<sup>nd</sup>, 2013.

## Administrative data regarding the institution

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Name of the institution:	the University of Groningen
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	conditionally positive

## Quantitative data regarding the programme

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The required quantitative data regarding the programme are included in Appendix 5.

## Composition of the assessment panel

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The panel that assessed the master's programme Criminal Law and Criminology consisted of:

- Prof. L.M. Moerings, LL.M (chairman), emeritus professor of Penology at the Institute for Criminal Law and Criminology of Leiden University;
- Prof. H.G. van der Wilt, LL.M, professor of International Criminal Law at the University of Amsterdam;
- Prof. A. de Nauw, LL.M, emeritus professor of Criminal Law and Criminal Procedure at the University of Brussels (Vrije Universiteit Brussel);
- L.M. Noordam, LL.B, master's student in law at the VU University Amsterdam (Vrije Universiteit Amsterdam).

The panel was supported by A.J. Wieldraaijer-Huijzer MA, who acted as secretary and project manager.

The University of Groningen board and the Accreditation Organisation of the Netherlands and Flanders (NVAO) agreed to the composition of the assessment panel. Appendix 1 contains the curricula vitae of the members of the panel. All members of the panel and the secretary signed a declaration of independence as required by the NVAO protocol to ensure that they judge without bias, personal preference or personal interest, and the judgement is made without undue influence from the institute, the programme or other stakeholders (see Appendix 8).

## **Working method of the assessment panel**

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### *Preparation*

QANU received the critical reflection of the master's programme *Criminal Law and Criminology* of the University of Groningen on 9 July 2013. After having established that the reflections fulfilled the criteria of relevance and completeness, the project manager distributed them along with additional information to the members of the panel. They read the reports and prepared questions, comments and remarks prior to the site visit. The project manager collected these questions in a document and arranged them according to panel conversation and subject. Some additional questions were sent to the institution for further clarification.

In addition, all panel members read recent theses from the master's programme. In consultation with the chair of the panel, 15 theses were selected, covering the full range of marks given. The panel members received QANU's checklist for the assessment of theses to ensure that their assessments were comparable. Since the programme leads to a scientific degree, the panel paid specific attention to the scientific level of the theses, the requirements, carefulness of judgement by the reviewer of the programme, and the assessment procedure used. Prior to the site visit, the panel members discussed those theses whose positive assessment was questioned. They were ultimately assessed by a second panel member.

Prior to the site visit, the panel requested insight into the structure, content, assessment and evaluation of all courses. During the site visit, the panel assessed the quality of course descriptions, student information, programmes and exams in more detail. An overview of all documents and theses reviewed by the panel is included in Appendix 7.

The project manager drafted a programme for the site visit. This was discussed with the chair of the panel and the coordinator of the programme. As requested by QANU, the coordinator of the programme carefully selected discussion partners. The panel agreed with the selection. A schedule of the programme with all partners is included in Appendix 6. Before the site visit, both staff members and students were informed about the opportunity to speak to the panel confidentially during the 'consultation hour'. No requests were received for the consultation hour.

### *Site visit*

The site visit to the University of Groningen took place on 2 October 2013. It started with a preparatory meeting on 1 October 2013, during which the panel was instructed, and its tasks and functioning were discussed. The panel members took note of the Domain-Specific Requirements and discussed their findings based on the critical reflection. The domain-specific requirements are included in Appendix 2. The panel also discussed the theses, its

working methods, and the questions and issues to be raised in the interviews with representatives of the programme and other stakeholders. It studied documents provided by the coordinator of the site visit. They included minutes of the educational committee and the Board of Examiners, course descriptions, written exams, assignments and other assessments.

During the site visit, the panel interviewed the programme management, students, staff members, graduates, members of the educational committee, the Board of Examiners, student advisors and policy officers for internationalization. It also studied additional materials made available by the programme upon request.

After the concluding meeting with the management, the panel members extensively discussed their assessment of the programme and prepared a preliminary presentation of the findings. The site visit was concluded with a presentation of the preliminary findings by the chairman. It consisted of a general assessment and several specific findings and impressions of the programme, as well as some recommendations.

#### *Report*

After the visit, the project manager produced a draft version of the report. She submitted the report to the chairman for comments, and then the report was sent to the panel. The project manager processed corrections, remarks and suggestions for improvement provided by the panel members to produce the revised draft report. This was then sent to the University of Groningen to check for factual errors. The comments and suggestions provided by the University of Groningen were discussed with the chair of the assessment panel and, where necessary, with the other panel members. Based on the panel's decisions to incorporate or ignore comments and suggestions, the secretaries compiled the final version of the programme report.

#### *Decision rules*

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments (as of 22 November 2011), the panel used the following definitions for the assessment of both the standards and the programme as a whole.

#### **Generic quality**

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

#### **Unsatisfactory**

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

#### **Satisfactory**

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

#### **Good**

The programme systematically surpasses the current generic quality standards across its entire spectrum.

**Excellent**

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.



## Summary judgement

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This report reflects the assessment panel's findings and considerations on the Criminal Law and Criminology programme at the University of Groningen. The evaluations are based on interviews conducted with staff, students and graduates of the programme and on information provided in the critical reflections, selected theses, course files and additional material supplied during the site visit.

In its assessment, the panel observed positive aspects as well as ones which could be improved. The panel is positive about the integration of criminal law in the programme and the assessment; the didactical principle of the international classroom; facilities; quality of staff and the Examination Boards. It is, however, critical about other aspects of the programme. The committee concludes that the intended learning outcomes, the programme and the assessment are insufficiently linked in terms of the criminology part of the programme; the ambitious intended learning outcomes for criminology are not covered in the programme, are not assessed and students do therefore not achieve all intended learning outcomes in this respect. The low intake rates and the thesis assessment form are also points of concern.

Taking all its findings into consideration, the panel decides that the programme does not fulfil the requirements set by the NVAO for re-accreditation. Following the NVAO framework for assessment and argumentation, the panel recommends the implementation of an improvement period on Standard 2 and 3. The panel considers an improvement period on these Standards important, but would also like to stress that it has seen many positive aspects in programme, encouraging confidence of the panel in the programme, its graduates and the management. The criminal law part of the programme is adequate and the committee is confident that graduates obtain all the requirements for a career in academia (PhD) or a profession in the field in criminal law. Therefore, the committee recommends a 'light' improvement period, including that the programme management redefine the exact relation between criminal law and criminology in the intended learning outcomes and amend the programme and the assessment to match the newly developed intended learning outcomes. Furthermore, the programme management should take action of the low intake rates and the thesis assessment form. The panel advises that, after a period of reparations, the programme is reassessed.

### *Standard 1: Intended learning outcomes*

The master's degree programme Criminal Law and Criminology focuses on international, cross-border and comparative aspects of criminal law and procedure. It aims at combining the disciplines of criminal law and criminology. It is taught in English and targets both Dutch and foreign students who intend to work in criminal law or criminology or who are already established practitioners in one of these fields.

The panel studied the stated mission and profile of the programme. It finds that the international, comparative and multidisciplinary approach to law is of great value to students as it stimulates them to look beyond their own paradigms. The profile and mission of the programme are adequate for criminal law; the panel concludes, however, that the position of criminology described in the critical reflection is too ambitious for a one-year master's programme. During the site visit, the management and teachers explained that the emphasis of the programme is first and foremost on criminal law. The main target of the programme was described as making students aware of criminology aspects within criminal law topics and of the differences between the two disciplines. The panel strongly recommends that the

programme management redefine the exact relation between criminal law and criminology and their roles within the programme more clearly in the future. This should include a discussion of the position of the programme with respect to other master's programmes in the field of criminal law (benchmarking).

The panel studied the intended learning outcomes of the programme and ascertained that they reflect the level of an academic master's programme. The learning outcomes are clearly formulated and specific. They adequately cover the domain-specific framework of reference for law and are applicable to the working field of criminal law. Like the profile and mission, the intended learning outcomes are, however, far too ambitious for a one-year programme targeting bachelor graduates in law. At the moment, they reflect the position of criminology as being equal to criminal law. Although they have adequately been concretised with regard to content, level and orientation, the panel strongly advises the programme management to adjust the position of criminology in the learning outcomes.

#### *Standard 2: Teaching-learning environment*

The master's programme Criminal Law and Criminology has a workload of 60 EC and consists of compulsory courses (5 courses of 6 EC), optional courses (2 courses of 6 EC) and a thesis (18 EC). The panel observed that the programme is organised in a clear and coherent manner. The courses show an obvious development in terms of level and difficulty.

The programme has implemented the didactic principle of the 'international classroom'. The panel established that this principle fits well with the international student population of the programme. It concludes that the principle is well implemented and of great added value to dealing with comparative criminal law.

The panel studied the facilities, staff, intake, feasibility and tutoring system of the programme. It concludes that the programme is feasible and the study load is evenly distributed. The facilities and tutoring system are well organized, and the teaching staff consists of accessible, enthusiastic and professional experts offering students a safe and challenging learning environment. The teacher-student ratio is acceptable, and adequate attention is paid to course and programme evaluations. The low intake of the programme is, however, a point of serious concern.

The panel evaluated the realisation of the intended learning outcomes in the programme. It concludes that adequate attention is paid to criminal law issues, academic skills and professional orientation. It is more concerned, however, with the position of criminology in the programme. It recommends that the programme management adjusts the learning outcomes for criminology (see Standard 1); amend the programme and assessment to match these newly developed learning outcomes; if possible, increase the attention paid to criminology in individual courses; and introduce an extra course in basic criminology. A basic criminology course is of great value to a programme focusing upon any form of integration between criminal law and criminology. The committee prefers the introduction of a separate course in basic criminology over the option of implementing criminology in every criminal law course. The reason for this is that students, firstly, already have a background in law and need to further enhance this expertise, and secondly, that students need more basic knowledge in criminology to be able to write a thesis with a criminology accent.

Ensuring the input of a criminology expert with a solid academic background should be part of the adjustment process of the programme and assessment to match newly developed learning outcomes, which are consistent with ideas of the programme management about the

orientation of the programme in terms of criminology. Recent events have resulted in a shortage of expertise in criminology. The panel strongly advises the programme management to recruit a criminology expert as soon as possible. It believes the programme needs a professor with a solid academic profile to back up the criminology part of the programme. Furthermore, the programme management must develop an action plan addressing the low intake rates. The panel believes that these changes can result in a future-proof and focused programme, educating open-minded, academic professionals in the field of criminal law. Therefore, it recommends the implementation of an improvement period for Standard 2.

*Standard 3: Assessment and achieved learning outcomes*

The panel studied the assessment policy and procedures of the programme. It concludes that an adequate assessment policy has been put into place by the Faculty of Law. On a programme level, the forms of examination are varied, and the assessment is consistent with the educational goals of the courses. The panel is more critical about the thesis assessment form. It strongly recommends that the Board of Examiners implement a standardized form with clear criteria for assessment.

There are two Boards of Examiners responsible for the Criminal Law and Criminology programme, a central board and a board for the five international master's programmes of the Faculty of Law. The latter Board of Examiners deals with requests for dispensation, special exam regulations and fraud. The central Board focuses on general assessment procedures within the Faculty of Law and is responsible for guaranteeing the realisation of the final attainment levels. The panel spoke to members of both boards and concludes that they are aware of their responsibilities. The central Board analyses outcomes and samples of exams, and studies theses with high and low marks from every department. The panel recommends that the central Board of Examiners enhance its professionalism even further by implementing an evaluation cycle for exams and theses.

To evaluate the achieved academic level of the master's students, the panel studied a selection of theses. It established that all theses, except for one, represent an academic master's level in criminal law. All incoming students have the ambition to continue with a career in the field of criminal law. From the perspective of criminal law, academic outlook and professional skills, the panel concludes that the theses fulfil all of the criteria. It is more than confident that graduates of this programme obtain all the requirements for a career in academia or a profession in the field in criminal law.

The panel also concludes that students do not have the right background to write a thesis that extensively integrates criminology, and until this moment nobody has done so. Strictly speaking, the theses do therefore not test the students' knowledge and skills in criminology and the intended learning outcomes are not tested or achieved. Consequently, the panel assesses Standard 3 as unsatisfactory. Yet, the panel is confident that the problems can be solved adequately if the assessment is aligned with newly developed intended learning outcomes. The panel strongly advises the implementation of an improvement period for Standard 3.

*Response of the committee to additional information*

On 18 November 2013, the draft report of the panel was sent to the University of Groningen to check for factual errors. Following this, the panel received a letter from the Board of the Faculty of Law and the programme management of Criminal Law and Criminology on 28 November 2013. The panel established that the University of Groningen did not find factual

errors in the report, but did include in their letter an overview of the most important points of criticism of the committee and concrete suggestions for improvement.

The panel is very pleased to notice that the University of Groningen recognizes its comments and suggestions and takes them seriously. It studied the revised intended learning outcomes of November 2013 and concludes that they are in line with the suggestions of the committee in this report. The panel has taken account of plans of the programme management to improve the programme. It, however, also finds that the introduction and effectiveness of these improvements cannot be assessed at this moment. Furthermore, the exact content of the extra compulsory course 'Introduction to Criminology' is not yet completely clear, as is the attractiveness of the new programme for future students.

In conclusion, the committee maintains its recommendation that the programme should be reassessed after a period of reparations. The constructive reaction of the Faculty Board and the programme management, the reparation of the position of criminology in the intended learning outcomes, the many confidence-building aspects in the programme, and the fact that the programme delivers students ready for a profession in *criminal law*, create confidence that the programme can be improved in a reasonable time-span.

The panel assesses the standards from the Assessment framework for limited programme assessments in the following way:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	unsatisfactory
Standard 3: Assessment and achieved learning outcomes	unsatisfactory
General conclusion	unsatisfactory

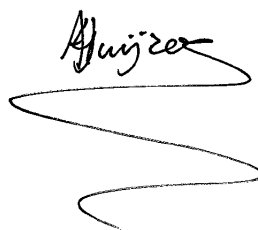
The chair and the secretary of the panel hereby declare that all members of the panel have studied this report and that they agree with the judgments laid down in it. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 12 December 2013.



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Prof. L.M. Moerings, LL.M.  
Chairman



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A.J. Wieldraaijer-Huijzer, MA  
Secretary

## Description of the standards from the Assessment framework for limited programme assessments

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### Standard 1: Intended learning outcomes

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

#### Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

## Findings

### *Profile and mission*

The master's degree programme Criminal Law and Criminology focuses on international, cross-border and comparative aspects of criminal law and procedure. Furthermore, it aims at combining the disciplines of criminal law and criminology. The critical reflection states that the combination between criminal law and criminology was created in 2009 in order to respond to the need for an international and multidisciplinary-oriented master's programme in the field of criminal law in the Netherlands. With the Criminal Law and Criminology programme, the Faculty of Law intended to fill the gap due to the absence of an LLM programme (master's programme in law) combining criminology and criminal law in an international and comparative perspective.

The Criminal Law and Criminology programme is taught in English and targets both Dutch and foreign students who intend to work in criminal law or criminology or who are already established practitioners in one of these fields. As noted in the critical reflection, the master's programme aligns with the strategies of the University of Groningen and the Faculty of Law to prioritise the international dimension of teaching and research. More specifically, the criminal law part of the programme links to the faculty's ambition to integrate themes like the internationalisation of law, criminal law and procedure, and crime and crime control in law education; the combination of criminal law and criminology reflects the desire to offer students a multidisciplinary approach to law.

During the site visit it became clear that as a consequence of the multifaceted approach of the programme, the intended learning outcomes pay little attention to domestic criminal law. One of the teachers in the programme explained that, in terms of criminal law, the programme aims primarily at teaching students to look beyond their own national law systems and to compare criminal law and procedures from different countries.

The panel studied the profile and mission of the programme and discussed them during the site visit. It finds that the international, comparative and multidisciplinary approach to law aspired to by the Faculty of Law and the programme management is of great value to students as it stimulates them to look beyond their own paradigms. Taking into account the international and comparative focus, it is understandable that less attention is paid to domestic criminal law. However, although the profile and mission of the programme are adequate for the criminal law part, the position of criminology should be described better in order not to make the mission too ambitious for a one-year master's programme. The panel

recommends that the programme management redefines the exact relation between criminal law and criminology and their roles within the programme more clearly in the future.

*Intended learning outcomes, orientation and level*

The profile and mission of the programme are translated into nine intended learning outcomes. They are listed in Appendix 3.

The nine learning outcomes start from the primary goal of the programme to equip students with the necessary skills and knowledge either to embark subsequently on a legal career in the areas of substantive and/or procedural criminal law or criminology or to continue on an academic path to a PhD in one of those areas. The learning outcomes centre around the categories of knowledge and understanding (A), skills and attitude (B), and study orientation and careers guidance (C). The A-category pays attention to the deepening of knowledge of criminal law (substantive and procedural) and criminology in international contexts; the ability to solve problems within a multidisciplinary context; and comprehension of the international context of criminal law and criminology. The B-category concentrates on academic and legal research skills and engagement in academic discourses regarding criminal law and criminology. Finally, the C-category is about understanding career perspectives and obtaining tools for self-study and personal decision-making.

The panel studied the intended learning outcomes of the programme in Appendix 3 and ascertained that they reflect the level of an academic master's programme. The learning outcomes are clearly formulated and specific. They adequately cover the domain-specific framework of reference for law (Appendix 2) and are suitable for the working field of criminal law. However, the panel finds that the intended learning outcomes are too ambitious for the criminology part of the programme. Since the programme is basically set up for students with an LLB degree (bachelor in law), the panel is amazed that the intended learning outcomes for the disciplines of criminal law and criminology are equivalent to one another.

The panel discussed the intended learning outcomes and the position of criminology in the programme with the management, teaching staff, students and alumni. The management and teachers explained that the emphasis of the programme is first and foremost on criminal law. The main aim of the programme is to make students aware of criminology aspects within criminal law topics and of the differences between the two disciplines. Criminology is thus integrated into an internationally oriented and comparative criminal law master. After the discussions during the site visit, the panel characterizes the programme as a solid criminal law programme with a criminology angle. The criminology part can be described as supporting the instruction of criminal law.

The committee concludes that the intended learning outcomes in Appendix 3 differ from ideas of the programme management and the teaching staff. From the amendments made by the programme management during the site visit, the panel concludes that students are not required to obtain the same learning outcomes for the disciplines of criminology and criminal law, as stated in Appendix 3. The panel is optimistic about the amendments because they positively affect the feasibility of the intended learning outcomes in this one-year master's programme. On the other hand, it concludes that as a consequence of these amendments, the aspirations of the programme as described during the site visit are not as unique in the Netherlands as is claimed in the critical reflection; other Dutch criminal law programmes also offer a criminology angle. It therefore advises the programme management to adjust the intended learning outcomes in Appendix 3 for now and to initiate a discussion about the exact position of criminology within the programme and benchmarking.

## **Considerations**

The intended learning outcomes of the programme describe the disciplines of criminal law and criminology as equivalent to one another, but in practice criminology is explained by management and teaching staff as supporting the instruction of criminal law. The panel feels that the current intended learning outcomes are too ambitious for a one-year programme and do not reflect the current reality. It strongly advises the programme management to initiate a discussion about the exact position of criminology in the programme and to adjust the learning outcomes to reflect the ideas and amendments expressed during the site visit. Benchmarking should be part of this discussion.

Apart from the position of criminology in the programme mission and the intended learning outcomes, the panel emphasises that if defined clearly, it does find that the international, comparative and multidisciplinary approach to law aspired to by the programme management is of great value to students. Furthermore, it established that the mission and intended learning outcomes of the programme are adequate for criminal law. They sufficiently cover the framework of reference for law. The intended learning outcomes are appropriate for the working field of criminal law, are clearly formulated and reflect the level of an academic master's programme.

## **Conclusion**

*Master's programme Criminal Law and Criminology*: the panel assesses Standard 1 as 'satisfactory'.

## Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

### Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

## Findings

The panel studied the curriculum of the master's programme Criminal Law and Criminology, the course material, the digital learning environment and results of course evaluations. In this standard, its findings concerning the content and structure of the programme, intake and study load, the teaching staff and the facilities are discussed.

### *Programme and coherence*

The master's programme Criminal Law and Criminology has a workload of 60 EC and consists of compulsory courses (5 courses of 6 EC), optional courses (2 courses of 6 EC) and a thesis (18 EC). An overview of the programme is included in Appendix 4.

The critical reflection explains that the compulsory courses cover all three areas of competence, namely knowledge and understanding (A), skills and attitude (B), and study orientation and careers guidance (C).

- A) The compulsory courses of 'Comparative Criminal Law' (6 EC) and 'International and Comparative Criminology' (6 EC) provide the knowledge and understanding necessary for key areas of international practice with respect to criminal legislation, criminal behaviour and crime control;
- B) The seminars (6 EC) offer the opportunity to apply the acquired knowledge and understanding to concrete problems;
- C) The 'Proof, Evidence and Law' (6 EC) and 'International Criminal Tribunals' (6 EC) courses adopt an international and comparative approach to domestic criminal law and international criminal law and offer students the opportunity to deepen their knowledge.

In addition to these five compulsory courses, students take two optional courses. The panel learned from the critical reflection that these courses have been especially chosen to offer students a deepening of their understanding of international aspects of criminal law and to provide them with the necessary skills for professional practice. Therefore, the programme management's choice to offer a very broad range of optional courses is deliberate. The panel found that this is possible because the electives are shared with other master's programmes in law. Some compulsory courses of the Criminal Law and Criminology programme are also open to other students in law. The panel established that this improves the viability of the programme.

The panel observed that the programme is organised in a clear and coherent manner. The courses show a clear development in terms of level and difficulty. During the site visit, alumni confirmed that there is a logical structure in the compulsory courses. For example, the 'Comparative Criminal Law' course is important for understanding the more complicated follow-up course of 'Proof, Evidence and Law'. The panel finds that the available courses



cover all the intended learning outcomes for criminal law and that the design of the programme sufficiently equips students for an academic or professional career in criminal law.

The panel is more concerned with the position of criminology in the programme and discussed this with students, alumni, management and teaching staff. During the site visit, the teaching staff explained that criminology is integrated into regular criminal law courses. Furthermore, criminology features prominently in the compulsory course of 'International and Comparative Criminology'.

The panel assessed the position of criminology in the programme, starting with the integration of criminology within the criminal law courses. It found that some criminal law courses show ambitious and commendable attempts to integrate notions from criminology, whilst other courses are primarily oriented towards criminal law. Since some criminal law topics are not very suitable for integration with criminology, the panel considers this to be understandable. After all, the programme aims at equipping students for a professional career in criminal law, and all intended learning outcomes in criminal law should thus be covered. Nevertheless, the panel also believes that if the programme management does not amend the ambitious intended learning outcomes for criminology, the attention paid to criminology in individual courses will have to be increased.

The panel also studied the 'International and Comparative Criminology' course. It observes that this course offers students an introduction to some of the main methods and themes from international and comparative criminology. Students apply a couple of theoretical, empirical and policy perspectives from criminology to a representative selection of topics with comparative national and international dimensions. The panel concludes that the course has a strong comparative and practical orientation and is strongly linked to students' interests within the field of criminal law. Students are not really familiarised with the basic methods and perspectives from criminology. Since most incoming students do not have a background in criminology, the panel finds that the course is too advanced for them. This was endorsed by the students.

The panel recommends that the programme management introduce an extra course in basic criminology. Currently, the programme insufficiently equips students with the basic methodology necessary for writing research papers and a thesis that truly integrate the fields of criminal law and criminology. The panel would like to stress that even if the programme management limits the role of criminology in the programme, students could greatly benefit from such a course. Furthermore, it would like to point out that the committee prefers the introduction of a separate course in basic criminology over the option of strictly implementing criminology in every criminal law course. The reason for this is that students, firstly, already have a background in law and need to further enhance this expertise, and secondly, that students need more basic knowledge in criminology to be able to write a thesis with a criminology accent.

Finally, the panel looked into the academic and professional orientation of the programme. It concludes that adequate attention is paid to both. Students are trained sufficiently in oral and written academic communication. For example, in the 'International Cooperation and Criminal Matters' seminars, students are challenged to practice verbal skills like argumentation and formulation and communication skills like presenting, convincing, critical listening and critical reading. Academic research skills are also practised and assessed in group papers and individual papers on a regular basis. During the site visit, students confirmed that they are confronted with research from their teachers and find this very interesting. Some teachers do

not do this on a regular basis, however. The panel recommends that all teaching staff expose students to academic research more often. In terms of professional orientation, students undertake excursions, and the programme management invites guest lecturers from the field. Internships could be advocated more clearly and frequently.

#### *Didactic principles*

The Criminal Law and Criminology programme attracts many international students from all over the world. The panel studied information about incoming students in the last three years and concludes that students come from the Netherlands, Romania, Indonesia, Estonia, Azerbaijan, China, the United Kingdom, Rwanda, Greece, Ireland, Bulgaria, Slovakia, Poland, Germany and Eritrea. The critical reflection states that this international student population has a positive effect on the students' learning experiences. The management tailored the didactic principles of the programme to this idea. The critical reflection explains that the programme starts from the didactic principle of the international classroom. It asserts that the international classroom introduces students to a diversity of experiences and enables teaching and research to take place in a truly multicultural, international and comparative environment.

The panel discussed the didactical principle of the international classroom with students, alumni and teachers. It concludes that students and alumni are very positive about it. They recognize this principle in the small-scale and interactive nature of all courses in the programme and find that it enhances the comparative and international character of the programme. For example, students write papers about cases in their home countries and discuss and compare them. Teachers affirmed that they are aware of the international students' backgrounds. They take positive side-effects (such as discussion and comparing situations in different countries) as well as negative side-effects (such as premises, sensitivities and academic cultures) into account. The panel concludes that the diversity in international backgrounds of the students is used effectively in the courses and is of great added value to dealing with comparative criminal law. It finds that the principle of the international classroom is well implemented. If the programme management keeps succeeding in attracting students from all over the world, this didactical principle also offers great potential for the future.

#### *Intake, feasibility and tutoring system*

During the site visit the panel talked with students, alumni, teachers and programme management about the feasibility of the programme. It also looked into data on the intake and completion rates of students. Quantitative data regarding the programme is included in Appendix 5.

From the quantitative data delivered, the panel established that the intake is very low and should be improved as soon as possible. In 2009 only five students and in 2012 only seven students enrolled in the programme. To obtain a better idea about the causes of this problem, the panel requested additional information about application numbers and criteria. From this material, it concluded that application numbers for the programme are relatively high. The admission criteria encompass a law-based undergraduate degree, including several basic modules in criminal law. Subsequently, criteria are comparable to those of other programmes, including a 6.5 IELTS or 92 TOEFL score, a proven command of the English language, and an average GPA of 7/10. Students explained that they do not experience the admission to be too strict or too easy. The Admissions Officer prepares the admission file, including a list of marks, certificates and diplomas, a letter of motivation, a curriculum vitae, two academic references and results of an English language test. The Admission Board assesses the file and makes a decision. The panel agrees with the admission procedure, the general admission

criteria and the norms for criminal law. It concludes that the low influx numbers cannot be deduced directly from these admission requirements.

The panel discussed the problem of the low intake with the programme management and the study advisor. The study advisor explained that many international students apply for several programmes. Therefore, application numbers offer a somewhat distorted view. Furthermore, it is easier for some students to obtain an educational scholarship in other European countries of their choice. The study advisor assists the applying students and informs them about their possibilities.

The programme management noted that part of the intake problem can be explained by problems with the faculty website for international students in the past year. These problems are currently being resolved. The programme management also stated that the programme is still relatively new and needs marketing and recommendations from alumni. The panel established that the Faculty Board is currently discussing the marketing options of its English programmes with the Executive Board of the university. The Faculty Board aims at establishing a Groningen International School of Law. The panel is positive about these proposals and urges the Faculty of Law to realise them in the very near future. Nevertheless, it is still concerned about the low intake rates, as they are the lowest of all English programmes of the Faculty of Law. It finds that special attention should be paid to this problem. It therefore urges the programme management to develop an action plan and to closely monitor the intake rates in the coming academic years.

The panel studied the success rates of individual courses and of the programme as a whole. It concludes that the success rates of the courses are relatively high. In the last academic year, some courses even had a success rate of 100%. The success rates of the programme as a whole (Appendix 5) have to be studied with great caution. Since the influx numbers for the programme are relatively small, one single underperforming student has a great impact on the educational output figures. The panel did conclude that the drop-out rates are acceptable; between 2009 and 2011, 2 out of 19 students dropped out of the programme.

In conversations with students and alumni, the panel brought up the issue of study load and feasibility of the programme. Students confirmed that the programme is feasible and the study load is evenly distributed over the programme. Some alumni did consider the 'International and Comparative Criminology' course to be more demanding and time-consuming. They are satisfied with the number of contact hours. In total, the programme provides 94 contact hours for the compulsory courses, 28 hours for the optional courses and four hours for the thesis class (see Standard 3) and library instruction.

If students need support with regard to their programme or personal situation affecting their studies, they can contact the faculty's International Office. The International Office has a study advisor for the international LLM programmes of the Faculty of Law. The study advisor is also the secretary of the examination board of these programmes. Students and alumni explained that they are very happy with the support provided by the International Office. The teaching staff is also very supportive. The panel found that there is a manual available for international students addressing practical issues and explaining the programme. In conclusion, it finds that the tutoring system is well organized and adapted to the international student population of the programme.

#### *Academic staff and teacher-student ratio*

The Faculty of Law does not allocate staff to a Bachelor or Master programme but to a department. The allocation model is primarily based on the teaching workload of each department. The department was granted 0.43 fte for the teaching workload of the programme in Criminal Law and Criminology, producing a teacher-student ratio of 1:23.3. More information about the teacher-student ratio is included in Appendix 5.

The panel concludes that the teacher-student ratio is acceptable. Recent events, however, have resulted in a shortage of expertise in criminology. The panel strongly advises the programme management to recruit a criminology expert as soon as possible. It believes the programme needs a professor with a solid academic profile to back up the criminology part of the programme. This expert should also be able to discuss the future multidisciplinary focus of the programme with her/his colleagues in criminal law in a constructive manner.

The panel ascertained that all lecturers hold a master's degree, and ten out of twelve lecturers have a PhD (83%). The programme employs two junior lecturers (PhD candidates). In addition, the programme management pays adequate attention to the staff's didactic professionalism. As explained in the critical reflection, the Faculty of Law requires its staff to obtain the University Teaching Certificate (BKO). Great progress has been made in the last year. Currently, ten out of twelve lecturers have obtained their BKO certificate, and the two junior lecturers have completed a three-day course 'teaching for PhD candidates'. This information is included in Appendix 5.

During the site visit, the panel established that the programme offers a professional and academic learning environment with enthusiastic and accessible teachers. Students noted that teachers present issues in a clear and vivid way. The multidisciplinary approach of some of the courses is considered by students to be positively challenging. Teachers are patient if students do not grasp the learning material immediately. Students were critical about the command of English of a few teachers. The programme management, however, convinced the panel that this issue is taken very seriously; teachers with a weak command of English are obliged to attend an academic English course. This issue has also been taken up as a point of special attention by the educational committee.

#### *Programme-oriented quality assurance and facilities*

During the site visit, the panel studied course evaluations and talked to members of the educational committee and the teaching staff about quality assurance. The panel is of the opinion that the programme pays adequate attention to quality assurance.

The Faculty of Law installed an educational committee for all five international LLM programmes of the Faculty of Law. The *lingua franca* in this committee is English to ensure that students can also participate in it. At the moment, the committee consists of three teachers and five students (one from every programme). In the future, however, there should be three teachers and three students in it. Since students and teachers have to be equally represented on an educational committee, the panel advises the committee to make the number of students and teachers the same as soon as possible.

The panel discussed with the educational committee about its responsibilities and activities. It learned that the educational committee meets only once every year. During the site visit, the educational committee explained that all LLM programmes are quite new, and few amendments have been needed. Subsequently, the panel learned that the educational committee mainly deals with general topics applicable to more than one programme. The

educational committee explained that few programme-specific issues have come up in the past years. The panel found that the role of the educational committee in the programme is limited. It concludes that, in general, it is difficult to implement an educational committee for small-scale and international programmes such as the Criminal Law and Criminology programme. The panel understands that the role of the educational committee is somewhat restricted. It does recommend the educational committee to look out for programme specific problems more actively in the future.

The panel studied course evaluations and concludes that there are no bottlenecks in the programme. Course evaluations take place every year. Furthermore, students receive an electronic survey once every three years, followed by a face-to-face evaluation. The course evaluation process is the responsibility of the programme management. Starting last year, however, a member of the educational committee is included in the process. The panel is positive about the recent involvement of the educational committee in this process and urges the programme management to make this initiative permanent.

The panel studied the notes of the curriculum evaluation committee and established that it conducts a curriculum evaluation of every programme every three years (mid-term review). It consists of teachers, a student and the secretary of the exam committee. The panel is positive about the process of curriculum evaluation. Furthermore, it feels that the programme management could greatly benefit from an alumni board, reflecting on the curriculum and on the connection of the programme to the professional field. The programme management noted that establishing such a board is an ambition for the near future.

Students were positive about the programme's facilities. The Faculty of Law has its own library which has a large collection of criminal law and criminology publications. The University of Groningen also uses a digital learning environment (Nestor) which is an access portal for students with regard to information from the courses they are participating in. The panel was granted access to most compulsory Criminal Law and Criminology courses in Nestor. It ascertained that the programme uses Nestor intensively; the course pages were clearly arranged and adequately supported independent learning and face-to-face instruction.

## **Considerations**

The panel established that the curriculum is organised in a clear and coherent manner. Courses show an evident development in terms of level and difficulty, pay adequate attention to academic and professional skills, and cover all intended learning outcomes for criminal law. The position of criminology in the programme is problematic, however. The ambitious intended learning outcomes for criminology are not covered. The panel finds that the programme management needs to adjust the learning outcomes for criminology (see Standard 1); harmonise the programme and assessment to these newly developed learning outcomes, if possible increasing the attention paid to criminology in individual courses. Also, it recommends introducing an extra course in basic criminology. The committee prefers the introduction of a separate course in basic criminology (equipping students for writing a thesis with a criminology accent) over the option of implementing criminology in every criminal law course. Ensuring the input of a criminology expert with a solid academic background should be part of the process of repositioning and rearrangement. Furthermore, incoming students have to be informed clearly and adequately about the newly developed focus.

The panel concludes that the facilities and tutoring system are well organized. The programme is feasible, and the study load is evenly distributed. Furthermore, the panel agrees

with students that the teaching staff consists of accessible, enthusiastic and professional experts offering students a safe and challenging learning environment. The teacher-student ratio is acceptable, and adequate attention is paid to course and curriculum evaluations. The didactic principle of the international classroom is well implemented and of great benefit to the teaching of comparative criminal law. The low intake of the programme is a point of concern. Finally, the educational committee should be more involved in the programme-oriented quality assurance.

In conclusion, the panel finds that the programme has some important strengths, like the integration of the educational outcomes for criminal law in the programme; the didactic principle; and the professional teaching staff. However, the integration of criminology, (reflected in the profile, name, and intended learning outcomes of the programme) is flawed. The panel feels that this is mainly an issue of focus and of adjusting the curriculum to integrate criminology more extensively. It believes that the programme management should make some important decisions in this respect and, subsequently, put them into practice. The programme management should also develop an action plan to address the low intake rates. The panel believes that these changes can result in a future-proof and focussed programme, educating open-minded, academic professionals in the field of criminal law. It recommends the implementation of an improvement period on the integration of criminology in the programme and the low intake rates. Following this period, the alterations and improvements should again be assessed.

## **Conclusion**

*Master's programme Criminal Law and Criminology*: the panel assesses Standard 2 as 'unsatisfactory'.

### **Standard 3: Assessment and achieved learning outcomes**

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

**Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

## **Findings**

### *Assessment system*

The panel studied the assessment policy and procedures of the programme. It concludes that an adequate assessment policy has been put into place by the Faculty of Law, covering the role of assessment, assessment forms and assessment moments. In addition, clear procedures for assessment, supervision and revision have been established. A programme for the improvement of assessment quality was put into practice in November 2012. This programme ensures that all oral exams are supervised by two teachers; all exams are developed by at least two teachers (one of which has a BKO certificate or at least ten years of experience); exams with success rates below 30% are reviewed by the Board of Examiners; and, finally, samples of exams and theses are evaluated by the Board of Examiners.

There are two Boards of Examiners responsible for the Criminal Law and Criminology programme, a central board for the Faculty of Law and a one for the five international master's programmes of the Faculty of Law. The panel spoke to representatives of both bodies. It concludes that the Board for the five international master's programmes deals with requests for dispensation, special exam regulations and fraud. The central Board focuses on general assessment procedures within the Faculty of Law and is responsible for guaranteeing the realisation of the final attainment levels. This central board analyses the outcomes of exams and takes samples of exams from all programmes. Furthermore, it studies theses with high and low marks from every department to ensure that the grading is honest and transparent.

The panel values the centralization of research on the quality of the exams and theses in the Faculty of Law. The distance between the central Board and the programme ensures independent and critical evaluation. The panel would like to recommend that the central Board consult experts in assessing theses in fields not represented on the board. Furthermore, it strongly recommends the implementation of an assessment cycle, ensuring that all exams of the programme are tested on a regular basis. Finally, it advises the central Board to look into exams with an exceptionally high success rate. When it checked the success rates of the compulsory courses, it found that they were very high. For example, in 2012-2013, all of the students passed the International and Comparative Criminology course (13 students), the Seminar on International Cooperation in Criminal Matters and the Proof, Evidence and Law course (12 students) without re-sits. The panel did not observe any irregularities in the reviewing of these exams, but nonetheless recommends that the Board of Examiners pay extra attention to this phenomenon.

The panel assessed the quality of a variety of assessment materials of the programme, such as tests, examination models, assessment forms and exams. It concludes that the examination questions are clearly formulated and that the assessment is consistent with the expressed educational goals of the courses, course descriptions and course literature. Consistency of

assessment with the intended learning outcomes for criminology, however, should be improved. The results of exams are supported by arguments and seem to be honest. The different forms of assessment were listed in the critical reflection and comprise open question examinations, written assignments and oral examinations. For each module there are two examination opportunities per year. The panel was pleased to find that for most courses, the re-sit takes place shortly after the first examination, in the same semester. This practice prevents study delay.

The panel looked more closely into the procedures for and the assessment of the master's thesis (18 EC). The critical reflection explains that students are expected to be largely autonomous in writing their thesis. Students can find information on writing the thesis on a dedicated site on Nestor and are expected to decide upon their thesis topic in December. During the site visit, the teachers explained that this decision moment will be moved to October in the near future. The panel concludes that this could have a positive effect on timely completion of the thesis, but warns that students might also need the context of the courses in the first semester to find their niche. It recommends that the programme management monitor the effects of this change closely.

Teachers discuss possible thesis topics during the courses and seminars in the first semester. Once they have decided on their topic, students contact the programme's thesis coordinator. In consultation with the thesis coordinator, the thesis topic is fixed and a supervisor is appointed. This happens at least six months before the expected date of completion of the thesis. Students can also pick a topic or research method from criminology, but (in the last two years) only one student did so. In that case, the thesis coordinator investigates whether the student has the right methodological background in criminology and appoints a supervisor with expertise in the field (or two supervisors, one in criminal law, one in criminology). The panel is satisfied with the efforts of the thesis coordinator and thesis supervisor to check that the thesis topics match the student's methodological background.

The panel concludes that the thesis guidance and procedures are well organized. It is more critical about the thesis assessment form. In assessing theses the panel found that this form was very limited, including only a short justification of the mark and the signature of the supervisor and the second assessor. It contains no explicit criteria for assessment. The panel discussed this problem with the two Boards of Examiners. They explained that the system for collecting thesis assessment data, including a written justification, was implemented only two years ago. Prior to the implementation of this system, thesis assessments were not collected in a systematic and structured manner. The Board of Examiners confirmed that it is now time to evaluate the system. The panel urges the Board of Examiners to implement thesis assessment forms with explicit criteria as soon as possible. The current assessment forms do not provide students with a clear and balanced justification for their grade. The introduction of standardized thesis assessment forms with explicit criteria enhances the comparability of the thesis grades and supports a discussion about the minimum level of a master's thesis.

#### *Achieved academic level*

To assess whether the learning outcomes as specified in standard 1 are achieved, the panel evaluated fifteen recent master's theses. They were selected by the project manager in consultation with the chair of the panel and cover the full range of grades given. A list of selected theses is included in Appendix 7.

The panel found that one thesis, which had been awarded 6.5 out of 10 by the supervisor, was not of an adequate academic level. This thesis was assessed independently by two panel



members. The thesis, which was trying to integrate criminal law and criminology, displayed serious flaws in several aspects of the research cycle: the research question was too implicit and not followed by the author, the literature study was based on outdated material, the core concepts were inadequately defined, and the chosen methods of research were meagre and insufficiently justified.

The panel determined that all remaining theses were of a proper academic level. Overall, the theses were graded adequately. Two theses were graded more than 1 out of 10 points lower and one thesis was graded more than 1 out of 10 points higher. One thesis, which had been awarded 5.5 out of 10 by the supervisor, was assessed by two panel members. Eventually, the panel agreed that the thesis had been given a correct passing grade. Although the thesis could largely be characterized as an exploratory survey, it was well structured and adequately written. The author had studied an impressive amount of literature and sources.

The panel established that, until this moment, all but one thesis dealt with a subject from criminal law. Students scarcely integrated criminology in their thesis. The panel discussed this issue with the programme management, the teaching staff and the Boards of Examiners. The teaching staff noted that students are allowed to choose their own research topics. Most of them do indeed select a topic from criminal law, because they have an LLB background. It is not possible for them to write a thesis in criminology, but they are able to apply some elements from this discipline to their research. If the student has the right preparatory training in the bachelor's programme, he/she can be allowed to select a topic from criminology.

The panel concludes that the programme primarily refers to the Domain-Specific Framework of Reference of Law and the field of criminal law. From this perspective, the panel concludes that the theses fulfil all requirements. It studied information about career perspectives and concludes that most students successfully continue with a career in the field of criminal law. The panel is more than confident that graduates obtain all the requirements for a career in academia (PhD) or a profession in the field in criminal law.

The panel concludes that students are not sufficiently equipped to independently write an academic thesis extensively integrating criminology. In practice, however, hardly any student (only one in the past two years) chooses a topic or method from this discipline; so far, all of the students have chosen a topic focussing primarily on criminal law, while sometimes integrating a little bit of criminology. Strictly speaking, the theses do not test the students' knowledge and skills in criminology; therefore, it cannot be claimed that the ambitious intended learning outcomes for criminology are met.

## **Considerations**

The panel established that the assessment policy and procedures are adequate. The forms of examination are varied, and the assessment is consistent with the educational goals of the courses. The thesis guidance and procedures are clearly defined and adequate. The panel is more critical about the thesis assessment form. It strongly recommends that the Boards of Examiners implement a standardized thesis assessment form with clear criteria for assessment. Furthermore the consistency of assessment in terms of the intended learning outcomes for criminology should be improved.

The Boards of Examiners are aware of their legal responsibility to guarantee the quality and level of examination and evaluation. The panel is positive about the task division between the

central Board of Examiners and the Board of Examiners for the five international master's programmes of the Faculty of Law. The central Board analyses the outcomes of exams and samples exams and theses. It could enhance its professionalism even further by implementing an assessment cycle.

To evaluate the achieved academic level of the master's students, the panel studied a selection of theses. It established that all of the theses, except for one, reflect an academic master's level in criminal law. All incoming students aim to continue with a career in the field of criminal law. From the perspective of criminal law, academic outlook and professional skills, the panel concludes that the theses fulfil all these requirements. It is more than confident that graduates of this programme obtain all the requirements for a career in academia or a profession in the field of criminal law.

The panel also concludes that students do not have the right background to write a thesis integrating criminology extensively, and hardly any of them try to do so. Strictly speaking, the theses do not test the students' knowledge and skills in criminology. As was discussed under standard 1, the intended learning outcomes are too ambitious for criminology and should be adjusted to match the amendments made during the site visit, the quality and capacities of incoming students, and the length of a one-year programme. The assessment within the programme (including the master's thesis) should be amended to match to these adjusted learning outcomes. Therefore the committee recommends the implementation of an improvement period for Standard 3.

## **Conclusion**

*Master's programme Criminal Law and Criminology:* the panel assesses Standard 3 as 'unsatisfactory'.

## General conclusion

### *General conclusion of the committee*

The panel has identified many positive aspects in programme. It finds that the international, comparative and multidisciplinary approach to criminal law is of great value to students and the learning outcomes of the programme are adequate for criminal law and sufficiently cover the framework of reference for law. The integration of the learning outcomes for criminal law, the didactic principle of the ‘international classroom’ and the quality of teaching staff are important strengths on Standard 2. Although a standardized thesis evaluation form should be introduced, the panel believes that the assessment of the programme meets general quality standards. Furthermore graduates of this programme obtain all the requirements for a career in academia (PhD) or a profession in the field of *criminal law* (Standard 3)

Although the committee is positive about the programme on the aspects described above, it identified the integration of criminology in the programme as a serious flaw. The position of criminology within the programme mission and the learning outcomes is described correctly, but is too ambitious for a one-year programme. Because the learning outcomes, programme and assessment are strongly interrelated, the panel assesses Standard 2 and 3 of the programme as unsatisfactory; the intended learning outcomes are insufficiently integrated in the programme and the assessment and it cannot be claimed that students obtain all learning outcomes for criminal law *and* criminology. Additionally the low intake rates of the programme are a serious point of concern for the panel. Therefore the committee recommends the implementation of an improvement period on Standard 2 and 3. The improvement period should include that the programme management redefine the exact relation between criminal law and criminology in the intended learning outcomes (1), amend the programme and the assessment to match the newly developed intended learning outcomes (2), and, take action on the low intake rates and the thesis assessment form (3).

The panel would like to stress that it considers an improvement period on Standard 2 and 3 important. It advises that, after a period of reparations, the programme is reassessed. Additionally, it would also like to emphasize that the problems on Standard 2 and 3 can largely, although not solely, be brought back to the unclear position of criminology and its effects on programme and assessment. The panel has also seen many confidence-building positive aspects in the programme and the programme without a doubt delivers students ready for a profession in criminal law.

### *Response of the committee to additional information delivered by the Faculty of Law and the programme management*

On 18 November 2013, the draft report of the panel was sent to the University of Groningen to check for factual errors. Following this, the panel received a letter from the Board of the Faculty of Law and the programme management of Criminal Law and Criminology on 28 November 2013. The panel established that the University of Groningen did not find factual errors in the report, but did include in their letter an overview with the most important points of criticism of the committee and concrete suggestions for improvement.

The panel was very pleased to notice that the University of Groningen recognizes its comments and suggestions and takes them seriously. It concludes that the Faculty Board and the programme management have diligently taken up the process of redefining the exact relation between criminal law and criminology in the intended learning outcomes. In its letter, the programme management included revised learning outcomes and described the

consequences of this revision for the programme and assessment. The received revised intended learning outcomes have been included in Appendix 3.

The panel studied the revised intended learning outcomes and concludes that they are in line with the suggestions of the committee in this report. It has taken account of plans of the programme management to amend the programme by introducing an extra compulsory course 'Introduction to Criminology'; to involve an academic with strong experience in criminology to deliver this course; to take action on low intake rates and to stimulate examiners to mark all criteria in thesis assessment. The committee is pleased about the efficacy of the programme management in taking up all these issues. However, the panel also finds that the introduction and effectiveness of these improvements cannot be assessed at this moment. Furthermore, the exact content of the extra compulsory course 'Introduction to Criminology' is yet not completely clear, as is the attractiveness of the new programme for future students.

In conclusion, the committee maintains its recommendation that the programme is reassessed after a period of reparations. Most important in this reassessment is that emphasis is put on the results of amendments of the programme and the assessment, and on actions taken on the low intake rates and the thesis assessment form. The constructive reaction of the Faculty Board and the programme management, the reparation of the position of criminology in the intended learning outcomes, the many confidence-building aspects in the programme, and the fact that the programme delivers students ready for a profession in criminal law, create confidence that the programme can be improved in a reasonable time-span.

## **Conclusion**

The panel assesses the *master's programme Criminal Law and Criminology* as 'unsatisfactory'.

## Appendices



## **Appendix 1: Curricula Vitae of the members of the assessment panel**

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**Prof. L.M. Moerings, LL.M (chairman)** is professor of Penology at the Institute for Criminal Law and Criminology of Leiden University. He studied sociology and law and wrote his thesis about the social consequences of imprisonment. He was (until November 1, 2013) part time judge at the criminal court of Arnhem and is chairman of the prison section of the Council for the application of criminal law and youth protection, an advisory board for the minister of security and justice

**Prof. H.G. van der Wilt, LL.M,** is professor of international criminal law at the University of Amsterdam. He studied criminal law at the VU University Amsterdam and defended his PhD on labour unions' freedom in Latin America in light of the standards of the ILO at Maastricht University. Van der Wilt has been involved in legal training programs in Nizjni Novgorod (Russia) and Addis Ababa (Ethiopia). He has published on extradition, terrorism, concepts of criminal responsibility in international criminal law and national prosecution of international crimes. Currently, he is a member of the editorial board of the Journal of International Criminal Justice and of the Netherlands Yearbook of International Law. Moreover, van der Wilt is a part time judge in the Chamber of International Co-operation in Criminal Matters of the District Court of Amsterdam.

**Prof. A. de Nauw, LL.M,** is emeritus professor of Criminal Law and Criminal Procedure at the University of Brussels (Vrije Universiteit Brussel). He obtained his doctorate in criminal procedure in 1976. He also holds a degree in Criminology. He was public prosecutor (1976-1982) en later member of the bar in Brussels (1988-2004). Since 2001 he is member of the Royal Academy of sciences and art of Belgium.

**L.M. Noordam, LL.B,** obtained her bachelor's degree in Law from the Hogeschool Amsterdam in 2011. After following a pre-master programme at the VU University, she is currently enrolled as a master's student in Law, with a specialisation in Criminal Law at the VU University. During her bachelor programme, she worked as an intern at the Public Prosecution Service in Amsterdam. She is currently working as a student-assistant at the VU University at the department of criminal law.





## Appendix 2: Domain-specific framework of reference

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### The subject-specific reference framework

#### Subject-specific requirements (F1)

Accreditation Organisation of the Netherlands and Flanders (NVAO) criterion: The final qualifications of the degree course correspond to the requirements set by (foreign) peers and professional practice in the subject concerned (field / discipline and / or professional practice).

#### *Explanation*

According to the NVAO framework, the final qualifications of a course must correspond to both academic practice and to professional practice. The link with academic practice may for instance be implemented through an explicit or implicit comparison of the final qualifications with those of other similar programmes in the same field in this country or abroad (benchmarking). The link with the requirements of professional practice comes from the fact that the final qualifications explicitly refer to knowledge and skills required by graduates in the job market. Relevant questions here include how the programme is positioned within the field and which choices were made in establishing the final qualifications.

#### *The creation of the subject-specific reference framework*

On 25 November 2009, the Consultative Body for Law (DRG) established a subject-specific reference framework, which will be presented to the inspection panel of the Quality Assurance Netherlands Universities (QANU). It is a common framework of subject-specific requirements for the Bachelor programmes in Law, Notarial Law, International and European Law and Tax Law and the associated Masters programmes such as Law, Dutch Law, Notarial Law, International and European Law and Tax Law. The other (selective) legal Bachelor and Master programmes will also be based separately on the principles of this general framework.

The current subject-specific reference framework has used as a starting point earlier reference frameworks as prepared for inspection reports of the Law Panel (November 2002) and the Leiden Legal Studies Panel (February 2007), which have been modified or supplemented where necessary.

#### *Law courses and society*

The aim of Bachelor and Master courses in Law is to train legally and socially competent jurists and equip them with a critical, academic spirit, enabling them to analyse and solve problems independently. For this they need to be able to think analytically, critically, but also synthetically. Both the academic level and the social relevance of the training must be guaranteed; skills are learned during the course.

Naturally current developments relating to their social background should be given sufficient attention. Legal training should be given "in context" as it were.

The relationship between law and society is constantly changing. Society is becoming more pluriform and therefore more complex. The law is also becoming more complex and more pluriform. The law consists not only of legislation and case law, but is formed equally through interaction with international and European legislation and case law, as well as through soft law, such as recommendations, agreements, codes of conduct, European harmonisation, the

influence of comparative law, etc. Moreover, citizens are becoming more assertive, the number of laws is growing and there seems to be an increasing juridification of society. European integration and globalisation are increasing the importance of comparative law, European law and international law. Above all, lawyers need to be increasingly aware of the legal systems and legal cultures of other countries, regardless of the setting in which they work; legal issues are less and less often restricted to national borders.

Lawyers work in various functions and roles. There are more lawyers working outside traditional legal professions than within them. Law courses lead to the traditional legal professions, but also to a multitude of other activities for which academic approach, critical analysis, writing and speaking skills are valued. Law courses therefore focus not only on the professional requirements for working in as a lawyer, within the judiciary or as a notary, even though these professional requirements remain at the core of many programmes (if only because specific legal requirements are imposed for the “Civil Effect” - the qualification to enter the legal profession as a lawyer in the Netherlands). The courses strive to match the demands of the job market, by maintaining contacts with the obvious professional organizations as employers and the decreasing professional field, including by means of formalized contacts, guest lecturers, internships, career services, etc. A graduate lawyer must, lastly, also be equipped for admission to a PhD programme, either through a research Master or another 'ordinary' academic Master, even though only a very small proportion of graduates choose to pursue this route.

In addition, these university courses constitute, also in a formal sense, preparation for specific professional practices (see section 4). Lawyers can become academically-trained specialists comparable, within their field, to their peers anywhere in the world. But equally, there is a demand for academically-trained generalists, particularly for first-line consultation and policy preparation etc. in various parts of the job market. A person who calls himself a 'lawyer', no longer necessarily holds a university degree qualifying him to practise traditional legal professions (judges and magistrates, lawyers, notaries, tax advisers), for even higher vocational courses (HBO) produce lawyers. These lawyers' training differs from that of university-trained lawyers in terms of course content, depth and direction. In this document all further references to 'lawyers' refer to academic university-trained lawyers.

The university Bachelor and Master programmes focus on educating lawyers who have learned to think independently and critically, who can not only find answers to questions, but also continue to question those answers. They lay the foundations for mastering the methods of legal research. This is reflected in the final qualifications of the course.

#### *Objectives, level and direction of the Bachelor and Master courses*

1. Law courses focus on training lawyers. To this end they offer Bachelor and Master programmes that complement each other.
2. Lawyers are placed in traditional legal professions and even more in various other (legal) graduate level positions. Postgraduate professional training is required for entry into the traditional legal professions such as lawyers and judges. Equally, tax lawyers and notaries need to receive specific additional training following their Master.
3. The level of education is “academic” in the sense that, as mentioned, a critical, reflective and evaluative attitude is imparted, in addition to state-of-the-art knowledge of the content and mastery of skills.

4. The courses also build on the knowledge and skills of pre-university secondary school (VWO) and lead, through a Bachelor course, during which the basic academic skills and knowledge are learned and practised, to a Master course, which adds depth, specialisation and / or breadth. Over the course of the programme, the academic focus becomes stronger.
5. Finally, the Master course equips students with qualifications for relevant (professional) postgraduate courses and for so-called Advanced Masters at a national, but also and especially, international level, as well as starting legal researcher positions.

These five main objectives translate into specific final qualifications which are described below and which, together with the above-mentioned points, provide a framework for assessing law courses.

*(Inter)national benchmark for courses not yet possible*

An international comparison of the objectives, level and direction of university law courses has not yet been possible. Not only do different courses have a (partially) different study aim, but also the embedding and structure can be very different (even within Europe) in terms of admission to the programme, length of the course, regulation and final qualifications (continuation onto postgraduate programs). An international benchmark organization such as the CHE (set up in Germany), has therefore not yet attempted to apply its model to (non-German) law courses, whereas this has already been done for other subjects such as psychology, medicine and economics.

There are, however, some foreign benchmarks available for the learning outcomes of law courses. For example, an interesting starting point is the Benchmarks for Law in Britain, where the required knowledge, skills and approaches of Bachelors and Masters degree programmes are established for inspection and accreditation. A comparison must, however, always be considered in the light of the national legal system and the requirements (official or not) to enter into traditional legal professions in that country: lawyer, judge, public prosecutor or notary. These are so different that they cannot be taken into account for the current round of inspections.

Another interesting development is the project Tuning Sectoral Framework for Social Sciences (which includes law courses). This project is expected to provide guidelines for comparing national law courses with each other.

Within the Netherlands, therefore, there is no benchmark yet among the law faculties. There is however, a lot of information exchange and alignment within the discipline, for example regarding educational innovation. In order to fill this gap and in accordance with the current procedure, the faculties will request a report from the inspection panel which contains best practices (based on standards) resulting from the study of the self-evaluations. Based on these best practices, the Dutch faculties can set up standards to help identify essential benchmarks.

### *Professional Requirements*

The link between law courses and specific legal professions is formalised in a number of ways: (see the added appendix for a breakdown of the professional requirements).

- The Consultative Body for Law (DRG) of 10 November 2005 operationalised (made measurable) the conditions of the admission to training to be a lawyer or judge, in accordance with Article 1 of the Decision on the admission qualifications for the bar (Besluit beroepsvereisten advocatuur), Article 2 of the Counsel Act (Advocatenwet), Article 38b paragraph 2 of the Judicial Officers Legal Status Decision (Besluit rechtspositie rechterlijke ambtenaren) and Article 1d of the Judicial Officers Legal Status Act (Wet rechtspositie rechterlijke ambtenaren).
- The connection between a Bachelor's degree from a vocational university, on completion of a (HBO) Law course with a bridging programme, and a Bachelor's degree in Law from an academic university is arranged by a decision of 18 September 2008.
- The legal professional requirements for the junior notary course were laid out in the Royal Netherlands Notarial Organisation (Koninklijke Notariele Beroepsorganisatie) by Royal Decree of 31 May 1999 (Staatsblad 1999, 228).
- The professional requirements of the Dutch Association of Tax Advisors (Nederlandse Orde van Belastingadviseurs) are laid out in the Statute of the Dutch Association of Tax Advisors (Art. 5, January 2009).

All Dutch University Master courses in Law assess whether the relevant professional requirements are satisfied upon completion of the course. If the assessment is positive, a certificate of "civil effect" (admission to the bar) is granted.

Because most courses lead to civil effect (which requires at least a four-year course namely an LL.B and LL.M), there is as yet no clearly identifiable job market for graduates of a university LL.B programme. The vast majority of law students opt for the LL.B and LL.M / Master combination, because of the possibility to obtain "civil effect". The job market also gives preference to 'fully' graduated lawyers, so faculties advise students not to enter the job market with only a Bachelor degree. Practice has shown that a Master degree is an indispensable follow-up to the Bachelor phase.

### *Final qualifications of the course*

In an effort to maximise the connection to the professional field, every law course needs to make choices in selecting its final qualifications based on national and relevant international comparisons of learning outcomes. For the full list of final qualifications, please refer to the self-evaluations of the individual courses.

The basis of these qualifications of law courses in the Netherlands is in the translation of the general objectives of the course in terms of knowledge, understanding, skills and approach into learning outcomes. A distinction is made between general and subject-specific learning outcomes. Please refer again to the self-evaluations of the individual courses.

### *Knowledge and understanding*

A graduate lawyer should have mastered the core legal components of the main areas of Dutch law: private law, constitutional and administrative law, criminal law, and international and European law. This applies to both the substantive and the formal aspects, with the necessary attention given to the European and international law dimension along with the study of national law, while building on the knowledge gained in the Bachelor phase. (NB the

above focuses primarily on programmes that aim for the “civil effect”. If this not the aim, there may be divergences; please refer to the self-evaluations).

However knowledge alone is not sufficient. The shelf-life of legal knowledge is becoming increasingly shorter. The demands placed on lawyers are therefore becoming more flexible, more topical and more diverse. Faculties therefore strive for their students to get a real understanding of law in an academic environment in which the 'why' questions can flourish. This means that in addition to the aforementioned subject-specific knowledge, students learn to keep up with the latest developments and changes that are relevant to their field.

Insight into the major legal families (common law, civil law), into the historical and philosophical development of law and into the method of comparative law should be integrated into law studies. Graduates must be capable of updating their legal knowledge continually and potentially of specialising in new areas. This assumes a growing focus on acquiring academic skills for (lifelong) learning, acquiring an international attitude, translating social issues, reflecting on the law, searching for questions and problems as well as for answers and solutions, acquiring analytical skills and learning to think, write and present in a critical way.

#### *Skills*

The ability to formulate and solve a legal case is essential. This includes the ability to effectively gather, process and evaluate relevant facts and to apply laws to a case. Skills learned during the course are: setting up a problem statement and research question; analysing the relevant data; using sources correctly; being able to argue and assess in a juridical way; formulating clearly and correctly (both oral and written); crossing the boundaries of one's own specialisation and looking around the law; and research skills.

Moreover, a lawyer must be able to convey his legal knowledge and opinion to peers and others, both in writing and orally. Language is an essential tool to a lawyer. Correct, clear and good oral and written command of the Dutch language (or the English language if that is language of the course) is indispensable. Furthermore, knowledge of legal terminology in English is crucial in the current social context.

#### *Attitude*

Over the course of his training, the prospective lawyer will adopt the legal culture or cultures. He will need to develop a professional ethical attitude and to be aware in which social contexts the law operates and where his social responsibility lies, in consequence. His studies and learning environment should be helpful to the student in this respect. It is essential to stimulate in the student a natural interest in legal issues and to encourage legal thinking, including as to the function of law in society.

#### *Summary*

Central to law courses should be insight into the essential features of the law:

- the social function of law,
- the core concepts, the main areas of law and the law as an interrelated system,
- the limits of the law, as well as the relativity of it.

The aims of the course are:

- to acquire knowledge, understanding and skills in the field of law, as well as general academic skills.
- where the law is regarded also in its European, international and comparative contexts.

In addition:

- Under the influence of the ongoing developments, the focus of the course objectives must not be limited to acquiring knowledge but also include mastering the ability to gather, process and apply that knowledge.
- Furthermore faculties may be expected to respond to the different levels of the students, offering extra coaching and mentoring to weaker students on one hand and extra stimulation to outstanding students.
- Students develop the required academic skills during the course. In this context these include:
  - a. developing competencies (knowledge, understanding, practical skills and attitudes) in terms of thinking, acting and communicating;
  - b. handling the relevant academic materials;
  - c. communicating in an academic manner;
  - d. handling specific knowledge in the field of law in a broader academic, historical, jurisprudential, ethical and socio-cultural context by embedding it in regular courses or by providing separate modules;
  - e. critically dealing with legislation and case-law and being able to seek and find new solutions;
  - f. being able to keep up with and explore new developments and new areas of law; and
  - g. knowing how to deal with the increasing Europeanisation and internationalisation of law.

The main goal of the university Bachelor is preparation for a university Master.

## Appendix professional requirements

### Professional requirements for lawyers and judges "Civil Effect"

The Consultative Body for Law of 10 November 2005 states that the Civil Effect can arise from a Master's degree (i.e. it satisfies the professional requirements for admission to the legal profession and the judiciary) if the student fulfils the following conditions:

- The degree of "Master of Laws (LLM)" is connected to the Master examination;
- The Bachelor and Master examinations that have been passed successfully together add up to at least 200 credits (ECs) of law modules, of which at least 60 are at Master level; and
- The final examination demonstrates thorough knowledge and understanding of the following areas of law:

*For lawyers<sup>1</sup>*

- Civil law, including civil procedure;
- Criminal law, including criminal procedure, and
- One of the following three modules: constitutional law, administrative law including administrative procedure or tax law.

*For judicial officers<sup>2</sup>*

- Civil law, including civil procedure;
- Criminal law, including criminal procedure;
- Administrative law, including administrative procedure.

*Professional training requirements for a junior notary of the Royal Netherlands Notarial Organisation*

The Junior Civil-Law Notary's Professional Requirements Decree (*Besluit beroepsvereisten kandidaat-notaris*) states that<sup>3</sup>:

The examination in the area of law referred to in Article 6, paragraph 2, section a of the Notaries Act, which must be passed successfully in order to exercise the profession of junior notary, includes the following components:

- thorough knowledge and understanding of the following areas of civil law – these must be considered together:
  1. Private and family law, in particular matrimonial property law;
  2. Corporate law, in particular legal persons and company law;
  3. Property law;
  4. The law relating to registered property;
  5. Inheritance law; and
  6. Private international law, to the extent it is relevant to notarial practice;
- thorough knowledge and understanding of insolvency law as well as knowledge and understanding of civil procedure, seizure and bankruptcy law, to the extent it is relevant to notarial practice;
- thorough knowledge and understanding of tax law, to the extent it is relevant to notarial practice;
- knowledge and understanding of administrative law, to the extent it is relevant to notarial practice;

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<sup>1</sup> Art. 1 Decision Professional Requirements for Lawyers Decision, Art. 2 Counsel Act

<sup>2</sup> Art. 38b paragraph 2 Judicial Officers Legal Status Decision, Art. 1d Judicial Officers Legal Status Act

<sup>3</sup> Royal Decree of 31 May 1999 (*Staatsblad* 1999, 228)

- thorough knowledge and understanding of the law relating to notaries, in particular the Act on Notaries;
- knowledge and understanding of business economics, to the extent it is relevant to notarial practice;
- written expression skills in the form of a thesis or other equivalent, written, research task in the field of law.

*Professional requirements for the Dutch Association of Tax Advisers<sup>4</sup>*

For tax lawyers, the course objectives should include an in-depth and balanced study of the different tax levy laws, including the procedural, international and European aspects. In addition the students should acquire knowledge of the principles of civil law, administrative law and business economics. Some courses in tax law give access to the “civil effect” (in the sense of the so-called “toga professions”), while others do not. The Assessment Panel of the Dutch Association of Tax Advisers has operationalised these statutory requirements, such that a number substantive requirements are imposed on these tax law courses in order to be eligible for membership (see: <http://www.nob.net/?q=node/107>): at least 52 EC must be devoted to pure tax law modules, including at least 30 at Master level, at least 9 EC in civil law and at least 9 EC in economics.

*Bridging programme for vocational (HBO) law course*

Furthermore, by a decision of 18 September 2008, the professional requirements for lawyers, judiciary and notaries have changed, as a result of an equivalence in the requirements for entry into regulated legal professions, between a Bachelor of law from a vocational university – on completion of a Bachelor (HBO) in law with a bridging programme – and an academic university Bachelor degree in law (WO). The bridging programme consists of modules in the field of law that are offered by a university or the Open University with a total of at least 60 credits.

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<sup>4</sup> Art. 5 Statute of the Dutch Association of Tax Advisers (January 2009)



## Appendix 3: Intended learning outcomes

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### *Original intended learning outcomes (from the critical reflection)*

#### *A. Knowledge and understanding*

The learning outcomes of the LLM programme Criminal Law and Criminology in the field of knowledge and understanding of the graduate are:

- A1. Thorough knowledge and understanding of substantive criminal law, procedural criminal law, international criminal law and criminology in an international context through a deepening of the knowledge and understanding acquired during the Bachelor's phase;
- A2. Specialised knowledge and understanding to solve problems in a new or unknown environment within broader or multidisciplinary context related to criminal law and criminology;
- A3. Well-developed comprehension and understanding of the wider international context in which criminal law and criminology function and the role they have to play in this regard.

#### *B. Skills and attitude*

The learning outcomes of the LLM programme Criminal Law and Criminology in the field of skills and attitude of the graduate are:

- B1. The ability to independently collect relevant facts, legislation, jurisprudence and literature related to a complex problem of criminal law and criminology, and to evaluate and apply them;
- B2. The ability to conduct independent academic legal research in the field of criminal law and criminology and to make a societally relevant contribution to the development of the law;
- B3. The ability to independently engage in academic discourse with colleagues regarding criminal law and criminology;
- B4. The ability to make a complex argument concerning criminal law and criminology understandable to a group of colleagues and the public in written and spoken English.

#### *C. Study orientation and careers guidance*

The learning outcomes of the LLM programme Criminal Law and Criminology in the field of study orientation and careers guidance of the graduate are:

- C1. Knowledge and understanding in the career perspective;
- C2. Understanding in the requirements that are needed, as a result of the permanent and quick development of positive law, for self-study and personal decision-making.

### *Revised intended learning outcomes in the letter of the Faculty Board and the programme management (adjusted in November 2013)*

In reviewing the intended learning outcomes for the Master's programme Criminal Law and Criminology, the assessment panel emphasised that they 'describe the disciplines of criminal law and criminology as equivalent to one another [...]and do not reflect the current reality' (page 15). While noting that 'the profile and mission of the programme are adequate for the criminal law part', the panel recommended that 'the position of criminology should be described better in order not to make the mission too ambitious for a one-year master's programme'(page 13).

The Faculty of Law took these comments into account and the final attainment levels have already been amended and re-written to better reflect the reality and provide a clear and

adequate picture of the learning outcomes for the Master's programme Criminal law and Criminology. In particular, the final attainment levels in terms of skills and attitudes now show a clear focus on criminal law rather than on criminology and are thus suitable for one-year master's programme. More specifically, in addition to the existing criminology course, students on the programme will now also follow a compulsory introductory course in criminology, including criminological theories and the characteristics of empirical criminal research, without however receiving a full and exhaustive training in criminology. The intended learning outcomes have been accordingly revised and now read as follows:

*A. Final attainment levels knowledge and insight*

The final attainment levels of the LLM programme Criminal Law and Criminology in the field of knowledge and insight of the graduate are:

- A1. Thorough knowledge and understanding of substantive criminal law, procedural criminal law, international criminal law and basic knowledge and understanding of criminology in an international context through a deepening of the legal knowledge and understanding acquired during the Bachelor's phase and through an introduction at master level in criminology;
- A2. Specialized knowledge and understanding to solve problems in a new or unknown environment within broader or multidisciplinary context related to criminal law and criminology;
- A3. Well-developed comprehension and understanding of the wider international context in which criminal law and criminology function and the role they have to play in this regard.

*B. Final attainment levels skills and attitude*

The final attainment levels of the LLM programme Criminal Law and Criminology in the field of skills and attitude of the graduate are:

- B1. The ability to independently collect relevant legislation, jurisprudence and literature related to a complex problem of criminal law and criminology, and to evaluate and apply them;
- B2. The ability to conduct independent academic legal research in the field of criminal law and to make a societally relevant contribution to the development of the law;
- B3. The ability to independently engage in academic discourse with colleagues regarding criminal law;
- B4. The ability to make a complex argument concerning criminal law understandable to a group of colleagues and the public in written and spoken English.

*C. Final attainment level study orientation and careers guidance*

The final attainment levels of the LLM programme Criminal Law and Criminology in the field of study orientation and careers guidance of the graduate are:

- C1. Knowledge and insight in the career perspective;
- C2. Insight in the requirements that are needed, as a result of the permanent and quick development of positive law, for self-study and personal decision-making

## Appendix 4: Overview of the curriculum

### *Compulsory courses and set-up of the programme*

The following table provides an overview of the curriculum for the LLM in Criminal Law and Criminology. For each course, the table indicates in which semester (Sem) it is taught, how many ECT's each course is worth, how many contact hours are scheduled, and whether it is compulsory or optional. It also mentions which teaching methods and assessment forms are adopted in each course. The following abbreviations are used:

Teaching form:	l s	Lecture Seminar
Type of assessment:	oqe a(w) oqe(o)	Open question examination Assignment (written) Open question examination or oral examination depending on the number of students
Compulsory/ optional	cc oc	Compulsory course Optional course

Sem	Module name	EC	Type	Assessment	Contact hours	Compulsory/ optional
1/2	Optional Courses	12	l/s			oc
1	Comparative Criminal Law	6	l	oqe	20	cc
1	International and Comparative Criminology	6	s	a(w)	20	cc
1	Proof, Evidence and Law	6	l	oqe	20	cc
2	International Criminal Tribunals	6	l	oqe	20	cc
2	Seminar International Cooperation in Criminal Matters	6	s	a(w)	14	cc
2	Master's thesis in the field of Criminal Law and/or Criminology	18				cc

### *List of optional courses and courses chosen by students*

	Term	EC
<b>International Law</b>		
International Environmental Law	1ab	6
International Humanitarian Law	2a	6
International Human Rights Law	1ab	6
International Institutional Law	1ab	6
International Investment Law	2b	6

International Labour Law	2a	6
International Trade Law	2ab	6
Law of International Peace and Security	2ab	6
Refugee and Asylum Law	2a	6
<b>European Law and European Integration</b>		
Climate Law	2a	6
Competition Law	1ab	6
Energy Contracting	2b	6
Energy Law	1ab	6
European Environmental Law	2a	6
European Human Rights Law	1ab	6
European Internal Market Law	2ab	6
European Labour Law	1a	6
European Law of Judicial Protection master-level (Eur. Law 2)	2ab	6
European Union External Relations Law	1ab	6
<b>Business Law</b>		
Corporate Law and Economics	2b	6
International Commercial Dispute Settlement Law	1b	6
International Contracts Law	1a	6
International Corporate Insolvency Law	2a	6
<b>Criminal Law</b>		
Norgerhaven visiting group	1	3
<b>Comparative Law</b>		
Company Law (Comparative and European Company Law)	1b	6
Comparative Private International Law	1b	6
Comparative Private Law	1a	6
(Seminar) Comparative Constitutional Law	2ab	6
(Seminar) European Private Law	1a	6
Social Security Law	2a	6
<b>Dutch Law</b>		
Dutch Law in a Comparative Perspective	1ab	6
<b>History of Law</b>		
(Seminar) Byzantine Law	2a	6
The Legal Heritage of Europe	2a	5

<b>International Relations and Political Science</b>	<b>Term</b>	<b>EC</b>
Economics of Regulation	2a	6
Seminar International Relations	2a	6
War and Peace	1b	5
<b>Philosophy and Sociology of Law</b>	<b>Term</b>	<b>EC</b>
Anthropology of Law	1a	5



## Appendix 5: Quantitative data regarding the programme

### Data on intake, transfers and graduates

#### Intake

Cohort	Influx data
2009	5
2010	7
2011	7
2012	7

Source: VSNU (influx data cohort 2012 from ProgressWin Rijksuniversiteit Groningen<sup>5</sup>).

#### Transfers

##### Drop-out rate for the LLM Criminal Law and Criminology

Drop-outs by cohort			In 1 year		In 2 years		After 2 years	
Cumulative	Cohort	Influx	N	%	N	%	N	%
LLM Criminal Law and Criminology	2009	5	0	0	0	0	1	20
	2010	7	0	0	0	0	0	0
	2011	7	0	0	0	0	1	14
Average percentage			0%		0%		11%	

Source: VSNU.

#### Graduates

##### Educational output of the LLM Criminal Law and Criminology

Master output by cohort			In 1 year		In 2 years		After 2 years	
Target figures			80%		90%		90%	
Cumulative	Cohort	Influx	N	%	N	%	N	%
LLM Criminal Law and Criminology	2009	5	2	40	3	60	46	80
	2010	7	6	86	7	100	7	100
	2011	67	3	50	6	100	6	100
Average percentage			61%		89%		94%	

Source: VSNU.

#### Success rate

Cohort	2009	2010	2011
Success rate	80%	100%	100%

<sup>5</sup> ProgressWin is a student and study information system for higher education. The system was developed by the University Centre for Learning and Teaching for the University of Groningen and is also used by other institutions for higher education.

<sup>6</sup> The official VSNU number is 3 but one student graduated recently (on 31 January 2013). See Appendix 12.

<sup>7</sup> One student formally completed the registration as a student after 1 October 2011 (so the actual influx number in 2011 is 7; see Table 1) and is therefore missing in the VSNU output figures. This student graduated within a year so the actual graduation percentage within a year for cohort 2011 was 57% (4 out of 7 students).

### Teacher-student ratio achieved

<b>Ratio</b>	23,3
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For the allocation plan 2011-2015, 49,4 FTE has been allocated for teaching (and 24,9 FTE for research), based on a teaching workload of 86430 hours for the entire Faculty. The teaching workload of the compulsory courses and the Master theses of the LLM in Criminal Law and Criminology were 749 hours (calculation 2009-2010). Therefore, the Department of Criminal Law and Criminology was granted 0,43 FTE for the teaching workload of the LLM in Criminal Law and Criminology (and 0,22 FTE for research) in the allocation plan 2011-2015. In 2012-2013, 10 students subscribed to the programme, bringing the student-lecturer ratio to 23,3.

### Qualifications of teaching staff

All lecturers hold a master's degree (100%). Ten out of twelve lecturers have a PhD (83%). Ten out of twelve lecturers has a BKO-certificate (83%\*). The two junior lecturers have completed a three day course 'teaching for PhD candidates

\*or 10 out of 11 (91%) if Van Calster is excluded.

### Average amount of face-to-face instruction per stage of the study programme

Contact hours	
Compulsory courses	94 hours
Optional courses	28 hours
Thesis class and library instructions	4 hours
Per academic year	126 hours



## Appendix 6: Programme of the site visit

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### 1 October 2013

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18:00 – Preparatory meeting, including discussion about  
20:00 the critical reflection, theses and documents  
(Library Hotel de Ville, Groningen).

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20:00 – Dinner in Bistro 't Gerecht  
22:00

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### 2 October 2013

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8:30 - 9:30 Introductory meeting with the management (Dutch, English)

- Prof. J.B. (Jan Berend) Wezeman, LLM – Faculty Board (Dean)
- M.C. (Mirjam) Buigel-de Witt – Faculty Board (Director of Operations)
- Prof. J.N. (Jan) Bouwman – Faculty Board (Portfolio manager of Education)
- Dr. J.J. (Jaap) Dijkstra, LLM – Director of Education
- Prof. C.I. (Caroline) Fournet -Academic Director, LLM in Criminal Law and Criminology

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9:30 – 10:00 Meeting with students (English)

- Ms J.K. (Tina) Sobolewska - Cohort 13/14, LLM Criminal Law and Criminology
- Ms A.(Lily) Kather - Cohort 13/14, LLM Criminal Law and Criminology
- Ms K.Y. (Kalina) Ninova - Cohort 13/14, LLM Criminal Law and Criminology

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10:00 – *Break / Installing Skype*  
10:15

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10:15 – Meeting with alumni (English, via Skype)  
11:00

- Ms S. (Sandy) Karnezi Rigatou, LLM (via Skype) - Alumna, intern at the Defence Council Team (will be working on the Karadzic case) at the former ICTY in The Hague
- Mr J.B. (Jean Bosco) Mutangana, LLM (via Skype) - Alumnus and former student member of OC, National Prosecutor, Head/International Crimes Unit, National Public Prosecution Authority ([www.nppa.gov.rw](http://www.nppa.gov.rw))
- Mr T.S. (Tadessa) Metekia, LLM - PhD student at the Criminal Law Department, Faculty of Law, University of Groningen

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11:00 – Meeting with teachers (Dutch, English)  
12:00

- Dr. H.D. (Hein) Wolswijk, LLM – Associate professor of Criminal Law
- Dr. E. (Erik) Gritter. LLM – Assistant professor of Criminal Law
- Dr. K.K. (Kai) Lindenberg, LLM - Assistant professor of Criminal Law
- W. (Wytske) van der Wagen, MSc – PhD student of Criminology
- Prof. C.I. (Caroline) Fournet - Academic Director, LLM in Criminal Law and Criminology

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12:00 – *Lunch*  
12:45

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12:45 – 13:30	Meeting with educational committee (Dutch, English)	<ul style="list-style-type: none"> <li>• Dr. K.K. (Kai) Lindenberg, LLM – Chairman</li> <li>• Dr. B.C.A. (Brigit) Toebes, LLM</li> <li>• Ms K.Y. (Kalina) Ninova – Student member</li> <li>• Prof. M.M.T.A. (Marcel) Brus</li> <li>• K.C. (Kirsten) Wolkotte, LLM – Secretary of the panel</li> </ul>
13:30 – 14:15	Meeting with examination committee (Dutch)	<ul style="list-style-type: none"> <li>• Prof. F.M.J. (Frank) Verstijlen, LLM – Chairman of central examination committee</li> <li>• J. (José) van der Veen, LLM – central examination committee (secretary)</li> <li>• Dr. A.J.J. (André) de Hoogh, LLM – Chairman of examination committee of the international LLM programmes</li> <li>• Dr. E.E.G. (Ella) Gepken-Jager, LLM - Examination committee of the international LLM programmes</li> <li>• S.E.L. (Stephanie) Hoenders, LLM - Examination committee of the international LLM programmes (secretary)</li> <li>• K.C. (Kirsten) Wolkotte, LLM Examination committee of the international LLM programmes (secretary)</li> </ul>
14:15 – 14:30	Break	
14:30 – 15:00	Consultation hour / discussion / looking at documents	
15:00 – 15:30	Internal panel meeting: preparation for concluding meeting	
15:30 – 16:15	Concluding meeting with the management	<ul style="list-style-type: none"> <li>• Prof. J.B. (Jan Berend) Wezeman, LLM – Faculty Board (Dean)</li> <li>• M.C. (Mirjam) Buigel-de Witt – Faculty Board (Director of Operations)</li> <li>• Prof. J.N. (Jan) Bouwman – Faculty Board (Portfolio manager of Education)</li> <li>• Dr. J.J. (Jaap) Dijkstra, LLM – Director of Education</li> <li>• Prof. C.I. (Caroline) Fournet -Academic Director, LLM in Criminal Law and Criminology</li> </ul>
16:15 – 17:30	Review panel meeting: draft of preliminary results	
17:30 – 17:45	Presentation of preliminary results	
17:45	Reception	

## Appendix 7: Theses and documents studied by the panel

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

2135477	2173123	2079364
1943227	2141167	2061619
2112809	2017431	2068273
1635972	2040263	2077744
2219689	1465015	2012707

During the site visit, the panel studied the following documents (partly as hard copies, partly via the institute's electronic learning environment):

### *Comparative Criminal law*

- Reader 2012-2013
- Reader 2013-2014
- Assessment material and a selection of completed and corrected exams
- Course guide
- Material about course evaluations
- Access to the course account in Nestor (2013-2014)

### *International and comparative criminology*

- Nestor material 2012-2013
- Course guide
- Material about course evaluations
- Access to the course account in Nestor (2013-2014)

### *Proof, evidence and law*

- Reader 2011-2012
- Reader 2013-2014
- Assessment material and a selection of completed and corrected exams
- Course guide
- Material about course evaluations
- Access to the course account in Nestor (2013-2014)

### *International Criminal Tribunals*

- Course information, overview, and case law 2011-2012
- Legal documents 2011-2012
- Course information, overview, and case law 2012-2013
- An introduction to International Criminal Law and Procedure, second edition, 2010, Cambridge University Press, Robert Cryer et al.
- Assessment material and a selection of completed and corrected exams
- Course guide
- Material about course evaluations

### *Seminar International Co-operation in Criminal Matters*

- International Criminal Law, third edition, editor M. Cherif Bassiouni

- Assessment material and a selection of completed and corrected exams
- Course guide
- Material about course evaluations

*Other material*

- Study guide 2012-2013
- Thesis by L. Terzimehic – Plea bargaining at the international criminal tribunal for the former Yugoslavia
- Thesis by V. Eechaudt – Access to Eurodac by law enforcement authorities; an assessment
- Self-evaluation reports by Law Faculty programmes 2010 – general part
- Self-evaluation reports by Law Faculty programmes – Appendices
- Agendas and minutes of the educational committee
- Minutes of the examination committee
- Access to the Nestor account of the curriculum committee (evaluation) including letters to the Faculty Board, memos, minutes and regulations
- Access to the Nestor account with thesis regulations
- Access to the Nestor account for international students of the International Office of the Faculty of Law
- Information about the nationality of students of Criminal Law and Criminology in 2011-2012 and 2012-2013

## Appendix 8: Declarations of independence

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### ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

Q457

ONDERGETEKENDE

NAAM: prof. dr. mr. L.M. Moermp

PRIVÉ ADRES: Florastraat 22

3972 ES Dribergen

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Criminal Law and Criminology, Faculty of Law  
the University of Groningen

AANGEVRAAGD DOOR DE INSTELLING:

Faculty of Law, the University of Groningen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVINGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

*Dr. I. Bergers*

DATUM: 30 september 2013

HANDTEKENING:

A handwritten signature in black ink, consisting of a large, stylized initial 'D' followed by a cursive name.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

ALAIN DE NAUW.

PRIVÉ ADRES:

EDMOND MACHTENSLAAN 109, bus 1  
1080 BRUXELLES  
BELGIE

IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Criminal law & Criminology

AANGEVRAAGD DOOR DE INSTELLING:

Rijksuniversiteit Groningen.

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Bussel*

DATUM: *18 / 8 / 13*

HANDTEKENING: 



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Harmen van der Wielt

PRIVÉ ADRES:

Louise de Coligny Laan 6  
1623 MD Hoorn

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Criminal Law & Criminology

AANGEVRAAGD DOOR DE INSTELLING:

Rijks universiteit Groningen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

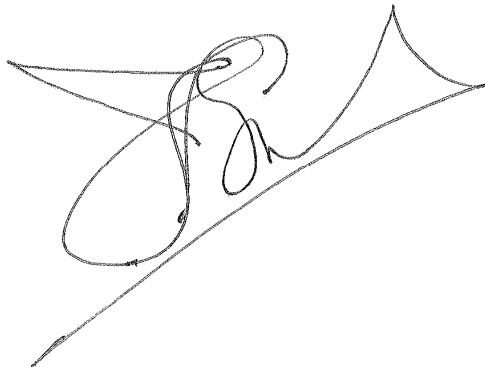
PLAATS:

*Amsterdam*

DATUM:

*27 September  
2013*

HANDTEKENING:

A handwritten signature in black ink, consisting of a large, stylized 'B' followed by a horizontal line that extends to the right and then curves upwards at the end.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Lisette Noordam

PRIVÉ ADRES:

Groen van Bovenlaan 85

3818 DE Amersfoort

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Criminal Law & Criminology (masteropleiding)

AANGEVRAAGD DOOR DE INSTELLING:

Rijksuniversiteit Groningen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Amesfoort

DATUM:

19-08-2013

HANDTEKENING:



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Adrienne J. Wieldraayer-Huizer

PRIVÉ ADRES: Jupiter 46  
1138 ZJ Amstelveen

IS ALS ~~DESKUNDIGE~~ / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Criminal law & Criminology (master)

AANGEVRAAGD DOOR DE INSTELLING:

Rijksuniversiteit Groningen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

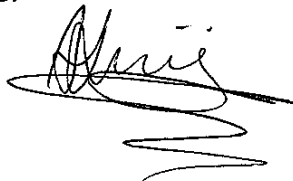
VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Utrecht

DATUM: 28-08-2013

HANDTEKENING:

A handwritten signature in black ink, appearing to be 'A. van der...' with a large, stylized flourish underneath.