



**Master of Health Professions Education  
Maastricht University**

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## Summary

### Standard 1. Intended learning outcomes

The panel commends the master's programme Health Professions Education (MHPE) offered by the School of Health Professions Education (SHE) at Maastricht University for its clear, distinctive profile. Within the field of educational sciences, the programme focuses on health professions education and is characterized by a strong connection between educational theory, research and professional practice in the healthcare domain. The flexibility and personalisation possibilities offered by the curriculum, the online education and the opportunities the programme offers to get in touch with fellow healthcare professionals from all over the world, address the wishes and needs of the specific target group of healthcare professionals very well.

The ILOs (competency framework) are in line with the programme's profile. The panel appreciates that the competency framework also accounts for the different roles/career paths students may be interested in. Furthermore, the panel is of the opinion that the ILOs are aligned with the Dublin descriptors at master's level and demonstrate the master's level convincingly in their formulations. The orientation of the ILOs adequately fits a post-initial academic master's programme. The panel concludes that the ILOs correspond to the demands of the discipline and the specific professional field (healthcare domain) and tie in well with the Dutch Domain-Specific Reference Framework Educational Sciences.

In line with the previous review panel, the panel recommends formalizing external advice, for instance by establishing an Advisory Board or Work Field Committee, to keep the programme optimally attuned to the developments, wishes and needs of the professional field.

### Standard 2. Teaching-learning environment

The panel commends the programme for its innovative curriculum design, that is based on a clear educational vision and that is firmly rooted in educational theory. It applauds the way how, within fixed confines, personalization and flexibility have been realized in the curriculum design through the elective learning tasks. Furthermore, the panel highly appreciates MHPE's choice for SRL, which places students' learning at the heart of the curriculum. The panel is positive about the contents of the learning tasks, which are authentic and offer a sound basis in educational theory and instructional design and implementation. Moreover, they pay sufficient attention to research and research skills training. The panel concludes that the learning tasks adequately cover the ILOs and reflect the roles/profiles of Educational Designer, Educational Leader and Educational Researcher. The panel is also pleased with the gradual increase of complexity and decrease of support of the mandatory common learning tasks. The panel encourages the programme to explore the possibilities for creating some larger electives. Furthermore, the panel deems the combination of distance education and campus-based periods, as well as the whole-task instructional approach, well-chosen in view of the programme's specific target group. The teaching methods are adequate and sufficiently varied.

Student guidance is well-organized and of good quality. Students feel well-supported. The coaches are adequately trained. The panel considers this pivotal, given MHPE's focus on SRL. It therefore recommends that continuous attention be paid to the professionalisation of (new) coaches. The teaching staff have the proper qualifications to deliver the programme and are highly appreciated by the students. The workload is significant, but staff members expect it to improve when more experience has been gained with the new way of working. The panel advises the management to continue closely monitoring staff's workload. The panel considers the facilities and information provision to be adequate. In the panel's opinion, the digital portfolio (Epass) could benefit from further development, especially with respect to making students' progress

visually transparent at a single glance. The programme adequately safeguards the consistency between the various programme locations with respect to the content and delivery of the curriculum.

### Standard 3. Student assessment

The panel is of the opinion that the programme has an adequate system of student assessment in place. MHPE has adopted programmatic assessment, which is well-aligned with its educational principles regarding SRL. Both low-stakes and high-stakes assessments are based on students' development on the programme's eight competencies and the panel concludes that assessment in the programme adequately covers the learning objectives and the ILOs. Furthermore, the panel is pleased with the fact that assessment is executed using a standard rubric of appropriate quality. In addition, the panel appreciates the good quality of the rich narrative feedback assessors provide to students. The panel is of the opinion that the high-stakes assessments are based on relevant documents/evidence and that they are carried out carefully. The panel is pleased by the fact that the programme's two high-stakes assessments are performed by an assessment committee, which guarantees intersubjectivity. Furthermore, the panel is positive about the revised thesis assessment form and procedure. They properly address some ambiguities in the old thesis assessment form and procedure.

The panel also noted some teething problems that are inherent to new ways of working. The quality of the narrative feedback provided somewhat fluctuates between assessors and the alignment between the narrative feedback and the indicated performance level on the competencies could be improved. Furthermore, the panel noted some differences in interpretation of the performance levels between lecturers. The panel is pleased that the management and staff members are well-aware of these issues and are already taking appropriate action. Since consistent, good quality narrative feedback and feedforward are crucial for SRL, the panel stresses the importance of monitoring the quality of narrative feedback. Continuous attention to calibration and to the development of feedback literacy of staff members are advisable. The panel furthermore recommends keeping on evaluating the rubric and refining the formulations of the five performance levels, in such a way that they adequately reflect the shared interpretations of the performance levels. In addition, for reasons of transparency, the panel advises the programme to lay down the deliberations and the substantiations of the judgements of the assessment committee in a written report.

The panel concludes that adequate measures are in place to assure the quality of assessment. The BoE-H takes its responsibility very seriously. The panel is of the opinion that the BoE-H (together with the Taskforce Assessment) has a careful way of working and safeguards the quality of assessment and the final attainment level of the programme in a good way.

### Standard 4. Achieved learning outcomes

The panel concludes that the theses of the MHPE programme are clearly of the level, quality and orientation that may be expected from a post-initial MSc research project in the field of Health Professions Education. The theses often focus on authentic research questions that are relevant for both specific professional contexts as well as for the wider professional and/or scientific field. In some cases, theses are worthy of publication. Alumni look back on the programme with great satisfaction and state that the programme has opened up many doors for them and has led to all kinds of new opportunities.

## Score table

The panel assesses the programme as follows:

### *MSc Health Professions Education*

Standard 1: Intended learning outcomes

meets the standard

Standard 2: Teaching-learning environment

meets the standard

Standard 3: Student assessment

meets the standard

Standard 4: Achieved learning outcomes

meets the standard

General conclusion

positive

Prof. dr. D. (Douwe) Beijaard, chair

M. (Mariëlle) Klerks MA, secretary

Date: 16 May 2023

# Introduction

## Procedure

### Assessment

On 13 and 14 February 2023, the master's programme Health Professions Education (MHPE) offered by the School of Health Professions Education (SHE) of Maastricht University was assessed by an independent peer review panel as part of the cluster assessment Educational Sciences (Onderwijswetenschappen). The assessment cluster consisted of 9 programmes, offered by Groningen University, Maastricht University, University of Twente, Radboud University, Open University, Utrecht University and the University of Amsterdam. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Educational Sciences. Peter Hildering and Fiona Schouten acted as coordinators for the cluster, and Peter Hildering (Groningen, Nijmegen and Utrecht), Mariëlle Klerks (Maastricht and University of Amsterdam), Mariette Huisjes (Twente) and Jessica van Rossum (Open University) acted as secretaries in the cluster assessment. They are all certified and registered by the NVAO.

### Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 3 November 2022, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on his role in the site visit according to the Panel chair profile (NVAO 2016).

The programme management composed a site visit schedule in consultation with the coordinator (see appendix 3). It selected representative partners for the various interviews. The programme management also determined that the development dialogue would be made part of the site visit. A separate development report was made based on this dialogue.

The programme management provided the coordinator with a list of graduates over the period 2018 – 2022. In consultation with the coordinator, the panel chair selected 15 theses. The chair took the diversity of final grades and examiners into account, as well as the various locations of the programme. Prior to the site visit, the programme management provided the panel with the theses and the accompanying assessment forms. It also provided the panel with the self-evaluation report and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation report and the theses, as well as the division of tasks during the site visit. The panel was also informed by the secretary about the assessment framework, the working method and the planning of the site visit and report.

### Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for a confidential discussion during a consultation hour. No consultation was requested. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

## Report

The secretary wrote a draft report based on the panel's findings and submitted it to one of the coordinators for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback, the coordinator sent the draft report to the School of Health Education in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalised the report, and the coordinator sent it to the School of Health Education and Maastricht University.

## Panel

The following panel members were involved in the cluster assessment:

- Prof. dr. Douwe Beijaard, emeritus professor of Professional Learning at Eindhoven University of Technology (chair);
- Prof. dr. Bram De Wever, associate professor of Learning and Instruction at Ghent University;
- Prof. dr. Katrien Struyven, professor at the School for Educational Sciences at Hasselt University;
- Dr. Nynke Bos, lector Teaching, Learning & Technology at Hogeschool Inholland;
- Prof. dr. Martin Valcke, professor of Educational Sciences at Ghent University;
- Prof. dr. Jo Tondeur, professor of Educational Innovation and Technology at Free University of Brussel;
- Prof. dr. David Gijbels, professor of Learning and Instruction at Antwerp University;
- Prof. dr. Piet Van den Bossche, professor of Learning in Organisations at Antwerp University and professor of Team Learning at Maastricht University;
- Prof. dr. Wilfried Admiraal, professor of Technology-Enhanced Teaching and Learning at Oslo Metropolitan University;
- Eline Pothoven, BSc Educational Sciences, Utrecht University (student member);
- Juliette de Groot, BSc Educational Sciences, University of Amsterdam, (student member).

The panel assessing the programme Health Professions Education at Maastricht University consisted of the following members:

- Prof. dr. Douwe Beijaard, emeritus professor of Professional Learning at Eindhoven University of Technology (chair);
- Prof. dr. Bram De Wever, associate professor of Learning and Instruction at Ghent University;
- Dr. Nynke Bos, lector Teaching, Learning & Technology at Hogeschool Inholland;
- Prof. dr. David Gijbels, professor of Learning and Instruction at Antwerp University;
- Eline Pothoven, BSc Educational Sciences, Utrecht University (student member).

## Information on the programme

Name of the institution:	Maastricht University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Health Professions Education
CROHO number:	75037



Level:	Master (post-initial)
Orientation:	Academic
Number of credits:	60 EC
Locations:	Maastricht, London (Canada), Vancouver (Canada), Singapore (Singapore), New York (USA)
Mode(s) of study:	Parttime
Language of instruction:	English
Submission date NVAO:	1 November 2023

## Description of the assessment

### Organisation

The two-year post-initial Master of Health Professions Education (MHPE) programme is embedded in the School of Health Professions Education (SHE) of the Faculty of Health, Medicine and Life Sciences (FHML) of Maastricht University (UM). The MHPE is open for students from all over the world and, besides Maastricht, has locations in Canada (Vancouver; London, Ontario), the US (New York) and Singapore, the so-called partner campus sites. The programme largely consists of distance education in combination with two campus-based periods that take place at one of the programme's campus sites in collaboration with local staff. To sustain the collaborations as well as the quality control, the programme has several measures in place that will be addressed in the relevant assessment standards in the remainder of this report.

### 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.

### Findings

The MHPE is a two-year post-initial master's programme that aims to provide healthcare professionals from all over the world with the opportunity to develop the knowledge and skills required for a career in health professions education and research. The programme describes that, given the important role healthcare professionals play in preventing, treating and curing diseases and in promoting health, it considers it crucial to ensure that those who train healthcare professionals are able to create effective and meaningful educational programmes that result in high-quality health services. The programme is characterized by a strong connection between educational theory, research and practice. Students are expected to use theory-based insights in dealing with authentic educational problems, often taken from their own professional contexts.

The programme's target group consists of professionals from all health professions, such as physicians, nurses, paramedics, but also professionals at meso- or macro-level who are involved in roles such as course coordinator, educational designer or educational director in the healthcare domain. Given this specific target group - working healthcare professionals from all over the world - the programme is English-taught and is offered parttime and largely online. At the beginning of each academic year, however, students spend time at the campus site in Maastricht or at the partner campus sites to follow a three week course programme together (cf. standard 2). The panel learned from the self-evaluation report that it was a deliberate choice of the programme to work with partner sites, as it wishes to answer to local needs to establish strong health profession education communities. Moreover, the partner campus sites contribute to the programme's strong ambition to establish an international network of health profession education experts to facilitate the exchange of knowledge and experiences. These ambitions are in line with and give substance to SHE's mission to be a leading hub for research and innovation of health professions education worldwide in a broad and global network of healthcare practitioners, researchers, educationalists and policy developers.

The MHPE programme, furthermore, distinguishes itself from other programmes in the field by its curriculum design (revised and delivered as of 2021). The curriculum enables a highly personalized and highly flexible learning path and places students' learning/development at its heart (cf. standards 2 and 3).

The panel commends the programme for its clear, distinctive profile that addresses the wishes and needs of the specific target group very well. During the site visit, students and alumni told the panel that they had specifically chosen the MHPE programme because of its good reputation, its flexibility, its personalisation possibilities and its largely online education. Furthermore, they highly appreciate the opportunities the programme offers to get in touch with fellow healthcare professionals from all over the world and build an international network.

As the programme wished to offer an innovative, state of the art new curriculum (cf. standard 2), recently (2021), the programme has revised its intended learning outcomes (ILOs), switching from learning outcomes to eight competencies in a three-layered framework. The framework consists of four competencies from the educational domain (Analyse, Design, Implement, Evaluate), three competencies that are more generic and conditional (Plan & Monitor, Communicate & Collaborate, Think Scientifically & Critically), and one competency that is related to the interprofessional and international character of the programme (Navigate Diversity) (Appendix 1). Each competency is elaborated in sub-competencies. The competency framework furthermore accounts for three different roles/career paths, which correspond with the three groups of students the programme identified within its target group: those interested in an educational designer role, those interested in an educational leader role and those interested in an educational researcher role. To cater to the needs of these three groups, the ILOs are relevant for all three profiles, but demonstrate some differences in sub-competencies and concrete objectives. For the revision of the programme a wide variety of stakeholders was consulted.

The panel is of the opinion that the ILOs are clear and well-elaborated in concrete sub-competencies and it is satisfied with the way the three roles are addressed at sub-competency level. The ILOs clearly correspond with the programme's profile and are aligned with the Dublin descriptors at master's level. The previous review panel recommended adjusting the wording of the ILOs in order to make the master's level more evident. The present review panel confirms that the competencies and especially the description of the related sub-competencies clearly demonstrate the master's level. Furthermore, the panel deems the ILOs indisputably academic, yet combined with a good focus on innovation and solving problems in the professional context, adequately fitting a post-initial academic master's programme. The ILOs correspond to the demands of the discipline and the specific professional field (healthcare domain) and tie in well with the Dutch Domain-Specific Reference Framework Educational Sciences. The framework contains an addendum related to the MHPE, as the programme deviates on some aspects of the framework given its specific target group.

The previous review panel recommended formalizing external advice, for instance by establishing an Advisory Board or Work Field Committee. Since this advice had not been followed up as yet, the panel discussed this topic with the management during the site visit. As written above, the panel learned that the programme has gained external advice from a wide variety of stakeholders and experts during the process of its curriculum revision, but due to the workload related to the revision process and the Covid-19 pandemic no priority has been given to actually realizing a formal structure for external advice. The panel understands the situation, but emphasizes the importance of bringing in external perspectives in a structured and formalized way to keep the programme optimally attuned to the developments, wishes and needs of the professional field.

### Considerations

The panel commends the programme for its clear, distinctive profile. Within the field of educational sciences, the programme focuses on health professions education and is characterized by a strong connection between educational theory, research and professional practice in the healthcare domain. The flexibility and

personalisation possibilities offered by the curriculum, the online education and the opportunities the programme offers to get in touch with fellow healthcare professionals from all over the world, address the wishes and needs of the specific target group of healthcare professionals very well.

The ILOs (competency framework) are in line with the programme's profile. The panel appreciates that the competency framework also accounts for the different roles/career paths students may be interested in. Furthermore, the panel is of the opinion that the ILOs are aligned with the Dublin descriptors at master's level and demonstrate the master's level convincingly in their formulations. The orientation of the ILOs adequately fits a post-initial academic master's programme. The panel concludes that the ILOs correspond to the demands of the discipline and the specific professional field (healthcare domain) and tie in well with the Dutch Domain-Specific Reference Framework Educational Sciences.

In line with the previous review panel, the panel recommends formalizing external advice, for instance by establishing an Advisory Board or Work Field Committee, to keep the programme optimally attuned to the developments, wishes and needs of the professional field.

### Conclusion

The panel concludes that the programme meets standard 1.

## 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.

### Findings

#### *Curriculum*

The programme has recently revised its curriculum. The theory of constructive alignment 'guided' this revision, meaning that learning objectives, teaching and learning activities and assessment methods are closely related in the redesign. Educational principles of self-regulated learning (SRL) are leading in the new curriculum (cf. *Educational vision and teaching methods*). It offers more flexibility and personalisation possibilities than the old curriculum and, on the advice of the previous review panel, international and intercultural learning aspects have been made more explicit. Content-wise the old and the new curriculum hardly differ, except for some additional new electives. The revised curriculum was implemented in May 2021, which means that the first cohort that has followed the entire new curriculum will graduate in the academic year 2022-2023.

The new curriculum (Appendix 2) is based on authentic learning tasks (workload comparable to 2 EC each). The overall structure of the curriculum consists of an obligatory common part (approx. 40%) and an elective part (approx. 60%). The mandatory common part consists of two campus-based periods on site and seven online common learning tasks. This common part is fixed in time, so that all students from one cohort can work together. The elective part consists of a minimum of 11 online elective learning tasks. The electives are accessible for all cohorts of students. Students complete the curriculum with a research project/thesis (approx. 12 EC).

Each of the two academic years is subdivided into a campus-based period on site and four online periods. The self-evaluation report describes that in Year 1 students start with campus-based period 1 (Campus 1) during which students are three weeks full-time on campus, either in Maastricht or at one of the partner

campus sites. Through group projects, workshops, trainings, and supportive reading materials students are introduced to health professions education. They also get to know the staff members and their fellow students during educational and social activities. Furthermore, they learn more about the structure of the programme, the competency framework and the electronic portfolio (see below). During Campus 1, students also start defining their individual learning path together with their coach (cf. *Student guidance and feasibility*). Campus 1 is followed by four periods centred around specific themes that more or less follow the structure of the competency framework: Analysis, Design, Implementation & Evaluation, and Mixed. Each period starts with a mandatory common learning task focused on the period theme (e.g. analysing an educational problem). Usually, the common learning tasks involve collaboration with other students from all over the world. The group work offers students the opportunity to work together and exchange knowledge and ideas with fellow students from other cultural and healthcare profession backgrounds.

The rest of each period is filled with elective learning tasks that are mostly individual and, within specific limits, can be attuned to some extent to their own professional context. The electives are chosen from a variety of electives offered in each specific period. Like the common learning tasks, the electives are centred around the period theme. Furthermore, every elective in a period is also attuned to at least one of the three different profiles of Educational Designer, Educational Leader and Educational Researcher. Students can opt to focus on one specific profile/role, but are also free to mix and match electives from the three different roles. Furthermore, the electives differ in complexity (moderate or high) and level of support (high or low). Students select the elective learning tasks according to their individual interests and learning needs in consultation with their coach (cf. *Student guidance and feasibility*). Furthermore, students are free to adapt their study load to their needs and other obligations by opting for more or less electives in a specific period. However, an average of two electives in each online period in Year 1 is advisable if students wish to graduate within two years.

Like Year 1, Year 2 starts with a campus-based period of three weeks (Campus 2) as well. The self-evaluation describes that Campus 2 focuses on the elaboration of the thesis proposal. Students learn about research methods and work on their proposal in so-called thesis circles, supported by group facilitators and their personal thesis supervisor. During Campus 2, students also plan the remainder of their learning path together with their coach (cf. *Student guidance and feasibility*). Like Campus 1, Campus 2 is followed by four periods with the same themes as in Year 1. Besides the mandatory common learning tasks, students typically select one elective per period. Usually they select electives that are more complex and have a lower level of support than in Year 1. During the entire year, students independently develop and execute a research project/thesis. Students study a problem relevant to their own educational context and the wider field of Health Professions Education. The thesis topic may but does not necessarily need to be related to one of the three profiles/roles.

Students are expected to monitor their own development on the eight competencies, making use of the intermediate and final narrative feedback they receive on their work from their assessors (cf. standard 3). They are supported in this process by their coach (cf. *Student guidance and feasibility*). As students, by the end of their studies, should demonstrate that they have achieved the required performance level, they collect their work and the received feedback in a portfolio. At the end of Year 1, and again at the end of Year 2, students write a self-assessment on their development and hand in their portfolio for assessment (cf. standard 3).

During the site visit, the panel learned from the management that all students follow the exact same online curriculum, regardless of where in the world they live. At the partner sites, local staff provide Campus 1 and

2. Apart from some small variations to adapt to the local context, Campus 1 and 2 have the exact same content design in Maastricht as at the partner sites.

The panel commends the programme on the design of its new curriculum. The panel considers the design innovative and highly appreciates the fact that the design and the underlying principles are firmly rooted in educational theory. It applauds the way in which, within some fixed confines, personalization and flexibilization (in time, in level of complexity, in level of support) have been realized in the curriculum design. Furthermore, the panel studied the learning tasks offered within the programme, and concludes that they adequately cover the ILO's and reflect the three roles/profiles well. The panel noted that the role of Educational Leader also sufficiently addresses the role of change agent, a role the previous review committee advised to emphasize more. The panel is positive about the clear formulations and contents of the learning tasks. They equip students with a sound basis in educational theory and instructional design and implementation. They, furthermore, pay adequate attention to research and research skills training. The students told the panel that Campus 2 offers them plenty opportunities to (further) develop their methodological background (quantitative and/or qualitative). The panel notes that the mandatory common learning tasks demonstrate a gradual increase of complexity and decrease of support, whereas the elective learning tasks are labelled according to their complexity and level of support, offering students the possibility to choose according to their wishes and needs.

Since students can opt for learning tasks of higher or lower complexity and with higher or lower levels of support, the panel wondered how this relates to the required end level. The panel learned from the staff members that at the time of graduation, all students need to demonstrate that they have achieved the required level of performance on the eight competencies (level 3 of the rubric). How they arrive at this point, however, is up to the students themselves (in consultation with their coach). Depending from their prior experience, knowledge and skills, some students may arrive there with relatively few high complexity/low support learning tasks, while others would need more of this type of learning tasks and still other students would even need more than the minimum of 11 electives to be able to demonstrate the required level (cf. standard 3).

During the site visit, the management told the panel that it thinks about creating electives of more than 2 EC. This offers the opportunity to go more in-depth, but also makes the curriculum less flexible. The panel understands this dilemma and thinks that among the smaller 2 EC electives an incidental larger elective could be considered, since students are free to choose anyway. The panel encourages the programme to explore the possibilities.

The students are very satisfied with the programme. They feel that the online learning goes very well and they are positive about the curriculum design with the learning tasks. They are highly appreciative of the fact that they can adapt the curriculum to their own personal interests and needs and they praise the relevance of the learning tasks. Also, they highly value the quality of the narrative feedback they receive, which indeed provides them with the tools to further develop themselves. Moreover, the campus-based periods are highly valued by the students, because of their contents, but also because of the contacts with fellow students and staff. Some students would like to have some more on-campus moments. The panel suggests exploring the possibilities to respond to this wish.

#### *Educational vision and teaching methods*

The panel learned from the self-evaluation that MHPE's educational vision is characterized by the following core points:

1. In line with the core values for all UM's educational programmes, the MHPE programme underlines the importance of student-centred learning and learning as a constructive, contextual, collaborative and self-regulated (CCCS) activity.
2. SHE focuses on task-centred learning environments in health professions education, where workplace-based learning and interprofessional learning are important themes. In line with this vision, the MHPE programme has whole-task instructional design (following 4C/ID principles) at the heart of its education and has adopted programmatic assessment (cf. standard 3).
3. Flexibility is an important aspect of the programme's vision. Hence, the curriculum is adaptive and consists of a mandatory core component and a flexible component.
4. The MHPE programme attaches great importance to internationalization and being part of an international community. Therefore, international collaboration and the interplay between context, culture and learning are integrated in the learning tasks. This focus is in line with UM's strategy for 2022-2026 that aims at further enhancing the quality and scope of internationalisation in education and research.

The panel highly appreciates the programme's focus on SRL, and, thus, on students' learning. Moreover, it feels that this educational concept fits the target group of working health care professionals well. Furthermore, the combination of distance education with two campus-based periods and the part-time format enables students to immediately apply what they learn in their own work context. In fact, students are allowed and encouraged to attune the elective learning tasks, within specific limits, to some extent to their own work context. The programme embraces the principle of constructive alignment, which, in the panel's view, is clearly visible in the choices of the teaching methods, as they are well-aligned with the learning objectives of the learning tasks. Teaching methods include assignments, self-study, group projects, workshops, trainings, interactive sessions, peer feedback sessions, etc. The panel is of the opinion that the teaching methods used by the programme are adequate and sufficiently varied.

During the site visit, the panel learned from the management that the pandemic has hardly had any impact on the programme, given the fact that distance learning is intrinsically linked to the programme anyway. The only thing that has been adjusted, was that the campus-based periods were offered online as well.

#### *Language of instruction*

The MHPE programme is delivered in English. The panel is of the opinion that this is a good choice given the international orientation of the programme, the international composition of the student target group and the international classroom setting, the mixed Dutch/non-Dutch staff composition, the collaboration with the international partners, the international nature of the health professions education domain and the strongly internationally oriented MHPE labour market. Delivering the programme in English trains students' English-language communication skills, which gives them an advantage on the labour market and opens up parts of the labour market that were otherwise less accessible.

The teaching staff consists of internationally active researchers that communicate in English on a daily basis. FHML has a language policy that aims to safeguard, and where necessary, improve the English language proficiency of staff. In line with UM's Code of Conduct for Languages, non-native speakers are required to have a minimum English language proficiency at C1 level of the Common European Framework of Reference for Languages (CEFR) in order to be allowed to teach in the programme. In case staff members have not yet achieved this level, they are required to have acquired this level within three years. Furthermore, language development is a formal part of the performance and appraisal processes. Students from outside the EU who are non-native English speakers must meet additional English language proficiency requirements as part of

the admission requirements (cf. *Student guidance and feasibility*). Students as well as staff members feel comfortable with the use of English in the programme.

#### *Student guidance and feasibility*

Admission to the programme takes place according to the admission requirements laid down in the programme's Education and Examination Regulations (EER). The programme is open to students who have a master's degree in a health profession or a bachelor's degree in a medical or health profession *and*, in line with the previous review panel's advice, substantial teaching experience. In addition, all applicants must have access to an HPE curriculum in order to be able to apply the learning tasks in practice. Furthermore, non-native English speakers from outside the EU are required to provide proof of sufficient English level proficiency (IELTS  $\geq$  6,5, TOEFL  $\geq$  90 or Cambridge test score CAE, grade C). Since the previous review panel had advised to consider closing the bachelor route, the panel discussed with the management the reasons why this advice has not been followed. The management explained that it aims at an interprofessional student body composition and that it highly values the differences in knowledge and perspectives students with a background in e.g. nursing and allied health professions bring to the programme. At the same time, it is the programme's experience that the distinction bachelor-master is not decisive for being successful in the programme, especially since the new curriculum is so flexible and can be attuned to the students' own individual needs, allowing them to start out with low-complexity, high-support learning tasks and take extra electives when needed. The panel understands the management's considerations and agrees with them: the curriculum innovation enables these students to bridge possible knowledge or competency gaps.

Student guidance in the programme is provided by coaches. At the start of the programme, students are assigned a coach, who remains the student's personal coach during the two years of study. The coach is the contact person who students can turn to for information on the programme, and for discussing problems and difficulties. Furthermore, the coach has an important role in stimulating and supporting reflection and self-evaluation, monitoring development and giving feedback on progress. Students meet with their coaches during the campus-based periods and at the end of each period to discuss and reflect on that period and to select suitable electives for the next period. Thus, student and coach together plan the curricular pathway that optimally sustains the individual learning goals, interests and needs of the student in order for the student to be able to achieve the required performance level on the eight competencies. During the site visit, the students were very enthusiastic about the coaches. They applaud their coaches for their approachability, personal involvement and the good guidance and support they offer.

During the thesis writing process students are guided by a thesis supervisor, who is assigned to the student during Campus 2. On average, supervisor and student have contact once a month, and by the end of the process once a week.

During the site visit, students and alumni told the panel that, although the study load is considerable, they do not encounter any stumbling blocks and they consider the programme feasible. Moreover, the flexibility of the programme enables them to adapt their studies to their work and personal situation if needed, which also contributes to the feasibility of the programme. Following the advice of the previous review panel, during the campus-based periods and through yearly online meetings, the programme invites students to share their perspectives on the programme and possible improvement points. Students feel that the programme is very responsive to their feedback.

The panel is of the opinion that study guidance in the programme is of good quality.



### *Teaching staff*

Apart from a few external staff members, most teaching staff members hold a position at SHE. As for the organizational structure, the panel learned from the self-evaluation report that besides the management team, there is a planning group led by a coordinator for each of the periods. The planning group guides the students in the learning tasks on offer. Furthermore, there is an Assessment Coordinator who appoints portfolio assessors and organizes the assessment process. The Thesis Coordinator appoints thesis supervisors and organizes trainings and peer consultation sessions for supervisors. The Coach Coordinator assigns coaches and organizes the coaching process, training and peer consultation. Each learning task is carried out by two staff members.

The panel is of the opinion that the teaching staff have the adequate qualifications to deliver the programme. Staff have sufficient expertise related to the three roles/profiles. Core staff consists of 22 staff members, who all hold a master's degree and of whom 91% hold a PhD. 95% hold the University Teaching Qualification (UTQ). Staff composition is diverse with respect to nationalities and cultural backgrounds. Almost all teaching staff are actively involved in international research and international projects. As the MHPE programme exists for 31 years already, staff members have extensive experience in international education, especially in international small-group collaboration in distance education. They are regularly invited as consultants for institutions of higher education from all over the world and as speakers at international working conferences.

The panel learned from the management that coaches have a training and peer consultation session four times a year. This session is also joined online by international coaches. Given the pivotal role of the coaches in the chosen curriculum design, the panel is pleased that staff members are adequately trained for the new role as coach. The panel recommends that continuous attention be paid to the professionalisation of (new) coaches. Furthermore, the panel was pleased to hear that the thesis supervisors also have peer consultation meetings, that are attended by supervisors from all programme locations. During these sessions, supervisors align supervising strategies, discuss cases, challenges and feedback (cf. standard 3).

During the site visit, the panel met enthusiastic and dedicated teaching staff, who really act as a team. The teaching staff are very involved in the programme and are proud of what they are doing. Students are highly appreciative of their lecturers/coaches. Students feel that they are very supportive.

The workload has been significant during recent years, because of the curriculum revision. During the site visit, staff members told the panel that a high teacher workload is integral to the design of the new curriculum. However, workload typically peaks at the end of the periods in which staff members are involved. This makes the workload predictable. Moreover, staff members expect that when they have more experience with the new way of working, they will build up a routine, which will make things easier and less time-consuming. The panel recommends the management to continue closely monitoring staff's workload.

### *Quality assurance*

Since the programme collaborates with local staff at the partner locations, the programme pays specific attention to ensuring consistency between the various programme locations with respect to the content and delivery of the programme. The programme carries out yearly student evaluations with the same set-up in Maastricht as at the partner locations. Furthermore, the management meets online with staff members from partner sites 3-4 times a year to share experiences and discuss the results of the student evaluations. In addition, once every two years the management visits every partner location. Based on a self-evaluation document, the management has discussions with the local management, staff members, students and attends teaching sessions.

The panel learned that staff members from partner locations can take up the role of coach, are eligible for the assessment committee (cf. standard 3) or can be the first supervisor for thesis work. However, specific quality control measures are in place in these cases. Coaches from partner locations are trained and supervised by the MU-based Coach Coordinator, the assessment committee is under leadership of the UM-based Assessment Coordinator and the appointment of first supervisors from partner locations need to be approved by the Board of Examiners Health of FHML. Moreover, the second supervisor always needs to be a UM staff member. Furthermore, as mentioned above, coaches and supervisors from all locations participate in the same training and peer consultation sessions. The panel considers the safeguards included by the programme adequate and is of the opinion that consistency between the locations is sufficiently warranted.

### *Facilities*

The facilities offered to students are largely digital. The Learning Management System Canvas is used to provide information on the programme and on the learning tasks. The panel learned from the self-evaluation report that for each learning task, a group page is used for interactive elements (discussion boards, etc.). Synchronous sessions are organized in ZOOM or MS Teams. Furthermore, course material is offered digitally in Canvas and students have access to the UM digital library and to the local physical libraries during campus-based periods. For compiling their portfolio, students use the portfolio system Epass, that offers students the possibility to upload their work, self-assessments, notes of meetings with their coach, etc. To staff members it offers the possibility to upload feedback and assessments. In a dashboard, Epass provides insight into students' progress on the competencies. During the site visit, the panel has had access to Epass and a number of portfolios. Although the panel considers Epass already a very useful system to work with, it advises the programme to invest in the further development of the digital portfolio, especially when it comes to making students' progress visually transparent at a single glance.

Students are satisfied with the facilities and consider the online organization of the courses very clear. Information provision is normally adequate, but is sometimes somewhat late (planning, alterations, spontaneous changes, etc.). The panel expects that this will improve when the new curriculum is more established.

### *Considerations*

The panel commends the programme for its innovative curriculum design, that is based on a clear educational vision and that is firmly rooted in educational theory. It applauds the way how, within fixed confines, personalization and flexibility have been realized in the curriculum design through the elective learning tasks. Furthermore, the panel highly appreciates MHPE's choice for SRL, which places students' learning at the heart of the curriculum. The panel is positive about the contents of the learning tasks, which are authentic and offer a sound basis in educational theory and instructional design and implementation. Moreover, they pay sufficient attention to research and research skills training. The panel concludes that the learning tasks adequately cover the ILOs and reflect the roles/profiles of Educational Designer, Educational Leader and Educational Researcher. The panel is also pleased with the gradual increase of complexity and decrease of support of the mandatory common learning tasks. The panel encourages the programme to explore the possibilities for creating some larger electives. Furthermore, the panel deems the combination of distance education and campus-based periods, as well as the whole-task instructional approach, well-chosen in view of the programme's specific target group. The teaching methods are adequate and sufficiently varied.

Student guidance is well-organized and of good quality. Students feel well-supported. The coaches are adequately trained. The panel considers this pivotal, given MHPE's focus on SRL. It therefore recommends

that continuous attention be paid to the professionalisation of (new) coaches. The teaching staff have the proper qualifications to deliver the programme and are highly appreciated by the students. The workload is significant, but staff members expect it to improve when more experience has been gained with the new way of working. The panel advises the management to continue closely monitoring staff's workload. The panel considers the facilities and information provision to be adequate. In the panel's opinion, the digital portfolio (Epass) could benefit from further development, especially with respect to making students' progress visually transparent at a single glance. The programme adequately safeguards the consistency between the various programme locations with respect to the content and delivery of the curriculum.

### Conclusion

The panel concludes that the programme meets standard 2.

### Standard 3. Student assessment

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

### Findings

MHPE's vision on assessment is well-aligned with its educational vision and fits UM's assessment policy. The programme's vision on assessment focuses on the principles that assessment should guide and stimulate learning and should support decisions about progress (Assessment Plan MHPE 2022-2023). The programme has adopted a programmatic assessment approach. The self-evaluation explains that this means that assessment decisions are not linked to individual (summative) assessment moments, but rather serve the purpose of gathering information on the learning process of the student. These low-stakes assessments, therefore, have a more formative character. When enough information is gathered, a high-stakes assessment decision can be made. This implies that the programme has a longitudinal view on learning and assessment focusing on continuous monitoring of growth and development. How this is concretely operationalized in the programme is laid down in the EER and the Assessment Plan MHPE 2022-2023, that describes the assessment procedures and processes.

#### *Low-stakes assessments*

In the common and elective learning tasks, students work on the development of their competencies. To its satisfaction, the panel notes that for the learning tasks a good variety of assessment methods are used, such as assignments, presentations, pitches and the thesis. For every learning task, students receive individual narrative feedback from their assessor and an indication of the level of performance per competency. Even in case a learning task concerns group work, individual feedback is provided in some cases. Students do not receive grades or a pass/fail. The narrative feedback and the performance level indications provide students with the tools to improve themselves and to demonstrate that they perform better on the competencies in following learning tasks. Assessors provide their feedback using a rubric based on the eight programme competencies (ILOs) with five performance levels. The same rubric is used throughout the entire curriculum. The panel is satisfied with the quality of the rubric and is very pleased with the focus on providing rich narrative feedback instead of just awarding grades, as it supports students' development better.

To get an impression of the quality of the feedback provided by the assessors, during the site visit, the panel studied a number of student portfolios that contain students' work and the related feedback. The panel was pleased to see that, generally, the narrative feedback is very rich and of good quality. However, it also noted that the quality of the feedback somewhat fluctuates between assessors and that the narrative feedback and the indicated performance level on the competencies do not always seem well-aligned. Furthermore, the panel also noted that there seem to be differences in interpretation of the performance levels between

lecturers. Although students told the panel that they highly value the quality of the feedback they receive, they sometimes feel that there are discrepancies between the assessors in the assessor group. The panel discussed this topic with the programme management and the staff members and was pleased to learn that they are well-aware of this. The staff members explained that they themselves are also still learning to work with the new rubric and the new way of working associated with SRL. They need to gain experience and intend to arrive at shared interpretations of the rubric's performance levels and at a good alignment of the narrative feedback by means of calibration.

The panel learned that calibration already takes place within every learning task between the two staff members who deliver it. In addition, at the time of the site visit, the programme was also working towards calibration between learning tasks. The panel feels calibration is indeed a good way to proceed in order to tackle the issues. The panel was furthermore pleased to learn that staff is also being specifically trained in using the competency rubric and in providing meaningful feedback and feedforward. Since consistent, good quality narrative feedback and feedforward are crucial for SRL, the panel stresses the importance of continuous attention to calibration as well as to the development of feedback literacy of staff members (feedback, feed-up and feedforward). It furthermore recommends the programme to keep on evaluating the rubric and refining the formulations of the five performance levels, in such a way that they adequately reflect the shared interpretations of the performance levels.

### *Thesis*

In Year 2, students work on an individual research project/thesis (approx. 12 EC) that covers the entire empirical cycle from data collection to analysis and reporting results. Students are assigned a supervisor, who also acts as the first assessor, as well as a second assessor during Campus 2. The thesis process starts with writing a research proposal. After approval of the proposal by the supervisor and second assessor students can continue with their thesis project. The final version of the thesis is assessed by both the supervisor and the second assessor independently from each other.

The panel studied the assessment forms of a representative selection of 15 theses produced in the old curriculum during the two years prior to the site visit. Overall, the panel was satisfied with the quality of the assessments and the feedback provided. Furthermore, the procedure used by the two assessors to come to an agreement on the final grade was transparent (weighted average of the two assessors' grades (with the first supervisor judging product and process, and the second assessor only product)). However, the panel noted that the assessment form used contained a number of criteria that were assessed with ++, +, -, --. There was no weight attached to the criteria and it was not clear to the panel how the assessors arrived at a grade calculating the pluses and minuses. Therefore, the panel was pleased to learn from the management and the staff members that in the revised curriculum the thesis assessment (procedure) has been revised as well. In the new curriculum, both assessors assess the thesis independently, using the standard rubric used in the new curriculum and a new thesis assessment form that is based on the eight programme competencies. Assessors will provide narrative feedback on the performance on each of the eight competencies. Students will not receive grades, but will receive a 'pass' when they demonstrate a minimal performance level 3 on all eight competencies, or a 'fail'. In case of a large discrepancy (two or more levels in at least two competencies) between the assessment of the two assessors, a student who feels treated unfairly can file an appeal to the Board of Examiners to have a third assessor assess the thesis. If the Board of Examiners agrees, the final assessment will be the combination of the assessments of the three assessors. The panel is of the opinion that the revised thesis assessment (procedure) addresses the above-mentioned ambiguities and is a definite improvement with respect to the old situation.

The panel noted that the assessment forms related to the 15 theses studied, contained sufficient feedback and substantiations of the judgements. However, the amount and quality of the feedback and

substantiations of the judgements varied. For reasons of transparency and reliability, the panel advises the programme to closely monitor the quality of the narrative feedback and substantiations on the thesis assessment forms. Furthermore, it stresses that sufficient attention be paid to giving good quality feedback and substantiations during the peer consultation sessions for supervisors/assessors.

#### *High-stakes assessment*

Apart from the low-stakes, largely formative assessments, the curriculum contains two moments at which high-stakes assessments take place: at the end of Year 1 (T1) to grant access to Year 2, and at the end of Year 2 (T2) to decide on access to graduation. T2 is also the moment in which all 60 EC are granted at once. The high-stakes assessments are performed by an assessment committee consisting of the Assessment Coordinator and two or three coaches, one of whom is an international coach from one of the partner sites. The student's own coach does not participate in the assessment committee to ensure sufficient objectivity. Both at T1 and T2, the assessment committee decides on the competency development of the student based on the content of the portfolio, the assessment recommendation of the coach, and group deliberation. The assessment criteria are: a sufficient performance on all competencies (all competencies minimally level 2 at T1 and level 3 at T2), completion of the required programme parts for T1 or T2, self-assessment forms in which the student reflects on his/her competency level for all competencies, minutes of coach meetings, the perception of the student's coach of the progress made by the student and the coach's advice for the remainder of the student's learning path (assessment recommendation), a remediation plan in case the student has not fully met the requirements yet, and at T2 a 'pass' for the thesis. If students fulfill the requirements, they can proceed to Year 2 (T1) or graduate (T2). If they do not, students have the opportunity to further develop their competencies by working on additional learning tasks.

The panel is positive about the assessment procedure of the high-stakes assessments and appreciates the fact that coaching and assessment are separated. The panel noted that the assessment criteria are clear, but still leave room for flexibility. In cases that are not clear-cut, the assessment committee can decide at its own discretion. The panel appreciates the trust placed in the expertise of the assessment committee members. However, it noted that no written reports were made of the deliberations of the assessment committee, which makes the deliberation process less clear. For transparency reasons, the panel recommends laying down the deliberations as well as the substantiations of the resulting judgement in a written report. This is important not only for the student, but also for external parties such as the Board of Examiners or a review committee.

#### *Quality Assurance and Board of Examiners*

The programme has developed a Plan-Do-Check-Act (PDCA) cycle concerning assessment. The panel concludes to its satisfaction that the PDCA-cycle contains important measures to assure the quality of assessment in the MHPE:

- Assessment plans have been formulated for Campus 1 and 2, as well as for all common and elective learning tasks. The assessment plans describe the assessment, feedback tasks, alignment of the learning objectives with the competencies (ILOs) and teaching activities, and contain the requirements to pass. The assessment plans are available to the students prior to the start of the modules, so they know what is expected of them;
- Sufficient professionalization in the field of assessment is required from examiners (UTQ or equivalent qualification) to ensure that assessment tasks are carried-out correctly;
- The 4-eyes principle is applied both in the construction of assessments and in the assessment procedure. Low-stakes assessments are composed and assessed by the period coordinators in

consultation with the planning group members. High-stakes assessment decisions are made by the members of the assessment committee;

- The Taskforces Programme Evaluation and Assessment generate post-examination information (e.g. student evaluations) that is made available to the planning groups. The planning groups are responsible for taking appropriate action in case of signals that the quality of learning tasks or feedback could be improved;
- The assessment committee and the management analyze the feedback on course examination and suggest adjustments to the assessment plan of the specific learning task if needed.

The FHML Board of Examiners Health (BoE-H) is responsible for safeguarding the quality of assessment in the MHPE. The BoE-H consists of eight FHML staff members (including the chair, vice-chair, a study advisor and the secretary) and an external member. Based on the BoE-H's annual report and the conversation during the site visit, the panel is of the opinion that the BoE-H takes its responsibility very seriously. The BoE-H not only focuses on safeguarding the quality of individual assessment components (learning tasks/modules), but also on the quality of the assessment programme as a whole. The BoE-H, therefore, has been closely involved in the curriculum revision process. Apart from the formulation of its Rules and Regulations (R&R) and appointing examiners, the BoE-H establishes the assessment plans of the modules after a check on compliance with the EER and the R&R, keeps an eye on the quality of calibration sessions (participants, procedure) and discusses the results of calibration sessions with the stakeholders involved. Furthermore, the BoE-H evaluates the quality of individual assessments (learning tasks) and their results. The BoE-H is supported in this by the Taskforce Assessment and has regular meetings with the assessment expert of the taskforce. Furthermore, the BoE-H also periodically evaluates a selection of MHPE theses. The panel learned from the BoE-H that it has not evaluated MHPE's learning tasks yet, since they are so new. It intends, however, to do this soon and the evaluation will not only focus on the quality of the learning task itself, but also on the quality of the feedback provided. The panel finds this very positive, given the pivotal role of feedback in the programme. Moreover, the panel highly appreciates the fact that the BoE-H will attend the assessment sessions (T2) of the assessment committee, since at this high-stakes moment it is decided whether all 60 EC can be granted and the student can graduate.

The panel is of the opinion that the BoE-H (together with the Taskforce Assessment), with these procedures, safeguards the quality of assessment and the final attainment level of the programme in a good way.

### Considerations

The panel is of the opinion that the programme has an adequate system of student assessment in place. MHPE has adopted programmatic assessment, which is well-aligned with its educational principles regarding SRL. Both low-stakes and high-stakes assessments are based on students' development on the programme's eight competencies and the panel concludes that assessment in the programme adequately covers the learning objectives and the ILOs. Furthermore, the panel is pleased with the fact that assessment is executed using a standard rubric of appropriate quality. In addition, the panel appreciates the good quality, rich narrative feedback assessors provide to students. The panel is of the opinion that the high-stakes assessments are based on relevant documents/evidence and that they are carried out carefully. The panel is pleased by the fact that the programme's two high-stakes assessments are performed by an assessment committee, which guarantees intersubjectivity. Furthermore, the panel is positive about the revised thesis assessment form and procedure. They properly address some ambiguities in the old thesis assessment form and procedure.

The panel also noted some teething problems that are inherent to new ways of working. The quality of the narrative feedback provided somewhat fluctuates between assessors and the alignment between the

narrative feedback and the indicated performance level on the competencies could be improved. Furthermore, the panel noted some differences in interpretation of the performance levels between lecturers. The panel is pleased that the management and staff members are well-aware of these issues and are already taking appropriate action. Since consistent, good quality narrative feedback and feedforward are crucial for SRL, the panel stresses the importance of monitoring the quality of narrative feedback. Continuous attention to calibration and to the development of feedback literacy of staff members are advisable. The panel furthermore recommends keeping on evaluating the rubric and refining the formulations of the five performance levels, in such a way that they adequately reflect the shared interpretations of the performance levels. In addition, for reasons of transparency, the panel advises the programme to lay down the deliberations and the substantiations of the judgements of the assessment committee in a written report.

The panel concludes that adequate measures are in place to assure the quality of assessment. The BoE-H takes its responsibility very seriously. The panel is of the opinion that the BoE-H (together with the Taskforce Assessment) has a careful way of working and safeguards the quality of assessment and the final attainment level of the programme in a good way.

#### Conclusion

The panel concludes that that the programme meets standard 3.

#### Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

#### Findings

The panel studied a representative selection of fifteen theses. Since the site visit took place before the first theses from the new curriculum would appear, this selection consisted of theses produced in the old curriculum. However, since the content of the revised curriculum hardly differs from the old one and the thesis assignment and set-up has not been changed, the panel is confident that the quality of the theses produced in the new curriculum will be comparable to the quality of the theses produced in the old curriculum.

The panel concludes that all selected theses are clearly of the level, quality and orientation that may be expected from a post-initial MSc research project in the field of Health Professions Education. The theses often focus on authentic research questions that are relevant for both specific professional contexts as well as for the wider professional and/or scientific field. The theses demonstrate good theoretical frameworks, a proper choice of research methods and often contain an extensive report and discussion of the results. The panel noted that theses are regularly published in a scientific journal. Overall, however, the panel feels that the grades awarded by the programme are somewhat on the high side.

Alumni are enthusiastic about the programme. They told the panel that the programme had opened up many doors for them and has led to all kinds of new opportunities, either in their own work context (e.g. promotion to an educational leadership role) or in research (e.g. PhD trajectory), or in the form of a new job. Alumni felt that the programme offered them the opportunity to learn what they individually needed or wanted to further develop themselves in their professional lives. Alumni are very prepared to contribute to activities at SHE level and to be directly involved in the MHPE programme itself.

#### Considerations

The panel concludes that the theses of the MHPE programme are clearly of the level, quality and orientation that may be expected from a post-initial MSc research project in the field of Health Professions Education. The theses often focus on authentic research questions that are relevant for both specific professional contexts as well as for the wider professional and/or scientific field. In some cases, these are worthy of publication. Alumni look back on the programme with great satisfaction and state that the programme has opened up many doors for them and has led to all kinds of new opportunities.

### Conclusion

The panel concludes that that the programme meets standard 4.

### General conclusion

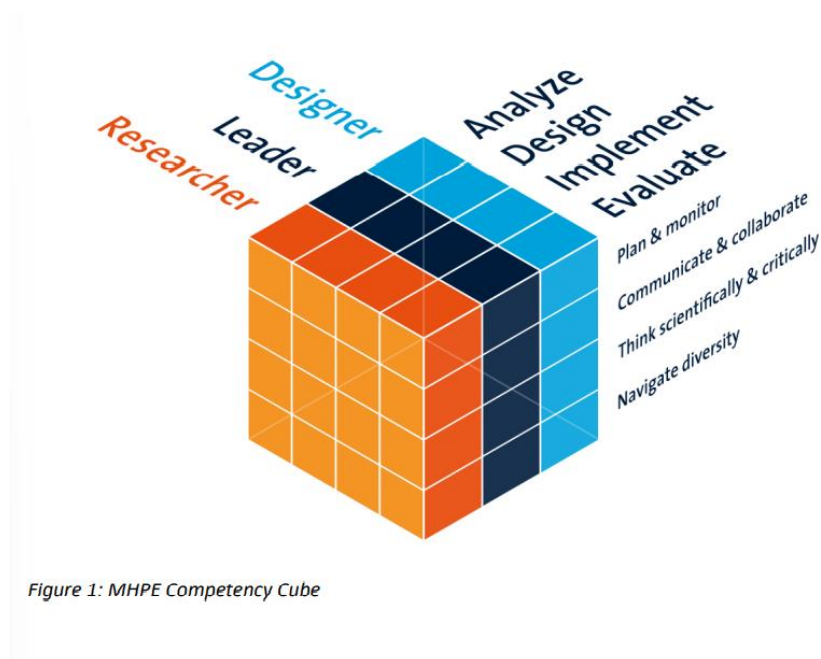
The panel's assessment of the Master of Health Professions Education is positive.

### Development points

1. Formalize external advice, for instance by establishing an Advisory Board or Work Field Committee, to keep the programme optimally attuned to the developments, wishes and needs of the professional field.
2. Pay continuous attention to the professionalisation of (new) coaches, given their important role with respect to SRL.
3. Continue closely monitoring the staff's workload.
4. The digital portfolio (Epass) could benefit from further development, especially with respect to making students' progress visually transparent at a single glance.
5. Monitor the quality of narrative feedback closely. Continuous attention to calibration and to the development of feedback literacy of staff members are advisable. Keep on evaluating the rubric and refining the formulations of the five performance levels, in such a way that they adequately reflect the shared interpretations of the performance levels.
6. For reasons of transparency, lay down the deliberations and the substantiations of the judgements of the assessment committee in a written report.



## Appendix 1. Intended learning outcomes



### I Analyse an educational problem

- A. Analyse the context
  - 1. Identify information resources and relevant parties
  - 2. Collect relevant information about the context
  - 3. Assess the needs of the target group
- B. Define goal for change and/or research
  - 1. Define the problem
  - 2. Analyse the potential causes of the problem
  - 3. Define potential solutions to solve the problem
  - 4. Define knowledge gaps and aims for research

### II Design a solution that contributes to solving the problem

- A. Design educational product or process
  - 1. Determine contents of education (what should your students learn?)
  - 2. Design learning and assessment activities (how will your students learn and how will they be assessed?)
  - 3. Select appropriate technologies for use in educational activities
- B. Design educational change or management strategy
  - 1. Design an educational change proposal
  - 2. Design an appropriate management strategy related to the context
- C. Design research study or evaluation strategy
  - 1. Design a strategy to evaluate whether your solution contributes to solving the problem
  - 2. Design research method

### III Implement the proposed solution

- A. Prepare implementation
  - 1. Set implementation goals and success criteria
  - 2. Determine required resources

3. Select or develop the required materials, tools and instruments
- B. Apply the educational product or process
- C. Execute the educational change or management strategy
- D. Collect evaluation and/or research data

#### **IV Evaluate to what extent the goal has been reached**

- A. Analyse data
  1. Apply appropriate analysis methods
  2. Interpret the results
- B. Draw conclusions
  1. Formulate implications for practice
  2. Formulate implications for theory
  3. Propose appropriate next steps

#### **V Monitor and control**

- A. Take a systematic approach
  1. Choose a suitable strategy depending on the task and context
  2. Plan activities taking into account dependencies between tasks and availability of stakeholders
  3. Consider risks and alternative routes to success
  4. Reflect on the approach that was taken and adapt plans when necessary
- B. Direct your learning process
  1. Select your learning strategy
  2. Plan learning activities
  3. Consider risks and alternative routes to success
  4. Reflect on the learning process and adapt learning strategy when necessary

#### **VI Communicate and collaborate**

- A. Communicate and report in appropriate ways
  1. Present the message in a clear and coherent way
  2. Tailor the organization and content of a message to the target audience
  3. Select appropriate media
- B. Engage with feedback
  1. Provide and solicit constructive feedback
  2. Respond adequately to feedback provided by others
- C. Collaborate with stakeholders
  1. Identify all stakeholders and take into account their perspectives and interests
  2. Build and maintain collaborative relationships
  3. Lead collaborations
  4. Deal with disagreements constructively

#### **VII Think scientifically and critically**

- A. Apply relevant theories from the educational and other scientific domains
  1. Show knowledge of existing theories in relation to the field of interest
  2. Select and apply relevant theories or models
  3. Identify gaps in existing knowledge and generate suggestions for filling these gaps
- B. Taking a critical and reflexive stance
  1. Question claims and beliefs through the examination of evidence, arguments, and reasons for those claims and beliefs
  2. Adopt a reflexive stance by being aware of your own perspectives, interests, biases, opinions, and prejudices
  3. Employ scientific reasoning to evaluate the quality of scientific information

#### **VIII Navigate diversity**

- A. Consider intercultural, international, interprofessional and other diversity perspectives
  - 1. Identify collaborators from diverse backgrounds with diverse characteristics
  - 2. Identify diverse perspectives on an educational problem, solution, implementation and evaluation strategy
  - 3. Evaluate your work in light of these diverse perspectives
- B. Take different contexts into account in your work a way that the work is accepted and effective in these contexts
- C. Demonstrate appropriate and effective communication, collaboration and planning skills in diverse contexts and with stakeholders from diverse backgrounds

## Appendix 2. Programme curriculum

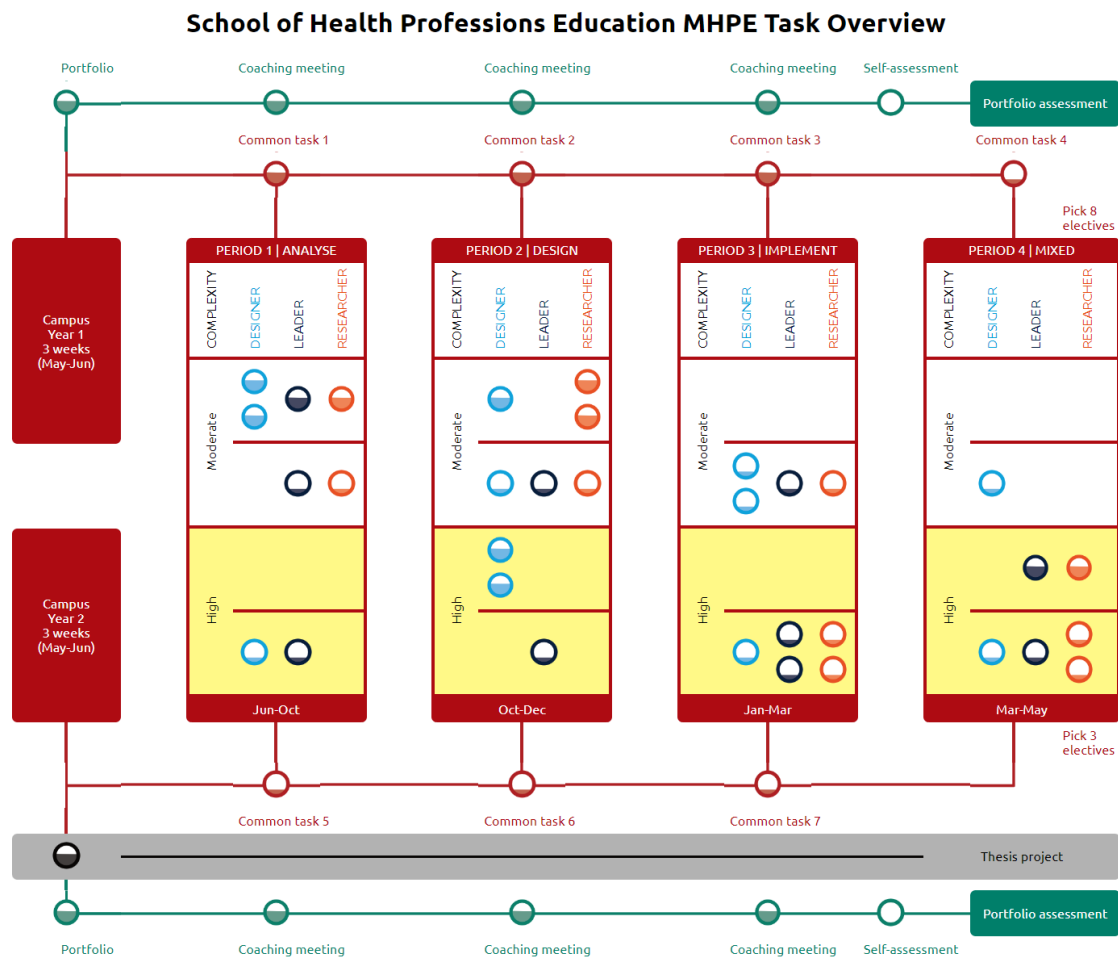


Table 1: Workload of MHPE programme parts in ECTS equivalents	ECTS equivalent	Number	Total ECTS equivalent
Campus period	5	2	10
Common task	2	7	14
Elective task	2	11	22
Portfolio composition/reflection	1	1	2
Master thesis	12	1	12
<b>Total</b>			<b>60</b>

## Appendix 3. Programme of the site visit

### Monday February 13, 2023

08.45 – 09.00	Welcome
09.00 – 09.30	Preparatory meeting panel
09.30 – 10.15	Introduction of the MHPE programme
10.15 – 11.30	Preparatory meeting panel
11.30 – 12.30	Meeting with SHE, MHPE and FHML management
12.30 – 13.30	Lunch break (including consultation hour)
13.30 – 14.15	Explanation electronic learning environment (portfolio, Canvas, Epass)
14.15 – 14.30	Break
14.30 – 15.15	Meeting with students
15.15 – 15.45	Break
15.45 – 16.30	Meeting with alumni

### Tuesday February 14, 2023

08.30 – 09.15	Arrival
09.15 – 10.15	Meeting with staff members MHPE
10.15 – 10.30	Break
10.30 – 11.15	Meeting with members of the Board of Examiners
11.15 – 11.30	Break
11.30 – 12.30	Concluding Meeting with SHE and MHPE management
12.30 – 13.00	Lunch
13.00 – 15.00	Panel preparing presentation
15.00 – 15.30	Oral presentation by committee
15.30 – 16.00	Break
16.00 – 16:45	Development conversation
16.45 – 17.00	Closing

## Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses. Information on these is available from Academion upon request. The panel also studied other materials, which included:

- SHE Lifelong-learning overview
- Three educational roles represented in the MHPE programme
- Competency framework
- Selection of online learning tasks
- Domeinspecifiek referentiekader onderwijswetenschappen
- Example learning paths
- Tables
- Core staff
- Assessment plan
- Rubric
- Learning task feedback form
- Education and Examination Regulations
- Rules and Regulations
- Intended learning outcomes valid in 2017
- Overview of recent graduated students
- Canvas programme & course information, including assessment plan and Education and Examination Regulations