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This report was finalized on 28 April 2014



# Report on the master's programme Forensic Psychology of Maastricht University

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point.

## Administrative data regarding the programme

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### Master's programme Forensic Psychology

Name of the programme:	Forensic Psychology
CROHO number:	69305
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specializations or tracks:	
Location(s):	Maastricht
Mode(s) of study:	full time
Expiration of accreditation:	5 May 2015

The visit of the assessment committee Forensic Psychology to the Faculty of Psychology and Neuroscience of Maastricht University took place on 28 and 29 January 2014.

## Administrative data regarding the institution

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Name of the institution:	Maastricht University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

## Quantitative data regarding the programme

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

## Composition of the assessment committee

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The committee that assessed the master's programme Forensic Psychology consisted of:

- Prof. dr. mr. F.W. (Frans Willem) Winkel (chair), affiliated with New Amsterdam Victim Academy (associated with Western Michigan University); Dr. mr. Winkel has been affiliated with Intervict (Tilburg University; psychotraumatology) and the Free University Amsterdam (dpt. Clinical psychology; psychological victimology);
- Prof. mr. T.A. (Theo) de Roos, lawyer and professor of Criminal law and Law of criminal procedure at Tilburg University (emeritus since May 2013);
- Drs. W.M.E. (Elly) Teune-Kasbergen (member committee Distinctive feature of 'Small-scale and intensive education'), member of the Executive Board of Fontys University of

Applied Sciences until may 2009 and since 2010 vice-chair of the board of directors at the HZ University of Applied Sciences;

- Dr. M.H. (Marion) van Binsbergen, general director at the Ottho Gerhard Heldring Foundation and Ambulatorium;
- Prof. dr. G. (Geert) Vervaeke, professor Legal Psychology and Person Oriented Methodology of Criminological Intervention at the KU Leuven;
- Ms. C. (Caroline) Umuhoza BSc. (student), master's student Psychology at the Erasmus University Rotterdam (since 2010).

The committee was supported by T.G. (Terry) Verseput MSc., who acted as secretary.

Appendix 1 contains the curricula vitae of the members of the committee.

## **Working method of the assessment committee**

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### *Preparation*

QANU received the critical reflection of the master's programme Forensic Psychology of Maastricht University on Friday, 29 November 2013. After having established that the reflection fulfilled the criteria of relevance and completeness, the project manager distributed it along with additional information to the members of the committee. They read it and prepared questions, comments and remarks prior to the site visit. The project manager collected these questions in a document and distributed it among the committee members.

In addition, all committee members read theses written by graduates of the last two years. In consultation with the chair of the committee, 15 theses were selected, covering the full range of marks given. The committee members received QANU's checklist for the assessment of theses to ensure that their assessments were comparable. Since the programme leads to a scientific degree, the committee paid specific attention to the scientific level of the theses, the requirements, carefulness of judgement by the reviewer of the programme, and the assessment procedure used. All theses fulfilled the requirements for a positive assessment.

During the site visit, the committee assessed the quality of course descriptions, student information, programmes and exams in detail. An overview of all documents and theses reviewed by the committee is included in Appendix 7.

The project manager drafted a programme for the site visit. This was discussed with the chair of the committee and the coordinator of the site visit at the Maastricht University. At QANU's request, the coordinator carefully selected discussion partners. A schedule of the programme with all partners is included in Appendix 6. Before the site visit, both staff members and students were informed about the opportunity to speak to the committee confidentially during the consultation hour. No requests were received for the consultation hour.

### *Site visit*

The site visit to Maastricht University took place on 28 and 29 January 2014. It started with a preparatory meeting on Thursday, 28 January 2014, during which the committee was informed about its tasks. The committee assessed the domain-specific requirements and discussed its findings based on the critical reflection. The domain-specific requirements are included in Appendix 2. The committee also discussed the theses, its working methods, and the questions and issues to be raised in the interviews with representatives of the programme

and other stakeholders. It studied documents provided by the coordinator of the site visit. These included minutes of the programme committee and the Board of Examiners, course descriptions, written exams, assignments and other assessments.

During the site visit, the committee interviewed the programme management, students, staff members, alumni, members of the programme committee and members of the Board of Examiners.

After the concluding meeting with the management, the committee members extensively discussed their assessment of the programme and prepared a preliminary presentation of the findings. The site visit concluded with a presentation of the preliminary findings by the chair of the committee. It consisted of a general assessment and several specific findings and impressions of the programme, as well as some recommendations.

#### *Report*

After the visit, the project manager produced a draft version of the report. She submitted the report to the committee for comments. The project manager processed corrections, remarks and suggestions for improvement provided by the committee members to produce the revised draft report. This was then sent to the Maastricht University to check for factual errors. The comments and suggestions provided by the Maastricht University were discussed with the chair of the assessment committee and, where necessary, with the other committee members. Based on the committee's decisions to incorporate or ignore comments and suggestions, the secretary compiled the final version of the programme report.

#### *Decision rules*

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments (as of 22 November 2011), the committee used the following definitions for the assessment of both the standards and the programme as a whole.

#### **Generic quality**

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

#### **Unsatisfactory**

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

#### **Satisfactory**

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

#### **Good**

The programme systematically surpasses the current generic quality standards across its entire spectrum.

#### **Excellent**

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.

## Summary judgement

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This report reflects the committee's findings and considerations of the master's programme Forensic Psychology at Maastricht University. The evaluations are based on information provided in the critical reflection, on interviews conducted during the site visit and on a selection of theses, course files and additional material supplied during the site visit. In its assessment, the committee observed positive aspects as well as ones which could be improved.

The committee reviewed the intended learning outcomes, the teaching-learning environment, the assessment and the achieved outcomes of the programme and found them all to be good. It decided that the Forensic Psychology master's programme at Maastricht University fulfils the requirements set by the NVAO for re-accreditation. Furthermore, as will be explained in the Addendum to this report, the committee considered that the programme continues to fulfil in an exemplary way all standards measuring the programme's features in terms of small-scale and intensive education.

### *Standard 1: Intended learning outcomes*

The master's programme Forensic Psychology started in September 2010 at the Faculty of Psychology and Neuroscience of Maastricht University. It is a full-time two-year programme taught in English. The programme has two key goals that are the focus within the forensic mental health field: 1. the well-being of the patient/offender and 2. the safety of society at large and/or certain individuals in particular. It wants to improve the quality of service, research and policy in the field by educating the next generation forensic psychologists.

The committee studied the domain-specific framework of reference, the profile, the intended learning outcomes and the academic level of the programme. It highly values the mission of the programme to improve the evidence-based practice and standardisation in the work field. It established that the mission is reflected in the intended learning outcomes of the programme and the framework of reference. The intended learning outcomes are appropriate for the working field of Forensic Psychology, are clearly formulated and reflect the level of an academic master's programme. The committee is very impressed by the master's programme and acknowledges that the programme meets an important need for education in the field of forensic psychology, especially in the Netherlands.

### *Standard 2: Teaching-learning environment*

The committee studied the content and structure of the curriculum, didactic principles, internationalisation, study load and admission, staff, student support and the facilities to determine the extent to which the curricula enable students to achieve the intended learning outcomes. The committee is enthusiastic with regard to the curriculum and established that the curriculum contains a strong coherence and, with an addition of more information regarding high frequency crimes and general offenders, offers a complete package and a great variety of subjects. It is impressed by the fact that the specialised master programme is maintaining a balance between different psychological perspectives in a broad field of practice.

The committee supports the focus on the scientist-practitioner model in the programme because it is convinced that clinical- as well as academic skills are an important asset for students. It values the problem-based learning as a didactic principle of the programme and is of the opinion that it makes an important contribution to the scientist-practitioner model. The committee acknowledges the significance of the programme's focus on *both* diagnostic



and treatment skills, and on the delicate interactions between these skills, during courses and internships. As to the courses, the committee recommends the programme to consider a more comprehensive focus, through paying more explicit attention to victim-focused skills. As to the combined internships, e.g. clinical internships that are combined with research activities, the committee suggests the program to keep systematic track of a well balanced focus between clinical and research activity. Additionally, it sees the use of master classes during skills labs taught by field experts as an important tool for students to learn more about the practical field. The committee acknowledges the added value of the international classroom and small scale education in support of problem-based learning. It is of the opinion that, with the addition of a focused course in statistical methods, the curriculum even more fully enables students to achieve every intended learning outcome. When these small adjustments will be implemented, the committee is convinced all graduates will become highly competent practitioners and researchers in the field of Forensic Psychology.

The committee is impressed by the dedication of the students and is of the opinion that the thorough admission procedure and the enthusiastic and closely involved staff members of the programme result in the high commitment and high performance of the master's students. The committee recommends expanding the core staff by attracting more experienced forensic psychologists who are prominent in the field to strengthen the continuity of the programme.

The committee highly values the community cohesion and established that the direct communication between students and staff leads to great responsiveness in the programme. Also, the committee appreciates the fact that student evaluations of the programme are formally registered and used in the improvement of the curriculum. However, it assumes that the students of the master's programme Forensic Psychology should be represented in the Programme Committee. The committee is of the opinion that facilities are overall good.

*Standard 3: Assessment and achieved learning outcomes*

The committee interviewed the members of the Board of Examiners to evaluate the assessment system and read a selection of theses to assess the achieved academic level. The committee is of the opinion that since the Board of Examiners has delegated a part of its tasks to the Plagiarism Committee and the Test Committee, the regular and open communication between the Board of Examiners and the other committees should be documented.

There was a match between the assessments given by the committee and those originally recorded by the team of supervisors. Overall, the committee was very impressed with the quality of the master's student's work.

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

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

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: 28 april 2014



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Prof. dr. mr. F.W. Winkel,  
Chair



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T.G. Verseput, MSc.,  
Secretary

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

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### 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

In this standard, the findings of the committee regarding the content, level and orientation of the programme are described. The committee studied the domain-specific framework of reference, the profile, the intended learning outcomes and the academic level of the programme.

#### *Domain-specific framework of reference and Profile*

The master's programme Forensic Psychology started in September 2010 at the Faculty of Psychology and Neuroscience of Maastricht University. It is a full-time two-year programme taught in English. According to the critical reflection, the programme has two key goals that are the focus within the forensic mental health field: 1. the well-being of the patient/offender and 2. the safety of society at large and/or certain individuals in particular. It wants to improve the quality of service, research and policy in the field by educating the next generation forensic psychologists.

The programme management has written a reference framework (Appendix 2) and linked it to the learning outcomes of the master's programme. As described in the critical reflection, the programme aims to educate students in academic understanding of forensic psychology and ethical and social responsibility. Students should acquire knowledge and skills necessary for conducting independent academic research.

The critical reflection describes that the master's programme distinguishes itself from other Forensic Psychology programmes in the Netherlands and abroad by focusing on the scientist-practitioner model, by using a multidisciplinary approach and by providing an international classroom. The scientist-practitioner model entails that students are taught to become competent researchers as well as practitioners and that they orient their practice on scientific knowledge instead of on clinical experience only. The goal is that graduates use scientific methods for diagnosis and treatment and conduct research into forensic psychological issues. By using a multidisciplinary approach, the programme wants students to require knowledge of various disciplines such as clinical psychology, neuropsychology and the law. The programme offers an international classroom with the aim to increase cross-cultural sensitivity. By attracting international students, all students learn to approach issues from different cultural angles.

According to the management, there are only a few comparable programmes to the one at Maastricht University, for instance the master forensic psychology at the University of Birmingham which is also a clinical programme. The master forensic psychology at the John

Jay College in New York is more focused on social psychology. However, other Forensic Psychology master's programmes are one-year programmes whereas the master's programme in Maastricht has a duration of two years. The committee established that the profile of the programme surpasses other master's programmes in the Netherlands. It supports the approval of the two-year duration of the programme because that makes it possible to offer a distinctive master's programme.

The committee established that the programme can function as an international example for other master's programmes. The programme meets the requirements necessary in the professional field. The committee observed that the programme formulated a good frame of reference and considers the master's programme as a pioneer in the field of forensic psychology, especially in the Netherlands. The committee highly values the mission of the programme to bring more scientific oriented forensic psychologists in practice and improve the evidence-based practice and standardisation in the work field.

#### *Intended learning outcomes and academic level*

The profile and mission of the programme are translated into six intended learning outcomes, listed in Appendix 3. The committee studied the intended learning outcomes of the programme in Appendix 3 and ascertained that they reflect the level of an academic master's programme. The learning outcomes are clearly formulated, specific and suitable for the working field of Forensic Psychology. They adequately cover the domain-specific framework of reference (Appendix 2), as they focus on the scientist-practitioner model, the multidisciplinary approach and the international classroom.

#### **Considerations**

The committee highly values the mission of the programme to improve the evidence-based practice and standardisation in the work field. It established that the mission is reflected in the intended learning outcomes of the programme and the framework of reference. The intended learning outcomes are appropriate for the working field of Forensic Psychology, are clearly formulated and reflect the level of an academic master's programme. The committee is very impressed by the master's programme and the use of the scientist-practitioner model. It is of the opinion that the programme meets an important need for education in the field of forensic psychology, in the Netherlands and abroad.

#### **Conclusion**

*Master's programme Forensic Psychology:* the committee assesses Standard 1 as 'good'.

## 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

In this standard, the findings of the committee regarding the extent to which the curricula enable students to achieve the intended learning outcomes are described. The findings concerning the content and structure of the curriculum, didactic principles, internationalisation, study load and admission, staff, student support and the facilities are discussed.

### *Curriculum*

The master's programme Forensic Psychology is a two-year programme of 120 EC. According to the critical reflection, the curriculum consists of theoretical (core) courses, skills labs, a research internship (including a master's thesis) and a clinical internship. An overview of the curriculum is included in Appendix 4. The first academic year is divided into multiple periods. During each period students take on two or three different courses of different sizes (2-6 EC). These courses are divided by subject, for instance 'Eyewitnesses and Victims' and 'Perpetrators and Defendants'. The committee is enthusiastic about the fact that the programme wants to make it explicit which subjects will be treated in the courses. The goal of the curriculum is to train students in the integration of theoretical and empirical knowledge with clinical and professional skills. Students experience that, even though they are doing a specialized master, they are taught to have a broad perspective. The committee is very impressed by the curriculum and it wants to advise the programme to keep a strict balance between different perspectives in the very broad field of practice, such as eyewitness- and victim psychology, offender and perpetrator knowledge. The committee noted that the curriculum contains a strong coherence and offers a great variety of subjects in the courses.

Even though the committee is of the opinion that a broad scope of subjects is admitted in the curriculum, it suggests that the curriculum could use more information concerning domestic violence and other common, high frequency crimes. The alumni noted they would have liked to have learned more about this kind of offenders and their common denominators as well. Lecturers explained to the committee these offences are discussed in some of the courses but there indeed could be a stronger accent on these groups of criminals. The committee advises the programme management to have more attention in the curriculum for bilateral domestic violence, in which both perpetrator and victim engage in violent behaviour, since these scenarios are more prevalent in the western world. Unilateral scenarios, in which only one partner engages in violent behaviour, are much less prevalent, and typically committed by perpetrators with psychopathic traits. As said before, the committee encourages the choice that courses are divided in subjects, and invites the programme to make it even more clear which specific subjects are being treated in the courses. Additionally, the committee wants to emphasize the importance of teaching students about malingering by victims as well as by predators, since it is a high frequency issue in the work field.

In the coming years, the programme management wants to make some adaptations in the curriculum. During the site visit, the management informed the committee about the future changes. One of the courses, 'Forensic Psychology', is going to be replaced by a new course: 'Experts and their decisions'. The committee questions the choice to replace the course 'Forensic Psychology' because of the overlap with future courses. It might be better to keep and adjust the course, and use it as starting point for the master's programme. Additionally, the course 'Criminal Law' is being downsized from 6 EC to 4 EC. The committee established 'Criminal Law' as the only course in law during the programme and assumes that it will be difficult to deal with all the important legal issues in such a reduced course. The committee is not convinced by the argumentation as to why the course is reduced in EC and advises the programme to re-evaluate this proposal.

As described in standard 1, the programme is build upon the scientist-practitioner model, which aims to train students to become both competent researchers and practitioners who can apply scientific knowledge and methods to solve mental health problems of clients in practice. The committee agrees that clinical experience as well as research abilities are important assets for a future forensic psychologist. Therefore, the committee greatly values that students are offered a clinical- and research internship during their second year. During the conversation with the alumni, the committee established a difference in length of the student's internships with a deviation of several months. In some cases, students combined their clinical- and research internship where other students did them separately. As a result, some students obtained more clinical experience than others. The committee fears that it is not preferable to combine the clinical and research internship because this probably will cause some students to have a lack in clinical experience at the end. It is of the opinion that, with the addition of a focused course in statistical methods, the curriculum even more fully enables students to achieve every intended learning outcome. The committee acknowledges the significance of the programme's focus on *both* diagnostic and treatment skills, and on the delicate interactions between these skills, during courses and internships. As to the courses, the committee recommends the programme to considerer a more comprehensive focus, through paying more explicit attention to victim-focused skills. As to the combined internships, e.g. clinical internships that are combined with research activities, the committee suggests the program to keep systematic track of a well balanced focus between clinical and research activity.

In the light of the scientist-practitioner model, the committee also assessed the curriculum with regard to the taught research skills. Students and the alumni told the committee they are very enthusiastic about the academic skills taught in the curriculum. As a point of improvement they would have liked to see more advanced statistical methods in the master's programme. Students have been taught statistics in their bachelor's programme, but for some of them that was a long time ago, and they wanted to brush up on statistics in preparation of writing their thesis. Although the committee is of the opinion that the studied theses (standard 3) contain statistic analyses of a sufficient level, it assumes that with more preparation the methodology part of the theses can be improved beyond a basic level. On request of the students as well, the committee advised the programme management to develop a possibility to brush up the students' bachelor's level of statistical methods in the curriculum before starting to write their thesis. The committee even suggests going beyond it, by introducing students to multivariable statistics. Apart from that, the committee established that the programme pays enough attention to the fact that students are taught to become competent researchers in the field of Forensic Psychology.

As described in standard 1, the programme also offers students a multidisciplinary approach to Forensic Psychology. The management told the committee the curriculum offers a multidisciplinary insight in the work field by organising lectures provided by lecturers of different fields, for instance psychologist and police officers. The committee greatly values the fact that the curriculum offers a variety of psychology fields. According to the committee a multidisciplinary curriculum should also involve disciplines other than those within psychology, e.g. law, psychiatry, pharmacology and neurology. The committee recommends the programme management to consider which disciplines are of valuable relevance to the master's programme and to integrate these disciplines in the curriculum.

#### *Didactic principles*

According to the critical reflection, Problem-Based Learning (PBL), skills labs and practical training are used as a didactical concept during the master's programme. PBL is used in almost all theoretical courses and typically involves students working on problems in small groups (a maximum of 12 students) with the assistance of a staff member. The tutorial group work takes three hours a week, additionally one lecture a week is offered for each problem. The problems serve as the context for learning and the method used by students is similar to the processes used in carrying out research and in conducting evidence-based clinical practice. The goal of PBL is to let students gain experience as a scientist-practitioner and to teach students self-directed learning skills.

The committee established that students are enthusiastic about problem-based learning. It agrees that the PBL stimulates students to individually and actively obtain knowledge. The committee acknowledges the small scale education and the international classroom of the programme contributes to the PBL. It enables students to solve problems in small groups by using multiple perspectives, which increases the level of education. Overall, the committee appreciates the PBL as a didactic principle of the programme and assumes there is a great need for this kind of educated psychologists in practice.

Skills labs and practical training are part of the didactical principle of the programme as well. According to the critical reflection, skills labs are offered in part of the core courses. During skills labs students practice with case material and are taught by top-experts in their respective fields. Students work in small groups, after which they share their experiences in a plenary session of 24 students. All skill labs are time-intensive, with four to six hours a week of student-staff contact. The skill labs offer practice in the use of recidivism prediction instruments, in therapeutic techniques, expert witness skills and so on. The committee is impressed by the use of intensive skills labs and supposes that it supports students in becoming good practitioners in Forensic Psychology. The use of master classes taught by field experts is an important tool for students to learn more about the practical field and is highly valued by the committee. The committee is of the opinion that skill labs are an effective element in the master's programme.

#### *Internationalisation*

In appendix J of the critical reflection, the programme included a positive outcome given in April 2013, for the application for institutional accreditation of the distinctive feature internationalisation of Maastricht University. The critical reflection states that the master's programme Forensic Psychology incorporates the international classroom as an important element. In the fall of 2013, the master's programme received applications from 30 different countries. Thus far, the programme accepted students from the Netherlands, Germany, Belgium, Norway, Poland, the US, the UK, Romania, Greece, Bosnia, Bolivia, Ireland, China and many more. These students from different backgrounds have to learn and communicate

in teams. Additionally, a large number of students spend (a part of) the second year at universities and clinical settings abroad. The staff tries to stimulate this by using its contacts with clinicians and researchers.

The committee is very enthusiastic with regard to the internationalisation of the programme. About half of the students come from abroad, which makes for an international classroom. Also, international guest speakers are invited. The committee supports the connection with international highly valued institutes and the way the programme brings students in connection with them. International students told the committee they chose Maastricht University because of the great reputation of the unique programme in Forensic Psychology. The committee concludes that the programme has a good perspective in how to develop itself internationally even more in the coming years and make the programme prominent worldwide.

#### *Study load & admission*

From the quantitative data delivered, the committee established an average study load per week of 15 contact hours, 28 self-study hours and 2 hours for extra-curricula activities in the first year. The study load of students is very high but the committee has learned that the students do not mind at all. It studied the success rates of the programme and concluded students are performing well. The committee concluded that the drop-out rates are very low; between 2010 and 2012, 1 out of 68 students dropped out of the programme. The committee noted the cum laude percentage is very high. The committee was told by the management as of next year the students are graduated cum laude with an average mean grade of 8.5 (in stead of 8.0). Also, Forensic Psychology students score higher on courses in comparison with other students. The committee noted that the students of Forensic Psychology show a high performance in general and assumes that this is partly due to the thorough admission procedure of the programme and the high motivation and engagement of the students in the programme.

According to the critical reflection, the admission procedure consists of three steps. First, applicants are reviewed independently by two members of the Board of Admissions based on their letter of motivation, reference letters, resume and academic record. Secondly, two members of the Board of Admissions interview the selected candidates. One of these interviewers has not been involved in the first step, to avoid confirmation bias. During the third step, all applicants are reviewed in a meeting of the entire Board of Admissions, in which the two interviewers present the strengths and weaknesses of the candidate. The Board of Admissions then decides on the acceptance or rejection of the applicant. According to the critical reflection, a maximum of 24 students is selected every academic year.

The committee is impressed by the thorough student selection done by the Board of Admissions. This academic year (2013-2014) only 19 students were selected out of hundred. All students were female. The programme is aware of the majority of female students. It sees, however, this trend in all academic programmes. The committee supports their decision to keep selecting on quality, not on gender. The committee learned that this year the strict selection was caused by a decreased quality of the applicants in comparison with the preceding years and agrees with the programme in wanting to admit only excellent applicants. During the site visit, it was concluded by the committee and management that by raising the number of applicants in the future, more excellent students may be admitted to the programme.



The management is planning to attract more applicants by moving the deadline for admission earlier in the year and by granting a scholarship, the 'professor Willem Wagenaar fonds', for international scene. The committee supports the initiatives taken to attract more excellent applicants in the future. It approves of the selection methods of the programme but advises the programme to keep an eye on the costs per student.

The lecturers told the committee they were reconsidering to raise the number of students from 24 to 36 in the next years. The management explained to the committee that an extension of students from 24 to 36 could have great effects on the programme. The committee supports the increase of students, provided that the quality of the programme, the quantity of the staff members and the small scale education remain of high level.

#### *Staff*

According to the critical reflection, the student-staff ratio is 17.6:1. The committee is of the opinion that this is a high ratio for a psychology programme. During the conversation with the lecturers the committee noted that they spend 94 hours a year per student, while 80 hours a year for each student is profitable. The committee is convinced that the staff-student ratio will restore itself with the expected increase of students in the following years. All intern lecturers at the master's programme also function as a student mentor and every year there are evaluation moments with the staff about the programme. The committee greatly values that the staff members are this involved with the students and the programme.

The committee noted 94 percent of the staff has a PhD degree and 69 percent of the staff has a 'Basic University Teaching Qualification' (BTQ). All the lecturers are involved in research. The committee is of the opinion that there is a sufficient amount of scientific researchers in the staff but questions the level of clinical experience. It supports the future plan of the programme to let staff members partly work in clinical organizations and attract new staff with experience in practice. The committee is also enthusiastic about the initiative of lecturers to invite guest lecturers to teach students about the work field.

The committee concluded that the staff is very involved and is willing to put in a lot of effort to continuously improve the quality of the master's programme. The staff members all want to make a contribution to society by educating future forensic psychologists according to the scientist-practitioner model. Additionally, the strong scientific reputation of some staff members contributes to the high quality reputation of the programme in general. In conclusion, the committee is of the opinion that the programme management is gathering an experienced staff which is diverse in age. It recommends expanding the core staff by attracting more experienced forensic psychologists that are prominent in the field and thereby strengthening the continuity of the programme in its double goal, to educate scientists and practitioners in forensic psychology.

#### *Student Support*

According to the critical reflection, each student has a senior staff member as a personal mentor. During the first year, the mentor closely monitors the study progress and the personal growth of the student. The students informed the committee that during the first year their mentors are always available for questions, even in person. Additionally, the programme offers extracurricular activities, for instance a mentor taking some students to visit a trial. Also, the programme director organises an annual evening where all staff members and students are invited to talk about the programme. The mentor as well as the programme director informed the committee they have knowledge of the progress of students on an individual level. The committee is impressed by the open communication

between students and their mentor and encourages the programme to keep organising extracurricular events. Overall, the committee noted that students receive excellent supervision during their first year.

During the second year of the master's programme, the mentor supports the student in the selection of an internship placement and a subject for the master's thesis. The international network of the staff members guarantees high quality internships for all the students. During the internship, students get a supervisor from within the institution. The programme management has made a formal agreement with the institution concerning the guidance of the student. Students told the committee that the mentors from the master's programme are very quick in replying via e-mail when they approach them with a question. Additionally, second year students can share their internship experiences during intervision group meetings. At the end of the clinical internship, students write a Clinical Activities Report (CAR) concerning their experiences and during research internship, students write their thesis.

The committee is concerned that during the second year of the master, there is a steep decrease in student guidance by the programme in comparison with the first year. It learned from alumni that the intervision groups are difficult to manage for students who are following an internship abroad. Also, the committee established that the amount of guidance from the mentor of the programme is dependent on the initiative of the student. The committee advises the programme to reflect upon possibilities to enhance closer contact with the student's and their progress in the second year and to document the experienced quality of guidance in each institution.

Students also benefit from keeping in contact with each other. During the site visit, students told the committee they have contact through Facebook and LinkedIn to maintain their professional network. According to the critical reflection, after graduation the students of Forensic Psychology generally become a member of the Forensica Ad Mosam (FAM) Alumni Association. The board of the FAM organises an annual spring meeting for alumni. For now, the FAM has a closed Facebook-site where staff members and alumni keep each other informed about their careers and job vacancies. In the future they hope to develop their own web-based alumni-tool where master's students can find information about alumni, among other things about where they conducted and how they experienced their internships. The committee thinks it valuable to guide students by using previous experiences of alumni and supports the introduction of the alumni-tool. The committee is positive with regard to the professional network that students develop during the master's programme. It advises the programme management to foster the alumni because this will benefit future master's students.

The Programme Committee is meant to represent all students and lecturers in the programme in a more formal manner. The Programme Committee meets every month and represents all bachelor's and master's programmes of the Faculty of Psychology and Neuroscience. According to the critical reflection, the Programme Committee is composed of five staff members and five student members. Student members of the Programme Committee are members of the student counsel, where all master's programmes are represented, as well. The Student Council meets every week. The Programme Committee told the committee it assesses programmes on feasibility and the assessment system. For instance, it monitors student course evaluations and acts in case of a negative evaluation by talking to the staff member responsible for the course. The director of the master's programmes is informed and in case of specific problems and, when necessary, there is a conversation with the course

coordinator. The Faculty Board meets every two weeks and is responsible for general management and administration and the organisation of education and research.

The committee noted only one Programme Committee member is a staff member at the master's programme Forensic Psychology who is often not present at meetings. There is no representative of the Forensic Psychology students in the Programme Committee. The committee established that the master's programme Forensic Psychology is not sufficiently represented in the Programme Committee and the Programme Committee could have more attention for student opinions. However, the committee learned that within the Forensic Psychology programme, students can address their problems and suggestions directly to the staff due to the small scale of the programme. A few times per academic year, students and staff members have a meeting to discuss possible concerns. The committee highly values the community cohesion and established that the direct communication between students and staff leads to great responsiveness in the programme. Also, the committee appreciates the fact that student evaluations of the programme are formally registered and used in the improvement of the curriculum. Nevertheless, the committee wants to emphasize that if students want to bring up issues in a more formal manner, they should have easy access to the Programme Committee. Therefore, the committee advises the Programme Committee to make sure that there is a good connection with students of the master's programme Forensic Psychology.

#### *Facilities*

According to the critical reflection, the didactical concept PBL requires specific facilities, such as small rooms for tutorial meetings. The faculty Forensic Psychology and Neuroscience offers rooms to accommodate tutorial groups of up to 12 students and their tutor, some equipped with beamers and electronic white boards. Students are encouraged to utilise these rooms for collaborative study. The faculty has a web booking system in place for students to reserve these rooms. Furthermore, there are several lecture halls, seminar rooms and computer rooms. The Forensic Psychology programme will get a dedicated room with multifunctional capabilities, which will be ready to use in 2014.

The faculty offers a variety of laboratories that students may use to conduct research, including a virtual reality environment, a stress laboratory, and laboratories equipped for measurement of behavioural responses, autonomic nervous system responses and electroencephalography. The research facilities also include two research dedicated fMRI scanners (3T and 7T), with an additional 9.4T scanner. The University Library (UL) contains a collection of books and multiple copies of basic handbooks. A number of the computer facilities for individual work and teaching are shared with the Faculty of Health, Medicine and Life Sciences. The committee is of the opinion that facilities overall are good.

#### **Considerations**

The committee is impressed by the curriculum and established that the curriculum contains a strong coherence. When more information regarding high frequency crimes and their common denominators will be added to the curriculum, it offers a complete package and a great variety of subjects. The committee is of the opinion that the specialised master programme is maintaining a balance between different psychological perspectives in a broad field of practice.

The committee supports the focus on the scientist-practitioner model in the programme because clinical- as well as academic skills are an important asset for students. It values

problem-based learning as a didactic principle of the programme and thinks it makes an important contribution to the scientist-practitioner model. It is of the opinion that, with an addition of a course in statistical methods, the curriculum enables students to achieve every intended learning outcome. The committee further recommends the programme to integrate more specific (victim and offender oriented) diagnostic- and treatment skills in the courses and to keep track of the amount of clinical orientation of the students offered during their internship. This way, the committee is convinced all students will become highly competent practitioners and researchers in the field of Forensic Psychology.

The committee sees the added value of the international classroom and small scale education in support of PBL. Additionally, it established the use of master classes during skills labs taught by field experts is an important tool for students to learn more about the practical field.

The committee is impressed by the dedication of the students and is of the opinion that the thorough admission procedure and the enthusiastic and closely involved staff members of the programme results in the high commitment and high performance of the master's students. The committee recommends expanding the core staff by attracting more experienced forensic psychologists that are prominent in the field to strengthen the continuity of the programme.

The committee advises the programme to keep up the excellent supervision and the valued extracurricular events during their first year of students and explore possibilities to keep closer track of the student's progress during their clinical- and research internship. The committee highly values the community cohesion and established that the direct communication between students and staff leads to great responsiveness in the programme. Also, the committee appreciates the fact that student evaluations of the programme are formally registered and used in the improvement of the curriculum. However, the Programme Committee should have more weight and should ensure that there is a good connection with students of the master's programme Forensic Psychology. The committee is of the opinion that facilities overall are good.

## **Conclusion**

*Master's programme Forensic Psychology:* the committee assesses Standard 2 as 'good'.

### **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**

In this standard, the findings of the assessment system and methods used are described, followed by the achieved academic level. The committee has read the programme's education and (final) examinations regulations (OER), has spoken with the members of the Board of Examiners and has evaluated a selection of these.

#### *Assessment system*

According to the critical reflection, the Board of Examiners (BoE) responsible for the master's programme Forensic Psychology also has responsibility for the three other programmes offered by the faculty: the bachelor's programme Psychology, the master's programme Psychology and the research master in Cognitive and Clinical Neuroscience. The BoE has a monthly meeting and consists of seven members, including a chair. All members are course coordinator and part of the academic staff in one of the four programmes. The representative for the master's programme Forensic Psychology is chair of the BoE and coordinator of two courses in the Forensic Psychology programme. The BoE stipulates the rules and regulations applicable to all programmes in the Education and Examination Regulations (OER) and provides an explanation of the OER at the beginning of each academic year.

The BoE has contact with the Programme Committee in case of negative student evaluations on a course. Additionally, the BoE has delegated a part of its tasks to the Plagiarism Committee and the Test Committee. According to the critical reflection, the Plagiarism Committee checks assignments and theses for plagiarism. In case of a positive plagiarism check, the student is heard by the BoE. Also, one of the members of the BoE is chair of the Plagiarism Committee. If plagiarism has been established, the BoE takes measures in consultation with the chair of the Plagiarism Committee. The Test Committee is in charge of monitoring the quality of the testing process and consists of specialists in the area of testing. The Test Committee advises course coordinators of bachelor's and master's programmes on how to construct, score and grade a test. The BoE assesses the findings of the Test Committee and will take action when needed.

During the site visit, the committee learned that the Test Committee has not assessed exams from the master's programme Forensic Psychology yet. It strongly advises the Test Committee to do so in a timely fashion. The committee noted that the BoE has delegated part of its task to different committees. It values the regular and open communication between the BoE, the Programme Committee, the Plagiarism Committee and the Test Committee. However, the committee advises the programme to document the discussed topics during these meetings. Overall, the committee is positive about the fact that the BoE is aware of its responsibilities with regard to the assessment system and has good contact with the other committees.

### *Achieved academic level*

During their research internship in the second year of the master's programme, students independently design and conduct an empirical study. The study results in a master's thesis. During the internship, students get a supervisor from within the institution where they conduct the internship and a supervisor from the faculty staff who has obtained a PhD. The committee established that the students get to conduct their internship at high-grade institutes. The research internship lasts a minimum of six months and the faculty supervisor has to approve the amount of hours the student spends on the thesis research by signing a document. The master's thesis is assessed by both supervisors (internal and external) of the student, making sure that the process behind the thesis and the thesis itself are both taken in account. The final grade is the average grade of both supervisors. The committee is pleased to see the programme has developed an assessment form for all theses evaluations and that the form has to be filled in by the first and second supervisor of the master's theses independently. It advises the programme to include more open feedback questions in the assessment form of the theses.

The committee assessed a selection of theses in order to establish the performance of graduates. There was a match between the assessments given by the committee and those originally recorded by the team of supervisors. The committee supports the choice to stimulate students to write theses in the style of a scientific article and sees it as a challenging aim for the master's students. On the basis of the sample of theses studied, the committee concludes that in only one case this ambitious goal was not met. In this case, a clear connection between the research question and theory was lacking. Generally, the committee noted a good literature review in the theses and qualified, critical judgements by the master's students. According to the committee, a substantial number of the assessed theses could, with some adjustment, be published.

### **Considerations**

The committee established that the programme has an adequate assessment system in place. It suggests that since the BoE has delegated a part of its tasks to the Plagiarism Committee and the Test Committee, there has to be regular and open communication between BoE and the other committees.

The committee is enthusiastic that the students get to conduct their internship at high-grade institutes. Furthermore, the committee is of the opinion that the master's theses reflect the achieved intended learning outcomes by students. There was a match between the assessments given by the committee and those originally recorded by the team of supervisors and a substantial number of the assessed theses could, with some adjustment, be published. Overall, the committee was very impressed with the quality of the master's student's work.

### **Conclusion**

*Master's programme Forensic Psychology*: the committee assesses Standard 3 as 'good'.

## General conclusion

The committee assessed Standard 1 as good. It established that the intended learning outcomes are appropriate for the working field of Forensic Psychology and reflect the level of an academic master's programme. The committee is impressed by the master's programme and is of the opinion that the programme meets an important need for education in the field of forensic psychology, especially in the Netherlands.

The committee assessed Standard 2 as good. It is enthusiastic about the use of the scientist-practitioner model in the programme, supported by the didactical principle of problem-based learning. The committee is of the opinion that the thorough admission procedure and the enthusiastic and closely involved academic staff members of the programme result in the high commitment and good performance of the master's students. Also, it highly values the community cohesion and established that the direct communication between students and staff leads to great responsiveness in the programme.

The committee assessed Standard 3 as good. The committee is enthusiastic that the students conduct their internship at high-grade institutes. There was a match between the assessments given by the committee and those originally recorded by the team of supervisors. Overall, the committee was very impressed with the quality of the master's student's work.

Furthermore, as will be explained in the Addendum to this report, the committee considered that the Forensic Psychology programme at Maastricht University continues to fulfil in an exemplary way all standards measuring the programme's features in terms of small-scale and intensive education and advises to prolong this distinctive feature.

## Conclusion

The committee assesses the *master's programme Forensic Psychology* as 'good'.

## **Addendum: distinctive feature ‘small-scale and intensive education’**

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Following the positive advice of the committee chaired by Professor Sminia, the NVAO awarded the distinctive feature ‘small-scale and intensive education’ to the master’s programme Forensic Psychology at the Maastricht University in July 2013.

In view of the current site visit for the accreditation of the Forensic Psychology programme, it was agreed with NVAO that the present committee, chaired by Professor Winkel, would check marginally whether positive advice on the conditions for small-scale and intensive education is still applicable. This was done under guidance of one of the committee members, Drs. Teune, who also was part of the Sminia committee who awarded the programme with the distinctive feature.

Maastricht University did not include additional information with regard to the distinctive feature in its critical reflection, but has made relevant materials (including the report on the basis of which the distinctive feature was assigned in 2013) available to the committee during the site visit.

In line with its tasks, the committee decided that it would evaluate the programme broadly, verifying whether the current situation with respect to small-scale and intensive education had undergone any significant changes since the hearing in April 2013. The committee addressed the issues related to small-scale and intensive education in the various interviews it conducted and prepared this addendum by paying specific attention to each standard of the assessment framework in its internal meeting at the end of the site visit.

First and foremost, the committee wants to emphasise that the definition and features of small-scale and intensive education definitely apply to the master’s programme Forensic Psychology at Maastricht University. Secondly, the commission noted that almost all findings and considerations which the Sminia committee established in April 2013 still applied in January 2014.

On the basis of the information it has gathered during the interviews and from the materials made available by the programme, the committee has established:

- that the *intended learning outcomes*, conform standard A, are relevant for a master’s programme that aims not only to bring students to a high level in the relevant academic discipline and/of professional practice, but also have a broader aim: to train socially skilled and initiative-rich scholars and/of professionals with a wide interest in social developments and issues within multidisciplinary and/or interdisciplinary context. The committee noted that the programme management is working on expanding their multidisciplinary focus in the curriculum. Moreover, the committee established that the programme uses a scientific- as well as a practitioner approach and covers a broad scope of different views in psychology and other disciplines;
- that there is, conform standard B, a clear *relationship between the goals and the content* of the programme. The content of the programme is inseparably connected to relevant extra-curricular activities, which ensures a high level and broadening of interests as set down in the intended learning outcomes. The specialised and yet broad curriculum offers a stimulating environment for students. The committee is enthusiastic that the advice of the previous committee concerning extracurricular activities has been put in motion by organising interactive lectures with a broad orientation;



- that, conform standard C, the *structure and didactic concept* of the programme meet the requirements of small-scale and intensive education: in the first year students spend an average of 15 hours per week in classes of maximum 24 students. Moreover the students have a study load that entails besides the 15 contact hours, 28 self-study hours and 2 hours for extra-curricular activities. There is a high level of student-teacher interaction and an excellent supervision during the first year. The committee asks the programme to consider making sure these aspects are more evident in the second year of the programme. The social events organised for students and staff members are highly valued by the committee;
- that this academic year (2013-2014) there was, conform standard D, a sound selection procedure aimed at admitting motivated and academically and/or professionally talented students which led to an *intake* of 19 students, selected out of hundred students. The committee is of the opinion that due to the thorough student selection all students are highly committed and perform very well. The programme management told the committee they were reconsidering to raise the number of students from 24 to 36 in the next years;
- that, conform standard E, the *quality of staff* is high and the staff members have a good understanding of the needs necessary for 'small-scale and intensive education. The committee noted that the staff members are for the most part of Dutch origin but remarks that the programme partly compensates this by inviting guest-lecturers from abroad. It appreciates the fact that staff members all want to make a contribution to society by educating future forensic psychologists;
- that, conform standard F, the *number of staff* available is sufficient to implement the programme along the lines of small-scale and intensive education: the student-staff ratio is 17.6:1;
- that, conform standard G, the *available facilities* are adequate for the delivery of a small-scale intensive education programme and common extra-curricular activities. The committee was glad to hear that the Forensic Psychology master's programme will get a dedicated room with multifunctional capabilities, which will be ready to use in 2014. The committee saw the plan and heard that the budget was allocated;
- that, conform standard H, by the end of the curriculum, graduates achieve the intended learning outcomes at master's *level* demonstrating both interdisciplinary breadth and disciplinary depth. The committee considers that the success rate of the students is high: of the 2011/2012 cohort 53% of the students graduated cum laude. The committee was told by the management as of next year the students are graduated cum laude with a mean grade of 8.5 instead of 8.0. Also the completion rate (traditionally defined as the percentage of students who graduated within the normal timeframe + 1 year) is high. For the 2010-2011 cohort, the completion rate was 100%. From the second cohort that started in 2011 only 1 student has a delay longer than 1 year and from the third cohort all, but one student, completed their first year and are now conducting their second-year internships. The committee is impressed that until now there is only one drop out student of the programme.

The committee concludes that the master's programme Forensic Psychology at Maastricht University continues to fulfil the requirements of a programme with the distinctive feature 'small-scale and intensive education' and advises to prolong this distinctive feature.



# Appendices



## **Appendix 1: Curricula Vitae of the members of the assessment committee**

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**Prof. dr. mr. F.W. (Frans Willem) Winkel** was professor of Psychological Victimology (Intervict) at Tilburg University until 2013, when he became emeritus professor. Before that, he was professor Clinical Victimology at the Free University Amsterdam. He studied Criminal Law and Procedure at Erasmus University in Rotterdam and Psychological Methodology at the University of Amsterdam.

**Prof. mr. T.A. (Theo) de Roos** is a lawyer and professor of Criminal law and Law of criminal procedure at Tilburg University (emeritus since May 2013). He studied law at the VU Amsterdam from 1966-1972. From 1977 to 2010, he worked as a lawyer in Amsterdam. He got his PhD at Utrecht University in 1987. From 1990-2013, he was professor criminal law, first at UL Maastricht, then at Leiden University, and finally at University of Tilburg. Since 2013, he is emeritus professor and honorary judge in the Court of Appeal in Den Bosch.

**Drs. W.M.E. (Elly) Teune-Kasbergen** worked in higher education for several years. She worked as a teacher, a member of the faculty direction of educational trainings and chair of the faculty direction of health studies. From 2000 until May 2009 she was a member of the Executive Board of Fontys University of Applied Sciences. Additionally, she was a member of multiple committees. Since her pension, Drs. Teune-Kasbergen is still active in the HBO. For example, she is vice-chair of the board of directors at the HZ University of Applied Sciences. Drs. Teune-Kasbergen participated in the Sminia committee that executed the assessment of the Distinctive feature of 'Small-scale and intensive education' of the master's programme Forensic Psychology at the Maastricht University.

**Dr. M.H. (Marion) van Binsbergen** is general director at the Ottho Gerhard Heldring Foundation and Ambulatorium. Also, she is advisor for the board of directors of CONRISQ Group. From 2005-2012, she had several positions at the Van der Hoeven Stichting and is one of the founders and member of The Nationale Database for Risk Assessment and Result Measurement in Forensic Psychiatry (LDR-tbs) in The Netherlands. Dr .van Binsbergen studied Pedagogy and she got her PhD concerning forensic youth care at the Leiden University. In 2008, she did an additional master in Management & Organisation, at Tias Nimbas Business School.

**Prof. dr. G. (Geert) Vervaeke** is professor Legal Psychology and Person Oriented Methodology of Criminological Intervention at the KU Leuven. Also, he is chairman for the High Council of Justice in Belgium. Professor Vervaeke has been a lecturer and researcher for the Dutch Organisation for Scientific Research at the University of Groningen from 1994 to 1997. He studied clinical psychology (1978-1984), post-graduate psychotherapy (1991) and obtained his doctorate in 1994 at the KU Leuven.

**Ms. C. (Carolina) Umhuoza BSc.** is a student of Psychology at the Erasmus University Rotterdam since 2010. She also briefly studied Cultural Anthropology at the University of Leiden.



## Appendix 2: Domain-specific framework of reference

### Subject-specific reference framework and the learning outcomes of the programme

The intended learning outcomes of the programme, based on the philosophy mentioned above, are:

1. To become a scientist-practitioner who is able to integrate scientific knowledge, skills and attitudes to conduct evidence-based practice in forensic assessment and treatment.
2. To establish a thorough academic understanding of the field of forensic psychology.
3. To integrate knowledge from the field of forensic psychology and other disciplines, such as law, ethics, anthropology to develop awareness and knowledge of multidisciplinary in forensic work.
4. To develop ethical and social responsibility.
5. To acquire the requisite knowledge and skills necessary for conducting independent academic research.
6. To develop a sense of awareness of cross-cultural and international differences.

Curriculum component	Specific Courses	Intended learning outcomes
Core courses	Forensic Psychology, Eyewitnesses and Victims, Personality Disorders, Perpetrators and Defendants, What Works with Young Offenders, Forensic Neuropsychology, Professional Ethics, Criminal Law, Deception and Malingering, Sex offenders, Psycho-pharmacology of Reward and Drugs of Abuse, Psychotic Disorders	Scientist-practitioner, academic, multidisciplinary, research skills, cross-cultural
Skills Labs	Expert Witness Skills Lab, Therapy Skills Lab, Assessment Skills Lab I, Assessment Skills Lab II	Scientist-practitioner, ethical, cross-cultural
Workshops/ practical training	Workshop CBCA, Workshop SCI/SIMS, SVR-20- Sex offenders, Research Proposal Workshop	Scientist-practitioner, academic, ethical, cross-cultural
Masterclass		Scientist-practitioner, ethical
Research internship		Academic, multidisciplinary, research skills
Clinical internship		Scientist-practitioner, multidisciplinary, ethical, cross-cultural
Extra-curricular activities		Scientist-practitioner, academic, multidisciplinary, ethical, research skills, cross-cultural





### **Appendix 3: Intended learning outcomes**

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The intended learning outcomes of the programme, based on the philosophy mentioned above, are:

1. To become a scientist-practitioner who is able to integrate scientific knowledge, skills and attitudes to conduct evidence-based practice in forensic assessment and treatment.
2. To establish a thorough academic understanding of the field of forensic psychology.
3. To integrate knowledge from the field of forensic psychology and other disciplines, such as law, ethics, anthropology to develop awareness and knowledge of multidisciplinary in forensic work.
4. To develop ethical and social responsibility.
5. To acquire the requisite knowledge and skills necessary for conducting independent academic research.
6. To develop a sense of awareness of cross-cultural and international differences.



## Appendix 4: Overview of the curriculum

### Year 1

Period	Master's in Forensic Psychology Year 1		
Period 0 02-09-2013 - 06-09-2013	Introduction week PSY 4950 PBL Training for non-UM Students (- credits)		
Period 1 09-09-2013 - 25-10-2013	PSY4601 Forensic Psychology (4 credits) Kim van Oorsouw	PSY4602 Eyewitnesses and Victims (4 credits) Tom Smeets	PSY4605 Personality Disorders (6 credits) Jill Lobbestael
Period 2a 28-10-2013 - 22-11-2013	PSY4612 What Works with Young Offenders (2 credits) Jill Thijssen	PSY4603 Perpetrators and Defendants (4 credits) Ewout Meijer	PSY4621 Assessment Skills Lab I (4 credits) Corine de Ruiter
Period 2b 25-11-2013 - 20-12-2013	PSY4611 Forensic Neuropsychology (2 credits) Maarten Peters, Marko Jelicic		
Period 3 06-01-2014 - 31-01-2014	PSY4622 Assessment Skills Lab II (4 credits) Corine de Ruiter	PSY4606 Professional Ethics (2 credits) Dorothee Horstkötter	
Period 4a 03-02-2014- 07-03-2014		PSY4607 Criminal Law (6 credits) Liesbeth Vink	PSY4620 Therapy Skills Lab (6 credits) David Bernstein
Period 4b 10-03-2014- 04-04-2014	PSY4608 Deception and Malingering (2 credits) Ewout Meijer, Harald Merckelbach  Practical training: PSY4650 Workshop CBCA (- credits) Ewout Meijer  PSY4651 Workshop SVT/SIMS (- credits) Ewout Meijer		
Period 5a 14-04-2014- 09-05-2014	PSY4604 Psychotic Disorders (4 credits) Maarten Peters	PSY4609 Sex Offenders (2 credits) Linsey Raymaekers  Practical training: PSY4652 SVR-20- Sex offenders (- credits) Corine de Ruiter	
Period 5b 12-05-2014 - 06-06-2014		PSY4610 Psychopharmacology of Reward and Drugs of Abuse (2 credits) Jan Ramaekers	PSY4625 Expert Witness Skills Lab (2 credits) Melanie Sauerland, Henry Otgaar
Period 6 10-06-2014- 04-07-2014	PSY4613 Masterclass (3 credits) Corine de Ruiter	PSY4614 Research Proposal Workshop (1 credits) Tom Smeets, Linsey Raymaekers	

## Year 2

Period	Master's in Forensic Psychology Year 2
Period 1 – Period 6	PSY5607 Research Proposal, PSY5602 Research Internship and PSY5603 Master's Thesis (40 credits) Kim van Oorsouw + PSY5604 Clinical Internship and PSY5606 Clinical Activities Report (20 credits) Corine de Ruiter

## Appendix 5: Quantitative data regarding the programme

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### Data on intake, transfers and graduates

Number of applications for the four cohorts

Date of enrolment	Eligible Applications	Interviews	Admitted	Male	Female	Dutch	EU	Other
2010	46	37	23	4	19	13	10	0
2011	47	36	22	2	20	11	10	1
2012	98	44	24	2	22	9	13	2
2013	106	35	20	0	20	10	8	2

Completion rate n + 1 (%) for cohort 2010-2012

100

### Teacher-student ratio achieved

Student-staff ratio (2011-2012) and contact hours

Total number of hours spent on education in year 1 and 2	mye teaching	Total number of students in year 1 and 2	Student-staff ratio	Number of teaching hours per student	Contact hours year 1	Contact hours year 2
4230	2,55	45	17.6:1	94	15	1*

\* varies according to phase and location of internships

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

See previous section.



## Appendix 6: Programme of the site visit

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**28 – 29 januari 2014**

De leestafel staat in kamer A5.777a, de gesprekken vinden plaats in kamer A5.772 (5<sup>e</sup> verdieping).

### Dag 1

- 10:30 Verwelkoming van de commissie bij de receptie van de faculteit
- 11:00 – 14:00 Startbijeenkomst/Bestuderen leestafel/Lunch
- 14:00 – 14:45 Management (NL)  
dr. Tom Smeets, portefeuillehouder onderwijs  
dr. Pascal van Gerven, directeur master studies  
prof. dr. Corine de Ruiter, programmacoördinator
- 14:45 – 15:00 Kort overleg commissie
- 15:00 – 15:45 Studenten (EN)  
Sophia Tan, Juna van der Poort, Kristine Borglin, Alejandra de la Fuente Vilar
- 15:45 – 16:00 Kort overleg commissie
- 16:00 – 16:45 Docenten (NL)  
prof. dr. Jan Ramaekers, Neuropsychologie en Psychopharmacologie  
dr. Kim van Oorsouw, Klinische Psychologische Wetenschappen  
dr. Henry Otgaar, Klinische Psychologische Wetenschappen  
dr. Linsey Raymaekers, Klinische Psychologische Wetenschappen  
mr. drs. Liesbeth Vink, Strafrecht en Criminologie, Faculteit der Rechten
- 16:45 – 17:00 Kort overleg commissie
- 17:00 – 17:30 Alumni (EN)  
Stéphanie Klein Tuente, Tamara de Beuf, Svenja Goebbels, Alfons van Impelen

### Dag 2

- 08:30 Aankomst commissie
- 09:00 – 09:30 Opleidingscommissie (NL)  
dr. Teresa Schuhmann, voorzitter  
dr. Kim van Oorsouw, staf  
dr. Hugo Alberts, staf  
Caroline Huijts en Laurien Nagels-Coune (student-leden)
- 09:30 – 09:45 Kort overleg commissie
- 09:45 – 10:30 Examencommissie (NL)  
dr. Hanneke van Mier, voorzitter  
dr. Petra Hurks  
dr. Tom Smeets  
mr. Martien Jenneskens, secretaris  
drs. Gerda Galenkamp, studieadviseur
- 10:30 – 11:30 Kort overleg bijzonder kenmerk kleinschalig en intensief onderwijs (NL)  
prof. dr. Corine de Ruiter, programmacoördinator  
dr. Ewout Meijer, docent  
dr. Henry Otgaar, docent
- 11:30 – 12:00 Bezoek lab dr. Ewout Meijer
- 12:00 – 13:30 Voorbereiden eindgesprek/Inlooppreekuur/Lunch
- 13:30 – 14:15 Eindgesprek Management (NL)  
prof. dr. Bernadette Jansma, decaan  
dr. Tom Smeets, portefeuillehouder onderwijs

dr. Pascal van Gerven, directeur master studies

prof. dr. Corine de Ruiter, programmacoördinator

14:15 – 16:15 Eindoverleg commissie: opstellen voorlopige bevindingen

16:30 – 16:45 Mondelinge rapportage voorlopig oordeel (EN) in de Tongerenzaal

16:45 Afsluiting en borrel bij het Drielandenpunt



## Appendix 7: Theses and documents studied by the committee

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

382760	6021940	576778
421057	6022471	578835
476412	404756	6022494
486329	498882	6035193
6019694	552232	6035848
330957	531545	6034216
6014323	6034855	550167
6021998	614815	
531812	479640	

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):

1. PSY4622 Assessment Skills Lab II (4EC)
2. PSY4620 Therapy Skills Lab (6EC)
3. PSY4601 Forensic Psychology (4 EC)
4. PSY4607 Criminal Law (the previous course and the replacement course)
5. PSY4609 Sex Offenders
6. PSY4610 Psychopharmacology of Reward and Drugs of Abuse (2EC)
7. PSY5607 Research Proposal
8. Five Clinical Activities Reports



## Appendix 8: Declarations of independence



### ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

WINKEL, F. W.

PRIVÉ ADRES:

JUFFERKADE 104  
3011 VW R'DAN

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

Forensic Psychology

AANGEVRAAGD DOOR DE INSTELLING:

maastricht university

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:

*Ridam*  


DATUM:

*23-1-2014*

HANDTEKENING:

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Th. A. de Roos

ADRES:

Bergse Rechter Rottrekade  
3051 AB Rotterdam

IS ALS DESKUNDIGE GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Forensic Psychology

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit Maastricht

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:

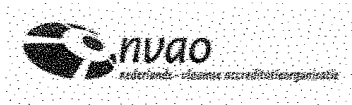
Den Bosch

DATUM:

16 april 2014

HANDTEKENING:





**ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: *drs w.m.e Teune-Kasbergen*

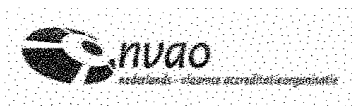
PRIVÉ ADRES: *Oude Kerkweg 11*  
*5076 TB Haaren*

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

*master opleiding*

AANGEVRAAGD DOOR DE INSTELLING:

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: Haaren

DATUM: 24 - 7 2013

HANDTEKENING:

A handwritten signature in black ink, appearing to read 'Wmf - bg', is written over a horizontal line. The signature is stylized and somewhat cursive.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

VERVAEKE GEERT

PRIVÉ ADRES:

KONIJNENBERGSTR 61

B-3300 TIENEN

Belgie

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

MA FORENSIC PSYCHOLOGY

AANGEVRAAGD DOOR DE INSTELLING:

UNIVERSITEIT MAASTRICHT

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;

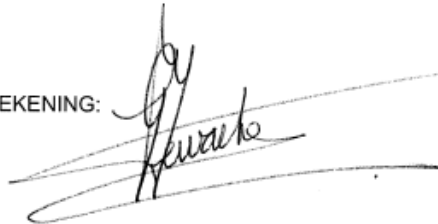
VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

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

PLAATS: *Leuven*

DATUM: *9 september 2013*

HANDEKENING:





## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Marion H. van Binsbergen

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ADRES: Dirk Gerhardtstraat 38 3119BT Schiedam

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IS ALS DESKUNDIGE GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

---

Master Forensische Psychologie University of Maastricht

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AANGEVRAAGD DOOR DE INSTELLING:

---

QANU

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VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVINGENOEMDE 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 ZOULDEN 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: Zetten

DATUM: 13-02-2014



HANDTEKENING:

A large, stylized handwritten signature in black ink is positioned below the 'HANDTEKENING:' label. The signature is highly cursive and difficult to decipher, featuring several loops and a long horizontal stroke at the end.



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Caroline Umubaza

PRIVÉ ADRES: Frank van der Goezstraat 24  
3317 GN Dordrecht

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

Forensic Psychology

AANGEVRAAGD DOOR DE INSTELLING:

Maastricht Universiteit

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:

*Dordrecht*

DATUM:

*04-09-2013*

HANDTEKENING:

A handwritten signature in black ink, appearing to be 'J. Hof', written over a horizontal line.



**ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

T.G. Verschuut

PRIVÉ ADRES:

Leistraat 20 bis  
3572 RE Utrecht

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

Forensic Psychology

AANGEVRAAGD DOOR DE INSTELLING:

Maastricht University

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: 27-01-2014

HANDTEKENING:

A handwritten signature in black ink, consisting of several overlapping loops and strokes, positioned to the right of the 'HANDTEKENING:' label.