NVAO • THE NETHERLANDS

INITIAL ACCREDITATION

ACADEMIC BACHELOR

BSc REGENERATIVE MEDICINE AND TECHNOLOGY

Maastricht University

FULL REPORT

7 APRIL 2023

Content

1 Peer review

The Accreditation Organisation of the Netherlands and Flanders (NVAO) determines the quality of a new programme on the basis of a peer review. This initial accreditation procedure is required when an institution wishes to award a recognised degree after the successful completion of a study programme.

The procedure for new programmes differs slightly from the approach to existing programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. Once accredited the new programme becomes subject to the regular review process.

The quality of a new programme is assessed by means of peer review. A panel of independent peers including a student reviews the plans during a site visit to the institution. A discussion amongst peer experts forms the basis for the panel's final judgement and the advisory report. The agenda for the panel visit and the documents reviewed are available from the NVAO office upon request.

The outcome of this peer review is based on the standards described and published in the limited NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr. 3198). Each standard is judged on a three-point scale: meets, does not meet or partially meets the standard. The panel will reach a conclusion about the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

NVAO takes an accreditation decision on the basis of the full report. Following a positive NVAO decision with or without conditions the institution can proceed to offer the new programme.

This report contains the findings, analysis and judgements of the panel resulting from the peer review. It also details the commendations as well as recommendations for follow-up actions. A summary report with the main outcomes of the peer review is also available.

Both the full and summary reports of each peer review are published on NVAO's website www.nvao.net. There you can also find more information on NVAO and peer reviews of new programmes.

2 New programme

2.1 General data

Institution	Maastricht University
Programme	BSc Regenerative Medicine and Technology (wo-bachelor)
Variants	Full-time: yes. Part-time: no. Dual: no.
Degree	Bachelor of Science
Tracks	-
Locations	Maastricht
Study load	180 EC[1]
Field of study	Health Care (Gezondheidszorg)

2.2 Profile

Maastricht University is a publicly funded university consisting of six different faculties. Over 22,000 students are enrolled at Maastricht University. Annually, Maastricht confers over 300 PhD degrees.
The Faculty of Health, Medicine and Life Sciences (FHML) is part of the Maastricht University Medical Centre (MUMC+). The FHML is home to 5,500 students and 3,000 staff. The FHML currently offers four accredited bachelor's and 12 master's programmes. About one-fifth of all FHML students comes from abroad.

The bachelor's programme Regenerative Medicine and Technology (RMT) is a 180 EC three-year full-time programme. The programme aims to educate undergraduates who can develop medical therapies, products and devices based on regeneration for research and clinical use.

2.3 Panel

Peer experts

- Prof. dr. Gerda Croiset (chair), Dean of Education and Training, University Medical Centre Groningen
- Prof. dr. Abhay Pandit, Established Professor in Biomaterials and Director of the SFI Research Centre in Medical Devices (CÚRAM), University of Galway, Ireland
- Prof. dr. Helena Verkooijen, Professor of Evaluation of Image-Guided Interventions, University Medical Center Utrecht / Utrecht University
- Koen Wijsman MSc (student member), student MSc Medicine, Leiden University; MSc Health Care Management, Erasmus University Rotterdam

Assisting staff

- Dr. Duco Duchatteau, MBA, secretary
- Michèle Wera MA, NVAO policy advisor and process coordinator

Site visit

14 February 2023, Maastricht University

[1] European Credits

3 Outcome

The NVAO-approved panel reaches a positive conclusion regarding the quality of the BSc Regenerative Medicine and Technology programme offered by Maastricht University. The programme complies with all standards of the limited NVAO framework.

The academic bachelor's programme Regenerative Medicine and Technology is a 180 EC three-year full-time programme. The programme aims to educate undergraduates who can develop medical therapies, products and devices for research and clinical use. The academic and professional field needs scientists who can look beyond one specific discipline's borders. Maastricht University intends to provide for this need. Students will be trained in natural sciences, engineering, medicine, methodology, entrepreneurship and technologies such as imaging, modelling and programming.

The programme will be offered in a robust ecosystem. The research infrastructure at Maastricht University and the many medical and technological companies in the university's immediate environment provide ample opportunities for students.

Maastricht University intends to educate a new generation of scientists not constrained to one discipline, able to fill the gap between physicians, scientists, engineers and entrepreneurs. Although this programme is new to the Netherlands, similar programmes exist abroad. That is why the panel has recommended the university perform an international benchmark to identify potential partners for strategic collaboration.

The programme was developed in close collaboration with the professional field. The panel saw several examples of how well the university has listened to the needs of the professional field. This ensures that students and graduates will be welcomed by the field.

The panel has made some suggestions to strengthen the programme. The programme could benefit from increased student interaction with patients and an increased emphasis on entrepreneurship. These are, however, suggestions to make an already strong programme better. Maastricht University has followed a rigorous process to successfully develop an innovative and multidisciplinary curriculum.

The programme's multidisciplinary nature implies that faculty members with diverse backgrounds are involved. This is a point of attention, since the panel observed that the teachers do not yet form a cohesive multidisciplinary team. The panel has, however, established that the involved faculty members are experts in the fields in which they teach. In addition, the faculty is well-trained in didactics. Teachers have sufficient time to ensure their availability to students.

The university's vision on student assessment has been consistently implemented in the programme. The programme uses a wide variety of different assessments. Procedures for a diligent assessment process are in place, and the relevant committees are actively involved.

All in all, the NVAO expert panel is of the opinion that Maastricht University has successfully developed a promising and novel academic bachelor's programme. Its graduates can form a new generation of multidisciplinary educated scientists and engineers, who should be able to give the needed push to advance the field of regenerative medicine.

Standard	**Judgement**
1. Intended learning outcomes	meets the standard
2. Teaching-learning environment	meets the standard
3. Student assessment	meets the standard
Conclusion	*positive*

4 Commendations

The programme is commended for the following features of good practice.

1. Multidisciplinary – The programme interfaces the fields of biomedical sciences, healthcare, technology and entrepreneurship. This novel multidisciplinary approach is unique in the Netherlands.

2. Involvement of the professional field – Future employers were involved in the programme's design and expressed the necessity for these graduates. Maastricht University has demonstrably listened to the needs of the professional field. Employers remain committed to a continued contribution through involvement in students' projects and thesis placements.

3. Strong ecosystem – The programme is embedded in a robust ecosystem. In addition to the internal research environment, Maastricht University partners with a wide variety of research-driven, technologically innovative companies, including startups, in regenerative medicine.

5 Recommendations

For further improvement to the programme, the panel recommends a number of follow-up actions.

1. International benchmark and collaboration – Identify international institutions that offer similar programmes and form strategic partnerships. Universities can learn from one another and create synergy in opportunities for research and international student exchange.

2. Patient interaction – Explore opportunities to increase patient interaction in the programme.

3. Entrepreneurship – Monitor the development of entrepreneurial thinking amongst students. Consider increased exposure to entrepreneurs in the programme, e.g. by way of guest lectures.

4. Identity – The innovative nature of the programme implies that role models are scarce. Give sufficient attention to the development of the new multidisciplinary identity of students. Identify potential role models.

5. Team cohesion – Invest in team development to ensure that the group of teachers becomes a cohesive multidisciplinary team.

6 Assessment

6.1 Standard 1: Intended learning outcomes

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

Judgement
Meets the standard.

Findings, analysis and considerations
The aim of the bachelor's programme Regenerative Medicine and Technology (RMT) is to educate undergraduates who can develop medical therapies, products and devices for research and clinical use. Regenerative Medicine (RM) is an emerging and promising field. Maastricht University (UM) states that "for RM to live up to its potential, it is imperative that scientists working in this complex field receive a training which enables them to transcend the limits of traditional disciplines and to make new discoveries".

The panel discussed the rationale for a new bachelor's programme with management, faculty, and the professional field. At first glance, other educational routes appear possible using existing academic programmes, such as a track within the Biomedical Sciences programme. Alternatively, one could imagine students completing a bachelor's programme in Biomedical Sciences, followed by a specialised master's programme in RM.

Maastricht University explained that the RM field needs genuinely multidisciplinary professionals to bridge the gap between biomedical sciences, healthcare, technology and entrepreneurship. Representatives of the professional field agreed with this statement. There are already many excellent experts within the specific domains of (bio)medical sciences and within technology. There is, however, a need for bridge builders who speak the language of biomedical sciences, technology, and healthcare. In addition, there is a focus in the programme on valorisation and entrepreneurship. The professional field expressed exceptional enthusiasm for this novel programme during the site visit. The panel agrees with the offered rationale. The enthusiasm the panel met amongst potential employers convinced the panel that the intended learning outcomes concur with the need for this new multidisciplinary type of academic professional.

For the Netherlands, the intended programme is new. At the master's level, some opportunities to study RM exist, such as the Regenerative Medicine and Technology specialisation courses offered by the Eindhoven University of Technology in cooperation with Utrecht University. The genuinely multidisciplinary approach, as envisioned by Maastricht University, combined with a start at bachelor's level, is new to the Netherlands. Although the programme is unique in the Netherlands, academic bachelor's programmes in RM exist abroad, such as the bachelor's programme in Regenerative Medicine offered by Keele University in the United Kingdom. The panel recommends that Maastricht University perform a thorough international benchmark to identify potential partnerships opportunities. International partnerships create opportunities for institutions to collaborate and to learn from one another. In addition, partnering internationally creates opportunities for students.

The fact that this programme aims to educate a new type of professional brings several challenges. Indeed multidisciplinary role models are scarce, while students need to develop a sense of identity. The university is aware of this challenge and realises that a new profession does not emerge without support. At the same time, several faculty members within the university and involved professionals within the industry could already be identified as potential role models. These academics and professionals have experience with "hybrid" education (such as biomedical engineers), or they combine the roles of scientist and entrepreneur. They have gone through the process of pioneering in a new discipline or a new role and could be a valuable resource for students. Maastricht University has a broad network within the industry, which can help students develop their novel identities. In addition, international partnerships can help with providing support and role models.

Students will be trained in five main areas: I: natural and formal sciences (biology, chemistry, physics, mathematics, data science), II: engineering (design, technologies, material science), III: medicine (physiology, anatomy, etc.), IV: enabling technologies (imaging, modelling, programming, etc.), and V: entrepreneurship.

The panel agrees with these choices. A student trained in these five areas would be the multidisciplinary professional the programme aims to develop. At the same time, the panel asked whether sufficient depth could be attained. The university explained that the five fields should not be interpreted as five entirely separate columns, but as overlapping circles instead. These disciplines are taught jointly in changing combinations, as illustrated by the programme's conceptual model.

Furthermore, the programme does not aim for the same depth in one of the fields that would be acquired in a discipline specific bachelor's programme. The graduate must learn to "speak all languages", not to master all fields in their full width and depth. A student needs to acquire sufficient knowledge of medicine to understand the physiological and pathological processes to help design and develop meaningful RM solutions. For example, a student does not require the same anatomical or pharmacological knowledge as a bachelor's student in medicine. A chemistry graduate would have a different contribution than an RMT graduate who knows about natural and formal sciences as well as engineering, entrepreneurship and medicine. The professional field agrees with the vision of Maastricht University and asks for the multidisciplinary graduate who can bridge the gaps between the different disciplines.

Graduates can continue their academic education in RM, tissue engineering, clinical research or biomedical sciences. Graduates can also enter the labour market as technicians, (junior) researchers, project managers or trial assistants. Representatives of the professional field confirmed that there would be ample employment opportunities for graduates at bachelor's, master's and PhD level.

Maastricht University defined three main competencies. In the information file, these three competencies are linked with the European Higher Education Qualification Framework, thus demonstrating the bachelor's level of the programme. The three competencies are translated to 16 specific final qualifications, which have, in turn, been linked to the Dublin descriptors, again demonstrating the required level of the programme.

The intended learning outcomes were formulated in close cooperation with internal faculty members and the professional field. Initially, the panel was surprised by several choices the university made. Knowledge of regulatory affairs and Good Clinical Practice (GCP) are elements the panel would have expected in a master's programme instead of a bachelor's programme. The panel learnt that these choices were made at the request of the professional field. Employers experience a lack of understanding of GCP and regulatory affairs among graduates (and interns) from other programmes. This is why they specifically requested for the inclusion thereof in the programme. Despite the initial doubts, the panel supports the university in being receptive to the needs of the professional field. This ensures a tight fit between the intended learning outcomes and the requirements of the field.

The panel discussed the proposed name of the programme internally and during the meetings with management and the professional field. Several alternatives, such as Regenerative Medicine Technology, were discussed. Management and the professional field made a clear case for the chosen name. The programme contains both regenerative medicine and technology. Technology is meant in a broader sense than just RM technology. It also includes enabling technologies like imaging, modelling, and programming. In the meetings during the site visit the panel became increasingly convinced of the choices and arguments and agrees with the chosen name. The panel does however advise Maastricht University to monitor the true understanding of the name by both new students and employers. This would serve two purposes: in addition to safeguarding transparency to future students, it is also part of the "identity building" that was discussed earlier.

Overall, the panel is enthusiastic about the intended learning outcomes of the new programme. The university collaborated with the academic and professional field in defining the desired competencies. Maastricht University has proven to be receptive for the requests by the professional field, thus ensuring a good fit between the intended learning outcomes and employers' requirements. Most graduates will, however, continue their academic education in one of the related disciplines before entering the labour market. Graduates of the RMT programme can continue their academic education seamlessly. Although the panel has formulated some recommendations about international collaboration and helping students to find their identity as new professionals, the panel is confident that Maastricht University has successfully responded to a labour market need at bachelor's level. Graduates who attain the intended learning outcomes will be able to play their role in advancing the academic or professional field of regenerative medicine.

6.2 Standard 2: Teaching-learning environment

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

Judgement
Meets the standard.

Findings, analysis and considerations
The academic bachelor's programme RMT is a 180 EC three-year full-time programme. The first and second year each comprise six thematic courses. Three longitudinal learning lines run in parallel to the courses in years 1 and 2: the Academic development line (8+8 EC), the Lab skills line (7+7 EC) and the Design Project line (4+7 EC). Year 3 consists of a 30 EC minor and a 30 EC thesis placement. The programme is well-structured, logically composed and coherent.

Admission into the programme is open for secondary school graduates at VWO[2] level with physics and advanced mathematics (Wiskunde B) or a Nature and Technology profile combined with Biology. The panel deems the admission requirements appropriate, given the scientific and technological nature of the programme.

The programme is competency-based. For each course, specific learning objectives are formulated. Using a 'backwards-chaining' development strategy, the three RMT competencies (see also standard 1) were translated into 16 final qualifications and into specific course objectives. The faculty members involved discussed and amended draft versions of the curriculum in a design process that consisted of several iterations. This ensures that the different courses build upon one another, that the longitudinal learning lines interlink with the course content of the thematic courses and that all remaining overlap is intended.

The panel had access to generic descriptions of all courses in the curriculum and to more detailed descriptions of the courses of year 1. The panel was able to study the programme, especially the first year, in sufficient detail. The panel concludes that Maastricht University has followed a rigorous curriculum design process, successfully translating the learning objectives into modules and learning activities within the curriculum. The content of the different modules is generally of good quality and the literature is relevant. The panel noted that the literature lists contained several textbooks for the same topic, e.g. multiple frequently used textbooks for immunology and statistics. The panel learnt that this has been done deliberately. Instead of prescribing one specific textbook, UM chooses to identify several high quality resources. The students select the most relevant source, depending on their learning needs.

The programme has a Problem-based Learning (PBL) didactic approach. UM has followed the so-called 'CCCS-principles' that the information file describes as "a constructive, collaborative, contextual and self-directed learning approach to enhance deep-learning, motivation for learning, and skills for life-long learning". Maastricht University has ample experience with the applied didactic models. The panel is confident that students receive sufficient support to guide them through their individual and collaborative learning.

The panel appreciates the central role the Design Project plays in the curriculum. This starts with a 4 EC exploration in year 1, where students visit several host labs. In year 2, students conduct a year-long, 7 EC design research project in a clinical or technological track. The aim of this track is for students to experience the full research cycle. During the site visit, the panel discussed whether it would be possible to go through the whole cycle in a limited time. The panel learnt that the two year-long, 8 EC Academic development lines play an important role in understanding methodology, formulating research questions and study design. The Academic development line is similar to longitudinal tracks in other programmes offered by Maastricht University, such as Biomedical Sciences. The combined study load of the two learning lines, makes realising the competencies as described more feasible. The panel appreciates the central role of the design project. This enables students to bring what they have learnt into practice and to integrate the competencies acquired from the disciplines involved.

[2] Voorbereidend Wetenschappelijk Onderwijs (Pre University Education)

Although the panel had the opportunity to study the description of the longitudinal Academic development line, the panel found it difficult to pinpoint what was being taught where in the curriculum. The panel therefore found it difficult to conclude that students would be sufficiently trained in methodology, formulating an effective research question, choosing an appropriate study design, and handling data. During the site visit, the panel learnt how the academic development lines are taught is similar to other programmes such as Biomedical Sciences. The didactic approach makes it harder to identify specific curricular elements, especially in the learning lines. However, during the meetings, the panel learnt that all required topics are sufficiently covered. The panel suggests that the university consider editing the course description to ensure all stakeholders can identify the methodological content.

Although entrepreneurship is one of the five conceptual areas of RM as defined by the university, it is not explicitly formulated as one of the 16 final qualifications. After studying the documentation, the panel had the impression that this has had an effect on the curriculum. If students choose to complete the Design Project in the Clinical Track and perform their thesis research in the university medical centre, students can complete the programme with limited real-life exposure to industry. In the meeting with programme management the panel learnt that industry internships are stimulated, but this is not mandatory. Students who foresee a career in clinical research may choose to complete the programme within the university, instead of completing part of the curriculum within the industry. Management expressed that they expect many students to opt for an industry placement. The panel can agree with the voluntary nature of an industry placement. The panel does, however, recommend ensuring that entrepreneurship development finds its proper place when year 2 of the programme is developed in detail. There are many opportunities to do this, ranging from guest lectures, to formal study products. The panel learnt that students have to write a business plan in year 2. During the discussions, the panel had the impression that this topic is sufficiently on the radar of faculty involved in developing the curriculum. The panel advises Maastricht University to consider formulating explicit final qualifications on entrepreneurship to ensure this topic gets the attention it deserves.

Another element that the panel discussed explicitly is the amount of laboratory experience students will get. The panel learnt that students will spend considerable time in laboratories. Students will make use of the laboratories of the university medical centre as well as of labs from industry partners. All students will work with real-life stem cell technology. For other learning objectives other labs such as the anatomy lab are used.
In addition, the university intends to expand its lab capacity considerably. The university intends to build 'wet-labs' (e.g. hydrogel making) and more technological labs with dedicated measuring equipment and 3D printers. The university intends to increase its student-lab capacity and expand its virtual labs to include RM.

The programme is embedded in a strong ecosystem, both internally, in the university medical centre with its many research labs, and externally, neighbouring the Brightlands Maastricht Health Campus. The university partners with many innovative (bio)technological companies, including a number of startups. This provides ample opportunities for students.

When studying the course descriptions, the panel noted that there is little to no interaction with patients. There is some clinical interaction, but this is predominantly with clinicians, not patients. Considering the important role the patient plays as end-user of RM technology, the panel recommends increasing the opportunities for students to interact with patients. "Don't talk about patients, talk with patients." The desire for more patient interaction was also expressed (unsolicited) by representatives of the professional field. When discussing this topic with management and faculty, the panel noted that its suggestion fell on fertile soil. The panel's proposal was welcomed and will be taken aboard in the final development of the second year.

All students conclude the programme with a 30 EC thesis placement culminating in an individual thesis. Considering the aim of the programme, the panel raised the question whether other forms of reports, such as a corporate technology report, would be an acceptable product. Although many students are expected to do their thesis research within a company, the university does require all students to write a thesis. The academic orientation of the programme is the reason for this choice. Bachelor graduates are to have some experience in thesis writing before entering an academic master's programme. Although the panel thinks that other options would be possible and beneficial, the panel understands and accepts the choices made by the university.

The programme expects a considerable increase in the number of students over the years. Starting with 50 students, the programme expects to grow to 150 new students per year in two years. The panel therefore asked

to what extent Maastricht University can offer sufficient high-quality placements. The university expects no problems finding sufficient high-quality placements internally, within their partner institutions such as Aachen and Liege, and industry. Industry representatives shared the university's viewpoint. They expect students to be easily placeable within companies. The field is growing rapidly and students are expected to be more than welcome within a wide variety of companies.

During the site visit, the panel met with members of the teaching faculty. Although the number of full professors involved in the programme is limited, all members of the teaching faculty are undoubtedly knowledgeable in their respective fields. Virtually all faculty are researchers in the field they teach, thus ensuring that the programme is well-embedded in a relevant scientific environment. Some faculty members have a multidisciplinary background or combine different roles (such as researcher and corporate manager). This enables them to serve as role models for the students. The teaching staff spend approximately half their time on research and half their time on educational tasks, thus ensuring sufficient teaching capacity. For physicians, other ratios apply, but they also expressed to have sufficient time to fulfil their role.

The panel noticed that the teachers do not yet function as a cohesive, multidisciplinary group. Faculty members from different fields have a different outlook on several subjects. This observation provides evidence for the need for a new, truly multidisciplinary academic professional. Also, the panel recognises the value of a broad range of perspectives. At the same time, the panel feels that the programme could benefit from an increased cohesion amongst involved faculty members. The panel recommends the university to invest in team development.

The programme will be offered in English. The panel has studied the motivation to choose English as the language of instruction. The arguments can be summarised as a combination of an internationally oriented academic discipline, an international student body, placements where English will be the prime language, and requirements of the professional field. The panel therefore agrees with the programme's motivation and supports the choice for English as the language of instruction.

Overall, the panel concludes that Maastricht University has successfully translated the learning outcomes into a coherent curriculum that enables the students to achieve the intended learning outcomes. The combination of courses and longitudinal learning lines, particularly the Design Project, plays an important role in reaching this conclusion. The panel is impressed by the manner in which the programme has partnered with the industry to ensure a rich learning environment. Although the panel has formulated some recommendations, such as increased emphasis on entrepreneurship and increased clinical patient interaction, the panel finds that the university has accomplished its mission to develop an innovative and multidisciplinary programme in regenerative medicine.

6.3 Standard 3: Student assessment

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

Judgement

Meets the standard.

Findings, analysis and considerations

Maastricht University has a clear and consistent approach, based on the UM wide vision of assessment. One of the core elements is, that the assessment supports the CCCS[3] principles, and that assessment is constructively aligned with the intended learning outcomes. In the programme, a distinction is made between assessment *for* learning, assessment *of* learning and assessment *as* learning.

The information file provides a matrix that links the intended learning outcomes with the assessment in the different modules, demonstrating that all intended learning outcomes are covered. In addition, the panel studied the module descriptions including the assessment of the respective modules. Furthermore, the panel was provided with a wide variety of assessment examples, descriptions and assessment rubrics. Finally, the panel examined the relevant procedures such as the Education and Examination Regulations (EER).

[3] constructive, collaborative, contextual and self-directed learning

During the site visit, the panel met with representatives of the Board of Examiners. The Board of Examiners was involved in the development of the assessment programme. The Board of Examiners provided feedback on a first draft of the EER in September 2022. A second draft was commented upon in January 2023. The university is currently considering and implementing the Board's recommendations concerning the assessment approaches and assessment policy.

The programme uses a wide variety of formative and summative assessment instruments. The form of assessment ties in with the learning outcomes of a specific educational element. The form of the assessment is aligned with the aim of the assessment. Many of the choices made are comparable to those made in the bachelor's programme in Biomedical Sciences. The panel trusts the assessment to be valid, reliable and objective. Where relevant, the four-eyes principle is in place.

All faculty members involved in assessment are trained for their role. Given the considerable role formative assessment plays, Maastricht University has explicit attention for feedback literacy. All faculty members follow professional development activities annually.

Considering all findings presented above, the panel concludes that a rigorous assessment system is in place, based on a clear vision and implemented consistently. The panel therefore concludes that this standard is met.

6.4 Degree and field of study

The panel advises awarding the following degree to the new programme: Bachelor of Science.
The panel supports the programme's preference for the following field of study: Gezondheidszorg (Health Care).

Abbreviations

BSc	Bachelor of Science
CCCS	constructive, collaborative, contextual and self-directed learning
EC	European Credit
EER	Education and Examination Regulations
FHML	Faculty of Health, Medicine and Life Sciences
MUMC+	Maastricht University Medical Centre
NVAO	The Accreditation Organisation of the Netherlands and Flanders
PBL	Problem-based Learning
RM	Regenerative Medicine
RMT	Regenerative Medicine and Technology
UM	Maastricht University
VWO	Voorbereidend Wetenschappelijk Onderwijs (Pre-University Education)

The full report was written at the request of NVAO and is the outcome of the peer review of the new programme BSc Regenerative Medicine and Technology of Maastricht University

Application no: AV-1627

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