



NVAO  THE NETHERLANDS

ACCREDITATION ASSESSMENT

MASTER'S PROGRAMME INTERNATIONAL
JOINT MASTER OF RESEARCH IN WORK
AND ORGANIZATIONAL PSYCHOLOGY

Maastricht University (the Netherlands)

Leuphana University (Germany)

University of Valencia (Spain)

PANEL REPORT

12 JULI 2024

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1 Executive summary

This report is issued by the panel appointed by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and assesses the existing joint master's programme International Joint Master of Research in Work and Organizational Psychology (IJMRWOP) as submitted by Maastricht University (the Netherlands) on behalf of the consortium which also features Leuphana University (Germany) and the University of Valencia (Spain).

The application concerns a joint English-language master's degree of 120 European Credits (ECTS credits), which is offered as a full-time two-year programme by the above-mentioned partner institutions. Given these specific features, the panel based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA) of October 2014, approved by the EHEA ministers in May 2015, which in turn are based on the European Standards and Guidelines for Quality Assurance.

The panel established that the joint master's programme IJMRWOP has been designed and delivered by a consortium of recognised higher education institutions since the academic year 2019-2020. The consortium has adequate coordination mechanisms in place that ensure that each of the partners knows what happens across the three locations. The panel was impressed by the strong cooperation among staff members at all levels of the consortium.

The programme intends to prepare future work and organisational psychologists for a research or applied research career in an ever-changing and international world of work. The panel confirms that the programme's learning outcomes are aligned with the master's level of the FQ-EHEA and the programme adheres to the guidelines of relevant academic and professional psychology associations and standards in Europe. The learning outcomes comprise knowledge, skills and competencies relevant to the disciplinary field of work and organisational psychology, and which have been translated to a logically structured curriculum.

The curriculum is built around three pillars – work, personnel and organisational psychology – and a learning line in research methods and statistics. The three partner universities each offer one semester based on their specific expertise, thus offering students different perspectives. Students start the programme in Maastricht, subsequently move to Lüneburg and then to Valencia. The location of the fourth and final semester depends on a student's thesis project. Students obtain a comprehensive overview of work and organisational psychology in the first semester and extend and apply this knowledge in the subsequent semesters in intercultural and intervention contexts. Overall, there is little overlap across the three institutions due to the coordination mechanisms that are in place. Students told the panel that the programme's workload is high but not unreasonable and they stated that their efforts pay off.

The programme applies a fair, transparent and well thought-through admission procedure. The admission requirements guarantee that admitted students have a solid basis for the programme's level and subject. At the same time, the diversity of the study body is relatively limited. The panel suggests improving the visibility of scholarships and grants to make the programme more accessible, especially to students from lower-income countries. Despite the

rather homogenous student population, the programme manages to promote an intercultural perspective of the discipline during teamwork. The panel advises proactively providing additional guidance or a refresher training to support group work throughout the programme, not only at the start.

Students finish the programme with a master's thesis project. The thesis is assessed through an adequate process with two independent assessors who apply clear criteria. The panel appreciates that the programme will apply stricter guidelines for feedback on the thesis project. The panel was impressed by the high level of the theses and appreciates that many students pursue publications of their work. The achievement is also reflected in the positions that graduates manage to obtain and how well prepared they are for their careers within and outside academia. The panel recommends highlighting employment opportunities outside of academia during the programme, to make students aware of these, and sharing examples of how students may apply what they learn in other contexts. Graduates of the programme are awarded the joint degree of Master of Science in International Joint Master of Research in Work and Organizational Psychology and receive one joint certificate and diploma supplement, issued by Maastricht University on behalf of the consortium. This degree is fully recognised by all three institutions and their respective countries.

The programme is a joint effort of a team of well-qualified and enthusiastic academic staff members. Together, they cover all topics of the programme and they are highly motivated to teach students of the joint master's programme. Cooperation between staff members of the three partner institutions is visible at all other levels of the programme. The panel recommends encouraging staff mobility to enable staff to experience the different settings and teaching approaches.

The panel established that the programme has an adequate approach to quality assurance, including evaluations at the local level that are linked through active joint bodies with representatives from all partner institutions. The programme is responsive to student feedback, reflecting an active quality culture.

The programme's self-evaluation report, appendices, additional documentation, and discussions with representatives from the partner institutions have provided the panel with a comprehensive overview of the programme. On the basis of the collected information, the panel concludes that the programme meets all standards. Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the existing joint master's programme International Joint Master of Research in Work and Organizational Psychology (IJRWOP), offered by Maastricht University (the Netherlands), Leuphana University (Germany) and the University of Valencia (Spain).

The Hague, 12 July 2024

On behalf of the panel convened to assess the joint programme International Joint Master of Research in Work and Organizational Psychology,

Susanne Scheibe
Chair

Anne Martens
Secretary

2 Introduction

On 28 November 2023, NVAO received a request for an accreditation procedure of the existing joint programme International Joint Master of Research in Work and Organizational Psychology (joint degree). Because this concerns a joint programme issued by a consortium, this request was submitted on behalf of the consortium by Maastricht University, the Netherlands.

Given the particular features of this application, NVAO convened an international panel of experts consisting of:

- Prof. Dr. Susanne Scheibe (chair), Professor in Organisational Psychology, Department of Organizational Psychology, University of Groningen, the Netherlands;
- María Esther Garcia Buades PhD, Senior lecturer in Work, Organisational and Human Resources, co-director of the master's programme in Human Resources Management, Department of Psychology, University of the Balearic Islands, Spain;
- André van Nieuwenhuizen, self-employed Work & Organizational Psychologist, the Netherlands;
- Gaga Gvenetadze Master of Education Administration (student member), recent graduate of the master's programme Education Administration, current PhD student Applied Social Psychology, Ivane Javakhishvili Tbilisi State University, Georgia.

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. The panel composition is also in line with the procedural requirements in the European Approach for Quality Assurance of Joint Programmes (C.2. Review Panel). On behalf of NVAO, Tinka Thede, MSc was responsible for the coordination of the assessment process. The secretary, Anne Martens MA, drafted the panel report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of impartiality and confidentiality. The institutions also provided a statement of impartiality. They state that, with the information available at the time, the nominated panel and secretary are independent.

The panel based its assessment on the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA), issued in October 2014 and approved by the EHEA ministers in May 2015. This European Approach for Quality Assurance of Joint Programmes should be applied for quality assurance of international joint programmes if any of the cooperating higher education institutions require external quality assurance at programme level. The standards to be assessed are based on the European Standards and Guidelines (ESG) for Quality Assurance in the EHEA. This procedure allows the possibility that only one procedure can lead to accreditation in several countries.

The panel members read the application documentation of the programme (Annex 3: documents reviewed). They also studied a selection of fifteen theses and the accompanying assessment forms from the programme. The thesis selection was made by the panel based on a provided list of graduates of most recent years. In selecting the theses for review, consideration was given to a variation in assessments (grades), the university that supervised the student, and the topics. The panel members reported their preliminary findings to the secretary before the site visit. The secretary collected them and processed them for the preparatory meeting on 21 May 2024. It was decided to organise the preparatory meeting

online. During the preparatory meeting, the panel discussed the preliminary findings, identified the most important issues for discussion, and prepared the sessions with the delegations. No one signed up for the open consultation hour the panel organised on 21 May 2024.

The site visit took place on 27 May 2024. The panel spoke with members of the Joint Board of Directors, lecturers, students, alumni, representatives of the professional field, as well as members of the Joint Board of Examiners, Quality Assurance Committee and Board of Admissions. The panel also visited the facilities in Maastricht. The schedule of the site visit is presented in Annex 2. The panel received a description of the other two locations.

Immediately after the meetings with the delegations, the panel discussed the findings and formulated its considerations and preliminary conclusions separately for each standard. These are based on the self-evaluation report of the programme, a selection of theses, observations during the site visit and on the assessment of one additional document. At the end of the site visit, the chair presented the panel's preliminary conclusions to the representatives of the programme.

Based on the findings, considerations and conclusions, the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On 24 June 2024, the advisory report was sent to the consortium, which was given the opportunity to respond to any factual inaccuracies in the report. They replied on 8 July 2024. This led to minor changes. Subsequently, the final report was endorsed by the panel chair. The panel drafted its advice fully independently and offered it to NVAO on 12 July 2024.

3 Description of the programme

3.1 General data

Institutions	: Maastricht University (the Netherlands) Leuphana University (Germany) University of Valencia (Spain)
Programme	: International Joint Master of Research in Work and Organizational Psychology (IJMRWOP)
Level	: Master
Orientation	: Academic
Degree	: Joint degree
Locations	: Maastricht, Lüneburg, Valencia
Study load	: 120 ECTS credits ¹
Mode of study	: Fulltime
Field of study	: ISCED ² : 3 Social sciences, business, and law / 31 Social and behavioural science

3.2 Profile of the consortium

The application was filed by a consortium of three higher education institutions in three countries: Maastricht University in the Netherlands, Leuphana University in Lüneburg, Germany and the University of Valencia in Spain. The partner institutions first signed a Consortium Agreement in May 2017.

Maastricht University is a young university in the south of the Netherlands, with a distinct global perspective. It offers a variety of degree programmes in the areas of arts and social sciences, psychology and neuroscience, health and life sciences, law, engineering, and economics. The programmes are concentrated in six faculties, with the master's programme IJMRWOP belonging to the Faculty of Psychology and Neuroscience. Quality assurance is covered by the Institutional Audit of Quality Assurance, assessed by NVAO.

Leuphana Universität Lüneburg is a relatively young university in the northwestern part of Germany. Originally founded as a Teacher Training College (Pädagogische Hochschule), it expanded its subject spectrum and was granted university status in 1989. In 2005, Leuphana University merged with the University of Applied Sciences North-East Lower Saxony, which strengthened its ties with the professional world. Involving practical experiences has become an important part of the university's academic culture. It offers both academically and professionally oriented degree programmes in English and German. The IJMRWOP programme belongs to the Faculty of Business Administration. Leuphana University has been granted 'system accredited' status by the accreditation agency ACQUIN, which allows the institution to award the seal of the German Accreditation Council for its self-assessed study programmes.

Universitat de València is one of the oldest higher education institutions in Spain. It is a public, modern and innovative university, focused on teaching and research in a wide variety

¹ Credits indicating the study workload, based on the European Credit Transfer and Accumulation System.

² International Standard Classification of Education

of academic disciplines. The university prides itself on being the second-most preferred destination in Europe for Erasmus students. It considers internationalization to be an important strategic priority, which is evident from the many research and teaching agreements signed between the university and institutions around the world. The IJMRWOP programme is offered by the Research Institute of Personnel Psychology, Organizational Development and Quality of Working Life (IDOCAL). At the University of Valencia, a Quality Unit is responsible for coordinating and managing the institution's quality assessment and improvement processes. It undergoes assessment by the national Boards of Accreditation and Quality Assessment (ANECA and AVAP) and operates under rigorous requirements and procedures.

3.3 Profile of the programme

The joint master's programme International Joint Master of Research in Work and Organizational Psychology (IJMRWOP) prepares future work and organisational psychologists for a research or applied research career in an ever-changing and international world of work that is increasingly demanding and complex, and characterised by societal, digital and technical transformations. Students develop international and valorisation competences and are prepared to communicate and collaborate with various stakeholders within and outside academia.

The curriculum of 120 ECTS credits is built around three pillars – work, personnel and organisational psychology – and a learning line in research methods and statistics. The three partner universities each offer a semester based on their specific expertise, thus offering students different perspectives. Students start the programme in Maastricht, subsequently move to Lüneburg and then to Valencia. The location of the fourth and final semester depends on a student's thesis project. Because of the international character of the programme and the diverse international staff and students, the language of instruction, teaching, and examination is English.

Graduates of the programme are awarded the joint degree of Master of Science in International Joint Master of Research in Work and Organizational Psychology and receive one joint certificate and diploma supplement, issued by Maastricht University on behalf of the consortium. This degree is fully recognised by all three institutions and their respective countries.

4 Assessment per standard

In this chapter the panel assesses the joint master's programme International Joint Master of Research in Work and Organizational Psychology according to the standards of the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA). The criteria for each standard are mentioned. Per standard the panel presents a brief outline of its findings, as well as the considerations that led the panel to a concluding judgement on a three-point scale: the programme either meets, partially meets or does not meet the standard. At the end of this chapter and based on its judgements on the individual standards, the panel presents an overall conclusion on the quality of the entire programme. This conclusion can be either positive, conditionally positive or negative.

4.1 Eligibility: Standard 1

4.1.1 Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

Outline of findings

The master's programme International Joint Master of Research in Work and Organizational Psychology (IJMRWOP) is a two-year fulltime joint master's programme offered by a consortium of three higher education institutions in three countries: Maastricht University (the Netherlands), Leuphana University (Lüneburg, Germany) and the University of Valencia (Spain). The three institutions are recognised by their respective national authorities and are degree awarding institutions. The legal frameworks in the three countries permit the institutions to establish a joint programme and to award a joint degree. Graduates of the programme are awarded the joint degree of Master of Science in International Joint Master of Research in Work and Organizational Psychology and receive one joint certificate and diploma supplement, issued by Maastricht University on behalf of the consortium. This degree is fully recognised by all three institutions and their respective countries.

Considerations

The panel confirms that the three partner institutions that offer the joint master's programme IJMRWOP are recognised as higher education institutions by the relevant authorities of their countries. Their national legal frameworks allow them to participate in a joint programme. The joint degree issued upon completion of the programme is recognised as a degree in the respective higher education degree systems of each partner institution.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 1.1, status.

4.1.2 Joint design and delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

Outline of findings

The self-evaluation report and its annexes show a joint design and delivery of the programme. The three partner universities share equal responsibility for the content, quality and delivery of the programme. This is reflected in the setup of the curriculum: students spend one semester at each of the three institutions. The location of the fourth and final semester depends on a student's thesis project; the consortium's objective is to divide students equally among the partner institutions. This project is supervised by two staff members from two different universities.

Governance and management are jointly structured and all three institutions are represented at all levels of the programme. A Joint Board of Directors (JBoD), with one programme coordinator from each partner university, is the decision-making body of the programme. The board meets in person at least once a year and more regularly online. Other joint bodies include the Joint Board of Examiners, Joint Board of Admissions and the Quality Assurance Committee. As the Coordinating University, Maastricht University is responsible for the general coordination of the programme. Logistical aspects are organised locally.

During the site visit, representatives of the programme provided the panel with ample examples of how they cooperate in daily practice. Teaching staff cooperate in coordinating teams that meet online regularly to ensure a coherent curriculum that benefits from each institution's domains of expertise. In addition, they organise in-person meetings at conferences. The JBoD explained that policy advisors, administrative support staff and marketing teams of the three partner institutions have also established strong links.

Considerations

Based on the documentation and site visit, the panel concludes that the programme is offered jointly by the three partner universities. All three universities have an active role in the programme's design and implementation. Students engage in activities at all partner institutions. The panel appreciates that the consortium benefits from the particular strengths of each of the partner universities, while creating a coherent curriculum. The consortium has adequate coordination mechanisms in place that ensure that each of the partners knows what happens across the three locations. The panel was pleased by the high level of cooperation among consortium staff members at all levels.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 1.2, joint design and delivery.

4.1.3 Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- *Denomination of the degree(s) awarded in the programme*
- *Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)*
- *Admission and selection procedures for students*
- *Mobility of students and teachers*
- *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

Outline of findings

The programme's initial Consortium Agreement (signed in 2017) was added as an appendix to the self-evaluation report. This agreement included an annex, extending its validity until January 2024. Before the site visit, the panel was provided with the draft version of a new agreement. At the time (May 2024), the three institutions had agreed on all sections except a paragraph on privacy, which was still under review at the respective legal departments of the three partner institutions. The Joint Board of Directors confirmed that the new agreement will be signed in 2024. The updated agreement provides information about i.a. the governance of the programme, curriculum content, quality assurance, admission, degree awarding, student support, staff and financial arrangements.

Considerations

The panel established that the terms and conditions of the programme are adequately laid down in a Consortium Agreement. The recently developed agreement is a clear and detailed document that covers all required topics except formal arrangements for staff mobility. It details the programme's governance and management structures, as well as the consortium members' obligations and responsibilities. The panel recommends encouraging staff mobility to enable faculty to experience the different settings and teaching approaches.

The Consortium Agreement is reviewed and extended on a regular basis to guarantee ongoing compliance with requirements. The panel noted that the agreement's duration of four years is shorter than an accreditation cycle in all three countries involved. The panel advises aligning the agreement's duration.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 1.3, cooperation agreement.

4.2 Learning Outcomes: Standard 2

4.2.1 Level [ESG 1.2]

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

Outline of findings

The programme aims to prepare students for a (research) career in the field of Work and Organizational Psychology. It offers academic knowledge and skills specific to the field of (research in) work and organisational psychology in an international context. Graduates are professionals with a strong emphasis on both basic and applied research in the field. The programme has formulated fourteen intended learning outcomes and connected these to the Dublin descriptors.

The self-evaluation report explains how the intended learning outcomes align with national, European and other guidelines, including the European Federation of Psychologists' Associations (EFPA; Europsy criteria), European Network of Organizational and Work Psychologists (ENOP; European Curriculum in W&O Psychology Reference Model) and the European Association of Work and Organizational Psychology (EAWOP). In addition,

Leuphana University Lüneburg received the Gütesiegel of the German Society of Psychology (DGPs) for the IJMRWOP programme.

Considerations

According to the panel, the programme has formulated coherent and consistent learning objectives. The programme's learning outcomes are formulated at master's level, in accordance with the Framework for Qualifications in the European Higher Education Area (FQ-EHEA). It is a strength that the programme adheres to the guidelines of relevant academic and professional psychology associations and standards in Europe.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 2.1, level.

4.2.2 Disciplinary field

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

Outline of findings

The programme's intended learning outcomes have been mapped against the Dublin descriptors regarding (a) knowledge and understanding, (b) applying knowledge and understanding, (c) making judgements, (d) communication, and (e) learning skills. The programme intends to provide students with in-depth knowledge, skills and understanding of the field of work and organizational psychology, and to equip them for fundamental and applied research. Students learn to apply theoretical knowledge and research skills to examine and understand the changes occurring in the world of work, formulate evidence-based recommendations and develop interventions. They also develop behavioural norms that are applicable throughout their studies and in professional research environments.

Overall, the programme has a strong research focus and prepares students for academic and research positions in work and organisational psychology. Students develop core competencies from the scientist-innovator model (e.g., research design and implementation, scientific writing, innovation) as well as enabling competencies (e.g., communication and presentation skills, cross-cultural and ethical competencies).

The programme recently established an Advisory Board to monitor developments in the field of work and organisational psychology. In addition, the programme's active academic staff members ensure connection to current developments in the discipline.

Considerations

The panel confirms that the programme's intended learning outcomes comprise knowledge, skills and competencies that are relevant to the disciplinary field of work and organisational psychology. The programme intends to offer students a thorough grasp of work and organisational psychology, as well as practical skills that will prepare them for academic and applied research positions. The panel appreciates the establishment of an Advisory Board.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 2.2, disciplinary field.

4.2.3 Achievement [ESG 1.2]

The programme should be able to demonstrate that the intended learning outcomes are achieved.

Outline of findings

The programme provided a mapping of the intended learning outcomes and the courses that shows that all learning outcomes are covered multiple times throughout the curriculum. Students finish the programme with a thesis project which requires them to demonstrate mastery of all intended learning outcomes. The self-evaluation report mentioned that students presented their thesis projects at conferences and thus far, nearly half of the graduates work on publishing their thesis in peer-reviewed journals. Alumni told the panel that they also work on publishing the results of group projects.

As of May 2024, three cohorts of students (i.e., 35 students) completed the programme. To assess the achievement of the learning outcomes, the panel read a selection of fifteen theses. The selection was made based on the following criteria: a variation in assessments (grades), the university that supervised the student and topics. The panel generally agreed with the examiners' evaluation of the theses and therefore did not find it necessary to review more theses.

Graduates have obtained positions in academia or in human resources at national and international organisations. During the site visit, alumni told the panel that they felt well prepared for the jobs they obtained upon graduation and felt especially confident about their research skills. Graduates who continued their academic career at other universities told the panel that they experienced a smooth transition to their PhD positions. The panel also spoke with a representative of the academic field, who confirmed that graduates of the programme are attractive PhD candidates who perform at a high level. According to this representative, graduates from the programme could be made more visible to (potential) students as well as potential employers inside and outside academia.

Considerations

The panel established that students achieve the programme's intended learning outcomes. The panel was impressed by the high level of the theses and appreciates that many students pursue publication of their work. The achievement is also reflected in the positions that graduates obtain and how well prepared they are for their careers within and outside academia. As follows from the programme's focus, students are especially well-prepared for research positions, but graduates also perform well elsewhere. The panel recommends highlighting employment opportunities outside of academia during the programme, informing students of these employment opportunities and sharing examples of how students may apply what they learn in other contexts. The panel believes this may facilitate the transition to the non-academic labour market, preparing students to apply their knowledge outside of academia, while also providing valuable insights into the organisational world to students who pursue a career in academia.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 2.3, achievement.

4.2.4 Regulated Professions

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account

Outline of findings

This standard is not relevant for the assessment of this joint programme.

Conclusion

The panel issues no conclusion because standard 2.4, regulated professions, is not applicable.

4.3 Study Programme [ESG 1.2]: Standard 3

4.3.1 Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

Outline of findings

The self-evaluation report explains that the IJMRWOP curriculum is based on the scientist-innovator model, which emphasises the importance of a profound scientific foundation to develop and implement effective and innovative interventions in work and organisational psychology. Students acquire a solid understanding of scientific fundamentals and related research methods before deepening their skills and applying them to designing and evaluating interventions in the field.

The curriculum is built around three pillars – work, personnel and organisational psychology – and a learning line in research methods and statistics. The three partner universities each offer a semester based on their specific expertise, thus offering students different perspectives that support them in achieving the intended learning outcomes. The first semester at Maastricht University addresses cutting-edge research on a multitude of topics in work and organisational psychology. The second semester at Leuphana University focuses on designing and implementing research projects, as well as developing international and intercultural competencies. In the third semester, students learn to develop, apply and evaluate interventions in work and organisational psychology. During the fourth and final semester, students follow a course on advanced research skills and research ethics and work on a thesis project.

The panel studied the course syllabi and observed that the curriculum builds up in complexity and depth-of-specialisation: from (1) systematic introduction via (2) focused study of problems and methods to (3) detailed study of a particular issue. Students confirmed that the courses gradually build on each other. They appreciate that topics are addressed multiple times, but with a different emphasis. According to the students, there is little overlap across the three partner universities. The programme has coordination mechanisms in place that ensure a continuous exchange between course coordinators within and across the three partner universities.

The programme's research orientation is reflected in the curriculum content and skills courses. Throughout the curriculum, students learn to work with advanced statistical and analytical methods as well as various software packages. During the site visit, the panel asked how students are prepared to work in an applied setting. Lecturers explained that students work with real-life cases. In addition, the programme works with interviews and guest lectures. Students learn to make evidence-based intervention plans, to identify stakeholders and to transfer information to a non-academic audience. The panel learnt that the subject of intervention science prepares students for a career outside of academia. Nevertheless, some students are interested in even more practical experience.

Considerations

The panel commends the programme for its logically structured curriculum. The three consecutive semesters at the partner universities build on each other and enable students to achieve the intended learning outcomes. Students obtain a comprehensive overview of work and organisational psychology in the first semester and extend and apply this knowledge in the subsequent semesters. Overall, there is little overlap across the three institutions due to the coordination mechanisms in place. The panel appreciates the attention paid to skills development, in particular research design and statistical analyses. The inclusion of research ethics, critical judgement and current workplace concerns ensure the curriculum's relevance and effectiveness in preparing students for academic and professional success.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 3.1, curriculum.

4.3.2 Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

Outline of findings

The self-evaluation report and the Consortium Agreement confirm that the European Credit Transfer and Accumulation System (ECTS) is applied. The programme consists of four semesters, each with a study load of 30 ECTS credits. The semesters are divided into courses with a study load ranging from 1 to 10 ECTS credits. The final master's thesis project has a total of 26 ECTS credits. Each credit corresponds to 28 hours of study.

Considerations

The panel confirms that the programme applies the ECTS. The credits are distributed equally across the semesters and partner institutions.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 3.2, credits.

4.3.3 Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be

less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified.

The workload and the average time to complete the programme should be monitored.

Outline of findings

The curriculum of the programme amounts to 120 ECTS credits. Students obtain 30 ECTS credits at each of the three partner institutions and finish the programme with a thesis project. The self-evaluation report mentioned that drop-out rates are low. Thus far, the remaining students have finished the programme within the nominal study duration of two years.

The programme monitors the workload for each course through a course evaluations system. In addition, students provide feedback in regular feedback sessions at all partner institutions. Students told the panel that the programme's workload is high but not unreasonable and they stated that their efforts pay off. When workload for specific curriculum components is considered too high, they know where they can address this. Students provided examples of adjustments that have been made to improve the experienced workload.

Considerations

The panel concludes that the programme's workload is in line with FQ-EHEA's prescriptions and that the average workload is appropriate. The panel appreciates that the programme takes students' remarks about workload into account. To further improve the programme on the aspect of workload, the panel advises examining whether all assignments contribute to achieving the programme's learning outcomes and keep monitoring workload in the future.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 3.3, workload.

4.4 Admission and Recognition [ESG 1.4]: Standard 4

4.4.1 Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

Outline of findings

The self-evaluation report states that the programme has designed an admission procedure that should ensure the desired level of quality and success rate among students of a programme that follows the scientist-innovator model. A Joint Board of Admissions (JBoA) is responsible for the selection and admission of prospective students. This board consists of one staff member from each of the partner institutions and is supported by the education office at Maastricht University. Every year, the JBoA evaluates the admission procedure to see whether the criteria lead to the desired outcomes.

The admission procedure consists of several stages. Prospective students are informed about the admission requirements and process on Maastricht University's website. Firstly, applicants provide documentation, including a standardised motivation letter, CV and proof that they meet academic requirements and English language proficiency requirements.

Eligible students participate in an online test of basic knowledge of psychology, research methods and statistics. Subsequently, the JBoA decides whether candidates are directly admitted or invited for an interview with two JBoA members. Finally, the JBoA ranks students and allocates study places. The programme has a maximum capacity of 30 students, but this number has not yet been reached. All students enrol at Maastricht University and are subsequently registered at the other partner institutions.

The programme intends to attract a diverse student body, with students from the European Higher Education Area (EHEA) as well as other parts of the world. So far, a significant number of students held the German nationality. According to the programme, this was likely impacted by the COVID-19 pandemic. During the site visit, the panel discussed the limited diversity in multiple sessions. According to the JBoA, the backgrounds of applicants reflect those of admitted students and it is unlikely that the admission criteria affect diversity. The programme recently adjusted the application deadline to better accommodate non-European students.

Considerations

The panel is of the opinion that the programme applies a fair, transparent and well thought-through admission procedure. The admission requirements guarantee that admitted students have a solid basis for the programme's level and subject. The level achieved by graduates of the programme, combined with the low number of dropouts, shows that the programme manages to select the right students. The panel deems it important that admission requirements are kept at a high level to maintain the programme's high standard.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 4.1, admission.

4.4.2 Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Outline of findings

The JBoA assesses all applications based on students' academic backgrounds and language proficiency, thus taking into account prior learning. Applicants are admissible to the programme if they have obtained a bachelor's degree with at least 70 ECTS credits in psychology and 30 ECTS credits in research methods and statistics.

Graduates are awarded the joint degree of Master of Science in International Joint Master of Research in Work and Organizational Psychology. This degree holds legal recognition in the Netherlands, Germany and Spain.

Considerations

The panel confirms that the recognition of previous qualifications is consistent with the Lisbon Recognition Convention. Exam results obtained at any of the partner institutions are fully recognised by the other institutions within the consortium.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 4.2, recognition.

4.5 Learning, Teaching and Assessment [ESG 1.3]: Standard 5

4.5.1 Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

Outline of findings

Across the curriculum, the programme applies different learning approaches depending on the expertise of the host university. All promote active learning through methods such as problem-based learning (Maastricht University), research-based learning (Leuphana University) and intervention design and planning (University of Valencia). In many courses, students may choose specific problems and situations for assignments and research proposals. Students told the panel that they like to experience different approaches, although it does take students some time to adjust to new ways of working.

Collaborative learning is an important aspect of the programme. Students confirmed that they often work in small groups – sometimes multiple different groups in parallel. Initially, student group work is guided and students are taught the basics of group dynamics and feedback at the start of the programme, but overall, it requires considerable self-regulation. If necessary, supervisors support and facilitate groups that experience problems.

Throughout the programme, students experience diverse academic and professional contexts. The programme intends to create a diverse intercultural learning community to enhance students' intercultural and professional learning. The collaborative working environments offer students experience with different methods of working and organizing. Despite the limited diversity in the student population, students indicated that the programme offers sufficient opportunities for intercultural learning. All partner universities have inclusion policies to integrate students from different cultures or with special educational needs. Students confirmed that they feel included and seen. Because of the international character of the programme and the diverse international staff and students, the language of instruction, teaching, and examination is English.

Considerations

According to the panel, the programme has been designed in correspondence with the intended learning outcomes. It applies a variety of learning and teaching approaches that enable students to achieve the intended learning outcomes and promote active learning. The panel understands the decision to embrace the variety of experiences at the three partner universities rather than harmonise the approaches across the consortium. Despite the rather homogenous student population, the programme manages to promote an intercultural perspective of the discipline and teamwork. The panel advises proactively providing additional guidance or a refresher training to support group work throughout the programme, not only at the start.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 5.1, learning and teaching.

4.5.2 Assessment of students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

Outline of findings

The IJMRWOP programme uses a variety of assessment methods that align with the programme's educational principles, including lecture attendance and active participation, individual and group presentations, assignments, papers, exams, research proposals and peer feedback. According to the self-evaluation report, the programme strives for a purposeful mix of formative and summative assessment methods. To this end, the variety of assessment methods is checked annually.

To fulfil requirements of the Dutch Higher Education and Scientific Research Act (WHW), the consortium established a Joint Board of Examiners (JBoE) with one representative from each of the partner universities. The JBoE determines whether students have met the conditions for obtaining a degree, draws up the Rules and Regulations within the framework of the Education and Examination Regulations (EER) and carries out its duties in accordance with national laws.

Students finish the programme with a substantial master's thesis project, consisting of the research project itself and writing a thesis in the format of a scientific article. Students and staff are provided with a manual to support the process. In the second year, lecturers present potential research topics to allow for informed decisions about the project's topic. Students may also suggest their own topic. In previous years, all non-European students had to do their thesis project at Maastricht University for visa reasons. This limited their options. The programme now allows online supervision, which students consider a fairer process. All theses are assessed by two assessors from two different partner universities: the supervisor and an independent assessor. The JBoE confirmed that all thesis assessors must hold a PhD degree. While studying a subset of theses, the panel noted a difference in the quality of the feedback that students were given in the final assessment forms. The JBoE explained that feedback is provided regularly throughout the thesis project and acknowledged that there is room for improvement in the way feedback is formalised in the assessment forms.

The panel noted that the programme awarded a high number of distinctions. According to the JBoE, this is partly related to the highly motivated student population the programme attracts and partly to different grading cultures. The JBoE acknowledged that it took great effort to harmonise the grading procedure and underlying standards of staff members. The board has developed a grade conversion table to convert marks to the grading system of the coordinating institution Maastricht University. The JBoE also strives to establish a shared understanding of evaluation criteria and grading standards.

Considerations

The panel established that the programme's examination regulation and assessments methods correspond with the intended learning outcomes. They are well documented and

sufficiently clear. An experienced JBoE safeguards the quality of assessment. The programme pays sufficient attention to streamlining assessment procedures, especially grading. Still, continued calibration and monitoring of possible structural differences in grade levels across the three partner institutions remains necessary to ensure that staff members of the three partner institutions apply the regulations consistently.

The documentation and the meeting with lecturers provided the panel with good examples of how the intended learning outcomes are assessed. The panel appreciates the variety of assessment methods that are used throughout the programme. The thesis is assessed through an adequate process with two independent assessors who apply clear criteria. The panel appreciates that the programme will apply stricter guidelines for feedback on the thesis project. The panel also supports the suggestion of one of the lecturers to provide more guidance about feedback in other courses.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 5.2, assessment of students.

4.6 Student Support [ESG 1.6]: Standard 6

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students

Outline of findings

The programme supports its students in several ways. At the start of the programme, students are assigned a mentor: an academic staff member of Maastricht University who supports the student throughout the entire programme. The panel was told it is a deliberate choice not to change mentors when students move to their next destination. In addition, students are linked to a peer mentor from the previous cohort at the end of the first semester. Students consider both the academic and peer mentors very helpful. Because of the programme's small learning community, students know the staff members of all partner institutions well. Every semester starts with a welcome session to introduce the host institution and its teaching approach, and finishes with a 'goodbye' at the end. Thus, the programme intends to facilitate the transition from one university to the next.

Students have access to the full range of students support services at all partner institutions, including counselling and administrative support services. All partner institutions offer voluntary language courses that support students' integration in the local community. The panel noted that not all services are known to students. The International Relations Offices at each of the partner universities assist students and facilitates international activities among the consortium members. Mobility support includes help with housing, visas and residency permits. Students indicated that communication about visa could be improved as they have received contradictory information. The programme itself does not offer scholarships, but students may apply for Erasmus+ grants and DAAD³ scholarships.

Considerations

³ German Academic Exchange Service

The panel is of the opinion that the programme offers ample student support in a well-designed manner. The programme's personal approach makes it easy for students to contact their mentors and other staff members. The panel advises ensuring that this system is still feasible with a larger student body. In addition, general support services offered by the partner institutions (e.g., study advisors) could be made more visible.

The programme addresses the specific challenges that mobile students face. The panel commends the programme for welcome and goodbye sessions that are organised at the start and end of each semester. The panel recommends improving the contacts between the respective visa support centres to improve communication about visa requirements. In addition, the panel suggests improving the visibility of scholarships and grants to make the programme more accessible, especially to students from lower-income countries.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 6, student support.

4.7 Resources [ESG 1.5 & 1.6]: Standard 7

4.7.1 Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

Outline of findings

The programme is jointly developed and implemented by academic staff members from all partner universities. The panel studied the resumes of lecturers and confirms that they are all active researchers with different individual research foci and ample international experience. Together, they cover the topics of the programme. All have ample experience in teaching and supervising research projects and theses. The self-evaluation report specifies the teaching expertise that the lecturers bring. The Consortium Agreement specifies that each university is responsible for the English language proficiency of teaching staff and the panel did not encounter any complaints regarding language proficiency. Maastricht University's programme coordinator explained that the university supports its staff with language courses.

The panel spoke with staff members who are very enthusiastic about the programme. Their dedication is also visible from the contacts they maintain with alumni who pursue publication of theses and group projects. The small-scale nature of the programme and personal guidance may lead to a considerable workload, but the staff members stressed that they enjoy teaching the highly motivated students.

Considerations

The panel appreciates the well-qualified academic staff members, who cover all topics of the programme and are highly motivated to teach students of the joint master's programme. The panel considers Maastricht University's English language courses a good practice. The number of staff members is sufficient to implement the programme. The panel deems it important to monitor staff members' workload especially when student numbers increase.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 7.1, staff.

4.7.2 Facilities

The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

Outline of findings

The self-evaluation report states that students of the programme may use all facilities provided by the three partner institutions. Next to teaching facilities, these include research facilities and infrastructure support (e.g., access to online data collection software and licenced statistical software). The panel visited laboratory facilities at Maastricht University during the site visit.

The three partner universities use their own digital learning platforms to provide course materials and assignments. Maastricht University's platform is used for general matters. The self-evaluation report explains that the consortium investigated implementing a shared platform, but that this turned out not to be feasible for multiple reasons. Students told the panel that the programme prepares them well for the different platforms and that they do not experience problems using them. Some students indicated they connect their university accounts to private email addresses to receive all relevant information in one account.

Considerations

The panel established that the facilities provided are sufficient and adequate to implement the programme and provide an adequate learning environment for students. They support the students in achieving the intended learning outcomes. The panel advises collecting experiences and best practices regarding the use of multiple digital learning platforms and sharing those with all students.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 7.2, facilities.

4.8 Transparency and Documentation [ESG 1.8]: Standard 8

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

Outline of findings

The self-evaluation report and its appendices gave the panel a positive impression about the programme's information provision. (Prospective) students may find information about the programme, including the EER and the programme's Rules and Regulations, on Maastricht University's website. The websites of the other consortium members link to this website. The course syllabi provide detailed information about the curriculum. At Maastricht University and University of Valencia, these also include information about assessment of courses. Leuphana University informs students about assessment via a schedule.

Upon admission, students receive a 'Programme Manual': a comprehensive document that explains the programme and provides information about the available support services offered by the three partner institutions as well as practical information about the partner institutions and their cities. The programme starts with an Introduction Week, where students receive onboarding information at Maastricht University. Although participation is not mandatory, all students attend this week. Finally, lecturers from Leuphana University and University of Valencia participate in lectures at the other locations to facilitate the transition to a new campus. During the site visit, students told the panel that they feel well informed.

Considerations

According to the panel, the programme provides detailed information about all academic and practical aspects of IJMRWOP. This enables prospective students to make an informed decision and supports students during their time in the joint master's programme. It is positive that the programme pays ample attention to the specific needs of mobile students, preparing them for differences between the three partner institutions.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 8, transparency and documentation.

4.9 Quality Assurance [ESG 1.1 & part 1]: Standard 9

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

Outline of findings

The programme's internal quality assurance system builds on the existing quality assurance and control processes of the three partner universities. The programme follows a Plan, Do, Check, Act (PDCA) cycle, which has been adapted to suit the collaborative nature of the programme. The annual educational quality assurance cycle is integrated as much as possible into the cycle of Maastricht University's Faculty of Psychology and Neuroscience (FPN). Each partner university safeguards the quality of its own courses, assessment and teaching staff and employs various methods to gather feedback from stakeholders. Students participate in evaluations and are invited to mentor meetings (Maastricht University), roundtable discussions (Leuphana University) and feedback meetings (University of Valencia).

The JBoD is responsible for the overall quality of the programme. This board is supported by other bodies, such as the JBoE and the Quality Assurance Committee (QAC) – all representing all three partner universities. The QAC participates in the regular quality cycles that involve reviewing and discussing evaluation results, nominal plans (course descriptions, didactics, and assessment plans) from all courses, and the Education and Examination Regulations (EER). The QAC consists of six members: three students and three academic staff members from each of the universities. One of the members is also a member of FPN's Educational Programme Committee.

During the site visit, the panel was presented with convincing examples of how the programme has improved over the years. Students told the panel that their feedback is taken seriously, and they feel heard. The self-evaluation report adequately explains how the

programme has followed-up on the recommendations that were given by the previous NVAO panel that performed the initial accreditation assessment of the programme in 2018.

Considerations

The panel established that the programme has an adequate approach to quality assurance, including evaluations at the local level that are linked through active joint bodies with representatives from all partner institutions. The programme is responsive to student feedback, reflecting an active quality culture and a working feedback loop.

Conclusion

The panel assesses that the joint programme International Joint Master of Research in Work and Organizational Psychology meets standard 9, quality assurance.

4.10 Conclusion

The panel concludes that the joint master's programme IJMRWOP is a well-designed and well-implemented programme that prepares future work and organisational psychologists for a research or applied research career in an ever-changing and international world of work. Graduates of the programme are awarded the joint degree of Master of Science in International Joint Master of Research in Work and Organizational Psychology and receive one joint certificate and diploma supplement, issued by Maastricht University on behalf of the consortium. This degree is fully recognised by all three institutions and their respective countries.

The panel confirms that the programme's learning outcomes are formulated at master's level and comprise knowledge, skills and competencies that are relevant to the disciplinary field of work and organisational psychology. The learning outcomes have been translated to a curriculum of 120 ECTS credits. Students spend at least one semester at each of the partner institutions. The programme is commended for its coherent and logically structured curriculum that reflects the domains of expertise of the partner universities. Students obtain a comprehensive overview of work and organisational psychology in the first semester and extend and apply this knowledge in the subsequent semesters. Overall, there is little overlap across the three institutions due to the coordination mechanisms that are in place.

The programme applies a fair, transparent and well thought-through admission procedure. The admission requirements guarantee that admitted students have a solid basis for the programme's level and subject. Despite the rather homogenous student population, the programme manages to promote an intercultural perspective of the discipline and teamwork.

The programme offers ample student support in a well-designed manner and addresses the specific challenges that mobile students face. The panel commends the programme for welcome and goodbye sessions that are organised at the start and end of each semester. The panel recommends improving the contacts between the respective visa support centres to improve communication about visa requirements.

The panel appreciates the variety of assessment methods used throughout the programme. Students finish the programme with a master's thesis project. The thesis is assessed through an adequate process with two independent assessors who apply clear criteria. The panel

appreciates that the programme will apply stricter guidelines for feedback on the thesis project.

The panel established that students achieve the programme's intended learning outcomes. The panel was impressed by the high level of the theses and appreciates that many students pursue publications of their work. The achievement is also reflected in the positions that graduates manage to obtain and how well prepared they are for their careers within and outside academia. The panel recommends highlighting employment opportunities outside of academia during the programme and sharing examples of how students may apply what they learn in other contexts.

The programme is a joint effort of a team of well-qualified and enthusiastic academic staff members. Together, they cover all topics of the programme and they are highly motivated to teach students of the joint master's programme. Cooperation between staff members of the three partner institutions is also visible at all other levels of the programme. The panel recommends encouraging teacher mobility to enable staff members to experience the different settings and teaching approaches.

The panel established that programme has an adequate approach to quality assurance, including evaluations at the local level that are linked through active joint bodies with representatives from all partner institutions. The programme is responsive to student feedback, reflecting an active quality culture.

The panel's initial positive impressions of the programme were confirmed during the site visit. According to the panel IJMRWOP is an attractive and convincing programme that is well designed and coordinated in nearly all aspects. Therefore, the panel comes to a positive conclusion about the quality of the joint master's programme International Joint Master of Research in Work and Organizational Psychology.

5 Overview of the assessments

Standard	Judgement
1. Eligibility	
1.1 Status	Meets the standard
1.2 Joint design and delivery	Meets the standard
1.3 Cooperation Agreement	Meets the standard
2. Learning Outcomes	
2.1 Level	Meets the standard
2.2 Disciplinary field	Meets the standard
2.3 Achievement	Meets the standard
2.4 Regulated Professions	Not applicable
3. Study Programme	
3.1 Curriculum	Meets the standard
3.2 Credits	Meets the standard
3.3 Workload	Meets the standard
4. Admission and Recognition	
4.1 Admission	Meets the standard
4.2 Recognition	Meets the standard
5. Learning, Teaching and Assessment	
5.1 Learning and teaching	Meets the standard
5.2 Assessment of students	Meets the standard
6. Student Support	
	Meets the standard
7. Resources	
7.1 Staff	Meets the standard
7.2 Facilities	Meets the standard
8. Transparency and Documentation	
	Meets the standard
9. Quality Assurance	
	Meets the standard
Conclusion	Positive

6 Commendations

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

1. Frameworks – The programme adheres to the guidelines of relevant academic and professional psychology associations and standards in Europe.
2. Curriculum – The programme has a coherent and logically structured curriculum that reflects the domains of expertise of the partner universities.
3. Admission procedure – The admission procedure is transparent and well thought-through.
4. Mobility support – The programme organises welcome and goodbye sessions at the start and end of each semester to facilitate student mobility.
5. Theses – The theses show an impressive level, showing that graduates are well prepared for a career in academia and elsewhere.

7 Recommendations

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

1. Teacher mobility – Encourage staff mobility to enable faculty to experience the different settings and teaching approaches.
2. Employment opportunities – Highlight employment opportunities outside of academia during the programme and share examples of how students may apply what they learn in other contexts.
3. Visa – Improve the contacts between the respective visa support centres to improve communication about visa requirements.

Annex 1: Composition of the panel

- Prof. Dr. Susanne Scheibe (chair), Professor in Organisational Psychology Department of Organizational Psychology, University of Groningen, the Netherlands;
- María Esther Garcia Buades, PhD, Senior lecturer in Work, Organisational and Human Resources, Psychology co-director of the master's programme in Human Resources Management, Department of Psychology, University of the Balearic Islands, Spain;
- André van Nieuwenhuizen, self-employed Work & Organizational Psychologist, the Netherlands;
- Gaga Gvenetadze Master of Education Administration (student member), recent graduate of the master's programme Education Administration, current PhD student Applied Social Psychology, Ivane Javakhishvili Tbilisi State University, Georgia.

The panel was assisted by Tinka Thede, MSc, policy advisor at NVAO, and Anne Martens MA, secretary.

All panel members and the secretary completed and signed a statement of impartiality and confidentiality.

The institutions also provided a statement of impartiality. They state that, with the information available at the time, the nominated panel members and secretary are independent.

Annex 2: Schedule of the site visit

In May 2024, the panel organised a site visit at Maastricht University (the Netherlands), as part of the external assessment procedure of the joint master's International Joint Master of Research in Work and Organizational Psychology. The schedule of the visit was as follows.

21 May 2024

13:00 – 14:00 Open consultation hour (no attendees)

27 May 2024

08:30 – 09:00 Document study (closed panel meeting)

09:00 – 09.30 Tour of the facilities
Dean of FPN

09:30 – 10:00 IJMRWOP Joint Board of Directors and Vice Dean of FPN
Maastricht University:
- Programme Coordinator, Chair of JBoD
- Vice dean of education FPN
Leuphana University
- Programme Coordinator
University of Valencia:
- Programme Coordinator

10:00 – 10:20 Closed panel session

10:20 – 11:20 IJMRWOP Lecturers
Lecturers from:
- Maastricht University
- Leuphana University
- University of Valencia

11:20 – 11:40 Closed panel session

11:40 – 12:10 IJMRWOP students
Five current students, representing different academic years

12:10 – 13:10 Closed panel session

13:10 – 13:55 Joint Board of Examiners / Quality Assurance Committee / Board of Admissions and Mentoring
Maastricht University:
- Interim chair of BoE
- Chair of QAC
- Chair of BoA
- Former chair of JBoD/mentor
Leuphana University
- Member of BoE
University of Valencia:
- Member of BoE

13:55 – 14:15 Closed panel session

14:15 – 15:00 IJMRWOP alumni and professional field representatives

	Four professional field representatives, amongst them three alumni
15:00 – 15:30	Optional session
15:30 – 17:00	Closed panel session
17:00	Presentation of the main findings by the panel chair

Annex 3: Documents reviewed

Programme documents presented by the institution

1. Self-evaluation report
2. Annexes:
 1. Legal status of the partner institutions
 2. Consortium agreement and annex
 3. Education and Examination Regulations (EER) and Rules and Regulations (R&R) 2023 - 2024
 4. Assessment methods
 5. Curriculum map
 6. Overview of all courses within the IJMRWOP programme and the course descriptions
 7. Registrations, nationalities and study succes
 8. Career paths IJMRWOP graduates
 9. CV of the IJMRWOP teaching staff
 10. Course syllabi
 11. Documents related to internal quality assurance
 12. Diploma and diploma supplement
 13. Admission and language requirements
 14. Grade distribution Master thesis IJMRWOP cohorts 2019-2020, 2020-2021 and 2021-2022
 15. Programme Manual IJMRWOP
 16. Assessment forms for the Internship and Thesis

Additional documents made available before the site visit

1. 2023-2024 IJMRWOP Curriculum Overview
2. Draft (20240521) agreement on joint controllership
3. Draft (20240521) consortium agreement
4. 15 master theses

Annex 4: List of abbreviations

EAQA	European Approach for Quality Assurance
ECTS	European Credit Transfer and Accumulation System
EER	Education and Examination Regulations
EHEA	European Higher Education Area
ESG	European Standards and Guidelines
FQ-EHEA	Framework for Qualifications in the European Higher Education Area
FPN	Faculty of Psychology and Neuroscience
IJMRWOP	International Joint Master of Research and Organizational Psychology
JBoA	Joint Board of Admissions
JBoD	Joint Board of Directors
JBoE	Joint Board of Examiners
NVAO	Accreditation Organisation of the Netherlands and Flanders ('Nederlands-Vlaamse Accreditatieorganisatie')
QAC	Quality Assurance Committee

