

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-onderzoeksmaster Cognitive Neuropsychology (research) van de Vrije Universiteit Amsterdam

Gegevens

datum	Naam instelling	: Vrije Universiteit Amsterdam
31 augustus 2017	Naam opleiding	: wo-onderzoeksmaster Cognitive Neuropsychology (research) (120 EC)
onderwerp		
Besluit	Datum aanvraag	: 15 mei 2017
accreditatie wo-onderzoeksmaster	Variant opleiding	: voltijd
Cognitive Neuropsychology (research) van de Vrije Universiteit Amsterdam (005768)	Locatie opleiding	: Amsterdam
uw kenmerk CVB/JWB/2017/437	Datum goedkeuren panel	: 6 december 2016
ons kenmerk NVAO/20172207/ND	Datum locatiebezoeken	: 14 en 15 februari 2017
	Datum visitatierapport	: 13 april 2017
	Instellingstoets kwaliteitszorg	: ja, positief besluit van 3 september 2014

Beoordelingskaders

- bijlagen
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- Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2014, nr 36791);
 - Richtlijn beoordeling onderzoeksmasters vanaf 1 september 2015 van de NVAO d.d. 23 april 2015.

Bevindingen

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

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

Intended learning outcomes

The two-year research master's programme in Cognitive Neuropsychology aims to educate students to become competent, knowledgeable, skillful, and critical researchers, who are able to apply their knowledge and rigorous methods of investigation in cognitive neuropsychological research environments, evidence-based clinical practice, and related areas. This aim is translated into twelve intended learning outcomes.

Pagina 2 van 6 The panel established that all intended learning outcomes are clearly of an academic masters level with a research orientation.

The panel is of the opinion that this programme, combining cognitive psychology and clinical neuropsychology, has evolved into a broader programme. Apart from classic cognitive neuropsychology, it also includes experimental cognitive neuroscience and clinical neuropsychology. The panel suggests the programme to evaluate the learning outcomes and eventually update them according to this broader programme.

Teaching-learning environment

The programme is composed of five major parts. There are four mandatory knowledge courses and four mandatory skills development courses. Besides that, students participate in a mandatory practical part in which they choose either a research-oriented track or a clinical internship. The fourth part consists of three electives chosen from twelve courses on offer. The students end their programme with a master's thesis.

The panel concludes that the programme in Cognitive Neuropsychology is research-driven and offers students great opportunities to develop themselves as independent researchers. The course materials are relevant and up to date with scientific research. Moreover, *research skills are interrelated with educational content in the entire curriculum.* The panel established that students acquire fundamental scientific knowledge and skills such as critical evaluation of scientific literature, debating on scientific issues, and presenting research findings.

Each individual course involves a mix of teaching methods varying from lectures, workshops, exercises, practicals, dissection and individual papers to presentations and discussion meetings. The panel considers the programme's design and the way it is implemented in the curriculum well-structured and reflecting the broad field of cognitive neuropsychology. The panel suggests defining in more detail specific learning outcomes for students choosing the research oriented track and students choosing the clinical internship, in addition to the shared learning outcomes. This would be helpful in order to reflect differences in the programme content.

The panel was impressed by the enthusiasm, involvement and quality of the teaching staff. It appreciates that the staff is part of a high quality research culture while being simultaneously very committed to teaching. Moreover, the content of the curriculum is closely connected to the research that is executed by the sections involved. It is clear that also students are part of a high quality, driven and committed research environment. Students value the willingness of the staff to guide them and answer questions regarding individual study paths. The quality of the teaching is rated high. Currently, 23% of the teaching staff has obtained their UTQ, and another 31% is training for it. The panel advises all staff members to obtain their qualification as soon as possible.

The panel investigated the programme's feasibility and considers it to be adequate: there are no courses that hamper study progress and students know whom to contact if they experience difficulty. The panel is pleased by the thorough student selection done by the Admissions Board. The Educational Committee plays a proactive role in the quality assurance of the programme.

The panel established that the programme has an adequate assessment system in place. A variety of assessment methods are used such as open-end exams, multiple-choice exams, papers, presentations, and assignments. Students are well informed about the type of assessment and grading criteria before the start of each course.

After studying the current assessment procedure for the master's theses, the panel reviewed proposed changes by the programme to increase transparency and fairness. The panel considers that the two assessors of the thesis should send in independent assessment forms. It would also like to see a weighing system for components of the theses in which it is not possible, for instance, to compensate an unsatisfactory analysis with a good work attitude. The panel approved the draft version of the new assessment form that has been developed by the programme in the past months. It concludes that with these measures, the assessment system of theses is adequate.

The panel found that the Board of Examiners has established adequate procedures that safeguard the quality of testing. Of all students who graduated in the last two years, 35% graduated cum laude. The panel recommends re-evaluating the workload of the programme and the assessment criteria used, so that cum laude truly reflects an extra-ordinary contribution to science.

Achieved learning outcomes

The panel studied a selection of theses from the list of the most recent master's theses (from academic years 2014-2015 and 2015-2016) on the basis of a spread in marks. Overall, the panel was positive about the quality of the students' work. The theses testify to considerable skills in executing research and reporting on it. The committee observed that the awarded grades slightly overestimated its own evaluations.

Based on the performance of alumni, the panel concludes that the programme prepares students well for a research career. Due to the satisfactory overall level of the theses and the fact that alumni are well positioned to pursue an academic career, the panel is convinced that the learning outcomes are achieved.

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	good
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory

The panel assesses the *research master's programme Cognitive Neuropsychology (research)* as 'satisfactory'.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel.

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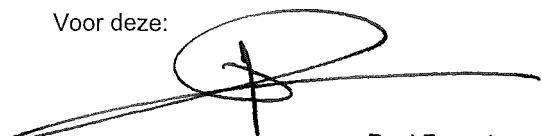
Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Vrije Universiteit Amsterdam te Amsterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 10 juli 2017 naar voren te brengen. Bij e-mail van 21 juli 2017 heeft de instelling gereageerd maar heeft geen opmerkingen en/of bezwaren op het voornemen tot besluit.

De NVAO accreditatie besluit te verlenen aan de wo-onderzoeksmaster Cognitive Neuropsychology (research) (120 EC; variant: voltijd; locatie: Amsterdam) van de Vrije Universiteit Amsterdam te Amsterdam. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 31 augustus 2017 en is van kracht tot en met 30 augustus 2023.

Den Haag, 31 augustus 2017

De NVAO
Voor deze:

A handwritten signature in black ink, consisting of a large, stylized loop followed by a horizontal line and a vertical stroke.

Dr. A.H. Flierman
(voorzitter)

Paul 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.

Onderwerp	Standaard	Beoordeling door het panel
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen.	Voldoende
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren.	Goed
3. Toetsing	De opleiding beschikt over een adequaat systeem van toetsing.	Voldoende
4. Gerealiseerde eindkwalificaties	De opleiding toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	Voldoende
Eindoordeel		Voldoende

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

- Professor E. (Edward) de Haan, (voorzitter) professor of Neuropsychology, University of Amsterdam;
- Professor M. (Marc) Brysbaert, (lid) professor of Experimental Psychology, Ghent University, Belgium;
- Professor H.C. (Chris) Dijkerman, (lid) Professor of Neuropsychology of Perception, Utrecht University;
- Professor C. (Caroline) van Heugten, (lid) Professor of Clinical Neuropsychology, Maastricht University;
- Professor R.W.H.M. (Rudolf) Ponds, (lid) Professor of Medical Psychology, Maastricht University Medical Centre (MUMC+) and clinical neuropsychologist, MUMC+ and Adelante Zorggroep;
- N. (Nynke) Niehof MSc., (student-lid) PhD student at Donders Institute for Brain, Cognition and Behaviour, Nijmegen, and alumna master's degree programme Cognitive Neuroscience, Radboud University Nijmegen.

Het panel werd ondersteund door dr. A. (Annemarie) Venemans, secretaris (gecertificeerd).