

**PSYCHOLOGY**

TILBURG SCHOOL OF SOCIAL  
AND BEHAVIORAL SCIENCES

**TILBURG UNIVERSITY**

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# CONTENTS

**REPORT ON THE BACHELOR’S PROGRAMME PSYCHOLOGY AND THE MASTER’S PROGRAMMES SOCIAL PSYCHOLOGY, PSYCHOLOGY AND MENTAL HEALTH, AND MEDICAL PSYCHOLOGY OF TILBURG UNIVERSITY ..... 5**

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES..... 5

ADMINISTRATIVE DATA REGARDING THE INSTITUTION..... 6

COMPOSITION OF THE ASSESSMENT PANEL ..... 6

WORKING METHOD OF THE ASSESSMENT PANEL ..... 6

SUMMARY JUDGEMENT.....11

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS.....21

**APPENDICES ..... 53**

APPENDIX 1: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE .....55

APPENDIX 2: INTENDED LEARNING OUTCOMES .....58

APPENDIX 3: OVERVIEW OF THE CURRICULUM .....63

APPENDIX 4: PROGRAMME OF THE SITE VISIT .....67

APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL .....68

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# REPORT ON THE BACHELOR'S PROGRAMME PSYCHOLOGY AND THE MASTER'S PROGRAMMES SOCIAL PSYCHOLOGY, PSYCHOLOGY AND MENTAL HEALTH, AND MEDICAL PSYCHOLOGY OF TILBURG UNIVERSITY

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (September 2016).

## ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

### **Bachelor's programme Psychology**

Name of the programme:	Psychology (Psychologie)
CROHO number:	56604
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	-
Location(s):	Tilburg
Mode(s) of study:	full time
Language of instruction:	Dutch, English
Expiration of accreditation:	31/12/2019

### **Master's programme Social Psychology**

Name of the programme:	Social Psychology
CROHO number:	60077
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Work and Organizational Psychology Economic Psychology
Location(s):	Tilburg
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	31/12/2019

### **Master's programme Psychology and Mental Health**

Name of the programme:	Psychology and Mental Health (Psychologie en Geestelijke Gezondheid)
CROHO number:	60076
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Clinical Forensic Psychology Clinical Child and Youth Psychology Clinical Psychology
Location(s):	Tilburg
Mode(s) of study:	full time
Language of instruction:	Dutch
Expiration of accreditation:	31/12/2019

### **Master's programme Medical Psychology**

Name of the programme:	Medical Psychology (Medische Psychologie)
CROHO number:	66581

Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specializations or tracks:	-
Location(s):	Tilburg
Mode(s) of study:	full time
Language of instruction:	Dutch
Expiration of accreditation:	03/07/2019

The visit of the assessment panel Psychology to the Tilburg School of Social and Behavioural Sciences of Tilburg University took place on 4 - 6 June 2018.

## ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

## COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 26 October 2017. The panel that assessed the bachelor's programme Psychology, and the master's programmes Social Psychology, Psychology and Mental Health, and Medical Psychology consisted of:

- Prof. J.M.A. (Marianne) Riksen-Walraven, emeritus professor of Developmental Psychology at Radboud University Nijmegen [chair];
- Prof. W.J. (Willem) Heiser, professor of Data Theory and professor of Statistical Consulting at the University of Leiden;
- Prof. P.M.G. (Paul) Emmelkamp, emeritus professor of Clinical Psychology at the University of Amsterdam, clinical psychologist at HSK and head instructor of the GZ-programme Cure & Care Development;
- Dr. W.A. (Winnie) Gebhardt, Associate Professor of Health Psychology at the University of Leiden;
- Prof. J.M. (Jules) Pieters, emeritus professor of Applied Psychology with special focus on learning and instruction, at the University of Twente;
- R. (Robin) Siemann, bachelor student Psychology at the University of Utrecht [student member].

The panel was supported by dr. J. (Jetje) de Groof, who acted as secretary.

## WORKING METHOD OF THE ASSESSMENT PANEL

### *Preparations on the cluster level*

In the period from December 2017 through July 2018, the Psychology assessment cluster was assessed according to the new NVAO framework (2016). In conformance with this new framework, a chapter has been added to the self-evaluation in which students give their view of the programme, and a 'development meeting' was added to the site visit. During this development meeting, the programme can talk informally to the assessment panel and ask for advice about any dilemmas they are facing. The cluster consists of 26 programmes to be assessed at 11 universities. Based on the nominations submitted by the programmes in question, panel members were selected and invited to join. Given the limitations of availability, conflicts with independence and the number of programmes to be assessed, the panels and their chairs differed. The panels for the different programmes were submitted to NVAO, which approved the proposed panels.

The entire panel consisted of these experts:

- Prof. J.M.A. (Marianne) Riksen-Walraven, emeritus professor of Developmental Psychology at Radboud University Nijmegen [chair];
- Prof. W.J. (Willem) Heiser, professor of Data Theory and professor of Statistical Consulting at the University of Leiden [chair];
- Em. Prof. R.W.J.V. (René) van Hezewijk, emeritus professor of General Psychology, in particular the psychology in distance learning, at the Open University of the Netherlands [chair];
- Prof. M.H. (Marius) van Dijke, professor of Behavioural Ethics at the Rotterdam School of Management of Erasmus University Rotterdam;
- Prof. P.M.G. (Paul) Emmelkamp, emeritus professor of Clinical Psychology at the University of Amsterdam, clinical psychologist at HSK and head instructor of the GZ-programme Cure & Care Development;
- Dr. W.A. (Winnie) Gebhardt, Associate Professor of Health Psychology at the University of Leiden;
- Prof. P.E.H.M. (Peter) Muris, professor of Clinical Psychology and Developmental Psychopathology, Faculty of Psychology and Neurocognition (FPN) at the University of Maastricht;
- Prof. J.M. (Jules) Pieters, emeritus professor of Applied Psychology with special focus on learning and instruction, at the University of Twente;
- Prof. W.B. (Wilmar) Schaufeli, professor of A&O Psychology at the University of Utrecht and research professor at KU Leuven;
- Prof. K. (Klaas) Sijtsma, professor of Methods and Techniques of Psychological Research at Tilburg University;
- Prof. H. (Hans) Supèr, research professor in Neurobiology at the University of Barcelona (Spain);
- Prof. C.P.M. (Cees) van der Vleuten, Professor of Education and scientific director of the Educational Development and Research Department at the Faculty of Health, Medicine and Life Sciences at Maastricht University;
- A.M. (Anna) van Oosterzee, research master student in Cognitive and Clinical Neuroscience at Maastricht University [student member];
- R. (Robin) Siemann, bachelor student Psychology at the University of Utrecht [student member];
- S. (Sarah) Stolwijk, master student Ethics of Education and Labour, Organisational and Personnel Psychology at the University of Groningen [student member];
- M. (Margit) van der Werff, bachelor student Psychology at the University of Groningen [student member].

The secretaries for the various visits were: Dr. J. (Jetje) de Groof, E.G.M. (Mariette) Huisjes and Dr. Erwin van Rijswoud (also project leader).

On 2 November 2017 the chairs underwent training, and the purpose of the assessment, the assessment framework and the procedure were discussed. On 3 November 2017 an initial meeting was held with the chairs, panel members and secretaries. Topics of discussion included the purpose of the assessment panel, the method for the overall assessment and the procedure for each site visit; the evaluation framework was examined, and it was agreed to hold a coordination meeting after the first six and before the last five assessment visits with the chairs, vice-chairs and secretaries. One panel member could not attend the initial meeting, so it was repeated at a later moment.

#### *Assessments and reports*

To prepare for the assessment, each programme wrote a self-evaluation report. In addition, the programme provided a suitable number of final projects (depending on the number of programmes to be assessed) and the evaluation forms, along with course files of selected subjects. In consultation with the chair, the secretary created a balanced selection of the final projects from the overview of



graduates of the last two completed academic years. Prior to the site visit, the panel members shared their questions and critical findings of this material with each other and prepared the interviews.

#### *Site visit*

The secretary prepared a site visit programme in consultation with the programme, with the programme being responsible for the selection of the interview partners. During the site visit, which lasted several days, talks were held with those responsible for the content and formal aspects of the programme(s), students, lecturers, the programme committee and the examination committee. In most cases an open consultation hour was offered, and use was made of it several times. A development meeting was also held with all of the programmes, during which the programme suggested the topics for discussion and was responsible for leading the conversation and taking minutes. Some programmes opted to hold the development meeting as the last formal part of the site visit (before the verbal feedback). Others wanted to have the development meeting separate from the assessment interviews, and organised it at a later moment (the next day or even several weeks later). Each programme could therefore arrange the development meeting in the way that suited them best.

#### *Reporting*

The secretary prepared a draft report based on the panel's findings. After a peer review, she sent it to the panel members. Their comments were incorporated by the secretary, and after receiving the panel's approval, the project leader sent the report to the management of the four programmes, with the request to check for factual irregularities. The management's response to the draft report was presented to the panel members, and as necessary, the secretary adjusted the report in consultation with the chair. Then the report was approved and sent to the Board of Directors of Tilburg University.

#### *Coordination and quality control*

Given the large number of programmes to be assessed, the differences in panel composition and the different chairs, explicit attention was paid to ensuring the quality and consistency of the assessments. The three chairs were trained simultaneously by two QANU project leaders, and the three secretaries (one of whom was also the responsible project leader) maintained close contact about the assessments. The project leader also attended the meeting for each assessment when the panel was preparing its preliminary findings. This allowed the assessments and the different panels to be compared and coordinated constantly.

For the assessments in which a chair took on this role for the first time, the chair of the previous assessment acted as the vice-chair. This allowed the procedure and method of evaluation of the different panels and chairs to be compared and coordinated properly. The panel also planned two coordination meetings, which were attended by the chairs, vice-chairs, secretaries and the project leader. The first coordination meeting concerned the assessments of RU, UU, MU, OU, UvA and VU; the second coordination meeting covered RUG, EUR, LEI, TIU and UT. The basis for the coordination was the common assertion that the fundamental quality of Dutch psychology education was being assessed from an international perspective. During coordination, the preliminary assessments of the programmes concerned were discussed standard by standard and approved.

#### *Definitions of evaluation*

In agreement with the NVAO Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of the individual standards and the programme as a whole:

#### **Generic quality**

The quality that, in an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.



**Unsatisfactory**

The programme does not meet the generic quality standard and shows shortcomings with respect to multiple aspects of the standard.

**Satisfactory**

The programme meets the generic quality standard across its entire spectrum.

**Good**

The programme systematically surpasses the generic quality standard.

**Excellent**

The programme systematically well surpasses the generic quality standard and is regarded as an international example.



## SUMMARY JUDGEMENT

### **Bachelor's programme Psychology**

The bachelor's programme Psychology of Tilburg University (TiU) is part of the Tilburg School of Social and Behavioral Sciences (TSB). The curriculum consists of 180 EC. The programme has recently been restructured and is now offered in both English and Dutch. With the recent implementation of a major-minor structure, it aims to allow students an early possibility to take courses in two (out of nine) specializations in Psychology. Five majors prepare students for clinical or health-related master's programmes (i.e., Clinical Psychology, Cognitive Neuropsychology, Developmental and Lifespan Psychology, Forensic Psychology, and Medical Psychology); the four other majors orient students towards social or society-related masters (i.e., Economic Psychology, Psychological Methods and Data Analysis, Social Psychology, Work and Organizational Psychology).

#### *Standard 1: Intended learning outcomes*

The intended learning outcomes (ILOs) of the bachelor's programme are formulated in line with the Dublin descriptors at the level of an academic bachelor's programme. The national (Domain-Specific Frame of Reference, DSR) and international requirements of the field have been taken into account. The panel values that the programme has succeeded in establishing a distinctive profile. Elements that contribute to this profile are the major-minor structure and the broad range of nine specialities, some of which are unique in the Netherlands at the bachelor's level. It appreciates that the programme, in line with the Tilburg Educational Profile (TEP), focuses on character (building) and emphasizes the importance of critical self-reflection, empathic skills, and ethical issues. Nevertheless, it also feels that the concept of character (building) could be further defined and developed. The Psychology programmes at TiU are ideally suited to assume a leading role in this process. The panel suggests composing an External Advisory Board with stakeholders from the professional field.

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

The panel found the curriculum to be sound and coherent and concludes that it enables students to attain the programme's ILOs. The contents of the courses are state of the art and of high quality. Classic large-scale lectures are sufficiently complemented with smaller-scale and interactive practicals and working groups, ensuring the students' active participation and learning. The five learning trajectories allow for a gradual build-up of the curriculum, which provides students with a comprehensive introduction in the main subdisciplines of Psychology. The panel values how the TEP is translated in the curriculum by means of clear attention being paid to ethics, philosophy, sociology, and cross-cultural psychology. The methods and statistics trajectories are up to standard, but the panel suggests integrating the skills courses better with the basic courses. It also recommends reconsidering the sequence of the professional skills courses, as this may have a positive impact on the programme's feasibility. It appreciates that a mobility window has been created and that students can choose between the Dutch and the English track. Nevertheless, it strongly suggests communicating more transparently to potential future first-year students that the courses of the non-clinical majors are all taught in English. Finally, the panel found the concept and supervision of the bachelor's thesis to be up to standard.

The panel noted that the programme management is aware of the declining percentage of students obtaining a positive Binding Study Advice (BSA) or graduating within the nominal study duration. It recommends analyzing the causes for this decline more thoroughly. It finds the PASS programme a promising new initiative, both from the perspective of its potential for study guidance and for orientation towards the master's programmes.

The panel is satisfied with the quality and quantity of staff. It appreciates that additional staff has been hired in order to keep pace with growing student numbers, but recommends focussing on staff continuity. It suggests improving the instruction, supervision, and quality control of the lecturers (including temporary ones) and PhD students. Finally, there is still definite room for improvement in the share of lecturers who have acquired the University Teaching Qualification (UTQ). The panel urges the Educational Committee ('Opleidingscommissie', OLC) to assume a more proactive role in



ensuring that high quality standards are met and maintained, and to formulate its advice on strategic matters. The faculty's management team and the programme directors should more actively seek the advice of this committee in these matters.

#### *Standard 3: Assessment*

The panel concludes that a diverse set of assessment formats is used that contribute to the students' active learning. It appreciates that in most courses, more than one assessment moment determines the final grade, and that students receive ample feedback.

The Examination Board (EB) updates the 'Rules and Guidelines of the Examination Board 2017-2018' ('Rules and Guidelines') on a yearly basis and has developed the 'TSB Handbook for Constructing and Grading Exams'. However, additional instructions for the assessment process of final projects are required

Concerning the assessment of the thesis, the panel welcomes the fact that each thesis must be assessed by two evaluators. It noted that the assessment form contains clear assessment criteria and takes into account the student's work attitude. However, it also found that the form is insufficiently transparent as to how the final grade is computed, and that the assessment procedure of the bachelor's thesis is in clear and urgent need of improvement. The current procedure does not sufficiently ensure the reliability, validity, and transparency of the grading. The panel therefore urges the EB to develop clear and comprehensive guidelines regarding the assessment procedure of the thesis. They should include, at very least, a description of who can act as first and second assessor; rules regarding the independence of both assessors; instructions on how the final grade is calculated on the basis of the marks of both assessors; and instructions on how to proceed in case of disagreement between the two assessors. The panel also advises archiving the assessment forms of all assessors involved. These shortcomings in the assessment of the theses should be remedied in the near future.

The panel found that the EB is not sufficiently proactive in drawing up transparent rules and in monitoring whether these rules are also applied in practice. It is not convinced that the EB, with its current composition and very low frequency of meetings, can sufficiently exert its role for the Psychology programmes. Given the similar problems found in the other Psychology programmes included in this review, it concludes that the EB is not sufficiently in control of the quality of examinations. It urges the EB to start monitoring the quality of assessment of the bachelor's theses on a random sample basis. The EB can and should be more proactive in its activities, and be more aware of its legal responsibilities. This also implies that the departments will lose some of their current autonomy in assessment.

In summary, the panel comes to the conclusion that the reliability, validity, and transparency of assessment are insufficiently ensured. Crucial points of improvement are needed in the assessment of the thesis and the functioning of the EB. The panel is of the opinion that the improvement of these shortcomings is realistic and feasible within a maximum of two years.

#### *Standard 4: Achieved learning outcomes*

The panel ascertained that the curriculum and assessment are in line with the ILOs, enabling students to achieve them during the bachelor's programme. Inspection of a sample of bachelor's theses confirmed that they do indeed reflect the intended academic bachelor's level. The alumni affirmed that they were well prepared for different master's programmes. The panel would have welcomed more detailed information on the follow-up trajectory of TiU's bachelor graduates. It values that initiatives have been taken to inform students at the bachelor's level better about the different trajectories the master's programmes offer, like the PASS programme and a dedicated course in the major.

## **Master's programme Social Psychology**

The master's programme Social Psychology (SP) of TiU is part of the TSB. The curriculum consists of 60 EC. It offers students the possibility to specialize in one of the domains of applied Social Psychology in two tracks: Economic Psychology (EP) and Work and Organizational Psychology (WOP).

### *Standard 1: Intended learning outcomes*

The ILOs reflect the master programme's aims and logically build on the ILOs of the bachelor's programme. They are formulated in line with the Dublin descriptors at the level of an academic master's programme. The national (DSR) and international requirements of the field have been taken into account. The Economic Psychology track is relatively unique in the Netherlands, and the panel values how it gives the master's programme SP a distinctive applied profile, which is attractive to students who obtained their bachelor's degree elsewhere, both in the Netherlands and abroad. It appreciates that the programme, in line with the TEP, focuses on character (building) and emphasizes the importance of critical self-reflection, empathic skills, and ethical issues. Nevertheless, it also feels that the concept of character (building) could be defined and developed further. The Psychology programmes at TiU are ideally suited to assume a leading role in this process. The panel suggests composing an External Advisory Board with stakeholders from the professional field.

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

The panel found the curriculum to be sound and coherent and concludes that it enables students to attain the programme's ILOs. The courses offer students a comprehensive and deepening overview of the discipline, and their contents are state of the art. The panel welcomes the programme's recurring emphasis on professional and research ethics. It appreciates that students are required to finish their course work before starting their thesis and internship, as this enables them to be optimally prepared. It highly values the interactive setup of the programme, which promotes the active participation and learning of students, and constantly motivates them to apply theory to professional practice. It is satisfied with the quality and quantity of staff.

The panel found the concept and supervision of the master's thesis to be up to standard and values that the large majority of students perform the data collection for their own thesis. It finds the current 6 EC internship (which can be extended to 12 EC) too limited and welcomes that from the academic year 2018-2019 onwards, the 12 EC internship will be standard, with the option to extend it to 18 EC. The panel suggests further tightening the quality control of the internship given that prospect. This is particularly relevant for internships outside of the university, and even more so for internships that are performed abroad. The panel realises that the thesis and the internship will no longer coincide in the curriculum and that this will improve the feasibility of the programme. The greater number of ECs for the internship will lead to a reduction of EC for the thesis, and the panel asks the programme to thoroughly consider the implications this will have for the master's thesis concept. It suggests considering offering more students the possibility to collect data in their internship organization.

The programme's admission procedures are adequate. Although students report a high workload, the panel comes to the conclusion that the programme is feasible. It urges the Educational Committee to assume a more proactive role in ensuring that high quality standards are met and maintained, and to formulate its advice on strategic matters. The faculty's management team and the programme directors should more actively seek the advice of this committee in these matters.

### *Standard 3: Assessment*

The panel concludes that a diverse set of assessment formats is used that contribute to the students' active learning. It values that in most courses, more than one assessment moment determines the final grade, and that students receive ample feedback.

The EB updates the 'Rules and Guidelines of the Examination Board 2017-2018 ('Rules and Guidelines') on a yearly basis and has developed the 'TSB Handbook for Constructing and Grading Exams'. However, additional instructions for the assessment process of final projects are required.



Concerning the assessment of the master's thesis, the panel welcomes that each thesis must be evaluated by two assessors. It found that the assessment form contains clear assessment criteria and takes into account the student's work attitude. However, it also noticed that the current assessment form is insufficiently transparent as to how the final grade is computed, and that the assessment procedure of the thesis is in clear and urgent need of improvement. The current procedure does not sufficiently ensure the reliability, validity, and transparency of the grading. The panel therefore urges the EB to develop clear and comprehensive guidelines regarding the assessment procedure of the thesis. They should include, at very least, a description of who can act as first and second assessor; rules regarding the independence of both assessors; instructions on how the final mark is calculated on the basis of the marks of both assessors; and instructions on how to proceed in case of disagreement between the two assessors. The panel also advises archiving the assessment forms of all assessors involved. Concerning the internship, it strongly recommends drawing up clear rules and guidelines that apply across programmes. Moreover, it should be a requirement that the final grade for the internship is determined by an examiner from the programme, who is appointed by the EB. These shortcomings in the assessment of the theses and internships should be remedied in the near future.

The panel found that the EB is not sufficiently proactive in drawing up transparent rules, and in monitoring whether these rules are applied in practice. It is not convinced that the EB, with its current composition and very low frequency of meetings, can sufficiently exert its role for the Psychology programmes. Given the similar problems found in the other Psychology programmes included in this review, it concludes that the EB is not sufficiently in control of the quality of examinations. It urges the EB to start monitoring the quality of assessment of the theses on a random sample basis. The EB can and should be more proactive in its activities, and more aware of its legal responsibilities. This also implies that the departments will lose some of their current autonomy in assessment.

In summary, the panel comes to the conclusion that the reliability, validity, and transparency of assessment are insufficiently ensured. Crucial points of improvement are needed in the assessment of the thesis and the internship, which are major elements of the curriculum, and the functioning of the EB. The panel is of the opinion that the improvement of these shortcomings is realistic and feasible within a maximum of two years.

#### *Standard 4: Achieved learning outcomes*

The panel ascertained that the curriculum and assessment are in line with the ILOs, enabling students to achieve them during the master's programme. Inspection of a sample of master's theses and internship reports confirmed that they do indeed reflect the intended academic master's level. The panel is of the opinion that the connection between the programme and the labour market requires improvement, yet sees the extension of the internship as an opportunity to further develop this. It recommends involving the alumni more actively to inform students better about potential careers.

### **Master's programme Psychology and Mental Health**

The master's programme Psychology and Mental Health (Psychologie en Geestelijke Gezondheid, PGG) of TiU is part of the TSB. The curriculum consists of 60 EC. It aims to provide the knowledge, skills, and understanding required by the scientist-practitioner model to work as a basic psychologist in the broad domain of mental health care. It consists of three tracks: Clinical Child and Youth Psychology, Clinical Psychology, and Clinical Forensic Psychology.

#### *Standard 1: Intended learning outcomes*

The panel is of the opinion that the ILOs reflect the programme's aims clearly and comprehensively. They logically build on the ILOs of the bachelor's programme and encompass the theoretical (scientific) and the applied (clinical) ambitions of the master ('scientist-practitioner' model). They are formulated in line with the Dublin descriptors at the level of an academic master's programme. The national (DSR) and international requirements of the field have been taken into account.

The Clinical Forensic Psychology track is relatively unique in the Netherlands, and the panel values how it gives the master's programme PGG a distinctive profile. It appreciates that the programme is further strengthening its focus. It sees great potential in focusing on the elderly in the Clinical Psychology track, as the importance of this group in society continues to grow. However, it asks the programme to monitor that continued attention is paid to the entire lifespan in this track. The programme allows its students to acquire the 'Basisaantekening Psychodiagnostiek' (BAPD) and comply with the requirements for post-academic education (LOGO), which the panel values.

The panel appreciates that the programme, in line with the TEP, focuses on character (building) and emphasizes the importance of critical self-reflection, empathic skills and ethical issues. Nevertheless, it also feels that the concept of character (building) could be defined and developed further. The Psychology programmes at TiU are ideally suited to assume a leading role in this process. The panel suggests composing an External Advisory Board with stakeholders from the professional field.

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

The panel found the curriculum to be sound and coherent and concludes that it enables students to attain the programme's ILOs. It found the contents of the courses to be state of the art and of high quality, and values how the curriculum and teaching methods encourage students to integrate theory and practice. It suggests providing more basic diagnostic and therapeutic skills training to the students. It is satisfied with the quality and quantity of staff. It is of the opinion that there is still definite room for improvement in the share of lecturers who have obtained an UTQ.

The panel found the concept and supervision of the master's thesis to be up to standard. It learned that some of the students work with existing data sets for their master's thesis, in which case they have to collect data for other research projects. Although this concerns only a few students, the panel would like to point out that the procedure of working with existing datasets is not an adequate translation of the scientist-practitioner model and recommends reconsidering the current setup. It concludes that the supervision and quality control of the internship are up to standard. Nevertheless, it advises the programme to monitor the students' activities during the internship more strictly.

The programme's admission procedures are adequate. The proportion of students who graduate in one year has been declining in recent years, and the panel recommends analyzing the potential causes. It welcomes that new measures will apply from 2018-2019 that will allow the workload to be more evenly spread over the year. It suggests closely monitoring whether students invest more time in the internship than the 18 EC attributed. It urges the Educational Committee ('Opleidingscommissie', OLC) to assume a more proactive role in ensuring that high quality standards are met and maintained, and to formulate its advice on strategic matters. The faculty's management team and the programme directors should more actively seek the advice of this committee in these matters.

#### *Standard 3: Assessment*

The panel concludes that a diverse set of assessment formats is used that contribute to the students' active learning. It values that in most courses, more than one assessment moment determines the final grade, and that students receive ample feedback.

The EB updates the 'Rules and Guidelines of the Examination Board 2017-2018 ('Rules and Guidelines') on a yearly basis and has developed the 'TSB Handbook for Constructing and Grading Exams'. However, additional instructions for the assessment process of final projects are required.

Concerning the assessment of the master thesis, the panel welcomes that each thesis must be assessed by two evaluators. However, it noted that the assessment form is insufficiently transparent as to how the final grade is computed, and that the assessment procedure of the thesis is in clear and urgent need of improvement. The current procedure does not sufficiently ensure the reliability, validity, and transparency of the grading. The panel therefore urges the EB to develop clear and comprehensive guidelines regarding the assessment procedure of the thesis. They should include, at very least, a description of who can act as first and second assessor; rules regarding the



independence of both assessors; instructions on how the final grade is calculated on the basis of the marks of both assessors; and instructions on how to proceed in case of disagreement between the two assessors. The panel also advises archiving the assessment forms of all assessors involved. Concerning the internship, it strongly recommends drawing up clear rules and guidelines that apply across the programmes. It should be a requirement that the final grade for the internship is determined by an examiner from the programme, who is appointed by the EB. These shortcomings in the assessment of the theses and internships should be remedied in the near future.

The panel found that the EB is not sufficiently proactive in drawing up transparent rules and in monitoring whether these rules are applied in practice. It is not convinced that the EB, with its current composition and very low frequency of meetings, can sufficiently exert its role for the Psychology programmes. Given that similar problems were found in the other Psychology programmes included in this review, it concludes that the EB is not sufficiently in control of the quality of examinations. It urges the EB to start monitoring the quality of assessment of the theses on a random sample basis. The EB can and should be more proactive in its activities, and more aware of its legal responsibilities. This also implies that the departments will lose some of their current autonomy in assessment.

In summary, the panel comes to the conclusion that the reliability, validity, and transparency of assessment are **insufficiently ensured**. Crucial points of improvement are needed in the assessment of the thesis and the internship, which are major elements of the curriculum, and the functioning of the EB. The panel is of the opinion that the improvement of these shortcomings is realistic and feasible within a maximum of two years.

#### *Standard 4: Achieved learning outcomes*

The panel ascertained that the curriculum and assessment are in line with the ILOs, enabling students to achieve them during the master's programme. Inspection of a sample of master's theses and internship reports confirmed that they do indeed reflect the intended academic master's level. The panel is of the opinion that the connection between the programme and the labour market requires improvement. It recommends involving the alumni more actively to inform students better about potential careers.

### **Master's programme Medical Psychology**

The master's programme Medical Psychology (MP) is a selective, two-year master's programme (120 EC). It is part of the TSB and focuses on the importance of psychological processes within the medical context.

#### *Standard 1: Intended learning outcomes*

The panel appreciates that the programme's focus is unique in the Netherlands and that it aims to deliver scientist-practitioner psychologists who are able to work in a multidisciplinary context. The students become eligible to acquire the BAPD and comply with the requirements for post-academic education (RINO, LOGO) to become a certified health specialist, which the panel values. The ILOs are formulated in line with the Dublin descriptors at the level of an academic master's programme. The panel appreciates how the programme's aims are translated into clear and well-specified ILOs that logically build upon those of the bachelor's programme. However, it also found that the ILOs put quite a lot of emphasis on the acquisition of medical knowledge. It suggests providing more balance between the medical and the psychological components of the ILOs.

The panel appreciates that the programme, in line with the TEP, focuses on character (building) and emphasizes the importance of critical self-reflection, empathic skills, and ethical issues. Nevertheless, it feels that the concept of character (building) could be defined and developed further. The Psychology programmes at TiU are ideally suited to assume a leading role in this process. The panel suggests composing an External Advisory Board with stakeholders from the professional field.



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

The panel found the curriculum to be sound and coherent and concludes that it enables students to attain the ILOs. The contents of the courses are state of the art and of high quality, but the panel recommends monitoring the balance between medical subjects and psychological subjects in the curriculum closely. It suggests providing more basic diagnostic and therapeutic skills training in the first year. It approves of the interactive setup of the courses as this stimulates the students' active learning. It appreciates the presence of guest lecturers and the use of case materials from clinical practice. Nevertheless, it suggests closely monitoring whether the large number of guest lecturers involved does not lead to overlap. It asks the programme management to ensure that regulations regarding class attendance are not overly strict and to communicate the rules clearly. It is satisfied with the quality and quantity of staff. Nevertheless, there is definite room for improvement in the share of lecturers who have obtained an UTQ.

The panel concludes that the supervision and quality control of the internship are up to standard. However, it advises the programme to monitor more strictly that all students perform activities at an academic level in accordance with the ILOs. This is especially important considering the weight of the internship in the programme. The panel appreciates that the programme succeeds in maintaining a large network of organizations, so that an internship is guaranteed for every student.

The panel is of the opinion that the supervision of the master's theses is up to standard. However, it strongly recommends reconsidering the current setup of the master's thesis. It is of the opinion that more participation by students in the choice of their subject would lead to greater commitment, motivation, and ownership. In addition, the majority of the students currently works with existing datasets, in which case they have to perform data collection for other research projects. This means that they are not required to reflect on the optimal research design and data collection method for their research question, and that the data gathering is often not tied to a clear learning objective, although they spend a lot of time on it. The panel is of the opinion that the current procedure is not an adequate translation and application of the scientist-practitioner model. It finds this issue more pressing for MP than for PGG, as it applies to more of its students, as data collection in MP is often on topics that are completely unrelated to the topic of the master's thesis, and as more weight in the curriculum is devoted to the thesis.

The programme's admission procedures are adequate. The panel is pleased to hear that a high percentage of students succeed in finishing within the nominal study duration. It urges the Educational Committee ('Opleidingscommissie', OLC) to assume a more proactive role in ensuring that high quality standards are met and maintained, and to formulate its advice on strategic matters. The faculty's management team and the programme directors should more actively seek the advice of this committee in these matters.

### *Standard 3: Assessment*

The panel concludes that a diverse set of assessment formats is used that contribute to the students' active learning. It values that in most courses, more than one assessment moment determines the final grade, and that students receive ample feedback.

The EB updates the 'Rules and Guidelines of the Examination Board 2017-2018 ('Rules and Guidelines') on a yearly basis and has developed the 'TSB Handbook for Constructing and Grading Exams'. However, additional instructions for the assessment process of final projects are required.

Concerning the assessment of the master's thesis, the panel welcomes that each thesis must be assessed by two evaluators. It noted that the assessment form contains clear assessment criteria and takes into account the student's work attitude. It appreciates that the quality of the thesis presentation is also assessed using clear criteria. However, it noted that the form is insufficiently transparent as to how the final grade is computed, and that the assessment procedure of the thesis is in clear and urgent need of improvement. The current procedure does not sufficiently ensure the reliability, validity, and transparency of the grading. The panel therefore urges the EB to develop clear and comprehensive guidelines regarding the assessment procedure of the thesis. They should



include, at very least, a description of who can act as first and second assessor; rules regarding the independence of both assessors; instructions on how the final grade is calculated on the basis of the marks of both assessors; and instructions on how to proceed in case of disagreement between the two assessors. The panel also advises archiving the assessment forms of all assessors involved. Concerning the internship, it strongly recommends drawing up clear rules and guidelines that apply across the programmes. It should be a requirement that the final grade for the internship is determined by an examiner from the programme, who is appointed by the EB. These shortcomings in the assessment of the theses should be remedied in the near future.

The panel found that the EB is not sufficiently proactive in drawing up transparent rules, and in monitoring whether these rules are applied in practice. It is not convinced that the EB, with its current composition and very low frequency of meetings, can sufficiently exert its role for the Psychology programmes. Given that similar problems were found in the other Psychology programmes included in this review, it concludes that the EB is not sufficiently in control of the quality of examinations. It urges the EB to start monitoring the quality of assessment of the theses on a random sample basis. The EB can and should be more proactive in its activities, and more aware of its legal responsibilities. This also implies that the departments will lose some of their current autonomy in assessment.

In summary, the panel comes to the conclusion that the reliability, validity, and transparency of assessment are insufficiently ensured. Crucial points of improvement are needed in the assessment of the thesis and the internship, which are major elements of the curriculum, and the functioning of the EB. The panel is of the opinion that the improvement of these shortcomings is realistic and feasible within a maximum of two years.

#### *Standard 4: Achieved learning outcomes*

The panel ascertained that the curriculum and assessment are in line with the intended learning outcomes, enabling students to achieve them during the master's programme. Inspection of a sample of master's theses and internship reports confirmed that they do indeed reflect the intended academic master's level. This is further confirmed by the job market figures of the programme, which are very good. The panel recommends involving the alumni more actively to inform students better about potential careers.

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

*Bachelor's programme Psychology*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	unsatisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory

*Master's programme Social Psychology*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	unsatisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory

*Master's programme Psychology and Mental Health*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	unsatisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory

*Master's programme Medical Psychology*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	unsatisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory

The panel recommends that an improvement period be imposed for all four programmes. The improvement of the shortcomings must include the revision of the thesis assessment procedure. The EB must develop clear and comprehensive guidelines regarding the assessment procedure of the thesis.

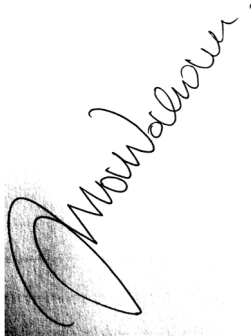
Concerning the internship, the EB needs to draw up clear rules and guidelines that apply across the programmes. It should moreover be a requirement that the final grade for the internship is determined by an examiner from the programme, who is appointed by the EB.

Regarding the EB, the TSB must reflect on the question of whether its current composition and functioning allows it to sufficiently exert its role for the Psychology programmes. Also, the EB must improve its monitoring by taking samples of theses to check whether the grading is consistent and reliable, and whether the ILOs have been achieved.

The panel is of the opinion that these measures are feasible within a two-year framework. It advises intensifying joint meetings of the programme management, OLC and EB to support this process.

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

Date: 5 September 2018

A handwritten signature in black ink, written in a cursive style. The name 'M. Riksen-Walraven' is clearly legible.

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Prof. Marianne Riksen-Walraven

A handwritten signature in black ink, written in a cursive style. The name 'Dr. Jetje de Groof' is clearly legible.

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Dr. Jetje de Groof

# DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS

## Context

The bachelor's programme Psychology and the master's programmes Social Psychology (SP), Psychology and Mental Health ('Psychologie en Geestelijke Gezondheid,' PGG), and Medical Psychology (MP) are part of the Tilburg School of Social and Behavioral Sciences (TSB). In addition to the programmes discussed in this report, TSB offers three bachelor's programmes, three master's programmes, two research master's programmes, and one post-master teacher training programme. TSB consists of nine departments, and the staff of the Psychology programmes is recruited from six of them (Medical and Clinical Psychology, Developmental Psychology, Social Psychology, Cognitive Neuropsychology, Sociology, and Methodology and Statistics). The panel observed during the site visit that the departments of TSB have a high degree of autonomy. It appreciates that, at the bachelor level, the programme directors have started to work towards coordination and standardization across departments. At the master level, the autonomy of the departments is still very tangible. The panel is of the opinion that coordination and standardization across departments form a point of improvement for the master's programmes.

### **Standard 1: Intended learning outcomes**

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

#### **Explanation:**

The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch qualifications framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

## Findings

### *All programmes*

The self-evaluation report describes how Tilburg University (TiU) wants to educate self-aware and engaged academics, who understand society and want to play a significant role in it, driven by solidarity, a sense of responsibility, and empathy. This ambition has been translated into the Tilburg Educational Profile (TEP). The TEP is built on three pillars: Knowledge, Skills, and Character. The panel considers the emphasis on character as a potentially distinguishing feature of educational programmes at TiU, which is why it explored this concept with different stakeholders there. It is pleased to see that the programme management and lecturers alike broadly support the importance of character. Its main constituents (emphasis on research and professional ethics, critical thinking, and self-reflection) have been translated into the profiles and intended learning outcomes (ILOs) of the different programmes (see below). The panel is of the opinion that the concept of character building could be given more substance, e.g. by using insights and results from the positive psychology literature about the measurement of non-cognitive personal qualities (such as goal-directed effort, emotional intelligence, sense of social belonging, and sound judgment and decision making), as well as about evidence-based interventions for improving these qualities in education. It explored this path with the management of the different programmes, who agreed that the Psychology programmes are ideally suited to play a leading role within TiU to further sharpen the character pillar of the TEP.

The panel learned from the self-evaluation report and the discussions during the site visit that the bachelor's and master's programmes do not have an External Advisory Board with representatives



from the professional field. The panel and programme directors agreed that such a Board would provide continued and recurring input and feedback on the profiles and the curricula of the programmes. In this sense, it would be a valuable addition to the many informal contacts with the professional field the programmes already have, and can further contribute to a network of internships in the field.

#### *Bachelor's programme Psychology*

The general aim of the bachelor's programme is to provide students with the opportunity to acquire the knowledge and skills necessary for successfully completing an academic master in Psychology or a closely related discipline. The programme aims to provide its students with a broad basis in psychology; the chance to specialize and build a unique personal portfolio by choosing a major/minor and electives; and the opportunity to develop a broad perspective on psychology and the ability to reflect upon their role as a psychologist. By preparing students to successfully complete health-oriented TiU master programmes, the bachelor's programme also wants to provide them with the opportunity to qualify for professional certification: the 'Basisaantekening Psychodiagnostiek' (BAPD) and the 'Verklaring van de Vereniging Landelijk Overleg Geestelijke Gezondheidszorg Opleidingsinstellingen ('LOGO-verklaring'). The panel appreciates that the bachelor's programme already takes the BAPD and LOGO requirements into account, as this qualification is needed to enter relevant post-academic education after the master's programme.

Throughout the site visit, it became apparent that the bachelor's programme is going through a period of intensive change. The academic year 2016-2017 constituted the start of the implementation of an English language track, which is offered in parallel with the Dutch language track. The panel appreciates how the programme is accessible to both Dutch and international students. In 2017-2018, 240 students opted for the English language track, while 303 students enrolled in the Dutch track, which indicates that both tracks are attractive to students.

At the same time, a new curriculum was implemented with a major-minor structure. From the second year onwards, students are offered the possibility to take courses in two out of nine specializations in psychology (a major and a minor). Five majors prepare students for clinical or health-related master's programmes (i.e., Clinical Psychology, Cognitive Neuropsychology, Developmental and Lifespan Psychology, Forensic Psychology, and Medical Psychology); the four other majors orient students towards social or society-related master's programmes (i.e., Economic Psychology, Psychological Methods and Data Analysis, Social Psychology, Work and Organizational Psychology). The self-evaluation report describes how the combination of a major and a minor is intended to provide students with specialist knowledge and an understanding of possible applications of essential subdisciplines in psychology, and to prepare them for a later choice of a specialist master and a particular profession. This combination allows students to specialize in two related disciplines but also to build a broad and versatile portfolio. During the site visit, students confirmed that this flexibility is attractive and an important factor in the choice for a bachelor's programme at TiU.

The panel appreciates that the bachelor's programme of TiU has succeeded in creating a distinctive profile. Typical for the TiU bachelor's programme are its emphasis on character; the major-minor system which offers early specialization and the flexibility to develop different profiles; and the broad choice of specializations, some of which are unique to Tilburg (Economic Psychology, Medical Psychology, and Forensic Psychology).

The panel examined the ILOs of the bachelor's programme (see also Appendix 2). It found that they are clearly formulated and that ample attention is paid to providing a broad basis in psychology and supporting disciplines. It was pleased to see that the ambition expressed in the TEP to offer students a broad perspective on psychology is reflected in the ILOs. In this way, the 'character' pillar of the TEP is implemented at the level of the ILOs. Examples are ILO 1.7 ('Knowledge of ethical norms that apply to the profession of psychology'), ILO 1.8 ('Knowledge of the most important philosophical approaches relevant to psychology, including philosophy of science and social philosophy'), ILO 1.9 ('Knowledge of the foundations of sociology as related to psychology') and ILO 3.3 ('Awareness of

the responsibilities of a psychologist holding a university degree with respect to the society at large'). The self-evaluation report elaborates clearly how the ILOs are in line with the Dublin Descriptors and how their content fits in the domain-specific frame of reference (DSR).

#### *Master's programme Social Psychology*

The master's programme SP is a one-year, English-taught programme with two tracks in applied social psychology: 'Economic Psychology' and 'Work and Organizational Psychology'. The programme has a strong academic orientation with a focus on social decision-making processes. It aims to deliver academically skilled professionals who can enter the job market in their field of specialization (i.e., economic psychology or work and organizational psychology). The TiU master track Economic Psychology is relatively unique in the Netherlands. The panel is of the opinion that this allows the SP master to distinguish itself from other master's programmes in Psychology. During the site visit, students and the programme management explained that this distinctive profile is attractive to both international students and Dutch students with a bachelor's degree from another university. This is confirmed by the self-evaluation report, which indicates that 50% of the intake of the SP master is external, and often international.

In line with the TEP, the programme aims to provide its students with a firm basis in theory and basic skills in economic psychology or work and organizational psychology; the opportunity to specialize and create a unique portfolio; and a broad perspective on applied social psychology and its role in society. Strong emphasis is put on the students' self-reflection on their skills, goals, and roles, with a prominent role for research ethics and professional ethics.

The panel examined the ILOs and is of the opinion that they reflect the programme's aims, and logically build upon the ILOs of the bachelor's programme. It was pleased to see that they are formulated clearly. The development of a broad perspective on psychology is reflected in the ILOs, thus implementing the 'character' pillar of the TEP at the level of the ILOs. Examples are ILO 2.3 ('Can contribute to the development of social psychology (in particular its specializations) by independently conducting research in a scientifically responsible manner, ...'), ILO 2.4 ('Is able to place knowledge, insight and own research in a multidisciplinary framework'), and ILO 3.4 ('Can integrate ethical values and norms in their own professional actions and in the process of setting up and carrying out scientific research'). The panel values the programme's multidisciplinary ambitions as they are well-aligned with the requirements of the professional field, although its focus on two applied fields of social psychology may lead to neglecting other major areas in social psychology. The self-evaluation report elaborates adequately how the ILOs are in line with the Dublin Descriptors (academic master's level) and how their content fits in the DSR.

#### *Master's programme Psychology and Mental Health*

The master's programme PGG is a one-year, Dutch-taught programme. The programme aims to deliver scientist-practitioners who can work as basic psychologists in the domain of mental health care. The programme enables its students to acquire the BAPD and comply with the requirements for post-academic education (LOGO), which the panel appreciates. The self-evaluation report explains how the programme translates the TEP by training students in academic knowledge and professional skills, and by requiring them to reflect on their knowledge. The core elements of PGG are deepening theory and teaching clinical applications.

The programme consists of three tracks: Clinical Child and Youth Psychology (Klinische Kinder- en Jeugdpsychologie), Clinical Psychology (Klinische Psychologie), and Clinical Forensic Psychology (Klinische Forensische Psychologie). The panel considers the Clinical Forensic Psychology track to be a distinctive feature of TiU as it is relatively unique in the Netherlands. Students and alumni explained during the site visit that the track attracts many students with a Psychology bachelor's degree from other universities. The self-evaluation report confirms that 40% of students starting in this track are external.



The programme's ambitions to focus increasingly on the elderly (in the Clinical Psychology track) was one of the points discussed with the lecturers. The panel took note of the fact that this goal has already been given substance by attracting a full professor in this field (see also standard 2). It appreciates that the programme has further tightened its focus. It sees great potential in focusing on the elderly, considering the growing importance of this group in society and the expanding internship and job opportunities that accompany this evolution. However, the panel also finds that this new focus should not be at the expense of paying attention to other target groups in the Clinical Psychology track. It suggests the programme should ensure that the entire lifespan is covered.

The panel examined the ILOs. It highly values how they reflect the programme's aims clearly and comprehensively and how they logically build on the ILOs of the bachelor's programme. They clearly and substantively encompass the theoretical (scientific) and the applied (clinical) ambitions of the master ('scientist-practitioner' model). The panel is pleased to see that in addition to the theoretically substantiated clinical psychology, the development of a broad perspective on psychology is reflected in the ILOs, thus implementing the 'character' pillar of the TEP at the level of the ILOs. Examples are 'well-developed understanding of other disciplines and practices, etc. (ILO 3.4)', 'understanding of clinical reasoning, judgment and decision making processes' (ILO 1.4), 'ability to integrate ethical values and norms in their own professional actions and in the process of setting up and carrying out scientific research' (ILO 3.5). The panel welcomes that ILO 4.4, 'capability to communicate clearly, orally and in writing in good academic Dutch,' is included, as this is in line with the requirements of the professional field. The self-evaluation report elaborates adequately how the ILOs are in line with the Dublin Descriptors (academic master's level) and how their content fits in the DSR.

#### *Master's programme Medical Psychology*

The master's programme MP is a two-year, selective, Dutch-taught programme. The self-evaluation report describes how the programme focuses on the importance of psychological processes within the medical context. MP aims to deliver scientist-practitioner psychologists who are able to use their knowledge and skills in the area of psychodiagnostics and psychological treatment to optimize the treatment and quality of life of somatically ill patients in a multidisciplinary context. This implies that the programme includes medical knowledge and insights that are combined with psychological knowledge and skills. The programme enables its students to acquire the BAPD and comply with the requirements for post-academic education (RINO, LOGO) to become a certified health specialist, which the panel appreciates.

The programme's specific focus is unique in the Netherlands. According to the panel, its multidisciplinary nature, the fact that it is a two-year master and its selective nature further add to its unique status. Students and alumni confirmed during the site visit that the programme is attractive and succeeds in attracting students who have completed their bachelor's programme elsewhere.

The panel examined the ILOs. It values how the programme's aims are clearly and comprehensively translated into well-specified ILOs that logically build upon the ILOs of the bachelor programme. It also found that the ILOs put a great deal of emphasis on the acquisition of medical knowledge. It suggests providing more balance between the medical and psychological components of the ILOs. The self-evaluation report sufficiently substantiates how the ILOs are in line with the Dublin Descriptors (academic master's level) and how their content fits in the DSR.

## **Considerations**

### *All programmes*

The panel values how the TiU focuses on students' character building in all of its programmes. It appreciates that the TEP emphasizes the importance of critical self-reflection, empathic skills and ethical issues and noticed that this has at least partly been translated into the ILOs. The ambition to develop a broad perspective on psychology is also reflected in the ILOs. Nevertheless, the panel feels that the concept of character (building) could be further defined and developed, apart from and in



addition to appropriate psychological knowledge and skills, so that it can become a truly distinguishing feature of TiU programmes, e.g. by using insights and results from the positive psychology literature. This synthesis clearly serves the education of students in major fields of psychology and adequately prepares them for jobs in which self-reflection, empathic skills and ethical issues are of the utmost importance. It is of the opinion that the Psychology programmes at TiU are ideally suited to assume a leading role in this process.

The panel is of the opinion that an External Advisory Board with stakeholders from the professional field would be a valuable addition to the many informal contacts that already exist.

#### *Bachelor's programme Psychology*

The ILOs of the bachelor's programme are formulated in line with the Dublin descriptors at the level of an academic bachelor's programme. The national (DSR) and international requirements of the field have been taken into account. The panel appreciates that within this framework, the bachelor's programme has succeeded in establishing a distinctive profile. Elements that contribute to this profile are the major-minor structure; the broad range of nine specialities that students can choose from; and the fact that three of these specialities are unique in the Netherlands at the bachelor's level. With this specific profile, the programme has attracted an increasing number of both Dutch and international students in recent years.

#### *Master's programme Social Psychology*

The ILOs reflect the master programme's aims, logically build on the ILOs of the bachelor's programme and are formulated clearly. They are in line with the Dublin descriptors at the level of an academic master's programme. The national (DSR) and international requirements of the field have been taken into account. The Economic Psychology track is relatively unique in the Netherlands, and the panel values how this track gives the master's programme SP a distinctive applied profile, which is attractive to students who have obtained their bachelor's degree elsewhere, both in the Netherlands and abroad.

#### *Master's programme Psychology and Mental Health*

The panel is of the opinion that the ILOs of the master's programme PGG reflect the programme's aims both clearly and comprehensively. They logically build on the ILOs of the bachelor's programme and encompass the theoretical (scientific) and the applied (clinical) ambitions of the master ('scientist-practitioner' model). They are formulated in line with the Dublin descriptors at the level of an academic master's programme. The national (DSR) and international requirements of the field have been taken into account.

The panel appreciates that students are offered a choice between three tracks. The Clinical Forensic Psychology track is relatively unique in the Netherlands, and the panel values how this track gives the master's programme PMM a distinctive profile, which is attractive to students who have obtained their bachelor's degree elsewhere. It appreciates that the programme is further strengthening its focus. It sees great potential in focusing on the elderly in the Clinical Psychology track, as the importance of this group in society continues to grow. However, the panel asks the programme to ensure that the whole lifespan is covered in this track. The programme enables its students to acquire the BAPD and comply with the requirements for post-academic education (LOGO), which the panel values.

#### *Master's programme Medical Psychology*

The panel appreciates how MP's focus is unique in the Netherlands and that it aims to deliver scientist-practitioner psychologists who are able to work in a multidisciplinary context. The programme enables its students to acquire the BAPD and comply with the requirements for post-academic education (RINO, LOGO) to become a certified health specialist, which the panel values.

The ILOs of the programme are formulated in line with the Dublin descriptors at the level of an academic master's programme. The panel values how the programme's aims are clearly and



comprehensively translated in well-specified ILOs that logically build upon the ILOs of the bachelor programme. It also found that the ILOs put a relatively large emphasis on the acquisition of medical knowledge. It suggests providing more balance between the medical and the psychological components of the ILOs.

### **Conclusion**

*Bachelor's programme Psychology:* the panel assesses Standard 1 as 'satisfactory'.

*Master's programme Social Psychology:* the panel assesses Standard 1 as 'satisfactory'.

*Master's programme Psychology and Mental Health:* the panel assesses Standard 1 as 'satisfactory'.

*Master's programme Medical Psychology:* the panel assesses Standard 1 as 'satisfactory'.

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

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

#### **Explanation:**

The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach).

### **Findings**

#### ***Bachelor's programme Psychology (180 EC)***

##### *Curriculum*

The components of the bachelor's programme are organized in five learning trajectories that run across various parts of the three years. All learning trajectories are represented throughout the curriculum, with a gradual transition from basic and supporting subfields in years 1 and 2 to a specialization in majors and minors in years 2 and 3. Each bachelor year consists of 60 EC, and is divided into four blocks. An overview of the curriculum can be found in Appendix 3.

The first learning trajectory is that of basic courses in psychology (71 EC, of which 44 EC in year 1, 21 EC in year 2, 6 EC in year 3), including the important subfields and supporting fields of psychology. The panel investigated whether the early specialization in the bachelor's programme in the form of the major and minor (see also standard 1 and below) leaves sufficient room to provide adequate depth in these foundational fields. From the discussions with the programme management, it learned that students are required to take all of the courses in this learning trajectory, regardless of the major that is chosen. Careful inspection of a sample of courses and of the handbooks of an important portion of the foundational courses led to the conclusion that students at TiU receive an adequate introduction to Psychology. The panel was pleased to see that ample room has been provided in the curriculum to offer students a broader view on psychology, as illustrated by the presence of courses on 'Cultural Psychology', 'Sociology for Psychology Students' and 'Philosophy of Science'. It considers this to be proof of the ambition to implement the vision expressed by the TEP in the curriculum. The programme directors of the bachelor's programme explained that they want to further consolidate the 'character' pillar of the TEP in the existing courses. They started by analysing how current courses contribute to the development of character. The panel suggests continuing with this initiative to

ensure that character-building becomes increasingly visible, not only in the programme's ILOs (see standard 1), but also in its curriculum.

The second learning trajectory is that of methods and statistics (26 EC). Students expressed their appreciation during the site visit for the semester-long courses that are offered in this trajectory, which means that they run over two consecutive blocks. This provides them with ample time to understand the main concepts and practise the statistical techniques. The panel consulted the course descriptions and found that the courses in this trajectory gradually become more difficult, which was confirmed by the students. It appreciates how the trajectory culminates in the capstone course Applied Methods and Statistics, which enables students to integrate what they have learned. A strong feature of this course, according to the panel, is the discussion of the pitfalls, challenges, and solutions that occur when using statistics in applied settings.

The third one is the skills trajectory (17 EC), which focuses on academic skills in the first year; professional skills are acquired in the second year. At the end of the second year, students carry out their first research project within their major. Students were pleased with the smaller scale groups (see also below, 'Didactical concept and teaching concept') and interactive format of the courses in this trajectory, but they also mentioned that the integration of the basic courses (learning trajectory 1) and the skills courses is a point requiring improvement. They also suggested reconsidering the sequence of the professional skills courses in the curriculum (most notably the groups skills course). They noted that this would also improve the feasibility of the programme (see below, 'Feasibility, time to completion and mentoring').

The fourth and the fifth learning trajectories are the major (36 credits) and minor (18 credits) specializations. Each of the majors represents an important specialization of psychology and prepares students for a master's programme (see also standard 1). Students typically write their bachelor's thesis on a topic from their major. For the minor, they can again opt for one of the nine specializations, and make a specific combination with their chosen major (see also standard 1). In addition, they have a free choice of two electives. The self-evaluation report describes how students can opt to do their minor abroad. The panel appreciates that a mobility window gives students the necessary flexibility to actively use this opportunity.

The bachelor's thesis (12 EC) is the capstone of the curriculum and aims to integrate the acquired knowledge and skills in an empirical study. The panel consulted the information on the requirements for the bachelor's thesis on Blackboard and found it to be clear and transparent. During the site visit, students and alumni explained that most students choose one of the topics suggested by the supervisors, although they can also propose their own topic. Supervision can be given individually or in small groups, but the product is always individual. Students confirmed that they were satisfied with the supervision offered.

The panel learned from the self-evaluation report that the bachelor's programme has a dedicated curriculum team, consisting of the programme director, the programme coordinator, the education coordinators, and lecturers representing each of the nine majors. Each learning trajectory also has a coordinator. Regular meetings ensure that the curriculum is aligned and that overlap is avoided. The lecturers explained during the site visit that the frequency of these meetings has increased due to the recent implementation of the major-minor system.

The panel examined the study guide and a sample of courses and found the contents of the courses to be state of the art and of high quality. It noted that the ILOs have been adequately translated into learning goals for separate courses and concluded, after consultation of the matrix with courses and ILOs, that they are adequately covered by the different components of the programme.

#### *Didactical concept and teaching methods*

The panel learned from the self-evaluation report and the website dedicated to the TEP that 'character building' (see standard 1) requires 'slow education'. This means that students must have the



opportunity to engage in critical self-reflection, which is why courses at TiU should be interactive and varied. The ambition is to create learning situations in which students are confronted with their cognitive biases.

The self-evaluation report describes how the bachelor's programme offers a substantial portion of small-scale classes in the form of working groups and practicals, along with large-scale lectures. The aim is to have 50% of the courses in the first year in small groups, and 30% in the second and third year. A maximum of 40 students is allowed in the working groups. The panel is of the opinion that this is not really small-scale, which is why it discussed this with the students, who mentioned that the groups are in reality considerably smaller. Also, the skills courses allow a maximum of 25 students, and only 4 students are in a group for the research skills courses. Students confirmed that they were satisfied with the small scale and interactive nature of the practicals and working groups, which is partly achieved by means of presentations and the discussion of case studies. The sample of courses the panel consulted confirmed that the teaching methods are varied and centred on interaction.

#### *Feasibility, time to completion and mentoring*

The panel learned from the self-evaluation report that the percentage of students obtaining enough credits to receive a positive Binding Study Advice after one year (BSA; 42 credits after 1 year) has been declining in recent years. The same holds true for the percentage of students graduating after three and four years. The panel explored possible explanations for this evolution during the site visit. The programme management identified the growing proportion of international students as one possible reason for the decline in a positive BSA. The panel learned that actions to comprehensively analyze the root cause have not yet been taken. It urges the programme to identify and analyze the causes, so that the adequate measures can be taken.

The student chapter in the self-evaluation report suggests that the workload of the programme can sometimes be overwhelming. The panel discussed this topic with the students, who found the workload high but feasible. One suggestion they made to improve the feasibility of the curriculum is reconsidering the sequence of the professional skills courses in the curriculum (see also above, 'Curriculum').

A recent measure to improve the feasibility of the programme and time to completion is the implementation of the Programme for Academic Study Success (PASS) in 2017-2018. PASS involves mentorship at an individual level and at a group level throughout the curriculum. One of its goals is to uncover problems earlier on and to provide students with the tools and institutional support to tackle them. Students also reflect on their own development, goals, and achievements in PASS. The panel discussed PASS with first-year bachelor students, who were very positive about the degree of supervision and mentoring. They explained PASS helps them to choose specific major-minor combinations, and that in this sense it is a welcome addition to the major/minor market that is organized every year. The panel is of the opinion that PASS is a very promising new initiative, in the perspective of both study guidance and orientation towards the master.

#### *International track*

Students can choose between the Dutch and the English track. They can switch from one language track to the other at the end of each year, a flexibility that the panel values. The panel learned from the management team that the programme is still looking for ways to intensify the contacts between Dutch and international students. The student chapter in the self-evaluation report confirms that students would welcome such measures. During the site visit, the bachelor students added that the non-clinical majors are already offered in English, de facto leading to mixed classrooms, which they valued highly. However, Dutch students also explained that they had not been well informed that the non-clinical masters are offered exclusively in English, and that for some of them, this had come as a surprise. The panel urges the programme to clearly communicate to students about this.

The panel also discussed how the international bachelor students are prepared for their choice of a master. Although all tracks at the bachelor level are offered in English, only the master's programme in Social Psychology is currently offered in English. Students explained to the panel that they had been clearly and repeatedly informed about this limitation. The management team added that options to offer a clinically oriented master's programme in Psychology in English are currently being explored.

### *Staff*

The panel took note of the fact that the bachelor's programme has grown considerably in recent years due to the implementation of the English language track. This means staff has had to deal with larger student cohorts on the one hand and the development of the new track on the other. This sparked the question of whether the workload is still manageable. Lecturers explained that the development of the English language track was a one-time effort and that extra support was available if required. The panel concluded from an overview of the recent evolution of teaching fte that additional staff has been hired in order to keep up with growing student numbers. Lecturers gave several examples of recent hires of assistant and associate professors. The programme management further clarified that in addition to these hires, temporary lecturers with only a teaching assignment were appointed. Also, more PhD students are deployed in teaching. The panel values that measures were taken to increase the number of teaching staff to compensate for the increased workload. Nevertheless, it also asks the programme management to maximize the continuity of its staff, and to limit the number of temporary staff involved in teaching.

The self-evaluation report describes that, as a rule, course coordinators are academics holding a PhD degree. Working groups, practicals, tutorials or mentor groups can also be taught by lecturing staff holding a master's degree (e.g., lecturers or PhD candidates working under the supervision of the course coordinator). The panel learned that the course coordinators are required to have a University Teaching Qualification (UTQ), but at the same time it observed that only 67% of the lecturers of the bachelor's programme has an UTQ. It discussed this matter with the management team, who explained that it had increased from 30% in 2012.

The panel discussed with the students how they experience the quality of the teaching staff. They were pleased with their enthusiasm and approachability, which was also confirmed by the data offered in the self-evaluation report on student satisfaction (4.3 out of 5 for approachable lecturers, 3.9 for stimulating lecturers, and 4.1 for enthusiastic lecturers). The panel inquired about the quality of teaching in the working groups and practicals and learned that although the quality does vary, it is in general up to standard. From the discussions, it became apparent that every department has its own way of ensuring that the lecturing staff taking care of practicals and working groups (often PhD students) receives ample instruction and mentoring. In some of the sections, intervision sessions are organized on a weekly basis by the course coordinators. PhD students are offered the opportunity to follow courses in order to improve their didactic skills. The panel advises improving the instruction, supervision and quality control of the permanent and temporary lecturers and PhD students further.



## **Master's programme Social psychology (60 EC)**

### *Curriculum*

The master's programme in Social Psychology is a one-year, full-time, English-taught programme of 60 credits, which offers students the opportunity to specialize in one of two tracks: Economic Psychology (EP) and Work and Organizational Psychology (WOP). The programme is structured in such a way that in the first half, the emphasis is on course work. Students are offered four courses (6 EC each) with the aim to deepen their relevant knowledge in the field of specialization. The second half is reserved for the internship (6 or 12 EC). Students opting for an internship of 6 credits, follow one elective (6 EC). Students also write a master's thesis (24 EC). The master's thesis is spread over the whole year, with credits for different parts of the thesis to be earned across the four blocks. A full overview of the curriculum can be found in Appendix 3.

The panel found that the ILOs have been adequately translated into learning goals for separate courses and concluded, after consultation of the matrix with courses and ILOs, that they are adequately covered by the different components of the programme. It appreciates how the curriculum gradually builds up and how students have to finish their coursework before starting with the internship, so that they are optimally prepared. It examined a sample of courses and found that they offer students a comprehensive and deepening overview. The contents of the courses are state of the art and high quality.

The self-evaluation report illustrates the recurring emphasis on professional and research ethics in the programme, which the panel values. The panel discussed how this takes shape in the programme's two tracks. Students and lecturers explained how ethics and critical thinking form an integral part of each course of the programme, in both tracks. Lecturers clarified that students are stimulated to go beyond the data and doubt the methods. Self-awareness and self-reflection are said to be addressed in every class.

### *Teaching methods*

The panel learned from the self-evaluation report and the website dedicated to the TEP that 'character building' (see standard 1) requires 'slow education'. This means that students must have the opportunity to engage in critical self-reflection, which is why courses at TiU should be interactive and varied. The ambition is to create learning situations in which students are confronted with their cognitive biases.

The self-evaluation report describes how most of the courses in SP are taught in small groups, in the form of practicals. The student chapter in the self-evaluation report confirmed this. During the site visit, students and lecturers gave different examples of how they are constantly challenged to discuss the application of theory in professional practice, e.g. by means of case studies. The panel considers this to be a strong feature of the programme.

### *Thesis, internship and workload*

The thesis is the capstone of the master's programme SP. It consists of an individual research project, which covers all elements of the empirical cycle. The panel consulted the information on the requirements for the master's thesis on Blackboard and found it to be clear and transparent. Students first write a research proposal, which has to be approved by both the supervisor and second assessor, before they can proceed to the data collection and writing phases. The self-evaluation report describes that students see their supervisor five times on average; they can make additional appointments but are encouraged to work independently. The degree of independence is also taken into account in the evaluation. During the site visit, students expressed their appreciation of the supervision offered. They explained that most students choose a topic suggested by TiU staff and that they are pleased with the variety of topics on offer. Students and lecturers clarified that this means students often contribute to ongoing research. Most students collect their own data, rather than working with existing datasets, although the latter is also an option. Lecturers explained how students often work in groups for the data collection in order to ensure that sufficient data are

collected to report effect sizes. Students also have the opportunity to do a combined thesis-internship, but this route is not often pursued. In summary, the panel is of the opinion that the concept and supervision of the master's thesis are up to standard. It appreciates that students are offered a clear and structured trajectory and that the large majority of students perform the data collection for their own thesis.

The panel realises that the internship for both tracks of SP is now mandatory. Nevertheless, the self-evaluation report mentions that students would prefer a longer internship. The panel agrees that a 6 EC internship is too limited for a programme that prepares students for an academic profession, and it discussed the topic with different groups of interviewees. Students explained that it is virtually impossible to find a 6 EC internship, which is why almost all students opt for the 12 EC internship. Nevertheless, most internship providers require students to stay longer, even in the case of a 12 EC internship. This is why students make personal arrangements to continue with the internship in their own time, after having finished the 12 EC internship that is part of the master's programme. This practice leads to a high workload for students (see also below, 'Feasibility, time to completion and mentoring'), as students then have to juggle finishing their master's thesis with the extended internship.

The panel learned that measures have been taken to improve this situation. Lecturers explained that from the academic year 2018-2019 onwards, the 12 EC internship will be the standard, and students will have the option to extend it to 18 EC. An important implication of the extended internship, so the panel learned, is the reduction of the master's thesis from 24 to 18 EC. There will also be a strict sequence for thesis and internship. In this way, the programme management hopes to further improve the feasibility of the programme.

The panel welcomes this initiative as it will enable students to perform a longer internship and is of the opinion that this will improve the professional orientation of the programme. It also approves the fact that work for the thesis and the internship will no longer coincide. It would like to remind the programme management that limiting the number of EC for the master's thesis will have implications for the scope of the research that can be performed. It suggests thoroughly rethinking the concept of the master's thesis from this perspective and considering offering more students the possibility to collect data at the internship organization. It is of the opinion that aligning the master's thesis and research methods on professional practice better will add to the professional orientation of the programme. This is of special importance and relevance because both tracks are application-oriented.

The panel consulted the information on the internship requirements on Blackboard and found it to be clear and transparent. It learned from the self-evaluation report and the discussions during the site visit that students have to find the internship themselves, but are facilitated by an annual internship event. The students the panel spoke to had all been able to find an internship in this way. Before the internship starts, students have to draw up a contract that describes the goals of the internship and the activities planned. This needs to be approved by the university supervisor, who supervises the internship together with a staff member of the internship organization. The same procedure applies to international students, who have the freedom to find their own internship organization abroad. The panel learned from the lecturers that the university supervisor must be in contact with the internship organization to approve the students' planned activities. Nevertheless, it also observed that in some cases, the quality control of the international internship organization is in need of further strengthening. It concludes that in general, the current procedure allows the university to monitor the academic level of the internship. It suggests further tightening of the procedure given the prospect of the 12/18EC internship. This will benefit the quality of all internships, but is most urgent for the international internships. The panel suggests that the programme build a network of potential internship organizations that students can apply for as this allows for more optimal quality control.



### *Staff*

The panel learned from the self-evaluation report that most staff involved in the programme are active researchers. A substantial proportion of the staff is on a temporary contract, which has led to a considerable staff turnover in recent years. The panel learned during the site visit that new staff has been appointed and that more continuity is expected in years to come.

During the site visit, students and alumni were highly appreciative of the quality and availability of staff. This is confirmed by the high evaluation scores given by students (4.6 out of 5 for approachable lecturers, 4.3 for stimulating lecturers, and 4.5 for enthusiastic lecturers). The panel was impressed with the enthusiasm and group atmosphere among the staff that was evident during the site visit. It learned from the preparatory documents that 79% of the staff involved has obtained an UTQ, which the panel finds reasonable considering the substantial staff turnover.

### *Admission and inflow*

Students with various BSc degrees can enter the programme. The Examination Board (EB) determines whether they qualify to be admitted. If the applicant does not fully qualify for the programme, an individual pre-master can be designed. The panel learned from the self-evaluation report that the student population is highly international; more than half of the students enter with a BSc degree from another university, mostly a Psychology degree.

The number of students has fluctuated over the years with a minimum of 50 in 2011-2012 and a maximum of 90 in 2013-2014. The panel discussed with the programme management and lecturers how the revised bachelor's programme may lead to an additional inflow of international students, especially considering that the SP master is the only master currently offered in English. They explained that on the one hand a sudden increase of students is not expected, as student numbers in the non-clinical specializations in the bachelor have remained stable; on the other hand, they welcome the presence of more international students as a means to further implement the international classroom.

### *Feasibility, time to completion and mentoring*

The panel learned from the student chapter in the self-evaluation report that the workload in the programme can sometimes be overwhelming. Possible causes and measures taken have already been discussed above ('Thesis, internship and workload'). Students also mentioned the frequent evaluations and the use of many different evaluation formats as one of the sources of the high workload (see also standard 3). Notwithstanding the high workload, 75% of students graduated within one year in 2016-2017, which the panel finds reasonable.

The panel explored whether students feel the need for more study guidance in the master's programme. Although dedicated officers are available at the faculty and university levels, students expressed the need for a dedicated contact person in the programme that they can turn to when they have questions. The panel suggests exploring this option.



## **Master's programme Psychology and Mental Health (60 EC)**

### *Curriculum*

The master PMM is a 60 EC, one-year, Dutch-taught programme that offers three tracks (see standard 1). Each track consists of four 6 EC courses, an internship (18 EC) and the master's thesis (18 EC). Most of the courses are track-specific, but the Diagnostics course is common to all three tracks, and the Treatment Methods course is common to two of the tracks (Clinical Psychology and Clinical Child and Youth Psychology). The setup of the programme (see Appendix 3) is arranged in such a way that the internship and the thesis run through the whole year and are flanked by courses. In this way, the courses aim to provide a theoretical, clinical and functional contribution to the internship and the thesis research. The data collection for the thesis is preferably done at the internship institution, as the panel learned from the self-evaluation report. Students usually spend three days per week at their internship institution for the internship and one day to collect data. All lectures are scheduled on Friday. Internship working groups are planned throughout the entire year. Their function is primarily combining scientific research taught in the courses with clinical practice. The panel values how the curriculum offers students many possibilities to integrate theory and practice, e.g., by stimulating combined thesis-internships and by means of the internship working groups.

The panel noted that student appreciation of the PMM is lower than of the other master's programmes and discussed this observation with them; they did not recognise this lower approval and explained that they were, in general, satisfied with the programme. Nevertheless, students from all three tracks expressed a need for more training of basic diagnostic and therapeutic skills (e.g., intake interview), so that they can be practised before being used in the internship. The panel asks the programme to consider whether some of these basic skills could be integrated in the current curriculum, e.g. in the Diagnostics or Treatment Methods courses.

The panel consulted the study guide and a sample of courses and found the contents of the courses to be state of the art and of high quality. It found that the ILOs have been adequately translated into learning goals for separate courses and concluded, after consultation of the matrix with courses and ILOs, that they are adequately covered by the different components of the programme.

### *Teaching methods*

The panel learned from the self-evaluation report and the website dedicated to the TEP that 'character building' (see standard 1) requires 'slow education'. This means that students must have the opportunity to engage in critical self-reflection, which is why courses at TiU should be interactive and varied. The ambition is to create learning situations in which students are confronted with their cognitive biases.

In the self-evaluation report, the panel observed that the programme contains an important proportion of lectures, but that the lectures are complemented by working groups and practicals. It examined the study guide and a sample of courses and ascertained that the teaching methods are varied and centred on interaction. It learned from the student chapter in the self-evaluation report that the students value the site visits organized to clinical settings and that clinical professionals are invited on a regular basis. In the courses, theoretical models are also linked to clinical cases. During the site visit, students confirmed that they are satisfied with the teaching methods. The panel appreciates how the teaching methods employed add to the professional orientation of the programme.

### *Thesis and internship*

The internship (18 EC) and master's thesis (18 EC) run throughout the whole academic year. The master's thesis is preferably written on research done in the internship setting. The panel consulted the information on the internship and master's thesis requirements on Blackboard and found it to be clear and transparent. It discussed internship procedures with different groups of interviewees during the site visit. The programme management explained that finding an internship is the students' own responsibility. Students use the programme's network of institutions to find an internship. Students



and alumni clarified that communication on this topic already starts when students are still in the bachelor's programme. They confirmed that students coming from other universities also receive adequate support and are informed the moment they sign up for the master's programme. Lecturers added that the programme has its own Internship Office that helps students find an internship, and provides them with the necessary training and coaching if they need extra help, which the panel appreciates. The students and alumni the panel spoke to had not experienced any problems finding an internship.

Students and alumni mentioned that some students engage in more meaningful activities during their internship than others. The panel discussed with the lecturers and programme management how the academic level of the internship is guaranteed and learned that the Internship Office plays an important role in this regard. The panel examined the procedure for the supervision of the internship and found that the quality control is up to standard, with clear and feasible goals being formulated and approved by the university, and midterm and final evaluations. It appreciates that students have to write a monthly reflection report, which allows the programme to monitor their activities. The internship coordinator explained that if these reports reveal that the activities are insufficient, the matter is immediately taken up with the internship organization. Students were highly appreciative of the internship working groups that run throughout the academic year, and that also have a monitoring function. Nevertheless, the internship coordinator acknowledged that some variance between institutions continues to exist. The panel advises the programme to be stricter in ensuring that all students perform activities at the right level.

Concerning the master's thesis, the panel learned from the self-evaluation report that students have three options for choosing their research subject: join research that is being performed at the internship location; join research that is being performed at the university; or choose their own topic. The first one is the programme's preferred option. The panel appreciates that students have the freedom to choose how they will determine their thesis topic. They first write a research proposal, which has to be approved by both the supervisor and second assessor before they can proceed to the data collection and writing phases. The self-evaluation report describes that students see their supervisor five times on average; they can make additional appointments but are encouraged to work independently. The degree of independence is also taken into account in the evaluation. During the site visit, students expressed their appreciation of the supervision offered. The panel is of the opinion that the concept and supervision of the master's thesis are up to standard. It values the provision of a clear and structured trajectory.

The panel observed that some students work with existing data sets for their thesis and discussed this matter with different groups of interviewees. It learned from the programme management that this is the case for a minority of students, as most students gather their own data at the internship organization. Students with a topic with existing data sets do data collection for other research projects as it is a requirement that every student goes through each phase of the empirical cycle. The lecturers explained that this data collection always concerns a topic that is related to their specialization. The panel learned that the data collection is not taken into account for the students' final grade.

Although this concerns only a few students, the panel would like to point out that the procedure of working with existing datasets is not an adequate translation of the scientist-practitioner model. Currently, students using existing data sets are not required to reflect on the optimal research design and data collection method for their research question. Moreover, the data collection, which takes up an important portion of the students' time, is not tied to a real learning objective. Finally, the effort is not taken into account for their final grade. The panel is therefore of the opinion that the programme needs to reconsider this setup.

#### *Staff*

The panel learned from the self-evaluation report that full, associate, and assistant professors, postdocs, researchers, and PhD candidates are involved in the master's programme. Some part-time

professors with clinical expertise are affiliated with the programme, as well as external psychologists with a PhD degree or psychologists with a clinical postdoctoral degree. They usually provide several guest lectures and mainly introduce clinically relevant cases. The panel and students value the mix of academic and clinical expertise present in the lecturers. The panel appreciates that the ambition to focus increasingly on the elderly has led to the appointment of a full professor in this field.

The panel welcomes that newly appointed lecturers are coached and supervised during their first year by an experienced colleague. It learned that new lecturers are also required to obtain the UTQ, yet it noted that only 63% of the lecturers have one, which it feels is in need of improvement. During the site visit, students and alumni were appreciative of the quality and availability of staff. This is confirmed by the high evaluations given by students (4.5 out of 5 for approachable lecturers, 4.0 for stimulating lecturers, and 4.3 for enthusiastic lecturers).

#### *Admission and inflow*

Students with an academic bachelor's degree in Psychology (specialization Psychology and Health, TiU, or an equivalent bachelor's degree from another university) are admitted to the master's programme. Some 90% of the students in the Clinical Psychology and Clinical Child and Youth Psychology tracks graduated from the bachelor's programme Psychology at TiU. For the Forensic track, 40% had obtained their bachelor elsewhere. The panel learned that students interested in Clinical Forensic Psychology have to write a motivation letter and are then invited to an introductory consultation with one or two lecturers to discuss their personal motivation. It appreciates that this approach is followed to give adequate advice to students on whether the track suits them.

The panel explored whether the programme aims to develop an English language master, following on from the clinical specializations in the bachelor's programme. The management team explained that there is an ambition to develop an English track or English master with a clinical orientation, but that a concrete plan has yet to take form.

#### *Feasibility, time to completion and mentoring*

The panel learned from the self-evaluation report that the proportion of students who graduates in one year has been declining in recent years and was at 37% for the 2016-2017 cohort. Discussions with the students, lecturers and programme management reassured the panel that this issue is firmly on their radar. Students told the panel that the programme is feasible in one year. However, many students struggle to finish on time, with a peak workload in February-May, which leads to students deciding to postpone components of the programme. They mentioned that there is room for improvement in the way some of the courses are distributed over the year. The Diagnostics lecturer explained that starting from 2018-2019, theory lectures of this class will be programmed at the beginning of the academic year, thus more evenly spreading the workload. The panel also learned that many students choose to extend their internship, either because this is required by the organization offering the internship or to improve their career prospects. The panel asks the programme to monitor this carefully.

In the student chapter of the self-evaluation report, students noted that they invest more time in the internship than the 18 EC attributed. At the same time, they spend less time on the thesis than anticipated for 18 EC. The panel asks the programme management to monitor this closely.



## **Master's programme Medical Psychology**

### *Curriculum*

The master in Medical Psychology (MP) is a two-year, 120 EC, Dutch-taught programme. Its curriculum consists of two phases: the first year has 60 EC of mandatory courses, which focus on acquiring and understanding the knowledge, ethical norms, and professional and scientific skills that are needed to function as a scientist-practitioner in the field of medical psychology. The second year is devoted to an internship (36 EC) in primary or secondary health care and a research project resulting in a master's thesis (24 EC). In the second year, students can focus on a specific target group (children, adults, neurological patients). A complete overview of the programme can be found in Appendix 3.

The panel appreciates that the first year is devoted to the deepening and application of knowledge and the development of skills, which enable students to be well-prepared for their internship and thesis in the second year. The self-evaluation report describes how the courses in the first year are linked to one another, which the panel values. The Pathology course discusses four main categories of chronic diseases from a medical point of view. The 'Psychodiagnostics' and 'Treatment methods and clinical skills' courses are linked to what students have learned in Pathology. On the basis of these findings, the panel comes to the conclusion that the curriculum is coherent and well-structured. Nevertheless, students also mention in the self-evaluation report that the large number of lecturers working in the professional field sometimes leads to overlap in the lectures. The panel asks the programme to monitor this closely (see also 'Staff').

After having examined the curriculum and a sample of courses, the panel had further questions on the balance between medical and psychological subjects in the curriculum (see also standard 1), and thus it discussed how the psychological perspective is represented with different groups of interviewees. Students explained that the link to psychology is made in every course that is not fundamentally psychological. Lecturers confirmed that psychological theories are presented in the courses and that students are required to reflect on the course contents from a psychological point of view. Integration of the medical and the psychological perspective is offered in the 'Medical Psychology 1: theory and research' course. The panel appreciates that the course offers an integrative framework, which forces the students to reflect from an overarching psychological point of view.

The panel learned from the self-evaluation report that in the second year, students apply the knowledge and skills acquired in the first phase. During the internship, students learn how to perform diagnostics to communicate adequately with patients and health professionals and how to treat patients under supervision. Nevertheless, the alumni mentioned during the site visit that they would have welcomed a dedicated skills course in the first year, offering basic diagnostic skills training, such as performing intake interviews. The panel asks the programme to consider whether some of these basic skills could be integrated in the current curriculum, e.g. in the 'Psychodiagnostics' or 'Treatment methods and clinical skills' courses.

The panel examined the study guide and a sample of courses. It found the contents of the courses to be state of the art and of high quality. It observed that the ILOs have been adequately translated into learning goals for separate courses and concluded, after consultation of the matrix with courses and ILOs, that they are adequately covered by the different components of the programme.

Students and alumni alike were very satisfied with the programme, which is also confirmed by the data of the national student survey (Nationale Studenten Enquête, NSE), which show that overall satisfaction with this programme is very high (4.5 on a scale of 5).

### *Teaching methods*

The panel learned from the self-evaluation report and the website dedicated to the TEP that 'character building' (see standard 1) requires 'slow education'. This means that students must have the

opportunity to engage in critical self-reflection, which is why courses at TiU should be interactive and varied. The ambition is to create learning situations in which students are confronted with their cognitive biases.

The panel examined the self-evaluation report and observed that the teaching methods in MP are small in scale, varied and centred on interaction. Along with interactive lectures there are practical classes in which students work on assignments or practise skills. The orientation towards professional practice is guaranteed by inviting guest lecturers and using case materials from clinical practice. The panel learned from students and alumni that they are very appreciative of the teaching methods used.

Students mentioned in the student chapter of the self-evaluation report that students who have missed two lectures or failed to hand in assignments for more than two lectures are excluded from the exam, which means they cannot proceed to the internship in the second year. Students and alumni had the impression that exceptional personal circumstances or illnesses can have far-reaching consequences. Lecturers explained that this kind of regulation is needed to ensure that students attend all classes, as there is a steep learning curve, and each lecture builds on the one that precedes it. They also mentioned that there have not been many cases where the internship had to be postponed and explained that exceptional circumstances are always taken into account. The panel asks the programme management to ensure that the regulations are not overly strict and to communicate clearly about the rules and guidelines and the exceptions that apply.

#### *Thesis and internship*

The aim of the thesis (24 EC) is that students learn how to perform autonomous empirical research in a medical setting. During the internship (36 EC), students become acquainted with the professional duties of a health and clinical psychologist, and learn how to participate in clinical practice. The panel consulted the information on the internship and master's thesis requirements on Blackboard and found it to be clear and transparent.

The panel learned from the self-evaluation report and the discussions during the site visit that students are supported by the programme's Internship Office in finding an internship. It appreciates that the programme succeeds in maintaining a large network of organizations that offer an internship, so that one is guaranteed for every student. Students can apply at one of the institutions during their first year. Students and alumni mentioned they were very satisfied with the support given with finding a trainee post. Employees of the Internship Office also support students during the internship, provide feedback on the internship reports, and play a role in grading the internship.

Students and alumni mentioned during the site visit that some students engage in more meaningful activities during their internship than others. The panel discussed how the academic level of the internship is guaranteed with the lecturers and programme management and learned that the Internship Office plays an important role in this regard. It examined the procedure for the supervision of the internship and found that the quality control is up to standard, with clear and feasible goals being formulated and approved by the university, and midterm and final evaluations. It appreciates that students have to write a monthly reflection report, which allows the programme to monitor their activities. The internship coordinator explained that if these reports reveal that the activities are insufficient, the matter is immediately taken up with the internship organization. Nevertheless, the internship coordinator acknowledged that some variance between institutions continues to exist. The panel advises the programme to be more strict about ensuring that all students perform activities at the right level. This is especially important considering the weight of the internship in the programme.

Regarding the master's thesis, the panel is of the opinion that its supervision is up to standard. Students first write a research proposal, which has to be approved by both the supervisor and second assessor before they can proceed to the data collection and writing phases. The self-evaluation report describes that students see their supervisor five times on average; they can make additional appointments but are encouraged to work independently. The degree of independence is also taken



into account in the evaluation. During the site visit, students expressed their appreciation of the supervision. The panel values the provision of a clear and structured trajectory.

The panel learned that students usually perform their research at their internship institution. The programme management confirmed that this is the preferred setup as it allows the students to combine academic research with working on real-life projects, which is in line with the scientist-practitioner profile. As the university has long-term relationships with some internship organizations, there are often ongoing studies that continue for several years. The self-evaluation report explains how students choose a research question that is based on the variables collected in the larger study. The panel learned from the student chapter in the self-evaluation report that students regret that this method allows them only a limited influence on the choice of their research project. Students and alumni added that students who choose an internship that is not combined with the thesis are randomly assigned to a thesis topic. Students told the panel they would welcome more participation in the choice of their master's thesis subject. The panel agrees that this would lead to more commitment, motivation, and ownership. Students also mentioned that they would have appreciated more transparency and better communication on these procedures.

The panel observed that students often work with existing data sets for their thesis and discussed this matter with different groups of interviewees. Students confirmed that every student needs to gather data for one day per week during the second year. Lecturers explained that students with a topic with existing data sets perform data collection for other research projects as it is a requirement that every student goes through each phase of the empirical cycle. Moreover, the current method allows students to work with more elaborate data sets. In addition, they do not lose time waiting for the ethical approval of their data collection, as this has already been cleared. Nevertheless, the panel learned from the students and lecturers that the data collection students perform is often for projects that are unrelated to their own thesis topic. The data collection is not taken into account for the students' final grade.

The panel is not convinced that this procedure is an adequate translation of the scientist-practitioner model. First, students are not required to reflect on the optimal research design and data collection method for their research question. Second, they collect data on topics unrelated to their thesis, which means the data collection, which takes up an important portion of the students' time, is not tied to a real learning objective. Third, the effort is not taken into account for their final grade. The panel is therefore of the opinion that the programme needs to reconsider the current setup, in which the majority of students gather data for projects that are unrelated to their thesis. One possible solution would be to make the data collection part of a research internship, with clear learning outcomes that can also be assessed. The panel finds this issue more pressing for MP than for PGG, as it applies to more of its students, as data collection in MP is often on topics that are completely unrelated to the topic of the master's thesis, and as more weight in the curriculum is devoted to the thesis.

#### *Staff*

The panel learned from the self-evaluation report that the teaching staff includes academics who are also active in research. It took note of the fact that obtaining an UTQ is compulsory for all lecturers who coordinate a complete course and supervise students. However, just 44% of the staff has an UTQ, a point which the panel feels is in need of improvement.

Students expressed their satisfaction with the high number of guest lecturers in the programme; the panel agrees that this is a strong feature. The student chapter in the self-evaluation report revealed that this does sometimes lead to overlap in the courses, which is why this topic was explored further with the students and lecturers during the site visit. The former recognized that overlap does occur, but not often. The latter illustrated how the course coordinators instruct the guest lecturers. The panel concludes that the coordination of courses is done in an adequate way, but asks the programme to monitor this issue closely.

The results of student evaluations revealed that lecturers are very highly valued (4.4 out of 5 for approachable lecturers, 4.2 for stimulating lecturers, and 4.3 for enthusiastic lecturers). This was also confirmed by the students and alumni during the site visit.

#### *Admission and inflow*

The programme has a selective admission. The requirements that apply in order to be invited for an admission interview are an academic bachelor's degree in Psychology (Psychology and Health, TiU, or equivalent bachelor from another university); to have finished the bachelor's programme in the nominal study duration of three years; and to have graduated with a weighted average of at least 7.0. The panel learned that a maximum of 68 students can be admitted.

#### *Feasibility, time to completion and mentoring*

Of the student cohort starting in 2015-2016, 86% graduated in two years; percentages fluctuated between 85% and 98% in the preceding years. The panel is pleased to hear that such a high percentage of students finish in the nominal study duration. Students mentioned during the site visit that the workload of the programme is high, but feasible.

### *Student evaluation and Programme Committee*

The panel learned during the site visit that all courses are evaluated regularly, on a rotation basis. The Programme Committee ('Opleidingscommissie', OLC) explained that the evaluation system has recently changed, which means students now evaluate the module as a whole, and individual feedback on the different lecturers of one module is no longer part of the evaluation. The panel agrees with lecturers and programme directors that the former system provided richer information and allowed for more targeted actions.

The panel discussed with the students whether they feel they can address potential issues. They explained that the lecturers are often very approachable, which means that problems can be raised directly. Student-members of the OLC added that social media and the introduction of members at the beginning of the year are used to inform students about their role. International student-members were added to the OLC in order to improve communication with this student group.

Students mentioned during the site visit that they don't always have a clear view of what happens with their suggestions for improvement. The panel learned from the OLC that its actions for improvement are now communicated through Blackboard. The communication has switched to English to cater for the English-speaking students and lecturers.

The panel discussed with the OLC to what extent it has been involved with the recent changes in the programmes. It learned that the OLC has concentrated its activities in the past years primarily on following up issues raised in student evaluations. The OLC also gives advice on the Education and Examination Regulations on a yearly basis. The panel learned that the OLC does not consider it to be its task to give advice on other topics, like curriculum changes or the modalities of the UTQ. The OLC explained that it is still finding its way in the new context of the framework of the 'Wet Versterking Bestuurskracht' that has applied since September 2017. It also mentioned that the faculty's management team and the programme directors do not actively seek its advice in these matters. The faculty's management team explained they would welcome a more proactive role of the OLC and that this topic has been discussed recently. In summary, the panel is of the opinion that the OLC should assume a more proactive role and formulate its advice on strategic matters. It feels that the faculty's management team and the programme directors should more actively seek the advice of this committee in these matters. This way of working would be more in line with the OLC's new role.

### **Considerations**

#### *Bachelor's programme Psychology*

The panel found the curriculum to be sound and coherent and concludes that it enables students to attain the programme's ILOs. The contents of the courses are state of the art and of high quality. Classic large-scale lectures are sufficiently complemented with smaller scale and interactive practicals and working groups, ensuring the students' active participation and learning. The five learning trajectories allow for a gradual build-up of the curriculum, which provides students with a comprehensive introduction to the main subdisciplines of Psychology. The panel values how the TEP is translated into the curriculum by means of paying clear attention to ethics, philosophy, sociology, and cross-cultural psychology. It supports the programme in its ambition to give character-building further substance in the curriculum. It comes to the conclusion that the methods and statistics trajectories are up to standard, but suggests integrating the skills courses with the basic courses better. It also recommends reconsidering the sequence of the professional skills courses, as this may have a positive impact on the programme's feasibility. It approves the flexibility of the major-minor system, which allows students to design their individual trajectory so that they can proceed to a specific master's programme. It appreciates that a mobility window has been created to offer students the possibility to do a minor at another university. It values that students can choose between the Dutch and the English track, and that they can switch from one track to the other. Nevertheless, it strongly suggests communicating more transparently to potential first-year students that the courses of the non-clinical majors are all taught in English. The panel found the concept and supervision of the bachelor's thesis to be up to standard.



The panel noted that the programme management is aware of the declining percentage of students obtaining a positive BSA or graduating in the nominal study duration. It recommends analyzing the causes for this decline more thoroughly, so other targeted actions can be developed. It welcomes the introduction of the PASS programme, which it finds a promising new initiative, from the perspective of its potential for study guidance and for orientation towards the master's programmes.

The panel is satisfied with the quality and quantity of staff. It appreciates that additional staff has been hired to keep pace with growing student numbers. It recommends maximizing the staff continuity, and limiting the temporary staff involved in teaching. It suggests improving the instruction, supervision and quality control of the temporary lecturers and PhD students. Finally, although the share of lecturers with an UTQ has been on the rise in recent years, there is still definite room for improvement in this regard.

The panel urges the Programme Committee ('Opleidingscommissie', OLC) to assume a more proactive role in ensuring that high quality standards are met and maintained, and to formulate its advice on strategic matters. The faculty's management team and the programme directors should more actively seek the advice of this committee in these matters. The panel found that students know where to turn with their issues and recommends continuing current efforts to improve communication about the OLC's activities.

#### *Master's programme Social Psychology*

The panel found the curriculum to be sound and coherent and concludes that it enables students to attain the programme's ILOs. It found that the courses offer students a comprehensive and deepening overview of the discipline and that the contents of the courses are state of the art. It welcomes the programmes' repeated emphasis on professional and research ethics. It appreciates that students are required to finish their coursework before being allowed to start their thesis and internship, as they are thus optimally prepared. It greatly values the interactive setup of the programme, which promotes active participation and learning by students, and constantly motivates them to apply theory to professional practice. It is satisfied with the quality and quantity of staff. There has been substantial staff turnover in recent years, but it concludes that the necessary measures have been taken to stabilize this situation.

The panel found the concept and supervision of the master's thesis to be up to standard and values that the large majority of students perform the data collection for their own thesis. It finds the current 6 EC internship too limited and welcomes that from the academic year 2018-2019 onwards, the 12 EC internship will be standard, with the option to extend it to 18 EC. The panel suggests further tightening the quality control of the internship given the prospect of the 12/18 EC internship. This is particularly relevant for internships conducted outside of the university, and even more so for internships that are performed abroad. The panel realises that the thesis and the internship will no longer coincide in the curriculum and that this will improve the feasibility of the programme. The increase in ECs for the internship will lead to a reduction in ECs for the master's thesis, and the panel asks the programme to thoroughly consider the implications this has for the master's thesis concept. It suggests considering offering more students the possibility to collect data in their internship organization.

The programme's admission procedures are adequate. Although students report a high workload, the panel comes to the conclusion that the programme is feasible. It urges the Educational Committee ('Opleidingscommissie', OLC) to assume a more proactive role in ensuring that high quality standards are met and maintained, and to formulate its advice on strategic matters. The faculty's management team and the programme directors should more actively seek the advice of this committee in these matters. The panel found that students know where to turn with their issues and recommends continuing current efforts to improve communication about the OLC's activities.



### *Master's programme Psychology and Mental Health*

The panel found the curriculum to be sound and coherent and concluded that it enables students to attain the programme's ILOs. It found the contents of the courses to be state of the art and of high quality. It particularly values how the curriculum and teaching methods allow students to integrate theory and practice. It suggests providing more basic diagnostics skills training. It is satisfied with the quality and quantity of staff. It values the mix of academic and clinical expertise. Finally, although the share of lecturers with an UTQ has been on the rise, it is of the opinion that there is still definite room for improvement in this regard.

The panel found the concept and supervision of the master's thesis to be up to standard. It learned that some of the students work with existing datasets for their master's thesis, in which case they have to perform data collection for other research projects. Although this concerns only a few students, the panel would like to point out that the procedure of working with existing datasets is not an adequate translation of the scientist-practitioner model and recommends reconsidering the current setup. It concludes that the supervision and quality control of the internship are up to standard. Nevertheless, it advises the programme to monitor the students' activities during the internship more strictly.

The programme's admission procedures are adequate. The proportion of students who graduate in one year has been declining in recent years, and the panel recommends analyzing potential causes. It welcomes that from 2018-2019 new measures will apply that will allow the workload to be more evenly spread over the year. It asks the programme to closely monitor whether students invest more time in the internship than expected for 18 EC.

The panel urges the Educational Committee ('Opleidingscommissie', OLC) to assume a more proactive role in ensuring that high quality standards are met and maintained, and to formulate its advice on strategic matters. The faculty's management team and the programme directors should more actively seek the advice of this committee in these matters. The panel found that students know where to turn with their issues and recommends continuing current efforts to improve communication about the OLC's activities.

### *Master's programme Medical Psychology*

The panel found the curriculum to be sound and coherent and concludes that it enables students to attain the programme's ILOs. It found the contents of the courses to be state of the art and of high quality, but it recommends closely monitoring the balance between medical subjects and psychological subjects in the curriculum. It also suggests providing more basic diagnostics skills training in the first year. It approves of the interactive setup of the courses as this stimulates the students' active learning. It appreciates the presence of guest lecturers and the use of case materials from clinical practice. Nevertheless, it suggests closely monitoring whether the large number of guest lecturers leads to overlap. It asks the programme management to ensure that regulations regarding class attendance are not overly strict and to communicate clearly about the rules and guidelines, and the exceptions that apply. It is satisfied with the quality and quantity of staff. It values the mix of academic and clinical expertise. Finally, although the share of lecturers with an UTQ has been on the rise in recent years, it is of the opinion that there is still definite room for improvement.

The panel concludes that the supervision and quality control of the internship are up to standard. Nevertheless, it advises the programme to monitor more strictly that all students perform activities at an academic level. This is especially important considering the weight of the internship in the programme. The panel appreciates that the programme succeeds in maintaining a large network of organizations so that an internship is guaranteed for every student.

The panel is of the opinion that the supervision of the master's theses is up to standard. It strongly recommends reconsidering the current setup of the master's thesis. It is of the opinion that more participation by students in the choice of their subject would lead to greater commitment, motivation, and ownership. In addition, the majority of the students currently work with existing datasets, in which case they have to perform data collection for other research projects, often on unrelated topics.

This means they are not required to reflect on the optimal research design and data collection method for their research question, and the data collection is often not tied to a clear learning objective, although students spend a lot of time on it. The panel is of the opinion that the current procedure is not an adequate translation and application of the scientist-practitioner model. It finds this issue more pressing for MP than for PGG, as it applies to more of its students, as data collection in MP is often on topics that are completely unrelated to the topic of the master's thesis, and as more weight is devoted to the thesis in the curriculum.

The programme's admission procedures are adequate. The panel is pleased to hear that a high percentage of students finish within the nominal study duration. It urges the Educational Committee ('Opleidingscommissie', OLC) to assume a more proactive role in ensuring that high quality standards are met and maintained, and to formulate its advice on strategic matters. The faculty's management team and the programme directors should more actively seek the advice of this committee in these matters. The panel found that students know where to turn with their issues and recommends continuing current efforts to improve communication about the OLC's activities.

### **Conclusion**

*Bachelor's programme Psychology:* the panel assesses Standard 2 as 'satisfactory'.

*Master's programme Social Psychology:* the panel assesses Standard 2 as 'satisfactory'.

*Master's programme Psychology and Mental Health:* the panel assesses Standard 2 as 'satisfactory'.

*Master's programme Medical Psychology:* the panel assesses Standard 2 as 'satisfactory'.

### **Standard 3: Student assessment**

The programme has an adequate system of student assessment in place.

#### **Explanation:**

The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

### **Findings**

#### *Assessment policy*

The assessment policy and system of assessment of the bachelor's programme in Psychology and the three master's programmes are formulated at the level of the Tilburg School of Social and Behavioral Sciences (TSB) of TiU. The Examination Board (EB) promotes the quality of assessment by providing instructions to assure that assessment is valid, reliable, and transparent. The panel consulted the 'Rules and Guidelines of the Examination Board 2017-2018', a document that is updated on an annual basis. It observed that these rules determine that all written tests and exams must be peer-reviewed; that each written exam must have scoring instructions; that an assessment form must be used for the assessment of the thesis; and that the thesis must be assessed by two assessors. It is also a requirement that specification tables are used. Regarding multiple-choice exams, the rules contain advice on how to implement corrections for guessing. The panel took note of the fact that the EB published a 'TSB Handbook for Constructing and Grading Exams', which comprises a detailed and practical guide to support teaching staff in the development of valid, reliable, and transparent assessments. It appreciates that this manual provides practical guidelines and heard how this handbook has been helpful from staff of the different programmes.

The panel values that the 'Rules and Guidelines' provide teaching staff with a framework for the development of assessments. Nevertheless, it struck the panel that these documents are brief. It



observed, for example, that transparent, clear rules regarding the assessment of the thesis and internship are lacking in the document (see below, 'Assessment of final projects'). It recommends drawing up a more encompassing document, which contains the assessment policy and a detailed assessment plan, as this provides the transparency that is required for all parties involved.

#### *Formats of assessment in the programmes*

The self-evaluation report reveals that students evaluate the transparency of the programmes' requirements and the representativeness of tests less favourably than other elements of the teaching environment (like the quality of the lecturers and the quality of instruction). The panel discussed this with the student groups of the different programmes. Students explained that the assessment is transparent in that learning goals and modes of assessment are clearly communicated through Blackboard and in the study guide. Every student group the panel talked to was of the opinion that the assessment is representative of the learning goals and the instruction received in class. The panel consulted the study guide and a sample of courses for each programme, which confirmed this. The panel values that the assessment of the different courses is well-documented and that a variety of assessment forms is used.

#### *Bachelor's programme Psychology*

The panel learned from the self-evaluation report that multiple-choice exams constitute an important portion of the assessments used. It also noticed that they are often used in combination with other assessment types, such as essay exams. Specific assessments are used in the working groups, such as written assignments, presentations, posters, and papers. The students confirmed that there is variety in the assessment forms, and that more than one assessment form and moment are provided in the majority of courses. They were appreciative of the amount of feedback received. The panel learned that digital assessment is being piloted. It concludes from the sample of courses it examined that the level of the assessment is adequate.

#### *Master's programme Social Psychology*

The panel learned from the self-evaluation report that the main ways the achievements in the SP programme are assessed are written exams, assignments, class discussions and presentations, papers, and the internship. It concludes from the sample of courses it examined that the level of the assessment is adequate. It notes that there is variety in the assessment forms used, and that more than one assessment form and moment are provided in the majority of courses. Students were very positive about the way they are assessed and expressed their appreciation for case study exams. A point of improvement that was identified by the students is that there are often many different assessments for one course (multiple individual assignments, groups assignments, etc.), which has a negative impact on the feasibility of the programme. The panel suggests the programme closely monitor this.

#### *Master's programme Psychology and Mental Health*

The panel learned from the self-evaluation report that the main ways the achievements in the PGG programme are assessed are written exams, assignments, presentations, papers, and the internship. It concluded from the sample of courses it examined that the level of the assessment is adequate. It values the variety in the assessment forms used, and that more than one assessment form and moment are provided in the majority of courses. Students were also appreciative of the amount of feedback they receive.

#### *Master's programme Medical Psychology*

The panel learned from the self-evaluation report that the main ways the achievements in the MP programme are assessed are written exams, assignments, presentations, papers, and the internship. The panel concluded from the sample of courses it examined that the level of the assessment is adequate. It values the variety in the assessment forms used, and that more than one assessment form and moment are provided in the majority of courses. Students explained that they value the variety in assessment formats used.

## *Assessment of final projects*

### *Bachelor's and master's thesis*

The 'Rules and Guidelines' stipulate that an assessment form must be used for the assessment of the thesis. Moreover, two assessors must be involved in the assessment (the thesis supervisor and at least one additional assessor, who has not been involved in the actual supervision of the graduation project). The EB explained during the site visit that no additional rules have been formulated and that the implementation of the guidelines depends largely on the different programmes and departments.

The panel learned that from 2017-2018 onwards, all programmes use a similar assessment form, except for the master PGG, which is planning to introduce this form in the near future. The form shows that rating focuses on five domains (Abstract, Introduction, Method & results, Conclusion & discussion, and Work attitude) that contribute to the final grade with different weights. Each domain is rated on different criteria. The panel appreciates that the form contains specified criteria for assessment, and that it provides room for remarks and feedback for every domain. It also values that the student's work attitude is part of the assessment in most programmes. It welcomes that, in the MP programme, the quality of the thesis presentation is also assessed using clear criteria.

The panel inspected a sample of theses with completed assessment forms from the different programmes (see standard 4). From this review and the discussions with staff and the EB, it concluded that there is a clear and urgent need for improvement in the way the forms are used. First of all, not all assessors gave a mark for each domain, so it is not transparent how the assessor came to his/her final grade ('intra-rater reliability'). It is also not clear whether an insufficient score in one domain can be compensated by a sufficient score in another category. Secondly, it struck the panel that the scores on the different criteria were not used consistently across assessors, and that the pattern of scores on the criteria seemed inconsistent with the domain grades and the final grade, thus leading to questions about the inter-rater reliability and internal consistency of the grading. The panel was unable to check the inter-rater reliability of the theses as it only received one assessment form per student. Finally, the panel noted that some forms contained extensive feedback, whereas on other forms this feedback was sparse. In summary, it found substantial variation in the way the forms are used, and could not verify the extent of the variation due to the archiving policy of the assessment forms of the past years.

From the self-evaluation report and the discussions held during the site visit, the panel learned that each programme has its own method to determine the final grade. It found no clear guidelines on the maximum difference in grading between assessors that is allowed; the procedure that applies if the assessors disagree; and the way in which the final grade is ultimately determined. In some programmes, the final grade is the mean of the grade given by the two assessors; in other programmes the final grade is determined after a discussion between the two assessors. In cases of disagreement, a third assessor is involved, but it is not clear who can act as a third assessor and how his/her assessment weighs on the final grade. In addition, there are no rules on who can assume the role of first and second assessor and how to ensure that both parties are independent. The panel learned that in exceptional cases, it is possible, even at the master level, that two PhD students assess the thesis (that is, without the involvement of a staff member with a PhD degree).

The panel has great concerns with regard to these issues, and recommends reviewing the thesis assessment procedure and form to better ensure the validity, reliability, and transparency of the assessment. It urges the EB to develop clear and comprehensive guidelines regarding the assessment procedure of the thesis. They should include, at very least, a description of who can act as first and second assessor; rules regarding the independence of both assessors; instructions on how the final grade is calculated based on the marks of both assessors; and instructions on how to proceed in case of disagreement between the two assessors. The panel is of the opinion that the EB should play a leading role in this and ensure consistency and standardization in the assessment procedure across



the programmes. It also advises archiving the assessment forms of all assessors involved, rather than just the final version that contains the assessments of the two assessors together.

### *Internship*

The panel reviewed the assessment procedure for the internship in the master's programmes, and has serious concerns here as well. The 'Rules and Guidelines' contain no rules on the assessment of internships. The panel learned from the self-evaluation report and the internship instructions on Blackboard that the procedures are slightly different for each programme. The direct supervisor from the programme assesses the students' daily work; the internship supervisor from the university is at least present for the final assessment, and in some programmes for an interim assessment. Along with the daily work in the internship institution, the internship working groups and internship reports also contribute to the final grade. The lecturers explained how 85% of the internship grade in the MP and PGG programmes is determined by the local supervisor, who is not appointed by the EB as an examiner for the degree programmes. The rest of the grade is decided on the basis of the reports and participation in the intervision sessions. Lecturers added that although 85% is determined externally, the weekly reports allow them to monitor whether the grade awarded is reasonable. The panel discussed this issue with the EB, which confirmed that it has established no general rules regarding the assessment of internships. The panel and EB agreed that it should be a requirement that the final grade for the internship is determined entirely by teaching staff of the programme with the authority to conduct examinations (i.e. examiners). At the moment, this requirement is not being met.

### *Examination Board*

The panel learned from the self-evaluation report that the EB consists of independent members of the academic staff, each representing one or more of the educational programmes. Together, all educational programmes of the TSB are represented. One external member (not related to Tilburg University) guarantees the independence of the Board. Two legal experts, who function as secretaries, support the Board. It struck the panel when consulting the EB minutes that the frequency of meetings is very low (only five times in the past academic year), whereas the range of programmes the EB is responsible for is broad. EB members explained how official meetings are for procedural matters, and that due to the short lines between colleagues, many issues are also taken care of informally. The panel is not convinced that the current composition and frequency of meetings allows the EB to be sufficiently in control.

The panel talked at length with the EB about the way it controls the quality of assessment a posteriori. It learned from the self-evaluation report and the discussions during the site visit that the EB has started to play a more active role in evaluating the assessments from 2016-2017. Each year, a subcommittee of the EB screens a sample of five courses of each programme. The EB explained that during this procedure, a subcommittee looks at the constructive alignment of courses. The panel values that the validity of the assessment is being checked and continually improved in this way. Nevertheless, it learned that the EB currently does not check samples of theses. It is of the opinion that the EB needs to take this step urgently, as it would provide more information on the quality and consistency of grading and the achieved learning outcomes of students.

In summary, the panel found that the EB is not sufficiently proactive in drawing up transparent rules, and in monitoring whether these rules are also applied in practice. Taken together with the high degree of autonomy of the departments of TSB, it comes to the conclusion that the EB is not sufficiently in control of the quality of examinations.

### **Considerations**

The panel established that the EB develops an annually updated set of 'Rules and Guidelines' that contribute to the validity, reliability, and transparency of the assessment system. It realises that these 'Rules and Guidelines' are made more concrete in a 'TSB Handbook for Constructing and Grading Exams'. However, additional instructions for the assessment process of final projects are required.

The panel concludes that a diverse set of assessment formats is used in the four programmes under consideration, which allow the programmes to assess knowledge as well as understanding and application of that knowledge. The assessment methods used contribute to the students' active learning. The panel values that in most courses, more than one assessment moment determines the final grade, and that students receive ample feedback.

Concerning the assessment of the thesis, the panel welcomes that each thesis must be assessed by two assessors, and that all programmes under consideration now use a similar assessment form. It appreciates that the form contains clear assessment criteria and that the work attitude of the student is taken into account in most programmes. It particularly welcomes how, in the MP programme, the quality of the thesis presentation is also assessed using clear criteria. Nevertheless, it comes to the conclusion that the assessment procedure of the bachelor's and master's thesis in all programmes under consideration is in clear and urgent need of improvement. It urges the EB to develop clear and comprehensive guidelines regarding the assessment procedure of the thesis. Concerning the internship, the panel also strongly recommends drawing up clear rules and guidelines that apply across the programmes. It should moreover be a requirement that the final grade for the internship is determined entirely by an examiner from the programme, who is appointed by the EB. These shortcomings in the assessment of the theses and internship should be remedied in the near future.

With regard to monitoring and securing the assessment policy and practices, the panel is of the opinion that the EB should play a more proactive and coordinating role in the establishment of these rules and the monitoring of their application in practice. It approves that the EB has recently started screening the quality of assessment on a rotation basis. Nevertheless, it urges the EB to start monitoring the quality of assessment of the bachelor's and master's theses on a random sample basis, thus also monitoring the achieved learning outcomes of the students. It is not convinced that the EB, with its current composition and very low frequency of meetings, can sufficiently exert its role for the psychology programmes. It believes the role and position of the EB in the TSB should be improved. The EB can and should be more proactive in its activities, and more aware of its legal responsibilities. This also implies that the departments will lose some of their current autonomy in assessment.

In summary, the panel comes to the conclusion that the reliability, validity, and transparency of the thesis assessment in the four programmes are insufficiently ensured. Crucial points of improvement are needed in the assessment of the thesis and the internship, which are major elements of the curriculum, and in the functioning of the EB. The panel is of the opinion that the improvement of these shortcomings is realistic and feasible within a maximum of two years.

## **Conclusion**

*Bachelor's programme Psychology: the panel assesses Standard 3 as 'unsatisfactory'.*

*Master's programme Social Psychology: the panel assesses Standard 3 as 'unsatisfactory'.*

*Master's programme Psychology and Mental Health: the panel assesses Standard 3 as 'unsatisfactory'.*

*Master's programme Medical Psychology: the panel assesses Standard 3 as 'unsatisfactory'.*



**Standard 4: Achieved learning outcomes**

The programme demonstrates that the intended learning outcomes are achieved.

**Explanation:**

The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in post-graduate programmes.

**Findings***Bachelor's programme*

The panel studied a sample of twelve bachelor's theses and found that they indicated that the students had attained the programme's ILOs and an academic bachelor's level. The alumni the panel interviewed mentioned that they felt well-prepared for master's programmes, both at TiU and at other universities. They explained that the emphasis on statistics and the development of academic skills had been a key factor in this. The panel would have welcomed more detailed information on the follow-up trajectory of the graduates, e.g., inflow and success in master's programmes, both at TiU and elsewhere.

The master students and alumni the panel spoke with explained that there had been a lack of information on future study and career paths in the bachelor's programme. The panel learned that steps have been taken in the new curriculum to intensify the orientation to future careers. The fourth course in each major gives students a direct orientation on the labour market. The PASS project includes reflection on the student's own development, goals and achievement, including a development program. The panel values that these initiatives have now been taken.

The panel noted that students in the English tracks of the bachelor's programme were informed about the options to pursue master's programmes in English at TiU, and that they were aware that currently no clinical master is offered in English. The panel asks the programme to continue and even intensify this communication in years to come to ensure that students are informed about the latest developments in the plans to organize a clinically oriented master in English.

*Master's programme Social Psychology*

The panel studied a sample of eight master's theses and found that they indicated that the students had attained the programme's ILOs and achieved an academic master's level. Although the internship reports were not presented by the programme as final projects, the panel had the opportunity to study some internship reports during the site visit, and found them to be adequate.

The panel learned from the self-evaluation report that it takes students 5.6 months on average to find their first job after graduation, which is reasonable. Within one year after graduation, 90% have paid work, and 61% of alumni works at the level of higher vocational education. The panel is of the opinion that this can be improved. Students mentioned that they feel that the short internship limits their chances on the labour market. The panel is pleased to see that the weight and duration of the internship will increase. It is of the opinion that a longer internship, which also allows students to collect their data at the internship location, will further improve the students' professional profile.

The programme has a LinkedIn group for each of the tracks and uses them to keep in touch with its alumni, but also as a service to students and graduates to provide contacts for jobs and internships. During the site visit, it became clear to the panel that alumni are not being asked to inform students about potential careers, and that both current students and alumni would welcome this opportunity.

*Master's programme Psychology and Mental Health*

The panel studied a sample of eight master's theses and found that they indicate that the students had attained the programme's ILOs and achieved an academic master's level. Although the internship reports were not presented by the programme as final projects, the panel had the opportunity to study some internship reports during the site visit, and found them to be adequate.



The panel learned from the self-evaluation report that students find their first job within four months of graduation on average. Within 1 year of graduation, 94% of alumni have paid work, 47% at the master level. The panel is of the opinion that this can be improved and discussed this issue with the alumni. They explained that they are satisfied with the extent to which the programme had prepared them for a future career. Nevertheless, they recognized that for some alumni it is not easy to find a job, but they added that this was due to restrictions in the job market in recent years. They explained that alumni are prepared to start working below the master level in order to gain the necessary practical expertise to be able to proceed to a master-level job later. During the site visit, it became clear to the panel that alumni are not being asked to inform students about potential careers, and that both current students and alumni would welcome this opportunity.

#### *Master's programme Medical Psychology*

The panel studied a sample of eight master's theses and found that they indicated that the students had attained the programme's ILOs and achieved an academic master's level. Although the internship reports were not presented by the programme as final projects, the panel had the opportunity to study some internship reports during the site visit, and found them to be adequate.

The panel spoke with alumni during the site visit, who were very enthusiastic about the level achieved and the extent to which the programme prepared them for their further careers. It learned from the self-evaluation report that the job market figures of the programme are very good. The self-evaluation report described that graduates take three months on average to find their first job. One year after graduation, 100% of graduates have a paid job, 93% of which is at the master level. Some 93% of the students would take the programme again. During the site visit, it became clear to the panel that alumni are not being asked to inform students about potential careers, and that both current students and alumni would welcome this opportunity.

### **Considerations**

#### *Bachelor's programme*

The panel ascertained that the curriculum and assessment are in line with the ILOs, enabling students to achieve them during the bachelor's programme. Inspection of a sample of bachelor's theses confirmed that they do indeed reflect the intended academic bachelor's level. The fact that the alumni feel that they were well prepared for different master's programmes and specializations adds to the panel's conclusion that the ILOs are being achieved. It would have welcomed more detailed information on the follow-up trajectory of TiU's bachelor graduates. It values that initiatives were taken to inform students better about the different trajectories the master's programmes offer, like the PASS programme and a dedicated course in the major.

#### *Master's programme Social Psychology*

The panel ascertained that the curriculum and assessment are in line with the ILOs, enabling students to achieve them during the master's programme. Inspection of a sample of master's theses and internship reports confirmed that they do indeed reflect the intended academic master's level. The panel is of the opinion that the connection between the programme and the labour market is a point requiring improvement, yet sees the extension of the internship as an opportunity to improve this. It recommends involving the alumni more actively to inform students better about potential careers.

#### *Master's programme Psychology and Mental Health*

The panel ascertained that the curriculum and assessment are in line with the ILOs, enabling students to achieve them during the master's programme. Inspection of a sample of master's theses and internship reports confirmed that they do indeed reflect the intended academic master's level. The panel is of the opinion that the connection between the programme and the labour market is a point requiring improvement. It recommends involving the alumni more actively to inform students better about potential careers.



#### *Master's programme Medical Psychology*

The panel ascertained that the curriculum and assessment are in line with the ILOs, enabling students to achieve them during the master's programme. Inspection of a sample of master's theses and internship reports confirmed that they do indeed reflect the intended academic master's level. This is further confirmed by the job market figures of the programme, which are very good. The panel recommends involving the alumni more actively to inform students better about potential careers.

#### **Conclusion**

*Bachelor's programme Psychology:* the panel assesses Standard 4 as 'satisfactory'.

*Master's programme Social Psychology:* the panel assesses Standard 4 as 'satisfactory'.

*Master's programme Psychology and Mental Health:* the panel assesses Standard 4 as 'satisfactory'.

*Master's programme Medical Psychology:* the panel assesses Standard 4 as 'satisfactory'.

## GENERAL CONCLUSION

The panel has assessed Standards 1, 2, and 4 of the bachelor's programme Psychology as 'satisfactory' and Standard 3 as 'unsatisfactory'. It is of the opinion that the improvement of the shortcomings in Standard 3 is realistic and feasible within a maximum of two years. Following the decision-making rules of the NVAO, the final assessment of the panel about the programme is 'satisfactory'.

The panel has assessed Standards 1, 2, and 4 of the master's programme Social Psychology as 'satisfactory' and Standard 3 as 'unsatisfactory'. It is of the opinion that the improvement of the shortcomings in Standard 3 is realistic and feasible within a maximum of two years. Following the decision-making rules of the NVAO, the final assessment of the panel about the programme is 'satisfactory'.

The panel has assessed Standards 1, 2, and 4 of the master's programme Psychology and Mental Health as 'satisfactory' and Standard 3 as 'unsatisfactory'. It is of the opinion that the improvement of the shortcomings in Standard 3 is realistic and feasible within a maximum of two years. Following the decision-making rules of the NVAO, the final assessment of the panel about the programme is 'satisfactory'.

The panel has assessed Standards 1, 2, and 4 of the master's programme Medical Psychology as 'satisfactory' and Standard 3 as 'unsatisfactory'. It is of the opinion that the improvement of the shortcomings in Standard 3 is realistic and feasible within a maximum of two years. Following the decision-making rules of the NVAO, the final assessment of the panel about the programme is 'satisfactory'.

The panel recommends that an improvement period be imposed for all four programmes. The improvement of the shortcomings must include the revision of the thesis assessment procedure. The EB must develop clear and comprehensive guidelines regarding the assessment procedure of the thesis. They should include, at very least, a description of who can act as first and second assessor; rules regarding the independence of both assessors; instructions on how the final grade is calculated on the basis of the marks of both assessors; and instructions on how to proceed in case of disagreement between the two assessors. Also, the panel advises archiving the assessment forms of all assessors involved.

Concerning the internship, the EB needs to draw up clear rules and guidelines that apply across programmes. It should be a requirement that the final grade for the internship is determined by an examiner from the programme, who is appointed by the EB.

Regarding the EB, the TSB must reflect on the question of whether its current composition and functioning allows it to sufficiently exert its role for the Psychology programmes. Also, the EB must accelerate its monitoring by taking samples of theses to monitor the quality of the assessments, and whether the ILOs have been achieved.

The panel is of the opinion that these measures are feasible within a two-year framework. It advises intensifying joint meetings of the programme management, OLC and EB to support this process.

### **Conclusion**

The panel assesses the *bachelor's programme Psychology* as 'satisfactory'.

The panel assesses the *master's programme Social Psychology* as 'satisfactory'.

The panel assesses the *master's programme Psychology and Mental Health* as 'satisfactory'.

The panel assesses the *master's programme Medical Psychology* as 'satisfactory'.



## APPENDICES



# APPENDIX 1: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

## 1. Inleiding

Voorafgaand aan de visitatie van de psychologieopleidingen in Nederland heeft de Kamer Psychologie, het disciplineoverlegorgaan van de VSNU, de criteria vastgelegd waaraan naar haar oordeel de academische bachelor- en masteropleiding moeten voldoen. Zij heeft daarbij aansluiting gezocht bij de uitgangspunten van de eerdere visitatiecommissies, die respectievelijk in 1988, 1994, 2000, 2006 en 2012 de opleidingen hebben beoordeeld. De criteria sluiten tevens aan op het NIP-rapport 'De kwaliteit van de psychologiebeoefening' (NIP, 1995). Daarnaast hebben we ons bij het opstellen van de criteria rekenschap gegeven van de EuroPsy criteria (EFPA, 2015). Hierbij dient aangetekend te worden dat deze laatste uitgaan van een driejarige bachelor- en een tweejarige masteropleiding. In Nederland is gepoogd in navolging van andere Europese landen ook accreditatie te verkrijgen voor het verzorgen van een tweejarige masteropleiding voor (deelgebieden van de) psychologie. Diverse aanvragen werden weliswaar goed beoordeeld door de NVAO maar niet doelmatig bevonden door het ministerie van Onderwijs. Het ministerie beriep zich o.a. op het argument dat de vierjarige opleidingen als van voldoende niveau zijn beoordeeld en meent daarnaast dat er geen bezwaar is tegen het opnemen van specialistische studieonderdelen in de bachelorfase.

Bij de bacheloropleiding psychologie gaat het om een disciplinegeoriënteerde bachelor waarbij in de meeste gevallen sprake zal zijn van doorstroom naar een masteropleiding in een subdiscipline van de psychologie (zie de nota 'Naar een open hoger onderwijs' van het ministerie van Onderwijs, november 2000). Voor de zelfstandige beroepsuitoefening als psycholoog zal de driejarige bacheloropleiding in de psychologie geen civiel effect hebben, omdat het competentieniveau na drie jaar hiervoor te beperkt is. De nadruk in de bacheloropleiding psychologie ligt op disciplinaire academische vorming en globale kennisverwerving. De bacheloropleiding psychologie biedt daarmee een uitstekende basis om door te kunnen stromen naar een masteropleiding psychologie of naar een andere (aanpalende) masteropleiding. In nauwe aansluiting op de bacheloropleiding psychologie is de 1-jarige masteropleiding psychologie een noodzakelijke voorwaarde voor de zelfstandige beroepsuitoefening als psycholoog. Daarentegen zijn de tweejarige researchmasteropleidingen psychologie of multidisciplinaire researchmasteropleidingen, b.v. in cognitieve neurowetenschap, een noodzakelijke voorwaarde tot een verdere loopbaan in wetenschappelijk onderzoek.

In de bachelor-masterstructuur gaat het om twee afzonderlijke, eigenstandige opleidingen met ieder een eigen set doelstellingen en eindtermen. Daarbij wordt enerzijds verwacht dat de bachelor een behoorlijke keuzevrijheid kent (bijvoorbeeld in de vorm van een minor) en dat na afronding van de bachelor opnieuw kan worden nagedacht over de keuze van een master, eventueel in een andere richting of aan een andere universiteit. Anderzijds blijkt uit de argumentatie van het ministerie ten aanzien van de (on)doelmatigheid van een tweejarige masteropleiding psychologie, dat de bachelor- en masteropleiding juist in hun samenhang moeten worden gezien. De gewenste specialisatie en de voorbereiding op postacademisch onderwijs vindt immers plaats in bachelor- én masteropleiding tezamen. Daarmee verschaftte het ministerie de psychologieopleidingen een paradoxale opdracht, die heeft geresulteerd in een behoorlijke diversiteit tussen de Nederlandse psychologieopleidingen, waarbij vooral de omvang van de specialisatiefase en de omvang van de vrije keuzeruimte tussen opleidingen in de bachelorfase verschilt. Dit zal er toe leiden dat wanneer bachelorprogramma's met andere bachelorprogramma's worden vergeleken er aanzienlijke inhoudelijke verschillen worden gevonden. Dit geldt ook bij een onderlinge vergelijking van masterprogramma's. Wanneer echter de bachelor- en masteropleiding als één geheel worden bekeken, zijn de Nederlandse opleidingen onderling goed vergelijkbaar. Ook is duidelijk dat er inhoudelijk weliswaar verschillen bestaan, maar dat over het te bereiken eindniveau grote eensgezindheid heerst. Verschillen in profilering zullen zowel tussen opleidingen als binnen opleidingen (bijvoorbeeld tussen verschillende masterspecialisaties) altijd aanwezig zijn. Van belang is daarom vooral ook het academisch niveau van de eindtermen van de verschillende bachelor- en masteropleidingen.

In verband hiermee heeft de Kamer Psychologie zich op het standpunt gesteld dat bij het formuleren van de criteria de bachelor- en masteropleiding een organisch op elkaar aansluitend geheel vormen.



Daarbij respecteert en accepteert zij verschillen die er in de afgelopen periode tussen de verschillende opleidingen psychologie zijn ontstaan ten aanzien van de omvang van de specialisatiefase en de omvang van de vrije keuzeruimte in de bachelorfase. Wel is de Kamer Psychologie van mening dat de bacheloropleiding psychologie - mede gezien de internationale eisen - overwegend uit psychologievakken en steunvakken moet bestaan.

## **2. Doelstelling en aard van de academische psychologieopleiding**

Het uitgangspunt bij het opstellen van de criteria is dat de psychologie een zelfstandige opleiding is met eigen doelstellingen. Die doelstellingen zijn enerzijds ontleend aan het specifiek eigen disciplinaire karakter van de psychologie als wetenschap en anderzijds aan het veld van toepassingen waarop de opleiding studenten voorbereidt. Mede bepalend voor de identiteit van de psychologieopleiding is de internationale herkenbaarheid en erkenning ervan. In Europees kader is de studentmobiliteit in de periode 2010-2016 aanzienlijk toegenomen en diverse psychologieopleidingen bieden tevens bachelorprogramma's in het Engels aan.

In algemene zin richt de psychologie zich op de wetenschappelijke bestudering van gedrag en beleving van mensen (of dieren) in hun verhouding tot zichzelf en tot hun fysieke en sociale omgeving in een complexe, multiculturele samenleving. De psychologie is een biopsychosociale wetenschap. Observatie en analyse van intrapersonlijke en interpersoonlijke processen dienen in samenhang te geschieden met enerzijds kennis over de biologische fundering van het gedrag en anderzijds over de fysieke en maatschappelijke context waarbinnen deze plaatsvinden. Dit geldt voor alle subdisciplines van de psychologie.

De aard van de psychologie brengt mee dat in deze discipline uiteenlopende analysemodellen worden gehanteerd voor de beschrijving en verklaring van bijvoorbeeld processen van neurofysiologische, intrapsychische, interindividuele, institutionele, technologische of culturele aard. Een belangrijke taak van de psychologie is dan ook verbanden te leggen tussen de verschillende verklaringsmodellen.

Er worden diverse methoden toegepast in de verschillende gebieden van de psychologie zoals de experimentele en de quasi-experimentele methode alsmede klinische observatie, neuro-imaging, fysiologische metingen en surveys en combinaties hiervan. Kennis van verschillende veelgebruikte methoden wordt van groot belang geacht voor de academisch geschoolde psycholoog.

De psychologieopleiding bereidt de studenten voor op de psychologische onderzoeks- en beroepspraktijk. Een specifiek kenmerk hiervan is dat psychologen, net zoals medici, beslissingen nemen die het (geestelijk) welzijn en functioneren van individuele personen in belangrijke mate kunnen bepalen. Kennis over de ethiek van onderzoek en professioneel handelen is daarom onontbeerlijk. Kennis en ervaring met ICT-middelen zoals ingezet bij zorg via internet (e-Health) is ook van groot belang.

## **3. Gevolgen voor de inhoud van de opleiding**

Voorgaande uitgangspunten leiden ertoe dat de psychologieopleiding, naar het oordeel van de Kamer Psychologie, inhoudelijk tenminste de volgende componenten dient te omvatten. Daarbij dient te worden opgemerkt dat de genoemde componenten niet per se als afzonderlijke cursus in het curriculum moeten zijn terug te vinden. De componenten kunnen ook als onderdeel van (meerdere) andere studieonderdelen in het curriculum worden aangeboden.

In de Bachelorfase:

- a. inleidingen in de belangrijkste deelgebieden van de psychologie, met name de biologische psychologie, de cognitieve psychologie, de ontwikkelingspsychologie, de sociale psychologie, psychodiagnostiek en psychopathologie.
- b. de steungebieden: geschiedenis van de psychologie, wetenschapsfilosofie, ethiek, methodenleer en data-analyse en statistiek;
- c. onderwijs en oefening in de methoden van de psychologische wetenschap en het psychologische onderzoek (doorlopen van de empirische cyclus) en van de beroepspraktijk; de mogelijkheid om



(indien relevant en gewenst) een stevige basis te leggen om in de masterfase te kunnen voldoen aan de eisen voor de Basisaantekening Psychodiagnostiek van het NIP en de toegangskwalificatie tot de postacademische opleiding tot gezondheidszorgpsycholoog, psychotherapeut, klinisch neuropsycholoog of schoolpsycholoog;

d. naast globale kennis van de belangrijkste fundamentele deelgebieden ook globale kennis van de belangrijkste toepassingsgebieden die in de betreffende opleiding worden aangeboden;

e. een bachelorthese, hetzij een verslag van een literatuuronderzoek, hetzij een verslag van een (klein) empirisch onderzoek.

In de Masterfase:

a. inhoudelijke, specialistische kennis, afhankelijk van de masterspecialisatie;

b. gesuperviseerde praktijk- en/of onderzoeksstage;

c. (indien relevant en gewenst, mede afhankelijk van de masterspecialisatie) verdere oefening in vaardigheden voor de beroepspraktijk, zodanig dat daarmee voldaan wordt aan de eisen voor de Basisaantekening Psychodiagnostiek van het NIP en de toegangskwalificatie tot de postacademische opleiding tot gezondheidszorgpsycholoog, psychotherapeut, klinisch neuropsycholoog of schoolpsycholoog;

d. een masterthese: opzet, uitvoering en rapportage van een empirisch en/of analytisch onderzoek waarbij sprake is van een mate van zelfstandigheid.

#### **4. Bestuurlijke en organisatorische randvoorwaarden**

De Kamer Psychologie neemt als uitgangspunt dat het eigen karakter van de psychologieopleiding een zodanige bestuurlijke en organisatorische inbedding vereist dat de beslissingsbevoegdheid over het programma bij psychologen berust, met inbegrip van de examencommissie. Ten slotte acht de Kamer geregeld landelijk overleg over kwalificaties voor beroepsuitoefening en beroepsethiek tussen de psychologieopleidingen en met de beroepsvereniging van groot belang.

## APPENDIX 2: INTENDED LEARNING OUTCOMES

### **Bachelor's programme Psychology**

#### *1. Knowledge and understanding*

- 1.1. knowledge and understanding of human behavior, thoughts and experience, as taught in experimental psychology, biological and brain psychology, developmental psychology, social psychology, cultural psychology, personality psychology, psychodiagnostics and psychopathology;
- 1.2. knowledge of the historical developments that gave rise to contemporary psychology in all its different subdisciplines, as well as knowledge of foundations of psychology in general and of the various sub-disciplines in psychology;
- 1.3. knowledge of research methods in psychology as an empirical science; knowledge of common quantitative and qualitative methods of psychological research, including data-handling and statistical analyses;
- 1.4. knowledge of psychodiagnostic tools, such as tests, observation techniques, and questionnaires that are often used by psychologists;
- 1.5. knowledge of organizations, institutions, and regulations that are important for psychology as a profession;
- 1.6. in-depth knowledge of one major specialization in psychology (i.e. Clinical Psychology, Cognitive Neuropsychology, Developmental and Lifespan Psychology, Economic Psychology, Forensic Psychology, Medical Psychology, Psychological Methods and Data Analysis, Social Psychology, Work and Organizational Psychology); in addition, knowledge of a second specialization (minor) in psychology or in a relevant, related discipline chosen from aforementioned list or from another academic program (including those from partner universities abroad);
- 1.7. knowledge of ethical norms that apply to the profession of psychology;
- 1.8. knowledge of the most important philosophical approaches relevant to psychology, including philosophy of science and social philosophy;
- 1.9. knowledge of the foundations of sociology, as related to psychology.

#### *2. Applying knowledge and understanding*

- 2.1. general intellectual skills: logical and analytical reasoning;
- 2.2. interviewing and communication skills as a method of acquiring data and/or professional applications;
- 2.3. observation skills as a method of acquiring data and/or professional applications;
- 2.4. skills to independently find scientific literature and to do a literature study by means of digital information systems;
- 2.5. skills to independently apply methods of quantitative data management and data analysis;
- 2.6. skills to, under supervision, formulate testable research questions and to design practically feasible studies, including the choice of research methods.

#### *3. Making judgments*

- 3.1. the ability to critically read and judge scientific literature;
- 3.2. reflection on own knowledge, professional skills, and acts, as well as on the knowledge, skills and acts of others;
- 3.3. awareness of the responsibilities of a psychologist holding a university degree with respect to society at large.

#### *4. Communication*

- 4.1. being able to clearly communicate both orally and in writing in proper academic Dutch or English on aspects of the field of psychology with peers and non-peers;
- 4.2. scientific reporting on literature studies and on empirical studies, both orally and in writing, using the most recent APA norms;
- 4.3. at least a passive understanding of academic English
- 4.4. digital and presentation skills.

### *5. Lifelong learning skills*

- 5.1. contribute to scientific knowledge, taking an interested, investigative attitude;
- 5.2. willingness to lifelong learning.

## **Master's programme Social Psychology**

### *1. Knowledge and understanding*

- 1.1. knowledge of and insight into the core concepts and theoretical models (and the developments therein) of social psychology;
- 1.2. knowledge in the field of one of the two specializations as offered in the program, namely Economic Psychology and Work and Organizational Psychology;
- 1.3. knowledge of and insight into theory formation and research in relevant adjacent disciplines such as economics and business economics (especially in the field of marketing and management and organization);
- 1.4. knowledge of and insight into the common methods and techniques of psychological research as used in academic social psychology and in professional practice.

### *2. Applying knowledge and understanding*

- 2.1. is able to critically analyze and conceptualize theoretical issues concerning economic and /or organizational behavior, in that process is able to understand and assess the relevant theoretical and empirical professional literature;
- 2.2. can apply existing paradigms in social psychology;
- 2.3. can contribute to the development of social psychology (in particular its specializations) by independently conducting research in a scientifically responsible manner, including designing practically feasible research designs and choosing certain research methods;
- 2.4. is able to place knowledge, insight and own research in a multidisciplinary framework.

### *3. Judgment*

- 3.1. can apply their own scientific perspective to problems that occur in practice, is able to recognize the underlying scientific discussion in case of concrete problems and is capable of critical reflection on the usability and applicability of theoretical models and outcomes of empirical research for the further development of advanced ideas and / or practical applications;
- 3.2. has the flexibility needed to change and adjust positions in case of acquisition of new knowledge;
- 3.3. is capable of assessing a scientific point of view and can deal with uncertainty, even in complex situations in the absence of complete data;
- 3.4. can integrate ethical values and norms in their own professional actions and in the process of setting up and carrying out scientific research.

### *4. Communication*

- 4.1. is capable of communicating clearly orally and reporting in good academic English in writing on aspects of the discipline with colleagues and non-colleagues;
- 4.2. is capable of scientific reporting of literature research and empirical research, both orally in the form of a report, as well as in writing according to the guidelines of international peer-reviewed journals.

### *5. Learning skills*

- 5.1. Recognizes the importance of the continuous process of knowledge development and has a positive attitude towards lifelong learning;
- 5.2. desire to review and expand acquired knowledge and make a concrete contribution to expanding knowledge.

## **Master's programme Psychology and Mental Health**

### *1. Knowledge and understanding*

- 1.1. knowledge of and insight into the core concepts and theoretical models (and the developments) of the psychology of health and disease, such as those used in health care, especially in mental health care. Knowledge of and insight into problem behavior and the intrapsychic and interpsychic determinants and consequences;
- 1.2. knowledge of and insight into the empirical cyclus of problem identification;
- 1.3. knowledge of and insight into the psychological practice of information gathering for psychodiagnostic research, as well as knowledge and understanding of psychodiagnostic instruments and techniques;
- 1.4. knowledge and understanding of clinical reasoning and clinical judgment and decision-making processes, based on outcomes of psychodiagnostic research; and knowledge of and insights in the psychological practice of indicating psychological interventions;
- 1.5. knowledge of and insight into the foundations, the content (advice, guidance, and behavior modification), and the empirical support of psychological intervention methods and psychotherapeutic techniques;
- 1.6. sufficient knowledge and understanding of methods and techniques of scientific research in the field of biopsychosocial factors of mental health and well-being to conduct fundamental and/or applied scientific research (independent), and to report the results;
- 1.7. knowledge of and insights into the organization of mental health care and social services in the field of mental health care;
- 1.8. knowledge of the competencies and skills to be admitted to the postdoctoral training to become GZ-psychologist.

### *2. Applying knowledge and understanding*

- 2.1. ability to critically analyze and conceptualize theoretical issues concerning problem behavior; ability to understand and assess the relevant theoretical and empirical professional literature;
- 2.2. the competence and sufficient skills to go through the empirical cycle of the diagnostic process, from problem identification to indication, including the associated reporting;
- 2.3. ability to independently apply diagnostic tools and techniques in the context of psychodiagnostic research;
- 2.4. the competence, skills, and experience to meet the requirements of the basic Psychodiagnostic assessment of the NIP;
- 2.5. ability to handle treatment protocols and the competence and skills to set up, execute, and evaluate a psychological intervention (advice, guidance and behavior modification);
- 2.6. the competence to set up, implement, and describe a fundamental and/or applied empirical research as a contribution to the professional literature;
- 2.7. ability to place own research in a multidisciplinary framework and ability to work in a multidisciplinary team.

### *3. Judgment*

- 3.1. ability to apply the own scientific perspective to problems that occur in practice, the ability to recognize the underlying scientific discussion in case of concrete problems and the capability to critically reflect on the usability and applicability of theoretical models and outcomes of empirical research for the further development of advanced ideas and/or practical applications;
- 3.2. the flexibility to change and adjust positions in case of acquisition of new knowledge;
- 3.3. the capability of assessing a scientific point and the ability to deal with uncertainty, even in complex situations in the absence of complete data;
- 3.4. well-developed understanding of other disciplines and parties, and the ability to assess their (scientific) qualities and limitations in a reliable and valid way;
- 3.5. ability to integrate ethical values and norms in their own professional actions and in the process of setting up and carrying out scientific research.

#### *4. Communication*

- 4.1. ability to report findings of a psychodiagnostic assessment in a clear oral and written manner;
- 4.2. capability to communicate clearly, orally and in writing in good academic Dutch about aspects of the discipline with colleagues and non-colleagues;
- 4.3. capability to report literature research and empirical research in a scientific way, both orally in the form of a referate, as well as in writing in accordance with the guidelines of (inter)national, peer-reviewed journals.

#### *5. Learning skills*

- 5.1. ability to recognize the importance of the continuous process of knowledge development and has a positive attitude towards lifelong learning;
- 5.2. desire to review and expand acquired knowledge and make a concrete contribution to expanding knowledge.

### **Master's programme Medical Psychology**

#### *1. Kennis en inzicht*

- 1.1. kennis medische psychologie met betrekking tot de nieuwste methoden, technieken en theorieën;
- 1.2. medische kennis en inzichten die de basis moet bieden voor het zelfstandig opzetten en uitvoeren van onderzoek;
- 1.3. kennis van epidemiologie, pathofysiologie, psychofarmacologie van frequent voorkomende met name chronische lichamelijke aandoeningen, zoals hartfalen, CVA, COPD, kanker, diabetes, Alzheimer, hersenletsel en neurodegeneratieve aandoeningen;
- 1.4. inzicht in de denk- en werkwijze (practice) van medici en bekendheid met het proces van het medisch oplossen van problemen en inzicht in de omstandigheden waarin somatisch zieke patiënten verkeren;
- 1.5. kennis van interventiemogelijkheden door psychiaters, psychotherapeuten en andere hulpverleners;
- 1.6. inzicht in de structuur en de organisatie van de gezondheidszorg, inbegrepen de landelijke richtlijnen, geldende protocollen en vigerende zorgprogramma's.

#### *2. Toepassen van kennis en inzicht*

- 2.1. onderzoek kunnen verbinden aan relevantie voor de praktijk;
- 2.2. maatschappelijk verantwoordelijkheidsbesef in de beroepsuitoefening;
- 2.3. kunnen toepassen van hedendaagse methoden van onderzoek in zelfstandig uitgevoerd klinisch wetenschappelijk onderzoek;
- 2.4. kritische reflectie op de bruikbaarheid en toepasbaarheid van onderzoeksuitkomsten voor de verdere ontwikkeling van geavanceerde ideeën en/of praktijktoepassingen;
- 2.5. op (minstens 1) deelgebied van de medische psychologie een originele bijdrage leveren aan kennis Medische Psychologie;
- 2.6. beheersing specifieke disciplinaire vaardigheden, met name toepassing basisvaardigheden in praktijksituaties en basisbehandelingsmethoden;
- 2.7. in staat zijn om de meest voorkomende psychosociale aspecten van ziekten aan te pakken. Dit impliceert hantering van de juiste psychodiagnostiek en het kiezen van het juiste behandelbeleid;
- 2.8. in staat zijn om een deel van de noodzakelijke therapeutische interventies zelf uit te voeren;
- 2.9. in staat zijn om somatisatieproblemen te onderkennen en tijdig te melden aan de behandelende arts. Dit geldt ook voor co-morbide stoornissen op het vlak van depressie, angst en paniek;
- 2.10. in staat zijn om problemen met therapietrouw te onderkennen, te signaleren en te behandelen;
- 2.11. in staat zijn om actief bij te dragen aan de zorgverlening bij somatische aandoeningen, inclusief het voorkomen van risicogedrag, het verlichten van lijden, en het leren omgaan met beperkingen;
- 2.12. in staat zijn om eigen onderzoek in multidisciplinair kader plaatsen, en in een multidisciplinair team kunnen werken;



2.13. in staat zijn om zelfstandig klinisch relevant wetenschappelijk onderzoek op te zetten en uit te voeren, zodanig dat een bijdrage wordt geleverd aan gespecialiseerde kennis, incl. theorievorming en ontwikkeling van kennis op het gebied van de medische psychologie.

### *3. Oordeelsvorming*

- 3.1. bij concrete problemen de achterliggende wetenschappelijke discussie herkennen;
- 3.2. flexibiliteit om standpunt te veranderen/aan te passen bij verwerving van nieuwe kennis;
- 3.3. ethische waarden en normen integreren in professioneel gedrag en in omgang met mensen;
- 3.4. kritische reflectie op en kunnen toepassen van bestaande paradigma's in de medische psychologie, waaronder medisch-ethische kwesties;
- 3.5. toepassen van eigen wetenschappelijk perspectief op problemen die zich in de praktijk voordoen;
- 3.6 herkennen van de relevantie en toepasbaarheid van wetenschappelijke theorieën en modellen in de praktijk;
- 3.7. wetenschappelijk standpunt betrekken en kritisch op waarde kunnen schatten;
- 3.8. kunnen omgaan met onzekerheid, ook in complexe situaties bij afwezigheid van complete data;
- 3.9. besef van andere vakgebieden/partijen en het kunnen beoordelen van hun kwaliteiten/beperkingen;
- 3.10. handelen volgens wetenschappelijke principes binnen de context van het 'scientist-practitioner' model.

### *4. Communicatie*

- 4.1. schriftelijk en mondeling communicatievermogen over onderzoek en probleemoplossingen op het gebied van de medische psychologie;
- 4.2. schriftelijk en mondeling communiceren over nieuwe ontwikkelingen op het gebied van de medische psychologie en hun maatschappelijke consequenties;
- 4.3. actieve toepassing van academisch Engels;
- 4.4. begrip hebben en kunnen omgaan met de taal en cultuur binnen de geneeskunde om te kunnen functioneren in de medische wereld (zowel wat betreft artsen als patiënten);
- 4.5. in staat zijn vertegenwoordigers van andere ondersteunende beroepsgroepen en multidisciplinaire teams te adviseren, te coachen en te superviseren.

### *5. Leervaardigheden*

- 5.1. verworven kennis willen herzien en uitbreiden;
- 5.2. medische en psychologische vakliteratuur kunnen raadplegen, bijhouden en met elkaar in verband brengen;
- 5.3. in staat zijn om snel en doeltreffend in te spelen op nieuwe ontwikkelingen binnen de medische zorg;
- 5.4. onderkenning voortdurend proces van kennisontwikkeling en bereidheid tot levenslang leren.

# APPENDIX 3: OVERVIEW OF THE CURRICULUM

## Bachelor's programme Psychology (2016-2017)

### Bachelor Psychology: new curriculum (Note: course names from the English language track)

Block 1	ects	Block 2	ects	Block 3	ects	Block 4	ects
Experimental Psychology	6	Social Psychology	6	Brain and Behavior	6	Developmental Psychology	6
Introduction to Psychology and History of Psychology	5	Psychology of Personality	5	Philosophy of Mind (Psychology)	5	Psychopathology	5
Introduction to Research Methodology	2.5	Introduction to Research Methodology	2.5	Introduction to Statistics	2.5	Introduction to Statistics	2.5
Academic Skills	1.5	Academic Skills	1.5	Academic Skills	1.5	Academic Skills	1.5
<b>Block 1</b>	<b>ects</b>	<b>Block 2</b>	<b>ects</b>	<b>Block 3</b>	<b>ects</b>	<b>Block 4</b>	<b>ects</b>
Biological Psychology	6	Major course 1	6	Major course 2	6	Major course 3	6
Cultural Psychology	5	Test Theory	5	Sociology for Psychology Students	5	Research Skills in Psychology	5
Correlational Research Methods	2.5	Correlational Research Methods	2.5	Experimental Research Methods	2.5	Experimental Research Methods	2.5
Professional Skills: Ethical Issues	1.5	Professional Skills: Ethical Issues Communication Skills	0.5 1.0	Professional Skills: Communication Skills Group Skills	1.0 0.5	Professional Skills: Group Skills	1.5
<b>Block 1</b>	<b>ects</b>	<b>Block 2</b>	<b>ects</b>	<b>Block 3</b>	<b>ects</b>	<b>Block 4</b>	<b>ects</b>
Major course 4	6	Minor course 1	6	Minor course 2	6	Minor course 3	6
Applied Methods and Statistics	6	Philosophy of Science (Psychology)	6	Elective course 1	6	Elective course 2	6
				Bachelor's Thesis Psychology	6	Bachelor's Thesis Psychology	6



### Voorbeeldprogramma bij keuze voor minor in het buitenland (Mobility Window)

Blok 1		Blok 2		Blok 3		Blok 4	
	ects		ects		ects		ects
Functioneleer	6	Sociale Psychologie	6	Hersenen en Gedrag	6	Ontwikkelingsleer	6
Inleiding en Geschiedenis van de Psychologie	5	Persoonlijkheidspsychologie	5	Bewustzijnsfilosofie	5	Psychopathologie	5
Inleiding Methodenleer	2.5	Inleiding Methodenleer	2.5	Inleiding Statistiek	2.5	Inleiding Statistiek	2.5
Academische Vaardigheden	1.5	Academische Vaardigheden	1.5	Academische Vaardigheden	1.5	Academische Vaardigheden	1.5
<b>Blok 1</b>		<b>Blok 2</b>		<b>Blok 3</b>		<b>Blok 4</b>	
Biologische Psychologie	6	Majorvak 1	6	Majorvak 2	6	Majorvak 3	6
Culturele Psychologie	5	Testtheorie	5	Sociologie	5	Practicum Onderzoeksvaardigheden Psychologie	5
Correlationele Onderzoeksmethoden	2.5	Correlationele Onderzoeksmethoden	2.5	Experimentele Onderzoeksmethoden	2.5	Experimentele Onderzoeksmethoden	2.5
Beroepsvaardigheden: Beroepsethiek	1.5	Beroepsvaardigheden: Beroepsethiek Gesprekstechnieken	0.5 1.0	Beroepsvaardigheden: Gesprekstechnieken Groepsvaardigheden	1.0 0.5	Beroepsvaardigheden: Groepsvaardigheden	1.5
<b>Blok 1</b>		<b>Blok 2</b>		<b>Blok 3</b>		<b>Blok 4</b>	
Majorvak 4	6	Keuzevak 1	6	Minorvak 1	6	Minorvak 3	6
Toegepaste Methoden en Statistiek	6	Wetenschapsfilosofie (Psychologie)	6	Minorvak 2	6	Keuzevak 2	6
Bachelorthesis Psychologie	6	Bachelorthesis Psychologie	6				



## Master's programme Social Psychology (2016-2017)

### Track Work and Organizational Psychology

Block 1		Block 2		Block 3		Block 4	
course	credits	course	credits	course	credits	course	credits
Personnel psychology	6	Leadership & organization	6				
Occup health psychology	6	Work group psychology	6				
				The psychology of negotiation*	6	Intercultural communic**	6
				In depth course*	6	In depth course**	6
				Internship I		Internship II**	6
Master's Thesis SP							24

\* choice 1 of 2

\*\* choice 1 of 3

### Track Economic Psychology

Block 1		Block 2		Block 3		Block 4	
course	credits	course	credits	course	credits	course	credits
Advanced consum science	6	Money & financial behav	6				
The psychology of economics	6	Psychology & marketing	6				
				The psychology of negotiation*	6	Intercultural communic**	6
				In depth course*	6	In depth course**	6
				Internship I		Internship II**	6
Master's Thesis SP							24

\* choice 1 of 2

\*\* choice 1 of 3

## Master's programme Psychology and Mental Health (2016-2017)

### Track Clinical Forensic Psychology

Block 1		Block 2		Block 3		Block 4	
course	credits	course	credits	course	credits	course	credits
Forensic Psychology	6	Forensic Psychopathol	6	For Treatment Methods	6		
		Diagnostics			6		
Internship Master's program							18
Master's Thesis							18

### Track Clinical Child and Youth Psychology

Block 1		Block 2		Block 3		Block 4	
course	credits	course	credits	course	credits	course	credits
Developm & Dev Disorders of Children	6	Developm & Dev Disorders of Adolescents	6	Treatment Methods	6		
		Diagnostics			6		
Internship Master's program							18
Master's Thesis							18

### Track Clinical Psychology

Block 1		Block 2		Block 3		Block 4	
course	credits	course	credits	course	credits	course	credits
Clinical Psychology	6			Treatment Methods	6	Psychology of Elderly	6
		Diagnostics			6		
Internship Master's program							18
Master's Thesis							18

## Master's programme Medical Psychology (2016-2017)

Block 1		Block 2		Block 3		Block 4	
<b>Master year 1</b>							
<b>Courses</b>		<b>credits</b>	<b>Courses</b>		<b>credits</b>		
Diagnostiek medische psychologie		6	Behandelingsmethoden en klinische vaardigheden		6		
Medical psychology-1: theory and research		3	Klinische neuropsychologie		6		
Pediatric en pediatric psychologie		6	MP-3: Advanced scientific skills for the medical psychologist		6		
Ziekteleer (incl MP-2: ziekteleer)		15	Psychofarmacologie medische psychologie		6		
			Psychological models of explanation		6		
<b>Master year 2</b>							
Klinische stage Medische Psychologie						36	
Master's Thesis Medische Psychologie						24	

## APPENDIX 4: PROGRAMME OF THE SITE VISIT

### Maandag 4 juni 2018

12.30	15.30	Vorbereidend overleg en inzien documenten (ontvangst door Vice-decaan e.a.)
15.30	16.30	Gesprek met inhoudelijk verantwoordelijken
16.30	17.00	Formeel verantwoordelijken
17.00	17.30	Afsluiten eerste dag
18.30	21.00	diner (vorbereiden tweede dag)

### Dinsdag 5 juni 2018

8.30	9.15	Overleg panel en inzien documenten
9.15	10.00	Gesprek met studenten bacheloropleiding
10.00	10.45	Gesprek met studenten masteropleiding Medische Psychologie
10.45	11.00	Overleg panel
11.00	11.45	Gesprek met studenten masteropleiding Psychologie en Geestelijke Gezondheid
11.45	12.30	Gesprek met studenten masteropleiding Social Psychology
12.30	13.15	Lunch, inzien documenten
13.15	14.00	Gesprek met docenten bacheloropleiding
14.00	14.45	Gesprek met docenten masteropleiding Medische Psychologie
14.45	15.30	Overleg panel
15.30	16.30	Gesprek met alumni
16.30	17.30	Afsluiten tweede dag en vorbereiden derde dag
18.30	21.00	Diner

### Woensdag 6 juni 2018

8.30		Aankomst panel
8.30	9.15	Inzien documenten, vorbereiding gesprekken
9.15	10.00	Gesprek met docenten masteropleiding Psychologie en Geestelijke Gezondheid
10.00	10.45	Gesprek met docenten masteropleiding Social Psychology
10.45	11.00	Overleg panel
11.00	11.30	Gesprek met de Opleidingscommissie bachelor en master
11.30	12.15	Gesprek met leden van de Examencommissie
12.15	13.00	Lunch, inzien documenten
13.00	13.30	Vorbereiden eindgesprek met formeel en inhoudelijk verantwoordelijken
13.30	14.00	Eindgesprek met formeel verantwoordelijken
14.00	16.00	Opstellen voorlopige bevindingen
16.00	16.45	Ontwikkelgesprek
17.00	17.15	Mondelinge rapportage voorlopig oordeel



## APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 12 theses of the bachelor's programme Psychology, 8 theses of the master's programme Social Psychology, 8 theses of the master's programme Psychology and Mental Health and 8 theses of the master's programme Medical Psychology. Information on the selected theses is available from QANU upon request.

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

### **TiU strategisch plan en onderwijsvisie**

- Strategy Plan 2018-2021: Connecting to Advance Society. Tilburg University, 2018.
- Prof. dr. Herman de Regt, Prof. dr. Alkeline van Lenning. Exploring an Educational Vision for Tilburg University. Tilburg University, 2017.
- Onderwijsvisie: Kennis, Kunde en Karakter. Tilburg University, 2017.

### **TSB strategisch plan en kwaliteitszorg**

- Strategic Plan TSB 2018-2021: An Innovative School in a Changing Environment. Tilburg School of Social and Behavioral Sciences, 2018.
- Fact Sheet Tilburg School of Social and Behavioral Sciences (TSB), februari 2018.
- Dr. Geert van Boxtel, dr. Arno van der Avort, dr. Marjan Pollemans, drs. Olga Zweekhorst. TSB PASS: Program for Academic Study Success. Tilburg School of Social and Behavioral Sciences, mei 2017.
- Dr. Geert van Boxtel. TSB Onderwijsjaarverslag 2015-2016. Tilburg School of Social and Behavioral Sciences, februari 2017.
- Dr. Geert van Boxtel. Education Year Report 2016-2017. Tilburg School of Social and Behavioral Sciences, April 2018.
- Dr. Marjan Pollemans. Year Report Student Evaluations 2016-2017. Tilburg School of Social and Behavioral Sciences, October 2017.
- Dr. Marjan Pollemans. Block Reports Student Evaluations 2016-2017 (1-4)/2017-2018 (1-3). (Block 4 2017-2018 per juni 2018 nog niet afgesloten, daarom nog geen rapport beschikbaar).
- Prof. dr. Jaap Paauwe. Annual Research Report 2016. Tilburg School of Social and Behavioral Sciences, 2017.

### **TSB Examencommissie**

- Handbook for the Construction and Grading of Exams. Examination Board TSB. Tilburg School of Social and Behavioral Sciences, 2016.
- Regels en Richtlijnen 2017-2018 van de examencommissie van de opleidingen van de Tilburg School of Social and Behavioral Sciences, juni 2017.
- Notulen vergaderingen examencommissie 2016-2017 en 2017-2018.
- Dr. Marinus Verhagen. Jaarverslag Examencommissie 2016-2017. Tilburg School of Social and Behavioral Sciences, februari 2018.

### **Psychologie specifiek**

- Dr. Seger Breugelmans. Herprofilingsrapport Bachelor Psychologie, februari 2016.
- Brief Management Team TSB aan Faculteitsraad mbt Herprofilering Bachelor Psychologie, oktober 2015.
- Notulen vergaderingen Program Committee (Opleidingscommissie) 2016-2017 en 2017-2018.
- Toets-specificatietabellen van alle Psychologiecursussen.

Daarnaast is digitale toegang verleend tot de Blackboard-sites van alle Psychologiecursussen, de ESG (Elektronische Studie Gids) en de OER-en (Onderwijs- en Examen Regelingen) van de opleidingen.

### **Specifieke verzoeken visitatiecommissie**

- Uitgebreide beschrijving en informatiemateriaal: syllabus met leerdoelen en opzet onderwijs, literatuur, specificatietabel toets, toetsen, antwoordmodellen, toetsresultaten, evaluatiegegevens en docentreactie etc., van drie cursussen per opleiding:
  - ✓ Bachelor Psychologie:
    - Hersenen en gedrag/Brain and Behavior (jaar 1);
    - Ontwikkelingsstoornissen/Developmental Disorders (jaar 2);
    - Testtheorie/Test Theory (jaar 2).
  - ✓ Master Psychologie en Geestelijke Gezondheid:
    - Ontwikkeling en ontwikkelingsproblematiek van adolescenten (Klinische Kinder- en Jeugdpsychologie);
    - Ouderenpsychologie (Klinische Psychologie);
    - Forensische psychopathologie (Klinische Forensische Psychologie).
  - ✓ Master Medische Psychologie:
    - Ziekteleer;
    - Klinische neuropsychologie;
    - Pediatrie en pediatrie psychologie.
  - ✓ Master Social Psychology:
    - Leadership and Organizations (Work and Organizational Psychology);
    - The Psychology of Economics (Economic Psychology);
    - Psychology and Marketing (Economic Psychology).
- Per masteropleiding aanvullende informatie over stages: syllabus, procedures/stagerichtlijnen/protocollen, beoordelingsrichtlijnen, (geanonimiseerde) voorbeelden van stageverslagen met beoordelingen: Masterstage PGG, Klinische stage MP en Master's Internship SP.
- Handboeken basis cursussen (gemeenschappelijke verplichte cursussen) bachelorcurriculum.