

Besluit **Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-master Health Professions Education van de Universiteit Maastricht**

Gegevens

| | | |
|-------------------------------|---|--|
| datum | Naam instelling | : Universiteit Maastricht |
| 13 januari 2014 | Naam opleiding | : wo-master Health Professions Education (60 ECTS) |
| onderwerp | Datum aanvraag | : 27 december 2012 |
| Besluit accreditatie | Variant opleiding | : deeltijd (postinitieel) |
| wo-master Health Professions | Tracks/specialisaties | : - regular track |
| Education van de Universiteit | | - specialised track (research) |
| Maastricht (001387) | Locatie opleiding | : Maastricht |
| uw kenmerk | Datum goedkeuren | |
| 2012.10.1662-YG | panel | : 11 december 2012 |
| ons kenmerk | Datum locatiebezoeken | : 8 en 9 januari 2013 |
| NVAO/20140062/SL | Datum 1^{ste} visitatierapport | : 1 april 2013 |
| bijlagen | Datum 2^{de} visitatierapport | : 9 oktober 2013 |
| 3 | Instellingstoets kwaliteitszorg | : ja, positief besluit d.d.16 mei 2013 |

Aanvullende informatie

De instelling heeft na overleg op 12 juni 2013 tussen de NVAO en het evaluatiebureau op 9 oktober 2013 een herzien visitatierapport ingediend. De herziening betrof verbetering van de transparantie van het rapport door ontvlechting van de accreditatieoordelen en de oordelen over het aangevraagde bijzonder kenmerk Internationalisering. Over de aanvraag voor toekenning van het bijzonder kenmerk Internationalisering zal de NVAO een afzonderlijk besluit nemen.

Beoordelingskader

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcr. 2010, nr 21523)

Bevindingen

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

Inlichtingen

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Samenvatting bevindingen en overwegingen van het panel (hierna ook: the committee).

This report presents the findings and considerations of the committee that assessed the Master's programme Health Professions Education of Maastricht University. The committee studied the information available and discussed the programme with representatives of the institution and the programme during a site visit. Based on their positive comments and the identified suggestions for improvement, the committee concluded that the programme meets the current generic quality standards and shows an acceptable level across the entire spectrum. Therefore, the committee assesses the Master's programme Health Professions Education as satisfactory.

The post-initial master's programme Master Health Professions Education (MHPE) is a programme offered by the School of Health professions Education of the Faculty of Health, Medicine and Life Sciences of Maastricht University. The MHPE programme aims to provide participants the knowledge and skills required for a career in health professions education and research. The MHPE is a two-year half-time programme of 60 ECTS taught in English and largely based on distance learning, with a maximum of three short intersession periods in Maastricht. Students who successfully complete the programme receive a Master of Science degree in Health Professions Education.

The following considerations played an important role in the committee's assessment:

Standard 1

The programme fulfils the requirements of a master's programme with respect to level and orientation. The committee acknowledges the fact that the programme does not align itself exclusively with the domain-specific framework of Educational Sciences. To enable the programme to connect its intended learning outcomes with the requirements of the specific domain, the committee recommends an articulated written statement on the position of the programme in terms of the domain-specific framework.

The committee takes the view that the orientation and level are suitable for a post-initial programme. It is satisfied with the international vision and academic orientation of the programme. It also endorses the fact that the programme is held in high esteem internationally.

The committee considers the intended learning outcomes to be adequately defined and suited to the objectives, level and orientation of an international master's programme. However, it stresses the importance of being able to verify that the learning outcomes have been achieved in relation to skills. Learning outcomes aimed at attitude, intercultural skills, communication, collaboration, leadership, etc. should be explicitly formulated.

Standard 2

The MHPE programme encompasses two years of part-time education with a total study load of 60 ECTS. The first year consists of six educational units. The second year consists of four units plus the master thesis. MHPE is a blended learning programme: unit 1 and unit 7 are conducted on campus in Maastricht, while distance learning is used for the remaining units.

The committee concludes that the MHPE programme fulfils the requirements for an appropriate teaching and learning environment, taking into account the Framework for Limited Programme Assessments, the Framework for the Assessment of Internationalisation, and the requirements concerning the evaluation of a post-initial programme. The programme, the staff, and the facilities enable students to acquire international and intercultural learning outcomes.

Pagina 3 van 7 In general, the committee is impressed by the structure, content and organisation of the programme. Students are clearly being facilitated to acquire the attitudes, knowledge and skills that are required to graduate. During the site visit the committee learned that students and alumni greatly appreciate the possibility to specialise by following one of the educational tracks. It noted the impressive amount of reading that is required of, and actually undertaken by, students.

The programme is based on problem-based learning and distance education, which results in both self-directed and collaborative learning. The concept and the applied teaching methods facilitate participation by international students and allows them to use their own working circumstances as an authentic stimulus for learning. The programme has a proper scientific and professional orientation, which is reflected in multiple units and the learning theme focused on research skills. It requires the participants to use theory-based insights continuously in dealing with authentic educational problems.

The committee suggests to enhance the collaboration between students of different backgrounds and time zones even further. The same applies for learning outcomes focused on, for example, leadership skills and cooperation skills. Although students do achieve these learning outcomes, it is difficult to pinpoint exactly where and how they are realised in the curriculum. The committee acknowledges that this issue was also mentioned by the programme staff and will be addressed going forward.

The committee concluded that a sufficient number of staff members are available to ensure the desired quality of the programme. It understands that working in an on-line environment puts extra pressure on staff, and it is impressed by the way the staff manages the distance education and the quality and quantity of feedback the students receive. In addition, it recognises the staff's excellent scientific quality, national and international academic reputation, and teaching experience. However, almost all of the staff members are Dutch. The committee supports the plan to attract more international staff members. It verified that the teaching competence of the staff members, also regarding the international aspect of the programme, is taken very seriously at Maastricht University and that professional development facilities are present to foster it.

The committee established that the programme has adequate access requirements. It considers the selection procedure thorough and well organised. The programme has a student population that originates from a wide range of countries, and the students are professionals in health care. The committee concludes that the programme is aware of the consequences of attracting students with different cultural backgrounds and of providing education from a distance, and values this.

According to the committee, the services (both guidance and facilities) provided to the students are well organized and support students even when they are not in Maastricht. The committee also established that the programme pays sufficient attention to monitoring potential delay and drop-out as closely as possible.

The committee concludes that, internally, the whole programme is properly evaluated. It advises evaluating all of the units immediately after the students finish them. It was pleased to see that many of the issues it detected had already been acknowledged and were being dealt with by the programme. Students value the programme highly, although the study load is heavy, in particular the amount of reading required. The international aspect is also highly regarded, although it takes considerable effort to coordinate communication.

Standard 3

The committee concludes that the programme has a satisfactory system of assessment and that the assessments are adequate in terms of level and content. The committee is impressed by the way the programme provides feedback to students, and appreciates the

Pagina 4 van 7 attention paid by the programme to the consequences of attracting students from different cultures. It found that the programme pays sufficient attention to the issue of plagiarism. The committee is persuaded that the Board of Examiners has sufficient insight into the quality of the examinations and takes adequate measures as necessary. Although both students and lecturers are satisfied with the thesis process, the committee feels that the independence of the second assessor of the thesis assessment needs rethinking. It advises that the programme develops and implements a new system of assessment where the second examiner is fully independent in the sense that he or she is not in any way involved in the supervision during the thesis process. The committee was, on the whole, impressed by the students' progress and results. It concludes that the overall quality of the theses is satisfactory, and graduates of the master's programme achieve the required level. It acclaims the fact that the programme seems to achieve the international goals it has set, because the master's programme is highly beneficial for the careers of its graduates.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel, in het bijzonder de aanbevelingen om het domein specifiek referentiekader en de beoogde eindkwalificaties in meer concrete termen te formuleren, om het toetsingsbeleid zodanig aan te passen dat de tweede beoordelaar een volledig onafhankelijke positie krijgt alsmede om in functie van de thesis meer aandacht te besteden aan academic writing skills.

Besluit

Ingevolge het bepaalde in artikel 5a.10, tweede lid, van de WHW heeft de NVAO het college van bestuur van de Universiteit Maastricht te Maastricht in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 16 december 2013 naar voren te brengen. Bij e-mail van 7 januari 2014 heeft de instelling ingestemd met het voornemen tot besluit.

De NVAO besluit accreditatie te verlenen aan de postinitiële wo-master Health Professions Education (60 ECTS; variant: deeltijd; locatie: Maastricht) van de Universiteit Maastricht te Maastricht. De opleiding kent als afstudeerrichtingen een regular track en een specialised track (research). De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 13 januari 2014 en is van kracht tot en met 12 januari 2020.

Den Haag, 13 januari 2014

Nederlands-Vlaamse Accreditatieorganisatie



R.P. Zevenbergen
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

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

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E).

Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

TABELLEN WO-MASTER

Tabel 1: Rendement

| Cohort | 2007-2009 | 2008-2010 | 2009-2011 |
|-----------|-----------|-----------|-----------|
| Rendement | 53% | 64% | 41% |

Tabel 2: Docentkwaliteit

| Graad | MA | PhD | BKO |
|------------|----|------|------|
| Percentage | - | 100% | 100% |

Tabel 3: Student-docentratio

| | |
|-------|---------|
| Ratio | 20,4: 1 |
|-------|---------|

Tabel 4: Contacturen

| Studiejaar | 1 | 2 |
|-------------|---|---|
| Contacturen | * | * |

Toelichting

* Het MHPE is een deeltijdprogramma, tijdens de campus-based units is het aantal contacturen gemiddeld 20 uur per week. Gedurende de distance education units is er sprake van begeleiding op afstand.

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- Prof. Jan van Tartwijk (voorzitter), Professor of Applied Educational Sciences, Utrecht University and Scientific Director Educational Expertise Centre of Utrecht University;
- Jack Boulet, PhD, Associate Vice President, Research and Data Resources, Foundation for Advancement of International Medical Education and Research (FAIMER);
- Prof. Peter McCrorie, Professor of Medical Education, St George's, University of London and Dean for Medical Education, University of Nicosia, Cyprus;
- Prof. Karen V. Mann, Professor Emeritus, Division of Medical Education, Dalhousie University Halifax, Canada and Professor of Medical Education, University of Manchester, Manchester, UK
- Margot Weggemans, BSc (student member), master student in Medicine, Utrecht University.

The committee was supported by ms. N. A. Verseput, MSc (gecertificeerd) and drs. H.A.T. Wilbrink, who acted as secretary.