Psychology

Faculty of Psychology and Neuroscience, Maastricht University

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CONTENTS

This report was finalized on 2 July 2012

Report on the bachelor's programme Psychology and the master's programme Psychology of Maastricht University

This report takes the NVAO's Assessment framework for limited programme assessments as a starting point.

Administrative data regarding the programmes

Bachelor's programme Psychology

Name of the programme:	Psychology
CROHO number:	56604
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	-
Location(s):	Maastricht
Mode(s) of study:	full time
Expiration of accreditation:	december 31 2013

Master's programme Psychology

Name of the programme:	Psychology
CROHO number:	66604
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Health and Social Psychology; Psychology and Law; Work and Organisational Psychology; Cognitive Neuroscience; Developmental Psychology; Neuropsychology
Location(s):	Maastricht
Mode(s) of study:	full time
Expiration of accreditation:	december 31 2013

The visit of the assessment committee Psychology to the Faculty of Psychology and Neuroscience of Maastricht University took place on March 12 and 13 2012.

Administrative data regarding the institution

Name of the institution:	Maastricht University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	applied (pending)

Quantitative data regarding the programmes

The required quantitative data regarding the programmes are included in Appendix 5.

Composition of the assessment committee

The evaluation of the bachelor programme Psychology and the master programme Psychology of the Maastricht University forms part of the cluster review of Psychology, covering 27 programmes in 2012. The committee for the cluster review consisted of:

- Prof. W.T.A.M. (Walter) Everaerd, emeritus professor of Clinical Psychology, University of Amsterdam (chair);
- Dr. G. (Gezinus) Wolters, senior lecturer, University of Leiden;
- Prof. E. (Eddy) Van Avermaet, professor of Social and Cultural Psychology, Catholic University of Leuven;
- Prof. M.W. (Maurits) van der Molen, professor of Developmental Psychology, University of Amsterdam;
- Prof. G. (Gellof) Kanselaar, emeritus professor of Educational Psychology, University of Utrecht;
- Prof. M.J.M. (Maarten) van Son, emeritus professor of Clinical Psychology, University of Utrecht;
- Dr. R. (Riël) Vermunt, visiting professor at University of Skövde, Sweden (1996-2002) and Associate Director/ Board member of International Center for Social Justice Research, Leiden/Trier (1989-2002);
- E. (Elke) Schoneveld, BSc, student researching Behavioural Science, Radboud University;
- L.C. (Lauren Catherine) Koetzier, bachelor student of Psychology, Free University of Amsterdam;
- A.W.F. (Diana) Coppens, BSc, research master student of Psychology, University of Leiden;
- A.L. (Abigaël) Herschberg, BSc, master student of Health Psychology, University of Amsterdam;

The members' CVs are reproduced in Appendix 1.

For each visit, a subcommittee of 5 committee members was established, selected by expertise and availability and the absence of conflict of interests.

Procedure

General
The coordinator of the cluster review of Psychology was mrs. drs. M.M. Frederik, QANU staff member. A project leader was appointed for each visit. The project leaders played an important role in safeguarding the consistency by sending a summary of the major findings after each visit to the committee members and the other project leaders. The coordinator was present at the final meeting of the visits, to introduce the findings of earlier visits and to draw the subcommittee's attention to its manner of evaluation. There were regular consultations between the project leaders to coordinate their evaluations.

Preparation
On 21 February 2012 the committee held its formal initial meeting. During this meeting the committee received its instructions, the tasks were assigned, and the procedure and the domain-specific reference framework for Psychology were discussed. This domain-specific reference framework is included in Appendix 3.

Once the self-evaluation reports were received from a university, their standard of quality and completeness of information were checked by the project leader. If they were found to be adequate, they were forwarded to the relevant subcommittee members participating in that visit. The members read them and formulated questions for the project leader. The project leader compiled the questions into a document. Any additional questions from the subcommittee members were sent to the programmes with a request for a reply. The subcommittee members also read a total of at least 15 theses for each programme.

Site visits
The site visit timetable is included as Appendix 2. These details were arranged during the preparatory meeting for each site visit. During the visit, talks were held with representatives of the faculty board, the programme management, students, lecturers, alumni, the programme advisory committee and the examination committee. Further interviews were held with student and lecturer representatives of each programme.

At the subcommittee's request, the programme management selected interviewees who fit the committee's criteria. The subcommittee spoke to students from all years of the programmes and with lecturers and advisors from both the bachelor and master programmes. Prior to the visit, the subcommittee received a list of the proposed interviewees and approved it.

During each visit, the subcommittee examined the material it had requested for the review and offered a consultation session for students and lecturers who wished to talk to the subcommittee and had registered this interest prior to the visit.

The subcommittee used the last part of the visit to prepare the oral report and to discuss its evaluation. At the conclusion of each visit, the chair presented the preliminary findings of the subcommittee as an oral report. They included several general observations and first impressions of each programme.

Decision rules
The site visit was conducted in accordance with the NVAO Evaluation Framework of the Accreditation System for Higher Education (November 2011 version). The accreditation system uses a four-point scale (inadequate, adequate, good, excellent) for the evaluation of the standards and the general conclusion about the programme as a whole.

The committee adopted the evaluation scale of the NVAO:

- 'inadequate' means that a standard or the programme does not achieve the level of generally accepted quality and shows serious shortcomings in several areas;
- 'adequate' means that the standard or programme does achieve the level of generally accepted quality and shows an acceptable standard throughout;
- 'good' means that the standard or programme systematically exceeds the level of generally accepted quality throughout;
- 'excellent' means that the standard or programme systematically exceeds the level of generally accepted quality throughout and functions as an international example.

The basis of the evaluation is 'satisfactory', when the standard or programme meets the set criteria. In the committee's view, a 'satisfactory' evaluation can still be awarded even if it has critical comments. It is necessary in that case that positive observations balance out the critical remarks.

Reports
The project leader prepares a draft report for each institution based on the subcommittee's findings. The draft report is presented to the committee members who were involved with that visit. After approval, the draft report is sent to the faculty concerned to check for any inaccuracies. The faculty's comments are discussed with the chair and, if necessary, with the other committee members. Then the report is finalised.

Special aspects of the visit to the Maastricht University

The site visit to the Maastricht University took place on March 12 and 13 2012. The site visit timetable is included in Appendix 2.

The Executive Board of the Maastricht University and the Accreditation Organisation of the Netherlands and Flanders (NVAO) approved the composition of the subcommittee for the evaluation of the two specified programmes.

The subcommittee that visited the Maastricht University consisted of the following members:

- Prof. W.T.A.M. (Walter) Everaerd (chair), emeritus professor of Clinical Psychology, University of Amsterdam;
- Prof. E. (Eddy) van Avermaet, professor of Social and Cultural Psychology, Catholic University of Leuven;
- Prof. G. (Gellof) Kanselaar, emeritus professor of Educational Psychology, University of Utrecht;
- Dr. G. (Gezinus) Wolters, associate professor, University of Leiden;
- E. A. (Elke) Schoneveld, BSc, student of research master in Behavioural Science, Radboud University, Nijmegen.

The secretary to the subcommittee during the site visit was drs. R.G.T. (Ronald) Duzijn.

To evaluate the final level achieved by the programme, the subcommittee assessed several products before and during the site visit. To determine the final level, the chair and the coordinator of the subcommittee selected 30 theses. The theses were randomly chosen from a list of graduates from the last two completed academic years. Care was taken to ensure a range of grades and an even distribution over the various specialisations.

Summary judgement

Bachelor's programme Psychology

Standard 1 Intended learning outcomes
The committee notes that the bachelor's programme aims to offer students a thorough general, broad and up-to-date introduction into the scientific study of behaviour and to teach them the basic knowledge, methods and academic skills of psychology. The programme has a clear research-focused orientation with an emphasis on biological and cognitive explanations. The committee concludes that the intended learning outcomes of the Bachelor's programme Psychology have been concretised well in terms of content, level and orientation. It feels they fully meet the international criteria.

Standard 2 Teaching learning environment
The committee notes that the intended learning outcomes have been carefully elaborated in all courses of the curriculum. The programme offers a thorough introduction to the subfields of psychology and training in statistics, methods and techniques of scientific research. In addition, the training of relevant academic and professional skills is incorporated well in the curriculum.
The courses of the programme are organised thematically. The curriculum has a strong coherence, commencing with introductory courses followed by ones that probe deeper into the field. According to the committee, the largely mandatory programme ensures that the courses build on each other and do not overlap.
The study load is balanced well by the structure of the programme and the system of problem-based learning (PBL). The committee finds PBL remarkable and positive as the leading educational concept of the programme. It stimulates students in self-learning, enhances the coherence and feasibility of the programme, and contributes to the development of important academic skills such as debating, analysing, critical thinking, reflecting, applying knowledge and problem-solving.
The committee appreciates the use of well-prepared student tutors in the bachelor's programme. It is impressed by the detailed outline of the course manuals, e-readers and tutor guidelines, which are fully in compliance with the PBL format. It also supports the recent introduction of a mentoring system combined with the use of a portfolio.

Standard 3 Assessment and achieved learning outcomes
The committee views the mix of assessment methods used throughout the programme to be balanced and appropriate. It appreciates the concept of the mandatory progress test, which monitors the students' progress in acquiring psychological knowledge to meet the intended learning outcomes. However, the committee also noticed that its content is very detailed and neither appreciated nor supported by many students. The committee advises reconsidering the content and set-up of the progress test and clarifying its purpose to students. Furthermore, the students should receive feedback on their scores.
The committee agrees with the original assessments and grading of the theses by the supervisors. It notes that a standard form with clearly defined criteria is being used. It feels that the process and guidance with regard to preparing the thesis are carefully organized. However, the thesis is assessed by only one assessor because of limited time and staff. The committee prefers all bachelor's theses to be assessed and graded independently by a second assessor.
The completion rates of the bachelor's programme almost meet the UM benchmark rate of 70% after 4 years. The committee finds that the programme contains sufficient measures and services to support and encourage students in completing the programme on time. The

introduction and upgrading of the binding study advice (BSA), the introduction of mentoring and the proactive approach of the study advisors all contribute to optimising the output. The committee feels that the bachelor's programme does prepare students well to enter a more specialized master's programme Psychology.
Overall, the committee concludes that the bachelor's programme Psychology has an adequate assessment system in place and demonstrates sufficiently that the intended learning outcomes are achieved.

Master's programme psychology

Standard 1 Intended learning outcomes
The committee found that for each track of the master's programme, intended learning outcomes have been formulated and described clearly and explicitly. They reflect a logical and appropriate continuation of the intended learning outcomes of the bachelor's programme. The master's programme aims at acquiring specialist, theoretical knowledge of the corresponding psychological sub domains and helps students to develop essential research, academic and professional skills. The committee is convinced that the intended learning outcomes meet the qualifications for a career in a scientific or high-level professional setting with regard to psychology.

Standard 2 teaching-learning environment
The committee notes that the programme is carefully structured into six recognizable and coherent tracks, related to well-defined psychological disciplines. The intended learning outcomes of each track are developed carefully into the courses' learning goals. Furthermore, the curriculum contains clear relations between education and research programmes within the fields of clinical psychological science, work and social psychology, cognitive neuroscience and neuropsychology.
The programme's international profile is reflected well by an international staff, a substantial proportion of non-Dutch students, and the standard use of English throughout. The committee appreciates the way students are being guided in the process of executing the research internship and composing the master's thesis. The programme is well supported by excellent research facilities.
The committee notes that the study load of the master's programme is greater than the average study load of the bachelor's programme and to be appropriate for an academic master's programme. To meet the requirements of the Netherlands Institute for Psychologists (NIP) with respect to the Basic Registration of Psychodiagnostics (BAPD) as well as the admission requirements for post-academic training, students can undertake an extracurricular clinical internship. The committee supports the opportunities offered to students with regard to clinical internships. However, it is less satisfied with the clinical internship being extracurricular and resulting in considerable study delay. The committee finds it promising and reassuring that the clinical internship will be integrated within the Neuropsychology track. The committee assumes this option will be implemented soon for all clinically oriented tracks.

Standard 3 Assessment and achieved learning outcomes
All courses conclude with a combination of at least two assessment methods, focusing on achieving a reasonable level of autonomy at the end of the programme. The programme concludes with a research internship and an individually written thesis. The committee agrees with the original assessments and grading by the assessors. However, it considers the average grading of the theses somewhat on the high side. It finds it promising that the internship will be graded separately starting next year, producing a dedicated result unaffected by other

assessments. Moreover, the committee learned that as of this year the grades of the first and second will be averaged. It is positive about two assessors conducting the assessment of the master's thesis and the use of a standard assessment form. It recommends elaborating the use of the assessment form and criteria further to provide more information about the constitution of the grade.
Based on the data available, the committee believes that most graduates find a job in an academic setting within a reasonable amount of time. Furthermore, it observed that graduates are sufficiently prepared for a PhD position. With regard to the completion rate, 70-85% of the students successfully finishes the programme within two years. The committee views the extracurricular clinical internship to be the main reason for the extensive study delay and that the actual length of study must be reduced. Again, in that respect it is positive about measures being taken to integrate the clinical internship within the Neuropsychology track.

Overall, the committee concludes that the master's programme Psychology has an adequate assessment system in place and demonstrates sufficiently that the intended learning outcomes are achieved.

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

Bachelor's programme Psychology:

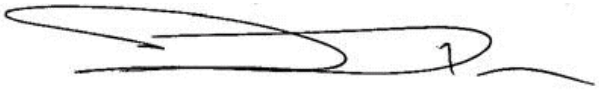
Standard 1: Intended learning outcomes	good
Standard 2: Teaching-learning environment	good
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

Master's programme Psychology:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

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

Date: July 2 2012



Prof. W.T.A.M. (Walter) Everaerd, chair

R.G.T. (Ronald) Duzijn, secretary

Description of the standards from the Assessment framework for limited programme assessments

Standard 1: Intended learning outcomes

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

Explanation:
As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Findings

Bachelor's programme Psychology

The aim of the bachelor's programme Psychology is to provide students with a general, broad introduction into the scientific study of behaviour with a focus on biological and cognitive aspects. Cognitive neuroscience, a combination of biological and cognitive psychology, is a growing research field, and this development is reflected in the curriculum. Furthermore, the programme focuses on research and research methods, enabling students to understand scientific findings, guaranteeing sufficient academic competence and motivating excellence.

The intended learning outcomes of the bachelor's programme Psychology are listed in appendix 3.

The file elaborately describes the relation between the intended learning outcomes of the programme and the domain-specific reference formulated by the Dutch Cluster of Psychology (Kamer Psychologie van de VSNU), including the criteria set out by the Netherlands Institute for Psychologists (NIP). In summary:

- Introduction to the most important fields in psychology, notably biological psychology, cognitive psychology, developmental psychology, social psychology, differential psychology and psychopathology is reflected in learning outcome B.
- Introduction to the supporting fields (history of psychology, philosophy of science, ethics, methods, data analysis and statistics) is covered by learning outcomes B through F.
- Knowledge of and skills in the methods of psychological science, psychological research (going through the full empirical cycle) and the daily practice are related to learning outcomes C through G.
- Global knowledge of the major fundamental areas of psychology as well as of the key application areas of psychology is mirrored in learning outcome B.
- A bachelor's thesis is part of the bachelor's programme, and the skills required to write a bachelor's thesis (either a literature study or an empirical study) are described in learning outcomes C through F.

Furthermore, the file of information describes how the learning outcomes are aligned with the EuroPsy criteria set out by the European Federation of Psychologists' Associations (EFPA):

- Orientation of the field (knowledge) is reflected in learning outcomes B and C.
- Explanatory theories of the field (knowledge and skills) are related to learning outcome B.

- Technological theories of the field (knowledge and skills) are reflected in learning outcome A.
- Methodology (knowledge and skills) is covered by learning outcomes D, E and F.
- Ethics (knowledge and skills) is reflected directly in learning outcome B and indirectly in D and E.
- Academic skills (skills) are covered in learning outcome A.
- Non-psychology theories (knowledge) are covered in learning outcome B.

With regard to the level of the programme, the file of information explains how the Dublin descriptors are linked to the final qualifications. For example, the Dublin descriptor 'To have the ability to gather and interpret relevant data to inform judgments that include reflection on relevant social, scientific or ethical issues' matches the intended learning outcome C, but also aligns with learning outcomes D, E and F. The Dublin descriptor 'Has developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy' relates to learning outcome G.

The file of information states that the academic orientation of the programme has been explicitly defined by the criteria set out by the EFPA, the Dutch Cluster of Psychology and the Dublin descriptors. More specifically, learning outcomes A and B show that students are being prepared to work and reason at an academic level, acquire academic skills, study skills and professional skills, and develop a general orientation in psychology and its subfields.

Master's programme Psychology
The aim of the master's programme is to deliver graduates with thorough knowledge and skills pertaining to their specialised field of psychological study (track). All master's tracks comprise a strong cognitive or biological profile and prepare students for conducting fundamental or applied research in an experimental or field setting. In all tracks, except Cognitive Neuroscience, students learn how to utilise the outcomes of scientific research to analyse and design therapeutic, social, and work-related interventions. The intended learning outcomes of each track are listed in appendix 3.

The file of information also describes the relation between the intended learning outcomes of the master's programme and the domain-specific reference. The latter consists of four components:

- Specialist knowledge of the sub domain corresponding to a master track.
- Supervised practical and/or research internship.
- Further training of vocational skills to meet the requirements of the Netherlands Institute for Psychologists (NIP) with respect to the Basic Registration of Psychodiagnostics (BAPD) as well as the admission requirements for post-academic training in health psychology.
- Master's thesis: designing and conducting an empirical and/or analytical study and reporting on the results, with a high degree of independence.

The file of information demonstrates that all these components are mandatory elements of the master's programme Psychology. For each track, intended learning outcomes are formulated with regard to 'Knowledge and understanding', 'Applying knowledge and understanding', 'Making judgements', 'Communication' and 'Learning skills'. The file of information also describes the way the master's programme matches the second cycle of the EHEA framework of qualification (i.e. the Dublin descriptors):

- Students have demonstrated knowledge and understanding that are founded upon and extend and/or enhance those typically associated with the bachelor's degree, and that provide a basis or opportunity for originality in developing and/or applying ideas, often within a research context.
- Students can apply their knowledge and understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students have the ability to integrate knowledge, handle complexity, and formulate judgments with incomplete or limited information, while reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
- Students can communicate their conclusions, and the knowledge and rationale underpinning them, to specialist and non-specialist audiences clearly and unambiguously.
- Students have the learning skills to allow them to continue to study in a manner that is largely self-directed or autonomous.

The file of information describes that students acquire basic knowledge of several disciplines of psychology during the bachelor's stage. In the master's stage students acquire specialised knowledge and understanding of 'health and social psychology', 'psychology and law', 'work and organisational psychology', 'cognitive neuroscience', 'development psychology' or 'neuropsychology'. In each specialisation students are expected to write a research proposal, determine a well-defined research topic, explain the scientific and social relevance of the research questions, conduct a research project, and write a thesis directed at a scientific audience of psychological experts and informed laypeople.

The file of information states that the master's programme is generally oriented towards scientific research in experimental and applied settings within cognitive and biological psychology. The intended learning outcomes of the six tracks describe the academic and research knowledge, understanding and skills in relation to the specialised fields of research.

Considerations

Bachelor's programme Psychology

The committee notes that the bachelor's programme aims to offer students a thorough, broad and up-to-date introduction into the scientific study of behaviour and to teach them the basic knowledge, methods and academic skills of psychology. Furthermore, the committee finds that the programme has a clear, research-focused orientation with an emphasis on biological and cognitive explanations.

The committee feels that the intended learning outcomes have been properly evaluated according to the domain-specific framework of the Dutch Cluster of Psychology (Kamer Psychologie). In terms of level, the programme has been evaluated carefully according to the qualifications of the European Higher Education Area (EHEA), also known as the 'Dublin descriptors'. The committee appreciates the broad and research-oriented focus of the bachelor's programme and feels that the intended learning outcomes fully meet both the domain-specific reference as well as the guidelines set by the European Federation of Psychologists' Association (EFPA).

The committee concludes that the intended learning outcomes of the Bachelor's programme Psychology have been well defined in terms of content, level and orientation. According to the committee the intended learning outcomes fully meet the international requirements.

Master's programme psychology
The committee notes that intended learning outcomes have been formulated for each track of the master's programme. It finds that they are described clearly and explicitly and have been evaluated in line with the domain-specific framework of the Dutch Cluster of Psychology (Kamer Psychologie). In terms of level, the programme has been properly evaluated according to the qualifications of the European Higher Education Area (EHEA).

The committee feels that the intended learning outcomes of the master's programme reflect a logical and appropriate progression from the intended learning outcomes of the bachelor's programme. The committee notes that the programme aims at delivering specialist, theoretical knowledge of the corresponding psychological sub domains. Furthermore, the students acquire essential research and academic skills within a specific sub domain of psychology. Especially in the 'Health and Social Psychology', 'Psychology and Law', 'Developmental Psychology', and 'Neuropsychology' tracks, students also develop relevant practical and professional skills, such as diagnostic skills. All in all, the committee is convinced that the intended learning outcomes of the master's programme meet the qualifications for a career in a scientific or high-level professional setting with regard to psychology.

The committee concludes that the intended learning outcomes of the master's programme Psychology have been defined sufficiently in terms of content, level and orientation and meet international criteria.

The committee notes that the master's programme is a one-year programme, while the international standard of the European Federation of Psychologists' Associations (EFPA) is two years. However the one-year duration of the master's programme is dictated by the national government and beyond the influence of the Faculty

Conclusion
Bachelor's programme Psychology: the committee assesses Standard 1 as **good**.
Master's programme Psychology: the committee assesses Standard 1 as **satisfactory**.

Standard 2: Teaching-learning environment

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

Explanation:
The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

Findings
Appendix 4 contains an overview of the curricula of the bachelor's and master's programmes Psychology.

Bachelor's programme Psychology
The bachelor's programme Psychology is a three-year Dutch-language programme of 180 EC, with a new curriculum implemented in September 2010. In 2008 the Faculty evaluated the programme, considering developments at the European, national and university levels. On the basis of this evaluation several innovations have been developed and implemented. The

file of information describes the changes with regard to structure and content: improving the coherence of the curriculum, focussing more on academic and professional skills, and improving study guidance. During the visit the Portfolioholder for Education, board FPN highlighted the most important changes:

1. Improvement of a general, broad bachelor's programme. In the new programme, three general courses were introduced in the third year which are mandatory for all students. Thus, all students follow the same programme in the first year, second year, and the second half of the third year.
2. Order of courses in the curriculum.
   The order of courses in the first year was changed to obtain a more balanced study load and level of difficulty. Moreover, the first semester of the bachelor's programme should give students a realistic view of the complete curriculum. In this way, students can decide early in the programme if they want to continue their studies or not. According to the Director of Studies Bachelor, the first semester of the first year is highly selective.
3. Binding study advice (BSA).
   The Faculty introduced a binding study advice (BSA): 36 EC in 2010 and 42 EC in 2011. The BSA is accompanied by a mentoring system.
4. Possibility to follow minors at other UM faculties.
   The free elective period was shifted from the sixth to the fifth semester to enable students to follow minors at other UM faculties.
5. Clustering of skills education.
   In the current programme, skills are grouped as distinct elements in the curriculum. Within the skills blocks, there is more scope for students to gain experience in academic and professional skills. Experiences include: developing research skills by carrying out a small research project in the first year; improving writing skills by doing several writing assignments (in Dutch and English); and acquiring communicative and organisational skills by participating in interviews and organising an information market.

Structure and coherence

The curriculum of the bachelor's programme consists of courses depicting a particular field within psychology. The first semester presents an overview of the curriculum and the level expected in the remainder of the programme. The programme starts with two courses: 'Social behaviour' and 'Body and behaviour', displaying the focus on biological and cognitive psychology., The file of information report that the programme's focus on research is reflected in the other two courses taught in this period, 'Methods and techniques' and 'Statistics 1'.

The theoretical courses in the first year are mainly defined by a certain field of psychology displaying the introductory nature of the first year. The courses in the second year are more thematic in nature. In these courses a common theme is discussed from different perspectives. The second year has a stronger focus on theory in contrast to the introductory nature of the first year and the more specialised courses in the third year.

Starting in the second year, excellent students can follow a one-year Honours programme with a broad orientation. Students who pass all first-year courses without needing re-sits and who are amongst the 20 best students in their year are invited to join the programme. The Honours programme includes additional topics such as genetics, social/cultural anthropology, philosophy and psychology of consciousness, computational models, behavioural economics and a historical book review. The programme concludes with an Honours thesis and a small symposium in which students present their thesis to other students and staff. The complete

Honours programme is awarded 18 EC. Students who successfully complete the programme receive an Honours certificate as a supplement to their bachelor's degree.

The third year commences with a semester in which students can choose their own focus by selecting particular electives or minors. Students can follow courses or minors abroad, at a different faculty or university, or choose from a range of electives in the Faculty.

The top 20-25% of students are invited to earn two-thirds of their elective credits and their bachelor's thesis credits (18 EC) through a MaRBLE project (Maastricht Research Based Learning). Excellent or highly motivated students can conduct their own research project during this period in order to improve their research skills and further develop their analytical skills. Students start with the MaRBLE project at the beginning of the third year and conclude by writing their empirical bachelor's thesis on their research project.

In addition to the theoretical courses mentioned above, students are provided with further skills necessary for working in a scientific and academic programme. During the first two years writing skills are developed through a series of writing assignments. In first year they are in Dutch, then in English in the second year. In the third year an individual bachelor's thesis must be written as the concluding outcome of the programme.

The file of information states that the various skills programmes stimulate the acquisition of critical thinking, argumentation and diagnostic skills. In the 'Critical thinking' course (second year), complex cognitive skills are taught. Students have to analyse meanings and theories, and also evaluate and draw conclusions. Through group assignments such as the small-scale research project in the first year and the more advanced project in the research practical in the second year, students develop communication skills, organisational skills and learn to work in a team. These skills are also stimulated through the organisation of an information market at the end of first year. Finally, working on their individual portfolios encourages students to document their learning experiences and reflect on them.

Students and alumni interviewed by the committee mentioned that more information should be provided during the programme about the career prospects after concluding the bachelor's and master's programme Psychology. Students now feel uninformed about career possibilities with a master's degree in Psychology. Staff and management assured the committee that the Faculty will provide more information on career possibilities.

Research orientation
Students are specifically introduced to research through the concept of research-based learning. The aim is to understand psychological science, to apply it, and to contribute actively. A secondary aim is orientation, so that students can experience whether they feel attracted to fundamental and applied research in psychology as an option for their future career. The file of information demonstrates that students undertake a research project in each year of the bachelor's curriculum. In the first two years a research project is a mandatory component of the programme for all students, while this is optional in the third year.

In the first year, students conduct 'my first study'; they carry out an observational research project in groups of three to four. The content of these projects is closely linked to the 'Social behaviour' and the 'Method and techniques' courses in the first period. Students can choose from several observational research projects that have already been evaluated and approved by the Faculty's Ethics Committee. Students must set up an appropriate experimental design for collecting their data. During a practical lesson they perform the statistical analysis. Results

are documented in a research report, which is subsequently presented to their mentor group. The mentor supervises the research projects of the mentor group.

In the 'Research practical' of the second year, students receive intensive training in empirical research skills, in which every stage of empirical research is covered from the translation of a general research question into a feasible hypothesis, the operationalization of the hypothesis, designing the study, collecting research data, data analysis, interpretation of the results, production of a research report in the form of an academic article, and a presentation of the results. Staff members are invited to enlist topics for a research project, and students may submit their preferences. A staff member supervises the research project in groups of about six to eight students. In a conference at the end of the course, some of the students are requested to present the paper of his/her group; whilst other research groups prepare a poster presentation instead.

Problem-based learning
The file of information, reports that problem-based learning (PBL) is the leading educational concept of the programme. The first year of the Bachelor's programme starts with a short introduction to the particular skills used in PBL and the minimum study skills required to succeed in an academic setting. Students take two courses in a 7- or 8-week period and meet three times a week in tutorial groups in which problems are discussed and examined. Lectures are scheduled twice a week. In addition, students follow several practical training courses in professional and academic skills in parallel and in specific periods. In every psychology core course, one task deals specifically with methods and statistics. Attendance is mandatory at tutorials and practical trainings. Lectures are supplementary, and attendance is not obligatory.

Participation in tutorial groups is the primary element of the PBL system. Tutorial groups consist of a maximum of twelve students under the supervision of a tutor. Students receive a course manual consisting of a number of problems. In their tutorial group, students discuss the problems following a pre-defined discussion cycle. Basically, each problem is dealt with in three steps: the preliminary discussion, self-study and reporting back to the group.

In essence, the tutorial group process repeatedly applies the empirical cycle of science and teaches students an approach to solving and discussing scientific questions. The preliminary discussion results in the specification of learning goals identifying what knowledge the group needs to acquire to solve the problem. The acquisition of this knowledge is achieved through the next step: self-study. In most cases, the Course Coordinator recommends multiple sources (e.g. three basic books instead of merely one) to stimulate students to approach a problem from multiple angles and different viewpoints. As students advance in their studies, the number of sources recommended and/or used tends to increase. In this way, students are obliged to decide which sources are most relevant to solve a problem and/or to collaborate with the other students in their tutorial group (share knowledge). In the final step, students report what they have learned from the literature and how this relates to the learning goals that were formulated in the preliminary discussion.

Students lead the group discussion themselves; each student has to act in turn as a discussion leader. The tutor's task is to ensure the group arrives at the appropriate learning goals. During discussions, the tutor intervenes only when the group is off track. The tutor stimulates the discussion when necessary, supports the discussion leader, and motivates students to share their knowledge. Tutors receive a manual with suggestions for appropriate learning goals and work in order to keep the discussion going in the right direction. They join weekly tutor

meetings with the Course Coordinators to prepare the discussion of the problems during the preliminary discussion and reporting steps.

Students told the committee that they are enthusiastic about PBL. They appreciate the intensive, small-scale education in self-directed groups under the guidance of a tutor. Although labour intensive, the staff also expressed their appreciation of PBL and emphasized its benefits and positive results.

Internationalisation
From the file of information and the interviews with management, staff and students, the committee learned that internationalisation is an important characteristic of the programme. On average, one-third of the student intake consists of foreign students, mainly Germans from the Nordrhein-Westfalen region and to a lesser extent Belgians.

According to the Faculty a period of study abroad (electives or an internship) is regarded as a valuable learning experience for students.

During the programme students have several opportunities to practise their English. Students and staff explained to the committee that textbooks and the majority of the learning materials in the programme are written in English. In addition, all of the course manuals of the psychology courses are translated into English. Students have the option of following tutorial groups taught in English, which stimulates an active learning of English. The electives offered by the Faculty in the third year are taught exclusively in English. In the second year, further attention is paid to writing in English; students must submit an essay and a research proposal in English as part of the 'Skills IV' course. The report of the research practical at the end of the second year must also be written in English.

Staff interviewed by the committee mentioned that students are advised to write the bachelor's thesis in English.

Feasibility
The bachelor's programme Psychology is eligible for students with a 'VWO diploma', an 'HBO-propaedeuse' (Dutch secondary school certificates for pre-university preparation) or pass an entrance examination. Foreign students must additionally prove they have sufficient command of the Dutch language (NT2 examination) before starting the programme. Management and staff told the committee that the Faculty has introduced a maximum limit of 400 students to guarantee the quality of the programme.

With regard to study load the file of information states that students spend 10-12 hours a week on scheduled education activities and approximately 20-22 hours a week on self-study. Students told the committee that the study load is acceptable, feasible and evenly spread over the year (40 weeks). Students experience a slight and gradual increase of the study load as the programme progresses. Students mentioned that the structure and planning of the curriculum – two parallel courses in periods of 7 weeks – combined with the PBL system enhance the feasibility of the curriculum. "The PBL system forces you to keep up". Moreover, students explained that by scheduling two well-balanced courses in a 7-week period, they have some flexibility to shift and organise their study activities properly.

Students and staff told the committee that the curriculum contains no specific bottlenecks. In general, 'Statistics' is regarded to be the most difficult course/subject. However, students

explained to the committee that they are trained intensively during the programme and can easily obtain additional guidance if necessary or desirable.

In September 2010 a binding study advice (BSA) was introduced together with a system of mentoring. Students must obtain a minimum of 36 EC (42 EC from September 2011) in their first year to be able to pursue their studies. The file of information states that every first-year student is assigned to a staff member who acts as a mentor for the three years of the programme. Students are thus mentored quite intensively at the start of their academic career and expected to gradually learn to develop their own responsibilities. In the first year both individual meetings and group assignments are part of the mentoring. The focus of the individual meetings is on the development of self-reflection with respect to study skills. In preparation for the individual meetings, students keep and regularly revise an individual portfolio that they submit to the mentor before each meeting. In the second and third years the mentor and the student meet once. The aim of the portfolio is to increase the student's professional and personal skills by learning to reflect on educational styles and academic competences and setting individual learning goals for those aspects that require more attention. Another aim is to link students to a staff member in the very beginning of the study. In this way, students know whom they can turn to with academic questions.

During the site visit, students told the committee that they are satisfied with the system of mentoring, especially the frequent and direct contact with a member of the scientific staff in the first year. Although students agree with the idea of more independence at the end of the programme, they explained to the committee that they have a need for more direct contact (advice) in the third year of the programme when preparing for their bachelor's thesis.

Master's programme Psychology
The master's programme Psychology consists of six tracks. Three tracks focus on 'Applied Cognitive Psychology':

- Health and Social Psychology
- Psychology and Law
- Work and Organisational Psychology

The three other tracks on 'Biological Psychology':

- Cognitive Neuroscience
- Developmental Psychology
- Neuropsychology

Each track starts with four theoretical courses combined with more practical training in academic and other professional skills. They aim at providing specific and representative theoretical knowledge of and essential skills within the corresponding psychological sub domains. The study load of these courses and the practical training elements add up to a total of 20 EC.

The theoretical courses run until December. Starting in January, students in all of the tracks are required to carry out a research internship of 25 EC. They devote most of the second half of the year to this. Under the supervision of two supervisors (a faculty member or an external internship supervisor, and a second faculty supervisor), students have to plan, conduct and analyse the results of their own research project. The research internship starts by preparing a

research proposal (5 EC). In the final stage, students are required to write a report on their research as a master's thesis, worth 10 EC.

Structure and coherence
The file of information describes how the tracks in the master's programme are carefully structured. The four courses at the beginning of the year supplement each other on the theoretical level. For example, more general or introductory courses precede the more specialist ones. The courses form a logical sequence within a given track. In turn, the practical training supplements the theoretical teaching. The practical training courses are strongly related to the theoretical courses. For this reason, the 'Health and social psychology' and 'Work and organisational psychology' courses have opted for full integration of the practical training into the corresponding courses. The track-specific combination of theory and practice provides students with the knowledge and skills needed for their internship and master's thesis. The research proposal, internship, and master's thesis always form part of the same research project. An optional clinical internship (Health and social psychology, Psychology and law, Developmental psychology, and Neuropsychology tracks) may be taken in isolation or in combination with the research internship.

Research and professional orientation
During the site visit students and staff told the committee that education and research are closely related within the master's programme. They explained that results of scientific research are frequently presented in tutorial groups and lectures, and recent scientific articles are listed in the e-reader. The file of information reports that the research sections are rooted in recognised research programmes and schools, such as Experimental Psychopathology (EPP), the European Graduate School of Neuroscience (Euron), and the EPOS graduate education network.

The Faculty facilitates clinical internships in order to fulfil the requirements of the Diagnostics registration and/or obtain the Health care certificate. The 'Health and social psychology', 'Psychology and law', 'Developmental psychology', and 'Neuropsychology' tracks offer students the opportunity to undertake a clinical internship of at least 200 hours (BAPD) or 520 hours (admission requirement for post-academic health care training). This clinical internship is optional and not a mandatory component of the master's programme. The file of information states that full supervision is offered to clinical internship students. Moreover, the track-specific 'Internship coordinators' maintain a network of clinical institutions, which offer internship opportunities to interested students. However, as the file of information reports and students the committee spoke to emphasized, the clinical internship will almost certainly result in a study delay.

Appendix 5 shows that around 92% of the students finished the master's programme successfully. Between 30-40% of the students obtained their master's degree within one year and approximately 75-85% within two years. The average length of study has varied between 15 and 18 months over the last few years. Students, staff and alumni explained to the committee that the extracurricular clinical internship largely explains the delay.

Management, staff and the Board of Examiners told the committee that several measures are being taken to prevent or limit the study delay. First of all, internships in which research and clinical aspects are combined are being encouraged. As of September 2012, the Neuropsychology track will offer the possibility of following a master's programme in which research and clinical internships are integrated into the one-year curriculum. Moreover, the Board of Examiners is currently negotiating with SPON (organization responsible for the

Health Care Certificate) and NIP (organization responsible for the Diagnostics Registration) about the option of taking the clinical internship after graduation. Students would then undertake the clinical internship as a student not seeking a degree (onderwijscontractant) under the supervision of the Faculty. The clinical internship report would be assessed by the Faculty supervisor. According to the Faculty, both organisations have reacted positively to this option, and the specific details are presently being discussed.

After the site visit the Faculty Board informed the committee that the Faculty Board, the Faculty Council, SPON an NIP have reached an agreement on this.

During the master's programme students have several opportunities for orientation in the work field. The file of information describes that in theoretical and practical training courses, guest lecturers are invited to provide students with an idea of how psychologists work in specific fields. Also, site visits are organised, for example to the neonatology ward of a hospital in the 'Developmental psychology' track, to the Court of Justice and a detention clinic in the 'Psychology and law' track, and to research centres (FC Donders Institute) in the 'Cognitive neuroscience' track. The research internships also introduce students to the work field. Students who undertake a combined internship (both research and clinical) are additionally introduced to clinical settings.

Problem based learning
As in the bachelor's programme, the core courses of the master's programme are taught in the PBL format. Students take four courses in two periods of 8 weeks and generally meet two to three times a week for a tutorial in which problems are discussed and examined. Lectures are scheduled twice a week. In addition, students follow several practical training courses in parallel within specific periods.

Students told the committee that in addition to the tutorial sessions, they often work in small groups on research projects, writing papers and preparing presentations. The file of information reports that the hours of self-study vary between 28 and 30 hours per week. With a scheduled programme of 10-12 hours a week on average, the study load is 40 to 42 hours a week. Students confirmed the heavier study load of the master's programme compared to the bachelor's programme. At the same time they emphasized that the study load is feasible. Students mentioned the PBL system as being very helpful in spreading the study load and stimulating them to keep up.

The file of information shows that the amount of time students spent on their internship and thesis increased from 7.5 months in 2006 to 9.4 months in 2010. The percentage of students encountering obstacles during their search for an internship/thesis subject decreased from around 40% to 23% during this period.

Feasibility
The master's programme Psychology is a follow-on degree ('doorstroommaster') and therefore open to all students who complete the bachelor's programme Psychology of the Faculty. The programme is also open to students from other universities. The Faculty offers the possibility of a conditional admission for its own bachelor's students ('zachte knip'). However, the bachelor's degree must be successfully concluded before commencing the research internship part of the master's programme. As of September 2012, the Faculty will introduce the bachelor-before-master rule ("harde knip"), meaning that only students who have already obtained their bachelor's degree are eligible for admission to the master' s programme.

From the conversations with the students and alumni, the committee learned that students feel well prepared for conducting a research internship and writing a master's thesis. Students explained to the committee that in general they don't need additional teaching in advanced statistics, since it forms an important part of the bachelor's programme. In addition, master students can consult the teaching staff with regard to statistics.

According to the file of information a team of internship coordinators (one per track plus an overall coordinator) supports students in finding an internship inside or outside of the Faculty. Close cooperation with research groups at other faculties within the university, for example the Faculty of Health, Medicine and Life Sciences (FHML), provides possibilities for research or clinical internships. The same holds true for the Faculty's extensive national and international network, which not only includes academic institutions, but also companies and governmental organisations. For example, Philips research ('Work and organisational Psychology' track) or resettlement organisations ('Psychology and law' track). Similarly, the Faculty offers students external internship possibilities through an extensive clinical network, including opportunities for optional clinical or combined clinical/scientific internships ('Health and social psychology', 'Psychology and law', 'Developmental psychology', and 'Neuropsychology' tracks). To assist students to become well orientated about career options and the labour market, the Faculty has an agreement with the UM Career Services. This offers students free workshops focused on building and updating a CV, writing application letters, and preparing for job interviews.

Internationalisation
The file of information describes the master's programme as having a strong international profile, which is reflected in the large proportion of international staff (33% of staff members are non-Dutch; this percentage excludes PhD candidates) and a substantial and steadily growing proportion of non-Dutch students (55% in 2011-2012). The internationalisation of staff and students in the master's programme is regarded as a particular strength since international communication and international benchmarking have become important aspects of psychological science.

Staff
According to the file of information all tenured staff members have obtained their PhD and have a proportional share in research and education. They all contribute to the teaching in the bachelor's and/or master's programme. Nearly all staff members are junior or senior members of research schools, conducting research on selected themes in cognitive and biological psychology within four internationally oriented research lines: 'Clinical psychological sciences' with its research programme 'Experimental psychopathology' (EPP), 'Cognitive neuroscience' and the related 'Maastricht Brain Imaging Centre' (M-BIC), 'Neuropsychology and psychopharmacology' and 'Work and social psychology'.

In addition, the Faculty has a limited number of staff with tasks that lie entirely in the domain of education. These staff members are actively involved in the bachelor's programme and fulfil management tasks related to education. Of all the Faculty's staff members (excl. PhD students), approximately one-third are non-Dutch nationals.

The quality of staff is carefully monitored by annual performance reviews that include teaching evaluations. With regard to the leading didactic approach, all members of staff are experienced in working in a PBL learning environment. New staff members are required to take a PBL course to become familiar with the didactic methods of Maastricht University.

As part of the UM programme, teaching staff must obtain a 'BKO certificate' (basic teaching qualification). In addition to the basic training in PBL, staff have requested more training courses, particularly on assessment and interactive lecturing. A BKO coordinator has been appointed to develop and implement coaching and training in education for young and new staff members.

From the file of information and the interviews with students, the committee learned that student tutors are involved in teaching in the bachelor's programme. Third-year bachelor students and master students with a GPA of at least a 7.0 and no elective or internship abroad are allowed to facilitate tutorials. Student tutors receive an extensive in-house training in all aspects of tutoring. Furthermore, it is standard practice that course coordinators provide instructions on how tutors should guide the discussion in the tutorial groups. During the programme, course coordinators organise weekly tutor meetings to inform and instruct individual tutors. Although student tutors are used in the bachelor's programme, staff members are obliged to undertake tutoring in the bachelor's programme. Every coordinator and member of a planning group tutors in his/her own course. In the master's programme no student tutors are allowed.

The file of information describes how the Faculty determines the required volume of educational input by the standard number of hours that are allocated to the various roles that exist within the PBL educational system: educational roles, coordinating roles and general roles concerning membership of the Board of Examiners, Programme Committee, Library Committee, etc. Appendix 7 shows a student:staff ratio of 1:39 for the bachelor's programme and 1:34 for the master's programme.

In general, tenured staff members (professor, associate professor and assistant professor) spend a maximum of 45% of their time on teaching. Exemptions are made for staff members with a heavy research or management obligation. The file of information reports that staff members perceive their teaching load as high. The Faculty is facing the challenge of maintaining a balance between the small-scale, student-centered, intensive PBL approach and the workload of the staff. During the meetings with the committee, staff members explained that they perceive the teaching load as tough and sometimes challenging (especially in times of change), but also feasible.

Services and facilities

The use of PBL as the primary educational concept requires specific physical facilities and services. The Faculty has tutorial rooms to accommodate groups of up to twelve students and their tutor. A number of the tutorial rooms are equipped with beamers and electronic white boards: the notes of the group can be saved digitally for later. The Faculty also possesses computer landscape rooms. In addition, there are some large lecture halls and seminar rooms. According to the information file, the university library is arranged according to the PBL format. The Learning and resource centre of the library contains multiple copies of the same title among its huge collection of books to ensure that there are enough available to meet students' needs in the study landscapes.

The Faculty has a variety of laboratories and mobile testing setups that staff and students may use to conduct their research. The information file refers to labs for non-invasive brain stimulation and multi-modal imaging (TMS), behaviour labs, psychopharmacology labs, autonomic measurements labs, speech labs, EEG labs, a kitchen lab, and infant & child labs. During the site visit the committee toured a number of research labs, including the new virtual reality lab, an eye movement tracking lab and the fMRI lab (Maastricht Brain Imaging Centre, M-BIC).

The file of information states that specially trained lab personnel are present to support both students and staff in their research activities. The personnel are highly skilled and able to develop computer programmes and build instruments. The lab personnel also offer assistance to students during their research projects.

Considerations

Bachelor's programme Psychology

The committee notes that the intended learning outcomes have been carefully elaborated in all of the courses. By studying the course manuals it observed that specific learning goals are formulated for each course.

The committee clearly sees the emphasis on biological and cognitive psychology. For example, the 'Body and behaviour' and 'Perception' courses reflect the biological perspective while the 'Complex cognition' and 'Man and machine' courses cover the cognitive perspective.

In the curriculum the committee recognizes the broad and research-based orientation of the bachelor's programme well. It feels that the curriculum offers a thorough introduction to the subfields of psychology, including the historical and philosophical background and foundation of the field. For instance, students are taught philosophy, analytical philosophy, formal logic and some mathematical skills in courses such as 'History', 'Critical thinking', 'Consciousness' and 'Man and machine'.

The committee notes that the bachelor's programme provides a thorough education in statistics, methods and techniques of scientific research. The committee appreciates the way the training of statistics and research skills is incorporated in the curriculum and that all courses in the Bachelor's programme have an explicit link with the statistics and research method courses. Each year of the bachelor's programme contains a course on research, increasing in difficulty level. In the first year the students execute a small-scale observational study in groups; in the third year they have the option to undertake an independent, full-scale study. The committee feels that the skills programmes in the second and third year really teach students to conduct research. Furthermore, it appreciates the MaRBLE project for excellent students, focussing on the development of research skills. The committee finds it promising that an increasing number of students participate in the MaRBLE project (up to 87 students in 2011) and that the first articles have been accepted by peer-reviewed journals, such as 'Neuroimage' and 'Health Psychology'.

The committee finds that the training of other relevant academic and professional skills are incorporated well in the curriculum. General academic skills are taught in the series of courses, such as the training of learning skills at the beginning of the programme. Planning and collaboration skills are developed by organising an information market at the end of the first year. Furthermore, there is the carefully structured and intensified training of writing skills throughout the programme, focussing on academic writing in both Dutch and English. Last but not least, practical skills like critical thinking, argumentation and the application of the APA reference style are covered in the second year.

The committee notes that skills training is well linked to the theoretical courses within the curriculum. For example, this is evident in the interaction between the 'Critical thinking' and 'Skills IV' courses in the second year. However, the committee agrees with the students' comments that the curriculum of the bachelor's programme could pay more attention to

future career prospects. The current peek at the future work field at the end of the first year (i.e. organization of an information market as part of the skills training) is rather limited.

The committee supports the recent adjustments of the curriculum and is convinced that they have further improved the content and feasibility of the bachelor's programme. It notes that the courses are organised thematically. Furthermore, the curriculum shows strong coherence, commencing with introductory courses followed by ones that probe more deeply into the field. According to the committee the largely mandatory bachelor's programme ensures that the courses build on each other and do not overlap. The set-up of the curriculum allows students to become familiar with both the psychological content and the scientific methods to test theories. As a consequence, however, the committee observed that the programme offers limited possibilities for students to choose and/or specialize. Only the first semester of the third year offers electives. At the same time the committee understands that most students appreciate the large amount of prescribed courses highly. As students explained, "we prefer a solid mandatory theoretical base for the bachelor's programme and we can choose in the master's programme".

The committee finds problem-based learning (PBL) remarkable and positive as the primary educational concept of the programme. It appreciates the way in which PBL is applied: custom made, consistent, and yet not dogmatic. It concludes that PBL contributes in several ways to the quality of the bachelor's programme. According to the committee, PBL in tutorial groups of maximum 12 students stimulates self-learning, enhances the coherence and feasibility of the programme, and contributes to the development of important academic skills, such as debating, analysing, critical thinking, reflecting, applying knowledge and problem-solving.

The committee concludes that the combination of PBL and skills training enhance an effective academic learning environment.

The committee considers that the study load is managed well by the structure of the programme and the system of PBL. During the site visit students confirmed that the study load was acceptable. The committee learned that the poor study load of certain electives has been addressed by the electives coordinator. By intensifying the self-study methods for elective courses, the study load has improved significantly.

The committee is impressed by the detailed outline of the course manuals, e-readers and tutor guidelines and considers that they are fully in compliance with the PBL format. It notes that the level and number of advanced textbooks and scientific journal articles increase during the course of the programme and that students have to compare and choose from multiple sources to acquire the relevant knowledge.

The committee appreciates the use of well-prepared student tutors in the bachelor's programme. Students told the committee that they are satisfied with the guidance of senior students as a tutor. In fact, they mentioned that student tutors tend to do more guiding, while some teachers just want to share the theoretical content and thus actually 'diminish the learning process'. The committee views being a student tutor as contributing to the development of relevant academic and professional skills.

The committee supports the recent introduction of a mentoring system that allows students to have more direct contact with a member of the staff who is easily approachable. Mentoring and the use of a portfolio guide first-year students individually as well as in groups with

respect to scientific psychological education, which it considers a promising development. At the same time the committee notes that the mentoring system is rather new and not fully embedded yet. Students still desire more direct contact with the teaching staff, not only in the first year but also in the second and third years of the bachelor's programme. In general and mainly because of the emphasis on tutorial groups, students find the direct contact/interaction with the teaching staff to be limited.

The committee finds that the bachelor's completion rate compares favourably with the national average after 3 years, matches the national average after 4 years, and is slightly less than the national average after 5 years. Furthermore, it notes that the completion rates almost meet the UM benchmark rate of 70% after 4 years. It feels that the bachelor's programme contains sufficient supporting and encouraging measures and services to help students complete the programme in time. The committee learned that the study advisors act proactively by generating signal lists and start monitoring right after the first course. According to the committee, the introduction and upgrading of the BSA, the introduction of mentoring and the proactive approach of the study advisors all contribute to improving the output.

By studying the course manuals the committee observed that changes and improvements with regard to previous editions are described explicitly. It finds it motivating that students can actually see and experience the outcome and impact of former evaluations.

The committee concludes that the bachelor's programme does prepare students well to enter a more specialized master's programme psychology.

Master's programme Psychology
The committee notes that the master's programme is carefully structured into six recognizable and coherent tracks. It confirms that the tracks are specialisations of well-defined psychological disciplines. Furthermore, it finds that the intended learning outcomes of each master's track are developed carefully in the courses' goals.

The committee also observes that the curriculum reflects clear relations between education and research. According to the committee, the teaching staff is allied to well-defined research programmes. The master's programme is strongly rooted in established research programmes of the Faculty and linked directly to research groups within four departments: 'Clinical Psychological Science', 'Work and Social Psychology', 'Cognitive Neuroscience' and 'Neuropsychology and Psychopharmacology'.

Students and staff the committee interviewed confirmed that the results of scientific research are frequently brought into the courses. By studying course material the committee observed the interaction between scientific research and education directly.

The committee notes that the theoretical courses follow in a logical sequence within a given track. Each track starts with four specific theoretical courses which supplement each other. The more general courses precede the more specialist ones.

Furthermore, the committee feels the practical training supplements the theoretical courses. It appreciates that the 'Health and social psychology' and 'Work and organisational psychology' courses have opted for full integration of the associated practical training.

The committee notes that the master's international profile is well reflected by an international staff, a substantial proportion of non-Dutch students and the standard use of

English throughout the programme. From the interviews with students and staff, the committee learned that foreign students integrate very well. They adapt quickly to the 'new PBL format' and are very enthusiastic about it. Students praised the staff's good English language skills.

A potential problem that foreign students might face is that most clinical internships require the ability to speak and write in Dutch. However, the committee understands that in reality most foreign students follow the non-clinical tracks and do not undertake a clinical internship. In addition, the committee learned that some German students undertake a clinical internship in Germany.

The committee concludes that the combination of courses and training in all six tracks provides students with sufficient knowledge, understanding and skills to conduct the research internship and write the thesis in the second phase of the programme. It observes that further education on statistics is not part of the programme. As outlined by students and staff, it confirms that teaching of statistics and research methods is well provided in the preceding bachelor's programme. Moreover, specialized staff members are always available on request.

In this respect, the committee is positive about the additional requirements for enrolment in the master's programme such as a minimum level of methodological and statistical knowledge for students with a bachelor's degree in psychology obtained elsewhere or with a bachelor's degree other than psychology.

Although the committee agrees with students and staff that training in statistics is not a real shortcoming of the master's curriculum, the committee does feel that incorporation of an advanced statistics course in the curriculum would add significantly more value. According to the committee, this would further underline the research-oriented profile of the programme.

The committee approves the way students are being guided in the process of executing the research internship and composing their thesis. It is positive about the fact that students can select their own research topics and choose from ample internship possibilities provided by the Faculty's own network. It notes that students often take part in ongoing research and are encouraged to generate their own research questions and to propose a methodological and statistical approach (write a research proposal) to answer these research questions. It appreciates that students are stimulated to delineate and limit their research topic and are required to define the scientific and societal relevance of their research questions.

The committee feels the master's programme is supported by excellent research facilities, which are supported by a specialised team of technical staff.

The committee concludes the study load is 40 to 42 hours a week. This is more than the average study load of the bachelor's programme and appropriate for an academic master's programme. Although challenging, the committee finds the study load acceptable and feasible. The PBL format and structure enhance a fairly even distribution of the study load. Moreover, the tutorial sessions ensure that students spend time on short projects, writing papers and research reports, and giving presentations in addition to the concluding examinations. Students often work in small groups outside the scheduled meetings. The committee believes that this prevents serious problems with the feasibility of the curriculum.

The committee agrees with the Faculty's policy not to use student tutors in the master's programme. It learned from the students that they highly appreciate having a member of the

scientific staff as tutor because of the link between research and education, allowing the tutor to illustrate the advanced theoretical courses with examples.

The committee supports the opportunities offered by the Faculty with regard to clinical internships. However, it is less satisfied with the fact that the clinical internship is extracurricular. With regard to the completion rate, the committee notes that 92% of the students successfully finishes the programme and between 70% and 85% finishes within two years. The average length of study has varied between l5 and 18 months over the last few years. The committee views the extracurricular clinical internship to be the main reason for the study delay. Along with the Faculty the committee emphasises that the study delay must be reduced. In that respect, it supports the approach of the Faculty and approves the measures being taken to integrate the clinical internship within the Neuropsychology track. It hopes this option will be realised soon, and extended to all clinically oriented track.

Bachelor's and master's programme Psychology
The committee notes that the Faculty monitors the teaching workload of the academic staff carefully in relation to the educational concept. Management is well aware that maintaining the quality of the PBL format requires additional time and effort from the teaching staff. The committee finds it reassuring that the Faculty deliberately chooses to waive certain options, such as a second intake. Furthermore, it is positive about setting a maximum limit in order to guarantee small-scale education by tutorial groups of at most twelve students.

The committee finds that students of both the bachelor's programme and the master's programme are taught by staff members who actively participate in scientific research in psychology. Furthermore, it confirms that the Faculty invests actively in the educational skills of the teaching staff. For example, all new staff members are trained in the PBL format, and all members of the scientific teaching staff need to meet the BKO requirements.

The committee finds that in general students of both programmes are enthusiastic and satisfied with regard to the curricula/courses, the PBL format and the teaching staff.

According to the committee, the content and structure of the curricula and the available staff, services and facilities constitute a coherent teaching-learning environment for the students. With regard to the bachelor's programme Psychology the committee concludes that this environment enables students to achieve the intended learning outcomes well. With regard to the master's programme Psychology, the committee concludes that this environment enables students to achieve the intended learning outcomes sufficiently.

Conclusion
Bachelor's programme Psychology: the committee assesses Standard 2 as **good**.
Master's programme Psychology: the committee assesses Standard 2 as **satisfactory**.

Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation:
The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

Examination regulations

The file of information states that attending tutorial group meetings is essential and therefore mandatory within the PBL format. Attendance is part of the assessment of each course. The minimum attendance requirements and the procedure to compensate for missed meetings are described in the course manuals and in the 'Education and examination regulations'. A certain level of attendance is necessary to be allowed to take a course examination. Some courses contain a practical training component. A course is registered as passed if the attendance requirement is met, the course examination is passed, and – if applicable – the practical training component is successfully completed.

Staff and the Board of Examiners told the committee that all courses are assessed at the end of the course period. Interim tests are not offered in the programmes. Course assessments can take different forms, such as multiple-choice questions, true-false questions, open-ended questions, an individual paper, an essay, a report, a proposal, a presentation or a portfolio. A combination of open-ended questions and multiple-choice questions or true-false questions is also possible. Course examinations are composed by the course coordinator in collaboration with and/or after consultation with members of the Course Planning Group.

For each course or unit one resit is offered per academic year. Resits are always planned later in the academic year, with a least one course period in between. If attendance requirements are not met, the student can apply for a compensatory assignment. A maximum of two compensatory assignments are granted per student per academic year.

Within a two-week period after the examination results are announced, students have the opportunity to inspect their own examination, i.e. how questions were assessed and the standards on which the examination was based. When a student disagrees with the assessment of an open-ended examination, the complete examination can be reassessed by one of the members of the Course Planning Group. If the student is still in disagreement after reassessment, he or she has the right to file an appeal with the Office for Student Legal Protection.

According to the file of information and as observed by the committee, students are requested to rate the quality of the course examination on a 10-point scale in the course evaluation. For instance, students are asked to indicate which percentages of the examination, in their perception, referred to "reproduction of knowledge" and "understanding and applying knowledge". If the score is lower than 6.0 on this point and the course coordinator has not commented on this score in his/her reflection on the course evaluation, the responsible Director of Studies will ask the course coordinator to put forward suggestions for improvement for the next academic year.

Board of Examiners
The Faculty has one Board of Examiners (BoE), consisting of 7 members including the chair. All members come from the academic staff and act as a course coordinator. Each programme has at least one representative on the BoE. The BoE is responsible for the rules and regulations applicable to all programmes. These rules and regulations are stipulated in the Education and Examination Regulations (OER) for the bachelor's and master's programmes.

The chair and members of the BoE interviewed by the committee explained its structure, role and tasks. The BoE established an Admissions Committee, a Plagiarism Committee and an Examination Committee. Furthermore, the BoE appoints and monitors the examiners. With regard to the tasks of the BoE, the chair pointed out that they are in line with the latest legal requirements.

The file of information specifies that a plagiarism procedure is in place and this is communicated to students. All written assignments have to be submitted electronically and are tested for plagiarism. The Plagiarism Committee checks suspicious assignments and establishes the level of plagiarism. If plagiarism has been established after the student has been heard by the BoE, the board imposes disciplinary measures in close consultation with the chair of the Plagiarism Committee.

The quality of the testing process is monitored by the Examination Committee, which consists of specialists in the area of testing. The chair of the Examination Committee is a member of the BoE. The primary task of the Examination Committee is to advise the course coordinators on how to construct, score, and analyse examinations. Another of its goals is to safeguard and improve the quality of testing. In 2009, the chair of the Examination Committee wrote a report on the design and scoring of examinations consisting of multiple choice questions, with an update in 2010 that included a procedure for examination scoring when three or more questions are judged as poor. In 2010, a report was written on the design and scoring of examinations consisting of open or essay questions.

The Examination Committee does not impose a pre-conceived set of rules for examinations but uses existing ones produced by the coordinators to gain insight into the possible pitfalls in the process of constructing, scoring, and analysing examinations.

The BoE told the committee that it is very reluctant to award exemptions. Students with a HBO bachelor diploma can apply for only one exemption in the form of an elective course. According to the BoE, dyslexia and dyscalculia are not legitimate reasons for exemptions. Instead, an extended study duration can be rewarded. The BoE explained to the committee that the university has a disability management programme for students with limitations/disorders. For example, the BoE can decide to prolong the deadline for an examination.

Bachelor's programme Psychology
The file of information states that most course examinations in the first two years of the bachelor's programme consist of multiple-choice questions. In line with the PBL teaching format, in which students are encouraged to obtain information from different sources, most examinations are comprised of multiple questions among which students may choose on the basis of the information source that they studied. Therefore, in multiple-choice examinations consisting of 45-50 questions, students must answer only 40 questions. In examinations consisting of open-ended questions, students will often have to select a relevant question based on the sources they have studied.

For all multiple-choice examinations, course coordinators perform a psychometric item analysis. The Examination Committee provides course coordinators that use multiple choice examinations with an SPSS procedure for item analysis. Based on this analysis, course coordinators can verify whether their examination is reliable as well as check whether particular questions are too easy or too difficult. If a question or answer option seems to be misleading, unreasonably difficult, or invalid, the course coordinator can decide to count more answer options as correct. If adjustments are made based on the above, course coordinators include this in their response to the course evaluation. Although performing an item analysis is also recommended for open-ended question exams, this is not a standard procedure.

In the bachelor's programme, several courses offer formative tests for students. Students can sit these tests during the course. These tests are not graded but serve rather to provide students with feedback on their level of knowledge. The students receive immediate feedback on every answer given.

Besides course tests and writing assignments, progress tests are also part of the examination in the bachelor's programme. According to the file of information progress testing is a form of longitudinal examination that tests students at regular intervals and enables them to monitor their progress over the course of the bachelor's programme. The teaching staff believes that progress testing reflects PBL's assumption that students gradually acquire knowledge and that students in the same academic year can possess varying levels of knowledge.

Students must take two progress tests per year. It consists of a comprehensive written test containing about 200 true-false-don't know items, checking their knowledge of the final qualifications. In this way, students can evaluate their progress in relation to the final qualifications and compare their individual result with the results of the cohort. According to the file of information the result of the progress test helps students to gain a clear understanding of the level of knowledge that they have achieved in the various sub disciplines of psychology.

The progress test is a norm-referenced test with relative standardisation. The standard is set in such a way that 30% of the students with the lowest score will fail it, 15% of these students will obtain a score of 4.0 and 15% will obtain a score of 5.0. The final score per year is the average of 2 or 3 tests. An average score of 5.5 or higher results in a pass. When the final score is lower than 5.5, a compensation assignment has to be completed in order to pass the progress test.

The bachelor's programme Psychology concludes with an individually written thesis, which is a report of either a literature study or an empirical study. Currently, about 25% of the bachelor's theses are based on empirical data of a student research project: 20% from a MaRBLE project and 5% from research carried out on an individual basis. The requirements for the thesis, guidelines regarding its format and length, as well as the procedure and the criteria for assessment are specified in the Writing Skills Handbook, which is available to all students through EleUM.

The staff told the committee that students first submit a completed draft version of the thesis. Within four weeks, feedback on different aspects of this draft is provided by the supervisor, using a feedback form, and without a grade. The student utilises the feedback to revise the thesis and then submit a final version before the deadline.

The final version is scored by the assessor on four aspects: hypothesis, argumentation, subject content, and form. At least three aspects have to be graded sufficiently high (6.0 or higher), and the grade of the remaining aspect cannot be lower than 5.0. Additionally, the final mark for the thesis needs to be at least 6.0. The bachelor's thesis is assessed by one assessor. From the 2010-2011 academic year, a random sample of 30 bachelor's theses was assessed by a second, independent assessor of the faculty. In order to develop a benchmark for assessing and grading bachelor's theses, the sample will be assessed by an assessor of another faculty of Maastricht University, starting with the 2011-2012 academic year.

Appendix 7 presents an overview of the bachelor's theses the committee studied and assessed prior to the site visit.

The file of information reports that limited information is available about positions held by graduates with a bachelor's degree in Psychology due to the fact that most graduates go on to pursue a master's degree. About 80% of the students who obtained a bachelor's degree at the Faculty follow the subsequent one-year master's programme or are admitted to the two-year research master or the Forensic Psychology master at the Faculty. Most of the other students pursue a master's programme elsewhere.

Master's programme Psychology
All the courses of the master's programme conclude with a course test. Multiple-choice tests are not used in this case. Grades are based on two combined assessment methods, such as a test and a paper, or a test and a presentation.

The master's programme concludes with a thesis. This is an independently written report of the research that the student has conducted during the research internship. The requirements for the thesis, guidelines regarding its format and length, as well as the procedure and the criteria for assessment are specified in the Internship Manual, which is available to all students through EleUM. Both the research proposal and the master's thesis are assessed by two supervisors: the internship supervisor and a second examiner. The latter is always a member of the teaching staff of the Faculty. The internship supervisor can be either a member of the teaching staff of the Faculty (if the internship takes place at the Faculty) or a supervisor from the institution where the internship takes place. Each assessor scores the thesis independently. The thesis is graded on a 10-point scale, and the score given by the first supervisor is registered as the final grade. If there is a difference in grading between the first and second assessor of 1.5 or more, both assessors need to discuss and adjust their grade(s), so that the difference is less than 1.5. From the 2011-2012 academic year, the grades of both examiners will be averaged.

The master's thesis is assessed on four aspects: formulating the problem, subject content, argumentation and form. At least three aspects must be graded as sufficient, and the grade of the remaining aspect cannot be lower than 5.0. Additionally, the final mark for the thesis needs to be at least 6.0.

Appendix 7 presents an overview of the master's theses the committee studied and assessed prior to the site visit.

Psychology graduates find positions in different areas. The file of information contains tables that present overviews of the different positions filled by master's graduates, such as psychologist/therapist, researcher, teacher, consultant, policymaker and trainer/coach. The majority of graduates (60%) work either as a psychologist or as a researcher.

From the 2010 alumni monitor, the committee learned that 84% of the graduates of the master's programme psychology (2004) have a job. Furthermore, 78% worked in their own or a related field of study.

Considerations

Bachelor's programme Psychology

The committee notes that students finish each course with a test. During the programme students are assessed by a variety of methods: attendance, participation, written exams and assignments. The committee studied the overview of assessment methods carefully and also looked at several tests. The committee considers the mix of assessment methods used throughout the programme to be balanced and appropriate. Knowledge and understanding, applying knowledge and skills is assessed as sufficient. The committee notes that course coordinators have clear instructions on test scoring and item analyses and carry them out.

The committee appreciates the concept of the additional, mandatory progress test that students have to take twice a year. The committee approves the aim of this monitoring instrument, allowing students to evaluate their progress in acquiring psychological knowledge compared with the intended learning outcomes. The concept of a progress test fits the PBL format well. However, the committee also noticed that recent progress tests contained many detailed factual knowledge questions, and a large proportion of students neither appreciates nor supports the test. Students do not see the test as an instrument for monitoring their study progress. Instead, they view it merely as an obligation/necessity to pass and they suggested that preparing for the test by studying previous versions is helpful, because it seems predictive of certain types of questions in the upcoming test. The committee therefore advises reconsidering the content and design of the progress test, to clarify its purpose to students better and to provide them with feedback on their results.

With regard to the bachelor's theses, the committee concludes the original assessments and grading by the assessors comply with its own findings. According to the committee the studied bachelor's theses show that students meet the final requirements. The committee noticed the percentage of bachelor's theses based on scientific research has increased over the last three years. Yet the majority of students (75%) still choose to write their bachelor's thesis based on a literature study.

The committee notes that a standard assessment form with clearly defined criteria is being used for assessing the bachelor's thesis by supervisors/examiners. It feels the procedure and guidance with regard to constructing the thesis are carefully organized by distinguishing a few smaller steps, giving feedback and setting deadlines. It supports the early start of the thesis at the beginning of the third year.

The committee understands that the bachelor's thesis is assessed by only one examiner because of limited time and staff numbers. Although a random selection of the graded theses has been reviewed by another, independent examiner since last year, the committee believes that this procedure offers limited quality assurance with respect to straightforward assessing and accurate grading. It prefers and advises all bachelor's theses to be assessed and graded independently by a second examiner.

The committee concludes that the bachelor's programme Psychology contains valid, reliable and transparent tests and assessments. Furthermore, the committee concludes that the bachelor's programme Psychology has an adequate assessment system in place and demonstrate that the intended learning outcomes are achieved.

Master's programme Psychology
The committee notes that all courses of the master's programme conclude with a test. As in the bachelor's programme, a variety of tests is available. For each course a combination of at least two assessment methods is applied. Furthermore, the committee notes that written exams only contain open questions and need to be answered in English. The committee learned that the programme focuses on students achieving a reasonable level of autonomy by the end, and therefore practicals are performed as independently as possible.

The committee feels that the BoE is in control of the development, implementation and evaluation of assessment policy. It also feels that the applicable procedure with regard to prevention and detection of plagiarism is in place. The committee regards the plagiarism score of about 10 a year to be low and acceptable.

The committee notes that the master's programme concludes with a research internship and an individually written thesis. The committee finds that the studied master's theses show that students meet the final requirements. The committee concludes that the original assessments and grading by the examiners comply with its own findings. However, the committee considers the average grading of the master's thesis to be somewhat on the high side. According to the BoE, this can be explained by the fact that sometimes not only the content but also the execution of the research internship form an integral part of the assessment and grade. The committee would prefer to have the execution of the internship graded separately, leaving a single grade for the outcome of the internship. Moreover, it learned that as of this year the grades of the first and second examiner will be averaged. The committee expects this to have a muting effect on the average grade of master's thesis.

The committee is positive about two assessors performing the assessment of the master's thesis and the use of a standard assessment form. However, it considers the comments made to be rather general. The committee feels that the use of the assessment form and criteria should be further elaborated so that they can provide more information about the constitution of the grade. The committee appreciates and supports the recent internal benchmark of the assessment and grading of theses in cooperation with among other the master's programme Mental Health.

The committee regrets that little up-to-date information is available about which professional career students enter. The committee learned that the foreign, mostly German, students generally find a job pretty soon or proceed to a post academic programme in their own country despite their one-year Dutch master (internationally, a two-year master is common). Based on the available data, the committee believes that most graduates find a job in an academic setting within a reasonable amount of time. Furthermore, the committee observed that graduates are sufficiently prepared for a PhD position.

The committee concludes that the master's programme Psychology contains valid, reliable and transparent tests and assessments. Furthermore, the committee concludes that the Master's programme Psychology has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Overall, the committee concludes that the course tests, progress tests, bachelor's thesis and the performance of graduates in the subsequent master's programme demonstrate the achieved level of the bachelor's programme Psychology. The committee also concludes that the combined course tests, clinical internship, research internship, master's thesis and the

performance of graduates in actual practice and post-graduate programmes demonstrate the achieved level of the master' programme Psychology.

Since the bachelor's and master's programmes are taught in the PBL format, the committee feels that in general students become independent and responsible workers. The committee is convinced that PBL stimulates students to self-study, to cooperate and to lead scientific group discussions. Furthermore, the committee views the international atmosphere and the increasing number of non-Dutch students as preparation for functioning in an international team.

Conclusion
Bachelor's programme Psychology: the committee assesses Standard 3 as **satisfactory**.
Master's programme Psychology: the committee assesses Standard 3 as **satisfactory**.

General conclusion

The committee concludes that the intended learning outcomes of the bachelor's programme Psychology have been well defined in terms of content, level and orientation. It feels that they fully meet the international requirements. Furthermore, the committee concludes that the intended learning outcomes of the master's programme Psychology have been concretised sufficiently in terms of content, level and orientation. It feels that they meet the international requirements.

According to the committee, the content and structure of the curricula and the available staff, services and facilities constitute a coherent teaching-learning environment for the students. With regard to the bachelor's programme Psychology, the committee concludes that this environment enables students to achieve the intended learning outcomes well. With regard to the master's programme Psychology, the committee concludes that this environment enables students to achieve the intended learning outcomes sufficiently.

The committee concludes that the bachelor's and master's programme Psychology contain valid, reliable and transparent tests and assessments. Furthermore, the course tests, progress tests, clinical internship, research internship, thesis and the performance of graduates in post-graduate programmes and actual practice demonstrate the achieved levels. Overall, the committee finds that both programmes have an adequate assessment system in place and demonstrate sufficiently that the intended learning outcomes are achieved.

Conclusion
The committee assesses the *bachelor's programme Psychology* as **satisfactory**.
The committee assesses the *master's programme Psychology* as **satisfactory**.

Appendices

Appendix 1: Curricula vitae of the members of the assessment committee

Prof. dr. E. (Eddy) Van Avermaet (1946) studeerde af in de Psychologie in 1970 aan de Katholieke Universiteit Leuven. In 1975 promoveerde hij aan de Universiteit van Californië in Santa Barbara. Vanaf 1974 is hij werkzaam aan de Katholieke Universiteit Leuven, waar hij in 1982 hoogleraar werd. Hij is directeur van het Leuven Center for Cultural and Social Psychology. Hij was hoofdredacteur van het European Journal of Social Psychology en medeorganisator van meerdere internationale conferenties. Ook ontving hij acht onderzoekssubsidies. Zijn onderzoek richt zicht op interpersoonlijke perceptie (sociale cognitie) en op coöperatie en competitie tussen individuen en groepen. Zijn bestuurlijke activiteiten omvatten onder meer het voorzitterschap van de Onderwijsraad KU Leuven, voorzitter van het departement Psychologie van de faculteit en academisch coördinator kwaliteitszorg van de Vlaamse Interuniversitaire Raad (VLIR). Daarnaast was hij adviseur van de Vlaamse Minister van Onderwijs over de overgang naar de bachelor-masterstructuur en de introductie van het accreditatiestelsel in Vlaanderen.

A.W.F. (Diana) Coppens BSc (1989) behaalde haar bachelor Psychologie bij de Universiteit Leiden. Vervolgens is zij daar de research master 'Psychology' begonnen met als track sociale en organisatiepsychologie. Extracurriculaire activiteiten waar Diana zich mee bezig heeft gehouden zijn onder andere een bestuursjaar bij de Studievereniging der Psychologie Labyrint, waar zij onder meer lezingen, workshops, congressen en een bezoek aan een buitenlandse universiteit georganiseerd heeft. Tevens is zij een jaar student-lid van het opleidingsbestuur Psychologie geweest en heeft zij een KNAW assistentschap gedaan. Het afgelopen jaar heeft zij deelgenomen aan het 'Leiden Leadership Programme', een universitair honours programma voor masterstudenten van de Universiteit Leiden.

Prof. dr. W. (Walter) Everaerd (1937) is emeritus hoogleraar algemene klinische psychologie aan de Universiteit van Amsterdam. In Utrecht studeerde hij van 1959 tot februari 1964 klinische en experimentele psychologie. Daarna volgde hij opleidingen in de psychotherapie. Hij was betrokken bij de introductie van de gedragstherapie in Nederland. Hij promoveerde in 1970 op een gedragstherapeutisch onderwerp, namelijk operante conditionering met psychiatrische patiënten. In 1985 vertrok hij naar Amsterdam. Zijn onderzoek ligt op het gebied van de experimentele klinische psychologie. Aanvankelijk was dat de gedragstherapie, daarna de seksuologie en het emotionele geheugen. Zij onderzoek werd gesteund door ZWO en later door NWO, daarnaast door het Astmafonds, de Kankerbestrijding en andere fondsen. Na zijn emeritaat continueerde hij zijn onderzoek en nam nieuw werk aan als adviseur bij Emotional Brain bv te Almere en bij de Landelijke Expertisegroep Bijzondere Zedenzaken. Hij was zowel binnen als buiten de universiteit actief in bestuurlijke taken.

A.L. (Abigaël) Herschberg BSc (1985) is studente Klinische Psychologie aan de Universiteit van Amsterdam (UvA). Zij was lid van de Evaluatie Commissie aan de UvA (2008-2010), zat tweeënhalf jaar in de Opleidingscommissie waarvan twee jaar als voorzitter (2009-2011), is vanaf het begin van haar studie betrokken als studentvoorlichter, zette de Klinische Fractie op (2010-2011) en volgde het Honours Programma dat zij met succes afrondde (2008-2011). Op dit moment is zij vierdejaars studente klinische psychologie waarvoor zij fulltime stage loopt in de verslavingszorg, is zij lid van de College van Beroep voor de Examens van de UvA (COBEX), is zij studentlid van de Sectie Verslavingspsychologie van het Nederlands Instituut van Psychologen (NIP) en werkt zij sinds vier jaar als intakecoördinator bij Voedselbank Bos en Lommer en Voedselbank de Baarsjes te Amsterdam.

Prof. dr. G. (Gellof) Kanselaar (1942) studeerde psychologische functieleer te Utrecht van 1966 tot 1972. Hij promoveerde in 1983 op het proefschrift 'Cognitieve complexiteit'. Van 1988 tot 2006 was hij hoogleraar aan de Universiteit Utrecht met de leeropdracht Onderwijskunde, i.h.b. de onderwijspsychologie en ICT in het onderwijs. Van 2006 tot 2009 was hij honorair hoogleraar en sinds 2009 emeritus hoogleraar. Hij was tot zijn pensionering directeur van het onderzoeksinstituut ICO-ISOR en voorzitter van de opleiding onderwijskunde in Utrecht. Kanselaar was medeoprichter van de researchmaster Educational Sciences in Utrecht. Hij gaf leiding aan verschillende door NWO gefinancierde onderzoeksprojecten, o.a. op het terrein van samenwerkend leren met ICT (Computer Supported Collaborative Learning, CSCL), probleem oplossen, computertoepassingen in het onderwijs bij wiskunde, natuurkunde en talen. Hij begeleidde als promotor 16 promovendi en participeerde sinds 2000 in meer dan 50 wetenschappelijke publicaties. Hij heeft verschillende bestuursfuncties vervuld in nationale en internationale wetenschappelijke organisaties. Zo was hij onder andere lid van het College van Bestuur van de SVO, voorzitter van de Landelijke Vereniging van Onderwijsresearch en lid van het landelijk management team onderzoekschool ICO.

L. C. (Lauren) Koetzier (1990) volgt momenteel de bacheloropleiding Psychologie aan de Vrije Universiteit te Amsterdam. Zij is tweedejaars studente en zal met ingang van het nieuwe semester de minor Klinische Psychologie volgen. Sinds het begin van haar studie is zij werkzaam geweest als jaarvertegenwoordiger bij de facultaire studentenraad. Tevens is zij bij de faculteit betrokken als studentvoorlichter. In het semester 2010-2011 heeft zij de functie van studenttoehoorder vervuld binnen het facultair bestuur.

Prof. dr. M. W. (Maurits) van der Molen (1950) studeerde klinische psychologie (specialisatie: klinische neuropsychologie) en psychologische functieleer (specialisatie: psychofysiologie) aan de Vrije Universiteit Amsterdam. In 1981 promoveerde hij aldaar op een psychofysiologisch onderwerp (promotor: prof. dr J.F. Orlebeke). In datzelfde jaar werd hij medewerker aan de toenmalige vakgroep Ontwikkelingspsychologie van de subfaculteit Psychologie aan de Universiteit van Amsterdam. In 1990 werd hij aan dezelfde universiteit benoemd tot hoogleraar Ontwikkelingspsychologie, i.h.b. in de psychobiologische en differentieel-psychologische aspecten. Hij was gasthoogleraar aan verschillende buitenlandse universiteiten (o.a., Vrije Universiteit Brussel, Sapienza Università di Roma, Université de Montréal). Hij heeft jarenlang leiding gegeven aan de programmagroep Ontwikkelingspsychologie (UvA), en was 'founding director' van het Cognitive Science Center Amsterdam (CSCA). Hij was directeur van de landelijke onderzoekschool Experimentele Psychologie (EPOS) en voorzitter, medeoprichter, van de Vereniging Nederlandse Ontwikkelingspsychologie (VNOP). Hij is president geweest van de Federation of European Societies for Psychophysiology (FEPS) en founding-president van de European Society for Cognitive and Affective Neuroscience (ESCAN). Hij is lange tijd managing editor geweest van het tijdschrift 'Acta Psychologica'. Zijn onderzoeksgroep heeft aan de basis gestaan van biologische ontwikkelingspsychologie in Nederland en is zonder ophouden ondersteund door NWO.

E.A. (Elke) Schoneveld BSc (1989) studeerde de bacheloropleiding psychologie, richting Persoon, in Nijmegen van 2007 tot 2011 en behaalde haar diploma cum laude. Daarna is zij begonnen aan de 2-jarige research master Behavioural Science, tevens aan de Radboud Universiteit, die zij in 2013 zal afronden. Haar ambitie is om na de research master te promoveren op een onderwerp op het gebied van de ontwikkelingspsychologie. Tijdens haar bachelor studie was zij werkzaam als student-assistent en heeft ze vijf maanden aan de Universiteit van Glasgow (Glasgow University) gestudeerd. Tijdens haar research master heeft

ze een beurs ontvangen van de KNAW in het kader van het Programma Akademie-Assistenten om zelfstandig een onderzoek uit te voeren.

Prof. dr. J.M. (Maarten) van Son (1946) studeerde klinische psychologie aan de UU en promoveerde (1978) daar op gedragstherapie bij sociale vaardigheidsproblemen, in dienst van ZWO. Hij volgde gelijktijdig scholing in psychotherapie en schoolde zich verder in de klinisch psychologische praktijk. In de loop van de tijd behaalde hij zijn beroepskwalificaties onder meer leidend tot de registraties Gz-psycholoog/klinisch psycholoog en psychotherapeut. Hij was UD en UHD op het gebied van de klinische psychologie en was als hoogleraar Klinische Psychologie aan de Universiteit Utrecht (1991- 2011). Hij was actief in onderzoek op het terrein van de klinische psychologie onder meer bij depressie, eetstoornissen, postpartumproblematiek, psychische gevolgen van traumata en psychische problematiek bij brandwonden en begeleidde daarbij zijn promovendi. Hij was actief in vele functies met betrekking tot onderzoek en onderwijs, patiëntenzorg en organisatie/bestuur, waaronder vakgroepvoorzitter, departementsbestuurder, faculteitsbestuurder en voorzitter/directeur van het onderwijsinstituut psychologie. Verder was hij opbouwer en hoofdopleider voor de postmasteropleidingen tot Gz-psycholoog en tot specialist klinisch psycholoog. Hij was verder actief in buitenuniversitaire (beroeps)organisaties, onder andere als voorzitter van de Vereniging voor Cognitieve- en Gedragstherapie (VGCt). In 2011 ging hij met emeritaat, en bleef actief als lid van het tuchtcollege van het NIP en het Centraal Tuchtcollege voor de Gezondheidszorg, als voorzitter van klachtcommissies van zorginstellingen, vicevoorzitter Zorggroep voor Verloskunde en docent Beroepsethiek.

Dr. R. (Riël) Vermunt (1941) is afgestudeerd aan de Universiteit van Amsterdam en heeft daarna diverse jaren gewerkt als wetenschappelijk medewerker sociale psychologie aan de Vrije Universiteit Amsterdam. Vermunt is in 1981 in Leiden gepromoveerd op onderzoek naar sociale vergelijking. Hij heeft zich in Leiden verdiept in het verschijnsel rechtvaardigheid. Hij heeft in dat kader diverse cursussen gegeven en studenten begeleid in onderzoeksprojecten, stages en scripties, en gaf colleges sociale psychologie. Hij was acht jaar Onderwijsdirecteur van de 'graduate school' voor de sociale psychologie in Nederland: het Kurt Lewin Instituut en bestuurslid van de Nederlandse Associatie van Sociaal-psychologisch Onderzoekers. Bovendien heeft hij diverse bestuursfuncties vervuld op sectie-, subfaculteits- en faculteitsniveau. Hij was acht jaar voorzitter van de sectie sociale psychologie van de Leidse Universiteit. Hij is medeoprichter en redacteur van het tijdschrift Gedrag en Organisatie, is medeoprichter en bestuurslid van de International Society for Social Justice Research geweest en heeft diverse 'rechtvaardigheids' congressen georganiseerd. Ook was hij co-editor van de serie 'Critical Issues in Social Justice', uitgegeven door Plenum Press, New York. Hij was verbonden aan de University of Skövde in Zweden gedurende een periode van vijf jaar. Hij is auteur en medeauteur (redacteur) van vele artikelen, hoofdstukken en boeken op het gebied van rechtvaardige verdelingen, verschenen in internationale media. Momenteel heeft hij een 'nul' aanstelling aan de Leidse Universiteit.

S. (Sanne) van Wetten (1986) volgende van 1998 tot 2004 voorbereidend wetenschappelijk onderwijs aan het Sint-Janscollege te Hoensbroek. Van 2005 tot 2009 studeerde zij pedagogiek in Sittard. In 2009 was zij werkzaam als pedagogisch medewerker voor Xonar jeugdhulpverlening, waar zij werkte in een 24-uurs voorziening voor jongeren met een autisme spectrum stoornis. Van 2009 tot 2012 studeerde zij psychologie aan de universiteit van Maastricht. Aldaar was zij actief als lid van de studentenraad en opleidingscommissie. Daarnaast was zij werkzaam als freelance pedagogisch begeleidster.

Dr. G. (Gezinus) Wolters (1943) studeerde psychologische functieleer te Groningen van 1964 tot 1971. In 1971 werd hij aangesteld als wetenschappelijk medewerker bij de subfaculteit psychologie van de Universiteit Leiden. Hij promoveerde in 1983 op het proefschrift 'Episodic memory'. Sinds 1988 was hij UHD bij de sectie Cognitieve Psychologie in Leiden. Sinds 2003 maakt hij deel uit van de Landelijke Expertisegroep Bijzondere Zedenzaken. Na zijn pensionering in 2008 is hij part time aangesteld als coördinator voor de facultaire laboratoria. Daarnaast treedt hij regelmatig op als getuige-deskundige in rechtszaken. Naast het geven van onderwijs en doen onderzoek, vervulde hij binnen en buiten de faculteit een groot aantal bestuurlijke taken. Hij was onder andere lid van het faculteitsbestuur en van het bestuur van NWO-MaGW en was lid en voorzitter van diverse NWO subsidiecommissies. Verder was hij nauw betrokken bij de oprichting van de onderzoeksschool EPOS en gaf hij leiding aan enkele door NWO gefinancierde onderzoeksprojecten. Daarnaast was hij lange tijd lid van de redactie van Acta Psychologica. Hij heeft een groot aantal nationale en internationale wetenschappelijk publicaties op zijn naam op het gebied van het menselijk geheugen. Deze hebben zowel betrekking op theorievorming (gebaseerd op experimenten en simulaties met neurale netwerkmodellen), als op praktische toepassingen (zoals de betrouwbaarheid van herinneren door ooggetuigen).

Appendix 2: Domain-specific framework of reference

Domeinspecifiek referentiekader voor de onderwijsvisitatie/accreditatie van de bachelor- en masteropleidingen psychologie in Nederland

a) Inleiding: relatie tot de onderwijsvisitatie 2011/2012

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 vier vorige visitatiecommissies, die respectievelijk in 1988, 1994, 2000 en 2006 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, 2005). 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 voorzorgen van een tweejarige masteropleiding voor (deelgebieden van de) psychologie. Diverse aanvragen zijn weliswaar goed beoordeeld door de NVAO maar niet doelmatig bevonden door het ministerie van Onderwijs. Het ministerie beroept zich o.a. op het argument dat de opleidingen in het verleden vierjarig waren en van voldoende niveau en meent daarnaast dat er geen bezwaar is tegen het opnemen van specialistische onderdelen 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 dezelfde (deel)discipline (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 (zie Onderwijsvisitatie Psychologie, VSNU, 2001, p. 39). 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 (gerelateerde) masteropleiding. In nauwe aansluiting op de bacheloropleiding psychologie is de masteropleiding psychologie echter een noodzakelijke voorwaarde voor de zelfstandige beroepsuitoefening als psycholoog.

De invoering van de bachelor-masterstructuur heeft geleid tot een aantal nieuwe voorwaarden en uitgangspunten. Het gaat immers 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 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 bachelor en master juist in hun samenhang moeten worden gezien. De gewenste specialisatie en de voorbereiding op postacademisch onderwijs vindt immers plaats in bachelor én master tezamen. Daarmee verschafte 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 verschilt in de bachelorfase. 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 mastervarianten) 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. Wel is de Kamer Psychologie van mening dat de bacheloropleiding psychologie - mede gezien de internationale eisen - overwegend uit psychologievakken en steunvakken moet bestaan.

b) 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 voorbereidt. Mede bepalend voor de identiteit van de psychologieopleiding is de internationale herkenbaarheid en erkenning ervan.

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. De psychologie is een *biopsychosociale* wetenschap. Observatie en analyse van intrapersoonlijke en interpersoonlijke processen dienen in samenhang te geschieden met enerzijds kennis over de biologische fundering van het gedrag en anderzijds over de sociale en fysieke 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 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 survey. Kennis van verschillende veel gebruikte 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 van individuele personen in belangrijke mate kunnen bepalen. Kennis over de ethiek van onderzoek en bij professioneel handelen is daarom onontbeerlijk.

c) 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 cursussen 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, de differentiële psychologie 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 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 mastervariant;
b. gesuperviseerde praktijk- en/of onderzoeksstage;
c. (indien relevant en gewenst, mede afhankelijk van de mastervariant) 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 of schoolpsycholoog;
d. een masterthese: opzet, uitvoering en rapportage van een empirisch en/of analytisch onderzoek waarbij sprake is van een hoge mate van zelfstandigheid.

d) 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 3: Intended learning outcomes

Bachelor's programme Psychology

A student that graduates from the bachelor's programme Psychology:

A. Can work and reason at an academic level and has acquired the following skills at an academic level: study skills, academic skills, general professional skills and some specialist professional skills.
B. Has a general orientation in psychology and its subfields, especially biological and cognitive psychology, including general philosophical foundations and historical background of the field.
C. Is capable of analysing and conceptualising the field, and reporting of such enquiries, both orally as in writing, to both lay-persons and experts.
D. Has knowledge and skills of the methodology of the field.
E. Has sufficient skills and knowledge of research and research related techniques to understand and judge psychological scientific writing.
F. Is capable of setting up, executing and reporting on basic psychological research. Reporting can be done in the Dutch language as well as in English.
G. Has sufficient knowledge and skills to be admitted to a master's programme in the field of psychology.

Master's programme Psychology; specialisation Health and social psychology

Knowledge and understanding
1. Having knowledge of psychological mechanisms and determinants, and theories that explain health-related habitual behaviour.
2. Having knowledge of psychological strategies and interventions to change health-related habitual behaviour.
3. Being able to critically analyze cases and problems in relevant psychological terms.
4. Being able to integrate research findings and views from social and clinical psychology to explain how unhealthy and undesired behaviours develop and are maintained
5. Being able to apply psychological theories in developing behaviour change interventions.

Applying knowledge and understanding
6. Being able to apply theories about health-related behaviour to everyday health-related problems.
7. Being able to apply evidence-based interventions to health-related problems.
8. Being able to work in a multidisciplinary context on health-related ha bits during internships in non-academic institutions.
9. Being able to identify models of good practice in health contexts.

Making judgements
10. Being able to evaluate the empirical evidence for health-related practice.
11. Being able to integrate multidisciplinary result findings from social, individual, and societal studies.
12. Having knowledge about ethical dilemmas related to research and interventions into health behaviour.

Communication
13. Having extensive knowledge of theories about effective communication.
14. Being able to communicate scientific theories and empirical findings in an understandable way to colleagues, health professionals in the field, and lay people.

Learning skills
15. Being able to describe, analyze, and integrate new developments in the field of health psychology and to do 50 in an efficient and critical way.
16. Being able to critically reflect on one's own and other's research and interventions.

Master's programme Psychology; specialisation Psychology and law

Knowledge and understanding
1. Having acquired knowledge of mental disorders related to the forensic mental health setting (criminal behaviour).
2. Having acquired knowledge of the assessment of disorders and faking (diagnostics).
3. Having acquired knowledge of memory processes relevant to the legal arena (reliability of eyewitnesses, memory for criminal acts).
4. Having acquired knowledge of legal decision making and cognitive biases.
5. Having acquired knowledge of psychological processes that are influential in a legal context (e.g., social influence in false confessions, recovered memories of childhood abuse).

Applying knowledge and understanding
6. Being able to administer instruments relevant for the legal arena (malingering, suggestibility, etc.).
7. Being able to write an expert witness report and perform as an expert witness in court.
8. Being able to write scientific research reports.
9. Being able to conduct scientific research that is founded upon an empirical research question.
10. Being able to present in a group.
11. Applying statistical methods on new datasets and report accurately on the outcomes of the statistical testing.

Making judgements
12. Having developed a critical attitude towards legal psychology.
13. Having developed an academic thinking and reasoning attitude.
14. Reflecting on the decision making processes in the legal arena.

Communication
15. Being able to present the results of research according to scientific standards (written and orally).
16. Being able to communicate in Dutch and English by way of written scientific reports as well as by oral communication (group discussions, presentations).
17. Being able to communicate with legal and clinical professionals.

Leaning skills
18. Being able to reflect upon their own professional behaviour in terms of the use of the ethical standards of their profession.

19. Being able to read and understand papers that apply to the legal and forensic field and use this method in their further career.
20. Being able to read and understand other professionals' reports.
21. Being able to read research papers and criticize their methods in order to learn how to differentiate good from poor empirical evidence.

Master's programme Psychology; specialisation Work and organisational psychology

Knowledge and understanding
1. Having acquired knowledge of main theories, in the domain of work, personnel and organizational psychology.
2. Being able to interpret results of experimental and observational research
3. Being able to appreciate the multidisciplinary nature of problems faced by professional psychologists (e.g., regarding motivation, safety, health).

Applying knowledge and understanding
4. Being able to apply knowledge of psychological theories to practice in work psychology, human resource management, and organizational behaviour.
5. Being able to select and develop appropriate methods and statistics to collect and interpret data, including interviews.
6. Being able to perform a job analysis.

Making judgements
7. Being able to critically evaluate and synthesize research data.
8. Being able to design an assessment centre and evaluate a performance management system.
9. Being able to evaluate conflict management and negotiation techniques.
10. Being able to design surveys and analyse and interpret survey data.
11. Being able to analyse task demands.

Communication
12. Being able to communicate in English, through writing (research proposal, master's thesis) and orally (group discussions and individual and group presentations).

Learning skills
13. Being able to reflect on professional development and regulate learning behaviour using 360 degree feedback.
14. Having acquired professional skills and attitudes needed to work as a work and organisational psychologist.

Master's programme Psychology; specialisation Cognitive neuroscience

Knowledge and understanding
1. Understanding how neuroanatomical functions explain and predict behaviour with emphasis on perception, attention, motor systems, and language.
2. Having integrative knowledge of the interdisciplinary nature of cognitive neuroscience, including research methods (experimental design, data acquisition), biology (the brain) and cognitive psychology (models, theories, and paradigms).
3. Knowing how to critically assess, evaluate, and interpret experimental findings.

4. Knowing how to write scientific reports in the farm of a practical report, master's thesis, and/or scientific publication.

Applying knowledge and understanding
5. Being able to critically assess scientific publications, presentations, and research proposals on relevance and quality, and to discuss them either in groups or with individual experts and non- experts.
6. Being able to write an innovative and feasible research proposal.
7. Being able to design and conduct an experimental study in the field of cognitive neuroscience.
8. Being able to analyse and statistically asses psychophysical, EEG/ERP, fMRI and other neuroimaging data using dedicated software.
9. Being able to interpret experimental data, relate them to the existing literature and write scientific reports.

Making judgements
10. Being able to critically judge research questions and experimental designs, including ethical responsibilities in research.
11. Being able to critically judge data acquisition and analysis parameters and assess data quality of experimental studies.
12. Being able to formulate realistic judgments on the implications and importance (scientific and societal) of research output.
13. Develop a balanced view towards the impact of experimental studies.

Communication
14. Being able to present once knowledge on human mind-brain relations and their experimental investigation to an audience of experts and non-experts.
15. Being able to communicate cognitive neuroscience topics in English.
16. Being able to write comprehensive scientific reports.
17. Being able to effectively communicate in group discussions and by means of oral presentations.

Learning skills
18. Being able to advance once knowledge, understanding, and ski 115 with regard to cognitive neuroscience research and its applications.
19. Being able to reflect on the quality and efficiency of once own professional development and to self-direct life-long learning in this respect.
20. Being able to acquire professional skills and attitudes needed to work in scientific as well as in applied settings, such as teaching, public health, and industry.

Master's programme Psychology; specialisation Developmental psychology

Knowledge and understanding
1. Having acquired knowledge of main and current cognitive and neurobiological theories on typical and atypical life-span development of perception, attention, memory, language, mathematics, and socio-emotional functions/skills/behaviours.
2. Having acquired knowledge of principles and methods of observational, experimental, and imaging research on infancy and childhood, and learned how to apply them.

Applying knowledge and understanding

3. Having learned to apply, select and design relevant experimental or psychological tests and methods for diagnostics or research in developmental psychology.
4. Being able to develop an original research question based on the literature and can choose the relevant design, instruments, and statistical methods for their research.

Making judgements

5. Being able to interpret and critically evaluate and report on outcomes of observational! experimental/diagnostic psychological tests and/or questionnaires while being conscious of ethical responsibilities.
6. Being able to critically evaluate and synthesize research data.

Communication

7. Being able to communicate knowledge and conclusions (and the underlying rationale) in English, orally and in writing.

Learning skills

8. Having acquired autonomous reflection and learning skills.
9. Having acquired professional skills and attitudes needed to work as a developmental psychologist in applied or research settings.

Master's programme Psychology; specialisation Neuropsychology

Knowledge and understanding

1. Understanding how the brain (anatomy, function, plasticity) relates to normal and abnormal (neuropsychiatric psychopathological) behaviour.
2. Being familiar with the functional, biochemical, and pharmacological brain processes underlying normal and abnormal cognitive-affective behaviour.
3. Knowing the principals, methods, and ethical standards of conducting experimental (incl. interventions or rehabilitation) and observational research, and knowing how to interpret data from it.
4. Knowing the (psychometric) principals and methods of assessing, classifying (i.e., interpreting data) and treating neurological and psychiatric disorders.
5. Being familiar with the requirements of research protocols and diagnostic observations, and knowing how to write scientific papers/reports in the form of a master's thesis and/or scientific publication.

Applying knowledge and understanding

6. Being able to apply basic principles and methods of observational, interventional, and experimental (empirical) studies in neuropsychology.
7. Being able to choose and develop appropriate statistical and/or observational methods to collect data and interpret the results of experimental and observational research
8. Being able to write scientific research reports.
9. Being able to select and critically assess scientific publications, presentations, and observational measurement instruments on relevance and quality and to discuss them, either in groups or with individual experts and non-experts in the fields.
10. Being able to distillate - and orally discuss or present - new adequate research questions and directions from the literature and complex scientific dilemma's.

Making judgements

11. Being able to critically judge data from observational (behaviour changes in patients) and experimental/empirical research to came up with reliable and suitable diagnoses and conclusions.
12. Being able to develop realistic judgments of the importance of research output and diagnoses for application within a variety of settings.
13. Being able to form and develop a balanced view towards impact of experimental results and outcomes of observational diagnoses on study participants and patients, both at the individual and the community level.

Communication

14. Being able to communicate on the methods, design, and results of various experimental, interventional and observational studies with experts and non-experts in groups or in individual settings.
15. Being able to communicate research results in Dutch or English by way of written scientific communications (reports/publications) or oral communication (group discussions, presentations).

Learning skills

16. Being able to take responsibility - and to reflect on the quality and efficiency - of one's own professional behaviour and development, and to self-direct life-long learning in this respect.
17. Having acquired professional skills and attitudes needed to work in scientific or public health settings.

Appendix 4: Overview of the curricula

Bachelor's programme Psychology

<table>
<tr><td colspan="4">Bachelor year 1</td></tr>
<tr><td>Period</td><td>Weeks</td><td colspan="2">Course</td></tr>
<tr><td>0
Sept</td><td>1</td><td colspan="2">Skills I: Learning in groups (2 EC)
Practicum:
Introductory course use of the computer and EleUM
Introductory course library</td></tr>
<tr><td>1
Sept - Oct</td><td>7</td><td>Social behaviour
(6 EC)</td><td>Methods and techniques (6 EC)</td></tr>
<tr><td>2
Nov - Dec</td><td>8</td><td>Body and behaviour
(6 EC)

Practicum:
Anatomics</td><td>Statistics I
(6 EC)

Practicum:
SPSS I</td></tr>
<tr><td>3
Jan</td><td>4</td><td colspan="2"></td></tr>
<tr><td>4
Feb – March</td><td>8</td><td>Development
(6 EC)</td><td>Perception
(6 EC)</td></tr>
<tr><td>5
April – May</td><td>8</td><td>History and foundations of psychology
(6 EC)</td><td>Learning and memory
(6 EC)</td></tr>
<tr><td>6
June</td><td>5</td><td colspan="2"></td></tr>
</table>

Skills II:
Observe other people and yourself (4 EC)

Practicum:
PC Observations 2

PC Observations 1
Measuring cognitive functions 1
Measuring cognitive functions 2
Cognitive disorders in practice

Skills III:
Communication and observation (4 EC)

Practicum:
Writing I

Writing II
Writing III

Progress test (2 EC)

Bachelor year 2				
Period	**Weeks**	**Course**		
0 Sept	1			
1 Sept - Oct	7	Complex cognition (6 EC)	Personality (6 EC)	Skills IV: Opinionated writing (4 EC)
2 Nov - Dec	8	Critical Thinking (6 EC) *Practicum:* Anatomics	Psychopathology (6 EC) *Practicum:* SPSS I	
3 Jan	4	Skill V: Communicating, diagnosing and regulating (2 EC) *Practicum:* Functional neuroanatomy Complaint anamnesis		
4 Feb – March	8	Attention and consciousness (6 EC)	Man and machine (6 EC)	
5 April – May	8	Research practical (10 EC)	Statistics (6 EC)	
6 June	5			

Progress test (2 EC)

<table>
<tr><td colspan="4">Bachelor year 3</td></tr>
<tr><td>Period</td><td>Weeks</td><td colspan="2">Course</td></tr>
<tr><td>0
Sept</td><td>1</td><td colspan="2"></td></tr>
<tr><td>1
Sept - Oct</td><td>7</td><td>Electives
(18 EC)</td><td>Bachelor thesis
(6 EC)</td></tr>
<tr><td>2
Nov - Dec</td><td>8</td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>3
Jan</td><td>4</td></tr>
<tr><td rowspan="2">4
Feb – March</td><td rowspan="2">8</td><td>Biological
Research methods
(5 EC)

Practicum
fMRI data analysis with Brain Voyager</td><td>Cognitive
Paradigms in the lab
(5 EC)

Practicum
E-prime
Psychophysiology</td></tr>
<tr><td colspan="2">Statistics III
(6 EC)

Practicum
SPSS
Academic skills; portfolio year 3</td></tr>
<tr><td rowspan="2">5
April – May</td><td rowspan="2">8</td><td>Biological
Neuroscience of action
(6 EC)
Practicum
Neuroanatomy

Theoretical perspectives
(6 EC)
Practicum
Theory presentation</td><td>Cognitive
Decision making
(6 EC)

Learning
(6 EC)
Practicum
Assessing learning results</td></tr>
<tr><td colspan="2">Portfolio year
(2 EC)</td></tr>
<tr><td>6
May –June</td><td>5</td><td colspan="2">Psychodiagnostics
(6 EC)</td></tr>
</table>

Progress test (4 EC)
Subject participation (1 EC)

Health and social psychology				
Period	**Weeks**	**Course**		
1 Sept - Oct	7	Bad habits (5 EC) *Practical training:* Make your own IAT	Manipulation (5 EC) *Practical training:* Manipulation strategies	
2 Nov - Dec	8	Self control (5 EC) *Practical training:* Increasing self control through practice	Planning behaviour change programmes (5 EC) *Practical training:* Applying theories	
3 Jan -June	28	Research proposal (5 EC) Research internship (25 EC) Master's thesis (10 EC)		

Psychology and law				
Period	**Weeks**	**Course**		
1 Sept - Oct	7	Forensic psychology (4 EC)	Eyewitnesses and victims (4 EC)	*Practical training:* Psychology and law in action (4 EC)
2 Nov - Dec	8	Perpetrators and defendants (4 EC)	Experts and their decisions (4 EC)	
3 Jan - June	28	Research proposal (5 EC) Research internship (25 EC) Master's thesis (10 EC)		

Work and organisational psychology				
Period	**Weeks**	**Course**		
1 Sept - Oct	7	Work psychology (5 EC) *Practical training:* Research in field settings	Human resources (5 EC) *Practical training:* What is it like to be a work and organisational psychologist?	
2 Nov - Dec	8	Organisation and cognition (5 EC) *Practical training:* Survey in organisations Conflict management	Human performance (5 EC) *Practical training:* Data analyses	
3 Jan - June	28	Research proposal (5 EC) Research internship (25 EC) Master's thesis (10 EC)		

Developmental psychology				
Period	**Weeks**	**Course**		
1 Sept - Oct	7	Infancy (4 EC)	Perception, attention and motor development (4 EC)	*Practical training:* Measuring attention and executive functions in behavioural paradigms Or EEG en ERP (2 EC)
2 Nov - Dec	8	Development of cognition and language (4 EC)	Social emotional development (4 EC)	*Practical training:* Psychological tests (2 EC)
3 Jan - June	28	Research proposal (5 EC) Research internship (25 EC) Master's thesis (10 EC)		

Cognitive neuroscience				
Period	**Weeks**	**Course**		
1 Sept - Oct	7	Auditory and higher order language processing (4 EC)	Perception and attention (4 EC)	*Practical training:* EEG en ERP (2 EC)
2 Nov - Dec	8	Neuroimaging: functional MRI (4 EC)	The cognitive neuroscience of sensory and motor systems (4 EC)	*Practical training:* fMRI (2 EC)
3 Jan - June	28	Research proposal (5 EC) Research internship (25 EC) Master's thesis (10 EC)		

Neuropsychology				
Period	**Weeks**	**Course**		
1 Sept - Oct	7	Brain damage (4 EC)	Behavioural disorders (4 EC)	*Practical training:* Neuropsychological assessment (2 EC)
2 Nov - Dec	8	Arousal and attention (4 EC)	Ageing (4 EC)	*Practical training:* Basic cognitive psychological skills (2 EC)
3 Jan - June	28	Research proposal (5 EC) Research internship (25 EC) Master's thesis (10 EC)		

Appendix 5: Quantitative data regarding the programmes

Data on intake, transfers and graduates

Bachelor's programme Psychology

Annual intake of bachelor's students 2005-2010, divided into pre-study

	2005/2006		2006/2007		2007/2008		2008/2009		2009/2010	
	N	%	N	%	N	%	N	%	N	%
Total	338	100%	266	100%	371	100%	360	100%	427	100%
VWO	151	45%	96	36%	161	43%	183	51%	195	46%
HBO prop	25	7%	20	8%	25	7%	22	6%	33	8%
HBO	9	3%	11	4%	11	3%	7	2%	24	6%
Abroad	135	40%	131	49%	149	40%	102	28%	165	39%
Remaining	18	5%	8	3%	25	7%	46	13%	10	2%

Annual intake of bachelor's students 2005-2010, divided by nationality

	2005/2006		2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
	N	%	N	%	N	%	N	%	N	%	N	%
Total	338	100%	266	100%	371	100%	360	100%	427	100%	362	100
Dutch	231	68%	155	58%	215	58%	230	64%	275	64%	212	59%
German	112	33%	102	38%	119	32%	113	31%	129	30%	132	36%
Belgian	32	9%	5	2%	35	9%	16	4%	20	5%	14	4%
other	0	0%	4	2%	2	1%	1	0%	3	1%	4	1%

Annual intake of bachelor's students 2005-2010, divided by gender

	2005/2006		2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
	N	%	N	%	N	%	N	%	N	%	N	%
Total	338	100%	266	100%	371	100%	360	100%	427	100%	362	100
female	233	69%	194	73%	252	68%	248	69%	299	70%	262	72%
male	105	31%	72	27%	119	32%	112	31%	128	30%	100	28%

Bachelor's survival rate 2005-2010

Survival rate	VWO students		all students	
	national average	FPN	national average	FPN
2005/2006	82%	77%	80%	79%
2006/2007	80%	84%	81%	87%
2007/2008	79%	77%	79%	77%
2008/2009	77%	71%	79%	78%
2009/2010	79%	81%	79%	81%

Bachelor's completion rate - all students

Cohort	After 3 years		After 4 years		After 5 years	
	nat. average	FPN	nat. average	FPN	nat. average	FPN
2005/2006	33%	43%	64%	66%	77%	75%
2006/2007	34%	42%	65%	67%		
2007/2008	37%	49%				

Number of bachelor's degrees

Year	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Degrees	127	214	239	205	249	252

Master's programme Psychology

Origin of students in the master's programme, 2005-2010

Cohort	Total number of students	FPN bachelor's students conditionally accepted		FPN students with bachelor's degree		External students with bachelor's degree or otherwise	
		N	%	N	%	N	%
2005-2006	107	51	48%	54	50%	2	2%
2006-2007	141	70	50%	56	39%	15	11%
2007-2008	149	75	50%	59	40%	15	10%
2008-2009	173	57	33%	86	50%	30	17%
2009-2010	196	47	24%	118	60%	31	16%
2010-2011	216	46	21%	119	55%	51	24%

Annual intake of master's students 2005-2010, divided by track

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total	107	141	149	173	196	216
Cognitive Neuroscience	6	6	9	9	13	16
Developmental Psychology	16	11	15	21	17	23
Neuropsychology	33	55	44	42	53	70
Health and Social Psychology	12	17	19	25	34	30
Psychology and Law	20	30	34	37	33	29
Work and Organisational Psychology	20	22	28	39	46	48

Annual intake of master's students 2005-2010, divided by gender

	2005/2006		2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Total	107	100%	141	100%	149	100%	173	100%	196	100%	216	100%
female	84	79%	105	74%	102	68%	128	74%	136	69%	148	69%
male	23	21%	36	26%	47	32%	45	26%	60	31%	68	31%

Master's completion rate (all students)

Year	**Intake**	**≤ 1 year**	**%**	**>1 year and ≤ 2 years**	**%**	**>2 years**	**%**
2005-2006	107	35	33%	76	71%	98	92%
2006-2007	141	42	30%	105	74%	130	92%
2007-2008	149	43	29%	110	74%	133	89%
2008-2009	173	69	40%	145	84%	154	89%
2009-2010	196	72	37%	148	76%		
2010-2011	216	67	31%				

Number of masters' degrees per academic year and average length of study in months

	2005-2006	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**
Degrees	35	83	119	138	159	161
Average length of study	12 months	15 months	18 months	16 months	15 months	17 months

Teacher-student ratio achieved

Student-staff ratio bachelor's and master's programme, 2009-2010 (including student tutors)

	Bachelor's programme	**Master's programme**
Total mye education	31	11.5
Number of students	1209	393
Student-staff ratio	39:1	34:1

Average amount of face-to-face instruction per stage of the study programme

Average weekly study load 2010-2011

Stage	**Reported self study**	**Scheduled activities**
Bachelor year 1	20.06 hours	10-12 hours
Bachelor year 2	20.73 hours	10-12 hours
Bachelor year 3	22.66 hours	10-12 hours
Master	29.92 hours	10-12 hours

Appendix 6: Programme of the site visit

Maandag 12 maart 2012	
09.00	**Ontvangst commissie portier UNS40** 1. Dr. Michael Capalbo – Opleidingsdirecteur Bachelor Psychologie FPN 2. Dr. Pascal van Gerven – Opleidingsdirecteur Master Psychologie FPN 3. Prof. dr. Rob de Bie – Opleidingsdirecteur Health FHML 4. Tom Kuiper – Beleidsmedewerker OI-FHML
9.00 – 12.45	**Startbijeenkomst commissie, inzien documenten (intern)** *Inclusief lunch*
12.45 – 14.00	**Gesprek met de inhoudelijk verantwoordelijken van de opleidingen** *(inclusief een korte inleidende presentatie/ toelichting van 12.45-13.00 uur)* Delegatie FPN: 1. Prof. dr. Bernadette Jansma – Decaan FPN 2. Dr. Carolien Martijn – Portefeuillehouder Onderwijs, Faculteitsbestuur FPN 3. Dr. Michael Capalbo – Opleidingsdirecteur Bachelor Psychologie 4. Dr. Pascal van Gerven – Opleidingsdirecteur Master Psychologie Delegatie FHML: 1. Prof. dr. Rob de Bie – Opleidingsdirecteur Health FHML 2. Dr. Mirjam Oude Egbrink – Waarnemend Wetenschappelijk Directeur Onderwijsinstituut FHML 3. Dr. Cor Meesters – Programmacoördinator MMH opleiding
14.00 – 14.45	**Studenten bacheloropleiding Psychologie FPN** 1. Pia Petry – jaar 1 2. Maartje Austen – jaar 2 3. Rafel Mahmoud – jaar 2 4. Melloney Wijenberg – jaar 2 5. Rose Atkinson – jaar 2 6. Anouk Bohle – jaar 3 7. Daaf van Bilsen – jaar 3 8. Elles Douven – jaar 3
14.45 – 15.30	**Docenten bacheloropleiding Psychologie FPN** 1. Drs. Rob de Vries, Cognitieve Neurowetenschappen, sectie Geschiedenis, Filosofie en Onderwijs 2. Dr. Anke Sambeth, Neuropsychologie en Psychofarmacologie, sectie Psychofarmacologie 3. Dr. Hugo Alberts, Experimentele Klinische Psychologie, sectie Eetstoornissen en Verslaving 4. Dr. Arie van der Lugt, Cognitieve Neurowetenschappen, sectie Geschiedenis, Filosofie en Onderwijs 5. Dr. Remco Havermans, Experimentele Klinische Psychologie, sectie Eetstoornissen en Verslaving 6. Dr. Jan Schepers, Methodologie en Statistiek 7. Drs. Herco Fonteijn, Arbeids- en Sociale Psychologie, sectie Arbeids- en Organisatiepsychologie 8. Dr. Milene Bonte, Cognitieve Neurowetenschappen, sectie Cognitieve Neurowetenschappen
15.30 – 15.45	Pauze

15.45 – 16.30	**Studenten masteropleiding Psychologie FPN** 1. Julien Abrahams, specialisation Cognitive Neuroscience 2. Eline Dohmen, specialisation Developmental Psychology 3. Denise Kehren, specialisation Psychology and Law 4. Tim Hacking, specialisation Health and Social Psychology 5. Martina Wassen, specialisation Health and Social Psychology 6. Sabrine Nassime, specialisation Neuropsychology 7. Jan Corstjens, specialisation Work and Organisational Psychology 8. Fabian Hüsch, specialisation Neuropsychology
16.30 – 17.15	**Docenten masteropleiding Psychologie FPN** 1. Dr. Karlijn Massar, Arbeids- en Sociale Psychologie , sectie Toegepaste Sociale Psychologie 2. Prof. dr. Anita Jansen, Experimentele Klinische Psychologie, sectie Eetstoornissen en Verslaving 3. Dr. Petra Hurks, Neuropsychologie en Psychofarmacologie, sectie Neuropsychologie 4. Prof. dr. Caroline van Heugten, Neuropsychologie en Psychofarmacologie, sectie Neuropsychologie 5. Dr. Henry Otgaar, Experimentele Klinische Psychologie, sectie Forensische Psychologie 6. Dr. Amanda Kaas, Cognitieve Neurowetenschappen, sectie Cognitieve Neurowetenschappen 7. Dr. Lisa Jonkman, Cognitieve Neurowetenschappen, sectie Neurocognitieve Ontwikkelingspsychologie 8. Prof. dr. Fred Zijlstra, Arbeids- en Sociale Psychologie, sectie Arbeids- en Organisatiepsychologie
17.15 – 17.45	**Alumni *(eventueel parallel: inloopspreekuur)*** Alumni FPN 1. Stephanie Vos, specialisation Neuropsychology 2. Job van den Hurk, specialisation Cognitive Neuroscience 3. Tamara Schleepen, specialisation Developmental Psychology 4. Tamar Valkenier, specialisation Psychology and Law 5. Astrid Jander, specialisation Health and Social Psychology 6. Katharina Vornholt, specialisation Work and Organisational Psychology Alumni FHML 1. Yara Hoenjet 2. Charlotte Moor
17.45 – 18.15	**Rondleiding/bezoek laboratoria**
19.00 – 21.00	**Diner (commissie intern)**

Dinsdag 13 maart 2012	
09.00 – 09.45	**Studenten masteropleiding Mental Health FHML** 1. Florine Brouwer 2. Lobke Dauven 3. Joyce Deneer 4. Sophie Thijs 5. Kirsten Vlessert
09.45 – 10.30	**Docenten masteropleiding Mental Health FHML** 1. Dr. René Albers (GZ-psycholoog Riagg Maastricht) – Coördinator en contactpersoon onderwijs FHML 2. Dr. Pauline Dibbets – Coördinator en tutor blok Neuropsychological disorder, coordinator onderzoeksstages 3. Dr. Inge Drost – Coördinator en tutor blok kortdurende ambulante interventies, coördinator klinische stages 4. Drs. Reinier Kreutzkamp – Blokcoördinator, coördinator klinische trainingen en docent 5. Dr. Jill Lobbestael – Coordinator en tutor blok Persoonlijkheidsstoornissen 6. Dr. Cor Meesters – Programmacoördinator MMH en docent 7. Dr. Jeffrey Roelofs – Coördinator track Child and Adolescent Psychopathology en docent 8. Dr. Linda Vancleef – Tutor en trainer

10.30 – 10.45	**Opleidingscommissie: studenten** OC-PSY: 1. Martine Schophuizen 2. Maren Hassels OC-FHML Health: 1. Lena Böttjer 2. Carla Saris (vice-voorzitter)
10.45 – 11.00	**Opleidingscommissie: studenten en docenten** OC-PSY: 1. Dr. Teresa Schuhmann (voorzitter) 2. Dr. Kim van Oorsouw (docentlid) 3. Martine Schophuizen 4. Maren Hassels OC-FHML Health: 1. Lena Böttjer 2. Prof. Jan Hamers (voorzitter) 3. Carla Saris (vice-voorzitter) 4. Dr. Hans Savelberg
11.00 – 11.15	**Pauze**
11.15 – 12.00	**Examencommissie en studieadviseur** FPN-PSY: 1. Dr. Hanneke van Mier – Voorzitter Examencommissie FPN 2. Drs. Gerda Galenkamp – Studieadviseur FPN FHML-MMH: 1. Dr. Henk van Berkel – Voorzitter Examencommissie Health FHML 2. Mr. Annie van Eijs – Studieadviseur FHML
12.00 - 12.45	**Voorbereiden eindgesprek (commissie intern, incl lunch)**
12.45 - 13.30	**Eindgesprek met de formeel verantwoordelijken** Delegatie FPN: 1. Prof. dr. Bernadette Jansma – Decaan FPN 2. Dr. Carolien Martijn – Portefeuillehouder Onderwijs, Faculteitsbestuur FPN 3. Dr. Michael Capalbo – Opleidingsdirecteur Bachelor Psychologie 4. Dr. Pascal van Gerven – Opleidingsdirecteur Master Psychologie Delegatie FHML: 1. Prof. dr. Albert Scherpbier – Decaan FHML 2. Prof. dr. Rob de Bie – Opleidingsdirecteur Health FHML 3. Dr. Mirjam oude Egbrink – Waarnemend Wetenschappelijk Directeur Onderwijsinstituut FHML 4. Dr. Cor Meesters – Programma coördinator MMH opleiding
13.30 – 15.00	**Opstellen voorlopige bevindingen (commissie intern)** *Inclusief lunch*
15.00 – 15.15	**Mondelinge presentatie voorlopige bevindingen (openbaar) = Heerlenzaal (UNS40)**
15.15 – 16.30	**Receptie = Drielandenpunt (UNS40)**

Appendix 7: Theses and documents studied by the committee

Prior to the site visit, the committee studied the theses of the students with the following student numbers:

Bachelor's programme Psychology

1. 244902
2. 248371
3. 424641
4. 468991
5. 481564
6. 257974
7. 452289
8. 419915
9. 342386
10. 427314
11. 219800
12. 400963
13. 173797
14. 403733
15. 427284

Master's programme Psychology

1. 402958
2. 219851
3. 356905
4. 119156
5. 431257
6. 323659
7. 332836
8. 6022018
9. 319317
10. 165921
11. 339156
12. 400734
13. 205877
14. 404683
15. 456330

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

- University library catalogue
- E-journals
- Bachelor's and master's theses
- Course manuals bachelor's and master's programme
- Standard / basic books
- Tutor instructions
- Tests and answers
- Portfolios
- Articles research practicum bachelor year 2
- Poster research practicum bachelor year 2
- Documents MaRBLE
- Assessment forms bachelor's and master's theses 2009 – august 2011
- Bachelor's and master's theses including assessment forms September 2011 – February 2012
- Overview of internships
- Minutes and reports of the Programme committee
- Table of standard hours and education roles
- Evaluations electives 2007 - 2011
- Minutes of the Test committee
- Staff development programme
- Brochures bachelor's and master's programme psychology
- Protocol graduate, Board of Examiners
- Self evaluation report research 2005-2010
- Minutes of the ad hoc Committee writing skills 2008-2009
- Minutes of the ad hoc Committee curriculum's revision 2008-2011
- Minutes of the Board of Examiners Oktober 2011- January 2012
- Minutes of het Programme committee September 2011 – January 2012
- Minutes of the weekly education meeting August 2011 – February 2012
- Assessment report on bachelor's and master's programme psychology, QANU, 2007
- Assessment report on research psychology, QANU, 2006
- ROA report on careers after Maastricht University, 2008 en 2009
- ROA report on labour market by education and profession 2016
- Flycatcher survey on satisfaction of UM employees, FPN, July 2010
- Flycatcher UM student monitor, student satisfaction, July 2010

Appendix 8: Declarations of independence

nvao
nederlands - vlaamse accreditatieorganisatie

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: W. Evenaar

ADRES: Lepelaan 100 2061 GN Bloemendaal

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: **UTRECHT** DATUM: **21 FEBRUARI 2011**

HANDTEKENING:

nvao
nederlands - vlaamse accreditatieorganisatie

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Eddy Ivan Ameel

ADRES: Centre for Social and Cultural Psychology
Tweekerkenstraat 102 bus 3727
B-3000 Leuven
België

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: **UTRECHT** DATUM: **21 FEBRUARI 2011**

HANDTEKENING:

nvao
nederlands-vlaamse accreditatieorganisatie

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

PROF.DR. G. Kanselaar

ADRES:

Couwenhoven 6239
3703 HN Zeist

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: **UTRECHT** DATUM: **4 FEBRUARI 2011**

HANDTEKENING: Kanselaar

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nederlands-vlaamse accreditatieorganisatie

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: G. Wolters

ADRES: Blauwkarper 14
2318 NN Leiden

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: **UTRECHT** DATUM: **21 FEBRUARI 2011**

HANDTEKENING:

nvao
nederlands-vlaamse accreditatieorganisatie

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: E. A. Schoneveld

ADRES: Multatuliplaats 58
6531 DX Nijmegen

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: **UTRECHT** DATUM: **21 FEBRUARI 2011**

HANDTEKENING:

nvao

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: R.G.T. Duzijn

ADRES: Verlengde Geestweg 39
1861 VC BERGEN NH

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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

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VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: BERGEN NH DATUM: 9 maart 2012

HANDTEKENING: