NVAO

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INITIAL ACCREDITATION

WO-BACHELOR

009428 MOLECULAR AND BIOPHYSICAL LIFE SCIENCES

Utrecht University

FULL REPORT

27 November 2020

Content

1 Peer review

The Accreditation Organisation of the Netherlands and Flanders (NVAO) determines the quality of a new programme on the basis of a peer review. This initial accreditation procedure is required when an institution wishes to award a recognised degree after the successful completion of a study programme.

The procedure for new programmes differs slightly from the approach to existing programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. Once accredited the new programme becomes subject to the regular review process.

The quality of a new programme is assessed by means of peer review. A panel of independent peers including a student reviews the plans during a site visit to the institution. A discussion amongst peer experts forms the basis for the panel's final judgement and the advisory report. The agenda for the panel visit and the documents reviewed are available from the NVAO office upon request.

The outcome of this peer review is based on the standards described and published in the limited NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr. 3198). Each standard is judged on a three-point scale: meets, does not meet or partially meets the standard. The panel will reach a conclusion about the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

This report contains the findings, analysis and judgements of the panel resulting from the peer review. It also details the commendations as well as recommendations for follow-up actions. A summary report with the main outcomes of the peer review is also available.

NVAO takes an accreditation decision on the basis of the full report. The NVAO decision can be positive, conditionally positive or negative. Following a positive NVAO decision with or without conditions, the institution can proceed to offer the new programme.

Both the full and summary reports of each peer review are published on NVAO's website www.nvao.net. There you can also find more information on NVAO and peer reviews of new programmes.

Because of COVID-19 temporary measures apply for this peer review.

2 New programme

2.1 General data

Institution	: Utrecht University
Programme	: Molecular and Biophysical Life Sciences
Mode of study	: Full-time
Degree	: Bachelor of Science
Tracks	: NA
Location	: Utrecht
Study load	: 180 EC[1]
Field of study	: Natuur (Natural Sciences)

2.2 Profile

Molecular and Biophysical Life Sciences (MBLS) is an interdisciplinary, intercultural and research-connected bachelor programme that aims to provide a broad education on the molecular basis of living systems by combining the fundamental concepts of biology with a solid knowledge base and quantitative approaches from chemistry, pharmaceutical sciences, physics and mathematics. This interdisciplinary life sciences programme combines highly advanced technologies and looks for solutions to health and environmental challenges.

2.3 Panel

Peer experts

- Prof. dr. J.W.M. (John) Creemers (chair), Director Doctoral School of Biomedical Sciences, Department of Human Genetics, KU Leuven, Belgium;
- Prof. dr. S. (Stanley) Brul, chair Molecular Biology and Microbial Food Safety (SILS) University of Amsterdam; chair of the Dutch Institute for Biology (NIBI);
- Prof. dr. A.F.P.M. (Ton) de Goeij, Emeritus professor Curriculum Development at Maastricht University, Faculty of Health Medicine and Life sciences;
- J. (Jeffrey) Verhoeff, student-member.

Assisting staff

– Dr. M.J.V. (Meg) Van Bogaert, secretary
– Drs F. Wamelink, NVAO policy advisor and process coordinator

Site visit (online)
22 October 2020

[1] European Credits

3 Outcome

The NVAO approved panel reaches a positive conclusion regarding the quality of the plans for the bachelor programme Molecular and Biophysical Life Sciences (MBLS), issued for assessment by Utrecht University. The plans for the programme comply with all standards of the limited NVAO framework.

The MBLS bachelor's programme responds to the increasing demand for and attention to interdisciplinary programmes in the life sciences. The panel finds the choice of the underlying disciplines convincing, namely biology, chemistry, physics, pharmaceutical sciences, mathematics and bioinformatics. The work field also indicates a need for graduates with integrated knowledge of these disciplines. In addition to interdisciplinarity, intercultural knowledge and skills are a spearhead of the programme. The intended learning outcomes match the profile, level and orientation of the programme.

The curriculum is well designed and constructed. It starts with a monodisciplinary basis in the founding disciplines, with links between the disciplines being made early on in the curriculum. As the curriculum progresses, interdisciplinary aspects become increasingly stronger. In the further development of the courses, the panel asks for attention to be paid to the visibility of the learning lines for students, in terms of skills, content and interdisciplinarity. Students have a great deal of choice, allowing them to choose their own path within the programme. At the same time, the decisions students make have a major influence on their choice for master programmes and future career. For this reason, the panel recommends that students receive intensive guidance in making the many choices, including use of an e-portfolio and individual meetings at set times. Students conclude the curriculum with a final project in which they actively participate in a research group for eight weeks, after which a thesis is written. The panel recommends to introduce a formal preparation stage a few months before the actual project starts. The lecturer team is enthusiastic, of high quality and actively involved in setting up an interdisciplinary curriculum. Integration of teaching and research is clearly present.

The programme has a robust system of assessment with variation in assessment forms, informative rubrics and both formative and summative assessments. Constructive alignment is visible and the sample examinations are of good quality. In the report, the panel makes several suggestions for optimising the assessment of the final project. Finally, the assurance of the assessment is in order, with an experienced board of examiners that covers all programmes in the undergraduate school.

Standard	**Judgement**
1 Intended learning outcomes	meets the standard
2 Teaching-learning environment	meets the standard
3 Student assessment	meets the standard
Conclusion	**positive**

4 Commendations

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

1. Profile – The interdisciplinary and intercultural profile of the programme is well chosen and offers added value in the spectrum of current programmes in the Netherlands and abroad. It fits in with current developments in the life sciences, is well embedded in a strong education and science environment, and responds to a need of the professional field. An interdisciplinary approach is achieved by involving different departments that actively collaborate in the development of the programme. By setting up an international classroom, students learn about and together with other cultures in practice.

2. Curriculum – The intended curriculum is coherent and well-designed. It starts with monodisciplinary basic knowledge and skills, after which more and more multidisciplinary links are made as the curriculum proceeds towards an interdisciplinary final project. The skills training is an integral part of the curriculum and both content and skills lines run through the entire curriculum.

3. Student association – In addition to its social function, the student association Amino also plays an important role in developing a future professional perspective for the students, for example the exceptionally strong focus on the buddy programme.

4. Teaching staff – Collaboration between disciplines and departments is crucial for interdisciplinary programmes. The group of lecturers is enthusiastic and qualified and ensures, in addition to interdisciplinarity, a good connection between education and science.

5. Assessment – The system of assessment is well-designed for use in life sciences programmes. Formative and summative assessment take place and well-structured rubrics are used. There is also an experienced and well-functioning Board of Examiners (BoE) that not only takes care of the MBLS programme, but of all undergraduate programmes of the school.

5 Recommendations

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

1. Intended learning outcomes (ILOs) – The already well-defined ILOs can gain further strength by 1) explicitly naming bioinformatics at ILO1 and 2) adding “semi-independently” at ILO 2, which makes this learning outcome suitable for an academic bachelor.

2. Curriculum - The development of the first phase of the curriculum is already well advanced. The panel stimulates the programme to further develop the second phase of the curriculum in the short term. In doing so, the panel advises taking into account the continuous learning lines and interdisciplinarity, and how the expectations can be communicated clearly to the students. In the course description a heading could be introduced with an explanation of which skills are worked on, which ILOs fit in with this and how these are being assessed. This applies to the learning lines of the disciplines, and in particular to the skills learning line.

3. Student counselling - Although the programme and the undergraduate school have a clear plan for student counselling, the panel advises to add an e-portfolio and to structure the individual conversations with students. Students have to make many choices in the curriculum that determine their options after the programme. Personal guidance and the use of an e-portfolio for self-reflection are essential for a balanced educational career planning, by bachelor students.

4. Final project - The opinion of the panel on the design and implementation of the final project is positive. A point for its strengthening is the formalisation of a preparatory stage a number of months prior to the start of the actual project. When assessing the final project, the panel emphasises the independent assessment by both assessors, recommends that the assessment of the process should also be included in the rubric for Practical Work and that room for further written explanation should be included in the assessment forms for narrative input.

6 Assessment

6.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Judgement
Meets the standard.

Findings, analysis and considerations

Research in life sciences increasingly relies on the application of advanced methods originating from chemistry, (bio)physics and nanotechnology. To apply and further develop these methods, researchers need to have a good understanding of the fundamental concepts in these fields. The interdisciplinary Bachelor's programme Molecular and Biophysical Life Sciences (MBLS) aims to provide a balanced and coherent knowledge base, rooted in all relevant disciplines. Furthermore, dealing with quantitative, computer-based data analysis and big data has become an essential and integral part of research in life sciences and will increase in the near future. The MBLS programme provides a solid background in mathematics and programming skills. The panel notes that the initiators of the programme have great ambition and wish to capitalize on the changing landscape in life sciences. The programme lays emphasis on the exact aspects of molecular life sciences and combines biology with chemistry, (bio)physics, pharmaceutical sciences, mathematics and (bio)informatics. The panel is convinced that the interdisciplinary approach has been well chosen.
During the digital site visit, the panel discussed the proposed name for the programme and is convinced that the B (Biophysics) is an appropriate addition to its predecessor, the Molecular Life Sciences (MLS) study path of the Chemistry and Biology bachelor's programmes. In the new name, the focus areas are well combined. Pharmaceutics is not explicitly included in the name. The panel considers this to be justified, as the pharmaceutical sciences research perspective in the programme is in fact a domain within the Life Sciences.

In addition to offering an interdisciplinary programme in which a solid and broad basis is provided by the disciplines involved, another objective is to offer an intercultural and internationally oriented programme. The programme management expects to attract ambitious students who are educated for an international and intercultural position in research or industry. In the discussion with the representatives of the labour market it was confirmed that it is important to have knowledge and understanding of intercultural aspects when working in an international context. This applies not only to positions in research, but also to positions in the private sector. The panel is of the opinion that this intercultural focus and the international classroom are of added value and relevant for the future careers of the graduates.

Representatives from the labour market also indicated a need for interdisciplinary graduates in the disciplines that this programme incorporates. This is evident from the market research that was carried out. Also, in the discussion with the panel, labour market representatives indicated a need for bridge builders who understand and speak the languages of the various disciplines. Because of the broad knowledge base, graduates of this programme not only understand the outcomes of multidisciplinary approaches, but also the underlying processes from which it resulted. Even though most – if not all – graduates of this programme will

continue with a master programme and even with a PhD before entering the labour market, the interdisciplinary and intercultural aspects of the programme are valued and considered to be extremely important in order to make optimal progress

The programme formulated 13 intended learning outcomes (ILOs) that are in line with the Dublin Descriptors. The panel established that the ILOs are appropriate for the MBLS bachelor's programme. The broad and academic character of the well-defined ILOs corresponds properly to the wo-bachelor's level. The ILOs describe the acquisition and application of knowledge and understanding of concepts and methods in the four core disciplines and the necessary skills are described. The panel has minor points of attention with regard to the ILOs. The four core disciplines are well included, but the panel is of the opinion that the programme is doing itself short by not explicitly mentioning the bioinformatics aspects in ILO1. Not only in the profile, but also in the curriculum (see standard 2) there is a clear focus on bioinformatics. Furthermore, the panel noted that a number of ILOs rightly mention the word semi-independently, since this is appropriate for the bachelor's level. The panel recommends to the programme to include this term for ILO2 as well. This addition avoids ambiguity or too high expectations. Finally, the panel indicates that the wording of ILO7 in appendices 1 and 3 of the self-evaluation is somewhat different. The panel assumes that the ILOs will be leading in the final EER (Education and Examination Regulations).

In conclusion, the panel is of the opinion that the profile of the MBLS programme has been well thought out. This also includes the addition of biophysics, both in the programme and in the name. The need for this broad interdisciplinary programme, which trains bridge builders, is also endorsed by the labour field. International and intercultural aspects are also important in the future field of work; the panel sees sufficient substantiation for an international classroom. Finally, the ILOs are clear and appropriate for an academic bachelor's programme in MBLS. With regard to the ILOs, the panel has minor recommendations to further improve.

6.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Judgement
Meets the standard.

Findings, analysis and considerations

The MBLS curriculum is set up according to the Utrecht University model of education. This model includes depth, breadth and challenges and promotes active student learning and choice. The Utrecht University model of education requires an outline of the MBLS curriculum that includes a major of 135 credits and an individual course profile of 45 credits in which students are free to choose. Key features of the MBLS programme are international, interdisciplinary, research-connected and student-centred. In addition to exposure to the theory and practice of scientific research, the curriculum includes laboratory work as well as academic skills as integral parts of the curriculum. The major is completed with an individual research project and thesis. In the first year and a half, a solid foundation is laid (75 EC) in which students acquire knowledge and understanding of scientific principles of the underlying disciplines. Students also do project work, which, in addition to the predominantly

monodisciplinary-oriented courses, provides the first steps into the multi- and interdisciplinary context. The panel is of the opinion that this lays a good knowledge foundation in the various underlying disciplines. The panel thus agrees with the programme's choice to adopt a fairly monodisciplinary approach in this first phase. In the second half of the curriculum, attention is paid to the interdisciplinary approach. This is done on the basis of four interdisciplinary profiles that have been set up (Genes to Organisms, Molecules and Cells, Molecules and Medicine, Biophysics and Modelling). The development of interdisciplinarity was indicated by management, lecturers and MLS students alike. The panel notes that compared to the existing MLS major a positive step has been taken, especially with regard to the mono- to interdisciplinary transition. Good examples were mentioned in the interviews and some cross-fertilization is already visible in the first year. Not only the education, but also the research in the departments is getting more interdisciplinary as a result of working together for this programme. The panel recommends that the programme should not wait too long before further developing and detailing the four profiles. The panel finds that this curriculum enables students to achieve the intended learning outcomes.

The panel was pleased to hear that both the skills coordinator and the lecturers of the content subjects consciously take into account the great freedom of choice for students and what this means for covering the ILOs. Except for one (see below) all ILOs are explicitly covered in the curriculum. The development of skills is integrally embedded in the courses. According to the panel, this has been well thought out and it is wise that a skills coordinator has an overview of the development of skills in the various courses. Within each ten-week course, one week is reserved for skills training. With regard to communication skills, the panel suggests that these skills should be taught by an (external) expert. Training skills is a profession different from disciplinary knowledge. In addition, the panel stresses the importance of making the continuity of the skills line explicit to students. It is important that students have insight into which skills are taught, when, how they are taught and how and when they are assessed. In the individual courses this seems to be described, although the panel is of the opinion that further improvements are required. Assessment is not always explicitly mentioned, an ILO is missing. With regard to content, the panel noted that lecturers have given careful consideration to coherence and alignment within and between courses. Compared to the MLS major, more integration and the removal of overlap between courses, was implemented.

Similar to the skills line, the panel asks for attention to be paid to the clarity of coherence for students. With regard to interdisciplinarity, the panel notes that in the discussion with lecturers, good examples of coherence and an interdisciplinary approach were mentioned. However, the panel does not yet see structural embedding of how interdisciplinarity takes shape, particularly in the second half of the curriculum in the four profiles and how the programme aims at its reflection in the final project. It trusts that the programme will clearly establish this in the short term.

At the heart of Utrecht University education lies student-centred learning. This includes blended learning, collaborative learning, laboratory practicals and a capstone project in which students work individually and semi-independently. The panel states that it has already been proven in many programmes that the Utrecht educational model works well and that the choice for student-centred learning is a good one. The Utrecht University educational model includes a large freedom of choice for students. Not only are 45 ECs free to fill in, students also have restricted options to profile themselves.

According to the panel, this requires intensive guidance of students in making choices as the choices they make have a major impact on future opportunities to enrol in specific master's programmes and/or on their future professional prospects. The panel established that the undergraduate school, to which MBLS will belong, has an extensive system of guidance with five components. The panel has confidence in this guidance system, although it advises the programme to also make use of an e-portfolio. Certainly, with a broad, interdisciplinary programme such as MBLS, such a tool seems indispensable. Part of the existing system of supervision is the conducting of optional individual meetings with the student. The panel is of the opinion that the programme could focus on a stronger and structural embedding of individual meetings with students. In this way, the programme will also explicitly cover intended learning outcome 13, stating that the student can make an informed choice for their future study or career.

The student association Amino plays an important and active role in giving students perspective on career development. The panel is of the opinion that the programme can tie in well with this role, for example by organizing a 'career perspectives' day in which alumni give testimonials.

The panel supports the objective of MBLS to attract ambitious students, both from the Netherlands and internationally. The initial ambition of 10% international students is realistic and the panel thinks it would be good to increase this percentage (as is planned) to 25% in order to guarantee a well-functioning international classroom. Offering the programme in English, not only makes the international classroom feasible, but international lecturers will also be able to teach MBLS from the start of the programme. Together with the wishes and needs of the work field mentioned in standard 1, the intercultural and international professional working environment in which graduates will find themselves, and the opportunities to use English literature, the panel finds the substantiation for the English-language name of the programme and English as the language of instruction to be well-founded.

When setting up and implementing a programme, it is important to have an inspiring and high-quality team of teaching staff. In the interview with the intended team of lecturers, the panel saw an enthusiastic group that explicitly sought collaboration. Collaboration between different disciplines and departments is not always evident, but lecturers indicated that they not only appreciate the value of collaboration, but that it also develops other areas than education in a positive sense. The panel sees an excellent basis for setting up and implementing an interdisciplinary programme in which experts from all disciplines work together to produce a coherent and high-quality curriculum. In addition to attention for didactic skills, including the University Teaching Qualification (or Basis Kwalificatie Onderwijs-BKO), explicit attention is paid to the English language skills of lecturers. A training course is also planned in which teachers will be offered knowledge and tools on intercultural aspects. The scope of appointment for the coordination functions is limited but seems to be sufficient at least in the period after the implementation phase. The lecturers have confidence in the support of the management and expect a constructive and joint effort to find a solution to possible upcoming problems. The panel considers this important, because spikes in work pressure can occur during implementation of the programme. If this is the case, there should be a quick and adequate response.

The panel sees a good integration of education with the research environment. From day one, students speak the language of the scientific disciplines in an international setting. The programme is strongly anchored in excellent research groups; the panel states that the master-apprentice model can be followed in the final project. During the visit, the panel discussed the scope and form of this final project. The size is only 15 EC, but this is understandable given the many electives and the various disciplines for which a solid foundation must be laid. The panel suggests that students are given time in order to prepare for the final project several months before it starts. In practice, it often happens that students do this; the panel thinks it would be good to embed this structurally in the curriculum. In this way, the programme guarantees that the eight weeks in the laboratory are optimally spent on the learning objectives.

In the interviews with the representatives of the intended programme, the panel also paid attention to the possible follow-up programmes from which students can choose and whether the broad, interdisciplinary MBLS programme provides an adequate knowledge basis to start a master's programme in one of the disciplines. The intended programme and the discussions convinced the panel by indicating that the master's programmes in Utrecht are also highly interdepartmental and have a diverse intake. The MBLS programme fits in well with this spectrum of options. In addition, the MBLS programme offers sufficient opportunities to pre-sort for a specific, more specialised master's programme by means of electives. Finally, the panel's expectation is that the majority of graduates will move on to the Molecular and Cellular Life Sciences programme, in which a large number of the MBLS lecturers teach.

In conclusion, the panel is impressed by the well thought-out structure and content of the curriculum: a strong monodisciplinary basis with interdisciplinary accents in the first year, after which more and more connections are made and the four profiles have attained an interdisciplinary character. Skills are an integral part of the courses and there is a clear connection between the various study components. Students have a great deal of freedom of choice; the programme is aware that this requires intensive guidance in making choices by the individual student. The panel advises the programme to use an e-portfolio and to embed the individual conversations with students in a structural manner. The intercultural and international approach is well thought-out. An enthusiastic team of lecturers is actively setting up the courses with an explicit interdisciplinary approach and the integration with the research environment is good. Finally, the panel concludes that the intake to various master's programmes is good.

6.3 Standard 3: Student assessment

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

Judgement
Meets the standard.

Findings, analysis and considerations
Assessment in MBLS is approached as a tool to enhance the learning process. Formative, and also summative assessment is focused on feedback and used during the learning process to stimulate student learning and inform students on their progress. Variation in assignment formats is pursued and assignments are being tailored to the specific learning outcomes of a course. Types of assessment that are used, are summative and formative assessment (by lecturers), peer-to-peer assessment (by students), and rubrics are used for extended learning

and supporting feedback. According to the panel, the programme has a very well-developed system of assessment with formative and summative aspects and varied forms of assessment. The panel was very positive about the rubrics, they are very well elaborated and available to students in advance. The panel also sees a good constructive alliance between the ILOs and the assessment of the objectives of the foundation courses, in which the relative contribution of the various tests to the final result of the course is stated. The test plans are clear, for both lecturers and students. A number of assessments of foundation courses were available to the panel. The panel finds that the foundation courses are certainly in order. For the second half of the curriculum, the assessment also needs to be further developed along similar lines. The panel stresses the importance for students not only to have a clear understanding of the curriculum, but also of the assessment programme and how it is carried out.

In the context of assessment, the panel particularly looked at the assessment of the final bachelor project. The choice of the programme to set up this project and its assessment according to the structure of the final project of the Chemistry programme seems sensible. The panel considers the choice of two feedback rounds when writing the report to be appropriate for a bachelor's programme. Broadly speaking, the panel is very positive about the assessment of the final project. The panel has several points of attention that the programme can consider in the further development of the final project. First, the rubrics for assessment are good and clear; there is a distinction in the contribution to the final assessment of research skills (60%), the report (30%) and the oral presentation (10%). According to the panel, the assessment of the process in the rubric for the report is good. The panel recommends that the rubric for practical work should also include the process as part of the assessment. Second, a number of programmes covered by the BoE as indicated in the School Assessment Policy Plan (2017) explicitly devote attention to independent assessment of the final project. The panel sees the Physics and Astronomy programme as a good example where the structuring in combination with the assessment forms helps to assure independent assessment by the assessors. The panel stresses the importance of a clear division between the first and second (independent and appointed by the BoE) assessor, whereby the panel considers that the second assessor has the final say in the determination of the final grading. The panel understood that consideration was being given to the role of an accompanying PhD candidate as a co-assessor. The panel agrees with the BoE that a PhD candidate can function as an advisor, but not as an examiner. Finally, the panel stresses the importance of a narrative explanation of the assessment, for which there should be sufficient space on the forms. The panel learned during the interview with the BoE that the rubric is used as a guideline in the interview with the student during the assessment. This is, of course, good and important although the panel would also like to see a written record of this.

The Board of Examiners (BoE) of the undergraduate school has a specific executive panel for each programme and plans to have such a panel for the MBLS programme. The central BoE upholds the School's Education and Examination Regulations (EER) and ensures Assessment (Policy) Plans are in place. All examiners are formally appointed by the central BoE that also sets the frameworks for the executive panels. The MBLS executive panel will be responsible for the day-to-day execution of responsibilities of the BoE, e.g. the assessment of the student has fulfilled the requirements to receive a bachelor's degree and quality assurance of course assessment. During the visit, the panel learned that archiving and registration are being managed more centrally; this is already the situation for the theses. One of the advantages the panel sees of the chosen construction of a central BoE and executive panels is that best

practices are more easily shared. The panel concludes that the BoE functions well and is confident that the testing of MBLS will also be well assured in this construction.

In conclusion, the system of assessment has been well thought and worked out, is robust and proven in other programmes. Moreover, the assessment programme includes variation in assessment forms and formats which are used in both formative and summative assessment. The rubrics are well elaborated and clear. The panel states that there is constructive alignment between the ILOs, the courses and the assessment. Assessment of the final project is, in principle, well designed. Some points of attention could however further optimise its quality. The assurance of assessment also has the confidence of the panel, with an experienced BoE and a structure of assurance similar to that of other programmes in the undergraduate school.

6.4 Degree and field of study

The panel advises awarding the following degree to the new programme: Bachelor of Science
The panel supports the programme's preference for the following field of study: Natural Sciences (Natuur)

Abbreviations

BKO	Basis Kwalificatie Onderwijs (Basic Teaching Qualification)
BoE	Board of Examiners
EC	European Credit
EER	Education and Examination Regulations
ILOs	Intended Learning Outcomes
MBLS	Molecular and Biophysical Life Sciences
MLS	Molecular Life Sciences

The full report was written at the request of NVAO and is the outcome of the peer review of the new programme Molecular Biophysical Life Sciences of Utrecht University

Application no: 009428

NVAO

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