

**Additional assessment**

# **Criminology**

**Faculty of Law, Economics and Governance,  
Utrecht University**

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This report was finalized on 28 October 2014.



# Report on the additional assessment of the master's programme Criminology of Utrecht University

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

## Administrative data regarding the programme

### Master's programme Criminology

Name of the programme:	Criminology
CROHO number:	66469
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Global Criminology Penology and Forensic Criminology
Location(s):	Utrecht
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2014

The visit of the assessment committee Criminology to the Faculty of Law, Economics and Governance of Utrecht University took place on 13 October 2014.

## Administrative data regarding the institution

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

## Composition of the assessment committee

The committee that assessed the master's programme Criminology consisted of:

- Prof. mr. E.F. (Evert) Stamhuis (chair), full professor in Criminal Law and Procedure and dean of the Faculty of Humanities and Law, Open Universiteit;
- Prof. D. (Dario) Melossi, Full Professor of Criminology, Bologna University, Italy;
- Prof. dr. G. (Geert) Vervaeke, Full professor at Leuven Institute of Criminology and former president for the High Council of Justice, Belgium.

The committee was supported by drs. M. (Trees) Graas, who acted as secretary.

Appendix 1 contains the curricula vitae of the members of the committee.

## Brief description of the procedures

In May 2012, the master's programme Criminology was assessed by an assessment committee as part of a cluster assessment of seven criminology degree programmes offered by four universities. In November 2012, the assessment report based on the NVAO Assessment framework for limited programme assessments, was finalized. The committee assessed Standard 1 (intended learning outcomes) and Standard 2 (teaching-learning environment) as 'satisfactory'. Standard 3 (assessment system and achievement of the intended learning outcomes) of the framework, however, was assessed as 'unsatisfactory'. Consequently, in correspondence with the framework's decision rules, the programme as a whole was assessed 'unsatisfactory'. The committee formulated recommendations for improvement.

Starting from these recommendations, the programme management formulated an improvement plan, which was then sent to the assessment committee for advice. The committee advised positively on the improvement plan. Based on this improvement plan and the advice of the assessment committee, the NVAO decided to extend the programme's accreditation and to grant the programme a one year improvement period during which the programme should implement adjustments in order to fulfil the criteria for accreditation. The current committee, which consists of two of the members of the 2012 assessment committee, complemented with an expert on Critical Criminology, has been requested to perform an additional assessment of the current state of affairs now that the measures formulated in the improvement plan have been implemented.

In this additional assessment, the committee concentrated on Standard 3 (assessment system and achievement of the intended learning outcomes). Nevertheless, it took improvements in the programme also into account, i.e. when these improvements have consequences for the achievement of the intended learning outcomes.

### *Preparation*

The management of the master's programme Criminology provided a limited critical reflection as part of the preparation for the assessment. After the project manager checked the completeness of the information in the critical reflection, it was forwarded to the members of the assessment committee, who formulated questions based on its content.

Taking a variation in grading into account, 10 theses were carefully selected by the project manager, in consultation with the chair of the committee (see appendix 7 for a list of theses and documents studied by the committee). Each committee member had to review three to four theses.

The project manager designed a visiting timetable, which was discussed with the policy adviser of the master's programme and the chair of the committee. Preparations for the site visit continued after an agreement on the visiting timetable was reached.

### *Site visit*

During the preparatory meeting, held at the start of the site visit, the committee received instructions regarding the NVAO's assessment frameworks for the higher education accreditation system. It discussed its working method, the findings from the evaluation of the critical reflection and the theses. Its members did not find it necessary to request any additional theses.

Immediately after the preparatory meeting, interviews were held with representatives of the management, students, lecturers and the Board of Examiners.

The site visit concluded with an oral presentation of the preliminary findings by the chair of the committee, consisting of a general assessment and several specific observations and impressions of the programme.

#### *Report*

After the site visit, the secretary wrote a draft report based on the committee's findings. Subsequently, this draft was sent to the committee for feedback. After processing the feedback of the committee members, the draft report was delivered to the management of the programme to check for factual irregularities. Any suggestions made by the management were discussed with the chair of the committee. The draft report was then sent to the committee members, who had the opportunity to review the changes in the draft report. A few days later, the report was finalised.

#### *Decision rules*

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments (as of 22 November 2011), the committee 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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### Master's programme Criminology

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

As in 2012, the committee concludes that the Criminology programme in Utrecht offers a creative and unique approach. It genuinely believes that the Utrecht programme opens up new and challenging domains in Criminology and tackles problems that are not dealt with in other programmes in the Netherlands. The programme is taught by dedicated and motivated staff, and the committee sensed a positive quality culture among the faculty. Students feel challenged and appreciate the discussion with the diverse and motivated peer group and their teachers.

The committee is impressed by the efforts taken, and verified that the programme implemented all of the elements in their improvement plan. The implemented measures were engineered properly and safeguarded by means of extra quality assurance measurements. The committee evaluates the involvement of external readers as a best practice.

The admission requirements are now realistic with regard to the intended learning outcomes. The committee is convinced that the new selection criteria and the way they are applied ensure that all students have a sufficient starting level for the master's programme in Criminology with regard to both the quantitative and qualitative methods and techniques of criminological research and classical criminological theories.

The programme successfully strengthened the training in methods and techniques with the carefully designed Research & Thesis Training. The committee believes that the RTT is well structured and offers a good framework and careful guidance for the entire student population.

From the evaluation of theses, the committee established that students meet the intended learning outcomes. All theses evince an awareness of methodological issues, and the committee observed that students pay a lot of attention to linking data with theory. Students do not evade challenging topics and often show an original and creative approach. The evaluation forms are used properly and have added value.

The committee concludes that the programme responded in an exemplary way to a disappointing result in 2012. Teachers and management show commitment and courage, and the committee is confident that the changes now put in place will continue to be improved to a level where it can become an example for others.

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

<i>Standard 1: Intended learning outcomes</i>	<i>satisfactory</i>
<i>Standard 2: Teaching-learning environment</i>	<i>satisfactory</i>
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory



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

Date: 28 October 2014



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Prof. mr. E.F. (Evert) Stamhuis



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Drs. M. (Tees) Graas

## Description of standard 3 from the Assessment framework for limited programme assessments

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### Points of interest assessment 2012

In May 2012, the committee was positive about the programme's assessment system. It valued the great variety in forms of assessment and the fact that a combination of these forms was used in all courses. It took note of the clear connection of the assessments with the intended learning outcomes of the programme. Students received sufficient constructive feedback on interim assessments and papers. The committee appreciated the careful working method of the School of Law's Board of Examination Quality (*de Toetscommissie*).

However, the committee could not fully confirm that the intended learning outcomes of the programme were met. It noted that not all students were able to apply the methodology adequately in an independent research project and to link its outcomes to criminological theories (intended learning outcome 12). It gained the impression that 'a number of students do not have enough time to familiarise themselves with the required qualitative methods and techniques to such an extent that they are capable of applying them adequately in an independent research project'.

The committee reacted positively to the introduction of an obligatory Advanced Methodology course in the curriculum, and concluded that this course, and the rest of the curriculum, showed awareness of the wide variety of educational backgrounds of the incoming students. Nevertheless, the committee was critical of the programme's selection criteria and formulated the following recommendations aimed at achieving an admissions policy to safeguard the appropriate level.

1. Revision of the undergraduate Criminology minor, so that students acquire basic knowledge of the classical criminological theories and qualitative and quantitative criminological research methods;
2. Making the preparatory readings compulsory for all students with a bachelor's degree in Criminology (with the exception of students who have passed the revised minor).

In addition, the committee formulated recommendations to further strengthen the programme's training in methods and techniques:

1. Paying more attention to the evaluation and assessment of the learning objectives relating to methods and techniques in the Advanced Methodology course.
2. Linking subjects in the courses in the obligatory part of the programme to the current research of the lecturers.

The programme developed a plan in line with the committee's recommendations. In appendix 5 an overview of the improvement measures and the way in which they were implemented is provided.

### Findings 2014

#### *Intake and minor*

The committee learned from the additional report that three out of four courses of the minor in Criminology have become obligatory: *Inleiding Criminologie* (Introduction to Criminology), *Verdieping Criminologie* (Advanced Criminology) and *Criminologisch onderzoek* (Criminological Research). The minor is carefully designed, with different tracks for law students and students

with a social sciences background. The committee studied the course material and ascertained that the courses show a proper balance between quantitative and qualitative methods and that mainstream criminology is adequately dealt with.

The committee appreciates the effort taken by the programme management to make sure that students who intended to start the programme in September 2013 could also benefit from the new content of the minor. Those students were offered condensed summer courses in methods and techniques and criminological theory.

The committee took note of the admission examination for candidates without a Bachelor degree in Criminology or the Utrecht undergraduate minor in Criminology. Firstly, candidates must submit a summary of the results obtained in the previous programme, a curriculum vitae and a letter of motivation. Secondly, applicants are asked to read three articles and are interviewed for 45 minutes with the aim to assess a) their knowledge, b) their capacity to apply theoretical and methodological knowledge to concrete research situations, and c) their capacity to understand a text, combine text and ideas, and reflect on the theories and methods used.

The committee is convinced that the new selection criteria and the way they are applied ensure that all students have a sufficient starting level for the master's programme in Criminology with regard to both the quantitative and qualitative methods and techniques of criminological research and classical criminological theories.

#### *Methods and techniques*

To strengthen the education in methods and techniques, the programme now provides additional training in the Research & Thesis Training (RTT): a series of skills and techniques, including also the interpretation of the usefulness and relevance of the results of criminological research being taught throughout the year, leading up to the master's thesis.

The RTT pays attention to the different phases of the process of doing research and writing a thesis by assisting students in writing a research proposal (seminar 1), carrying out research and collecting data (seminar 2), and analysing data, writing down the results and applying criminological theories (seminar 3).

In addition, the programme decided to restrict the students' freedom of choice by linking the possible thesis topics to the current research of the lecturers, in line with the committee's recommendations. During the site visit, the committee learnt that the RTT starts with a plenary meeting aimed at acquainting the students with the fields of expertise of their lecturers, and thus clarifying the possible research topics. As a result the students are distributed fairly equal among the various supervisors. Hence the process of one-to-one sessions that runs alongside the subgroup meetings multiplies the supervision intensity.

The committee believes that the RTT is well structured and offers a good framework and careful guidance for the entire student population. In its opinion, the RTT enables students to go through the empirical research cycle of question, design, data collection, analysis, reporting, and discussion in an adequate way.

During the site visit, the committee noticed that the RTT was well received by the students. They especially appreciate the sub-group dynamics. The sub-groups offer a platform that benefits from the diversity of the student population and their various academic backgrounds.

From the interview with students, the committee learned that the individual supervision varies from 4 to 12 meetings. The committee advises the programme in regards to the quality of the thesis to continuously pay attention to the balance between the individual responsibility of the student and the responsibility and commitment of the supervisors on the one hand and the balance between collective sessions and individual feedback on the other hand

#### *Achieved learning outcomes*

In the weeks before the site visit, it became clear that only three students of the 2013-2014 cohort (43 in total) had already finished the programme. During the site visit, the committee discussed the reasons for this low percentage of graduates with the management, lecturers and students. It learned that the majority of the students choose to include an internship in their master's programme and that this often causes delay. The internship has to be linked to the thesis project and is primarily meant as a vehicle for collecting research data. Nevertheless, there are many additional benefits for students, especially becoming acquainted with the labour market and extending their possibilities for acquiring a job. The committee found that the teachers and supervisors are well aware of the possible delaying effects of the internship and the necessity to keep a balance between the internship as an opportunity for collecting data and other more general goals of students or hosting institutions. The committee is confident that the curriculum is feasible.

To evaluate the intended learning outcomes of the programme, the committee evaluated ten theses and associated assessment forms of the last two academic years. It noted a great variety of topics, approaches and writing styles. All theses evince an awareness of methodological issues, and the committee observed that students pay a lot of attention to linking data with theory. It established that the theses reflect the research interests of the lecturers. Students do not evade challenging topics and often show an original and creative approach.

A number of students had some difficulty, though, in staying focused on their research question. A few students confused raw data and the interpretation of these data. The committee believes that this is risky, making it sometimes difficult to verify the research. It advises the programme to ensure that students make a clear distinction in their thesis between empirical data (on the basis of e.g. observations/interviews/documents/films) on the one hand, and the interpretation and analysis on the other. These separate steps are clearly distinguished in the RTT, and it is recommended to retain this structure in the final theses.

With one exception, the committee agreed with the grades awarded by the supervisors, and it assessed all theses to be of sufficient quality. The evaluation forms are used properly and have added value. They provide a feedback possibility for the students and support discussion between supervisors.

The committee noted the additional measures the programme took in order to strengthen quality assurance. It appreciates the courageous decision to involve peers from other programmes in the assessment of all final theses for a period of two years. During the site visit, it was informed that six colleagues from other universities representing different criminological fields are available as third readers.

The School of Law's Board of Examination Quality (*Toetscommissie*), which works under the Board of Examiners, examines a sample of theses on a yearly basis in order to determine whether the intended learning outcomes are met and the scores on the assessment criteria can be justified. In July 2013 the Board interviewed a number of supervisors and discussed the

‘quality culture’ with them, as well as the workload, student guidance and value of the assessment scores.

During the site visit, the committee was informed that lecturers of the programme meet every year to evaluate and discuss three or four random theses to strengthen the consistency and validity of the assessments. Lecturers confirmed that since 2012, they have experienced more open communication, e.g. on the interpretation of assessment criteria. The committee encourages the programme - certainly after the period of external assessment of theses has come to an end - to take full advantage of the available instruments and expertise of the Board of Examination Quality.

### **Considerations**

The committee is impressed by the efforts taken, and verified that the programme implemented all of the elements in their improvement plan. The implemented measures were engineered properly and safeguarded by means of extra quality assurance measurements. The committee evaluates the involvement of external readers as a best practice. It perceived a considerable improvement in the quality culture.

The admission requirements are now realistic with regard to the intended learning outcomes. The programme successfully strengthened the training in methods and techniques with the carefully designed Research & Thesis Training. From the evaluation of theses, the committee established that students meet the intended learning outcomes.

### **Conclusion**

*Master’s programme Criminology*: the committee assesses Standard 3 as ‘**satisfactory**’.

### **General conclusion**

As in 2012, the committee stresses that the Criminology programme in Utrecht offers a creative and unique approach. It genuinely believes that the Utrecht programme opens up new and challenging domains in Criminology and tackles problems that are not dealt with in other programmes in the Netherlands. The programme is taught by dedicated and motivated staff, and the committee sensed a positive quality culture among the faculty. Students feel challenged and appreciate the discussion with the diverse and motivated peer group and their teachers. From the evaluation of theses, the committee established that students meet the intended learning outcomes.

The programme responded in an exemplary way to a disappointing result in 2012. Teachers and management show commitment and courage, and the committee is confident that the changes now put in place will continue to be improved to a level where it can become an example for others.

### **Conclusion**

The committee assesses the *master’s programme Criminology* as ‘**satisfactory**’.



# Appendices





## Appendix 1: Curricula Vitae of the members of the assessment committee

**Prof. E.F. (Evert) Stamhuis** is professor of Criminal Law and Procedure at the Open University and also dean of the Faculty of Culture and Jurisprudence. Having graduated in Criminal Law from Groningen, he took his doctorate in 1988 at the Vrije Universiteit in Amsterdam. He was employed until 2006 by the University of Groningen in various positions, including university senior lecturer and *fellow* of the research school, Centre for Law, Government and Society. For the WODC he acted several times as chair of supervisory committees for external studies. In his field of expertise, he worked as a lecturer (coordinating), researcher, promotor and expert advisor in the Netherlands and abroad.

**Prof. D. (Dario) Melossi** is Full Professor of Criminology in the School of Law of the University of Bologna. After having being conferred a law degree at this University, he went on to do a Ph. D. in sociology at the University of California, Santa Barbara. He was then Assistant and thereafter Associate Professor at the University of California, Davis, from 1986 to 1993. He has published *The Prison and the Factory* (1977, together with Massimo Pavarini), *The State of Social Control: A Sociological Study of Concepts of State and Social Control in the Making of Democracy* (1990), and *Controlling Crime, Controlling Society: Thinking About Crime in Europe and America* (2008), plus about 200 other edited books, chapters, and articles. He is one of the most prominent spokespersons for a sociological kind of criminology. He has been Editor of *Studi sulla questione criminale* and is currently Editor-in-Chief of *Punishment and Society*, and is member of the Board of many other professional journals. His current research concerns the process of construction of deviance and social control within the European Union, especially with regard to migration processes. His *Crime, Punishment and Migration* (SAGE) is forthcoming.

**Prof. G (Geert) Vervaeke** obtained his doctorate in Psychology from and is a professor at the Law Faculty of KU Leuven. He is also chair of the Criminal Law and Criminology Department. He taught Legal Psychology and Person-oriented Methodology of Criminological Intervention. He was Programme Director of Criminological Sciences at the KU Leuven for 9 years and supervised as part of that position the programme revision during the transition to the semester examination system and BAMA. From 2004 to 2012 he was associated with the High Council of Justice and chair of the Council in 2007-2008 and 2011-2012.



## Appendix 2: Intended learning outcomes

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A student:

1. has a good insight into the causes and consequences of crime, and into the social and political processes resulting in the criminalization of certain acts and behaviour;
2. has studied the behaviour of offenders from the perspective of various academic and scientific disciplines;
3. has a thorough knowledge of the generally accepted theories in criminology;
4. has developed a critical attitude with regard to the issue of social safety, has the ability to interpret the related debate and to assess the value of the measures taken in society – and specifically by the government;
5. has read a number of classical criminological texts and has the ability to critically analyse their value in the context of current criminological problems;
6. has insight into the effectiveness of interventions designed to restrain crime, knows how to assess this effectiveness, and has insight into the limitations of the problem-solving capacity of criminal law;
7. has insight into the usefulness of the results of criminological research for decisions to be taken within the criminal justice system, as well as into the normative boundaries imposed by criminal law for these decisions;
8. has knowledge of the cultural aspects of criminal phenomena, of society's response to these phenomena and of the culture in institutions that play a role in the criminal justice system;
9. has studied the branch of criminology known as critical criminology and is able to join the academic debate in this field;
10. has knowledge of the international literature in the field of criminology and of current publications in leading journals;
11. is able to make international comparisons of criminality issues and knows the specific issues of crime in developing countries;
12. is capable of performing independent criminological research using qualitative and ethnographic research methods and of connecting these results with criminological theories;
13. is able to choose a research-based point of view in the on-going public and academic debate in the field of criminology;
14. is able to clearly and unambiguously present the results of his/her research and analyses, as well as the underlying knowledge, motivations and considerations, to an audience of both specialists and non-specialists;
15. is able to critically analyse and evaluate another person's written or oral argument; possesses the learning skills that will enable him/her to take on follow-up studies of a largely self-directed or autonomous character;
16. has an internationally oriented attitude;
17. has the appropriate ethics with regard to privacy of respondents, knowledge of rules governing confidentiality etc.;
18. is aware of the social context in which criminological research takes place and of his/her social responsibility.



## Appendix 3: Overview of the curriculum

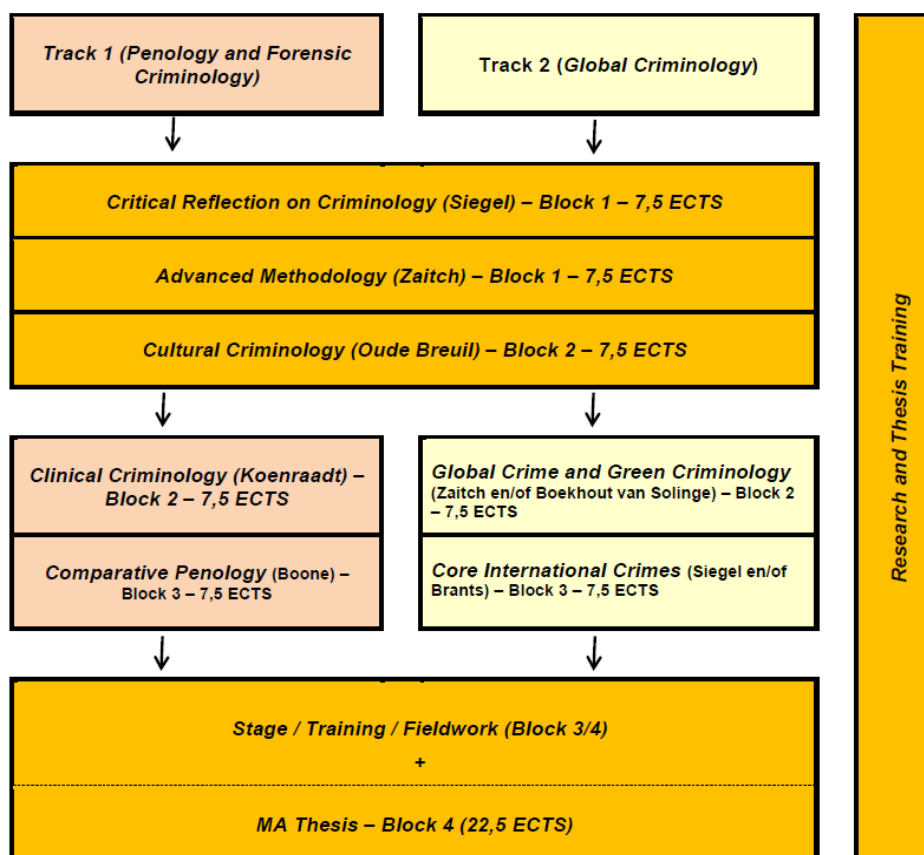
The MA in Criminology programme offers a multidisciplinary, critical and comparative perspective on criminology. Particular emphasis is placed on conducting empirical research in the fields of transnational organised and corporate crime, environmental crime and harm, drug trafficking and drug policies, prostitution, migration and ethnic minorities, comparative penology, alternative sanctions, and forensic criminology. Students can choose between two tracks:

- **Track 1: Global Criminology**
- **Track 2: Penology and Forensic Criminology**

The programme views global crime and crime control from a critical and multi-disciplinary perspective. Crime and crime control are considered as culturally and socially constructed phenomena and this basic assumption can be identified in all courses offered.

The Global Criminology track concentrates on topics such as illicit movement of goods and people, crime as a cultural phenomenon, and human rights violations. Particular attention is paid to cross-border crime and crime control, and to crime and deviance in Eastern Europe and the Global South.

The Penology and Forensic Criminology track focuses on topics such as prison and courts, sentencing and alternative sanctions, comparative justice systems, youth and stigmatisation, psychiatric detention (TBS), and clinical criminology.





## Appendix 4: Improvement measures

Below is an overview of the improvement measures and the way in which they were implemented.

	2012-2013	2013-2014
<b>Strengthening of the programme's education in methods and techniques</b>		
An extension of the thesis period with additional training in methods and techniques by means of the Research & Thesis Training (RTT) path: a string of skills in methods and techniques, where interpreting the usefulness and relevance of the results of criminological research is taught throughout the year, leading up to the Master's thesis.	RTT started in November.  Adjustment of the assessment form for the theses of all programmes at the School of Law.	RTT integrated in the programme.
Systematic feedback on the application of data-gathering methods in criminological research in the course Advanced Methodology.	Measure was put into effect.	Adjustment to the weighting of the assessment criteria.
Restriction of the students' freedom of choice concerning a topic or research field by linking the topics to the current research of the lecturers.	Measure was put into effect starting in November.	The choice of research topics is integrated in RTT (see above).
<b>Tightening the selection criteria for students who have followed non-criminological previous education</b>		

<p>Significant changes to the undergraduate minor in Criminology with regard to both substance and structure: three out of four courses of the minor become obligatory. In these courses students acquire knowledge of and insight into the most common quantitative and qualitative methods and techniques of criminological research and the basic themes and theories in the field of criminology.</p>	<p>Measure was put into effect starting in November.</p> <p>Students who had not registered for <i>Criminologisch Onderzoek</i> were offered an extra enrolment option; students who had not (successfully) taken <i>Verdieping Criminologie</i> were offered a tailor-made solution. Both for <i>Criminologisch Onderzoek</i> and for <i>Verdieping Criminologie</i>, condensed versions were offered in June/July 2013 (<i>Privatissimum Me&amp;T</i> and <i>Privatissimum Theorie</i>), only open to MA candidates with minors before the changes were implemented (different obligatory courses). The same applied to students who had completed both obligatory courses at an earlier stage (different content).</p>	<p>The minor's course <i>Criminologisch onderzoek</i> was altered to cater for the qualifications of the students. The course now has a track for students with a law background aimed at quantitative research and the use of statistical analysis methods. A second track is offered to students with a social sciences background. This track entails a lecture and assignment on discourse analysis.</p> <p>Both for <i>Criminologisch Onderzoek</i> and for <i>Verdieping Criminologie</i>, condensed versions were offered in June/July 2014 (<i>Privatissimum Me&amp;T</i> and <i>Privatissimum Theorie</i>), only open to MA candidates with minors before the changes were implemented (different obligatory courses). The same applied to students who had completed both obligatory courses at an earlier stage (different content).</p>
<p>The definition of exit qualifications for the exit level of the undergraduate minor in Criminology. The knowledge, insight and skills outlined in these exit qualifications are considered to be the selection criteria for students who have followed non-criminological previous education.</p>	<p>Measure was put into effect.</p>	



<p>An entry test as a selection criterion for students registering for the Master's programme in Criminology in Utrecht.</p>	<p>At the time when the improvement measures were implemented, the academic year 2012-2013 had already started. In order to identify possibly selected students who did not possess the required basic knowledge of the classical criminological theories and quantitative and qualitative methods and techniques in criminological research, the results of the intermediary tests of the obligatory courses in period 1 (<i>Critical Reflection on Criminology</i> and <i>Advanced Methodology</i>) were used as a measuring point. If students turned out to lack the assumed knowledge and skills, they received extra attention in the Research &amp; Thesis Training so that they were able to eliminate all the shortcomings independently by November at the latest.</p>	<p>Candidates who applied for the Master's programme in Criminology starting in 2013-2014 had to meet all the selection requirements so that all candidates without a BA or Utrecht minor in criminology were invited to an admission examination in the selection procedure.</p> <p>Selection criteria on the level of English proficiency were also strengthened starting in 2013-2014.</p>
<p><b>General improvement measures to guarantee the incorporation of the alterations into the programme and to assess the results</b></p>		
<p>For at least two years the programme management after the end of each teaching period reports to a supervisory committee, consisting of the head of the department (also the vice-dean of education of the faculty), the director of studies of the School of Law and the chair of the Criminal Law institute, on the progress and efficiency of the improvement measures.</p>	<p>A discussion of the state of affairs of all improvement measures was integrated in the regular discussions between the head of department and the chair of the Criminal Law institute.</p>	
<p>For two years (until January 1 2015) an external third reader is involved in assessing the theses.</p>	<p>Measure was put into effect starting in January 2013.</p>	

<p>In addition to the current periodic discussion of the programme by the team of lecturers, an annual offsite retreat ('heidag') is organised for all lecturers, in order to monitor both the education and the tests in the field of methods and techniques.</p>	<p>In the academic year 2012/2013 an offsite retreat was held in December 2012.</p>	<p>In September 2013 the team of lecturers analysed the assessment of a sample of Master's theses and adjusted the assessment form on the basis of their findings.</p> <p>At the end of the academic year 2013/2014 an offsite retreat was held in September 2014.</p>
<p><b>Additional measures</b></p>		
<p>Measures stemming from the quality assurance system.</p>	<p>The School of Law's Board of Examination Quality examines, on a regular basis, a sample of Master's theses of all Master's programmes in order to determine whether the scores on the assessment criteria for the Master's theses can be accounted for. In July 2013 the Board of Examination Quality also interviewed a number of lecturers in charge of the theses procedures in the Master's programmes of the School of Law and discussed the 'quality culture' with them, as well as the workload, the organisation of student guidance in writing theses and the value of the assessment scores.</p> <p>In May 2013 the executive board of Utrecht University initiated an internal audit focussing on the system of quality assurance within the Faculty of Law, Economics and Governance.</p>	<p>In its regular random sampling of Master's theses in July 2014 the Board of Examination Quality reviewed six Master's theses in Criminology.</p>
<p>Additional measures.</p>		<p>The programme is offered entirely in English.</p>

## Appendix 5: Programme of the site visit

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13 October 2013			
11.00	13.00	<i>Preparatory meeting and lunch</i>	
13.00	13.30	Interview with the management	Ton Hol, head of the department; Marian Joseph, director of studies of the School of Law; Dina Siegel, chair of the Criminal Law Institute; Jetta Spaanenburg, policy adviser.
13.45	14.15	Interview with students	Ryanne Bleumink, Tamara Shibolet, Jeffrey Waal, Kamila Sandach
14.15	14.45	<i>Break</i>	
14.45	15.15	Interview with lecturers	Damian Zaitch, Brenda Oude Breuil, Miranda Boone
15.30	16.00	Interview with the Board of Examiners	Michiel Luchtman, chair; Frans Pennings, former chair and chair of the Board of Examination Quality; Liesbeth Bol, secretary.
16.00	17.00	<i>Internal meeting assessment committee</i>	
17.00	17.30	Final interview with the management and presentation of preliminary findings	Ton Hol, Marian Joseph, Dina Siegel, Jetta Spaanenburg



## Appendix 6: Theses and documents studied by the committee

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

3483991

3262871

3387054

3532828

3937372

3999513

3927717

3357120

3644200

3283658

During the site visit, the committee studied the following documents:

1. Intended learning outcomes of the Criminology master's programme
2. Syllabi of the following master and undergraduate courses:

- Research & Training (RTT)
- Advanced Methodology
- Critical reflection of Criminology
  
- *Inleiding Criminologie* (Introduction to Criminology)
- *Verdieping Criminologie* (Advanced Criminology)
- *Criminologisch onderzoek* (Criminological Research)

3. Admission examination 2013-2014 / 2014 - 2015 (literature and guideline for the interview)
4. Thesis assessment procedure Masters School of Law