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Master International Criminal Law

**Assessment report
Limited Programme Assessment**

University of Amsterdam

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1. Executive summary

In this executive summary, the panel presents the main considerations which have led to the assessment of the quality of the Master International Criminal Law programme regarding the NVAO Assessment Framework (22 November 2011) and the assessment of the programme's quality with regard to the NVAO Framework for the Assessment of Internationalization (14 November 2011).

The programme is not a joint degree programme, as the students are awarded only a degree by the University of Amsterdam.

Quality of the Master International Criminal Law programme

The programme management has taken up the suggestions for improvement presented by the panel who conducted the initial accreditation of the programme in 2008. Results have been, among other things, that the intended learning outcomes of the programme as a whole have, clearly, been separated from the learning goals of the courses, the programme is evaluated on a regular basis and the involvement of the professional field has been strengthened.

The two institutions organizing the programme, Columbia Law School and the Amsterdam Law School, are regarded by the panel as being capable of managing this programme. The main objectives of the programme are sound. The graduates are to learn the concepts and notions of international criminal law and are to be acquainted with the common law and civil law traditions, as international criminal law has been informed by these two legal systems. The panel, however, feels the strengths of Columbia Law School and Amsterdam Law School might be combined more effectively, thus enabling the programme management to set more ambitious objectives. The intended learning outcomes are satisfactory, meeting the international requirements of the international criminal law domain. Knowledge and understanding, research capabilities and academic skills are all accounted for. The panel would, however, appreciate more weight for the last two, as only two of the learning outcomes address academic skills and only one addresses research capabilities. The panel encourages the programme management to make a more elaborate comparison with other programmes. The intended learning outcomes meet the master's level.

The entry requirements for the programme are valid and quite strict. The applicants are required to have a high grade point average of 7.5 and a strong motivation. The panel has verified that the students have a good command of the English language. On average, no more than 20% to 25% of the students applying in Amsterdam are admitted. The number of students applying in the United States never reached the maximum figure. So, no selection has ever been applied in New York.

The panel considers the contents and the level of the courses to be appropriate and to meet the intended learning outcomes. On account of the electives they may choose, students may take different study paths. The panel advises the programme management to ensure all of the learning outcomes to be attained, irrespective of the electives the student may have taken. This may be done by drafting individual study plans in which all the learning outcomes are accounted for. The literature, which is composed of books, articles and readers, meets the requirements of the programme. As the curriculum seems to be made up of two separate semesters with each their own contents and educational approach, the panel advises the programme management to take steps to integrate these semesters more strongly, in order to attain a higher level in the curriculum.

The expertise, research capabilities and teaching qualities of the lecturers in the programme are up to standard. The Columbia Law School does not require any formal teaching qualification from its staff, like the Dutch BKO. From the student evaluation results, the panel assesses these qualifications to be satisfactory. The panel encourages the programme management to persist in increasing the number of the Amsterdam lecturers with a BKO-certificate.

The panel regards the Socratic approach of interactive teaching to be beneficial to the learning processes of the students. The study guidance and the services offered to the students are adequate, as are the quality assurance system and the complaint procedures in New York and Amsterdam. The external quality assessment by the American Bar Association contributes to the quality assurance of the programme.

The panel considers the methods of examination to be appropriate and to reflect the contents and the learning objectives of the courses. At the moment, some assessment procedures are in place. Nevertheless, the panel feels an assessment policy ought to be drafted and the procedures should be strengthened and should be made applicable to both the first and the second semester. In addition, the examination board ought to monitor the procedures more intensely. The supervision and assessments of the master's theses are adequate.

The knowledge and the skills the graduates have acquired are definitely up to standard. The panel makes this observation, having reviewed a number of examinations and having spoken to some of the graduates. The panel rates the theses as being of excellent quality and of a very high level, thus meeting and in a number of respects surpassing the level to be expected. The letters of representatives of the professional practice have confirmed the panel's judgment.

Distinctive quality feature Internationalization

The vision of the programme management on internationalization is appropriate. The vision rests on the management's notion of international criminal law being informed by the common law tradition and the civil law tradition. This vision, however, is not recognized or shared by the lecturers, the students, the alumni or the professional field. Furthermore, the specific internationalization goals or targets of the programme have not been clearly defined. On the other hand, the programme management reviews the programme evaluations and takes measures for improvement regarding the internationalization goals. The panel considers the intended learning outcomes to reflect the vision on internationalization. Adding an intercultural learning outcome, as intended by the programme management, will strengthen the learning outcomes in this respect. The examination methods are appropriate to attain the intended internationalization learning outcomes. As has become evident from the examinations and the theses the panel has reviewed, the graduates have attained the learning outcomes of the programme, including those referring to internationalization.

The two parts of the curriculum stand apart from each other and do not constitute an integrated curriculum. As these parts are not integrated, the students are not offered the opportunity to obtain a really international perspective on the subject matter presented to them. The educational approach in the programme is the Socratic approach, meant to foster the exchange of ideas from different legal traditions and countries. This teaching method contributes to the attainment of the internationalization learning outcomes. The study guidance, extra-curricular activities and material facilities contribute to attaining the internationalization learning outcomes as well.

The staff composition is mainly confined to lecturers from the United States and the Netherlands and may, therefore, not be considered to be genuinely international. The lecturers, however, have ample experience in international research and in teaching international student groups. The Dutch lecturers and support staff have a good command of the English language. On the other hand, the lecturers do not meet regularly to exchange views on the teaching in both countries, nor are they invited to teach in the other semester. In this respect, the international aspects of the lecturers as a group are not actively promoted.

The panel considers the student group composition in terms of nationalities and cultural backgrounds diverse and corresponding to the vision on internationalization. The students gain international experience, through the subject matter taught in the courses, through their spending two semesters in different countries en through discussions with their professors and with their fellow students. The students are provided adequate information, guidance, counselling and housing services as well as diploma supplements.

The panel gives the advice to the NVAO to assess the Master International Criminal Law programme to be satisfactory and to grant this programme re-accreditation. The panel advises the NVAO to discontinue the distinctive quality feature Internationalization for this programme.

Rotterdam, 13 March 2013

Chair of the assessment panel
Prof. M. Wladimiroff LL.M.

Secretary
drs. W.J.J.C. Vercoor RC

2. Assessment process

Certiked VBI received a request to conduct an assessment for the re-accreditation of the Master International Criminal Law programme, including the assessment for the renewal of the distinctive quality feature Internationalization. The request was submitted by the University of Amsterdam.

Certiked has requested the approval by the NVAO of the proposed panel of experts to conduct this assessment. NVAO has given their approval to this panel. The panel consisted of (for more detailed information please refer to Annex 4: Composition of the assessment panel):

- prof. M. Wladimiroff LL.M., panel chair, senior partner of Wladimiroff Advocaten nv;
- prof. F. Pocar LL.M., panel member, judge of the International Criminal Tribunal for the former Yugoslavia;
- dr. D. Mundis LL.M., panel member, deputy registrar at the Special Tribunal for Lebanon;
- prof. dr. J. van Tartwijk, panel member, professor of Education, Utrecht University;
- G. De Fraeye LL.M., student member, graduated from Ghent University in 2012.

Mr. Th. Blanc de la Carriere of the international office of NVAO was present during the site visit, as part of his orientation with regard to the accreditation system in the Netherlands.

On behalf of Certiked, drs. W. Vercooren RC was responsible for the process co-ordination and for drafting the panel's report. All the panel members and the secretary have signed a statement of independence and confidentiality.

The panel has conducted this assessment on the basis of the standards of the NVAO Assessment Framework (22 November 2011) and, for the distinctive quality feature Internationalization, on the standards and criteria of the NVAO Framework for the Assessment of Internationalization (14 November 2011).

The following procedure has been adopted. The members of the panel studied the documents presented beforehand by the programme management, including a number of theses (please refer to Annex 2 and 3: Documents reviewed and Theses reviewed).

Prior to the site visit, every one of the panel members and the process co-ordinator/secretary discussed in person or by telephone their findings and preliminary considerations concerning the quality of the programme. The panel members presented a number of questions to be put to the programme representatives during the site visit. On the basis of this input, the process co-ordinator/secretary has drawn up a complete list of questions.

On 25 January 2013 the panel conducted a site visit at the premises of the programme on the campus of the Faculty of Law of the University of Amsterdam. The site visit was conducted in accordance with the schedule drawn up beforehand (please refer to Annex 1: Schedule of site visit). Although the programme management communicated the open office hours, no one presented themselves.

Immediately after the site visit the members of the panel shared their considerations for each of the standards of the NVAO Assessment Framework and of the NVAO Framework for the Assessment of Internationalization. These considerations were based on the findings during the site visit, building upon the evaluation of the documents submitted by the institution. The chair of the panel presented a broad outline of the findings to the representatives of the programme.

A draft version of this report was finalised by the secretary having taken into account the information presented as well as the findings and considerations of the panel. The draft report was then sent to the members of the panel. The panel members corrected and amended the draft report. Finally, the secretary drew up the final report. This report was sent to the programme management to correct for errors. After having corrected the errors, the report was sent to the programme management to accompany their request for re-accreditation.

3. Overview of the programme

3.1 Basic information about the programme

Administrative information about the programme:

Name programme as in CROHO: M International Criminal Law
 Orientation and level of the programme: LL.M. (academic master's programme)
 Number of credits: 60 EC
 Specializations: Not applicable
 Location: New York and Amsterdam
 Mode of study: full time
 Registration in CROHO: 66456

Administrative information about the institution:
 Name of institution: University of Amsterdam
 Status of institution: funded
 Result institution's quality assurance accreditation: pending

Although the programme is partly organized by the Columbia Law School in the United States and partly by the Amsterdam Law School in the Netherlands, the programme is not a joint degree programme. The graduates are, only, awarded a degree by the University of Amsterdam. They do not receive a joint degree.

Quantitative data about the programme

Percentage of students who have completed the programme in two years			
Cohort	2008	2009	2010
Percentage of students	90 %	94 %	100 %

Percentage of lecturers with the following qualifications			
Qualification	Master's degree	PhD	BKO
Percentage of lecturers	100 %	100 %	54 %

The students-to-teacher ratio at the Columbia Law School is 33 to 1 in all. The figure is, however, 22 to 1, if the Introduction to American Law course is excluded. This course is compulsory for all foreign students in Columbia Law School. The students-to-teacher ratio at the Amsterdam Law School is 12 to 1.

The number of contact hours in the programme is 9 hours per week in the first semester and 12.6 hours per week in the second semester, excluding the supervision of internships and of the final LL.M. thesis.

- Have gained solid knowledge about the field of substantive and procedural international criminal law, its origins and meaning.
 - Be able to understand the essential differences and commonalities between civil law and common law legal systems, in particular in respect of criminal law.
 - Be able to position international criminal law in relation to other fields of law.
 - Understand how common law and civil law traditions and doctrines have influenced international criminal law.
 - Have a working knowledge of legal research and legal writing methods necessary for working with common (US) law and civil law legal materials.
 - Be able to use comparative law methods to analyze the criminal law in both domestic and international contexts.
 - Have the skills and the knowledge to understand, interpret, criticize and judge new developments in the field of substantive and procedural international criminal law.
 - Be familiar with the research tools of international criminal law as a scholarly field.
 - Understand how public international law serves as a distributive mechanism in respect of criminal jurisdictional claims of sovereign states.
 - Have a solid knowledge and understanding of the contextual elements of international crimes, concepts of criminal responsibility and defenses in international criminal law.
 - Understand how international criminal procedure emerges but also differs from domestic procedural systems.
 - Understand why international co-operation in criminal matters works out differently in vertical relations (between international criminal tribunals and states) and in horizontal (inter-state) relations.
 - Have the capacity to participate in high level, academic discussions on international criminal law and will be able to instruct a lay audience on the principles and aims of international criminal law.
- The students who have completed the Master International Criminal Law programme, are to have mastered the following learning outcomes.

3.3 Intended learning outcomes

The University of Amsterdam was founded in 1632. It is one of the largest comprehensive universities in Europe, having 35,000 students, over 5,000 staff members and a budget of 600 million euros (figures of 2011/2012).

The University comprises the Faculties of Economics and Business, Humanities, Law, Medicine, Science, Social and Behavioural Sciences and Dentistry. Each faculty is headed by a dean. Teaching and research take place in separate institutes. The University of Amsterdam is one of the leading research universities in Europe with about 400 doctorates in 2011.

3.2 Main facts about the institution

3.4 Outline of the curriculum

In the table below the courses in each of the two semesters the curriculum is made up of, have been indicated.

Courses	
Introduction in American Law (for students of the Amsterdam Law School)	5.0 EC
International Law or The United States and the International Legal System (for students of Columbia Law School)	7.5 EC
Colloquium on International Criminal Law	5.0 EC
Electives	20.0 EC or 17.5 EC
First semester, total number of credits	30.0 EC
International Criminal Law	5.0 EC
International Criminal Tribunals: Substantive Aspects	5.0 EC
International Criminal Tribunals: Procedural Aspects	5.0 EC
Electives	5.0 EC
Thesis	10.0 EC
Second semester, total number of credits	30.0 EC

In the first semester the students may choose from a wide array of elective courses, ranging from Advanced Criminal Law: Death Penalty to Jurisprudence of War and to Transitional Justice. In the second semester the students may, also, choose their electives from a list of courses, comprising, among other, International Human Rights Law, Law and Practice of the United Nations and International Refugee Law.

4. Overview of the assessments

4.1 NVAO Assessment Framework

Standard	Standard 1. Intended learning outcomes	Satisfactory
	Standard 2: Teaching-learning environment	Satisfactory
	Standard 3: Assessment and achieved learning outcomes	Satisfactory
Assessment		

4.2 Framework for the Assessment of Internationalization

Standard	Standard 1: Vision on internationalization	Unsatisfactory
	Standard 2: Learning outcomes	Satisfactory
	Standard 3: Teaching and learning	Unsatisfactory
	Standard 4: Staff	Unsatisfactory
	Standard 5: Students	Satisfactory
Assessment		

5. Findings, considerations and assessments per standard

5.1 Standard 1: Intended learning outcomes

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

Findings

The International Criminal Law programme is organized by two reputable educational institutions, being the Columbia Law School of Columbia University in New York and the Amsterdam Law School of the University of Amsterdam.

The main objective of the programme is to teach the students the concepts and notions of substantive and procedural international criminal law. As international criminal law has been informed by both the common law tradition and the civil law tradition, the students are made familiar with each of these. They are taught how and to what extent these two traditions have influenced and are influencing international criminal law. The students, also, presented new cases which may not have arisen before and which may require a new but informed approach.

Starting from the background of their own tradition in either the common law or the civil law, the students are to comprehend and to address international criminal law cases and jurisdiction, taking the other tradition into account in order to arrive at valid answers.

The programme management has drafted the intended learning outcomes, which have been enumerated in paragraph 3.3 of this report. The learning outcomes mainly refer to knowledge. Of the total number of learning outcomes the majority is related to the knowledge, understanding and analytical qualities of the graduates. The research capabilities are addressed in one learning outcome, whereas two of these refer to the academic skills the graduates should have obtained.

The learning outcomes meet the requirements of the frame of reference for the law domain which has been adopted by the Netherlands Law Schools (in Dutch: Disciplineoverlegorgan Rechtsgeleerdheid). This implies the graduates are qualified to apply to the Dutch bar, if they have completed the programme and if they have completed a bachelor programme in law in the Netherlands. This, also, is a prerequisite for the graduates to work in the International Criminal Court or in one of the international criminal tribunals. In the view of the programme management, the learning outcomes comply with the international standards regarding the subject area of international criminal law. The programme management has compared the learning outcomes to the Dublin descriptors in order to verify their meeting the master's level.

Considerations

The two institutions which take part in the programme, are regarded by the panel to be reputable institutions, capable of managing a programme like the International Criminal Law programme.

The panel regards the main objectives of the programme to be sound. The graduates are to acquire the concepts and notions of international criminal law. They, also, are to be acquainted with the common law and the civil law traditions, the international criminal law having been informed by these two legal systems. The strengths of the Columbia Law School and the Amsterdam Law School could be combined more effectively, thus enabling the programme management to set more ambitious objectives. Given the strengths of the two law faculties, the potential for this programme is very high. Unfortunately, that potential has not been fully realized. In the opinion of the panel, the integration of the two parts of the programme could have opened up opportunities to achieve a higher level.

The panel considers the intended learning outcomes to be satisfactory, covering the various aspects of the domain of international criminal law and meeting the requirements of this domain. Knowledge and understanding, research capabilities and academic skills are all accounted for. The panel would, however, appreciate more weight for the research capabilities and the academic skills, as only three of the thirteen learning outcomes refer to these.

In the opinion of the panel, the intended learning outcomes meet the international requirements for the international criminal law domain. In the design phase of this programme the programme management has not found comparable programmes in the Netherlands or abroad, this programme addressing international criminal law on the basis of the common law and civil law traditions. The panel, however, encourages the programme management to make a comparison with other programmes.

Having studied the intended learning outcomes, the panel considers these to meet the master's level. From the table the programme management has drafted, may be derived that all the Dublin descriptors are covered by the learning outcomes of the programme. The panel would, however, have appreciated a more detailed explanation of the relations between the learning outcomes and the Dublin descriptors.

Assessment of this standard

These considerations have led the assessment panel to assess the standard 1 *Intended learning outcomes* to be satisfactory.

5.2 Standard 2: Teaching-learning environment

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

Findings

The number of students who enrolled in the programme was 10 (in 2008), 17 (in 2009), 21 (in 2010), 13 (in 2011) and 12 (in 2012). Previously, a maximum of twelve students from Amsterdam entered the programme as well as a maximum of twelve students from New York. This academic year the maximum was limited to eight students from either side, due to the small number of Columbia Law School students expressing an interest in pursuing the programme and in light of the goal of ensuring a balance in the numbers from each of the schools.

The students enrolling either in the United States or in the Netherlands have to go through an intake procedure, meant to check whether they meet the entry requirements. The applicants have to send in their application file, containing a letter of motivation, a resume and two letters of reference. The basic selection criteria are an LL.B. grade with a grade point average of at least 7.5 and a TOEFL score of at least 110. The selection committee will review the applications and will select these, using criteria like motivation, average grades and previous experience or performance. This selection will be reviewed by the director of the Graduate School of the Amsterdam Law School. After discussion, this selection will be sent to the Columbia Law School. Upon approval by the Columbia Law School, the students are admitted. Normally, the number of students applying from the United States does not reach the maximum number. No selection has been necessary for those students, so far. The number in Amsterdam tends to be 35 to 40 applicants per year, from which eight will be selected.

The curriculum has been outlined in paragraph 3.4 of this report. The students spend their first semester in New York at Columbia Law School. To a large extent, the curriculum in the United States is comprised of electives. These electives account for 17.5 to 20 EC out of a total of 30 EC in the first semester. Two courses in the first semester are compulsory. The first course of the semester is a compulsory course Introduction to American Law, introducing the non-U.S. students into the common law system. The Colloquium on International Criminal Law is a compulsory course as well, addressing international criminal law topics, to be lectured by a number of experts in the field. The list of electives the students may choose from is approved by the academic director of the Columbia Law School and the director of the Graduate School of Law of the Amsterdam Law School. The electives offered satisfy the criterion of being substantively related to the learning outcomes of the programme. The students, whom the panel has interviewed, have confirmed the coherence of the electives they had chosen.

In the second semester, the students attend their classes in Amsterdam. The students from the United States are offered a short introduction into civil law. In the second semester most of the courses are compulsory. The students are only allowed one elective of 5 EC. The compulsory courses address the substantive and procedural aspects of international criminal law. As part of these courses, the students visit the International Criminal Court, the International Tribunal for the former Yugoslavia and the Special Tribunal for Lebanon to become acquainted with more practical aspects. As an optional part of the curriculum, the students may take an internship, enabling them to experience the legal practice at either a law firm or at one of the international criminal tribunals. Also, the students are offered a workshop on bridging intercultural differences. This workshop is new to the programme and has been offered for the first time in January 2013. The goals of the workshop are to make the students aware of the role of intercultural differences, to enable them to detect intercultural differences and commonalities and to assist them in handling these differences.

The students, with whom the panel has met, have described the two semesters as follows. The first semester, mainly, covers the theoretical, philosophical and comparative topics of international criminal law. The second semester, predominantly, deals with the procedural aspects of the field, applying these concepts and notions in practice. These students regarded these two parts as fruitful and considered the curriculum as a whole to be coherent.

The lecturers of the programme of the Amsterdam Law School are, predominantly, Dutch, whereas the lecturers of the Columbia Law School, mostly, are from the United States. One out of six core lecturers in Amsterdam is non-Dutch, whereas one of six core lecturers in New York is from outside of the United States. All of the lecturers at Amsterdam Law School have a PhD. The lecturers in New York as well as in Amsterdam are all experts in either international law, criminal law or at the intersection of these two disciplines, being the field of international criminal law. They all have published widely. As the lecturers either come from the common law tradition or the civil law tradition, both legal systems are presented in the classes. The lecturers in New York represent a mixture of academics and practitioners. The Amsterdam Law School has a strong research tradition in international criminal law. The lecturers introduce their research into the teaching. Over 50% of the lecturers in Amsterdam have obtained a certificate on their teaching skills (in Dutch: BasisKwalificatie Onderwijs, BKO). The Columbia Law School does not have a procedure like the one in the Netherlands. The lecturers and supporting staff in Amsterdam are to have a good command of the English language. They are offered remedial courses in English, if necessary.

The educational approach of the programme builds on the Socratic approach, being a concept intended to elicit the active participation of the students in the classroom and to foster discussions and the exchange of ideas and opinions between the students. This educational approach is meant to train the students in the common law and civil law systems, the interaction of which lies at the basis of international criminal law. The learning methods are, among others, seminars for a small group of students, lectures for larger groups and individual supervision during the master's thesis. In the first semester, only the Colloquium on International Criminal Law is especially designed for this programme. In the other courses the students will meet students from other programmes. In the second semester the students may apply the knowledge they have acquired by taking on the role of defense counsel, prosecutor or judge in a classroom setting. The students, also, engage in the study of more practical aspects, as they visit a number of international courts and tribunals. No moot courts or mock trials are offered to the students, although the programme wants to introduce these.

During their internships and their writing of the thesis, the students are entitled to supervision. The students are provided guidance on practical matters such as visa and housing in New York and Amsterdam. During the first semester the Columbia Law School deploys extra-curricular activities to enhance the student group cohesion. In Amsterdam the students are introduced to the programme and are guided in the programme by their contact person in the International Office. Student counselors and the academic coordinator of the programme may inform them about academic matters. The students are invited to attend conferences or symposia. The classrooms in New York are well-equipped and the libraries have a very extensive number of publications. The material facilities at Amsterdam Law School are up to standard.

The programme management of the Columbia Law School and the Amsterdam Law School meet two times per year to discuss the programme and to consider adjustments to the curriculum which may be required. The lecturers in Amsterdam, periodically, discuss the overlap and discrepancies between their courses.

The Amsterdam Law School as well as the Columbia Law School has a quality assurance system in place in which the courses and the lecturers are periodically evaluated. Unfavourable outcomes of these evaluations are acted upon, in New York as well as in Amsterdam. The programme as a whole is evaluated annually in a meeting with the students and in a written survey. The Graduate School of the Amsterdam Law School has a curriculum committee in which lecturers and students are represented. This committee advises the director of the Graduate School on quality issues regarding the programme. The students in the International Criminal Law programme are represented in this committee in the second semester and not in the first semester, as they are not in the Netherlands. Both the Columbia Law School and the Amsterdam Law School have a complaints procedure in place. Both schools are reviewed, externally, by the American Bar Association (ABA) yearly, on the basis of questionnaires. Every seven years this organization for the quality assurance of law programmes conducts a site visit to both schools. The ABA-organization has assessed the quality of both schools to be up to standard. Columbia Law School is an ABA-approved institution.

Considerations

The panel considers the entry requirements for the programme valid and quite strict. These requirements include a relatively high grade point average of 7.5 as well as a strong motivation to enter the programme. The panel is convinced the students meet the entry requirements. Also, the panel has been able to verify that the students have a good command of the English language, from the meetings with the programme management as well as from the meeting with the students. On average, no more than 20 % to 25 % of the students applying in Amsterdam are admitted. As the number of students applying in the United States never reached the maximum figure, no selection has ever been applied in New York.

The panel considers the contents and the level of the courses to be appropriate for the programme and to meet the intended learning outcomes. The overlap which some of the courses may have, is of a remedial nature and is, generally, beneficial to the understanding of the students. As the students may take a fairly substantial number of electives, it is imperative that the intended learning outcomes may be achieved for each of the individual study paths. The panel shared specific examples of how this might be achieved with the programme management during the initial appraisal at the end of the site visit. One of the panel's suggestions has been to draft an individual study plan for any one of the students, in which all the learning outcomes are accounted for. The panel has reviewed the literature which has been prescribed by the each of the courses. This literature, which is composed of books, articles and readers, is considered by the panel to be appropriate and to meet the requirements of the programme.

As the curriculum seems to be made up of two separate semesters with each their own contents and educational approach, the panel advises the programme management to take steps to integrate these semesters more strongly, contributing to a more effective build-up of the curriculum.

In the opinion of the panel, the qualities of the lecturers in the programme are up to standard, with regard to their expertise, their research capabilities and their teaching qualities. Although the Columbia Law School does not require any formal teaching qualification from its staff, like the Dutch BKO, the panel assesses these qualifications to be satisfactory, on the basis of the student evaluation results. The panel encourages the programme management to persist in increasing the number of the Amsterdam lecturers having a BKO certificate.

The panel regards the Socratic educational approach and the teaching methods to be consistent with and beneficial to the learning processes in this programme. Stimulating the exchange of ideas and opinions on the part of the students, may foster the learning processes, notably with regard to the comparison of the common law and civil law systems.

The panel regards the study guidance and the services offered to the students to be adequate. The material facilities are up to standard as well.

The panel considers the quality assurance system and the complaint procedures in New York and Amsterdam to be appropriate. The external quality assessment by the American Bar Association contributes to the quality assurance of the programme.

Assessment of this standard
These considerations have led the assessment panel to assess the standard 2 *Teaching-learning environment* to be satisfactory.

5.3 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.

Findings

The programme management makes use of a variety of examinations to conclude the courses and the final thesis. These include participation in class, take-home examinations, papers, written examinations and written assignments or a combination of these. The contents of these tests correspond to the learning objectives which have been defined for each of the courses. For the courses in Amsterdam the programme management has drawn up matrices in which the relations between the intended learning outcomes of the programme and the contents of the examinations have been made explicit. In the examinations not only the knowledge of the students is tested but also their understanding and their abilities to arrive at a judgment. Students are presented case-related questions and are asked to give their comments regarding the case.

On the one hand, the programme management does not yet have a fully elaborated assessment policy in place but, on the other hand, uses a series of procedures to ensure the validity and reliability of the assessments. For instance, in Amsterdam a second lecturer may review the examinations which have been drafted by another lecturer. The lecturers of the Columbia Law School, mainly, draft and assess the tests themselves.

The students write their master's thesis in the second semester. In the vast majority of the cases, the thesis supervision is in the hands of a Dutch supervisor, being either professor Sluiter or professor Van der Wil. The theses, which are written in Amsterdam, are assessed not only by the supervisor but also by a second reader, not having been involved in the thesis writing process. In case a student would go to New York to write his or her thesis at the Columbia Law School, the examination board will appoint a second reader from the Amsterdam Law School. This enables the examination board to take the responsibility for the quality of the thesis and to synchronize the assessment and grading of the theses. The assessment of the master's thesis will be based upon a list of criteria. The examiners are to assess these criteria in order to arrive at an assessment and a grade for the thesis as a whole. Assessment criteria include aspects of the research question, the analysis, the argumentation, the structure of the thesis and the independence of the student in drafting the thesis.

The programme management has adopted a plagiarism policy and checks each of the theses for plagiarism. At the Columbia Law School the students have to sign an academic integrity statement for each examination.

The examination board of the programme is in a position to monitor the procedures and quality of the tests and assessments in Amsterdam but has no authority over the tests and assessments of Columbia Law School. The examination board reviews all of the theses in a systematic way, comparing the contents of the theses to the intended learning outcomes. The examinations of the courses in Amsterdam are reviewed by a committee acting on behalf of the examination board.

The students may take an internship, thereby increasing their job opportunities, as they may present themselves to a prospective employer. In Amsterdam career services are provided for the labour market orientation of the graduates and for their career planning. The career services in New York are not open to the students, as they do not pay the Columbia University tuition fee. Although the programme management has no alumni network, the intention is to establish one in the future.

The students are mainly but not exclusively prepared to obtain a position at the International Criminal Court or at one of the international criminal tribunals in The Hague. As some of these tribunals are in the process of completing their mandate, they may in future need fewer experts in this field. The programme management is convinced the graduates may have other careers as well. The graduates have the capabilities to obtain positions in courts dealing with transnational criminal law, such as corruption and extradition or, more broadly, positions in national courts in the United States and other countries.

The programme management has presented letters of a law firm and of a judge of the International Criminal Tribunal of the former Yugoslavia. Both letters testify to the capabilities of the graduates.

Considerations

The panel considers the methods of examination to be adequate and to reflect the contents and the learning objectives of the courses. The panel has studied the assessment matrices for the courses in the second semester, but has not been able to verify in every instance all the learning outcomes to be met (please refer to standard 2 for the same observation).

In the view of the panel, the programme management ought to draft an assessment policy from which procedures may be deduced. The procedures would, preferably, be applicable to both the first and the second semester. At the moment, some procedures are in place but improvements are required to strengthen the procedures. Moreover, the examination board should monitor these procedures more intensely. The procedures regarding the supervision and assessing of the master's theses are, in the opinion of the panel, appropriate, whether the thesis has been written in Amsterdam or in New York.

The knowledge and the skills the graduates of the programme have acquired are, in the opinion of the panel, definitely up to standard. The panel makes this observation, having reviewed a number of examinations and having spoken to some of the graduates. The panel members have studied a number of theses and have discussed their level and quality. The panel rates the theses as being of excellent quality and of a very high level, thus meeting and in a number of respects surpassing the level to be expected. The letters of representatives of the professional practice have confirmed the panel's judgment.

Assessment of this standard

The considerations have led the assessment panel to assess standard 3 *Assessment and achieved learning outcomes* to be satisfactory.

6. Findings, considerations and assessments of the distinctive quality feature internationalization

6.1 Standard 1: Vision on internationalization

Shared vision. The programme has a vision on internationalization. This vision is supported by stakeholders within and outside the programme (criterion 1a).

Findings

The Strategic Plan for the period from 2011 to 2014 of the University of Amsterdam includes a number of objectives regarding internationalization. Among these are the intentions of the University to prepare the students for the international labour market, to attract talented students from abroad and to reinforce the international dimension of the curricula, the personnel policy and the support facilities. The management of the International Criminal Law programme supports this strategy and intends to comply with it, strengthening the internationalization policy which has been pursued in the past.

Of course, the subject matter of the International Criminal Law programme is international by the nature of the domain. The vision on internationalization of the programme management, however, rests on the notion that international law has been informed by two main legal traditions, being the common law and the civil law tradition. As these two traditions have evolved in different countries, international criminal law is inherently international. The students coming from either one of these two traditions are to be aware of their own tradition and are to acquaint themselves with the other tradition in order to be able to approach and assess the international criminal law subject matter.

Considerations

The panel considers the vision of the programme management on internationalization to be appropriate. The vision rests on the management's notion of international criminal law being informed by the common law tradition and the civil law tradition.

The panel, however, has not been able to detect a common vision among the stakeholders. In the meetings with the panel, this vision was not recognized or shared by the lecturers, students and alumni. The staff members and the students were aware of the common law and civil law systems, but did not identify this as being the internationalization vision. Stakeholders like representatives of the professional field have not expressed their views of this vision.

Therefore, the panel considers the vision as such to be appropriate but considers the support for the vision by the stakeholders to be unsatisfactory.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 1a *Shared vision* to be unsatisfactory.

Assessment of the criterion
These considerations have led the assessment panel to assess the criterion 2b *Student assessment* to be satisfactory.

Graduate achievement. The programme can demonstrate that the intended international and intercultural learning outcomes are achieved by its graduates (criterion 2c).

Findings
As has been indicated in paragraph 5.3 of this report, the graduates meet and in some respects surpass the intended learning outcomes, including the learning outcomes regarding internationalization. The qualities of the graduates are appreciated by the representatives of the professional field, representing law firms and international criminal tribunals. The programme management has listed the positions graduates now have. The list confirms a number of graduates having obtained positions in the field of international criminal law.

Considerations
The panel considers the examinations and assessments of the courses and the master's thesis to, appropriately, assess the internationalization learning outcomes. As has become evident from the examinations and theses the panel has reviewed, the graduates have attained the learning outcomes of the programme, including those referring to internationalization. In the opinion of the panel, the graduates have the qualities to obtain positions in the international criminal law field.

Assessment of the criterion
These considerations have led the assessment panel to assess the criterion 1c *Graduate achievement* to be satisfactory.

Assessment of the standard
As all three criteria of this standard have been assessed satisfactory, the panel assesses standard 2 *Learning outcomes* to be satisfactory.

6.3 Standard 3: Teaching and learning

Curriculum. The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes (criterion 3a).

Findings
The curriculum has been divided into two parts, being the first semester at Columbia Law School and the second semester at the Amsterdam Law School. As has been indicated in paragraph 5.2 of this report, these semesters are to a large extent separated from each other.

The courses of the New York Columbia Law School have rather important differences from those of the Amsterdam Law School. The courses of the second semester tend not to build on those of the first semester.

Considerations

In the view of the panel, the contents of first semester and of the second semester stand apart from each other and, therefore, do not constitute a curriculum, as coherently structured as it could be. For the panel, this curriculum could be more effective, if the two semesters would have been more integrated. The structure of the curriculum does not enable the students to reach their internationalization learning outcomes.

Assessment of the criterion

These considerations have led the assessment panel to assess the criterion 3a *Curriculum* to be unsatisfactory.

Teaching methods. The teaching methods enable the achievement of the intended international and intercultural learning outcomes (criterion 3b).

Findings

The educational approach of the programme is the Socratic approach. This concept leads to teaching methods, meant to promote the exchange of ideas and opinions between the students about the commonalities and differences between common law and civil law traditions and the interaction of these in the field of international criminal law.

Considerations

The panel regards the Socratic approach and the teaching methods of discussions and the exchange of ideas as effective learning methods to achieve the international learning outcomes. This educational approach is applied in the first and second semester. Therefore, the students may benefit from the teaching methods, sustained over the entire curriculum, to reach their internationalization learning outcomes.

Assessment of the criterion

These considerations lead the assessment panel to assess the criterion 3b *Teaching methods* to be satisfactory.

Learning environment. The learning environment is suitable for achieving the intended international and intercultural learning outcomes (criterion 3c).

Findings

The learning environments of the Columbia Law School as well as of the Amsterdam Law School include the facilities for the students to become acquainted with international and intercultural aspects. The study guidance, the extra-curricular activities and the material facilities like the libraries contribute to this goal. These all permit students to enhance their knowledge, understanding and skills on internationalization.

Considerations

The panel considers the learning environment, meaning the study guidance, the extra-curricular activities and the material facilities to be appropriate for attaining the internationalization learning outcomes.

Considerations
The panel considers the qualities of the staff to meet the requirements concerning internationalization and intercultural aspects. The lecturers have ample experience in international research and in teaching international student groups. The Dutch lecturers and support staff have a good command of the English language.

Findings
The lecturers, both in New York and in Amsterdam, are engaged in international research. They are experts either in criminal law, international law or international criminal law and, from that perspective, have an international orientation. The lecturers are experienced in teaching to an international student population. The lecturers and the members of the supporting staff in Amsterdam are required to command the English language in order to be able to communicate with students from various countries.

International experience and competence. Staff members have sufficient international experience, intercultural competences and language skills (criterion 4b).

Assessment of the criterion
These considerations have led the assessment panel to assess the criterion 4a *Staff composition* to be unsatisfactory.

Considerations
The panel feels the staff composition is too narrowly confined to lecturers from the United States and from the Netherlands. The panel would have expected more diversity in nationalities among the lecturers. Coming from the Netherlands and the United States, the staff is not in a position to cover the perspectives from other countries or parts of the world like, for example, from Asia or from the Middle East, although some of the lecturers have lectured in other parts of the world. Therefore, the panel considers the staff not to be genuinely international.

Findings
The lecturers at the Amsterdam Law School, predominantly, have the Dutch nationality. At the Columbia Law School, the majority of the lecturers are from the United States. Only some of the lecturers are from other countries. One out of six core lecturers in Amsterdam is non-Dutch, having a Swiss nationality, whereas one of six core lecturers in New York is from outside of the United States, coming from Belgium.

Staff composition. The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes (criterion 4a).

6.4 Standard 4: Staff

Assessment of the criterion
These considerations lead the assessment panel to assess the criterion 3c *Learning environment* to be satisfactory.

Assessment of the standard
As one out of three criteria, being 3a has been assessed to be unsatisfactory, the panel assesses the standard 3 *Teaching and learning* to be unsatisfactory.

Findings
The group composition over the period from 2008 up to 2012 has been about 1/3 students with a Dutch nationality, 1/3 students from the United States and 1/3 students from other countries, mostly but not exclusively from the United Kingdom and Germany. These students come from countries with a common law system and countries with a civil law system. In this respects, the exchange of ideas between the students with regard to the common law and civil law systems is fostered by the composition of the group of students. The students whom the panel has interviewed, were positive about the group composition, the group comprising different nationalities as well as different cultural backgrounds.

Student group composition. The composition of the student group (diversity of national and cultural backgrounds) is in line with the programme's vision on internationalization (criterion 5a).

6.5 Standard 5: Students

Assessment of the standard
As two out of three criteria, being 4a and 4c have been assessed to be unsatisfactory, the panel assesses the standard 4 Staff to be unsatisfactory.
Assessment of the criterion
These considerations have led the assessment panel to assess the criterion 4c Services provided to staff to be unsatisfactory.

Considerations
The panel considers the training and the facilities of both law schools up to standard. The panel feels the lecturers ought to be offered the opportunity to exchange ideas on teaching and have the opportunity to teach in the other semester. In the view of the panel, the international aspects of the lecturers as a group are not actively promoted. The lecturers should be able to learn from each other, thereby broadening their international horizon and enhancing the international focus of the programme.
Findings
The programme management provides training to the staff members, for instance in bringing their command of English up to standard. The lecturers in New York as well as in Amsterdam have the facilities to do research and to use the facilities both law schools offer. There is, however, no staff exchange between the Columbia Law School and the Amsterdam Law School, enabling them to teach in the other semester.

Services provided to staff. The services provided to the staff (e.g. training, facilities, staff exchanges) are in line with the staff composition and facilitate international experiences, intercultural competences and language skills (criterion 4c).

Assessment of the criterion
These considerations have led the assessment panel to assess the criterion 4b International experience and competence to be satisfactory.

Considerations
The panel considers the student group composition in terms of nationalities and cultural backgrounds diverse. The student group composition corresponds to the programme management's vision on internationalization.

Assessment of the criterion
These considerations lead the assessment panel to assess the criterion 1b *Verifiable objectives* to be satisfactory.

International experience. The international experience gained by the students is adequate and in line with the programme's internationalization vision (criterion 5b).

Findings
In the curriculum, the students obtain knowledge, understanding and skills about international criminal law and about the influences of common law and civil law systems. In discussions with their professors and with their fellow students they experience the international dimension of the subject matter as well as of the environment in which they are learning. Taking courses in two countries adds to their international experience.

Considerations
The panel is convinced the students gain international experience, through the subject matter taught in the courses, through their spending two semesters in different countries en through discussions with their professors and with their fellow students.

Assessment of the criterion
These considerations lead the assessment panel to assess the criterion 1b *Verifiable objectives* to be satisfactory.

Services provided to students. The services provided to the students (e.g. information provision, counseling, guidance, accommodation, Diploma Supplement) are adequate and in line with the composition of the student group (criterion 5c).

Findings
In New York the students are offered assistance by the Columbia Office of International Programmes and by the Columbia Law School. This includes assistance with housing, student organizations, facilities for disability needs and student-directed, extra-curricular programmes and events.

The University of Amsterdam has signed the Code of Conduct International Students in Higher Education. The programme management, being bound by this Code of Conduct, is to ensure timely information to the foreign students on the contents of the programme and on administrative regulations, including selection and admission procedures, is to provide study guidance and counseling services and is to take care of a Diploma Supplement. As has been indicated in paragraph 5.2 of this report, the programme, in fact, provides these services, including the Diploma Supplement. The programme management, also, assists the students in obtaining housing.

Considerations
The panel has verified the programme management provides adequate information, guidance, counseling and housing services as well as diploma supplements to the students.

Assessment of the criterion
These considerations lead the assessment panel to assess the criterion 5c Services provided to students to be satisfactory.

Assessment of the standard
As all three criteria of this standard have been assessed satisfactory, the panel assesses standard 5 Students to be satisfactory.

Annex 1: Schedule of site visit

Amsterdam, 25 January 2013

08:30 h. – 09:30 h.	Arrival and deliberations of panel (closed session)
09:30 h. – 10:00 h.	Dean, director and programme director prof. E. du Perron (dean Law Faculty), prof. M. Zieck (vice dean education, director Graduate School of Law), prof. H. van der Wilt (programme director), dr. A. van Verseveld (co-ordinator), prof. L. Damrosch (programme director of Columbia Law School), A. Kolker (assistant dean and executive director for International and Comparative Law programmes, Columbia Law School)
10:00 h. – 11:15 h.	Programme management and core team prof. E. du Perron (dean Law Faculty), prof. M. Zieck (vice dean education, director Graduate School of Law), prof. H. van der Wilt (programme director), dr. A. van Verseveld (co-ordinator), prof. L. Damrosch (programme director of Columbia Law School), A. Kolker (assistant dean and executive director for International and Comparative Law programmes, Columbia Law School), ms J. Vogel (International Office)
11:30 h. – 12:15 h.	Curriculum committee and board of examinations dr. R. van Albeek (chair curriculum committee international LL.M. programmes), dr. A. van Verseveld (member curriculum committee international LL.M. programmes), ms. A. van Zeeland (student representative curriculum committee international LL.M. programmes), prof. K. Cappelon (chair board of examinations), dr. D. Abels (member board of examinations)
12:15 h. – 13:30 h.	Lunch, deliberations and documents review (closed session), during which 12.15 h. – 12.45 h. open office hours
13:30 h. – 14:15 h.	Faculty prof. H. van der Wilt, prof. G. Sluiter, prof. G. Mettraux, dr. F. de Vlamming, prof. L. Damrosch
14:15 h. – 15:00 h.	Students and alumni N. Todd (student), C. Watts (student), B. Stanford (student), J. van Ballegoijen de Jong (student), B. Huiskes (alumna), J. van der Vlugt (alumnus), E. Koster (alumna), N. Bussolati (alumnus)
15:00 h. – 17:15 h.	Deliberations and documents review (closed session)
17:15 h. – 17:45 h.	Presentation of main findings by the panel's chair to the programme management prof. E. du Perron (dean Law Faculty), prof. M. Zieck (vice dean education, director Graduate School of Law), prof. H. van der Wilt (programme director), dr. A. van Verseveld (co-ordinator), prof. L. Damrosch (programme director of Columbia Law School), A. Kolker (assistant dean and executive director for International and Comparative Law programmes, Columbia Law School)

Annex 2: Documents reviewed

The assessment panel has studied the following documents, presented prior to the site visit:

- Information dossier of the LL.M. programma in International Criminal Law
- Course descriptions
- Prescribed literature
- Education and examinations regulations (OER)
- Overview of internships
- Overview of LL.M. theses
- Samples of course assessment matrices
- Samples of diploma supplements
- Resumes and key publications of faculty
- Nationality and international experience core faculty
- List of international projects and projects regarding internationalisation (past three years)
- Overview of contacts with practice
- Data regarding number of students and duration of study
- Nationality of the students
- Overview current positions of graduates of the programme
- Evaluation Master International Criminal Law (Joint Programme), 2012
- Summary and analysis of recent course and programme evaluations
- Letter of Judge Orle (ICTY)
- Letter of mr Koppe and mr Pestman, attorneys at Böhler advocates, Amsterdam

On the day of the site visit, the programme management presented the following documents:

- Literature
- Readers
- Outline of colloquium (part of curriculum in New York)
- Evaluations
- Examinations and assessments
- Supplement to overview of current positions of graduates of the programme
- Letter of J.T.E. Vis, alumnus of the programme

Annex 3: Theses reviewed

The theses of the following students have been selected for review by the panel

- 0454583
- 5602009
- 6209793
- 10046240
- 10048987
- 10116478
- 10132686
- 10132910
- 10132996
- 10133062
- 5813247
- 10050515
- 10256946
- 10257721
- 10284842

Annex 4: Composition of the assessment panel

The assessment panel had the following composition:

- prof. M. Wladimiroff LL.M., panel chair, senior partner of Wladimiroff Advocaten nv;
- prof. F. Pocar LL.M., panel member, judge of the International Criminal Tribunal for the former Yugoslavia;
- dr. D. Mundis LL.M., panel member, deputy registrar at the Special Tribunal for Lebanon;
- prof. dr. J. van Tartwijk, panel member, professor of Education, Utrecht University;
- G. De Fraeye LL.M., student member, graduated from Ghent University in the summer of 2012.

prof. M. Wladimiroff LL.M., panel chair

Mr Wladimiroff read law at Leiden University and was called to the Bar in 1972. He, currently, is a senior partner of Wladimiroff Advocaten nv and professor emeritus of Economic Criminal Law at Utrecht University. As a specialist in matters of corporate criminal law, with a focus on criminal responsibility of management, he was involved in most high profile cases in the Netherlands of the past decades. Besides his expertise in fraud cases, Mr Wladimiroff has an excellent reputation as a lawyer in international humanitarian law cases.

prof. F. Pocar LL.M., panel member

Mr Pocar is professor of International Law at the Law Faculty of the University of Milan and is, since 2000, judge of the International Criminal Tribunal for the former Yugoslavia in The Hague, now sitting as Appeals Judge. From November 2005 to November 2008 he served as president of the Tribunal and of the Appeals Chamber of this tribunal and the International Criminal Tribunal for Rwanda. He has a long standing experience in United Nations activities, in particular in the field of human rights and humanitarian law. Mr Pocar is the author of numerous publications in international law.

dr. D. Mundis LL.M., panel member

Mr Mundis is, currently, the deputy registrar at the Special Tribunal for Lebanon in The Hague. From 2009 until mid-January 2013, he was the chief of prosecutions at the Special Tribunal for Lebanon. From 1998 through 2009, he held a number of positions at the International Criminal Tribunal for the former Yugoslavia, the last position he held being the Senior Prosecuting Trial Attorney. Previously, he worked in the United States, holding the position of an attorney at the U.S. Navy Judge Advocate General's Corps. Mr Mundis has published a substantial number of books and articles on subjects of international criminal law.

prof. dr. J. van Tartwijk, panel member

Mr Van Tartwijk is professor of Education at the Department of Education/Centre for Teaching and Learning of the Faculty of Social and Behavioural Sciences of the Utrecht University. His research interests include teacher-student communication in secondary and higher education, teacher education and teacher professional development and the use of portfolios for learning and assessment. Previously, he was an associate professor at Leiden University. Mr Van Tartwijk has published widely about subjects related to his research interests.

G. De Fraeye LL.M., student member

Ms De Fraeye is, currently, a lawyer at the law firm Publius in Antwerp. In the summer of 2012, she completed the Master in Law programme, specialization National and International Public Law and Environmental law, from the Ghent University. In 2008, she completed the Master in History programme from the Catholic University of Leuven. Mrs De Fraeye was a youth ambassador to the United Nations Climate Conference in Copenhagen in 2009.

Annex 5: Declarations of independence

VERKLART 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;

Universiteit van Amsterdam

AANGEVRAAGD DOOR DE INSTELLING:

Mathematische Natuurwetenschappen Universiteit van

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

2597 KC De Duinweg
Maurits de Grootweg 2

PRIVÉ ADRES:

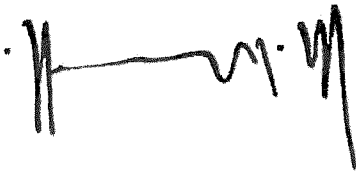
M. Meekinkhoff

NAAM:

ONDERGETEKENDE

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING
INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING



HANDTEKENING: 

PLAATS: *Duinkerke* DATUM: *31 oktober 2012*

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.



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

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

_____ *University of Antwerp* _____
_____ *Matica International Cultural Centre* _____

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

_____ *NETHERLANDS* _____
_____ *2517 JD THE HAGUE* _____
_____ *CHURCHILLPLEIN 1* _____

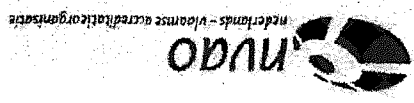
HOME ADDRESS:

_____ *FHUSTO POOR* _____

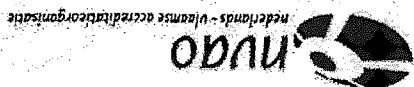
NAME:

THE UNDERSIGNED

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME



NVAO CODE OF CONDUCT¹



Preparation and procedure

1. The chair, the panel members and the secretary thoroughly prepare for the preliminary meeting and the site visit by studying all the relevant documents and responding to the proposed visit schedule.
2. The chair, the panel members and the secretary base their assessment on the applicable NVAO assessment framework and act along the lines of this framework.
3. The chair, the panel members and the secretary adhere to the time frames set and agreements made.
4. The secretary draws up a draft report in accordance with the applicable NVAO assessment framework, factoring in the panel's judgements.
5. The panel members respond to the draft report.
6. The panel secretary and the panel chair process the responses. All panel members and the secretary examine and endorse the report. Subsequently, the report is signed by the panel chair and the panel secretary.

Independence and confidentiality

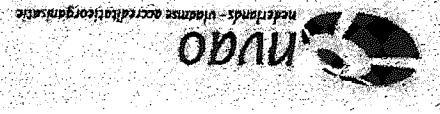
1. The chair, the panel members and the secretary have no affiliations with the institution / programme to be assessed.
 2. The chair, the panel members and the secretary have the right to inspect all the relevant documents and visit specific locations.
 3. Wherever confidentiality is called for, all panel members and the secretary will deal with documents made available and information regarding the institution / programme in a confidential manner.
 4. In its declaration of independence and confidentiality, the panel commits to confidentiality in dealing with the data it has been provided with.
 5. Following the assessment process, the chair, the panel members and the secretary, if so requested, will inform the Board of NVAO regarding their findings during the assessment.
 6. During the assessment process, the chair, the panel members and the secretary will not provide any information to the programme / institution regarding their findings during the assessment, other than the feedback provided by the chair at the end of the visit or in the assessment report.
- ### Professional attitude
1. The chair, the panel members and the secretary respect the identity and the nature of the institution / programme.

¹ Included in "Leidraad eisen paneelsamenstelling" [Guideline for requirements regarding panel composition], 11 November 2010.

1. The chair, the panel members and the secretary are open to feedback.
2. All interactions within the panel will be conducted with respect for each individual's contributions.

Attitude within the panel

2. The chair, panel members and the secretary adopt a businesslike yet open and approachable attitude. A pleasant and relaxed atmosphere is conducive to the outcomes of the visit.
3. The manner in which questions are presented and the subjects to be addressed will be geared to the discussion partners. Lengthy introductions will be avoided; the questions will be open-ended and preferably short. Some measure of tenacity through in-depth questions is desirable; however, within reason.
4. The documentation to be requested will be limited to what is essential. (Administrative) inconvenience for the institution / programme will be avoided.
5. The chair, the panel members and the secretary operate with maximum objectivity, impartiality and factuality. They will refrain from voicing their own opinions in their meetings with the institution / programme. Each panel member's individual views are subordinate to the panel's common view.
6. The chair, the panel members and the secretary will operate in a conscientious manner; they will distinguish between desirability and reality; they will consult multiple sources and substantiate deviations. They will refrain from jumping to conclusions.
7. The chair, the panel members and the secretary have an eye for both the strengths and the points for attention of the institution / programme. These are identified in the assessment report. However, a structural provision of recommendations or solutions to the institution / programme will be avoided.



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

DARRELL A. MUNDIS

HOME ADDRESS:

ZANGLIJSTERLAAN 29
2261 CM LEIDSCHENDAM

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

MASTER INTERNATIONAL CRIMINAL
LAW

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

UNIVERSITY OF AMSTERDAM

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

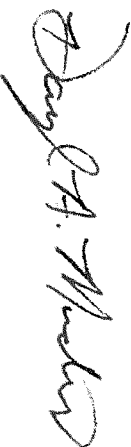
HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES
WITH THE INSTITUTION DURING THE PAST FIVE YEARS:

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

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

PLACE: LEIDSCHENDAM DATE: 26 APRIL 2012

SIGNATURE:



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING
INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Jan van Lantwijk

PRIVE ADRES: Koningstaan 40
5583 GJ Utrecht

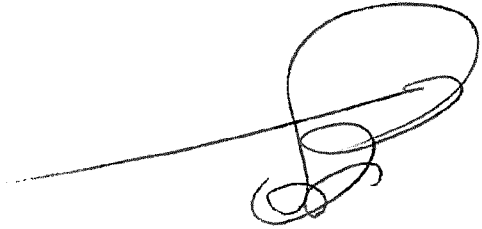
IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

International Criminal Law
~~UVA~~

AANGEVRAAGD DOOR DE INSTELLING:
~~UVA~~

Luisibiliteit van Austerdam

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



HANDTEKENING:

Utrecht

PLAATS:

29 april

DATUM:

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.

VERKLART 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;

Universiteit Amsterdam

AANGEVRAAGD DOOR DE INSTELLING:

The Mathematisch Instituut

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

Meldpunt 14, 2860 Sint-Katelijnenvoerweg
Bilge

PRIVÉ ADRES:

DE FRAEYE GERTIE

NAAM:

ONDERGETEKENDE

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING
INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING



HANDEKENING:

Sint-Katelijne-Waver

PLAATS:

22/11/2012

DATUM:

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.