

Master of Health Professions Education

**Faculty of Health, Medicine and Life Sciences,
Maastricht University**

Quality Assurance Netherlands Universities (QANU)
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
Telefax: +31 (0) 30 230 3129
E-mail: info@qanu.nl
Internet: www.qanu.nl

Project number: Q0417

© 2013 QANU

Text and numerical material from this publication may be reproduced in print, by photocopying or by any other means with the permission of QANU if the source is mentioned.

CONTENTS

Report on the master's programme Master of Health Professions Education of Maastricht University.....	5
Administrative data regarding the programme	5
Administrative data regarding the institution.....	5
Quantitative data regarding the programme	5
Composition of the assessment committee	5
Working method of the assessment committee	6
Summary judgement	8
Description of the standards from the Assessment framework for limited programme assessments	11
Appendices	35
Appendix 1: Curricula Vitae of the members of the assessment committee	37
Appendix 2: Domain-specific framework of reference.....	39
Appendix 3: Intended learning outcomes	43
Appendix 4: Overview of the curriculum.....	47
Appendix 5: Quantitative data regarding the programme.....	49
Appendix 6: Programme of the site visit	53
Appendix 7: Theses and documents studied by the committee.....	55
Appendix 8: Declarations of independence	57

This report was finalized on 1 April 2013.

Report on the master's programme Master of Health Professions Education of Maastricht University

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

Administrative data regarding the programme

Master's programme Master of Health Professions Education

Name of the programme:	Master of Health Professions Education
CROHO number:	75037
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	2
Location(s):	Maastricht
Mode(s) of study:	part time
Expiration of accreditation:	15 January 2014

The visit of the assessment committee Master of Health Professions Education to the Faculty of Health, Medicine and Life Sciences of Maastricht University took place on the 8th and 9th of January 2013.

Administrative data regarding the institution

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

Quantitative data regarding the programme

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

Composition of the assessment committee

The committee that assessed the master's programme Master of Health Professions Education consisted of:

- Prof. Jan van Tartwijk (chair), Utrecht University (NL);
- Jack Boulet, PhD, FAIMER (US);
- Prof. Peter McCrorie, St George's, University of London (UK);
- Prof. Karen V. Mann, Dalhousie University (CA);
- Margot Weggemans, BSc (student member), Utrecht University (NL).

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

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

Working method of the assessment committee

Preparation

After receiving the self-evaluation report, the project manager checked the quality and completeness of the information provided. After approval, it was forwarded to the committee. In addition, each committee member received and read two or three theses for the programme being assessed. The theses were selected by the project leader in consultation with the chair of the committee (see Appendix 7).

Before the site visit the project leader created a draft programme for the interviews (see Appendix 6). The draft programme was discussed with the chair of the committee and the programme coordinator. As requested by QANU, the programme coordinator carefully composed and selected representative panels.

Site visit

During the initial meeting at the start of the site visit, the committee discussed its findings based on the self-evaluation report. It also discussed its task and working methods and the proposal for the domain-specific requirements (see Appendix 2).

During the site visit, interviews were held with representatives of the Board, students, staff members, alumni, the Educational Committee, the Examination Committee, a member of the University Board and the student advisor. The committee also received and studied additional information of several courses, for example study books, and reports from the meetings of the Educational Committee. The committee members did not consider it necessary to request additional theses during the site visit. A consultation hour was scheduled to give students and staff of the programme the opportunity to talk to the committee informally, but no requests were received for it.

The committee used a significant part of the final day of the site visit to discuss the assessment of the programme and to prepare a preliminary outline of the findings. The site visit was concluded with an oral presentation of these findings by the chair, consisting of a general assessment and several specific observations and impressions of the programme.

Report

After the site visit the secretary wrote a draft report based on the committee's findings. This draft was first read and commented upon by the committee members before being sent to the faculty to check for factual irregularities. Any comments of the faculty were discussed with the chair of the committee and, if necessary, with the other committee members. After that, the report was finalised.

Decision rules

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

Generic quality

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

Unsatisfactory

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

Satisfactory

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

Good

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

Excellent

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

Summary judgement

This post-initial master's programme Master of 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 taught in English and largely based on distance learning, with a maximum of three short periods in Maastricht. Students will receive a Master of Science degree in Health Professions Education.

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 content with the international vision and academic orientation of the programme. It is also happy to endorse 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 certainly 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.

In general, the committee is impressed by the structure, content and organisation of the programme, the content in particular. Students are clearly being facilitated to acquire knowledge and skills of the units. During the site visit the committee learned that students and alumni greatly appreciate the possibility to specialise by following one of the tracks. It noted the impressive amount of reading that is required from 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 allow 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 advises enhancing 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 is pleased this was also mentioned by the programme itself and will be addressed.

The committee concluded that a sufficient number of staff members are available to ensure the desired quality of the programme. It established 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. Almost all of the staff members are Dutch, though. 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 facilities are present to foster it.

The committee established that the programme applies 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 different cultures and 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 the whole programme is subjected to the process of evaluation. It advises evaluating all of the units immediately after the students finish them. It was pleased to see that a lot of 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 great effort to keep in touch.

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 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 convinced 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 ensuring the development and implementation of a new system of assessment in which 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.

Conclusion

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

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

General conclusion **satisfactory**

The committee assesses the standards from the Framework for the Assessment of Internationalisation in the following way:

Standard 1: Vision on internationalisation	good
Standard 2: Learning outcomes	satisfactory
Standard 3: Teaching and Learning	good
Standard 4: Staff	good
Standard 5: Students	satisfactory

General conclusion for the Assessment of Internationalisation **good**

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

Date: 1 April 2013



Prof. dr. Jan van Tartwijk (chair)



Drs. Hans Wilbrink (secretary)

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

Standard 1: Intended learning outcomes

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

Explanation:

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

1.1. Findings

In this first standard the committee's findings are examined against the domain-specific reference framework (1.1.1). Then attention is paid to the profile, vision and orientation (1.1.2) and the aims, objectives and intended learning outcomes regarding internationalisation of the master's programme in Health Professions Education at Maastricht University (1.1.3).

1.1.1. Domain-specific requirements

According to the self-evaluation report, MHPE is the only health professions education programme in the Netherlands. The Dutch educational programmes (general) have issued a joint domain-specific frame of reference (see Appendix 2). It distinguishes five main groups in the national and international field of educational programmes. The MHPE programme focuses on education *for the health professions*, since that area of content has specific characteristics. Complexity in health care problems, the high stakes and the constant interplay between various actors makes health care a fairly unique type of profession, setting specific demands for its education. The focus on these characteristics as well as the broad background, thoroughly based on evidence from research and theory, are features that distinguish the MHPE programme from other ones in the Netherlands and abroad. The self-evaluation report states that an urgent need for expert medical educators is evident internationally to cater for the new medical education programmes, illustrated by the fact that master programmes in health professions education are rapidly gaining ground.

The committee noted that the domain-specific requirements given in the self-evaluation report are not clearly aligned with the description of the field of Health Professions Education. It has been established that the programme considers itself to be a part of the joint domain-specific framework of educational sciences. However, as the management explained during the site visit, the programme does not adhere to this domain exclusively. Due to the specific practical features of the programme, the scope is perceived to be of a different nature. Practical instruments and examples used in the programme are directly related to the variable day-to-day working experience of the students in the field of health and therefore extend outside the subject matter of *educational sciences*. Moreover, the programme aims to align itself strongly with similar master's programmes around the world, which apply educational sciences in a specific health-related context. The management mentioned that of approximately 76 comparable master's programmes, a few programmes in particular are used as benchmarks, e.g. those at the Universities of Chicago and of Dundee.

The committee concludes that the framework mentioned in the self-evaluation report is not completely applicable to MHPE in Maastricht. The programme explained that its position actually approaches the framework of health as well as educational sciences. The committee used this explanation and the remark that the programme aligns itself with similar mixed programmes around the world to position the programme in terms of frameworks.

The committee acknowledges the fact that the programme does not align itself exclusively with the framework of educational sciences and can support that choice with sound reasoning. The importance of offering a programme tailored to the specific demands of the specific professional domain is fully appreciated. The committee points out that the intended position is yet not clearly formulated in the self-evaluation report and domain-specific framework. It therefore recommends an articulated written statement on the position of the programme in terms of the domain-specific framework. This will better enable the programme to connect its intended learning outcomes with the requirements of the specific domain.

1.1.2. Profile, vision and orientation

The committee takes the view that the orientation and level, as described in the self-evaluation report and discussed during the site visit, are fitting for a programme which is post-initial. It is more than satisfied with the international vision and academic orientation of the programme, which are clearly stated and appropriate. It is also happy to endorse the fact that the programme is held in high esteem internationally.

The MHPE programme is an international, research-driven, post-initial programme, based on theoretical and empirical evidence in the domains of learning, instruction, assessment and evaluation embedded in an international context. Its vision is to improve health care for all by increasing the quality of education for health professionals and by contributing to the knowledge base of health professions education.

The MHPE programme is aimed at the academic Master of Science level. It is research-driven with strong linkages between the educational programme and the research performed in the School of Health Professions (SHE). Graduates of the programme are able to conduct scientific research independently and use the results to analyse and solve multidisciplinary and interdisciplinary problems in professional practice. Additionally, they are able to design an educational programme, including an evaluation study to examine the outcomes of the programme, based on rational, evidence-based choices, which they are able to justify.

The self-evaluation report states that MHPE's internationalisation ambitions focus on the development of an international community of health professions educators who have gained, in an international context, the knowledge and skills to educate and train competent health professionals. This international vision is in line with the portfolio of educational programmes of SHE. It is endorsed both internally and externally. Internally, internationalisation is a focus in the UM policy. Externally, there is an increasing recognition of the need for international collaboration and intercultural competence in health professions education.

MHPE's vision on internationalisation is evaluated regularly in a number of ways.

- MHPE staff members are regular participants and contributors to the main health professions education international conferences, thus maintaining and upgrading their awareness of recent developments abroad.

- The programme's ambitions are regularly discussed with MHPE's alumni at the annual alumni workshop.
- The MHPE programme is a member of the international NGO The Network: Towards Unity for Health.
- MHPE collaborates with FAIMER (Foundation for Advancement of International Medical Education and Research), a non-profit foundation committed to improving world health through education. FAIMER sponsors two of their fellows each year to enrol in the MHPE programme. FAIMER is a regular discussion partner of the MHPE management, regarding e.g. the international scope of the programme.
- The portfolio of programmes (including the MHPE programme) has been audited by two international experts who provided constructive advice.
- In addition, the MHPE programme attracts international interest as observed in a number of requests for collaboration stemming from the following countries: Argentina, Brazil, Canada, Egypt, Indonesia, Kazakhstan, Kenya, Malaysia, Mexico, Saudi Arabia, Taiwan, Turkey, Uganda, the UK and the USA.

In addition, the educational units are periodically evaluated; this practice is described under Standard 2.

1.1.3. Aims, objectives and intended learning outcomes

The overall aim of the MHPE programme is to support teachers and organisers of education in health to acquire in-depth competencies in education underpinned by a firm foundation of educational theory and evidence, by means of forming an international community of health professions educators. The interrelationship between educational theory, research and educational practice within an international setting is a fundamental guiding principle of the MHPE programme. This aim is embodied in the international objectives of the MHPE programme, which are available as Appendix 3.

These international objectives are translated into 21 intended learning outcomes for the MHPE graduate. In formulating them, the Dublin descriptors (comparable and compatible qualifications for higher education in Europe, established by the Joint Quality Initiative in Dublin in 2004) were taken as the point of departure. According to the self-evaluation report, the qualifications correspond with international descriptions and the level of a MSc programme in health professions education, stating that students should be provided with adequate competencies to start a career in health professions education.

In principle, intended learning outcomes 4, 10, 11, 14 and 19 are a manifestation of the programme's vision and aims on internationalisation reflected in the curriculum. Within this set of qualifications, the language of instruction, the global content of the programme and the skills to work in international and multidisciplinary teams are made explicit.

In general, the committee considers the intended learning outcomes to be adequately defined. It considers the intended learning outcomes are suited to the objectives of the programme and fit the level and orientation of a master's programme. However, it does point out the importance of the measurability of the intended outcomes.

The committee noted that the learning outcomes focused on skills and attitudes are rather generally formulated. Learning outcomes aimed at intercultural skills, communication, collaboration, leadership, etc. should be explicitly formulated. Bearing in mind the wide range of backgrounds of the students, it is important to state clearly what exactly the programme expects the student to have mastered when he or she graduates. A particular point the

committee wants to make is the discrepancy between the intended learning outcome to demonstrate pedagogical skills and the omission of this skill in the aims and objectives of the programme. It advises the programme to adjust the aims and objectives accordingly.

1.2. Considerations

This post-initial programme fulfils the requirements of a master's programme. The learning outcomes in general are aimed at solving multiple or professional issues. They are academically oriented and at a master level, fitting the Dutch qualifications framework.

The committee acknowledges the fact that the programme does not align itself exclusively with the framework of educational sciences. To enable the programme to link its intended learning outcomes to the requirements of the specific domain, the committee recommends preparing 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, as described in the self-evaluation report and discussed during the site visit, are appropriate for a programme which is post-initial. It is more than satisfied with the international vision and academic orientation of the programme, which are clearly stated and suitable. It is also happy to endorse the fact that the programme is held in high esteem internationally.

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

1.3. Conclusion

Master's programme in HPE: the committee assesses Standard 1 as **satisfactory**.

Master's programme in HPE: the committee assesses Standard 1 of the Framework for the Assessment of Internationalisation as **good**.

Standard 2: Teaching-learning environment

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

Explanation:

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

2.1. Findings

In this standard the design and the coherence of the curriculum of the MHPE master's programme were examined (2.1.1). In addition, the committee looked at the educational concept (2.1.2), the extent to which the final qualifications are translated within the curriculum (2.1.3), intake and study progress (2.1.4), services provided to students (2.1.5), teaching personnel (2.1.6) and programme-oriented internal quality assurance, which includes descriptions of the measures for improvement implemented as a result of the previous programme assessment (2.1.7).

2.1.1. Curriculum

According to the report, the teaching in the MHPE programme is characterised by a problem based learning approach (PBL). The programme encompasses two years of part-time education with a total study load of 60 ECTS. The first year consists of six educational units and the second year 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 curriculum is illustrated in Appendix 4).

Content and structure

The first campus-based unit in the *first year* delineates the major issues in health professions education that are covered by the MHPE programme. The unit introduces the students to the principles and theories of learning and how they are related to problem-based learning. In unit 2, students deepen their understanding of modern principles and concepts of knowledge and learning. During unit 3, students focus on the curriculum level, by analysing an existing curriculum, for which they then develop a new design to improve a particular aspect or a specific part of the curriculum. Two related themes are central to unit 4. The first one concerns quality assurance within educational organisations. The second is student assessment: modern assessment methods and how they can be used in curricula. Unit 5 deals with the organisational context of professional work, and in particular with leadership's role in organising, managing and improving health professions education. Unit 6 runs as a parallel strand beside units 1 to 5 during the whole year and consists of a number of assignments to develop basic academic research skills. The completion of these assignments is integrated within the year 1 units.

The *second year* starts with campus-based unit 7, dealing with the components of educational research including the appropriate statistical principles and techniques. Students are guided to formulate a clear and relevant research question with good operational definitions as a stepping-stone towards their master thesis. In unit 8 students learn how to design powerful learning environments on different levels. They acquire knowledge about an effective design process, how to avoid pitfalls in this process, and the factors influencing this process. Different learning environments for students or teachers are studied, and the roles of various instructional designs are addressed. Also, the role of the instructional designer is explored. Acquiring knowledge about design-based research is integrated with the assignments. Two central themes run through unit 9: evaluation of educational quality and student assessment. The focus is on a

comprehensive approach to educational quality, addressing total quality management, accreditation and external review procedures. The unit also focuses on new modes of assessment and changing perspectives on assessment in educational programmes. Analogous to unit 6, unit 10 uses selected assignments from units 8, 9 and 11, working mostly according to the distance-education format. The aim of unit 12 is to increase and deepen the knowledge and skills regarding qualitative and quantitative research in education. Central in the unit are assignments on qualitative methods, quantitative methods, and a discussion of paradigms aimed at clarifying the interrelationship between paradigm, research question and methodology. Finally, students' research or design projects culminate in the master's thesis (unit 11).

In general, the committee is positive about the structure, content and organisation of the programme. The coherence of the curriculum is adequate. The use of unit 6, which is programmed as a longitudinal learning line throughout year 1, is perceived as very useful by the students. However, the committee noted the remark made by alumni that during the programme it is not always easy for students to distinguish the underlying structure of the curriculum. Furthermore, the transition from the campus-based unit 1 to the first distance-based unit 2 could be made smoother, to address the students' need to be better prepared for their first individual distance-based learning. The latter point had already been noted and is addressed by the programme.

The content of the curriculum is something the committee particularly appreciated. Students are clearly being supported in acquiring the knowledge and knowhow of the units. The content of individual units is considered appropriate. During the site visit, the committee learned from students that the units dedicated to redeveloping curricula and assessment are very well liked. Whether students appreciate the emphasis on either general academic skills or medical skills in the units depends on their background. Students and alumni both mentioned the usefulness of peer-based feedback and suggested incorporating it in more units. Students also mentioned the different ways in which units are organised. More specific attention devoted to theory of education was suggested as a useful addition to the curriculum by the students, either integrated in the existing units or as a separate unit.

Regular and specialised track

During the site visit, the programme managers explained the initiative for the introduction of two tracks within the programme. In recent years there have been clear indications that students and alumni have specific preferences with regard to the programme. Some particularly wanted to be able to select a track specialising in research in health professions education. Therefore, the programme provides the choice between a *regular track* in which the focus is equally divided between research, design and management of educational institutions, and a *specialised track* that focuses more strongly on conducting research. Students opt for one of these tracks. Unit 10 is organised in both tracks parallel to the distance-education units. Students who opt for the specialised track choose either unit 8 or unit 9. Those wishing to pursue a career in research receive additional training in quantitative and qualitative research (in unit 12) at a more advanced level than students in the regular track.

During the site visit the committee learned that students and alumni highly appreciate the possibility to specialise and the specialised units themselves because this enables them to adapt their curriculum to their own interests. However, the management also mentioned that the programme is aware of the risk of students favouring the research track too much, possibly due to the fact that it could be perceived as a type of honours class, which is not the intention. The committee suggested during the visit to rename the 'regular' track into the

'design' track to enhance its prestige and to make it distinctive, especially in light of plans put forward by the programme during the site visit to create a third, management-oriented track.

2.1.2. Educational concept

The MHPE programme is based on problem-based learning (PBL) and ICT-supported distance education, which results in both self-directed and collaborative learning. In the self-evaluation report, those approaches were elaborated further.

PBL, the leading educational approach at Maastricht University, aims at contextual, constructive and collaborative learning. It teaches students the importance of interdisciplinary knowledge to understand problems, and stimulates them to address problems from a multidisciplinary point of view. Throughout the programme, students participate in the cycle: study the literature, apply the new insights into the personal working situation (either by analysing or suggesting research-informed solutions), and receive peer and expert feedback on these assignments. Experiential learning, or learning-by-doing, is central to the curriculum. Authentic problems in health professions education serve as triggers for learning. Analysis of the problems and their solutions leads to the acquisition of new knowledge and problem-solving skills. Real-life situations are used as the starting point for learning about theoretical issues based on the literature. Students can immediately apply what they have learned in their own professional situation.

According to the self-evaluation report, the exchange of diverse experiences and perspectives among the MHPE students contributes to the intercultural learning and the ability to work in multiprofessional teams. The application of PBL contributes to the in-depth acquisition of knowledge and skills and facilitates cooperation and knowledge exchange between students of different (international) backgrounds. Group assignments encourage online collaboration among students from different parts of the world and help them appreciate different (international) circumstances. The introduction of online group collaboration has coincided with a reduction in the isolation of individual students and in study delays, as judged from the spontaneous formation of study groups using current social media like Facebook and teleconference possibilities like Skype.

The distance education feature of the programme facilitates participation by international students and allows the students to use their own working circumstances as an authentic stimulus for learning. Students come to Maastricht twice for the duration of three weeks, and attend the remainder of the programme from their home countries continuing their normal home and work routines. Because of this, students have the opportunity to integrate their work situations in the MHPE course and vice versa.

The committee established that this educational concept is in line with the aim of this post-initial programme and well implemented. Students with different backgrounds benefit from each others' experiences, and emphasis is placed on learning to apply newly acquired knowledge and insights in the students' own and others' working environments. During the site visit, the committee noted that both students and staff are positive about the concept. Students appreciate that they are trained to cooperate. The experience of distance learning was also mentioned during the visit as highly educational.

The committee thinks that learning to collaborate in an international context remains a goal that requires closer monitoring. Collaborating in an international setting can be difficult. However the committee recommends making more use of collaboration within distance

units. Especially units 2 and 5 could benefit from introducing collaborative assignments in order to smooth transition between units 1 and 2 and improve completion rates of unit 5.

In addition, the committee advises enhancing the collaboration between students of different backgrounds and time zones even further, despite the practical issues that will arise. During the site visit, it became clear that in general students are inclined to work with other students from a similar background. This was corroborated by the alumni; the easiest way to cooperate is with like-minded people and, more practically in a distance learning environment, with people in the same time zone. Students could be made more aware of the effect of their own behaviour being too selective about whom they work with or at least try to reflect on it, as they also mentioned themselves during the visit. As mentioned during the site visit, the programme management is aware of this. The programme does try to influence this type of behaviour by mixing the composition of student groups. The committee advises trying to stimulate students more firmly to cooperate internationally, for example when they start their first distance-based unit.

In the self-evaluation report, but also during the site visit, the consequence of the fact that the programme attracts an international, multi-disciplinary and mature student population, combined with the diversity of students' cultural backgrounds, became clear. On the one hand, this guarantees a stimulating and inspiring study environment. The students' backgrounds enhance their intercultural and multiprofessional learning as stipulated in the aims of the programme. On the other hand, experience shows that certain values underlying the PBL concept, for example self-directedness, are quite foreign to some MHPE students and their cultures (and education). During the site visit, the management explained that the most conspicuous difference in cultural background manifests itself in the ability to undertake independent thinking and not so much in fluency in English. Some students are more classically trained and are inclined to focus on knowledge reproduction, in particular if they are still in the early stages of their career. The staff tries to accommodate and support the development of students who need more time to adjust to the way they are expected to process and use knowledge. The issues of plagiarism and the correct use of citations in scientific writing for example, are dealt with explicitly in the first unit.

In the first unit students also get acquainted with each others' professional backgrounds and their local circumstances. One of the assignments in this unit requires students to introduce themselves, their background and the health care organisation in their home country to each other. Incidentally, apart from enhancing student contacts and learning, these presentations have resulted in a 47-page booklet describing the health care and health care education systems in Canada, Congo, Indonesia, Ghana, Saudi Arabia, South Africa, Turkey and Uganda. Furthermore, ample opportunities for informal contacts are important to facilitate on-line interaction and cooperation during the programme. A social event is organised for first- and second-year students. Previous experiences have shown that these are opportunities to learn about each other's circumstances and backgrounds. The university staff participates actively in these events as well. Additionally, in one of the weekends during their stay in Maastricht, a hiking tour is organised for the students. Staff members occasionally organise informal get-togethers at their homes.

The committee concludes that the programme is well aware of the consequences of attracting students with different cultural backgrounds and of providing education from a distance, and appreciates how the programme deals with this.

2.1.3. Learning outcomes

The committee examined whether and how the learning outcomes formulated by the programme have been translated in the curriculum. It paid specific attention to the focus on academic and professional skills and the extent of internationalisation.

The committee verified the translation of the final qualifications of the master's programme by studying the cohesion between the intended learning outcomes and the curriculum. The self-evaluation report included very elaborate overviews of the relation between the final qualifications and the units (see Appendix 3). Furthermore, the committee examined the information on several units made available during the site visit, including a description of the learning objectives, specification of contents, assignments and the literature. It feels that the intended learning outcomes are thoughtfully translated into the curriculum in general.

The committee noticed that for some of the intended learning outcomes, e.g. leadership skills, communication and cooperation, although students do achieve them, it is difficult to pinpoint exactly where and how they are realised in the curriculum. The committee advises making these learning outcomes visible and transparent within the curriculum and highlighting them sufficiently. As illustrated below, the self-evaluation report already mentioned this issue and that the programme is already remediating this, for instance by incorporating intercultural communication training in the programme.

Internationalisation

The self-evaluation report states that the programme focuses on the international literature written in English, but that the students' own local health education situation is also an important stimulus for learning. The local use of the curriculum content is enhanced by continuous electronic access to the relevant literature and journals. Students learn to cooperate and communicate with colleagues from different cultures by actually doing so while working in multicultural teams. This intercultural learning happens mostly implicitly, as a result of the structure and organisation of the programme. The self-evaluation report mentions that it could be further enhanced by introducing intercultural communication training as part of the content of the programme. During the site visit, the programme management confirmed that developing such communication skills throughout the programme is assessed in a formative but not in an explicit summative way. The committee understands the complexity in doing this, but stresses that it is important to also assess this in a summative way either qualitatively or quantitatively.

According to the self-evaluation report, the international and multicultural student population is instrumental in achieving the qualifications concerning internationalisation. Especially in PBL, where students learn from each other, a culturally diverse student population facilitates the attainment of the qualifications listed above. By fostering an international and intercultural environment, these qualifications provide excellent preparation for the graduate's work environment.

The committee learned from students and alumni that they highly appreciate the international setting of the programme. They found it enlightening to realise the difference in backgrounds of the other students. It makes students aware of the privileged circumstances in some parts of the world and the different ways health education is organised and practised around the globe. This demonstrates the mutual learning aspect as a result of the international setting. The staff of the programme also mentioned the enriching effect of working with an international group of students, for themselves as well as the students. The management also stressed the programme's aim to create a culture of international communication between the

programme and its students and among the students themselves. The committee concludes that the programme is very aware of the myriad of cultural backgrounds. For example, the giving and receiving of feedback are not concepts inherent to every cultural background.

Academic and professional skills

The committee feels that the development of scientific and research skills is effectively addressed within the programme, and combined with professional skills when applying theories to authentic problems. The programme has a proper scientific and professional orientation, which is reflected in the multiple units and the learning theme focused on research skills. The site visit revealed that students and alumni are positive about the academic and professional orientation of the programme. The committee is impressed by the amount of scientific literature provided to and read by the students.

According to the self-evaluation report, SHE's educational research has two foci: (1) learning environment and (2) assessment. The MHPE programme is firmly rooted in educational theory. The programme requires the participants to use theory-based insights continuously in dealing with authentic educational problems. Most of the problems used in the programme are derived from the professional environment of individual MHPE students. This interrelationship between educational theory, research and educational practice is a fundamental guiding principle of the MHPE programme.

Throughout the programme students are trained in scientific methods and techniques. The development of scientific thinking is represented in a parallel 'learning line'. In each unit of the programme, one assignment is earmarked to contribute to this parallel strand of research skills. In order to ensure that students keep up to date with the relevant developments in the international domain of health care education, the programme includes critical appraisal of the recent scientific literature. To establish and maintain a link with the reality of international professional health care and educational issues, considerable attention is paid to English communication and scientific writing skills in an international context. Throughout the programme students are required to describe and critically discuss the results of their studies with their peers and supervisors and explain how they use them in their daily educational practice. The MHPE students are supervised by staff of the MHPE programme, who represent a significant body of expertise in health professions education. Moreover, the SHE staff supervise a large number of PhD students (currently 60), thus strengthening the ties between education and academic research.

In the first year, students develop skills for scientific thinking starting from their initial research interest or curiosity, and moving via critical reading and critical writing exercises and a modest literature search to a reformulation as an initial research question. This initial research question forms the basis of their draft proposal for their master thesis in the second year. In the campus-based unit 7, this draft proposal helps students to develop the best design and analysis. During this unit they work intensively in small groups on finalising their thesis proposal, with a staff member as their tutor. After unit 7 students have an additional 16 weeks before the thesis proposal must be approved by the supervisor and a second, independent examiner. The work on the thesis proposal, and later on the thesis itself, forms the input for work during the parallel unit 10. In this unit students are required to critically reflect on their own and others' thesis proposals: students provide feedback and suggest alternative designs for the studies that are chosen, thus preparing the discussion section of their thesis.

2.1.4. Student intake and study progress

Student intake

The information activities for prospective MHPE students are instrumental in realising the objective of an international, multicultural and multiprofessional environment for learners and learning. Within this continuum, participants are encouraged to develop their interest in a two-day International Visitors Workshop and continue their schooling in a two-week summer course. Specific interests can be pursued in intensive advanced courses lasting one week each. In the next stage participants can enrol in the MHPE programme. To facilitate the SHE (including MHPE) marketing strategy, the Faculty of Health, Medicine and Life Sciences appointed a marketing officer. The distinctive elements within the information strategy include the MHPE website, selected conferences, and inclusion of the MHPE programme in the NUFFIC catalogue (Netherlands Universities' Foundation for International Cooperation).

The committee established that the programme applies adequate admission criteria. It considers the selection procedure as thorough and well organised. The MHPE programme is open to students holding a bachelor's degree in one of the health professions in their native country (for example, in health sciences or medicine) in combination with relevant educational experience. The candidate must prove their prior education level with certified copies of relevant degrees. When necessary, NUFFIC assists in verifying foreign degrees. The students' current employers must guarantee that the prospective student is exempted from their work duties for at least 1½ days per week; the additional day per week that is required can be taken from holidays/weekends. As the MHPE programme is conducted in English, a candidate whose native language is not English must provide evidence of sufficient proficiency in English. Based on the 2008 accreditation report, some selected students are required to take an entry-level test for methodology and statistics in order to guarantee their scientific level before enrolment. Prospective students submit their application form which contains personal details and information about their educational and work experience, certified diplomas, proof of sufficient command of English, a letter of motivation (400-500 words), and proof of sufficient funds to cover the tuition fee and additional expenses.

Currently, the issue of the applicants' fluency in English is assessed primarily with the TOEFL score (Test of English as a Foreign Language), required for application. Due to the fact that satisfactory TOEFL scores sometimes turn out not to reflect the student's actual fluency, the programme plans to use interviews via Skype to ascertain the level of English of applicants, as the committee learned during the site visit. The committee supports this plan.

The annual intake of students in the MHPE programme over the period 2006 to 2012 is shown in Appendix 5, table 1. The MHPE programme has a student population that originates from a wide range of countries, a minimum of 10 and a maximum of 18 different countries per cohort. On average, more than 75% of the MHPE students originate from a non-EU/EER country. Most students are professionals in health care (education).

Study progress

The self-evaluation report states that the distance-education units require a nominal 20 hours per week. The programme evaluation indicates that students often spend more than this on these units. The extra time investment is mainly due to the students' dedication: they like to read all of the literature, even articles marked as optional, or they read alternative literature as well. The committee noted the impressive amount of reading that is required from and actually performed by students. During the site visit, both students and alumni confirmed that the

intended study load of 20 hours a week is heavy, but doable when planned effectively and upholding deadlines. The fact that most students have demanding careers and a family life adds to the load. Students mentioned the advantages of working together to keep each other up to speed and assisting one another when necessary.

The completion rates are shown in Appendix 5, table 2. Almost 40% of the students are able to graduate within the nominal study time. A minority of students needs more than three years to finalise their thesis and graduate. The committee remarked that the completion rate of the programme is acceptable as seen from the Dutch perspective. Seen in the international context of this particular programme, a higher completion rate might be expected. The committee was interested to learn how study delay occurs. The management explained that delay and drop-out are mainly caused by the combination of work and study and sometimes by the student's decision to take a break. Students and alumni further explained that local administrative circumstances can cause delays as well, for example permission from their own institutions to start research.

The committee established that the programme pays sufficient attention to monitoring potential delay and drop-out as closely as possible; the programme contacts the students every three months. Deadlines for feedback are strictly maintained, but delays are inevitable. One incentive to prevent study delays is the fact that the students have to continue paying the tuition fees.

2.1.5. Services provided to students

The committee examined the supervision and guidance provided for the students. It also explored whether the available facilities are adequate. According to the committee, the services (both guidance and facilities) provided to students are well organised and enable students to achieve the learning outcomes of the programme even when they are not in Maastricht.

Guidance

Students of the MPHE programme are guided in several ways:

- As the new students come from all over the world to Maastricht for a relatively short period of stay, *specific arrangements and information materials* are in place to orient them properly upon arrival. As hosts of the programme, the MHPE secretariat assists students in this process by means of various materials and activities. MHPE students are housed in one of UM's guest houses.
- In the *buddy system*, second-year students (attending Maastricht-based unit 7) act as buddies to smooth the process of the new students' arrival. The MHPE secretariat matches the new students with second-year students, preferably with the buddy originating from the same country or region as the new arrival.
- *Personal mentors* are coaches who assist the students in decision-making about study planning and study choices, such as the choice of track or a thesis topic. In addition, students who incur study delay or those unable to continue their studies may turn to their personal mentor for advice and guidance. Meetings between mentors and students are scheduled in the Maastricht-based units, and arrangements for further on-line contacts are made. The mentors are required to initiate contact at least twice a year and be available when students want to contact them.
- In the second year every student is assigned a *thesis supervisor*. In order to facilitate the actual writing of the master thesis and to assure academic quality, work on the thesis commences at the very beginning of the second year. The thesis supervisor assists the student in formulating a realistic research proposal and work schedule for the thesis. Supervisors and

students communicate regularly about the progress of the thesis and any obstacles encountered.

Facilities

As the MHPE programme is organised as a part-time, distance-education programme attracting international students, suitable facilities are essential. The committee found that when the students are in Maastricht, facilities are available to them to enhance Problem Based Learning (like tutorial rooms, skills and teaching laboratories, and library and computer facilities). During distance education, MHPE students have access to a comprehensive virtual classroom to facilitate group collaboration and multicultural learning. This is known as the Electronic learning environment UM (EleUM). EleUM includes Blackboard. Via EleUM students have access to e-readers and the e-library providing them with full access to leading educational journals. Finally, the students register for a private electronic UM account, allowing them exclusive use of e-mail facilities. In the first unit students receive extensive training in the use of the virtual library and EleUM.

Despite students living in different time zones, group collaboration is possible within Blackboard. Blackboard offers facilities for collaborative learning and allows the use of Discussion Board, Wikis, blogs and Elluminate for video-conferencing. Students can exchange comments, give feedback on each others' work, and post interesting additional literature. Questions can be put to course staff via the Discussion Board. Students submit their work to a safe storage box. Staff post their feedback, and students can monitor their progress in Blackboard; their study results are available in an individual 'Gradebook'.

2.1.6. Staff composition

The student-staff ratio of the MHPE programme is 20.4:1 in academic year 2010-2012, according to the self-evaluation report (see Appendix 5, table 3). The committee concluded that a sufficient number of staff members are available to assure the desired quality of the programme. During the site visit, it noted that both students and staff members affirm that the student-staff ratio is adequate. The committee learned that the staff has enough hours to supervise an individual student. Staff members find the size of their teaching load heavy, but acceptable.

The committee established that working in an on-line environment puts extra pressure on staff, for example constraining the way in which to provide feedback. This is something to bear in mind. The staff tries to channel the workload of giving feedback and supervision by, for example, recording online discussions and making them available for students to watch afterwards and by upholding strict deadlines. During the site visit, the staff explained that the second supervisor is sometimes called in to prevent a supervision overload. The committee appreciates this collaboration among staff members, but wants to stress the consequences of this design for the independence of the second assessor of the thesis (see standard 3). Otherwise, the committee is impressed by the way the staff manages the distance education and the quality and quantity of the feedback students receive.

In addition, the committee studied an overview of the core staff members, their position, level of education, employment history and publications. It recognises the staff's excellent scientific quality, national and international academic reputation and teaching experience. Of the 32 core staff members of the MHPE programme, 4 are full professors, 21 have a PhD (including the full professors), 19 have their university teaching qualification (BKO) while others are exempted from this degree, based on internal policy, and two have graduated from this same MHPE programme. The committee was pleased to note that the top researchers and

management actively participate in education and are very closely involved in the programme. It supports the plan to attract more international staff members, as mentioned in the self-evaluation report and by the alumni during the site visit.

The committee verified that the teaching competence of the staff members is an important matter at UM and that facilities are present to foster it. The UM human resources policy aims at stimulating the development of staff by offering courses such as e-learning, teaching in the international classroom, dealing with cultural differences and preparation for the Cambridge Proficiency in English Exam. The university has its own Staff Career Counselling Service, where staff members are able to get information and consultation on training courses, coaching facilities and career opportunities. Staff training in intercultural competence is provided on average twice a year. Training addresses the individual characteristics of international groups of students encountered in the MHPE programme, like those in the International Track in Medicine or the MSc in Global Health. Information on the didactic performance of staff members is retrieved from standard student questionnaires and discussed in the annual performance review between a staff member and the department head. The results are relevant for their career, which the committee appreciates. All academic staff members are required to follow a number of introductory courses on the UM educational approach. In addition, the department offers a package of workshops related to educational aspects, including the Basic Teaching Qualification.

2.1.7. Programme-specific quality assurance

According to the self-evaluation report, the post-initial character of the programme is reflected in the autonomy to set its own admission criteria and the pivotal role of the SHE Management Team in the internal quality assurance system. The Management Team performs the role of the Education Committee. The Educational Committee is an obligatory element within government-supported educational programmes and is not present in the MHPE programme.

The committee has reviewed the results of the student evaluations. The programme provided quantitative and qualitative data per unit and on the curriculum as a whole. At the end of Maastricht-based units 1 and 7, students are asked to complete a questionnaire which evaluates the quality of units. Additionally, focus group interviews are conducted to acquire deeper insight into the students' evaluations of the delivery of the programme so far. The committee was surprised to learn from students and alumni that only Units 1 and 7 are evaluated and discussed in situ, because those are the only times all the students are present in Maastricht. This means that students are being asked to evaluate Units 2-7 together. There is also the possibility to fill out an evaluation form electronically after each unit, but according to the staff, not many students use this option and it is difficult to stimulate them to do so. The committee states that the practice of evaluating almost a whole year at once is not optimal. It advises searching for other ways to make sure students provide the programme with information about the quality of the unit and their experiences after every unit.

Quantitative programme evaluations are gathered from the new graduates about the whole programme when they are on campus. This quantitative information is complemented with in-depth information acquired from focus groups interviews with second-year students and graduates.

The students state that they 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 great effort to keep in touch.

The staff explained that all of the results are discussed within the team, before deciding jointly which action to take. Some adaptations take more time to implement than others. In the self-evaluation report, two improvements are described as a result of evaluations: (1) the topic of research skills is introduced in the programme more gradually, and (2) the introduction of profiling within the programme, by implementing two parallel tracks. An example of an addition to the programme as a result of the accreditation by the NVAO in 2008 was also mentioned; the extension of the admission criteria for selected applicants with an entry test for methodology and statistics (see student intake and study progress).

The committee was happy to conclude that a lot of issues it detected had already been acknowledged and dealt with by the programme.

2.2. Considerations

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 and the second year 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 HPE master's programme certainly fulfils the requirements for the 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, the students and facilities enable students to acquire the learning outcomes (international and intercultural).

In general, the committee is positive concerning the structure, content and organisation of the programme. The content of the curriculum is something it was particularly impressed by. Students are clearly being supported in acquiring the knowledge and knowhow of the units. During the site visit the committee learned that students and alumni highly appreciate the possibility to specialise by following one of the tracks. It noted the impressive amount of reading that is required from and actually performed by students.

The programme is based on problem-based learning approach and uses distance education, and combines both self-directed and collaborative learning. The committee established that the PBL approach is in line with the aim of this post-initial programme and well implemented. The concept and the applied teaching methods facilitate participation by international students and allow students 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 by the learning line focused on research skills. The programme requires the participants to use theory-based insights continuously in dealing with authentic educational problems.

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

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

The committee established that the programme applies adequate access requirements. It considers the selection procedure to be thorough and well organised. The programme has a student population that originates from a wide range of countries, and the students are health care professionals. The committee concludes that the programme is very aware of the consequences of attracting students from different cultures and providing education from a distance, and values this. It learned from students and alumni that they highly appreciate the international setting of the programme. The staff of the programme also mentioned the enriching effect of working with an international group of students.

According to the committee, the services provided to students (both guidance and facilities) are well organised and support students, even when they actually are not in Maastricht. Students mentioned during the visit the experience of distance learning as being very useful. The committee also established that the programme pays sufficient attention to monitoring potential study delay and drop-out.

The committee concludes that the programme as a whole is evaluated adequately. 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 a considerable effort to keep in touch.

2.3. Conclusion

Master's programme in HPE: the committee assesses Standard 2 of the Framework for Limited Programme Assessments as **good**.

Master's programme in HPE: the committee assesses Standard 3 of the Framework for the Assessment of Internationalisation as **good**.

Master's programme in HPE: the committee assesses Standard 4 of the Framework for the Assessment of Internationalisation as **good**.

Master's programme in HPE: the committee assesses Standard 5 of the Framework for the Assessment of Internationalisation as **satisfactory**.

Standard 3: Assessment and achieved learning outcomes

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

Explanation:

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

3.1. Findings

In this standard the findings regarding the assessment method in the master's programme are given (3.1.1), and then the question is addressed of whether students actually realise the targeted final qualifications (3.1.2).

3.1.1. The system of assessment and evaluation

The committee explored whether the programme has an adequate system of assessment. It examined the functioning of the Examination Committee, the assessment policy and procedures involved with assessment, the forms of assessment and the thesis procedure. It confirmed that there is an adequate system in place.

Board of Examiners

The self-evaluation report states that the MHPE programme adheres to the requirements set forth by the Board of Examiners for the Health Sciences. The Board is responsible for drawing up and enforcing the rules and regulations applicable to all MHPE examinations. The rules and regulations are stipulated in the Education and Examination Regulations (EER) for the Master of Science programme in Health Professions Education. A set of specifications is available for each separate programme. The specifications for the MHPE programme as laid down in the 'Internal rules MHPE Programme' can be found in the self-evaluation report. The Board of Examiners delegates the responsibility to design and conduct the assessment to the unit coordinator and master thesis supervisor, while the Board monitors the quality of the assessment.

During the site visit the committee spoke with representatives of the Board of Examiners about its role in monitoring the quality of assessment. Based on the information provided in the self-evaluation report and the interviews held during the site visit, it is convinced that the Board of Examiners has sufficient insight into the quality of the examinations and takes adequate measures as necessary. As discussed during the site visit, the committee advises the Board of Examiners to pay attention in the near future to (1) the thesis process and (2) the guarantee that all of the intended learning outcomes are covered by the assessment system. Both aspects will be explained further below.

Assessment policy and process

According to the self-evaluation report, exams take place both during the unit and at the end of it. Consequently, the feedback provided to the students on the first assignment(s) per unit is preferably formative, that is intended to make students aware of their current performance and how it relates to the performance expected at the end of the unit. This helps students to adapt and plan their studies accordingly. At the end of the unit, the feedback is summative.

During the site visit, the committee spoke with different panels about the way feedback is provided during the units. It ascertained that the students are satisfied with the quantity and nature of the feedback they receive, both via Skype and e-mail. Although there are differences

between units, in general the lecturers' response is prompt and helpful. The committee is impressed by the way the programme provides feedback to students, especially taking into consideration the fact that students are located all over the world. During the site visit, it also became clear to the committee that the system of feedback is well thought through and receives a lot of attention; for example, lecturers are trained in how to provide feedback to students with different cultural backgrounds. The committee encourages the programme to stick to this very responsible way of providing feedback and guidance to students.

The self-evaluation report states that the final mark per unit is based on a combination of assignments according to fixed rules per unit. Individual assignments account for at least 50% of the final mark. The thesis is assessed according to separate 'Guidelines for the Master Thesis in Health Sciences'. Internationally, various grading scales are customary, and any scale used in an international context has its own characteristics. The ten-point scale which is used in the MHPE programme is not immediately clear to the MHPE students, most of whom are used to different grading systems. Moreover, the MHPE staff noted that some students expected that improvement of their work after feedback would automatically result in a 10 on the Dutch 10-point scale, and were disappointed to find a lower mark. In order to address these issues and to clarify the MHPE grading system, the Chair of the Board of Examiners presents the MHPE grading system to new students during unit 1. Additionally, a comparison between the Dutch 10-point scale and other grading systems is provided to the students in the Examination Rules and Regulations 2012. The committee appreciates the attention paid by the programme to the consequences of attracting students from different cultures.

For each unit, one re-examination opportunity is scheduled. Repeat examination of an already satisfactorily concluded test is not allowed. If the result of the repeat examination is insufficient, the student is permitted to do up to two more re-sits. If the result of the fourth attempt is still insufficient, the student is unable to graduate. In these cases students are provided with certificates which testify to the number of successfully completed units. Students wishing to inspect the reviewed test are permitted to do so during a four-week period commencing the day the unit results are published. Students can address complaints about the exam to the Board of Examiners, which discusses the complaint with the unit coordinator and programme director and subsequently decides on any further steps.

The committee ascertained that the programme pays sufficient attention to preventing cheating. As stated in the self-evaluation report, in a distance education programme there is an increased risk of identity fraud. Identity fraud refers to the situation where the work that students submit as their own has actually been done by someone else. In order to reduce the likelihood of identity fraud, a procedure has been put in place. Firstly, a relationship develops between students and staff members, and they get to know each other. Secondly, most of the assignments require students to identify and analyse a situation in their work environment that needs addressing and to develop measures to improve it. It will therefore be very difficult to find a ghost writer with sufficient insight into the situation in question. Finally, the Examination Board is informed when staff members suspect that a student's work is not his/her own during one unit, and the suspicion is communicated in confidence to the coordinator of the next unit(s).

Forms of assessment

Based on the description of the curriculum components in the self-evaluation report, the committee confirmed that the programme utilises several forms of assessment. According to the self-evaluation report, the various modes of assessment within the MHPE programme are in line with the PBL approach to education. FHML allows for flexibility in unit design as well as

in unit-based assessments. Since different educational formats are used throughout the MHPE programme, such as campus-based units, distance education units, tutorials, lectures, and assignments, different assessment instruments are used to test knowledge and skills and their application. In addition, a variety of working formats is used in the units. Students are given a combination of group assignments and individual assignments. The guiding principle in the MHPE assessment is that justification must be provided with all assignments by argumentation, proper referral to the literature, and adequate embedding in theory. Unit exams are composed and assessed by the unit coordinator in consultation with the unit planning group members. To do justice to current views on assessment as an integrated aspect of problem-based education, the form of the assessment is tailored to the content and the requirements of each unit.

During the site visit and in preparation for it, the committee looked at the different forms of assessment. It confirmed that the assessment seems adequate in terms of level and content.

Thesis procedure

The committee examined the thesis procedure and also read and assessed a total of 15 theses. In the self-evaluation report, an extensive description is included about the thesis procedures.

Before the start of unit 7, students need to submit a first draft of their thesis proposal to the thesis coordinator. Guidelines for writing a thesis (proposal) are provided to the student via EleUM. After reviewing the thesis proposal, the thesis coordinator selects and appoints two staff members who have expertise in the area of the proposed thesis. One staff member acts as the thesis supervisor, and the second staff member acts as the independent (second) examiner. The student is expected to take the initiative to inform the thesis supervisor in time about progress, delay, or problems related to the contents of the proposal and the thesis. The committee established that the students and alumni it interviewed are in general satisfied with the guidance and feedback they receive when choosing a thesis topic and during the whole thesis process. In addition, they are satisfied with the expertise of their supervisors, and they confirmed that the guidelines and criteria are clearly communicated. The supervisors stated that they are satisfied with the number of hours they have to guide students during their thesis process and the process of guiding students from a distance.

The final thesis proposal must be approved by the thesis supervisor and the independent examiner before the student can start with actually collecting the data and writing. The thesis is assessed by the thesis supervisor and the second examiner, each of whom gives his or her final marks for the thesis independently. The examiners grade the thesis according to specific criteria: quality of the proposal, content of thesis, design aspects, and the process of writing and working on the thesis. No compensation is allowed between categories. The supervisor also grades the process of conducting the study and writing the thesis, incorporating in this judgement how well the student was able to work independently and how much guidance was needed.

The self-evaluation report points out an issue that also attracted the attention of the committee: the position of the independent examiner is not entirely independent. The independent examiner knows the student, and they are colleagues of the supervisor. Theses are not regularly seen by a truly independent second supervisor. This can be considered a weakness of this system. The committee concludes that the independence of the assessment could be guarded more thoroughly.

As explained further in section 3.1.2, the committee is of the opinion that particular theses marked with a low grade are only just satisfactory. It would like the programme to

substantiate the reasons to assess theses graded with a 6 as satisfactory. To achieve this goal, the independence of the second examiner is very important. The committee fully understands the contacts between examiners as a consequence of the small group of lecturers, and also the advantage mentioned by supervisors of being able to learn from each other. However, it is convinced that the programme can find another construction in which they can still learn from each other, while guaranteeing their independence. It was pleased to observe during the site visit and from the self-evaluation report that different stakeholders recognise this issue and are searching for a solution. It encourages the programme to develop and implement a new system of assessment in which the second examiner is fully independent as soon as possible. For example, the programme could work with two supervisors during the process and one independent assessor who is only involved at the end of the thesis process.

Another issue the committee raised during the site visit concerns the level of academic writing of students from different levels and cultures. By studying different theses, the committee noted that the level of scientific writing differs between students. It wonders whether supervisors are forced in some cases to help with the level of language within a thesis, and whether limits are set for the amount of help supervisors can/should offer. It became clear to the committee that the programme definitely sets boundaries on this issue. The supervisors may not be able to work with the texts they receive. In that case, they advise the student to follow a separate language course first. Most of the time, this occurs earlier in the programme. The committee agrees with this process, and advises ensuring that students who have difficulties with writing skills are identified as soon as possible during the programme, and that supervisors are made aware of the boundaries concerning the amount of time they should invest in the language aspect of a thesis.

Measuring the achievement of the intended learning outcome

As described before, the committee paid attention to the way all of the learning outcomes are measured in the assessment system, in particular learning outcomes aimed at skills like collaboration, communication, life-long learning and leadership. It established that the design of the programme encourages graduates naturally to exercise these skills. The self-evaluation report, for example, states that care is taken to have a mix of individual and group assignments in the units. Moreover, in each assignment students are required to follow the cycle: reading the literature, applying what they find to their own situation (either in analysis or as a proposed solution for a suboptimal issue), and receiving feedback about the quality of the assignment. As a result, each assignment requires critical analysis of problems in their work settings. The groups who work on the group assignments are composed of the maximum possible diversity of students and a mix from developing and industrialised countries. Group exercises are designed to ensure that each participant has specific information that the group needs in order to address or solve the problem. Collaboration is thus a necessary condition for an adequate result and grade. Since unambiguous scientific communication is a pervasive requirement throughout the programme, and students communicate in English, which is not always their first language, students have to pay special attention to clear communication, making sure that they truly understand one another.

The committee would like to see that the programme also ensures that its graduates are able to perform those skills at the desired level. It understands the difficulties that arise when skills like collaboration and leadership have to be assessed. It is nevertheless convinced that the programme is capable of finding a construction in which these skills are measured at some point of the programme. This also applies to skills regarding internationalisation. For example, successful completion of one or more units could depend on the ways students collaborated in an international group. The programme could claim that each student is

required to adopt the role of a leader within one of the units and demonstrate the way this role was fulfilled, for example by registering contact moments. The criteria for these skills should be set and applicable to all courses.

Despite this comment, the committee is impressed with the students' progress and results. From the conversations with students and alumni, and the material the committee reviewed during the site visit, it established that students read quite a lot of suitable literature. The amount of work they do during the programme is impressive.

Another detail the committee wants to emphasise is the fact that as a consequence of the way the assessment system is designed, some of the grades are counted twice. It is positive about the system in which research skills are assessed and graded in each of the units. However, the grade students receive for their research skills are counted in both the specific unit and the total grade for research skills. The committee advises adjusting this system, for example by requiring that all grades for research skills within each unit have to be satisfactory.

3.1.2. Achievement of the learning outcomes

The committee assessed the achieved learning outcomes by inspecting a selection of the theses from the programme (see Appendix 7), 15 in total, together with the associated assessment forms. Consideration in selecting the theses was given to the grading (low, average and high grades). The committee members read the theses and assessed their presentation of the problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification.

In general, the committee agreed with the grades awarded by the supervisors. The grading was fair and reflected the differences in the dissertations. However, some theses with low grades tended to be graded favourably according to the committee. These theses contained revealing data, but are rather weak from a theoretical and methodological point of view, or the committee doubted whether the thesis provided information that was original. In contrast, some theses with high grades were good enough that they could be published. Some of these theses were graded even higher by the committee than by the supervisor. These theses were very well written and contained a clear and relevant definition of the problem and a very well supported conclusion and discussion.

The committee concludes that the overall quality of the theses is satisfactory, and graduates of the master's programme achieve the required level. However, especially the theses with low grades require attention. To improve the quality of these theses, the committee advises the programme to pay more attention to the monitoring and organisation of the thesis process and especially to the writing skills of students and the assessment procedure (see 3.1.1).

The committee also reviewed the job positions occupied by alumni. The self-evaluation report states that graduates are found in leadership positions in health professions education, but no hard figures are available. A number of indicators of their career developments are provided: conference attendees and presenters, publications, PhDs, and anecdotal, non-exhaustive information about further careers (explained in more detail in the self-evaluation report). During the site visit it was also stated that different ways of keeping in touch are practised, for example through the Alumni Association SHEILA and by receiving follow-up information from the alumni themselves.

Based on this information and the interview with alumni, the committee concludes that the programme definitely contributes to the professional career of its graduates. Alumni stated

that they greatly appreciate the value of the programme for their career. Some of the alumni named examples of improvement in their careers because of the programme. A significant number become leaders and change agents in their respective environment, as was illustrated by a foreign student acting as government policy advisor.

The committee applauds the fact that the programme really seems to achieve its goals because the master's programme is highly beneficial for the careers of its graduates. It wants to advise the programme to make sure hard figures are available in the future to provide insight into the activities of alumni. Therefore, it was pleased to hear during the site visit that the programme is developing ways to track down information on the impact more systematically. It encourages the programme to develop and implement this system as soon as possible.

3.2. Considerations

The committee concludes that the programme has a satisfactory system of assessment, and the assessments are adequate in terms of level and content. Adequate methods are applied. The committee is impressed by the way the programme provides feedback to students, and appreciates the attention paid by the programme to the consequences of attracting students from different cultures. It ascertained that the programme pays sufficient attention to preventing cheating by students.

The committee is convinced that the Board of Examiners has sufficient insight into the quality of the examinations and takes adequate measures as necessary. As discussed during the site visit, the committee advises the Board of Examiners to pay attention to (1) the thesis process and (2) the guarantee that all of the intended learning outcomes are covered within the measurement system.

Although both students and lecturers are confident about the thesis process, the committee states that the independence of the thesis assessment should be improved. It advises developing and implementing a new system of assessment in which the second examiner is fully independent because he or she is not in any way involved in the supervision during the thesis process.

The committee would like to see that the programme ensures that students are able to perform skills like collaboration, leadership and communication at the desired level and that learning outcomes are focused on international and intercultural aspects.

Despite these comments, the committee is 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 also reviewed the job positions of graduates. Although no hard figures are available, it concludes based on the materials and interviews that the programme definitely contributes to the professional career of its graduates. The committee applauds the fact that the programme really seems to achieve the international goals it has set itself, because the master's programme is highly beneficial for the careers of its graduates.

3.3. Conclusion

Master's programme HPE: the committee assesses Standard 3 of the Framework for Limited Programme Assessments as **satisfactory**.

Master's programme in HPE: the committee assesses Standard 2 of the Framework for the Assessment of Internationalisation as **satisfactory**.

General conclusion

The committee assesses the standards from the Framework for Limited Programme Assessments in the following way:

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

General conclusion **satisfactory**

The committee assesses the standards from the Framework for the Assessment of Internationalisation in the following way:

Standard 1: Vision on internationalisation	good
Standard 2: Learning outcomes	satisfactory
Standard 3: Teaching and Learning	good
Standard 4: Staff	good
Standard 5: Students	satisfactory

General conclusion for the Assessment of Internationalisation **good**

Appendices

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

Prof. dr. Jan W.F. van Tartwijk (chair), Professor of Applied Educational Sciences, Utrecht University and scientific director of the Educational Expertise Centre of Utrecht University

Jan van Tartwijk was trained as a social scientist at the Radboud University Nijmegen where he obtained a MSc in Sociology of Education. He obtained his PhD 1993 at Utrecht University with a dissertation on teacher-students communication processes in the classroom. After finishing his dissertation he was a researcher at the Science and Mathematics Centre of Curtin University, Perth, Australia. After returning to the Netherlands, he worked for Utrecht University and Maastricht University as an educational consultant, and as an associate professor for the ICLON Leiden University Graduate School of Teaching. In 2010 he was appointed professor of education at the faculty of Social and Behavioural Sciences of Utrecht University. There, he chairs the faculty's Education Development and Training group and the Department of Education. He still publishes on teacher-students communication processes, but also on for instance the use of portfolios for learning and assessment.

Prof. dr. Peter McCrorie, Professor of Medical Education, St. George's University of London, UK and Dean for Medical Education, University of Nicosia, Cyprus

Peter McCrorie is Professor of Medical Education at St George's, University of London. He is also Dean of Medical Education at the University of Nicosia in Cyprus. Until August 2012, he was Head of the Centre for Medical and Healthcare Education and Associate Dean for International Affairs (Education) at St George's. His main interest is in the assessment of competence, in its widest sense, and with curriculum development, in particular problem-based learning, community-oriented learning, interprofessional learning and graduate entry. He has been involved in the General Medical Council Quality Assurance of Basic Medical Education (QABME) programme since 2002 and has visited Hull York Medical School, Liverpool, UCL, Leicester, Cambridge, Edinburgh and Bristol. He is currently Team Leader for the quality assurance of the Newcastle University Medical School in Malaysia. He has worked extensively overseas with a wide range of universities to help develop their medical programmes, including Australia, Brunei, Malta, Portugal, Ireland, Japan, Russia and Cyprus.

Dr. Karen V. Mann, Professor Emeritus, Division of Medical Education, Dalhousie University Halifax, Nova Scotia, Canada, and Professor of Medical Education, University of Manchester, Manchester UK

Karen Mann is Professor Emeritus in the Division of Medical Education, where she was founding Director (1995-2006). She also holds a Chair in Medical Education at Manchester Medical School, University of Manchester, UK. She is involved in teaching, research and development and writing across the medical education continuum. With colleagues Tim Dornan, John Spencer, and Albert Scherpbier, Dr. Mann co-edited and wrote a textbook of medical education: *Medical Education: Theory and Practice*. She was PI on a Health Canada study in inter-professional education. Current research interests are in self-assessment and feedback, reflection, assessment and professionalism. She serves on the editorial boards of *Academic Medicine*, *Medical Education*, the *Journal of Continuing Education in the Health Professions*, *Perspectives on Medical Education* and the *Canadian Journal of Medical Education*. She also supervises Masters and PhD students, and has been involved in developing and teaching in higher degree educational programmes for health professions faculty.

John (Jack) R. Boulet PhD, Associate Vice President, Research and Data Resources, Foundation for Advancement of International Medical Education and Research, Philadelphia, United States of America

Jack Boulet is Associate Vice President, Research and Data Resources, for the Foundation for Advancement of International Medical Education and Research (FAIMER[®]). He is also AVP, Research and Evaluation, for the Educational Commission for Foreign Medical Graduates (ECFMG[®]). For the past 16 years, dr. Boulet has worked on the development of performance-based credentialing assessments in medicine. He has published extensively in the field of medical education, focusing specifically on measurement issues pertaining to performance-based assessments, including objective structured clinical examinations (OSCEs) and various mannequin-based evaluation methodologies. Dr. Boulet currently serves on the editorial boards for *Advances in Health Sciences Education: Theory and Practice*, *Education for Health*, and *Simulation in Healthcare*. He is the deputy editor for *Medical Education*.

Margot M. Weggemans BSc, master student in Medicine, Utrecht University

Margot Weggemans is a final year medical student at the University of Utrecht, the Netherlands. She has been actively involved in the International Federation of Medical Students' Associations (IFMSA) in the committee on Medical Education. She served in the national board of IFMSA-the Netherlands in 2008-2009 and the IFMSA international board from 2009-2012 as Medical Education Director and Liaison Officer for Medical Education issues. She was also the student representative in the AMEE Executive Board and the WFME Executive Council in 2010-2012.

Appendix 2: Domain-specific framework of reference

Inleiding

In dit document wordt een referentiekader voor de discipline Onderwijskunde gepresenteerd. Daarbij is gestart vanuit het referentiekader zoals gepresenteerd in het visitatierapport uit 2006 (QANU, 2006). De huidige stand van zaken in de discipline vertoont grote overeenkomsten met die van vijf jaar geleden, hoewel er wel een paar verschuivingen waar te nemen zijn (zoals ook verwoord in het rapport van commissie de Graaf).

Hierna wordt een beschrijving gegeven van het kennisdomein van de onderwijskunde en wordt een overzicht gegeven van de domeinen waarop kennis, inzicht en vaardigheden van een onderwijskundige worden verondersteld. Daarbij wordt onderscheid gemaakt tussen de bachelor- en masterafgestudeerde.

Het vakgebied Onderwijskunde

Onderwijskunde is een wetenschappelijke discipline waarbinnen bestudeerd wordt hoe en onder welke condities leerprocessen verlopen en waarbinnen producten of processen ontworpen en onderzocht worden met als doel leerprocessen te bevorderen. Daarbij worden verschillende niveaus onderscheiden: micro, meso en macro. Bovendien kan dit zich in verschillende contexten afspelen, zowel binnen het onderwijs als binnen arbeidsorganisaties.

Op het microniveau gaat het om de lerende. Hier staat centraal het onderzoeken en het ontwikkelen, implementeren en evalueren van onderwijs- en leerprocessen, van curricula en van leeromgevingen binnen scholen of arbeidsorganisaties, en in toenemende mate in zelforganiserende omgevingen. Op het mesoniveau gaat het om leiderschap aan en organisatie en inrichting van scholen, instituten, en relatienetwerken. Het macroniveau betreft het landelijk of internationaal niveau. Daar worden het onderwijsbeleid en de relatie tussen onderwijs en maatschappij (loopbanen, arbeidsmarkt) of tussen leren en werken bestudeerd.

De discipline heeft een sterk multidisciplinair karakter en een breed toepassingsgebied (zie vergelijkende analyse van het Nuffic, 2005). Die multidisciplinariteit komt o.a. tot uitdrukking in de Nederlandstalige en Engelse naamgevingen van de opleiding die in het Croho onder het label Onderwijskunde worden geschaard: Onderwijskunde, Onderwijswetenschappen, Educational Sciences en Learning Sciences.

Zowel nationaal als internationaal zijn er vijf hoofdgroepen opleiding te onderscheiden:

- Onderwijskundeopleiding met sterke wortels in de pedagogische wetenschappen;
- Ontwerpgerichte onderwijskundige opleiding die zijn voortgekomen uit de ontwikkelingen op het gebied van onderwijsmedia en -technologie en het systematisch ontwerpen van instructie;
- Onderwijskundeopleiding met sterke wortels in beleid- en organisatiewetenschap;
- Onderwijskundeopleiding die gesitueerd zijn in het veld van de *'Human Resource Development'* (HRD);
- Onderwijskundeopleiding met een focus op vragen ten aanzien van curriculum, leeromgeving en leraar.

De historische achtergrond werkt door in de inhoud, organisatie en vormgeving van de opleiding, evenals recente tendensen in het onderwijs, het onderzoek en de samenleving. De maatschappelijke zorg om de kwaliteit van het onderwijs heeft o.a. geleid tot een roep om

meer evidence-based onderwijs, hetgeen tot het initiatief TIER¹ heeft geleid. Iets vergelijkbaars geldt voor de veranderingen in de bevolkingssamenstelling in de grote steden, hetgeen o.a. heeft geleid tot de inrichting van een opleiding pedagogiek en onderwijskunde aan de EUR². Ook heeft zich in de afgelopen jaren een onderzoeksrichting uitgekristalliseerd die wordt aangeduid met 'Learning Sciences'³, waarin de scope expliciet wordt verbreed naar vraagstellingen rond leren buiten de onderwijssetting. Wereldwijd tooien zo'n 20 instituten zich met deze naam, waaronder twee in Nederland. Deze tendens wordt mede gevoed door subsidieprogramma's van de EU in het kader van de FP6 en FP7 programma's die gericht zijn op het ontwerp en de instrumentatie van deze processen.

De aan deze richtingen verbonden opleiding zijn doorgaans op heel verschillende wijzen georganiseerd en vormgegeven. De opleiding in het domein Onderwijskunde kennen daarom vele accenten en specialismen, zowel binnen de bachelorprogramma's als de masterprogramma's. Ook de namen van de opleiding verschillen. In de rest van deze tekst zal worden gesproken over 'de onderwijskunde'.

Bij het onderzoeken van onderwijskundige thematieken of het ontwikkelen van onderwijskundige producten worden wetenschappelijke inzichten toegepast (methoden, theorie, empirie) uit onder andere de disciplines pedagogiek, sociologie, psychologie, neuroscience, economie, organisatiekunde en rechtswetenschappen, informatica en ontwerpwetenschappen.

In hun werkwijze dienen onderwijskundigen cognitief en metacognitief met wetenschappelijke kennis en inzichten te kunnen omgaan, en die adequaat te kunnen toepassen in onderzoek en in de oplossing van problemen binnen de praxis waarin of ten behoeve waarvan zij werkzaam zullen zijn. Ze hebben een kritische en onderzoekende houding tegenover verschijnselen en gebeurtenissen in onderwijs en opleiding, mede in hun maatschappelijke context. In zowel wetenschappelijk onderzoek als de praxis wordt vaak samengewerkt, mede vanwege de grote complexiteit van de maatschappelijke werkvelden onderwijs en opleiding, en de hoge omloopsnelheid van informatie.

Het onderzoek stoelt onder meer op de (toegepaste) methodenleer en statistiek, naast de binnen de Onderwijskunde ontwikkelde onderzoeksmethoden waaronder ook ontwerpgericht onderzoek. De gebruikte methoden van onderzoek (methodologie, kwalitatieve en kwantitatieve analysetechnieken) zijn grotendeels ontleend aan de bijdragende wetenschappen; daarnaast zijn binnen de onderwijskunde speciale methoden, waaronder ontwerpgericht onderzoek, en werkwijzen ontwikkeld.

Het niveau van de afgestudeerden

In deze paragraaf wordt onderscheid gemaakt tussen het eindniveau van de masteropleiding. De eisen t.a.v. de bachelorafgestudeerden betreffen de breedte van het domein. Onderwijskundigen die op mastersniveau werken, hebben zich doorgaans verdiept in een van de deeldomeinen en kenmerken zich door een grotere mate van zelfstandigheid, kunnen omgaan met hogere mate van complexiteit, samenwerken met en/of (bege)leiden van mensen met verschillende (multidisciplinaire) taken binnen projecten, en de mate waarin zij in staat zijn tot transfer van hun kennis en vaardigheden naar nieuwe situaties.

¹ De daarbij behorende masteropleiding is niet betrokken bij deze accreditatieronde.

² Ook niet betrokken bij deze accreditatieronde.

³ De vertaling Leerwetenschappen is ongebruikelijk vanwege de ambiguïteit. De commissie De Graaf heeft gekozen voor de term OnderwijsLeerwetenschappen om het hele gebied te omschrijven.

Bacheloropleiding

Algemene eisen met betrekking tot afgestudeerden zijn de volgende.

Kennis en inzicht

De onderwijskundige heeft kennis van en inzicht in:

- De ondersteunende wetenschappen pedagogiek, (onderwijs)psychologie, neurowetenschappen (onderwijs)sociologie en (wetenschaps)filosofie en ethiek in het algemeen en in het bijzonder toegepast op onderwijskundige vraagstukken en ethische vraagstukken in het onderwijs en binnen opleiding;
- curriculumtheorie (curriculumconcepten, strategieën voor curriculumontwikkeling);
- instructietheorie (leerpsychologie, instructie-ontwerp, het inrichten van leerprocessen);
- evaluatie en assessment (beoordelen van leerprocessen en -prestaties, programma-evaluatie, bepalen van de resultaten van leerprocessen);
- leren en opleiden in arbeidsorganisaties (waaronder scholen);
- implementatie van veranderingen en vernieuwingen (in het licht van docent-, curriculum-, en schoolontwikkeling);
- de inrichting van het onderwijs in Nederland en de geschiedenis van opvoeding en onderwijs (het Nederlandse schoolstelsel, en het actuele onderwijsbeleid);
- het gebruik van ICT in het onderwijs of binnen leersituaties binnen arbeidsorganisaties;
- het onderwijs als organisatie ((theorieën over) schoolorganisatie en -management, beleid en innovatie);
- de rol van de docent of trainer als primaire factor bij het realiseren van onderwijsleeromgevingen en het ondersteunen van lerenden op vele gebieden;
- professionalisering van docenten in het kader van kwaliteitsbevordering en organisatieontwikkeling;
- interactieprocessen in leergroepen (zoals schoolklassen, teams, etc.).
- Op het gebied van de methoden en technieken van sociaal-wetenschappelijk onderzoek heeft de onderwijskundige kennis van en inzicht in:
 - het begrippenapparaat dat wordt gebruikt in het sociaal-wetenschappelijk onderzoek in het algemeen en met betrekking tot de eigen discipline (de empirische cyclus, variabelen, onderzoeksontwerpen, populatie en steekproeven);
 - de beschrijvende statistiek en de toetsende statistiek;
 - methoden van dataverzameling en -verwerking (zowel kwalitatieve als kwantitatieve methoden);
 - onderzoeksontwerpen (zoals experimentele en quasi-experimentele designs, ontwerpgericht onderzoek, case studies, correlatieve designs en beschrijvend onderzoek).

Vaardigheden

De domeinspecifieke eisen zijn geformuleerd in termen van kennis en inzicht. Van afgestudeerde bachelors wordt verwacht dat ze die kennis en inzicht zodanig beheersen dat ze deze kunnen toepassen in de beroepspraktijk. Dat betekent dat de afgestudeerde moet beschikken over:

- Het vermogen om verkregen onderzoeksbevindingen op realistische wijze te kunnen beoordelen op nut en bruikbaarheid in de onderwijswerkelijkheid;

- Het vermogen om resultaten van (toegepast) onderzoek duidelijk te rapporteren en te presenteren;
- Het vermogen om leerprestaties te analyseren;
- Het vermogen om onderwijskundige problemen in school- en arbeidsorganisaties te analyseren, en hiervoor oplossingen te ontwerpen in samenwerking met relevante stakeholders (o.m. management, docenten of trainers);
- Het vermogen om samen te werken met mensen met een andere disciplinaire achtergrond.

De academische vaardigheden (zoals schriftelijke en communicatieve vaardigheden, reflecteren, bijdragen aan kennisontwikkeling) worden gezien als eisen die aan het wetenschappelijk onderwijs in het algemeen worden gesteld en worden weerspiegeld in de Dublin-descriptoren. Ze worden dus niet apart in de domeinspecifieke eisen opgenomen, maar dienen op dezelfde wijze beheerst te worden.

Masteropleiding

Binnen het domein waarvoor de master opleidt, wordt inhoudelijke verdieping gegeven op een of meerdere deeldomeinen van de onderwijskunde. De richting waarin kan per opleiding verschillen. Omdat deze opleiding een verdere profilering vormen op een of meerdere deeldomeinen, worden voor de masteropleiding Onderwijskunde geen minimale domeinspecifieke eisen geformuleerd. Hieronder wordt wel een indicatie gegeven van het niveau dat moet worden bereikt.

Kennis en inzicht

De afgestudeerde moet in staat zijn om:

- Problemen uit de beroepspraktijk te vertalen naar onderzoekbare vraagstellingen ten behoeve van verdere kennis- en praxisontwikkeling;
- De onderzoeksvragen empirisch onderzoekbaar te maken, een onderzoeksmethodiek uit te werken en het onderzoek uit te voeren;
- De resultaten van het onderzoek te betrekken op eerder empirisch onderzoek uit de onderwijskunde; vanuit filosofisch en ethisch perspectief te reflecteren op het onderzoek.
- Ontwerpvragestukken kunnen oplossen, rekening houdend met implementatie en evaluatie.

Vaardigheden

Zoals al eerder geschetst, kenmerken onderwijskundigen die op mastersniveau werken zich door een grotere mate van zelfstandigheid dan bachelorafgestudeerden, kunnen ze omgaan met een hogere mate van complexiteit en zijn ze (beter) in staat tot het vertalen van hun bevindingen naar nieuwe kennis en naar nieuwe toepassingen in het werkveld ten behoeve van het faciliteren van leren.

Appendix 3: Intended learning outcomes

Objectives of the MHPE programme

An MHPE graduate is:

- able to understand and apply current theories of learning and instruction within health professions education in different contexts;
- able to understand and apply principles of curriculum design, and methods of instruction and assessment;
- able to understand and apply principles of research in health professions education;
- able to understand and apply principles of management and quality assurance in health professions education;
- able to identify and analyse problems within different educational environments;
- able to communicate about issues related to these domains;
- able to integrate these domains within an international, multicultural and multiprofessional environment.

Intendend learning outcomes

The MHPE graduates:

Knowledge and understanding

1. know and understand theories and evidence concerning relevant issues in health professions education (i.e. curriculum analysis and design, assessment and evaluation, organisation and management);
2. know and understand research methods and techniques in health professions education;
3. know and understand the potential benefits and cost effectiveness of research, academic research methods and techniques for health professions education issues;
4. know and understand relevant issues of multiprofessional and multicultural collaboration.

Applying knowledge and understanding

5. have practical experience in conducting health professions education;
6. are able to design and conduct educational research methods and techniques;
7. are able to analyse, design, plan and implement courses for health professionals, based on theory and evidence, applying rational principles of learning and instruction;
8. are able to analyse and design a rational assessment and evaluation system;
9. are able, depending on the chosen programme track, to conduct an empirical educational study, comprising the formulation of a question of interest, developing a study design, collecting reliable and valid data, elementary statistical analyses relevant to the data collected and the reporting of the findings. Alternatively, the graduate is able to design an educational programme based on theory and evidence, elaborating the principles underlying design, planning and implementation. This course design encompasses an evaluation plan;
10. are able to use the necessary knowledge and understanding in order to collaborate in a multiprofessional and multicultural team.

Making judgements

11. are able to critically analyse problems and their context in health professions education;
12. are able to critically evaluate scientific publications about health professions education;
13. are capable of reviewing one's own knowledge, skills and attitude, demonstrated in their metacognitive ability.

Communication

14. are able to demonstrate verbal and written communication skills in English while collaborating with colleagues and other stakeholders in health care education;
15. are able to demonstrate didactic skills;
16. are able to provide advice and help based on scientific evidence to teachers, curriculum committees, or the management of an educational institution, and show implementation skills;
17. are able to conduct a critical literature search, publish drafts, participate in on-line peer review systems, and conduct empirical research;
18. are able to assist in the process of implementation of educational reforms;
19. are able to communicate and collaborate in an international, multicultural and multiprofessional team;
20. are able to demonstrate leadership skills.

Learning skills

21. have an attitude of lifelong learning and the ability to use the acquired knowledge, skills and metacognition throughout their professional lives.

Table 1: Intended learning outcomes per unit

Intended learning outcomes linked per unit

Intended learning outcomes	Educational units Master Health Professions Education programme											
	1. Introduction	2. Learning and Cognition	3. Curriculum and Instruction	4. Assessment and Evaluation	5. Organisation and Leadership	6. Research Skills I	7. Quantitative and Qualitative Research	8. Learning Environments (1)	9. Advanced Assessment and Evaluation (1)	10. Research Skills II	11. Master Thesis	12. Advanced Quantitative and Qualitative Research (2)
1		✓	✓	✓	✓				✓			
2						✓	✓		✓	✓	✓	✓
3							✓				✓	
4	✓		✓				✓		✓			
5	✓						✓					
6				✓		✓	✓			✓	✓	✓
7			✓					✓				
8				✓					✓			
9											✓	
10	✓		✓				✓	✓	✓			
11			✓	✓	✓				✓			
12	✓		✓			✓					✓	
13	✓	✓			✓		✓			✓	✓	
14	✓	✓	✓				✓		✓			
15	✓						✓					
16			✓		✓		✓					
17	✓			✓	✓						✓	
18			✓		✓							
19	✓		✓				✓					
20	✓						✓				✓	
21. (3)		✓										

(1) Within the specialized track one of the following two units is taken: #8 Learning Environments or #9 Advanced Assessment and Evaluation.

(2) Unit 12 is only taken within the specialised track.

(3) This attitude is pervasive throughout the whole programme.

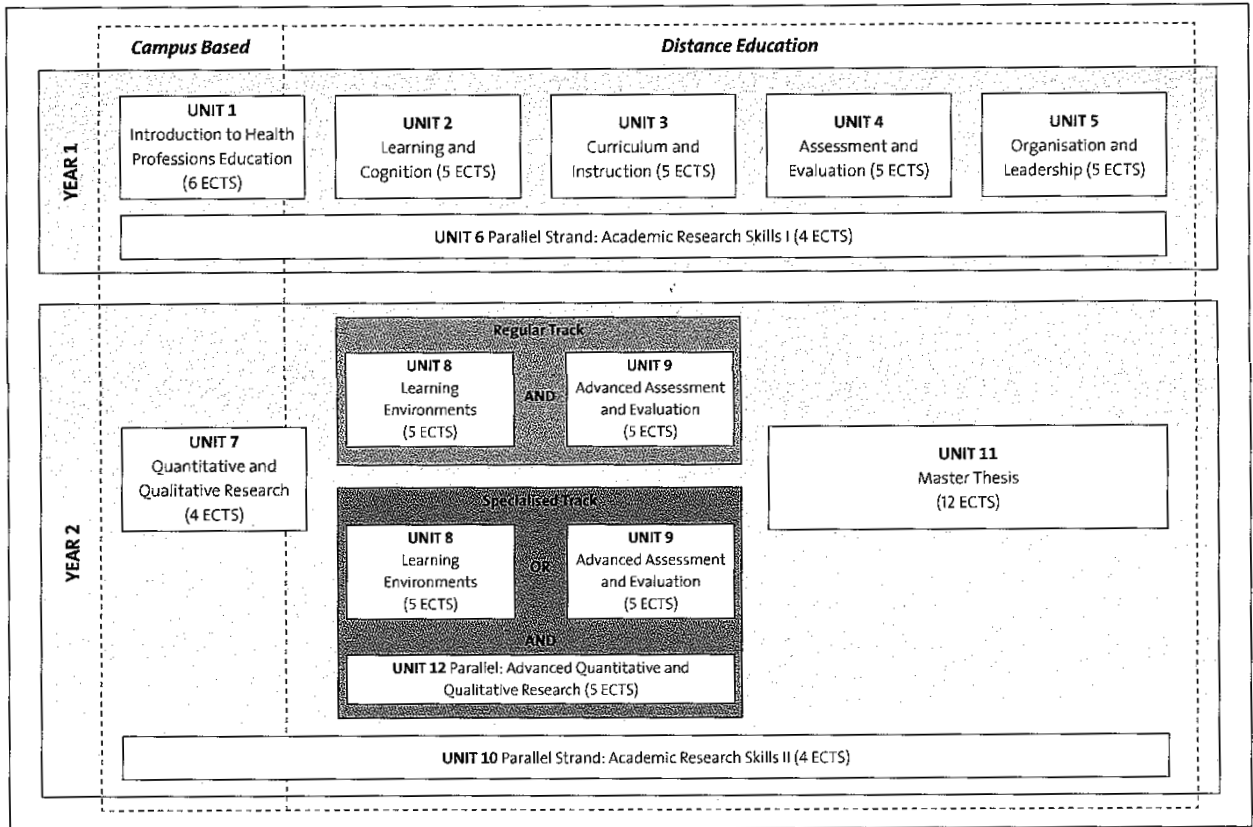
Table 2: Intended learning outcomes 'Internationalisation' linked per unit

Intended learning outcomes	Educational units Master Health Professions Education programme							
	1 Introduction	2 Learning and Cognition	3 Curriculum and Instruction	4 Assessment and Evaluation	5 Organisation and Leadership	7 Quantitative and Qualitative Research	8 Learning Environments (1)	9 Advanced Assessment and Evaluation (1)
4	√		√			√		√
10	√		√			√	√	√
11			√	√	√			√
14	√	√	√			√		√
19	√		√			√		

(1) Within the specialized track one of the following two units is taken: #8 Learning Environments or #9 Advanced Assessment and Evaluation.

Appendix 4: Overview of the curriculum

Structure Master Health Professions Education programme



Appendix 5: Quantitative data regarding the programme

Data on intake, transfers and graduates

The annual intake of students in the MPHE programme over the period 2006 to 2012 is shown in Table 1.

Table 1: Intake of students within the MHPE programme, 2006 to 2012.

	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014	Total
Total	33	19	17	31	26	28	27	181

The 2012–2014 cohort is selected to illustrate the diversity within the MHPE student population. An almost equal number of males (n=13) and females (n=14) constitute this cohort, and the average age of the students is 39 years of age. The youngest student is 26 and the oldest student is 56 years old. More than half of the students have a medical background (n=18), the other students have an educational background in public health (n=2); in dentistry (n=2); in nursing (n=1); in occupational therapy (n=1); in oral health (1); in mental health (1) and one with a background in archaeology, who is employed in a school for health professions. The highest degree obtained by students is either a bachelor (n=3), a master (n=21) or a PhD (3) degree. Students are affiliated with a teaching hospital (n=18), university or college (n=8), and with a ministry (n=1). Finally, 20 MHPE students are part-time or full-time active in teaching, of which 5 have managerial responsibilities within education, while 7 are solely active as health professionals. FHML's Institute of Education annually allows two of its faculty members to enrol into the MHPE programme, thus contributing to the institution's continuation of expertise in the domain of health professions education. Additionally, FAIMER annually sponsors two students to enrol in the programme.

UM defines the completion rate as the percentage of students who graduate after two (nominal study time), three (nominal study time plus 1 year), or four years of study or more (nominal study time plus 2 years or more). The completion rates shown in table 2 are based on the number of survivalists in the programme. The table shows the annual student intake from 2006 to 2011, the survivalists, the completion rates, and the number of students still studying.

Table 2: Completion rates for MPHE students, 2006-2008 to 2011-2013.

Cohort	Intake N	Dropouts* N	Survival N	Completion rate MHPE students						Studying	
				2 years		3 years		≥ 4 years		N	%
				N	%	N	%	N	%		
2006-08	33	8	25	15	60%	21	84%	25	100%	0	0%
2007-09	19	4	15	3	20%	8	53%	14	93%	1	7%
2008-10	17	3	14	8	57%	9	64%	9	64%	5	36%
2009-11	31	2	29	8	28%	12	41%			9	31%
2010-12	26	1	25	7	28%					18	72%
2011-13	28	0	28							28	100%

* The study-duration before these students dropped out is uneven: 10 dropped out in the first or second year and 8 in their fourth or fifth year.

Table 3: Student-staff ratio MHPE programme per academic year

	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Students 1 st year	33	19	17	31	26
2 nd year		25	17	14	29
Total students	33	44	34	45	55
FTE	1.47	2.27	2.48	2.96	2.70
Student-staff ratio	22.4	19.4	13.7*	15.2	20.4

* Including 'building time' for the (one-time-only) revision of two suboptimal units (3 and 5)

FHML Institute for Education bases the required volume of educational input on the standard number of hours assigned to the various roles that exist within the educational system. A role equals an average number of hours spent on a particular task. Educational roles are for example: presenting a lecture, guiding a tutorial group, training a skills group or leading a workshop. General roles, which are common to all educational programmes within FHML, include members of the Board of Examinations and the Board of Admissions. Coordinating

roles include Programme Director, Unit Coordinator and members of the Course Planning Group.

The translation of the MHPE programme into the above mentioned roles results in the total number of hours that are required to run the MHPE programme, taking into account the number of participating students. The student–staff ratio is defined as the number of students per full-time equivalent (FTE) of a teaching staff member. The ratio is calculated by counting per academic year all FTEs for education, including coordinating roles within the MHPE programme. The number of students is divided by the number of FTEs per academic year.

Appendix 6: Programme of the site visit

Day 1

Tuesday January 8, 2013		
11:15 – 11:30	Welcome at Porter's desk UNS40	Dr. Jan van Dalen – Programme Director MHPE Tom Kuiper MSc – Policy Advisor, Institute for Education FHML
11:30 – 14:30 12:30	Meeting commission (behind closed doors) Lunch	
14:30 – 15:30	Meeting with management MHPE, School of Health Professions Education and Institute for Education at FHML	<ol style="list-style-type: none"> 1. Dr. Jan van Dalen – Programme Director MHPE 2. Prof. dr. Mirjam oude Egbrink – Scientific Director Institute for Education FHML 3. Dr. Renee Stalmeijer – Programme Director MHPE 4. Prof. dr. Cees van der Vleuten – Scientific Director SHE
15:30 – 16:30	Meeting with MHPE students (#1 – #5)	<ol style="list-style-type: none"> 1. Xandra Janssen-Brandt – Cohort 2011 – 2013 2. Sylvia Heeneman – Cohort 2012 – 2014 3. Jascha de Nooijer – Cohort 2011 – 2013 4. Marlies Schillings – Cohort 2011 – 2013 5. Marleen Schultz-Vugs – Cohort 2010 – 2012
16:30 – 16:45	Break	
16:45 – 17:30	Meeting with staff members MHPE	<ol style="list-style-type: none"> 1. Joost Dijkstra MSc – Coordinator distance unit #4 2. Valerie van den Eertwegh MSc – Member planning group unit #5 3. Dr. Marjan Govaerts – Coordinator unit #9; trainer unit #1 4. Geraldine van Kasteren MD, MHPE – Coordinator unit #1 5. Dr. Arno Muijtjens – Coordinator parallel unit #12; trainer methodology and statistics 6. Dr. Fred Stevens – Coordinator contact unit #7 7. Dr. Daniëlle Versteegen – Coordinator unit #3; trainer unit #1
17:30	Break	
17:45 – 18:15	Meeting with MHPE Students (#6 – #9) Via Skype	<ol style="list-style-type: none"> 6. Luke Devine – Cohort 2011 – 2013 (Canada) 7. Viktor Riklefs – Cohort 2011 – 2013 (Kazachstan) 8. Henal Shah – Cohort 2011 – 2013 (India) 9. Ivan Solarte – Cohort 2011 – 2013 (Colombia)
18:15 – 18:45	Meeting with MHPE Alumni Via Skype	<ol style="list-style-type: none"> A. Stefan Kutzsche – Cohort 2009 – 2011 (Norway) B. Hisham Mirghani – Cohort 2010 – 2012 (United Arab Emirates) C. Maria Rurainsky – Cohort 2009 – 2011 (Germany) D. Matthew Sibbald – Cohort 2009 – 2011 (Canada) E. Ruud Wong Chung – Cohort 2010 – 2012 (Netherlands) - chair SHEILA

Day 2

Wednesday January 9, 2013		
09:00 – 09:45	Meeting with staff members responsible for quality assurance	<ol style="list-style-type: none"> 1. Prof. dr. Diana Dolmans – member Management Team MHPE with specific responsibility for quality assurance 2. Dr. Renée Stalmeijer – Programme Director MHPE; Task group Programme Evaluation FHML 3. Marleen Schultz-Vugs – student cohort 2010 – 2012
09:45 – 10:30	Meeting with Board of Examiners and representative Mentor system	<ol style="list-style-type: none"> 1. Dr. Henk van Berkel – Chair Board of Examiners FHML Health 2. Dr. Herma Roebertsen – Responsible for MHPE mentor system
10:30 – 11:30	Consultation hour and break	
11:30 – 12:30	Concluding meeting with management MHPE, School of Health Professions Education and Institute for Education at FHML	<ol style="list-style-type: none"> 1. Dr. Jan van Dalen – Programme Director MHPE 2. Prof. dr. Mirjam oude Egbrink – Scientific Director Institute for Education FHML 3. Prof. dr. Albert Scherpbier – Dean FHML and Member Executive Board MUMC+ 4. Dr. Renee Stalmeijer – Programme Director MHPE 5. Prof. dr. Cees van der Vleuten – Scientific Director SHE
12:30 – 15:00	Commission meeting behind closed doors	
12:30	Lunch	
15:30 – 16:00	Oral presentation on first impression by committee. Venue: Keulenzaal (0.553) UNS40	
16:00	Reception Venue: Onderwijsplein UNS40	

Appendix 7: Theses and documents studied by the committee

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

Selected master theses

I502693	i960422	i671002	I6017556	I6019287
I508349	I559210	i671002	I6018167	I6019333
I502669	i665614	i665606	I6019141	I6019334

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

- Subject-specific reference framework;
- Learning outcomes of the programme;
- Overview of the curriculum;
- Outline description of the curriculum components;
- Teaching and examination regulations;
- Allocated staff with names, positions, scope of appointment, level and expertise;
- Overview of the contacts maintained with the professional field;
- Reports on consultations with relevant committees/bodies;
- Test questions with corresponding assessment criteria and requirements (answer models) and a representative selection of actual tests administered (such as presentations, work placements, portfolio assessments) and assessments;
- List of the last 25 final projects or the final projects of the past two years (or portfolios/projects demonstrating the exit levels attained by the students);
- Reference books and other learning materials;
- Summary and analysis of recent evaluation results and relevant management information;
- Documentation regarding teacher and student satisfaction.

The committee studied and assessed a total of fifteen theses for the master's programme in Health Professions Education before the site visit. The theses were selected at random by the project leader and the chair of the committee.

Appendix 8: Declarations of independence



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Jan van Tazewijk
 HOME ADDRESS: Koningslaan 40
3585 GJ Utrecht
The Netherlands

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Master of Health Professions Education

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Maastricht University

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

1



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: PETER M SCROKIE
 HOME ADDRESS: 35 GREEN LANE NEW MALDEN
SURREY KT3 5BX

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

1



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Utrecht DATE: 29-12-2012

SIGNATURE: [Signature]

2



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Maastricht DATE: 8/1/13

SIGNATURE: [Signature]

2



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: John R. Boulet

HOME ADDRESS:
Fairfax, 3624 Market St.
Philadelphia, PA, USA, 19104

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Master of Health Professions Education
Maastricht University

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:
Maastricht University

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Karen V. Horn

HOME ADDRESS:
6445 Waegwaetic Avenue
Halifax, Nova Scotia
Canada B3H 2B3

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE:



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, IN SO FAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Maastricht, NL DATE: January 8/13

SIGNATURE:



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, IN SO FAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: _____ DATE: January 8th, 2013

SIGNATURE: Karen V. Horn Ph.D.



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: M.M. Weggemans

HOME ADDRESS:
Sunstraat 9 bis
3531 PA Utrecht

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:
Master of Health Professions Education

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:
University of Maastricht

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE.

1



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Hans Hilbrink

HOME ADDRESS:
Oude Vest 191 K
2312 XX Leiden

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:
Master of Health Professions Education

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:
Maastricht University

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE.

1



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, IN SO FAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Utrecht DATE: 08-01-2013

SIGNATURE: [Signature]

2



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, IN SO FAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Maastricht DATE: 8-1-2013

SIGNATURE: [Signature]

2