

## Besluit **Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-master Public Health van de Universiteit Maastricht**

### Gegevens

	Naam instelling	: Universiteit Maastricht
<b>datum</b>	Naam opleiding	: wo-master Public Health (60 ECTS)
24 augustus 2012	Datum aanvraag	: 29 november 2011
<b>onderwerp</b>	Varianten opleiding	: voltijd, deeltijd
Definitief besluit	Tracks/specialisaties	: Epidemiology; Health Education and Promotion; Health Policy, Economics and Management; Health Services Innovation; and Work and Health.
accreditatie wo-master	Locatie opleiding	: Maastricht
Public Health van de	Datum goedkeurend	
Universiteit Maastricht	panel	: 31 mei 2011
(000033)	Datum locatiebezoek(en)	: 8 en 9 september 2011
<b>uw kenmerk</b>	Datum visitatierapport	: november 2011
2011.10.1074-NR		
<b>ons kenmerk</b>		
NVAO/20122343/ML		

### Beoordelingskader

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).

### Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding positief heeft bevonden.

De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

### Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen panel

This report reflects the findings and considerations of the committee Public Health on the master's programme in Public Health (MPH), Maastricht University. The master's programme in Public Health consists of five specializations: Epidemiology; Health Education and Promotion; Health Policy, Economics and Management; Health Services Innovation; and Work and Health.

Maastricht UMC / Faculty of Health, Medicine and Life Sciences (FHML) plans to transform the MPH specializations into independent master's programmes. This intention was considered by the committee.

Pagina 2 van 8 The evaluation of the committee is based on information provided in the self-evaluation report and the selected theses, additional documentation and interviews during the site visit. The committee signalled both positive aspects and ones which could be improved. Taking those aspects into consideration, the committee decided that both the full-time and part-time variants of the master's programme fulfil the requirements of the criteria set by NVAO which are the conditions for accreditation.

*Standard 1: Intended learning outcomes*

The FMHL formulated overarching aims applicable to all five specializations of the MPH programme and learning outcomes for each specialization separately, which are identical for the full-time and part-time variant. The committee studied the aims and learning outcomes in relation to the domain-specific requirements. The intention of the institution to transform the MPH specialisation into independent programmes was considered by the committee. It noted that each of the specializations has such a unique character and specific approach that it is not realistic to compare the aims and learning outcomes of the specializations with the classical approach of Public Health. The committee therefore encourages the development directed towards the transformation of the MPH specializations into independent master's programmes, where collaboration is only pursued when synergy can be accomplished. The committee noted that for each individual specialization, the aims and learning outcomes are clearly in line with the specific domains and requirements set by professional colleagues and by the relevant international field. The learning outcomes are explicitly of an academic nature and level and correspond with general, internationally accepted descriptions of a master's programme. Thus, they fulfil the descriptions of MPH as a scientific, university-level and research-oriented master's programme.

The committee advises translating the expectations and wishes of the professional field and international mission of Maastricht University more structurally and explicitly within each specialization, and giving students more insight into possible careers after graduation. However, once students start their professional career, they feel well prepared and easily find jobs. This confirms the committee's impression that, despite suggestions for improvement, the programme provides graduates with a solid foundation that qualifies them for a career (academic) in the field of their specific specialization.

The committee assesses this standard as satisfactory for the full-time mode of study.  
The committee assesses this standard as satisfactory for the part-time mode of study.

*Standard 2: Teaching-learning environment*

The committee studied the curricula of both the full-time and part-time variants of the five specializations MPH offers. It concludes that the consistency between the specializations as intended when the MPH programme was designed is not reflected in practice. The committee therefore supports the decision of the programme to diverge from the intended design.

Each individual specialization demonstrates high internal consistency. The involvement of staff from different departments and research schools within each unit is managed carefully by organizing planning groups and involving a unit coordinator. According to the committee, this suits the overall nature of Maastricht University and its well organized educational system. Likewise, the didactical approaches (problem-based learning and adult education) are very much in line with the aim of the programme and implemented adequately. All specializations are committed to the high maintenance requirements of problem-based learning, and apply it consistently. Also, the facilities, the range of different educational

Pagina 3 van 8 formats, the commitment of tutors, and the thoughtful balance between the number of contact hours and self-study hours suit these approaches very well. In addition, all academic staff is required to follow several introductory courses on the educational approach, and a sufficient number of staff members are present to assure the desired quality of the programme in small tutorial groups. Their didactical quality is monitored carefully. The committee concludes that educational units stimulate students to think academically. Most tenured staff has both educational and research tasks, and all tenured faculty members must have a PhD degree.

A sufficient part of the curricula is focused on methodology and statistics. The committee values the unit focused on the preparation for the thesis process and writing the research proposal. Student are adequately prepared, and the thesis process starts early in the curriculum, which prevents delay.

The committee concludes that the study load and completion rates are acceptable for both full-time and part-time students. However, the committee advises monitoring the achievements and progress of the students from different backgrounds more carefully. Overall, the committee values the conscious choice to admit a mixture of students with different backgrounds; part-time students who often also have jobs, students with a hbo and/or an international background, and students who have followed different relevant bachelor's programmes. Logically, this brings some difficulty, but more importantly, the students benefit from each other's knowledge and experience.

The committee assesses this standard as good for the full-time mode of study.

The committee assesses this standard as good for the part-time mode of study.

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

The committee established that a reasonable mix of evaluations, tests and examinations is used. Both full-time and part-time students are evaluated in a number of different ways to test knowledge and skills, the application of knowledge and skills, and professional behaviour, depending on the educational mode. According to the committee, the mix of tests demonstrates that the intended learning outcomes are achieved. Different instruments are implemented to guarantee the quality of the examinations; students rate the quality of the assessment and have sufficient possibilities to submit complaints; the unit coordinator, the Director of Education and the Board of Examiners take adequate measures as necessary. Regarding the thesis process, the committee advises creating a uniform structure in which a strictly organised, top-down control is achieved. Currently, there is too much diversity between and within specializations concerning the theses and supervisors. In addition, the role of the second examiner could be utilized more, e.g. by guaranteeing his/her independence. However, the overall grading and level achieved as demonstrated by the theses are fair according to the committee, and show that the intended learning outcomes are achieved. This conclusion is confirmed by the performance of graduates in actual practice and in post-graduate programmes.

The committee assesses this standard as satisfactory for the full-time mode of study.

The committee assesses this standard as satisfactory for the part-time mode of study.

### *General conclusion*

The committee assesses the full-time master's programme Public Health as satisfactory.

The committee assesses the part-time master's programme Public Health as satisfactory.

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De NVAO adviseert de instelling om de beoogde verzelfstandiging van de specialisaties mede met het oog op grotere transparantie voortvarend ter hand te nemen.

Tevens onderschrijft de NVAO de aanbevelingen van het panel om de eisen vanuit het beroepenveld meer ruimte te geven in de curricula en om de toetsprocedure van de eindwerken aan te scherpen.

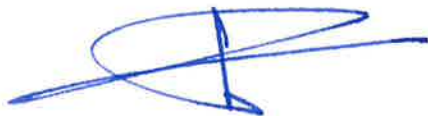
Op grond van het voorgaande besluit de NVAO accreditatie te verlenen aan de wo-master Public Health (60 ECTS; varianten: voltijd, deeltijd; locatie: Maastricht) van de Universiteit Maastricht te Maastricht. De opleiding kent de volgende specialisaties: Epidemiology; Health Education and Promotion; Health Policy, Economics and Management; Health Services Innovation; and Work and Health. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Ingevolge het bepaalde in artikel 5a.10, tweede lid, van de WHW heeft de NVAO het college van bestuur van de Universiteit Maastricht te Maastricht in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 19 juni 2012 naar voren te brengen. Bij e-mail van 21 augustus 2012 heeft de instelling gereageerd op het voornemen tot besluit. Dit heeft geleid tot aanvulling van bijlage 2 in het definitieve besluit.

Dit besluit treedt in werking op 14 december 2012 en is van kracht tot en met 13 december 2015 (2018)<sup>1</sup>.

Den Haag, 24 augustus 2012

Nederlands-Vlaamse Accreditatieorganisatie



R.P. Zevenbergen  
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

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<sup>1</sup> Gelet op het bepaalde in artikel 18.32c, derde lid, van de Wet op het hoger onderwijs en wetenschappelijk onderzoek (WHO) bedraagt de geldigheidsduur van de accreditatietermijn van de opleiding maximaal drie jaar zolang de instelling nog niet beschikt over een positieve instellingstoets kwaliteitszorg. Zodra de instellingstoets is verkregen, wordt de accreditatietermijn verlengd naar zes jaar.

Onderwerp	Standaard	Beoordeling door het panel	Beoordeling door het panel
		<i>voltijd</i>	<i>Deeltijd</i>
<b>1. Beoogde eindkwalificaties</b>	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	V	V
<b>2. Onderwijsleeromgeving</b>	Het programma, het personeel en de opleidings specifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	G	G
<b>3. Toetsing en gerealiseerde eindkwalificaties</b>	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	V	V
<b>Eindoordeel</b>		<b>V</b>	<b>V</b>

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Docent-student ratio	1:15 (academiejaar 2009/2010)
Kwalificatie docenten	80% PhD 20% wo-ma
Studielast	37/41 uur per week
Contacturen	Gem. 12 uur per week
Rendement	Voltijd: tussen 95 en 100% binnen drie jaar (periode 2004-2009) Deeltijd: tussen 81 en 90% binnen drie jaar (periode 2004-2008)

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- voorzitter: Prof. dr. P.A.H. (Peter) van Lieshout, phd in Social Philosophy, 1989, Groningen University, Professor of Theory of Care at Utrecht University, previously Director-General for Health Care at the Dutch Ministry of Health, Welfare and Sport, member of the Scientific Council for Government Policy;

leden:

- Prof. dr. J.J. (Johan) Polder, professor in Health Economics at Tilburg University, also employed at the National Institute of Public Health and the Environment;
- Prof. dr. K. (Koos) van der Velden, professor Public health and deputy Head department of primary and community care at the Radboud University Nijmegen Medical Centre, managed many health sector reform programmes in various EU and former CEE countries, chairman / member of the board of various international health organisations;
- Prof. dr. L (Lea) Maes, professor in the Department of Public Health, Faculty of Medical and Health Sciences, University of Ghent;
- Dr. M. (Marinus) Verhagen, studied Economics at Tilburg University, since 2000 he is lecturer in Human Resource Studies at Tilburg University. Currently he is the head of education for the bachelor's and pre-master's programmes in Human Resource Studies.
- student-lid: Ms. C.Q. (Carlijn) Wentink Bsc, master student of the master's programme Public Health and Society at Wageningen University.

Het panel werd ondersteund door Ms. N.M. Verseput, MSc, QANU stafmedewerker.