

Besluit

Besluit strekkende tot een positieve beoordeling van een aanvraag om accreditatie van de opleiding wo-master Physical Activity and Health van de Universiteit Maastricht

datum	Algemene gegevens:	
22 december 2011	Naam instelling	: Universiteit Maastricht
onderwerp	Naam opleiding	: wo-master Physical Activity and Health (60 ECTS)
Besluit accreditatie wo-master	Datum aanvraag	: 21 december 2010
Physical Activity and Health van	Varianten opleiding	: voltijd, deeltijd
de Universiteit Maastricht	Specialisaties	: - Biology of Human Performance and Health (BHPH) - Metabolism and Nutrition (E-MeNu) - Sports and Physical Activity (SPAI)
(# 4726)	Locatie opleiding	: Maastricht
uw kenmerk	Naam VBI	: Quality Assurance Netherlands Universities (QANU)
2010.10.1419	Datum visitatie	: 4 en 5 november 2010
ons kenmerk	Datum VBI-rapport	: december 2010
NVAO/ 20113131/SL		
bijlage		

1

Beoordelingskader:

Accreditatiekader bestaande opleidingen hoger onderwijs [wo-master] van de NVAO (Accreditatiekader; Stct. 2003, 120). Op grond van het toepasselijke Accreditatiekader wordt een opleiding beoordeeld aan de hand van zes onderwerpen, te weten: doelstellingen opleiding, programma, inzet van personeel, voorzieningen, interne kwaliteitszorg en resultaten.

Samenstelling QANU-panel:

- prof. dr. P.A.H. (Peter) van Lieshout, chair; professor 'Theorie van de Zorg' at Utrecht University, member of the Scientific Council for State-Policy;
- prof. dr. ir. C.P.G.M. (Lisette) de Groot, member; professor in Human Nutrition at Wageningen University;
- prof. dr. J.J. (Johan) Polder, member; professor in 'Economische aspecten van gezondheid en zorg, Tilburg University, and project leader at the National Institute for Health and the Environment (RIVM);
- dr. M. (Marinus) Verhagen, member; programme director and lecturer at the department of Human Resources, faculty of Social Sciences, Tilburg University;
- E.T. (Elisa) Boekhorst MSc (student member), graduate from the master's programme in Public Health and Society at Wageningen University.

Inlichtingen

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Doelstellingen opleiding

Het panel/the committee komt tot de volgende bevindingen en overwegingen.

The committee studied the learning outcomes, compared them to the domain-specific requirements and ascertained that they correspond to these requirements. The committee is of the opinion that the learning outcomes are very general, and thus, it is insufficiently clear what kind of programme they describe and what kind of students they educate. Assessment of the learning outcomes specified for each specialisation is required in order to make a valid judgement about this standard. According to the committee, when incorporating these learning outcomes, the programme meets the domain-specific requirements.

Notwithstanding the compliance of the learning outcomes to the domain-specific requirements, the committee has the following comment to make: it is not evident to the committee why the three specialisations form one master's programme. They appear to be three submasters, each with its own profile and objectives. To the committee, and perhaps to prospective employers, the name of the master's programme (Physical Activity and Health) is not representative and is even confusing. The committee is pleased to learn that the programme management has plans to separate the specialisations into different programmes. This separation creates opportunities for the profiling for each of the three specialisations. The committee advises the programme to analyse its strategic position and, based on the outcomes of this analysis, further develop the new master's programmes.

The committee verified the relation between the learning outcomes and the Dublin descriptors, which are considered general, internationally accepted descriptions of a master's programme, and concluded that all Dublin descriptors are reflected in the learning outcomes. In addition, the committee concluded that the learning outcomes correspond with general, internationally accepted descriptions of a master's programme. The committee established that the various learning outcomes reveal that graduates acquire knowledge, understanding, skills and attitudes at an advanced level that is typical for a master's programme.

The committee concluded that the learning outcomes explicitly reflect an academic nature and level. All specialisations, especially E-MeNu and BHPH, prepare students for a career in research. In the learning outcomes this is reflected in the fact that students are required to design and set up studies in accordance with scientific standards and to relate experimental data to existing theory and concepts. Students are beforehand insufficiently aware of the career possibilities that this programme provides. From the interviews with students and alumni, the committee learned that sometimes students aspire a career in the professional practice. They are insufficiently aware that the master's programme focuses on research and might not be the most appropriate master's programme for their ambition. The plans of the programme management to involve the professional field systematically and structurally are therefore encouraged by the committee. It advises also informing the students about their career possibilities.

De NVAO stelt vast dat in het VBI-rapport deugdelijk en kenbaar is gemotiveerd op welke gronden QANU dit onderwerp positief heeft bevonden.

De NVAO beoordeelt derhalve het onderwerp 'doelstellingen opleiding' als voldoende. De NVAO onderschrijft de aanbeveling van het panel om de strategische positionering van de opleiding nader te analyseren en daarbij in het bijzonder aandacht te besteden aan de (externe) profilering.

Het panel komt tot de volgende bevindingen en overwegingen.

According to the committee, the programme more than meets the requirements for an academic level and orientation. The committee observed a strong interaction between teaching and research in all three specialisations. Staff members involved in the programme actively participate in research and incorporate new developments into their teaching. Students not only have to read a significant number of scientific papers, they also have to critically analyse and discuss these papers. All specialisations have a curriculum that focuses strongly on general academic skills and scientific research skills by having students perform their own research project. The committee found that students are very well prepared to perform research, and feels that this programme is approaching a research master.

The committee established that the table presented in the self-evaluation report reveals how the individual courses are systematically cross-matched to the learning outcomes.

According to the committee, each of the specialisations has an adequate programme that is structured in such a way that students are able to achieve the learning outcomes. The committee studied the internal coherence of the programme, taking into account the way in which the different disciplines are integrated and consistency is realized on the course and programme level. In all three specialisations the programme builds up and leads to the writing and conduct of a research project. The specialisation-specific courses provide students with up-to-date knowledge on which the thesis is based. The common courses provide the student with the required skills, and for each specialisation the context of the common courses is adjusted to the disciplines involved. The committee advises incorporating even more content-specific subjects into the common courses for each specialisation. This will further increase the coherence of the curricula. The committee assessed that the coherence of the programme of all three specialisations fulfils the requirements.

The self-evaluation report states that the programme can be successfully completed within the set time. The programme bases the number of contact hours on educational research showing that a study week with 12 contact hours leads to an optimal number of self-study hours. The number of self study hours varies between 25 and 33 on a weekly basis (the thesis period not included). The committee assessed whether or not the curriculum can be successfully completed within the time nominally set and whether programme-related factors that may impede study progress are eliminated wherever possible. It concluded that the programme fulfils the criteria specified for this standard. The committee found it difficult to assess the weight of the programme. Based on the interviews with students, the committee concluded that the programme is more intense than the bachelor's programme, but not necessarily more difficult.

The committee examined the admission requirements for the programme and concluded that the qualifications of the incoming students are in line with the structure and contents of the intended curriculum. Graduates from non-health sciences programmes have to prove that they have the required level to start the programme. The self-evaluation report describes procedures for admission of hbo graduates, which were confirmed in the interviews. No premaster programme is provided, but hbo graduates are required to prove they are competent to start the programme. Although no structural problems concerning the level of hbo graduates were observed by the committee, the procedures on the intake of hbo students remain unclear to the committee.

Since all students with a Health Sciences bachelor's degree are admissible this implies that students with a different bachelor's degree and other knowledge of the discipline-specific subjects enter the same specialisation. This could result in specialisations that lack depth,

Pagina 4 van 9 since the programme would need to address basic subjects that might not be known to all students. Therefore the committee advises making at least certain courses mandatory for each specialisation.

The committee establishes that the curriculum of the programme comprises 60 EC and complies with the formal requirements with respect to the size of the curriculum.

The committee studied the programme in terms of coherence of structure and contents, and concluded that the didactical concept is very much in line with the objectives. Also, the study methods correspond to the didactical concept. The committee is positive about the small-scale education that PBL facilitates, especially when considering the high level of commitment it requires from staff members. All specialisations in the programme have been able to remain committed to the high maintenance requirements of PBL, and structurally use it in the programmes. Furthermore, the programme makes use of other, small-scale project concepts, which is appreciated by students and staff. The committee argues that the right balance is found. The PBL concept requires high standards from the tutors. The committee is enthusiastic about the way the programme management deals with its tutors based on a policy of intensive tutor training and consciously making use of tutors.

The committee examined the learning assessment procedure and concluded that both examinations and assessments are adequately related to the programme. Examinations are always assessed by multiple teachers in advance, to reduce the chance that questions are ambiguous, unclear or not related to the course. The committee concluded that the tests and examinations adequately assess the learning outcomes of the specialisations. Working methods that are part of PBL also include the development of specific competences. Although certain competences, like presenting and writing, are assessed, the committee considers that assessing other competences (like communication, cooperation in a group) would be a valuable addition. The assessment of the thesis is structurally performed by two assessors, the second one already being involved at the stage of writing a research proposal. The committee considers this involvement at an early stage commendable, but emphasises the importance of the second assessor's independence.

De NVAO stelt vast dat in het VBI-rapport deugdelijk en kenbaar is gemotiveerd op welke gronden QANU dit onderwerp positief heeft bevonden.

De NVAO beoordeelt derhalve het onderwerp 'programma' als voldoende.

Inzet van personeel

Het panel komt tot de volgende bevindingen en overwegingen.

The committee studied the requirements for the academic orientation of staff members and concluded that the master's programme more than meets the criteria expected of a scientific degree programme. The PBL concept requires active participation from a large number of staff members. The scientific level of the tutors is well balanced over the programme (PhD students, assistant professors, full professors, etc.). The courses in the specialisations are all provided by staff members who are very active and well known in their respective research fields. Practically all staff members involved in the programme are also actively involved in the development of their research field, often at the forefront.

The committee studied the quantity of staff and concluded that more than enough staff members are present to assure the desired quality of the programme. It confirmed that the programme is able to organise the small-scale education at a high level. Both staff and students gave the impression that plenty of staff is involved in the programme, and both groups were enthusiastic about their mutual interaction. The present (2008/2009) student-

Pagina 5 van 9 staff ratio is 18 : 1 and the increasing number of students has not led to an increase in the student-staff ratio after 2005/2006.

The committee assessed the quality of the staff and concluded that the staff employed is highly qualified to ensure that learning outcomes are achieved in terms of content, didactical quality and the organization of the programme. A basic level of quality is assured by the BKO (a teacher's qualification project). Additionally, many courses on PBL-related issues are available to the staff members. Students are overall positive about the didactical qualities of staff members. In the rare case that students indicate poor performance of a staff member, swift and adequate measures are taken. In the interviews, staff members and students were all very enthusiastic about how the programme is taught, and all showed a high level of involvement. The committee was very impressed by this commitment.

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De NVAO beoordeelt derhalve het onderwerp 'inzet van personeel' als voldoende.

Voorzieningen

Het panel komt tot de volgende bevindingen en overwegingen.

The committee inspected the Maastricht UMC+/FHML facilities. On the basis of the observations, the information provided in the self-evaluation report, interviews with students and the guided tour, the committee concludes that the material facilities are highly adequate and sufficient from the perspective of the programme's learning outcomes. For example, the committee was very impressed by the extensive study facilities and the large number of computers available to students. Also, the facilities were designed to fulfil the specific requirements of the PBL method, like many small rooms in which tutor groups can work on their assignments.

The committee studied the ways in which the Maastricht UMC+/FHML takes care of tutoring and information provision for students and concluded that the tutoring is adequate with regard to study progress and fulfils the requirements students have. Within the courses the provision of information and student guidance are good. Communication between students and lecturers seems to be easy and smooth. Lecturers are easily approachable and seem to be very involved in the courses. In the interviews with students, it was mentioned that communication between different courses as well as the general information could be improved. Nevertheless, students stated that no structural issues remain.

In general, the committee concluded that the tutoring and information provision for students are adequate in view of study progress, and correspond with the students' needs.

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De NVAO beoordeelt derhalve het onderwerp 'voorzieningen' als voldoende.

Interne kwaliteitszorg

Het panel komt tot de volgende bevindingen en overwegingen.

The committee studied the periodic evaluations conducted and the system that leads to these evaluations. It concludes that parts of the programme (courses) as well as the

Pagina 6 van 9 programme as a whole are evaluated periodically in the light of verifiable objectives. The programme contains all the prerequisites for the functioning of an evaluation system. The committee learned that on average the response rate to the course evaluations is adequate and no significant reduction in response rates was observed since the introduction of the electronic version. The committee emphasizes the importance of the course evaluations and advises the programme to keep response rates at the present level. The committee studied the way in which measures for improvement are dealt with by the FHML. It concluded that the FHML evaluation procedures form the basis for verifiable measures for improvement, contributing to the achievement of the learning outcomes. According to the committee, the self-evaluation report was rather descriptive and could have been more self-critical. At the strategic level, the results of student evaluations are part of the decision to change curricula. Examples are the decision to increase the involvement of the professional field and the plans to change the three specializations into different master's programmes.

The committee studied the involvement of staff, students, alumni and the professional field within the programme and its quality assurance system, and concludes that the programme fulfils the requirements concerning this standard. The committee was impressed by the involvement of students in the quality assurance of their programme. Also the involvement of staff members was impressive, both in their commitment to their own course and to the entire curriculum. The committee noted an open, pleasant and constructive understanding between students and staff and argues that this increases the quality of the programme. The involvement of alumni in the programme is not structurally or systematically organised. From the interviews, the committee learned that plans are being made to change this. Until then, the committee urges staff members to continue the efforts that are already being made, and keep in contact with their own alumni.

According to the committee, involvement of the professional field is too limited, which was also stated in the self-evaluation report; students believe that preparation for the labour market can be improved. Before students start the programme, they should know what their career opportunities are. The committee confirmed the lack of involvement of the professional field and stimulates the programme management to execute the planned changes. The committee establishes that plans exist to increase the involvement of the professional field parallel to the restructuring of the programme. The committee advises incorporating this involvement at the level of internal quality assurance.

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De NVAO beoordeelt derhalve het onderwerp 'interne kwaliteitszorg' als voldoende.

Resultaten

Het panel komt tot de volgende bevindingen en overwegingen.

The committee assessed in what way the programme guarantees that the realised learning outcomes correspond to the objectives. The achieved learning outcomes were assessed by inspecting a selection of the theses. The committee made a random selection of the 27 most recently completed theses (9 from each specialisation) and read 8 theses. The associated assessment forms were also received and reviewed. Consideration in selecting the theses was given to the grading (low, average and high grade). The committee considered the grading of the master's theses rather high. After reading a random sample, the committee agreed with the majority of grades that were given. The other theses were

Pagina 7 van 9 assessed as adequate, but the grade given by the committee was lower than the grade given by the first and second assessor. No specific, or reoccurring aspects in the grading could be identified by the committee to explain the differences. The committee advises the programme to pay attention to the grading of theses, for example asking staff members of other disciplines at random to read and assess a thesis. Despite the differences in grading of certain theses, the committee considered the theses of adequate quality, some were even considered to be good.

The committee examined the study progress of the programme, the causes for delay and measures that were taken to minimize delay. It concluded that the programme fulfils the requirements of this standard. On average, 90% of the full-time students graduate from the programme within two years. The number of part-time students is rather low, making it difficult for the committee to give a well-informed judgement. However, it seems that parttime students take longer to graduate from the programme compared to full-time students. The committee advises the programme to closely monitor the study progress of these students.

Despite the absence of target figures at the university level, the committee advises the programme to set their own target figures. This will help the programme management to identify if action is required.

De NVAO stelt vast dat in het VBI-rapport deugdelijk en kenbaar is gemotiveerd op welke gronden QANU dit onderwerp positief heeft bevonden.

De NVAO beoordeelt derhalve het onderwerp 'resultaten' als voldoende.

Pagina 8 van 9 **Besluit:**

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 6 december 2011 naar voren te brengen. Bij e-mail van 21 december 2011 heeft de instelling ingestemd met het voornemen tot besluit.

De NVAO besluit dat accreditatie wordt verleend aan de wo-master Physical Activity and Health (60 ECTS; variant: voltijd, deeltijd; locatie: Maastricht) van de Universiteit Maastricht te Maastricht. De opleiding kent de volgende specialisaties: Biology of Human Performance and Health (BHPH), Metabolism and Nutrition (E-MeNu) and Sports and Physical Activity (SPAI).

Dit besluit treedt in werking op 23 januari 2012 en is van kracht tot en met 22 januari 2018.

Den Haag, 22 december 2011

Nederlands-Vlaamse Accreditatieorganisatie

b.a.



Lucien Bollaert
(bestuurder NVAO)

Guido Langouche
Vicevoorzitter NVAO

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.

Onderwerp	Facet	Beoordeling door VBI	Beoordeling door VBI
		<i>voltijd</i>	<i>deeltijd</i>
1. Doelstellingen	1.1 domeinspecifieke eisen	V	V
	1.2 niveau master	V	V
	1.3 oriëntatie wo	V	V
Beoordeling onderwerp		V	V
2. Programma	2.1 eisen wo	G	G
	2.2 relatie doelstellingen – programma	V	V
	2.3 samenhang programma	V	V
	2.4 studielast	V	V
	2.5 instroom	V	V
	2.6 duur	voldaan	voldaan
	2.7 afstemming vormgeving en inhoud	G	G
	2.8 beoordeling en toetsing	V	V
Beoordeling onderwerp		V	V
3. Inzet personeel	3.1 eisen wo	G	G
	3.2 kwantiteit personeel	G	G
	3.3 kwaliteit personeel	G	G
Beoordeling onderwerp		V	V
4. Voorzieningen	4.1 materiële voorzieningen	G	G
	4.2 studiebegeleiding	V	V
Beoordeling onderwerp		V	V
5. Interne kwaliteitszorg	5.1 evaluatie resultaten	V	V
	5.2 maatregelen tot verbetering	V	V
	5.3 betrokkenheid medewerkers, studenten, alumni en beroepenveld	V	V
Beoordeling onderwerp		V	V
6. Resultaten	6.1 gerealiseerd niveau	V	V
	6.2 onderwijsrendement	V	V
Beoordeling onderwerp		V	V
Eindoordeel		Positief	Positief

De facetten krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E), met uitzondering van het facet "Duur" (2.6), waarvoor geldt: "voldaan" of "niet voldaan". De onderwerpen krijgen het oordeel voldoende of onvoldoende